

**CRITERIA FOR DEPARTMENTAL PERSONNEL ACTIONS**  
**Department of Professional Studies**  
**6/10**

APSU Policy 5:060 details general expectations for faculty in the retention and tenure process. These include the expectation that faculty will have made progress since the date of the last review as part of the personnel action process. Further, it is noted in that same policy statement that “the relative importance of each of these criteria will vary with the type of action contemplated as well as the nature and mission of the department...” . The nature and mission of the Professional Studies department is wide-ranging, preparing students at the associates, baccalaureate, and master’s level with technical education and skills necessary to progress within the management of an organization.

All faculty members within the department are expected to:

- Keep their existing courses current and to develop new courses when appropriate,
- Participate in new student outreach as well as efforts to retain, advise, and mentor existing students,
- Stay current with current practices in their fields, and to make contributions in the scholarly area, and
- Serve in their discipline, the university, and the community.

Improvements in existing courses may include developing new course materials, incorporating new software or equipment in existing courses, and efforts to use new methodologies and technologies to enhance instruction regardless of how the course is conducted (online, face-to-face, or hybrid). University service includes active service on department, college, and university committees, and/or the Academic Council (when eligible) and Faculty Senate.

**I. Faculty Retention Years 1-3**

A. Effectiveness in Academic Assignment

1. Teaching effectiveness (APSU Policy 5:060.IV.1.)
  - a. Student evaluation of faculty and student learning outcomes
  - b. Mandatory peer review of instruction
  - c. Self-reflection of courses, including improvements and successes
  - d. Work effectively with colleagues on academic issues
  - e. Effective use of available technologies within existing and new courses to help students reach desired student learning outcomes.
  - f. Evidence of activity as a mentor / advisor to students and of activity in assisting prospective students. Due to the unique nature of the department, evidence includes the creation of electronic degree plans plus working with advisees, non-advisees, and potential students to meet their individual educational goals.
2. Non-teaching assignments (APSU Policy 5:060.IV.2.)
  - a. Evidence of administrative, supervisory duties, and/or special assignments for which re-assigned time has been granted

## B. Research/Scholarly and Creative Achievements

1. Publications, Papers Presented, Research or Creative Endeavors in Progress
  - a. Years 1-3 should show demonstrated progress toward activities that will develop into one or more professionally-recognized publications, papers, presentations, grants, and other scholarship via proposals and applications.

## C. Professional Contributions and Activities

1. Service to Campus examples include
  - a. Committee work or other administrative service
  - b. Service on Faculty Senate or special task forces
  - c. Other participation in the university's governing and policy-making processes
  - d. Advisor to student organizations
  - e. Service to department, college, and university committees, or the Faculty Senate
  - f. Other service to the University
2. Service to One's Discipline examples include
  - a. Membership in professional organizations
  - b. Professional service as session chair, discussant, paper reviewer, other
3. Service to the community examples include
  - a. Discipline related presentations to community groups
  - b. Discipline-related advice to and consultations to community groups
  - c. Other discipline-related service to the local community or larger society
4. Evidence of continuing professional development and growth

## II. Faculty Retention Years 4-5 unless being reviewed for tenure

Follows the same outline as Years 1-3 with the following additions/revisions

### A. Effectiveness in Academic Assignment

Teaching Effectiveness

Trend of improvement in student evaluations of instruction

### B. Research/Scholarly and Creative Achievements

Publications, Papers Presented, Research or Creative Endeavors in Progress

At least one professionally-recognized publication, paper, presentation, grant application, or other form of scholarship by year 4 review.

## III. Tenure

Follows the same outline as Years 1-3, with the addition/revisions of Years 4-5 and the following additions

### A. Research/Scholarly and Creative Achievements

Publications, Papers Presented, Research or Creative Endeavors in Progress

Combination of two professionally-recognized publications, papers, presentations, grant applications, or other forms of scholarship.

- B. Professional Contributions and Activities
  - Service to Campus and Discipline
  - Leadership role with a campus committee or professional group.

**IV. Promotion to Assistant Professor (from Instructor)**

Follows the same outline as Years 1-3 with the following addition:

Earned doctorate or terminal degree in the discipline

**V. Promotion to Associate Professor (from Assistant)**

Follows the same outline as Years 1-3 with the following revisions:

Earned doctorate or terminal degree in the discipline

Research/Scholarly and Creative Achievements

Publications, Papers Presented, Research or Creative Endeavors in Progress

Professionally-recognized publication, paper, presentation, grant, or other form of scholarship at the state, regional, national, or international level to show evidence of potential national recognition.

**VI. Promotion to Full Professor**

Follows the same outline as Tenure, with the following revisions:

Earned doctorate or terminal degree in the discipline

Research/Scholarly and Creative Achievements

Publications, Papers Presented, Research or Creative Endeavors in Progress

Multiple professionally-recognized publications, papers, presentations, grants, or other form of scholarship at the national or international level in the immediate preceding five-year period consistent with TBR and university policies. TBR and university standards require “sustained high-quality professional productivity and national recognition in the discipline or sustained high quality professional productivity in the academic discipline that is consonant with the goals of the university and of the academic unit to which the faculty member belongs”.

**VII. Expectations for all tenured faculty not being reviewed for promotion, regardless of rank.**

Post-tenure review with continued expectation of previous tier (most recent tenure or promotion action).

Note: Even after tenure and promotion to full professor, all faculty members are expected to continue to perform in the areas of effectiveness in academic assignments, scholarly and creative activities, and professional contributions and activities as documented (see outline).