

Draft Criteria for RTP

Retention and Tenure

General Note: For all candidates: Year is defined by Dossier review period. Year 1 reflects work done in the first semester of residence, submitted in January of that year. Year 2 adds a semester and a summer and is submitted early in the fall. Year 3 covers the remainder of the faculty member's second year along with the fall semester of the subsequent year. For years 4 – 6, dossiers are submitted in January and cover the period of time since the previous submission.

In addition, candidates should be aware of the following. Any such concerns should be addressed as early as possible in the six-year process so that candidates are aware of any potential obstacles. Such concerns might include, but are not limited to, hostile or otherwise inappropriate patterns of interaction with colleagues or students, dishonesty, theft, or other ethics violations. Candidates should also consult the Faculty Handbook.

At any point along the path to tenure or promotion, the department chair and department RTP committee are free to comment on job-related concerns, or a pattern of performance, not specifically enumerated in these guidelines. Should such commentary be offered, these factors must be addressed by the candidate in all subsequent dossier submissions until such time as the concern has been alleviated to the satisfaction of the department committee and/or the department chair. Those job-related factors so identified in one review may play a significant role in future retention, tenure, or promotion decisions.

Responses to Previous Year's Personnel Action Recommendation Forms and Documents

A faculty member applying for retention, tenure, or promotion must, if so directed, provide detailed responses to concerns and other issues raised in one or more recommendation forms or documents from the previous Retention, Tenure, and Promotion (RTP) review period. Such concerns and issues might be found in any of the following documents used as part of the RTP process at Austin Peay State University:

- (a) Department Committee's Retention and Tenure Recommendation Form
- (b) Department Chairperson Faculty Performance Review Form
- (c) College Committee's Report
- (d) Any Positive and Negative Minority Reports from the College Committee
- (e) Dean's Retention Recommendation Form
- (f) Dean's Tenure Recommendation Form
- (g) Dean's Promotion Recommendation Form
- (h) Provost's Recommendation
- (i) President's Recommendation

Category: Effectiveness in Academic Assignment

Indicators

Teaching

Evidence

During the **first two** years, faculty are expected to maintain an average Class Climate score of **3.0** or above (6-point scale). Peer review scores should average **3.0** or above (5-point scale). By the **third** year, the average Class Climate score should be **3.5** or above. Peer review scores should average **3** or above (5-point scale), with a **majority** of items at a level of **4 or 5**. During years **4 – 6**, an average Class Climate score of **4.0** is the expectation. Peer review scores should **4** or above. During each review period, faculty are requested to report scores in the areas of Global Index, Content, Instructor, and Interaction, along with a mean score (see above) representing a composite view of performance. Individual courses may dip below the mean, provided this does not indicate a pattern of classroom difficulties.

Standards

At each of these levels, a PDF of all Class Climate evaluations for each semester is to be included in annual dossier. The scores described above reflect an average of courses reviewed for each dossier period. Individual courses may dip below this value provided the overall average remains at or above that recommended for each dossier period.

A PDF of each semester's peer review(s) should be included in the annual dossier, with a minimum of one evaluation per semester. If review within a given semester is not possible due to unusual circumstances, the applicant will submit two reviews for the following semester. Individual courses may dip below this value provided the overall average remains at or above that recommended for each dossier period.

Advising

Evidence

Meets with assigned advisees as needed

Standard

Provide pre-registration and other needed advising services in a timely manner

Supplemental Teaching/Advising Activities

Note: No faculty member is required to have all of these. Each individual should have a minimum total of **five** for the first **three** years. In years **4 – 6**, a faculty member should show an average of **three** of the following activities **per year**.

- Substantially revise one or more existing courses
- Develop a new course on own initiative
- Meet with prospective majors as requested by Admissions Office
- Assist with Govs ROW and other advising events

- Administrative responsibilities as required or academic assignments not relating to course work
- Assumes additional teaching and/or advising responsibilities as needed
- Participation in accreditation application or renewal

Scholarship and Creative Activities

Evidence

In years **1 – 3**, show evidence of progress in these areas in Areas A, B, and/or C. Acceptable evidence includes, but is not limited to, the following:

- Publication “in press” agreement
- Publisher’s acknowledgement of article submission
- Chapter outline and relevant communication with editor/primary author
- Textbook outline and relevant communication with publisher
- Evidence of completed presentations
- Documented plan and/or proposal for software design, simulation, and/or other creative activity

By the end of **year 6**, candidates should have completed the following options. Note that items **after the first** are a matter of **choice**. Obviously, it is in the individual’s best interest to inform the Department Chair and RTP Committee of their choice so that proper criteria are used in evaluation.

- 1 article in a peer-reviewed journal or invited peer-reviewed monograph series (required)
and
- 2 activities from Group A
or
- 1 activity from Group A and a total of 3 from Groups B and C
or
- 5 from Groups B and C

Standards

For years **1 – 3**, publications/projects need not be completed within the first three years, provided the requisite number of activities are completed by the end of year 6. Applicants should be aware, however, that progress needs to begin early in order to ensure completion within the requisite time frame.

