

College of Behavioral and Health Sciences
Department of Psychological Science and Counseling
Retention, Tenure, and Promotion (RTP) Criteria
Effective August 1, 2023

It should be recognized that 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 Department, College, or University than someone adequate in all areas but outstanding in none. With this in mind, this document provides minimum but not necessarily sufficient requirements in each area for the awarding of retention, tenure, or promotion. Successful faculty will meet these criteria in all areas and should exceed these criteria in one or more areas. See current policies: Policy on Academic Tenure ([1.025](#)), Faculty Appointments ([2.051](#)), and Policy on Academic Promotion ([2.063](#)) for additional information.

At any point along the path to tenure or promotion, reviewers (departmental and college committees, Chair, Dean, Provost, or President) are permitted to comment on job-related concerns, or a pattern of performance, not specifically enumerated in these criteria. Should such commentary be offered, these factors must be addressed by the candidate in all subsequent e-dossier submissions until such time as the concern has been alleviated to the satisfaction of the reviewers. Those job-related factors so identified in one review may play a significant role in future retention, tenure, or promotion decisions.

The Department of Psychological Science and Counseling contains a Bachelor of Science, 3 Master of Science Programs, and one PsyD program. In some instances, the criteria may only apply to one or multiple programs. Where applicable, faculty that are involved in Diversity, Equity and/or Inclusion are encouraged to highlight those activities. The following criteria are designed to contribute to the APSU Master and Strategic Plan (<https://www.apsu.edu/academic-affairs/amp.php>) as outlined below.

Area 1 Academic Assignment criteria help contribute to Pillar 1: Academic Strength, Goal 1; Pillar 2 Strategic Enrollment Management, Goals 1, 2, 3 and 4 (for those in Director or Coordinator Positions or help to contribute to these goals); Pillar 3 Student Success, Goals 1 & 2; and Pillar 4 Community Collaboration, Goals 1 & 2.

Area 2 Research and Scholarship criteria will help contribute to Pillar 1: Academic Strength, Goals 1 & 2; Pillar 3 Student Success, Goals 1 & 2; and Pillar 4 Community Collaboration, Goals 1 & 2.

Area 3 Professional Contributions and Activities criteria will help contribute to Pillar 1: Academic Strength, Goals 1 & 2; Pillar 2 Strategic Enrollment Management, Goals 1, 2, 3 and 4 (for those in Director or Coordinator Positions, or serve on the Board of a Professional Organization, or help to contribute to these goals); Pillar 3 Student Success, Goals 1 & 2; and Pillar 4 Community Collaboration, Goals 1 & 2.

I. Faculty Retention Years 1-3 [Accomplishments since time of hire at APSU]

A. Effectiveness in Academic Assignment

1. Teaching effectiveness

A. Reflective Narrative Analysis

- Every faculty member is expected to be a reflective practitioner. Faculty will write a brief narrative analysis of student evaluations during the current dossier cycle. Although student evaluations are no longer used as independent criteria for retention, they must still be addressed in the Reflective Narrative Analysis. Historically, the average rating across courses has been “good” (4 or better on the 6-point scale or two value points from the maximum possible of the assessment scale) on each global index from the student evaluations of instruction. The average is calculated from one year’s worth of courses for the year being evaluated (typically Spring followed by Fall semesters). If either the course average

or any single global index is below the specified value, the faculty member must include an explanatory statement (overload, new preparation, aberration, etc.) including an improvement plan for the review committee. The reflective narrative analysis will describe opportunities for growth and future goals for Area 1. There is no required length for this narrative; however, it should be concise and complete.

- B. Annual Enhanced Peer Review of Teaching (EPRT)
 - Receives positive enhanced peer evaluations by tenured department faculty.
 - C. Diversity, Equity, Inclusion/Social Justice activities
 - Discusses how faculty address Diversity, Equity, Inclusion/Social Justice in their teaching and related activities.
 - D. Direction of undergraduate and/or graduate research
 - Supervises undergraduate and/or graduate research by 3rd year.
 - E. Course and curricular development or improvements
 - Engages in course and curricular development or improvements as needed.
 - F. Effective student advisement
 - Shares in typical departmental advising load (years 2-3).
 - G. Work effectively with colleagues on academic issues
 - As evidenced in sharing departmental workload on a regular basis.
 - H. Effective Clinical Supervision (for faculty in Applied Clinical Programs only)
 - As evidenced in sharing Program Supervision Workload.
2. Non-teaching assignments
- Evidence of administrative or supervisory duties as dean, department chair/director, program coordinator, or other special activities for which reassigned time is given.

