

**College of Education - Department of Educational Specialties
Retention, Tenure, and Promotion Policy
Revised Fall, 2022**

Overview of Changes:

- Rubric Design – Improved formatting allowing for ease of use
- Supportive vs. Punitive
- Emphasizes use of Enhanced Peer Review and Reflective Practice
- Increases Scholarship, Quantity and Quality
- Emphasizes Mentorship and Collaboration
- Aligns to University Strategic Plan
- Emphasizes Diversity in all Areas
- Distinguishes Requirements for Faculty in Years 1 – 3 and Years 4 -5
- Contributions to Professional Profile and Service

Retention, Tenure and Promotion		
Area I – Teaching and Mentorship	Area II - Scholarship	Area III - Service
<p>- Emphasizes high-impact practices (e.g., experiential learning, internships, PD, and QM alignment)</p> <p>-Enhances peer reviews and reflection on teaching</p> <p>-Encourages committee service.</p> <p>-Focuses on service to Graduate Students (Leading collaborative research labs, leading a student organization or club).</p> <p>-Documents advising actions</p> <p>-Include diversity, equity, and inclusion in teaching</p> <p>-Promotes mentorship, collaboration, and training of junior faculty by senior faculty.</p>	<p>-Provides multiple options for scholarly work (e.g., peer-reviewed articles, conference present., grant writing, book chapters, textbook. * Four items required in Years 1 to 3 and five items required in Years 4 to 5. (No sole authorship required)</p> <p>-Requires at least five scholarly publications for promotion to assoc. prof.</p> <p>-Distinguishes quality vs. effort in publications (e.g., empirical research and impactful journals)</p> <p>-Focuses on diversity, equity, and inclusion in work.</p> <p>-Promotes collaboration with students and junior faculty.</p>	<p>-Increase focus on recruitment efforts</p> <p>-Participates in activities centered on diversity, equity, and inclusion.</p> <p>-Promotes leadership at the university and professional organizations.</p> <p>-Encourages the review of scholarly publications</p>
Promotion from Associate to Full Professor		
<p>Area I -Teaching and Mentoring</p> <p>-Including high-impact practices (e.g., experiential learning, internships, professional development, service learning, student research, study abroad).</p> <p>-Uses enhanced peer evaluation and reflective practice</p> <p>-Encourages collaborations and mentorship with junior faculty and students.</p>	<p>Area II -Scholarly</p> <p>-Promotes diversity, equity, and inclusion in meaningful and impactful ways through scholarly work.</p> <p>- focuses on sole publications at the rank of associate professor.</p>	<p>Area III - Service</p> <p>-Leads best teaching practices initiatives university.</p> <p>-Provides professional development activities.</p> <p>-Serves in leadership roles in academic organizations.</p> <p>-Support the profession by extensive journal review and conference activity.</p> <p>-Develops national/ international profile in the field.</p>

Department of Educational Specialties Retention, Tenure, and Promotion Policy

In the Department of Educational Specialties, we aim to create a culture that promotes excellence in teaching and mentoring, scholarship, and service. Faculty must demonstrate continuous growth in effective teaching and mentoring, scholarship, and service aligned with the rubric criteria below. Please note that this rubric is meant to be inspirational and motivational rather than a simple checklist. Additionally, faculty members truly outstanding in one area but less active or successful in others may well be contributing more to the development of the university than someone adequate in all areas but outstanding in none (APSU Policy 1:025).

Aligning the rubric with APSU's strategic plan, a focus is on enhanced teaching quality with emphases on high-impact practices and Quality Matters implementation. Scholarly collaboration among faculty of different ranks as well as with students garners elevated commendation. An enhanced reflection component will be provided by faculty as evidence in all narratives. Furthermore, there is a gradation of quality, which is evidenced in the criteria of the rubric at each level.



As a department, we chose to represent our academic rank expectations in the form of a holistic rubric. We realize the strengths and weaknesses of using a rubric format; therefore, a brief narrative explains our rationale.

Our rubric indicates expectations for each faculty rank and provides a holistic guide for faculty and retention/tenure and promotion review committees. This rubric seeks to provide quality ideals for faculty members at each rank by providing opportunities to show growth with specific examples for faculty to meet requirements, exceed expectations, or reach maximal impact for students and the profession. This is neither a checklist to be completed nor an exhaustive list of requirements to be quantitatively assessed, but areas of potential that the department agrees represent the necessary foundation for a robust career as a professor. The Department of Educational Specialties expects that this rubric will be a beneficial guide not just to those going up for retention, tenure, and promotion but also for those being asked to examine a faculty member's academic performance.

