

**College of Education - Department of Teaching and Learning
Retention, Tenure, and Promotion Policy
Revised Fall 2022**

Overview of Changes:

- Rubric Design – Improved formatting allowing for ease of use
- Emphasizes use of Enhanced Peer Review and Reflective Practice
- Increases Scholarship, Quantity and Quality
- Emphasizes Collaboration
- Aligns to University Strategic Plan
- Emphasizes Diversity
- Distinguishes Requirements for Faculty in Years 1-3 and Years 4-5

Retention, Tenure and Promotion		
Area I – Teaching and Advising	Area II - Scholarship	Area III - Service
<p>-Enhances peer reviews and reflection on teaching -Include diversity, equity, and inclusion in teaching. -Promotes collaboration. -Encourages graduate research committee service in the Exceeds and Far Exceeds Expectations criteria. -Encourages continuing education/professional development in the Far Exceeds Expectations criteria (e.g., credit for completing Quality Matters [QM] workshops/courses).</p>	<p>-Provides multiple options for scholarly work while emphasizing requirement for peer review (e.g., peer-reviewed articles, conference presentations, grant writing, book chapters, book, textbook.) * 1 peer-reviewed publication required in Years 1-3 with a total of 3 peer-reviewed publications by end of Year 5 (Co-authorship and sole-authorship count equally for the purpose of encouraging collaboration.) -Requires at least three (3) peer-reviewed publications for promotion to Associate Professor.</p>	<p>-Increase focus on recruitment efforts -Promotes leadership at the university and professional organizations.</p>
Promotion from Associate to Full Professor		
<p>Area I -Teaching and Mentoring -Enhances peer reviews and reflection on teaching -Include diversity, equity, and inclusion in teaching. -Promotes collaboration. -Encourages graduate research committee service in the Exceeds and Far Exceeds Expectations criteria.</p>	<p>Area II -Scholarly -Provides multiple options for scholarly work while emphasizing requirement for peer review (e.g., peer-reviewed articles, conference presentations, grant writing, book chapters, book, textbook.) *3 peer-reviewed publications required to be published while in the rank of Associate</p>	<p>Area III - Service -Increase focus on recruitment efforts -Promotes leadership at the university and professional organizations.</p>

<p>-Encourages continuing education/professional development in the Far Exceeds Expectations criteria (e.g., credit for completing Quality Matters [QM] workshops/courses).</p>	<p>Professor for promotion to full Professor AND 3 presentations or grant applications submitted (Co-authorship and sole-authorship count equally for the purpose of encouraging collaboration) while in the rank of Associate Professor.</p>	
---	--	--

Eriksson College of Education
Department of Teaching and Learning
Retention, Tenure, and Promotion Policy

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 provide a baseline expectation for consideration. Tenure in the College requires highly developed skills 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 in accordance with University policy. The guidelines in this department policy are aligned with APSU policies such as APSU Policy 1:025.

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 that faculty member's retention/tenure period. For a recommendation of tenure or continuation in a probationary appointment, the dossier must show evidence of the following as noted in the rubric below.

Promotion from Assistant Professor to Associate Professor and from Associate Professor to Professor requires evidence of and 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. If a faculty member meets the criteria for promotion as outlined in APSU Policy 2:063, the faculty member may request review for promotion.

EXPERIENCE **AUSTIN PEAY**

2022-2027 STRATEGIC PLAN

1

The Academic
Experience



2

The Student
Experience



3

The Employee
Experience



4

The Community
Experience



Retention and Tenure

Area 1: Academic Assignment

<p>This is a rubric and not a checklist. Effective teaching at all ranks includes but is not limited to the following characteristics, as demonstrated through evidence provided by the faculty member through the evaluation process.</p>	<p>Evidence for Teaching: Course materials, peer evaluations, narrative Advising: OneStop notes, narrative Mentoring: Emails/letters, narrative, agendas</p>	
Meets Expectations	Exceeds Expectations	Far Exceeds Expectations
<p>Years 1*-3 – dossier shows a record of completing each of the items below:</p> <ul style="list-style-type: none"> -Dossier includes a comprehensive syllabus and course materials (e.g., instructional materials, course key assessment and rubric) that incorporate diversity and/or culturally relevant or responsive pedagogy and are aligned with the College’s Quality Assurance System and University’s Institutional Effectiveness system, aligned with professional standards (InTASC) and student learning outcomes (SLOs). -Evaluation of teaching that meets expectations on the enhanced peer evaluation. -Evidence of academic collaboration with colleagues. 	<p>Meets Expectations AND at least one (1) item from the list below:</p> <ul style="list-style-type: none"> -Includes samples of class assignments and feedback from at least two students, one needing improvements and one meeting or exceeding requirements. -Evaluations of teaching that exceeds expectations on the enhanced peer evaluation. -Evidence of serving as a member of a graduate research committee. -Evidence of academic program development or course curriculum development. 	<p>Exceeds Expectations AND at least one (1) item from the list below:</p> <ul style="list-style-type: none"> -Evidence of chairing a graduate research committee. -Evidence of serving as a member of an external graduate research committee (on a committee at an institution other than APSU). -Recipient of an award for teaching, academic advising, or mentoring. -Completes a continuing education or professional development workshop, course, or program (for example, completes at least one QM-approved course and/or completes the QM peer reviewer course or advanced QM training.) -Actively promotes diversity and/or culturally relevant or responsive pedagogy in courses through guest speakers, collaborative

