Mid-Tenure Review Procedures

FOLDER OF EVIDENCE

Current Curriculum Vitae

Copies of Annual Evaluations

Two letters of support from Athens State University colleagues

Applicant's progress toward tenure:

Satisfactory

Unsatisfactory

Rubric Completion

Completion Summary:

Department Chair: _____   Date:

Committee Chair: _____

Dean: _____

University and COE Procedures

Mid-Tenure Review Procedures
1. By the end of September, the College Dean shall conduct an election within the respective Colleges to select three faculty members to serve on a College mid-tenure Review Committee. If there are eligible librarian applicants, the Provost, in consultation with the Library Director, will appoint a librarian to serve on the mid-tenure review committee. The librarian must hold a rank equal to or higher than the library applicant(s). The library appointee will only participate in the review of librarian applicants through the approved tenure process. Each member must be tenured in order to serve on the Committee. *-Dean's Duties*

2. By the end of January, the applicant shall prepare and make available a folder of evidence which must include the following.
   a. A current *curriculum vitae.*
   b. Copies of the annual evaluations (a minimum of two).
   c. Two letters of support from Athens State University colleagues.

3. By the *end of February, the Department Chair* (or Library Director, in the case of library applicant(s), will evaluate the applicant's progress toward tenure, taking into consideration evidence of teaching, scholarship, and professional service as stated in the Athens State University promotion policy. The Department Chair or Library Director, as applicable, will conclude one of the following options and produce a written summary of findings.
   a. The applicant's progress toward tenure is satisfactory.
   b. The applicant's progress toward tenure is satisfactory, but the *evaluator* (Mid-Term Review Chair Person) has specific reservations and/or recommendations. The applicant will receive concrete, written suggestions for improvements necessary to ensure smooth progress toward tenure. Clear mechanisms shall be specified to assess, at least annually, the effectiveness of the applicant's response to these suggestions.
   c. The applicant's progress toward tenure is unsatisfactory. The applicant will receive concrete, written suggestions for improvements necessary to ensure continued progress toward tenure. Clear mechanisms shall be specified to assess, at least annually, the effectiveness of the applicant's response to these suggestions.

4. College requirement- Rubric completion

5. Required Signatures

Mid-Tenure Review

College of Education
Summary Evaluation Form

Overview

Add an overview here

Helpful Resources for Your Mid-Tenure Review Application:

- University Mission, Vision and Goals
- College of Education Conceptual Framework
- Athens State Distance Learning Policy

Scoring

A scoring system will be used to evaluate the strength of the narrative and the evidence provided for each.

Indicators with asterisks * and bold lettering indicate areas that are "above and beyond" typical expectations at the mid-tenure level.**

Score of 8-10
- Exceeds expectations for faculty approaching full tenure review
- Explicit narrative linking areas under review to a significant and varied number of examples with details of the suggested evidence

Score of 4-7
- Meets expectations for faculty applying for mid-tenure review
- Narrative linking areas under review to examples of the suggested evidence

Score below 4
- Below expectations

A. Teaching Effectiveness

Effective teachers support both the University and College goals, while ensuring optimal student interaction, engagement and learning, through a combination of content knowledge, course design, teaching methods, student communication, materials, use of technology, student learning results, and student evaluations.

The faculty narrative should explain how the faculty member pursues teaching effectiveness, using carefully selected artifacts to provide evidence. Possible evidence for teaching effectiveness includes, but is not limited to the following:

- Current Curriculum Vitae (required)
- Course Design/Redesign
- Subject Area Professional Development
- *****New Course/Program Approval**
- Course Material
- *****Course Award**
- Lecture Capture Video

- Assignments
- Syllabus
- Student Course Evaluations
- Student Feedback
- Lecture Outlines/Lesson Plans
- Sample of Written Feedback
- Pretest/Posttest of Student Progress

- Student Projects
- *****Teaching Awards**
- Colleague Testimonies
- Technology Integration
- *****Quality Matters Development**

Faculty Narrative – explain how you combine the elements listed above to ensure teaching effectiveness, connecting your narrative to your evidence.
Click or tap here to enter text.

Review Area	Reviewer Feedback	Score
Faculty narrative	Click or tap here to enter text.	Click or tap here to enter text.
Supporting evidence	Click or tap here to enter text.	Click or tap here to enter text.

B. Mentoring, Advising, and Student Communication

Mentoring, advising, and student communication are an integral part of being an faculty member. Faculty members should meet University and College goals while ensuring students are properly advised, responded to and assisted in a professional, positive, and efficient manner.

The faculty narrative should explain how the faculty member mentors, advises and communicates with students, using carefully selected artifacts to provide evidence. Possible evidence for mentoring, advising and student communication includes, but is not limited to the following:

- Student Correspondence
- Advising Records
- Student Testimonials

***Club or Student Event Sponsorship
- Participation in Student Activities

***Student Collaboration in Publications/Presentations
- Student Conference
- Career Guidance Documentation
- Mentoring

Faculty Narrative – explain how you professionally and efficiently mentor, advise and communicate with students, connecting your narrative to your evidence.		
Click or tap here to enter text.		
Review Area	**Reviewer Feedback**	**Score**
Faculty narrative	Click or tap here to enter text.	Click or tap here to enter text.
Supporting evidence	Click or tap here to enter text.	Click or tap here to enter text.

C. University and College Service

University and college service is an integral part of being an esteemed faculty member. Serving on University, College, and Department committees as well as enthusiastically participating in service opportunities demonstrates a team-player attitude.

The faculty narrative should explain how the faculty member serves the University and College through service, using carefully selected artifacts to provide evidence. Possible evidence for University and College service includes, but is not limited to the following:

- ***Professional Development Opportunities**
- University and College Committee Service
- ***Curriculum Redesign and/or Development**
- Accreditation Activities
- Assisting Colleagues
- Education Initiatives

- Leadership Opportunities
- Sponsoring/Hosting Events/Groups
- Assisting Adjunct Faculty
- Attending /Participating in University Events and Functions
- **Recruiting**

Faculty Narrative – explain how you serve the College and University through participation in service opportunities, connecting your narrative to your evidence.	
Click or tap here to enter text.	

Review Area	Reviewer Feedback	Score
Faculty narrative	Click or tap here to enter text.	Click or tap here to enter text.
Supporting evidence	Click or tap here to enter text.	Click or tap here to enter text.

D. Professional Service and Scholarly/Creative Activities

Professional service and scholarly/creative activities are a key component of lifelong learners, which positively contributes to effective teaching.

The faculty narrative should list and/or explain the faculty members professional service and/or scholarly/creative activities, using carefully selected artifacts to provide evidence. Possible evidence for professional service and scholarly/creative activities include, but is not limited to the following:

- Membership in Professional Organizations
- ***Leadership in Professional Organizations**
- Professional Development Training
- Conference Attendance
- Conference Presentations
- Publishing
- Conducting Research

- Consulting
- Certifications, Licenses, etc. (in field)
- Grant Writing
- Building/Maintaining Professional Website/Blog
- ***Advanced Degrees/Training**
- ***Professional Awards**
- Professional Collaboration

Faculty Narrative – explain/list your professional service and/or scholarly/creative activities, connecting your narrative to your evidence.
Click or tap here to enter text.

Review Area	Reviewer Feedback	Score
Faculty narrative	Click or tap here to enter text.	Click or tap here to enter text.
Supporting evidence	Click or tap here to enter text.	Click or tap here to enter text.