The goal for the Department of Educational Specialties is to have a 100% success rate when our faculty members seek retention, tenure, and/or promotion. Additionally, we want all faculty members to be evaluated annually and score at and above established expectations. As a department, we want to engender intrinsic motivation within our faculty to develop and grow as they best see fit and serve to model the love of teaching and learning for our students. Most importantly, we commit to fostering meaningful and impactful work that elevates our students' experiences and successes, our collaborations with each other, and positive changes in society.

As a department, we strive to offer collegial, scholarly, and pedagogical support to every faculty member. We are committed as mentors and mentees along our multiple and communal academic journeys to support all faculty at all levels of the retention, tenure, and promotion process. During periods of transition, we expect faculty to always show growth toward the rank expectations with the understanding that building the foundation to meet those expectations takes time.

While a rubric may offer a straightforward way to visualize a lot of information across a broad spectrum, we also provide a narrative description of each rank. While faculty at each rank are expected to actively pursue the general areas of teaching, scholarship, and service, the time and effort to meet expectations in those areas will vary from rank to rank.



Retention and Tenure Teaching, Advising, and Mentoring

<p>Teaching, Advising, and Mentoring - This is a rubric and not a checklist. Effective teaching, advising, and mentoring include 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 for Teaching: Course materials, peer evaluations, narrative, QM documentation Advising: OneStop notes, narrative Mentoring: Emails/letters, narrative, agendas</p>
<p>Expectations for Assistant Professors: The job of an Assistant Professor is to lay the groundwork for a lifelong career that both advances the field and brings credit to the department, college, and university. As such, much of an Assistant Professor's time is allocated to the commitment to developing pedagogical acumen, the development of a fertile research agenda, and reaching out across a variety of service possibilities.</p>		
Meets Expectations	Exceeds Expectations	Maximal Impact for Students
<p>1-3 Years - Teaching:</p> <p>-Includes a comprehensive syllabus and course materials (e.g., instructional materials, course key assessment and rubric) that incorporate diversity and/or culturally relevant pedagogy and are aligned with the College's Quality Assurance System and University's Institutional Effectiveness system, i.e., aligned with professional standards (e.g., InTASC) and student learning outcomes (SLOs).</p> <p>-Receives at least a 70% on the</p>	<p>Meets Expectations for Teaching AND:</p> <p>-Includes samples of class assignments and feedback from at least two students, one needing improvements and one meeting or exceeding requirements</p> <p>-Receives at least an 80% on the enhanced peer evaluation Microsoft Word - Department Committee Retention Tenure Recommendation form AUG 2010-3-3.doc (apsu.edu)</p> <p>-Includes 70% of QM rubric elements in at least one course</p>	<p>Exceeds Expectations for Teaching AND:</p> <p>-Includes high-impact practices in courses (e.g., experiential learning, internships, professional development, service learning, student research, study abroad)</p> <p>-Receives at least a 90% on the enhanced peer evaluation Microsoft Word - Department Committee Retention Tenure Recommendation form AUG 2010-3-3.doc (apsu.edu)</p> <p>-Actively promotes diversity and/or culturally relevant pedagogy in courses through guest speakers, collaborative activities with other</p>

<p>enhanced peer evaluation Microsoft Word - Department Committee Retention Tenure Recommendation form AUG 2010-3-3.doc (apsu.edu)</p> <p>-Demonstrates reflective practice in narrative</p> <p>1-3 Years - Advising:</p> <p>-Provides active and timely advisement (with the use of notes in OneStop)</p>	<p>Meets Expectations for Advising AND:</p> <p>-Serves on at least one MAED/EdD Committee</p>	<p>courses/educational institutions, community-building activities, in-class workshops, or thoughtfully including traditionally marginalized voices/scholars of color</p> <p>-Completes at least one QM-approved course and/or completes the QM peer reviewer course or advanced QM training</p> <p>Exceeds Expectations for Advising AND:</p> <p>-Chairs at least one MAED/EdD Committee, OR leads a collaborative research lab, OR taking on additional advisees beyond what one is assigned, OR leads a student organization or club, OR wins a teaching/advising award</p>
<p>4-5 Years - Teaching:</p> <p>Same as above.</p> <p>4-5 Years - Mentoring and Advising:</p> <p>-Provides active and timely advisement (with the use of notes in OneStop)</p> <p>-Serves on two or more MAED/EdD committees</p>	<p>Meets Expectations for Teaching AND:</p> <p>Same as above.</p> <p>Meets Expectations for Mentoring and Advising AND:</p> <p>-Provides mentorship (e.g., official mentorship and/or collaboration on a scholarly product) to at least one faculty at APSU</p> <p>-Chairs two or more MAED/EdD committees</p>	<p>Exceeds Expectations for Teaching AND:</p> <p>Same as above.</p> <p>Exceeds Expectations for Mentoring and Advising AND:</p> <p>-Conducts training or a presentation for junior faculty at APSU (e.g., UFO)</p> <p>-Leads a collaborative research lab, OR taking on additional advisees beyond what one is assigned, OR leads a student organization or club, OR wins a teaching/advising award</p>

