

**East Tennessee State Tennessee University
University School**

Departmental Criteria for the Clarification of the Tenure Process

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As prepared by the tenured faculty:

Gina Bailiff, Kelli Barnett, Carol Ann Bevan, Joe Borden, Kristen Johnson, Noell Brickell, Mahua Chakraborty, Sharon Cradic, Pam Cromie, Ariane Day, Tim Erwin, Evelyn Hammonds, Terri Knight, Mary Myron, Josh Petty, Rayne Price, Allyson Ross, Aleeta Shaw, Sharon Squibb, Kimberly Summey.

Statement of Clarification:

This department seeks to outline the tenure process for tenure track faculty of University School in such a manner that allows for consistent review of the exemplary standards required for the tenure process. While this document seeks uniform assessment, it allows for individuality in the manner in which the standards of tenure may be achieved during the formative years. Faculty is encouraged to use this document as a framework for tenure success.

The Tenure Criteria for University School

Over the probationary period tenure track faculty should be aware that performance criteria are based upon the following category divisions:

TEACHING EFFECTIVENESS: 85%
SERVICE TO THE SCHOOL, UNIVERSITY, AND COMMUNITY AT LARGE: 10%
SCHOLARSHIP INCLUDING RESEARCH AND CREATIVE ENDEAVORS: 5%

Documents that must be submitted on protenure.etsu.edu by September 15 of the sixth year on tenure track:

- **Tenure Narrative Statement:** a written reflection explaining the candidate's achievements for the past 5 years in relation to Teaching Effectiveness, Service and Scholarship. The artifacts provided in the Supporting Document should be addressed in the Narrative Statement (Tenure Form 3).
- **Supporting Document:** one pdf file that contains all artifacts.
- **Curriculum Vitae**

TEACHING EFFECTIVENESS

It is noted that emphasis will be placed on teaching activities that result in local, regional, state, or national recognition.

Over a six year period, suggested teaching artifacts leading to tenure include the following:

1. Clear evidence of a candidate's teaching effectiveness must be presented. Sources of evidence **will** include:
 - FAR/FAE annual reports
 - Tennessee Evaluation documents
 - Peer observation (Documentation of at least one peer observation)
 - Letters of recommendation by peers
 - Letters of appreciation by students and parents (e.g. notes, cards, emails from over the course of a six year period are acceptable.)

2. Command of the subject matter should be presented. It is **highly recommended** that the candidate possess a master's degree in an academic discipline by the end of the probationary period or have evidence of exemplary performance in the arts, athletics, or technical fields. Artifacts **may** include:
 - Letters of recognition or achievement in the discipline.
 - A record of consistent student achievement and recognition.
 - Other

3. The ability to organize subject matter in a meaningful and logical way must be evidenced. Artifacts from University School classes **may** include: (Adjunct teaching cannot come under this area because they are not a part of one's permanent teaching contract.)
 - A sample unit, syllabus, or series of teaching activities
 - A documented workshop created by the candidate for students, in-service, or seminars that reflect the discipline of the candidate.
 - Rubrics and assessment instruments
 - Annotated daily activity samples
 - Teacher website (include a screenshot or a hyperlink in the artifacts)
 - Other

4. The ability of the candidate to motivate students must be documented with artifacts that **may** include:
 - Student letters of appreciation
 - Documentation of student participation and success in subject matter activities or community at large events

- Documentation of achievement by students on standardized testing
- Other

5. Evidence of effectiveness in academic assignments at University School other than teaching **may** be documented by:

- Indication of the assignment on the FAR/FAE
- National Board Certification
- Terminal Degree
- Professional development (e.g. documentation of attendance at workshops, study groups, professional meetings and/or documentation of professional readings and participation in collaborative study)
- Mentoring of pre-service teachers engaged in clinical preparation
- Other

SCHOLARSHIP INCLUDING RESEARCH AND OTHER CREATIVE ENDEAVORS

It should be noted that emphasis is placed on research and creative activities that result in publication and presentation at the regional, state or national level.

Over a six year period, suggested scholarship artifacts leading to tenure include the following but are not limited to:

1. Faculty candidates **must** present or publish at the regional, state, or national level. Suggested artifacts include:
 - Publications in journals (peer reviewed articles items receive greater consideration)
 - Regional, state, and/or national presentations
 - Performances, art shows, concerts or other similar demonstrations of creative work in area of expertise
2. Candidates **may** provide evidence of research. It may be research within University School, the College of Education, or University at large. It may include:
 - Ongoing classroom or departmental assessments of data and methods that are used for research based departmental decisions
 - Action research projects appropriate for publication and presentation
 - Other
3. Candidates **may** submit artifacts that reflect creative involvement of students in performances, exhibitions, competitions that are juried and invited by recognized groups and organizations within the discipline. This may include coaching in extracurricular activities such as athletic events, mock trial, and poetry competitions.
 - Events
 - Tournaments
 - Exhibitions
 - Performances
 - Competitions
 - Other
4. Candidates **may** present evidence of grant writing and procurement of grant funds for one's discipline.
 - Grants awarded
 - Grants submitted

SERVICE TO THE SCHOOL, UNIVERSITY, AND COMMUNITY AT LARGE

It is noted that emphasis will be placed on leadership roles in these areas (e.g. chairperson, coordinator, officer, sponsor, head coach, lead mentor, or director).

Over a six year period, suggested Service Artifacts leading to Tenure include the following but not limited to:

1. Candidates **will** provide evidence of professional service to University School by showing documented leadership of the following types of committees.

- AdvancED
- Leadership Advisory Team
- Professional Learning Committees
- Search committees
- Curriculum committees
- Coaching of an athletic team
- Annual school event committees
- Club sponsorship
- Other

2. Candidates **will** provide evidence of professional service to the Clemmer College of Education by documenting committee membership on the following types of committees:

- Teacher Education Accreditation Council
- Student Admissions Interviews
- College of Education search committees
- Curriculum committees
- Ad Hoc committees (Pre-Service Teacher Collaboration, Bylaws, etc)
- Departmental committees
- Grant committees
- CAEP
- Advisor of student groups
- Award and recognition committee
- Other

3. Candidates **may** provide documented evidence of service to the University at large that includes:

- Faculty Senate
- University committees
- Institutional Review Board (IRB)
- University searches
- ETSU trainer (e.g. diversity, technology, registration)

- Other campus events posted for faculty at large
4. Candidates **may** provide artifacts to support evidence of service to one's discipline and/or student organizations at varying levels:
- Local:
- Local organization membership
 - Club sponsor within your discipline
 - Arts organizations (J.C. Orchestra, J. C. Community Theater)
 - Sponsorship of student competitions (e.g. Jr. Monday Poetry Competition, Spelling Bee, Geography Bee, Scholar's Bowl)
 - Other
- State:
- State organization membership
 - National Board Candidate mentor
 - Sponsorship of student competitions
 - Other
- National:
- National organization membership
 - Sponsorship of student competitions
 - Other
5. Candidates **may** provide evidence of service to the larger society of which the university is a part. This might include:
- Washington County Textbook Committee
 - Grant committee
 - Workshops
 - Leadership in community (e.g. Kiwanis, Ruritan, Rotary, civic clubs)
 - Leadership in youth organization (e.g. Boys' & Girls' clubs, Jr. Achievement, scouting)
 - Community coaching (e.g. Park & Recreation)
 - Presentations at events (e.g. community organizations, visiting delegations)
 - Conducting training or workshops
 - Other