

# Criteria for Departmental Personnel Actions (Revised March 2023)

Department of Languages and Literature  
Austin Peay State University, Clarksville, Tennessee

## Preface

APSU Policy 1:025 Policy on Academic Tenure outlines general criteria to be used in evaluating faculty for retention and tenure that are grouped into three main areas: Effectiveness in Academic Assignment, Scholarly or Creative achievement, and Professional Contributions and Activities. In Area 1 achievements in teaching, advising, or administrative assignments are included. In Area 2 achievements in scholarship and/or creative activity are considered. In Area 3 achievements in committee assignments, professional service, and support of university and departmental missions and goals are included (see 1:025.II.1-8 and the Faculty Code of Conduct in the Faculty Handbook). Issues of professional conduct and support of institutional goals cut across all three areas. As 1.025.II.8 makes clear, faculty members must exhibit “a willingness and ability to work effectively with colleagues [...] and evidence of, regard for, and performance consistent with, accepted standards of professional conduct.” For guidance in determining the relative importance of these areas in making decisions about retention, tenure, and promotion, the policy 1:025 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 must consult the department chair and mentors in the department for guidance. Candidates should also consult the [Procedures and Guidelines document](#) for the RTP process.

## I. Faculty Retention, Years 1-3

### A. Effectiveness in Academic Assignment

#### 1. Teaching Effectiveness (APSU Policy 1:025.IV.1)

- a) Of the three main areas of evaluation, the department identifies Teaching Effectiveness as more important than the other Scholarly and/or Creative Achievement and Service. Candidates must present documented evidence of the effectiveness of their work in teaching, including peer reviews, representative course materials, and student evaluations of instruction. While student evaluation scores must be included for all courses taught in a given academic year in which results are released for the course, the department recognizes that student evaluations are generally biased, incomplete, and inaccurate indicators of teaching success. Faculty members must present their own analyses of their teaching materials and methods and may also address

any discrepancies, such as instances of lower student evaluations, etc. All formal evaluations of instruction since the beginning of their employment at APSU must be accumulated in the E-Dossier that is presented for annual review.

- b) Peer Reviews of teaching are required for all candidates for retention, tenure, and promotion. Each tenure-track faculty member shall receive a minimum of two enhanced peer evaluations during any RTP cycle. These peer reviews must accumulate in the E-Dossier. Starting in fall 2023, and following the phase-in period indicated by academic affairs, the enhanced peer review process will apply to all tenure-track faculty who will be reviewed for retention, tenure, and promotion. For the full description of the enhanced peer review process, please see [APSU P&G \(II.1.e.11, pp. 16-21\)](#), [Appendix D](#), and the [EPRT Timeline](#) located on the APSU Academic Affairs website. Avoid repetition of the same senior faculty reviewer as much as possible.
- c) Although not required of candidates, study abroad teaching performed as part of the academic assignment should be discussed in Area I.

## 2. Non-teaching assignments (APSU Policy 1:025II.A.2.)

- a) First-Year Seminar participation is expected and should be acknowledged in the e-dossiers of First-Year Faculty applying for a second year of retention.
- b) Non-teaching assignments include service as dean, associate dean, department chairperson, program coordinator and/or director, study abroad program coordination, and special activities for which reassigned time is given. Faculty should describe and, if possible, document the activities, duties, and responsibilities of the assignment.
- c) Additional activities related to instruction that might be included for evaluation are the development or initiation of new courses, development of online and/or hybrid modalities for existing courses, and involvement in Extended, Distance, and/or Continuing Education programs.
- d) Other evidence of effectiveness in academic assignment will involve student advising after the first year of employment. Faculty in their second and third retention years shall have no more than three advisees. The primary goal of academic advising is to help advisees plan their schedules in a way that supports 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.
- e) Candidates involved in directing undergraduate or graduate research, such as thesis or independent study direction, should include information about this role in their E-Dossiers.