Scholarship/Research

<p>Scholarship/Research - This is a rubric and not a checklist. Effective research, scholarship, and creative activity 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: Artifacts and narrative (detailing contributions)</p>
<p>Meets Expectations</p>	<p>Exceeds Expectations</p>	<p>Maximal Impact for Students/Profession</p>
<p>1*-3 Years:</p> <p>In Years 1*-3, the candidate has at least four of the following items per year**:</p> <ul style="list-style-type: none"> - a peer-reviewed article accepted in a state, regional, national, or international journals - a conference presentation that is local, state, regional, national, or international - a submitted grant proposal that is either internal (APSU) or external - a book chapter (must be a publisher that has a proposal and review process) - an edited book (must be a publisher that has a proposal and review process) - a textbook (must be a publisher that has a proposal and review process) - a book review <p>-produces research that contributes to a positive impact on society, whether through diversity, equity, inclusion, and/or social change/justice</p>	<p>Meets Expectations AND:</p> <ul style="list-style-type: none"> -obtains a grant under \$5,000 OR delivers an invited conference presentation OR publishes an empirical journal article 	<p>Exceeds Expectations AND:</p> <ul style="list-style-type: none"> -obtains a grant of over \$5,000 OR delivers an invited conference keynote address OR publishes an empirical journal article indexed in SCOPUS, SSCI, SCI, SCIE, A&HCI, or an impactful journal (i.e., journal with an impact factor) OR wins a scholarship/research award

* First-year faculty need to have at least one item in the first semester and a total of four items by the end of the first academic year.

** Any combination is acceptable. Candidates are not required to have sole-authored publications/grants or be sole presenters for retention and tenure.

VERY IMPORTANT: By the end of Year 5, a candidate for promotion must have at least five scholarly publications. For a faculty to be awarded tenure/promotion to associate professor, the areas of academic, scholarly, and service must all be at “Meets Expectations” or better for each probationary year.

4-5 Years:

In Years 4-5, the candidate has at least five of the following items per year**:

- a peer-reviewed article accepted in a state, regional, national, or international journals
- a conference presentation that is local, state, regional, national, or international
- a submitted grant proposal that is either internal (APSU) or external
- a book chapter (must be a publisher that has a proposal and review process)
- an edited book (must be a publisher that has a proposal and review process)
- a textbook (must be a publisher that has a proposal and review process)
- a book review

-produces research that contributes to a positive impact on society, whether through diversity, equity, inclusion, and/or social change/justice

Meets Expectations AND:

- obtains a grant under \$15,000 **OR** delivers an invited presentation **OR** publishes an empirical journal article
- collaborates with at least one junior faculty member to publish an article **OR** collaborates with at least one junior faculty member on a conference presentation

Exceeds Expectations AND:

- obtains a grant of over \$15,000 **OR** delivers an invited keynote address **OR** publishes an empirical journal article indexed in SCOPUS, SSCI, SCI, SCIE, A&HCI, or an impactful journal (i.e., journal with an impact factor) **OR** wins a scholarship/research award
- collaborates with at least one student to publish an article **OR** collaborates with at least one student on a conference presentation

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, and photos</p>
Meets Expectations	Exceeds Expectations	Maximal Impact for Students/Profession
<p>1-3 Years:</p> <ul style="list-style-type: none"> -participates in at least one service activity from each category (university, professional, and community service*** related to education). -participates in recruitment activities -participates in service activities that contribute to a positive impact on society, whether through diversity, equity, inclusion, and/or social change/justice 	<p>Meets Expectations AND:</p> <ul style="list-style-type: none"> -participates in at least two service activities from each category (university, professional, and community service*** related to education). -organizes and participates in recruitment activities 	<p>Exceeds Expectations AND:</p> <ul style="list-style-type: none"> -holds a leadership position on a university committee, professional organization, or community service*** entity related to education OR wins a service-oriented award
<p>4-5 Years:</p> <ul style="list-style-type: none"> -participates in at least two service activities from each category (university, professional, and community service*** related to education). -participates in recruitment activities -participates in service activities that 	<p>Meets Expectations AND:</p> <ul style="list-style-type: none"> -reviews at least three scholarly publications or conference presentation proposals per year 	<p>Exceeds Expectations AND:</p> <ul style="list-style-type: none"> -holds a leadership position on a university committee, professional organization, or community service*** entity related to education OR has an editorial role for an academic journal OR wins a service-oriented award OR leads a prolonged professional learning experience

contribute to a positive impact on society, whether through diversity, equity, inclusion, and/or social change/justice- Scholarly publication review activity -reviews at least one scholarly publication or conference presentation proposal per year		
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***Examples of opportunities for community service include but are not limited to meaningful contributions to: P-12 school districts, private educational organizations, virtual education organizations, educational NGOs, charitable organizations related to education, diversity organizations, higher education service organizations outside of APSU, for-profit and nonprofit organizations related to education, seeking equitable solutions for lowering socioeconomic barriers to educational access and mobility, government entities related to education, etc.