B. Research/Scholarship/Creative Activities

- 1. Publications
 - Demonstrates active research program that may lead to publication.
- 2. Papers presented
 - Demonstrates active research program that may lead to presentation.
- 3. Research in Progress
 - Shows progress towards meeting tenure/promotion requirements.

NOTE: Acceptable scholarship activities extend beyond the discipline to include the Scholarship of Teaching and Learning (SoTL). SoTL publications, presentations or grant awards are of equal value to a discipline-specific activity. For faculty teaching in clinical training programs, translational research, outcome studies, program evaluations, and case studies are appropriate and acceptable scholarly activities. Evidence of articles accepted or "in press" shall be considered as having met the publishing criteria.

C. Professional Contributions and Activities

[Extra activity in one area can compensate for less activity in another.]

- 1. Service to Campus (1 or more of the following)
 - Serves on departmental committees.
 - Serves on appropriate APSU standing committee.
 - Serves as advisor to a student organization.
 - Serves campus, department, and students through participation on committees or through campus activities.
- 2. Service to One's Discipline (1 or more of the following)
 - Memberships and/or leadership in appropriate professional organizations.
 - Obtaining licensure, certification, or additional professional training.

- Professional service as session chair, discussant, paper reviewer, committee member, etc.
 - Professional service as a peer-reviewer of journals, textbooks, etc.
3. Service to the Community (1 or more of the following, examples could include)
- Discipline-related presentations to community groups.
 - Discipline-related advice and consultations to community groups.
 - Other discipline-related service to the local community or larger society.

II. Faculty Retention Years 4-5 [Accomplishments since time of hire at APSU]

A. Effectiveness in Academic Assignment

1. Teaching effectiveness

A. Reflective Narrative Analysis

- Every faculty member is expected to be a reflective practitioner. Faculty will write a narrative analysis of student evaluations during the current dossier cycle. Although student evaluations are no longer used as independent criteria for retention, they must still be addressed in the Reflective Narrative Analysis. Historically, the average across courses has been “good” (4 or better on the 6-point scale or two value points from the maximum possible of the assessment scale) on each global index from the student evaluations of instruction. The average is calculated from one year’s worth of courses for the year being evaluated (typically Spring followed by Fall semesters). If either the course average or any single global index is below the specified value, the faculty member must include an explanatory statement (overload, new preparation, aberration, etc.) including a plan for improvement for committee. The narrative will describe opportunities for growth and future goals for Area 1. There is no required length for this narrative; however, it should be concise and complete.

B. Annual Enhanced Peer Review of Teaching (EPRT)

- Receives positive enhanced peer evaluations by tenured department faculty.

C. Diversity, Equity, Inclusion/Social Justice activities

- Discusses how faculty address Diversity, Equity, Inclusion/Social Justice in their teaching and related activities.

D. Direction of undergraduate and/or graduate research.

- Supervises undergraduate and/or graduate research by 3rd year.

E. Course and curricular development or improvements

- Engages in course and curricular development or improvements as needed.

F. Effective student advisement.

- Shares in typical departmental advising load.

G. Work effectively with colleagues on academic issues

- As evidenced in sharing departmental workload on a regular basis.

H. Effective Clinical Supervision (For Faculty in Applied Clinical Programs only)

- As evidenced in sharing Program Supervision Workload.

2. Non-teaching assignments

- Evidence of administrative or supervisory duties as dean, department chair/director, program coordinator, or other special activities for which reassigned time is given. Annual review by supervisor will be used as evidence of effectiveness.

B. Research/Scholarship/Creative Activities

1. Publications

- Active research program that may lead to publication.

2. Papers presented

- Active research program that may lead to presentation.

3. Research in Progress

- Shows progress towards meeting tenure/promotion requirements.

NOTE: Acceptable scholarship activities extend beyond the discipline to include the Scholarship of Teaching and Learning (SoTL). SoTL publications, presentations or grant awards are of equal value to a discipline-specific activity. For faculty teaching in clinical training programs, translational research, outcome studies, program evaluations, and case studies are appropriate and acceptable scholarly activities. Evidence of articles accepted or “in press” shall be considered as having met the publishing criteria.

C. Professional Contributions and Activities

[Extra activity in one area can compensate for less activity in another.]

1. Service to Campus (1 or more of the following)
 - Serves on departmental committees.
 - Serves on appropriate APSU standing committee.
 - Serves as advisor to student organization.
 - Serves campus, department, and students through participation on committees or through campus activities.