## B. Scholarly and Creative Achievement

The department expects evidence of continuing scholarly or creative activity for retention. Tenure-track faculty must provide evidence of meaningful scholarly or creative activity that can be evaluated on a yearly basis during the probationary period. We encourage candidates to pursue their strengths and the scholarly or creative activities that contribute most to their own development as scholars and teachers. In their E-Dossiers candidates must provide clear and well-documented accounts of their scholarly and creative efforts to include adequate descriptions of the results, whether publication, revise and resubmit, acceptance to a conference, etc. Candidates must also be mindful of the requirement that "Clear evidence of the quality of work shall be a part of every evaluation" (1.025.II.B). Candidates must help reviewers gauge the quality of publications by directly addressing the following issues:

- Is the press a university, academic, or vanity press?
  - A university press is connected with a university and focuses on publishing scholarly works, e.g. Cambridge University Press.
  - An academic press may not have affiliation with a university, but still publishes scholarly works, e.g., Brepols or Routledge.
  - A vanity press charges fees for publication and takes the rights to the work published; this is distinct from an author paying a subvention. Just because a candidate pays a subvention fee for publication does not mean that the press is a vanity press. With a subvention, the author retains the rights to the work.
- Is the publication venue refereed or non-refereed?
- Is the publication listed in the [MLA Directory of Periodicals](#) (available through Woodward library databases), the [WAC Clearinghouse](#) list of scholarly journals, [Linguist List](#), the list of Classics journals at [Klinai Hypotheses](#), or [Poets and Writers Literary Magazine Listing](#)? (Publications in periodicals that fall outside the scope of these listings should be documented by the candidate as having been approved by the department chair and/or related senior faculty.)
- Is the conference inclusive or selective; regional, national, or international?
- Does the conference require pre-conference circulation of slides, supporting materials, or conference presentation paper draft?

For online publications, candidates should save the online publication in its web format to removable media and also provide a PDF of a print-out of the published work that clearly indicates the site's specific URL and a date stamp for inclusion in the e-dossier.

In years one through three of the probationary period (including any years defined in the section "Faculty Awarded Years Toward Tenure and/or Promotion" in the *RTP Procedures and Guidelines*), **at least one of the following types** of scholarly and/or creative activity must be presented in the annual dossier of the candidate:

#### 1. Scholarly and Creative Activity in Years One through Three

- a) Conference Presentations and Readings. Scholarly or pedagogical papers presented at conferences or original creative work read at a conference or other professional forum constitute acceptable scholarly or creative activity for retention and tenure.
- b) Editing, Translating, etc. Acceptable continuing scholarly or creative activity may include translating; editing publications such as essay collections, scholarly editions, or journal issues; writing reviews of scholarly books (for clarity: providing peer review of an article or a book chapter in one's field is area 3, Service); grant proposal writing; cross-disciplinary scholarship; and study as an NEH fellow, to name some possibilities.
- c) Evidence of Progress toward Publication. Evidence of progress toward publications includes submission emails/receipts from journals and publishers, received reviewer feedback from peer-reviewed publications, written contracts, letters of acceptance, or other evidence that demonstrates the candidate is actively submitting, revising, and en route to publication. The department asks for such evidence to substantiate the active research schedule of faculty during preliminary years and also to encourage them toward publication, which will be expected in order to reach later tenure and promotion benchmarks. During the probationary period of years

one through three, this progress should show evidence of at least one submission for publication.

- d) Gathering Data for Scholarly/Creative Achievement. Such work may include field work, Internal Review Board (IRB) approval for such work, and archival work.

Activity that falls outside the range of these activities should be documented by the candidate as approved by the department chair and/or related senior faculty as qualifying for preliminary scholarly and creative activity. The chair may seek guidance on this approval from departmental faculty.

### C. Professional Development, Contributions, and Activities

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 E-Dossier. Those who evaluate E-Dossiers at each level encourage explanations of activities, not simply lists. If faculty members are uncertain about the admissibility of a particular activity in this category, they should seek counsel and approval from the chair (who may consult members of the department) that their activity will meet the service requirements; such approval must be documented within the dossier.

As in the categories for Effectiveness in Academic Assignment and for Scholarly and Creative Achievement, the department's emphases concerning service are on candidates' participation and on the quality of the participation. For example, more significance is attached to formal and informal leadership in professional organizations than to mere membership. Candidates must read carefully the material devoted to this category in Policy 1.025.

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, leadership roles, and activities in professional organizations must be documented in the E-Dossier.
3. 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. Additional service could be provided through writing peer reviews for journals within one's field. All such activities should be documented in the E-Dossier.
4. 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 related to the candidate's discipline (e.g. a literature professor will not receive credit for professional service by donating blood). Where such a connection is not obvious, candidates should include clear explanations.
5. Professional development activities that involve the improvement of candidate's pedagogical and/or administrative skills are also relevant service.