Tenure and Promotion from Assistant Professor to Associate Professor

Expectations for Associate Professors		
<p>The Associate Professor represents the prime of an academic career; she or he has been sufficiently established to develop an academic name but is still pliant enough to fill a range of needs and be willing to take some risks along the way. A research agenda should be established and productive. Teaching should be effective and innovative. An Associate Professor is expected to have initiated and developed relationships within the department, college, and university as well as across regional and national professional associations.</p>		
Meets Expectations	Exceeds Expectations	Maximal Impact for Students/Profession
-Has met all requirements for tenure/retention for senior faculty (Year 5) and has at least five scholarly publications while in the rank of assistant professor	-Exceeds all requirements for tenure/retention for senior faculty (Year 5) and has at least five scholarly publications (at least one is an empirical article) while in the rank of assistant professor	-Far exceeds all requirements for tenure/retention for senior faculty (Year 5) and has at least five scholarly publications, with at least one of the publications in a journal with an impact factor while in the rank of assistant professor

Promotion: Associate Professor to Professor

Expectations for Professors

The Professor represents the acme of a career, the time at which a faculty member's academic persona is fully realized. A Professor may begin to take on more of a mentor role for the department, working to spread her or his abilities across many realms. A Professor will spend considerable time developing and submitting grants, writing, and mentoring junior faculty and /or graduate students. Full Professors will serve as a coach and mentor for other members of the department in all areas of teaching and mentoring. In the area of service, a Professor might take on advanced positions of responsibility with the chance to guide the university or professional organizations.

Meets Expectations	Exceeds Expectations	Maximal Impact for Students/Profession
<p>Teaching:</p> <ul style="list-style-type: none"> -Includes high-impact practices in classes (e.g., experiential learning, internships, professional development, service learning, student research, study abroad) -Receives at least a 70% on the enhanced peer evaluation -Mentoring junior faculty in course development and best teaching practices in the Department -Actively promotes diversity and/or culturally relevant pedagogy in courses through guest speakers, collaborative activities with other courses/educational institutions, community-building activities, in-class workshops, or thoughtfully including traditionally marginalized voices/scholars of color 	<ul style="list-style-type: none"> -Includes high-impact practices in classes (e.g., experiential learning, internships, professional development, service learning, student research, study abroad) -Receives at least an 80% on the enhanced peer evaluation -Mentoring two junior faculty in course development and best teaching practices in the Department 	<ul style="list-style-type: none"> -Includes high-impact practices in classes (e.g., experiential learning, internships, professional development, service learning, student research, study abroad) -Receives at least a 90% on the enhanced peer evaluation -Consistently leading best teaching practices, with four or more activities, with faculty across the university in various venues. (CAFE, First Year Faculty, Professional Development) -Teaching or advisory award

<p>Scholarship/Research:</p> <p>The candidate has at least five of the following items per year*:</p> <ul style="list-style-type: none"> - a peer-reviewed article accepted in a state, regional, national, or international journals - a conference presentation that is local, state, regional, national, or international - a submitted grant proposal that is either internal (APSU) or external - a book chapter, edited book, or textbook (must be a publisher that has a proposal and review process) - a book review <p>-produces research that contributes to a positive impact on society, whether through diversity, equity, inclusion, and/or social change/justice</p>	<p>Meets Expectations AND:</p> <ul style="list-style-type: none"> -Has two sole-authored peer-reviewed publications 	<p>Exceeds Expectations AND:</p> <ul style="list-style-type: none"> -Has three sole-authored peer-reviewed publications
<p>*with at least five of these items being peer-reviewed publications published while in the rank of Associate Professor AND one of the five being a sole-authored peer-reviewed publication.</p>		
<p>Service:</p> <ul style="list-style-type: none"> -Mentoring faculty in service opportunities -Active, extended leadership in a professional organization 	<p>Meets Expectations AND:</p> <ul style="list-style-type: none"> -Extensive reviewing activity for scholarly publications -Holds officer position in an academic organization 	<p>Exceeds Expectations AND:</p> <ul style="list-style-type: none"> -Editorial role in a state, regional, national, or international publication OR holds the role of President or Director in an academic organization OR developed a national or international profile in the field as evidenced by two external letters of endorsement

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