2. Service to One's Discipline (1 or more of the following)
 - Memberships and/or leadership in appropriate professional organizations.
 - Obtaining licensure, certification, or additional professional training.
 - Professional service as session chair, discussant, paper reviewer, etc.
 - Professional service as a peer-reviewer of journals, textbooks, etc.

3. Service to the Community (1 or more of the following, examples could include)
 - Discipline-related presentations to community groups.
 - Discipline-related advice and consultations to community groups.
 - Other discipline-related service to the local community or larger society.

III. Tenure and Promotion to Associate Professor [Accomplishments since time of hire at APSU]

A. Effectiveness in Academic Assignment

1. Teaching effectiveness

A. Reflective Narrative Analysis

- Every faculty member is expected to be a reflective practitioner. Faculty will write a narrative analysis of student evaluations during the current dossier cycle. Although student evaluations are no longer used as independent criteria for tenure and promotion, they must still be addressed in the Reflective Narrative Analysis. Historically, the average across courses has been “good” (4 or better on the 6-point scale or two value points from the maximum possible of the assessment scale) on each global index from the student evaluations of instruction. The average is calculated from one year’s worth of courses for the year being evaluated (typically Spring followed by Fall semesters). If either the course average or any single global index is below the specified value, the faculty member must include an explanatory statement (overload, new preparation, aberration, etc.) including a plan for improvement for committee. The narrative will describe opportunities for growth and future goals for Area 1. There is no required length for this narrative; however, it should be concise and complete.

B. Annual Enhanced Peer Review of Teaching (EPRT)

- Receives two positive enhanced peer evaluations by tenured department faculty.

C. Diversity, Equity, Inclusion/Social Justice activities

- Discusses how faculty address Diversity, Equity, Inclusion/Social Justice in their teaching and related activities.

D. Direction of undergraduate and/or graduate research

- Supervises undergraduate and/or graduate research by 3rd year.

E. Course and curricular development or improvements

- Engages in course and curricular development or improvements as needed.

F. Effective student advisement

- Shares in typical departmental advising load.

G. Work effectively with colleagues on academic issues

- As evidenced in sharing departmental workload on a regular basis.

H. Effective Clinical Supervision (For Faculty in Applied Clinical Programs only)

- As evidenced in sharing Program Supervision Workload.

2. Non-teaching assignments

- Evidence of administrative or supervisory duties as dean, department chair/director, program coordinator, or other special activities for which reassigned time is given. Annual review by supervisor will be used as evidence of effectiveness.

B. Research/Scholarship/Creative Activities

[Areas 1, 2, and 3 below must each be met. Each additional publication in (1) may replace a required presentation in (2)]

1. Publications (Non-self-published; 2 or more of the following)

- One paper in a scholarly, peer reviewed journal.
- One multi-year external research grant award.
- One chapter in a peer-reviewed scholarly book.
- One marketed college-level textbook.
- One marketed evidence-/science-based book through a scholarly publisher (either as author or principal editor).

2. Presentations
 - Three presentations at regional professional conferences.
 - OR**
 - Two presentations at national or international conferences.
 - OR**
 - Two invited talks (presentations).

3. Research and Scholarly Works
 - Demonstrates an ongoing research program that has potential to lead to future publication, presentation, or grant award.
 - OR**
 - Submits a grant for external research funding (favorably reviewed but not yet funded) or receives an award for internal funding.
 - OR**
 - Authors textbook ancillaries.

NOTE: Acceptable scholarship activities extend beyond the discipline to include the Scholarship of Teaching and Learning (SoTL). SoTL publications, presentations or grant awards are of equal value to a discipline-specific activity. For faculty teaching in clinical training programs, translational research, outcome studies, program evaluations, and case studies are appropriate and acceptable scholarly activities. Evidence of articles accepted or “in press” shall be considered as having met the publishing criteria.

C. Professional Contributions and Activities

[Extra activity in one area can compensate for less activity in another.]

1. Service to Campus (3 or more of the following)
 - Serves on departmental committees.
 - Serves on appropriate APSU standing committee.
 - Serves as advisor to student organization.
 - Serves campus, department, and students through participation on committees or through campus activities.

2. Service to One’s Discipline (1 or more of the following)
 - Memberships and/or leadership in appropriate professional organizations.
 - Obtaining licensure, certification, or additional professional training.
 - Professional service as session chair, discussant, paper reviewer, etc.
 - Professional service as a peer-reviewer of journals, textbooks, etc.

3. Service to the Community (1 or more of the following, examples could include)
 - Discipline-related presentations to community groups.
 - Discipline-related advice and consultations to community groups.
 - Other discipline-related service to the local community or larger society.