## II. Retention, Years 4-6 including Tenure and Promotion to Associate Professor

### A. Effectiveness in Academic Assignment

#### 1. Teaching Effectiveness (APSU Policy 1:025.IV.1)

- a) Of the three main areas of evaluation, the department identifies Teaching Effectiveness as more important than the other Scholarly and/or Creative Achievement and Service. Candidates must present documented evidence of the effectiveness of their work in teaching, including peer reviews, representative course materials, and student evaluations of instruction. While student evaluation scores must be included for all courses taught in a given academic year in which results are released for the course, the department recognizes that student evaluations are generally biased, incomplete, and inaccurate indicators of teaching success. Faculty members must present their own analyses of their teaching materials and methods and may also address any discrepancies, such as instances of lower student evaluations, etc. All formal evaluations of instruction since the beginning of their employment at APSU must be accumulated in the E-Dossier that is presented for annual review.
- b) Enhanced Peer Review of Teaching. Starting in fall 2023, and following the phase-in period indicated by Academic Affairs, the enhanced peer review process will apply to all tenure-track faculty who will be reviewed for retention, tenure, and promotion. Each tenure-track faculty member shall receive a minimum of two enhanced peer evaluations during any RTP cycle. Each tenured faculty member who will be reviewed for promotion to any rank shall receive a minimum of two enhanced peer evaluations within one year before the e-dossier is due for a promotion review. For the full description of the enhanced peer review process, please see [APSU P&G \(II.1.e.11, pp. 16-21\)](#), [Appendix D](#), [Appendix E](#), and the [EPRT Timeline](#) located on the APSU Academic Affairs website. Avoid repetition of the same senior faculty reviewer as much as possible.
  1. Faculty who are seeking retention for 4th or 5th year will be evaluated by two evaluators for the formative and summative evaluations and follow the Enhanced Peer Review process.
  2. Faculty who are seeking retention for a 6th year and/or tenure with promotion to Associate Professor will follow the Enhanced Peer Review as well, which stipulates “These faculty will have two separate summative evaluations, each evaluated by a unique single evaluator. [. . .] Two different courses may be evaluated and need not occur in the same semester. However, if the same course is evaluated, the two evaluations should occur in different semesters. If the faculty member under review teaches both in person and online, one peer review will be conducted in person and the second will be conducted online for these faculty.” (APSU P&G II.1.e.11)
- c) Although not required of candidates, study abroad teaching performed as part of the academic assignment should be discussed in Area I.

#### 2. Non-teaching assignments (APSU Policy 1:025II.A.2.)

- a) Non-teaching assignments include service as dean, associate dean, department chairperson, program coordinator and/or director, study abroad program coordination, and special activities

for which reassigned time is given. Faculty should describe and, if possible, document the activities, duties, and responsibilities of the assignment.

- b) Additional activities related to instruction might be included for evaluation are the development or initiation of new courses, development of online and/or hybrid modalities for existing courses, and involvement in Extended, Distance, and/or Continuing Education programs.
- c) Other evidence of effectiveness in academic assignment will involve student advising after the first year of employment. Faculty in their fourth retention year shall have no more than six advisees; faculty in their fifth year shall have no more than nine advisees. The primary goal of academic advising is to help advisees plan their schedules in a way that supports 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.
- d) Candidates involved in directing undergraduate or graduate research, such as thesis or independent study direction, should include information about this role in their E-Dossiers.

## B. Scholarly and Creative Achievement

The department expects evidence of continuing scholarly or creative activity for retention, tenure, and promotion. Candidates for tenure and promotion to Associate Professor must also engage in publication. Candidates must provide evidence of meaningful scholarly or creative activity that can be evaluated on a yearly basis during the probationary period. We encourage candidates to pursue their strengths and the scholarly or creative activities that contribute most to their own development as scholars and teachers. In their E-Dossiers candidates must provide clear and well-documented accounts of their scholarly and creative efforts to include adequate descriptions of the results, whether publication, revise and resubmit, acceptance to a conference, etc. Candidates must also be mindful of the requirement that “Clear evidence of the quality of work shall be a part of every evaluation” (1.025.II.B). Candidates must help reviewers gauge the quality of publications by directly addressing the following issues:

- Is the press a university, commercial, or vanity press?
  - A university press is connected with a university and focuses on publishing scholarly works, e.g. Cambridge University Press.
  - An academic press may not have affiliation with a university, but still publishes scholarly works, e.g., Brepols or Routledge.
  - A vanity press charges fees for publication and takes the rights to the work published; this is distinct from an author paying a subvention. Just because a candidate pays a subvention fee for publication does not mean that the press is a vanity press. With a subvention, the author retains the rights to the work.
- Is the publication venue refereed or non-refereed?
- Is the publication listed in the [MLA Directory of Periodicals](#) (available through Woodward library databases), the [WAC Clearinghouse](#) list of scholarly journals, [Linguist List](#), the list of Classics journals at [Klinai Hypotheses](#), or [Poets and Writers Literary Magazine Listing](#)? (Publications in periodicals that fall outside the scope of these listings should be documented by the candidate as having been approved by the department chair and related senior faculty.)
- Is the conference inclusive or selective; regional, national, or international?

- Does the conference require pre-conference circulation of slides, supporting materials, or conference presentation paper draft?

For online publications, candidates should save the online publication in its web format to removable media and also provide a PDF of a print-out of the published work that clearly indicates the site's specific URL and a date stamp for inclusion in the e-dossier.

#### 1. Publications.

- For consideration for tenure and promotion to Associate Professor, the department requires at least one refereed/peer-reviewed publication (with a minimum of 2,500-3,000 words for scholarly or pedagogical articles) since the time of hire at Austin Peay State University. Forthcoming publications of scholarly, pedagogical, or creative work will apply toward tenure and promotion to Associate Professor with written confirmation from the publisher or the journal or essay collection editor that the publication has been accepted. Co-authored documents will apply toward tenure and promotion to Associate Professor as long as the candidate provides clear evidence of contributing a minimum of 2500-3000 words of the whole.
- Editing, Translating, etc. Acceptable publication may also include translating; editing publications such as essay collections, scholarly editions, or journal issues, provided that the editing work contains some original content as opposed to editing only, e.g. an introduction or preface is included.

#### 2. Continuing Scholarly and Creative Activity.

- Conference Presentations and Readings. Scholarly or pedagogical papers presented at conferences or original creative work read at a conference or other professional forum constitute acceptable scholarly or creative activity for retention and tenure.
- Published book reviews of scholarly or pedagogical books (for clarity: providing peer review of an article or a book chapter to an author or for a publication is classified as area 3, Professional Service); grant proposal writing; cross-disciplinary scholarship; and study as an NEH fellow.
- Evidence of Progress toward Publication. Candidates may indicate their active research schedule by including manuscript drafts of work submitted to journals or publishers, submission confirmations from journals or publishers, and received reviewer feedback for peer-reviewed publications. All this evidence may be used to substantiate continuing scholarly and creative activity.
- Gathering Data for Scholarly/Creative Achievement. Such work may include field work, Internal Review Board (IRB) approval for such work, and archival work.

Activity that falls outside the range of these activities should be documented by the candidate as approved by the department **chair and/or related senior faculty** as qualifying for preliminary scholarly and creative activity. The chair may seek guidance on this approval from departmental faculty.

#### C. Professional Development, Contributions, and Activities

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 E-Dossier. Those who evaluate E-Dossiers at each level encourage explanations of activities, not simply lists. If faculty members are uncertain about the admissibility of a particular activity in this category, they should seek counsel and approval from the chair (who may consult members of the department) that their activity will meet the service requirements; such approval must be documented within the dossier.

As in the categories for Effectiveness in Academic Assignment and for Scholarly and Creative Achievement, the department's emphases concerning service are on candidates' participation and on the quality of the participation. For example, more significance is attached to formal and informal leadership in professional organizations than to mere membership. Candidates must read carefully the material devoted to this category in Policy 1.025.

The expectation of service increases with the retention into years 4-6 and tenure and promotion to Associate Professor.