<p>-Evidence of active and timely advisement (with the notes provided in OneStop).</p> <p><i>*Advising not required in year 1.</i></p>		<p>activities with other courses/educational institutions, community-building activities, in-class workshops, or thoughtfully including historically underrepresented voices/scholars</p>
<p>Years 4-5:</p> <p>Same as above AND</p> <p>-Evidence of using data for course review or improvement (e.g., utilizing peer reviews, team meetings, student evaluations)</p>	<p>Years 4-5:</p> <p>Same as above AND one (1) of the following:</p> <p>-Provides mentorship (e.g., official mentorship and/or collaboration on a scholarly product) to at least one faculty at APSU.</p> <p>-Conducts training or presentations for faculty at APSU (e.g., UFO, etc.)</p>	<p>Years 4-5:</p> <p>Same as above AND one (1) of the following:</p> <p>-Conducts training or presentations for faculty at APSU (e.g., UFO, etc.)</p>

Area 2: Research and Scholarly Achievement

<p>This is a rubric and not a checklist. Effective research, scholarship, and creative activity at rank includes but is not limited to the following characteristics. Where “author” is listed, refers to either co-author or sole-author. Candidates are not required to have sole-authored publications/grants or be sole presenters for retention and tenure.</p> <p>Very Important: At least one (1) peer-reviewed publication is required by the end of Year 3, with a total of three (3) peer-reviewed publications required by the end of Year 5.</p>		<p>Evidence: Artifacts and narrative (detailing contributions)</p>
Meets Expectations	Exceeds Expectations	Far Exceeds Expectations
<p>Years 1-3:</p> <p>The candidate has at least one (1) of the following items for each year:</p> <ul style="list-style-type: none"> -Presentation at a state, regional, national or international conference where the selection of presentations is peer reviewed. -Author of peer-reviewed conference proceedings (evidence of the published peer-reviewed proceedings must be included in the dossier). -Submitted grant proposal, where the selection of grant proposal is competitive (must include the grant application and confirmation of submission in dossier). -Author of a peer-reviewed article published in a state, regional, national, or international journal. 	<p>Years 1-3:</p> <p>The candidate has at least two (2) of the following items for each year (any combination of items is acceptable, e.g., two peer-reviewed articles):</p> <ul style="list-style-type: none"> -Presentation at a state, regional, national or international conference where the selection of presentations is peer reviewed. -Author of peer-reviewed conference proceedings (evidence of the published peer-reviewed proceedings must be included in the dossier). -Author of a peer-reviewed article published in a state, regional, national, or international journal. -Author of a book chapter (must be a 	<p>Years 1-3:</p> <p>The candidate has at least three (3) of the following items for each year (any combination of items is acceptable, e.g., three peer-reviewed articles):</p> <ul style="list-style-type: none"> -Obtains an external competitively funded grant. -Recipient of an award for research or scholarship. -Delivers an invited conference keynote address. -Presentation at a state, regional, national or international conference where the selection of presentations is peer reviewed. -Author of peer-reviewed conference proceedings (evidence of the published peer-reviewed proceedings must be