IV. Promotion to Full Professor [Accomplishments since time of promotion to Associate]

1. It is expected that for faculty to be promoted to Full Professor, they must **exceed** criteria in a minimum of 1 of the 3 criteria listed below (i.e., Academic Assignment, Research/Scholarship/Creative Activities, and/or Professional Contributions and Activities).

B. Effectiveness in Academic Assignment

1. Teaching effectiveness

A. Reflective Narrative Analysis

- Every faculty member is expected to be a reflective practitioner. Faculty will write a narrative analysis of student evaluations during the current dossier cycle. Although student evaluations are no longer used as independent criteria for promotion, they must still be addressed in the Reflective Narrative Analysis. Historically, the average across courses has been “good” (4 or better on the 6-point scale or two value points from the maximum possible of the assessment scale) on each global index from the student evaluations of instruction. The average is calculated from one year’s worth of courses for the year being evaluated (typically Spring followed by Fall semesters). If either the course average or any single global index is below the specified value, the faculty member must include an explanatory statement (overload, new preparation, aberration, etc.) including a plan for improvement for committee. The narrative will describe opportunities for growth and future goals for Area 1. There is no required length for this narrative; however, it should be concise and complete.

B. Annual Enhanced Peer Review of Teaching (EPRT)

- Receives two positive enhanced peer evaluations by tenured department faculty.

C. Diversity, Equity, Inclusion/Social Justice activities

- Discusses how faculty address Diversity, Equity, Inclusion/Social Justice in their teaching and related activities.

D. Direction of undergraduate and/or graduate research.

- Supervises undergraduate and/or graduate research by 3rd year.

E. Course and curricular development or improvements

- Engages in course and curricular development or improvements as needed.

F. Effective student advisement.

- Shares in typical departmental advising load.

G. Work effectively with colleagues on academic issues

- As evidenced in sharing departmental workload on a regular basis.

H. Effective Clinical Supervision (For Faculty in Applied Clinical Programs only)

- As evidenced in sharing Program Supervision Workload.

2. Non-teaching assignments

- Evidence of administrative or supervisory duties as dean, department chair/director, program coordinator, or other special activities for which reassigned time is given. Annual review by supervisor will be used as evidence of effectiveness.

C. Research/Scholarship/Creative Activities

[Areas 1, 2, and 3 below must each be met. Each additional publication in (1) may replace a required presentation in (2)]

1. Publications (Non-self-published; 2 or more of the following)
 - Publish at least one paper in a scholarly, peer reviewed journal.
 - Awarded at least one multi-year external **research** grant.
 - Publish at least one chapter in a peer-reviewed scholarly book.
 - Author a marketed college-level textbook.
 - Author or principal editor of a marketed evidence-/science-based book through a scholarly publisher.

2. Presentations
 - Three presentations at regional professional conferences.
 - OR**
 - Two presentations at national or international conferences.
 - OR**
 - Two invited talks (presentations).

3. Research and Scholarly works
 - Demonstrates an ongoing research program that has potential to lead to future publication, or presentation, or grant award.
 - OR**
 - Submits a grant for external research funding (favorably reviewed but not yet funded) or receives an award for internal funding.
 - OR**
 - Authors textbook ancillaries.

NOTE: Acceptable scholarship activities extend beyond the discipline to include the Scholarship of Teaching and Learning (SoTL). SoTL publications, presentations or grant awards are of equal value to a discipline-specific activity. For faculty teaching in clinical training programs, translational research, outcome studies, program evaluations, and case studies are appropriate and acceptable scholarly activities. Evidence of articles accepted or “in press” shall be considered as having met the publishing criteria.

D. Professional Contributions and Activities

[Extra activity in one area can compensate for less activity in another.]

1. Service to Campus (3 or more of the following)
 - Serves on departmental committees.
 - Serves on appropriate APSU standing committee.
 - Serves as advisor to student organization.
 - Serves campus, department, and students through participation on committees or through campus activities.

2. Service to One’s Discipline (1 or more of the following)
 - Memberships and/or leadership in appropriate professional organizations.
 - Obtaining licensure, certification, or additional professional training.
 - Professional service as session chair, discussant, paper reviewer, etc.
 - Professional service as a peer-reviewer of journals, textbooks, etc.

3. Service to the Community (1 or more of the following, examples could include)
 - Discipline-related presentations to community groups.
 - Discipline-related advice and consultations to community groups.
 - Other discipline-related service to the local community or larger society.

V. Expectations for tenured faculty not being reviewed for promotion [Accomplishments since award of tenure]

Tenured faculty will set individual goals in accordance with the Annual Faculty Evaluation and in consultation with the Chair