

# Criteria for Departmental Personnel Actions

(Revised December 2015)

## 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 or 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, tenure, and promotion, 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 and Tenure

### 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 documented evidence of the effectiveness of their work in teaching, including peer reviews, representative course materials, and student evaluations of instruction. 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) Annually, candidates' E-Dossiers must include at least one new peer review of their teaching by a tenured colleague in the department. These peer reviews must

accumulate in the E-Dossier. APSU Policy 5:060.III.e.11 states that “[i]n so far as it is feasible, the mentor of the faculty member under review should not write the peer review of the candidate during the period the two-year mentorship in order to avoid advocacy and conflict of interest issues.”

c) 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. Study abroad teaching (as separate from program coordination) performed as part of the academic assignment should be discussed in Area I.

## 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 (including English Education, First-year Writing, Graduate, African American Studies, Women’s and Gender Studies, Beginning/Intermediate Spanish, Creative Writing program coordinators), 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 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.

d) As 5:060.IV.8 makes clear, faculty members must exhibit “a willingness to work effectively with colleagues [...] and evidence of, regard for, and performance consistent with, accepted standards of professional conduct.”

## **B. Scholarly and Creative Achievement**

The department expects evidence of continuing scholarly or creative activity for retention and tenure. 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. It is essential that when preparing their E-Dossiers candidates provide clear and well-documented 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 of publications (e.g., university versus vanity press, refereed versus non-refereed print or

online publication, acceptance rates such as those provided by the *MLA Directory of Periodicals*) 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.

1. Publications. For consideration for tenure, the department requires at least one refereed or peer-reviewed publication for tenure for Assistant Professors. In exceptional cases, tenure may be granted without this publication if the tenure applicant offers clear evidence that she/he has done all the necessary work for publication in a timely manner, but that circumstances beyond the faculty member's control (such as delays to publication caused by the publishers or journal editors) have delayed the publication of a scholarly or creative work which has been accepted for publication and whose publication is imminent.

2. Continuing Scholarly and Creative Activity.

a) Conference Presentations and Readings. 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 also include translating; editing publications such as essay collections, scholarly editions, or journal issues; reviewing; grant proposal writing; cross-disciplinary scholarship; and study as an NEH fellow, to name some possibilities.

### **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 from the chair or other senior members of the department.

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. More significance is attached to formal and informal leadership in professional organizations than to mere membership.

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. 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. 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 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.

## **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 E-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 E-Dossiers both to illustrate past achievements in the three categories of evaluation, highlighting primarily their accomplishments since their most recent 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."

## **II. 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 E-Dossier must include at least one peer review of teaching by a tenured faculty member from the two years immediately prior to applying for promotion to Associate.

c) 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. Study abroad teaching (as separate from program coordination) performed as part of the academic assignment should be discussed in Area I.

### **B. Scholarly and Creative Achievement**

1. Publications. For consideration for 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 articles) since the time of hire.

2. Continuing Scholarly and Creative Activity. The department encourages evidence of high-quality scholarly or creative activity since the most recent personnel action.

a) Conference Presentations and Readings. Papers presented at conferences or original creative work read at a conference or other professional forum constitute acceptable scholarly or creative activity.

b) Editing, Translating, etc. Acceptable continuing scholarly or creative activity may also include translating; editing publications such as essay collections, scholarly editions, or journal issues; reviewing; grant proposal writing; cross-disciplinary-scholarship; and study as an NEH fellow, to name some possibilities. 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.

### **III. Promotion to Professor**

#### **A. Effectiveness in Academic Assignment:**

See Section III, category A above.

#### **B. Scholarly and Creative Achievement**

1. Publication. For consideration for promotion to Professor, the department requires at least two refereed / peer-reviewed print publications since attaining the Associate rank. 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 print publication 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.

2. Continuing Scholarly and Creative Activity. The department encourages evidence of high-quality scholarly or creative activity since the most recent personnel action.

a) Conference Presentations and Readings. Papers presented at conferences or original creative work read at a conference or other professional forum constitute acceptable scholarly or creative activity.

b) Editing, Translating, etc. Acceptable continuing scholarly or creative activity may also include translating; editing publications such as essay collections, scholarly editions, or journal issues; reviewing; grant proposal writing; cross-disciplinary-scholarship; and study as an NEH fellow, to name some possibilities. 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.