<ul style="list-style-type: none"> -Author of a supplement to a recognized textbook (must be a publisher that has a proposal and review process) -Author of a book chapter (must be a publisher that has a proposal and review process) -Author of an edited book (must be a publisher that has a proposal and review process) -Author of a book or textbook (must be a publisher that has a proposal and review process) 	<ul style="list-style-type: none"> publisher that has a proposal and review process) -Author of an edited book (must be a publisher that has a proposal and review process) -Author of a book or textbook (must be a publisher that has a proposal and review process) -Obtains a funded internal grant. 	<ul style="list-style-type: none"> included in the dossier). -Author of a peer-reviewed article published in a state, regional, national, or international journal. -Author of a book chapter (must be a publisher that has a proposal and review process) -Author of an edited book (must be a publisher that has a proposal and review process) -Author of a book or textbook (must be a publisher that has a proposal and review process)
<p>Years 4-5:</p> <p>The candidate has at least two (2) of the following items for each year (any combination of items is acceptable, e.g., two peer-reviewed articles):</p> <ul style="list-style-type: none"> -Presentation at a state, regional, national or international conference where the selection of presentations is peer reviewed. -Submitted grant proposal, where the selection of grant proposal is competitive (must include the grant application and confirmation of submission in dossier). -Author of a peer-reviewed article published in a state, regional, national, or international journal. -Author of a supplement to a recognized textbook (must be a publisher that has a proposal and review process). -Author of a book chapter (must be a 	<p>Years 4-5:</p> <p>The candidate has at least three (3) of the following items for each year (any combination of items is acceptable, e.g., three presentations):</p> <ul style="list-style-type: none"> -Presentation at a state, regional, national or international conference where the selection of presentations is peer reviewed. -Author of peer-reviewed conference proceedings (evidence of the published peer-reviewed proceedings must be included in the dossier). -Author of a peer-reviewed article published in a state, regional, national, or international journal. -Author of a book chapter (must be a publisher that has a proposal and review process) 	<p>Years 4-5:</p> <p>The candidate has at least four (4) of the following items for each year (any combination of items is acceptable, e.g., two peer-reviewed publications and two presentations):</p> <ul style="list-style-type: none"> -Obtains an external competitively funded grant. -Recipient of an award for research or scholarship. -Delivers an invited conference keynote address. -Presentation at a state, regional, national or international conference where the selection of presentations is peer reviewed. -Author of peer-reviewed conference proceedings (evidence of the published peer-reviewed proceedings must be included in the dossier).

publisher that has a proposal and review process)
-Author of an edited book (must be a publisher that has a proposal and review process)
-Author of a book or textbook (must be a publisher that has a proposal and review process)

-Author of an edited book (must be a publisher that has a proposal and review process)
-Author of a book or textbook (must be a publisher that has a proposal and review process)
-Obtains a funded internal grant.

-Author of a peer-reviewed article published in a state, regional, national, or international journal.
-Author of a book chapter (must be a publisher that has a proposal and review process)
-Author of an edited book (must be a publisher that has a proposal and review process)
-Author of a book or textbook (must be a publisher that has a proposal and review process)

Area 3: Service

<p>Service - This is a rubric and not a checklist. Effective service at the university, professional and community levels includes the indicators from the rubric below; however, this is not an exhaustive list. Faculty will be evaluated by the dossier and evaluation process. A higher rating on the rubric is inclusive of every lower rating.</p>		<p>Evidence: Letters, emails, agendas, links, documents, and photos</p>
<p>Meets Expectations</p>	<p>Exceeds Expectations</p>	<p>Far Exceeds Expectations</p>
<p>Years 1-3:</p> <p>Provide evidence of at least one (1) activity from each category (university, professional, and public service related to education). Examples of activities that are considered to be service include but are not limited to the following for each category:</p> <p>Category A: Service to the University -Participation on at least one Department, College, or University committee. -Participation in student recruitment activity.</p> <p>Category B: Service to the Profession Participation in a discipline-related organization at the state, regional, or national levels. This includes: -Board member -Planning committee member -Committee member</p>	<p>Years 1-3:</p> <p>Provide evidence of at least two (2) activities from each of the categories OR more than two (2) activities in any one of the categories in addition to one activity from each of the other categories. Examples of activities that are considered to be service include but are not limited to the following for each category:</p> <p>Category A: Service to the University -Participation on University, College, or Department committees. -Participation or collaboration in student recruitment activity.</p> <p>Category B: Service to the Profession Participation in a discipline-related organization at the state, regional, or national levels. This includes: -Board member -Planning committee member</p>	<p>Years 1-3:</p> <p>Exceeds Expectations AND provide evidence of one (1) activity/achievement in one of the categories:</p> <p>Category A: Service to the University</p> <ul style="list-style-type: none"> ● Recipient of a University or College service award. ● Chairing/leading a University, College, or Department committee. ● Coordination in student recruitment activity. <p>Category B: Service to the Profession</p> <ul style="list-style-type: none"> ● Recipient of an award for service to the profession or an award for professional achievement. ● Executive officer or Board chair ● Planning chair ● Committee chair ● Editor of a peer-reviewed journal ● Invited keynote presenter at a discipline-related organization.

