

Criteria for Departmental Personnel Actions

Department of Languages and Literature

Austin Peay State University, Clarksville, Tennessee

Preface

APSU Policy 5:060 *Policy on Academic Tenure* outlines the following general criteria to be used in evaluating faculty for retention and tenure: achievements in teaching, advising, committee or administrative assignments, scholarship, creative activity, professional service, support of university and departmental missions and goals, and professional conduct (see 5:060.IV.1-8 and the Faculty Code of Conduct). These general criteria are grouped into three main areas of evaluation: effectiveness in academic assignment, scholarly and creative achievement, and professional contributions and activities. Issues of professional conduct and support of institutional goals cut across all three areas. For guidance in determining the relative importance of these areas in making decisions about retention and tenure, the policy makes this statement:

... common sense and flexibility need to be used in the application of criteria. Faculty members truly outstanding in one area but less active or successful in others may well be contributing more to the well-being of the University than someone adequate in all areas but outstanding in none.

With this important context in mind, the department makes the following statement about what it expects of candidates seeking retention, tenure, or promotion in the Department of Languages and Literature. Faculty preparing to undergo review for retention, tenure, or promotion should consult the department chair and any mentors for guidance.

I. Faculty Retention

A. Effectiveness in Academic Assignment

1. Teaching Effectiveness (APSU Policy 5:060.IV.1)

a. Of the three main areas of evaluation, the department agrees with the university in seeing this one as more important than the other two. Candidates must present, through peer reviews and student evaluations of instruction, well-documented evidence of the effectiveness of their work in teaching. Faculty members may present their own analyses of their teaching materials and methods. All formal evaluations of instruction since the beginning of their employment at APSU must be accumulated in the dossier that is presented for annual review.

b. Annually, candidates' dossiers must include at least one new peer review of their teaching by a tenured colleague in the department. These peer reviews should accumulate in the dossier. In the first two years, the candidates' assigned faculty mentors are required to observe classes and write reviews for the dossiers. In years three and later, the candidate must select other tenured faculty members from the department to observe a class and write the report. The department chair may also observe classes and write reports for the dossier.

c. Candidates involved in directing undergraduate or graduate research such as thesis direction should include information about this role in their dossiers.

2. Non-teaching assignments (APSU Policy 5:060.IV.A.2)

a. Non-teaching assignments include service as dean, associate dean, department chairperson, program coordinator, and special activities for which reassigned time is given. Such assignments must be documented in the dossier.

b. Additional activities related to instruction that might be included for evaluation are the development or initiation of new courses and involvement in Extended Education programs.

c. Other evidence of effectiveness in academic assignment will involve student advising after the first year of employment. The primary goal of academic advising is to help advisees plan their schedules in a way that expedites completion of the degree. In order to do this, faculty members must be familiar with course requirements for the general education core as well as for the majors and minors offered by the department. Faculty members are also expected to maintain a current list of all advisees assigned to them.

d. Faculty members are expected to work effectively with colleagues on academic issues.

e. Development of curriculum in study-abroad programs.

B. Scholarly and Creative Achievement

1. Publications. The department expects evidence of continuing scholarly and/or creative activity for retention and expects at least one refereed print publication for tenure for Assistant Professors. An exception to this recommendation is that there is no publication expected for Instructors to receive tenure. The department expects evidence of meaningful scholarly/creative activity that can be evaluated on a yearly basis during the probationary period.

2. Papers. Papers presented at conferences or original creative work read at a conference or other public forum constitute acceptable scholarly and/or creative activity for retention and tenure. Evidence of continuing activity must be included in the dossier.

3. Other Activity. Acceptable continuing scholarly or creative activity may also include translating, editing, reviewing, grant writing, postdoctoral study, cross-disciplinary study, designing computer software, and study as an NEH fellow, to name some possibilities.