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, leadership roles, and activities in professional organizations must be documented in the E-Dossier.
3. 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. Additional service could be provided through writing peer reviews for journals within one's field. All such activities should be documented in the E-Dossier.
4. 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 related to the candidate's discipline (e.g. a literature professor will not receive credit for professional service by donating blood). Where such a connection is not obvious, candidates should include clear explanations.
5. Professional development activities that involve the improvement of candidate's pedagogical and/or administrative skills are also relevant service.

### III. Promotion to Professor

#### A. Effectiveness in Academic Assignment.

##### 1. Teaching Effectiveness (APSU Policy 1:025.IV.1)

- a) Of the three main areas of evaluation, the department identifies Teaching Effectiveness as more important than the other Scholarly and/or Creative Achievement and Service. Candidates must present documented evidence of the effectiveness of their work in teaching, including peer reviews, representative course materials, and student evaluations of instruction. While student evaluation scores must be included for all courses taught in a given academic year in which results are released for the course, the department recognizes that student evaluations are generally biased, incomplete, and inaccurate indicators of teaching success. Faculty members must present their own analyses of their teaching materials and methods and may also address any discrepancies, such as instances of lower student evaluations, etc. All formal evaluations of instruction since the beginning of their employment at APSU must be accumulated in the E-Dossier that is presented for annual review.



- b) Enhanced Peer Review of Teaching. Starting in fall 2023, and following the phase-in period indicated by academic affairs, the enhanced peer review process will apply to all faculty who will be reviewed for promotion. For the full description of the enhanced peer review process, please see [APSU P&G \(II.1.e.11, pp. 16-21\)](#), [Appendix D](#), [Appendix E](#), and the [EPRT Timeline](#) located on the APSU Academic Affairs website. Avoid repetition of the same senior faculty reviewer as much as possible.
  - 1. Faculty who are seeking promotion to Professor will follow the Enhanced Peer Review, which stipulates “These faculty will have two separate summative evaluations, each evaluated by a unique single evaluator. [ . . . ] Two different courses may be evaluated and need not occur in the same semester. However, if the same course is evaluated, the two evaluations should occur in different semesters. If the faculty member under review teaches both in person and online, one peer review will be conducted in person and the second will be conducted online for these faculty.” The Enhanced Peer Review policy in the Procedures and Guidelines also states: “Each tenured faculty member who will be reviewed for promotion to any rank shall receive a minimum of two enhanced peer evaluations within one year before the e-dossier is due for a promotion review.”
- c) Although not required of candidates, study abroad teaching performed as part of the academic assignment should be discussed in Area I.

## 2. Non-teaching assignments (APSU Policy 1:025II.A.2.)

- a) Non-teaching assignments include service as dean, associate dean, department chairperson, program coordinator and/or director, study abroad program coordination, and special activities for which reassigned time is given. Faculty should describe and, if possible, document the activities, duties, and responsibilities of the assignment.
- b) Additional activities related to instruction might be included for evaluation are the development or initiation of new courses, development of online and/or hybrid modalities for existing courses, and involvement in Extended, Distance, and/or Continuing 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 supports 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.
- d) Candidates involved in directing undergraduate or graduate research, such as thesis or independent study direction, should include information about this role in their E-Dossiers.

## B. Scholarly and Creative Achievement

The department expects evidence of continuing scholarly or creative activity and publication for promotion to Full Professor. The department encourages evidence of high-quality scholarly or creative activity since the most recent personnel action. We encourage candidates to pursue their strengths and the scholarly or creative activities that contribute most to their own development as scholars and teachers. In their E-Dossiers candidates must provide clear and well-documented accounts of their scholarly and creative efforts to include adequate descriptions of the results, whether publication, revise and resubmit, acceptance to a conference, etc. Candidates must also be mindful of the requirement that “Clear evidence of the quality of work shall be a part of every evaluation” (1.025.II.B). Candidates must help reviewers gauge the quality of publications by directly addressing the following issues:

- Is the press a university versus or vanity press?
  - A university press is connected with a university and focuses on publishing scholarly works, e.g. Cambridge University Press.
  - An academic press may not have affiliation with a university, but still publishes scholarly works, e.g., Brepols or Routledge.
  - A vanity press charges fees for publication and takes the rights to the work published; this is distinct from an author paying a subvention. Just because a candidate pays a subvention fee for publication does not mean that the press is a vanity press. With a subvention, the author retains the rights to the work.
- Is the publication venue refereed or non-refereed?
- Is the publication listed in the [MLA Directory of Periodicals](#) (available through Woodward library databases), the [WAC Clearinghouse](#) list of scholarly journals, [Linguist List](#), the list of Classics journals at [Klinai Hypotheses](#), or [Poets and Writers Literary Magazine Listing](#)? (Publications in periodicals that fall outside the scope of these listings should be documented by the candidate as having been approved by the department chair and/or related senior faculty.)
- Is the conference inclusive or selective; regional, national, or international?
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For online publications, candidates should save the online publication in its web format to removable media and also provide a PDF of a print-out of the published work that clearly indicates the site's specific URL and a date stamp for inclusion in the e-dossier.