See Appendix for a more comprehensive list of activities in Areas A, B, and C. After the first item above (peer-reviewed article or monograph), activities may be of the same type or different types.

Professional Contributions and Activities

Note: It is possible that not all candidates will have activities in each professional activity area.

Indicators

Campus based

History of department and/or university activities, committees, advisor for student organization, other campus-related activities and/or

Community based

Involvement with local discipline based activities such as volunteer work, committee member, board member, officer of organization, editor/contributing author to newspaper, newsletter, etc. on professionally related topic, consultant/advisor to social service agency or other community organization) and/or

Discipline based

Service to discipline, active participation, official representative of, officer, or committee member on a discipline related association's committee or task force at the local, statewide, or national level, consultant, advisor, site visitor, etc. for discipline-based organization, involvement in discipline-based assessment endeavors, provision of professional supervision, provision of pro-bono professional services

Professional Development and Continuing Education

Attended a professional conference at the national, state, or local level, completed a continuing education course carrying professionally recognized CEUs, or delivered and/or developed continuing education for in-vivo, online, or other virtual delivery

Evidence

Documented by letter of acknowledgement, newsletter announcement, official e-mail, etc.

Standards

Candidates should have a total of **1 – 2** activities from their choice of area(s) in years **1 – 3** and a total of **5** by the end of year **6**.

Promotion

General Note: For all candidates: Year is defined by Dossier review period. Year 1 reflects work done in the first semester of residence, submitted in January of that year. Year 2 adds a semester and a summer and is submitted early in the fall. Year 3 covers the remainder of the faculty member's second year along with the fall semester of the subsequent year. For years 4 – 6, dossiers are submitted in January and cover the period of time since the previous submission.

Category: Effectiveness in Academic Assignment

Indicators

Teaching

Evidence

For promotion to the rank of **Associate Professor or Full Professor**, an average Class Climate score of **4.0** is the expectation. . During each review period, faculty are requested to report scores in the areas of Global Index, Content, Instructor, and Interaction, along with a mean score (see above) representing a composite view of performance. Individual courses may dip below the mean, provided this does not indicate a pattern of classroom difficulties. Peer review scores should be **4** or above.

Standards

A PDF of all Class Climate evaluations for each semester is to be included in the promotion dossier. The scores described above reflect an average of courses reviewed. Individual courses may dip below this value provided the overall average remains at or above that recommended for each dossier period.

A PDF of peer review(s) should be included in the promotion dossier.

Advising

Evidence

Meets with assigned advisees as needed. Mentors new faculty in the area of advising as needed.

Standard

Provide pre-registration and other needed advising services in a timely manner.

Supplemental Teaching/Advising Activities

Note: No faculty member is required to have all of these. For promotion to **Associate**, a faculty member should show an average of **three** of the following activities **per year**. For promotion to **Full**, a faculty member should show an average of **five** of the following activities **per year**.

- Substantially revise one or more existing courses
- Develop a new course on own initiative

- Meet with prospective majors as requested by Admissions Office
- Assist with Gows ROW and other advising events
- Administrative responsibilities as required or academic assignments not relating to course work
- Assumes additional teaching and/or advising responsibilities as needed
- Participation in accreditation application or renewal

Scholarship and Creative Activities

Evidence

Candidates should have completed the following options. Note that items ***after the first*** are a matter of ***choice***. Obviously, it is in the individual's best interest to inform the Department Chair and RTP Committee of their choice so that proper criteria are used in evaluation. For promotion to the rank of **Associate**, the candidate needs:

- 1 article in a peer-reviewed journal or invited peer-reviewed monograph series (required)
and
- 2 activities from Group A
or
- 1 activity from Group A and a total of 3 from Groups B and C
or
- 5 from Groups B and C

For promotion to **Full**, the candidate needs:

- 2 articles in a peer-reviewed journal or invited peer-reviewed monograph series (required)
and
- 4 activities from Group A
or
- and 1 activity from Group A and a total of 5 from Groups B and C
or
- 8 from Groups B and C

Standards

For years **1 – 3**, publications/projects need not be completed within the first three years provided the requisite number of activities are completed by the end of year 6.

Applicants should be aware, however, that progress needs to begin early in order to ensure completion within the requisite time frame.

See Appendix for a more comprehensive list of activities in Areas A, B, and C. After the first item above (peer-reviewed article or monograph[s]), activities may be of the same type or different types.

Professional Contributions and Activities

Note: It is possible that not all candidates will have activities in each professional activity area.