We encourage candidates to pursue their strengths and the scholarly and/or creative activities that contribute most to their own development as scholars and teachers. Some candidates may have a book, the product of a three-to-five year endeavor, published by a reputable press. Such candidates may not find presentations or papers at academic conferences suitable to their scholarly pursuits, nor would the department require such activity. Other candidates may present papers at conferences recognized by the department as reputable and worthwhile; others may have articles published; others may accomplish both. In any of these instances, the departmental retention/tenure committee and the department head could, after a review of the material, decide that the candidate has met departmental guidelines for scholarly/creative achievement deserving of a recommendation for retention or tenure or both. The department's emphases are on candidates' engaging in scholarly and creative pursuits and on the quality of the results. It is essential, therefore, that when preparing their dossiers, candidates provide lucid

accounts of their efforts and adequate descriptions of the results, keeping in mind the requirement that “*Clear evidence of the quality of work shall be a part of every evaluation*” (5:060.IV.B). It is especially important that candidates help reviewers gauge the quality and selectivity of print publications (e.g., university versus vanity press, refereed versus non-refereed print or online journal) and conferences (e.g., inclusive or selective; regional, national, or international). For online publications, candidates should save the online publication in its web format to removable media and also provide a print-out of the published work that clearly indicates the site’s specific URL and a date stamp. When using online articles as evidence of scholarship, the candidate must save the articles as PDF files and include the complete text of all articles within the supplemental materials. Because hyperlinks may become broken, the candidate must preserve copies of online articles that support accomplishments in Area II. Using common sense and flexibility, the departmental committee for retention/tenure and the department head will review, evaluate, and forward that documentation to the college retention/tenure committee.

C. Professional Development, Contributions and Activities

1. Departmental, college, and university activities.

These include, but are not limited to, participation in the governing and policy-making processes of the university through memberships or leadership on departmental, college, and university committees and other bodies, student recruitment and related activities, and administrative duties associated with developing and running a study-abroad program.

2. Membership and activities in professional organizations should be documented in the dossier.

3. Leadership roles and positions in professional organizations should be documented in the dossier.

4. Other service to one’s discipline, in addition to professional memberships and leadership roles referenced above, could include organizing a conference session, moderating a conference session, or similar active service to the discipline. All such activities should be documented in the dossier.

5. Service to the community may include service to the campus and/or to the wider community outside of Austin Peay. It should be noted that service to the community must be directly related to the candidate’s discipline. Where such a connection is not obvious, candidates should include clear explanations. As in categories A and B, the department’s emphases concerning Category C are on candidates’ participating in these activities and on the quality of the participation. Candidates must read carefully the material devoted to this category in Policy 5:060. Based on these guidelines, participation in adopt-a-highway programs, blood donations, and Habitat for Humanity would not qualify as professional service. On the other hand, the following would be acceptable professional contributions or activities for faculty in Languages and Literature: editing a church newsletter, volunteering as a translator or interpreter for local businesses or agencies, presenting a talk on books or authors for a community audience at the public library, judging an essay contest, doing book reviews for campus or community groups, giving guest lectures on one’s specialty to classes or student clubs,

directing implementation of computer hardware and multimedia applications for the enhancement of university classrooms, volunteering to sponsor a student organization, and organizing conversation groups or cultural festivals for language students. Whether it is service to one's discipline, the local community or to the larger society, evaluations of the services provided by the candidate ought to be included in the dossier. Those who evaluate dossiers at each level encourage evaluations of activities, not simply lists. More significance is attached to formal and informal leadership in professional organizations than to mere membership. If faculty members are uncertain about the admissibility of a particular activity in this category, they should seek counsel from the chair or other senior members of the department.

II. Tenure

See Section I, categories A, B, C.

Preface to Promotion Guidelines

As established in APSU Policy 5:061 *Policy on Academic Promotion* (sections III and VII), the evaluation process for academic promotion at APSU will follow the same guidelines and general criteria as those identified for academic tenure in APSU Policy 5:060. Thus, in preparing their dossiers for review, candidates for promotion should consult both of these policies, the following guidelines, the department chair, and any departmental mentors for guidance.