-Editorial advisory board member for a peer-reviewed journal or book series
-Reviewer of publication proposals
-Reviewer of presentation proposals for meetings/conferences
-Presider, discussant, or session chair at a meeting/conference
-Participant in an institute where the selection process is competitive
-Author of a publication that was not peer reviewed in a journal or newsletter or other professional material where the selection criteria was not peer reviewed.
-Author of published book reviews and prepublication reviews.

Category C: Public Service

-PreK-12 school engagement (in-service activities, guest speaker, course/curriculum reviews, etc.)
-Membership on a PreK-12 school committee.
-Cross-disciplinary or discipline-specific community activity (including participation in organizations sponsored internally by the University, such as the Woodward Library Society)
-Engagement with a student group related to the field of education.
-Participation in an interview for video or other publication by University public relations or recognized external organization in area of expertise.
-Participation in service activities that contribute to a positive impact on society, whether through diversity, equity,

-Committee member
-Editorial advisory board member for a peer-reviewed journal or book series
-Reviewer of publication proposals
-Reviewer of presentation proposals for meetings/conferences
-Presider, discussant, or session chair at a meeting/conference
-Participant in an institute where the selection process is competitive
-Author of a publication that was not peer reviewed in a journal or newsletter or other professional material where the selection criteria was not peer reviewed.
-Author of published book reviews and prepublication reviews.

Category C: Public Service

- Sponsor/advisor of a student group related to the field of education.
- PreK-12 school engagement (in-service activities, guest speaker, course/curriculum reviews, etc.)
- Membership on a PreK-12 school committee.
- Cross-disciplinary or discipline-specific community activity (including participation in organizations sponsored internally by the University, such as the Woodward Library Society)
- Engagement with a student group related to the field of education.
- Participation in an interview for video or other publication by University public relations or recognized

- Leader (e.g., President) of a discipline-related organization.

Category C: Public Service

- Recipient of a public/community service award.
- Invited keynote (or equivalent) presenter/speaker at a public/community organization on an educational topic relevant to PK-12, teacher education, or related higher education topic in area of expertise or specialization.

inclusion, and/or social change/justice	external organization in area of expertise.	
Years 4-5: -Participation/achievement in two (2) service activities from each category (university, professional, and public service related to education).	Years 4-5: -Participation/achievement in at least three (3) activities from each of the categories OR more than three (3) activities in any one of the categories in addition to two activities from each of the other categories. Doing multiples within one type of activity achieves this standard; for example: member of four committees, reviewer for three journals and a conference, etc.	Years 4-5: Exceeds Expectations AND one (1) of these service activities is a leadership position.

Tenure and Promotion from Assistant Professor to Associate Professor

Meets Expectations	Exceeds Expectations	Far Exceeds Expectations
Has met all requirements for tenure/retention for faculty (Year 5) and has at least three (3) peer-reviewed publications published while in the rank of Assistant Professor.	Has met all requirements for tenure/retention for faculty (Year 5) and has at least four (4) peer-reviewed publications published while in the rank of Assistant Professor.	Has met all requirements for tenure/retention for faculty (Year 5) and has at least five (5) peer-reviewed publications published while in the rank of Assistant Professor.

Promotion from Associate Professor to Professor

Meets Expectations	Exceeds Expectations	Far Exceeds Expectations
<p>Continues to meet expectations that are listed for Tenure and Promotion (in teaching/advising and service) to Associate Professor AND has at least three (3) peer-reviewed publications published while in the rank of Associate Professor AND three (3) items from the following list while in the rank of Associate Professor:</p> <ul style="list-style-type: none"> -Presentation at a state, regional, national or international conference where the selection of presentations is peer reviewed. -Submitted grant proposal, where the selection of grant proposal is competitive (must include the grant application and confirmation of submission in dossier). 	<p>Exceeds expectations that are listed for Tenure and Promotion (in teaching/advising and service) to Associate Professor AND has at least four (4) peer-reviewed publications published while in the rank of Associate Professor AND four (4) items from the following list while in the rank of Associate Professor:</p> <ul style="list-style-type: none"> -Presentation at a state, regional, national or international conference where the selection of presentations is peer reviewed. -Submitted grant proposal, where the selection of grant proposal is competitive (must include the grant application and confirmation of submission in dossier). 	<p>Far exceeds expectations that are listed for Tenure and Promotion (in teaching/advising and service) to Associate Professor AND has at least five (5) peer-reviewed publications published while in the rank of Associate Professor AND five (5) items from the following list while in the rank of Associate Professor:</p> <ul style="list-style-type: none"> -Presentation at a state, regional, national or international conference where the selection of presentations is peer reviewed. -Submitted grant proposal, where the selection of grant proposal is competitive (must include the grant application and confirmation of submission in dossier).