Indicators

Campus based

History of department and/or university activities, committees, advisor for student organization, other campus-related activities and/or

Community based

Involvement with local discipline based activities such as volunteer work, committee member, board member, officer of organization, editor/contributing author to newspaper, newsletter, etc. on professionally related topic, consultant/advisor to social service agency or other community organization) and/or

Discipline based

Service to discipline, active participation, official representative of, officer, or committee member on a discipline related association's committee or task force at the local, statewide, or national level, consultant, advisor, site visitor, etc. for discipline-based organization, involvement in discipline-based assessment endeavors, provision of professional supervision, provision of pro-bono professional services

Professional Development and Continuing Education

Attended a professional conference at the national, state, or local level, completed a continuing education course carrying professionally recognized CEUs, or delivered and/or developed continuing education for in-vivo, online, or other virtual delivery

Evidence

Documented by letter of acknowledgement, newsletter announcement, official e-mail, etc.

Standards

Candidates should have a total of **5** by the time of promotion to **Associate**. An additional **10** are required for promotion to **Full**.

N.B.: Instructors move to consideration for promotion to Assistant Professor only through completion of a doctoral degree and successful committee review of the e-dossier. Once they have achieved the rank of Assistant Professor, the above criteria apply.

Annual retention for instructors includes an average Class Climate score of 3.5. During each review period, faculty are requested to report scores in the areas of Global Index, Content, Instructor, and Interaction, along with a mean score (see above) representing a composite view of performance. Individual courses may dip below the mean, provided this does not indicate a pattern of classroom difficulties. **They should demonstrate involvement in Scholarship and Professional Contributions and Activities, as evidenced by one activity in both areas. For**

tenure (year 6), criteria for *Effectiveness in Academic Assignment, Scholarship and Creative Activities*, and *Professional Contributions and Activities* are successful annual retention based on the above criteria. Promotion to Senior Instructor requires that the individual exceed the required combined 6 activities in Scholarship and/or Professional Contributions/Activities by an additional 3 activities in any combination of areas.

For promotion to Master Instructor, the individual should demonstrate an average Class Climate score of 4.0 or above and overall activity levels consistent with the expectations of years 1-6. However, the required combined 6 activities in Scholarship and/or Professional Contributions/Activities should be exceeded by an additional 5 activities in any combination of areas.

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Appendix

Categories of Scholarly and Creative Activity

Group A

- Article published in a discipline-related, peer-reviewed journal
- Article published in a pedagogically-related, peer-reviewed journal
- Book (scholarly, applied scholarship, first-edition textbook)
- Chapter in a peer-reviewed scholarly book
- Successful completion of a doctoral dissertation while an Austin Peay employee (not available to those who arrive at Austin Peay ABD)
- Article of any kind published with student co-author(s)
- Writing and submission of a grant (regardless of acceptance)

Group B

- Article published in discipline related or pedagogically related non-peer reviewed journal (regional, national, international sponsor/focus)
- Chapter in an editorially reviewed book
- Book written for a lay audience, intended to popularize the discipline
- Revision of a textbook
- Publication of an instructor's manual for a textbook
- Research monograph such as a final report to a grant funding agency
- Making a paper or PowerPoint presentation at a peer-reviewed regional (e.g., SEPA), national, or international academic conference
- Significant technical report to a discipline-based association
- Editor of a book of readings
- Publication of a discipline-based software product
- A book review published in a scholarly journal
- Development and delivering a continuing education seminar for academics or practitioners or a discipline-based professional association open to an audience of 20 or more
- Measureable involvement in a peer reviewed, intervention based community program (used upon request of the faculty member with approval of the Department of Social work retention committee)

Group C

- Any article published in non-peer reviewed journal (local or state sponsor/focus) or newsletter (Some logical connection with discipline should be presented.)
- Making a presentation (without an accompanying paper) at a practitioner-oriented or local academic association meeting
- Invited speaker or panelist at a meeting of an academic or practitioner-oriented professional organization
- An in-house publication which is widely distributed beyond the University community
- A discipline-based technical report for a business, governmental, or quasi-governmental organization in the University's service region (Retention, tenure, and promotion policy February 2010)

- Publication of a training manual
- Publication of a study guide, test bank, or problem set.
- Creating and/or delivering an education seminar for a business organization or a discipline-based professional association
- Obtaining a new professional certification or license (Examples include transferring professional licensure(s) to Tennessee; certifying at a new level of professional licensure; completing or renewing required training for specialized treatment, such as EMDR)
- Successfully performing the annual activities expected of an externally funded research grant.
- Presentation at a workshop or other venue open to the College or University community (An example is the Faculty Research Forum aka "Brown Bag Research")

N.B. The above list should not be regarded as inclusive. Equivalent activities may be considered in lieu of one or more of the above with documented support from department chair.

Tenure Standards for Scholarship and Creative Activities

By the end of year 6, candidates should have completed ***their choice*** of the following options. Obviously, it is in the individual's best interest to inform the Department Chair and RTP Committee of their choice so that proper criteria are used in evaluation. Activities may be of the same type or different types. Candidates may choose:

3 activities from Group A (One must be a peer-reviewed article or monograph.)

1 activity from Group A and a total of 4 from Groups B and C (One must be a peer-reviewed article or monograph.)

Candidates seeking tenure at the rank of Instructor should follow the guidelines prescribed in the main text.