Promotion, according to Policy 5:061.I, is both "recognition of past achievement" and "recognition of future potential and a sign of confidence that the individual is capable of even greater accomplishments and of assuming greater responsibilities." Prospective candidates for promotion should therefore prepare their dossiers both to illustrate past achievements in the three categories of evaluation, highlighting primarily their accomplishments since their last personnel action or promotion, and to suggest their potential for future achievement and responsibilities.

As mandated by policy, the requirements for promotion increase with each higher rank. Of particular use in distinguishing the criteria and expectations associated with each rank is Policy 5:061 section IV on "Academic Ranks."

III. Promotion to Associate Professor

A. Effectiveness in Academic Assignment.

1. Teaching Effectiveness

a. Positive evaluation in this category "is the prime, but not sole, condition" for promotion, as it is for retention and tenure (APSU Policy 5:060.IV.A). Teaching effectiveness is the primary criterion for evaluation in this category. Candidates for promotion must provide documented evidence of teaching excellence. Documentation will include all formal student evaluations of instruction since beginning employment at APSU.

- b. The dossier must include at least one peer review of teaching from the two years immediately prior to applying for promotion to Associate.
- c. Candidates involved in directing undergraduate or graduate research such as thesis direction should include information about this role in their dossiers.

B. Scholarly and Creative Achievement.

1. Publications. For promotion to Associate Professor, the department requires evidence of continuing high quality scholarly or creative activity since the last personnel action. That activity must include at least one refereed print publication since the time of hire.
2. Papers. The required evidence of continuing high quality scholarly or creative activity since the last personnel action might include documentation of papers presented at conferences or original creative work read at a conference or other public forum. (See Section I, category B.3 above for more information on departmental expectations with regard to various types of scholarly and creative work.) The department's Promotion Committee will evaluate the quality of each candidate's scholarship or creative work to determine whether it is consonant with departmental and university goals.

C. Professional Contributions and Activities.

1. Service to the discipline and community. Candidates for promotion must provide documented evidence of significant professional service to one or more of the following: the individual's discipline, the university, the local community, and/or the larger society. (See Section I category C for more detailed information about professional memberships, leadership roles, and acceptable service to the discipline and the community.) Promotion to Associate rank requires "high quality professional productivity" (Policy 5:061.IV.C).
2. Departmental, college, and university responsibilities. These include participation in the governing and policy-making processes of the university through memberships or leadership on departmental, college, and university committees and other bodies, student recruitment and related activities, and administrative duties associated with developing and running a study-abroad program. A more significant contribution and greater degree of participation is expected for promotion to each higher rank.

IV. Promotion to Professor

A. Effectiveness in Academic Assignment.

See Section III, category A above.

B. Scholarly and Creative Achievement

1. Publication. For promotion to Professor, the department requires evidence of sustained high quality scholarly or creative activity since the last personnel action and at least two refereed print publications since attaining the Associate rank. Acceptable variations on this expectation include (a) one book publication instead of two shorter publications or (b) one refereed print publication plus one of the following: a reputable online publication, a dramatic production that has been publicly performed, or a paper delivered at a major national discipline-related conference that the department Promotion Committee deems to be an achievement commensurate with a print publication.

2. Papers. The required evidence of sustained high quality scholarly or creative activity since the last personnel action might include documentation of papers presented at conferences or original creative work read at a conference or other public forum. (See Section I, category B.3 above for more information on departmental expectations with regard to various types of scholarly and creative work.) The department's Promotion Committee will evaluate the quality of each candidate's scholarship or creative work to determine whether it is consonant with departmental and university goals.

C. Professional Contributions and Activities

1. Service to the discipline and community. Candidates for promotion must provide documented evidence of significant professional service to one or more of the following: the individual's discipline, the university, the local community, and/or the larger society. (See Section I, category C above for more detailed information about professional memberships, leadership roles, and acceptable service to the discipline and the community.) Promotion to Professor requires "sustained high quality professional productivity" (Policy 5:061.IV.D).

2. Departmental, college, and university activities.

These include, but are not limited to, participation in the governing and policy-making processes of the university through memberships or leadership on departmental, college, and university committees and other bodies, student recruitment and related activities, and administrative duties associated with developing and running a study-abroad program.