

Department of Teaching and Learning

College of Education

Retention and/or Tenure

The following guidelines were developed to provide all tenure track faculty a list of minimum expectations and specific requirements necessary to be considered for retention and/or tenure. Tenure in the Department of Teaching and Learning requires a dossier of documented achievements in teaching, scholarship, and service to the University, College, Department, 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 to work collaboratively with colleagues on academic issues. The Department of Teaching and Learning tenure Committee will review these guidelines on a regular basis.

I. Orientation to the Department

The Chair of the Department 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. Insure that the dossier for retention and/or tenure is in appropriate format before final review by the Chair of the Department. Once the Chair of the Department of Teaching and Learning has reviewed the dossier, it will be presented to the committee.

II. Meeting the Department of Teaching and Learning Requirement for Retention/Tenure

The expectation of the Department of Teaching and Learning is that a faculty member will demonstrate excellence in teaching, an active research/scholarly agenda; and a commitment of service to both higher education and PK-12 education sector. 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:

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.

1. The dossier should contain **two** anecdotal reports of classroom observations by a tenured peer within the College of Education and the Department Chair or the Department Chair's designee.
2. 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. The dossier shall also include the following materials: 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 on course reflections, and a sample of a comprehensive in-class test.
3. 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.
4. The dossier will show evidence of effective collaboration with colleagues on academic issues.

Other suggestions that might show as evidence in a dossier:

1. Evidence of new course development and implementation, if assigned.
2. Evidence of innovations introduced into instruction.

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 member's work
3. Evidence of instructional effectiveness, if applicable.
4. Other evidence as needed.

Research and Scholarly Achievement:

The dossier must show a record of continuous scholarly activity with a minimum of at least one accomplishment from either Category A **or** Category B for each year of probationary appointment.

For a recommendation of **tenure**, candidates must have a minimum of **four** accomplishments. These accomplishments must come from at least two of the seven areas listed below in Category A.

Category B accomplishments are offered as additional ways for a faculty member to demonstrate professional growth and continuous scholarly activity.

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. Obtaining an international, national, regional, state, or private foundation competitively funded grant.
4. Creation, development, and national distribution of educational software by a recognized publisher.
5. Editing an international, national, regional, or state journal.
6. A presentation at an international or national meeting where the selection of presentations is juried.
7. A significant contribution to a professional text or textbook supplement published by a recognized publisher.

Category B:

1. A presentation at a regional or state conference.
2. The writing and submission of a grant in a highly selective state-funded grant writing process.
3. Receipt of TAF, Faculty Research (old Tower), or 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-referred 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.
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 category below for each year of the tenure review. 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 Department committee.
2. Service on Faculty Senate or special task forces.

Category B: Service to One's Profession

1. Participation and 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
2. Contributions to the profession:
 - a. Reviewing proposals for publication
 - b. Reviewing proposals for conferences
 - c. Committee member in a professional organization
 - d. Presider at conference
 - e. Serving on awards-selection committee

Category C: Service to the Community

1. Consulting with Pre K-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.

Adopted by the Department of Teaching and Learning- Nov. 6, 2015

Approved by Chair – Nov. 6, 2015

Approved by Promotion Committee – Nov. 13, 2015

Approved by Dean – Nov. 13, 2015