#### 1. Publications.

- a) For consideration for promotion to Professor, the department requires at least two refereed/peer-reviewed publications that appear in one of the journals listed in III.B above or that is in a journal or publishing venue approved by the chair and/or senior faculty. These publications must be since attaining the Associate Professor rank (with a minimum of 5,000-6,000 words for scholarly or pedagogical articles). Acceptable variations on this expectation include (a) one book or chapbook publication from a reputable press instead of two shorter publications or (b) one refereed publication (with a minimum of 2,500-3,000 words for scholarly or pedagogical articles) plus another significant scholarly or creative effort resulting in publication, including the production of a faculty-authored dramatic work or editing a scholarly edition, anthology, textbook, or collection published by a reputable press. Forthcoming publications of scholarly, pedagogical, or creative work will apply toward promotion to Professor with written confirmation from the publisher or the journal or essay collection editor that the publication has been accepted. Co-authored documents will apply toward promotion to Full Professor as long as the candidate is responsible for a contribution to the whole that meets the minimum of 5,000-6,000 words if there is only one co-authored document, or a total of 5,000-6,000 words that is spread across multiple co-authored documents.
- b) Editing, Translating, etc. Acceptable publication may also include translating; editing publications such as essay collections, scholarly editions, or journal issues, provided that the

editing work contains original content as opposed to editing only, e.g. an introduction or preface is included.

## 2. Continuing Scholarly and Creative Activity.

- a) Conference Presentations and Readings. Scholarly or pedagogical papers presented at conferences or original creative work read at a conference or other professional forum constitute acceptable scholarly or creative activity for retention and tenure.
- b) Published book reviews of scholarly or pedagogical books (for clarity: providing peer review of an article or a book chapter to an author or for a publication is classified as area 3, Professional Contributions and Activities); grant proposal writing; cross-disciplinary scholarship; and study as an NEH fellow.
- c) Evidence of Progress toward Publication. Candidates may indicate their active research schedule by including manuscript drafts of work submitted to journals or publishers, submission confirmations from journals or publishers, and received reviewer feedback for peer-reviewed publications. All this evidence may be used to substantiate continuing scholarly and creative activity.
- d) Gathering Data for Scholarly/Creative Achievement. Such work may include field work, Internal Review Board (IRB) approval for such work, and archival work.

Activity that falls outside the range of these activities should be documented by the candidate as approved by the department chair and/or related senior faculty as qualifying for preliminary scholarly and creative activity. The chair may seek guidance on this approval from departmental faculty.

## C. Professional Development, Contributions, and Activities

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 E-Dossier. Those who evaluate E-Dossiers at each level encourage explanations of activities, not simply lists. If faculty members are uncertain about the admissibility of a particular activity in this category, they should seek counsel and approval from the chair (who may consult members of the department) that their activity will meet the service requirements; such approval must be documented within the dossier.

As in the categories for Effectiveness in Academic Assignment and for Scholarly and Creative Achievement, the department's emphases concerning service are on candidates' participation and on the quality of the participation. For example, more significance is attached to formal and informal leadership in professional organizations than to mere membership. Candidates must read carefully the material devoted to this category in Policy 1.025.

The expectation of service increases with promotion to Professor.

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, leadership roles, and activities in professional organizations must be documented in the E-Dossier.

3. 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. Additional service could be provided through writing peer reviews for journals within one's field. All such activities should be documented in the E-Dossier.
4. 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 related to the candidate's discipline (e.g. a literature professor will not receive credit for professional service by donating blood). Where such a connection is not obvious, candidates should include clear explanations.
5. Professional development activities that involve the improvement of candidate's pedagogical and/or administrative skills are also relevant service.