

DEPARTMENT OF HEALTH AND HUMAN PERFORMANCE
CRITERIA FOR PERSONNEL ACTIONS
(Instructor Tenure-track)
Effective May 12, 2015

APSU Policies 5:060, 5:061 and 5:062 describe the nature of the areas of evaluations for faculty. These criteria bring uniformity as delineated in the Faculty Handbook and to establish more specific criteria where applicable. These criteria have been revised to reflect changes to APSU Policy 5:060 effective May 12, 2015.

Candidates are reminded that “documents not ordinarily part of the content and order requirements” of the e-dossier may be introduced by the department committee, the department chair, the college committee or the dean (see Policy 5:060). Notice is given that such documents may adversely influence eligibility for retention, tenure and promotion even when the stated performance standards following are met.

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

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.

I. Faculty Retention for **Instructor per Year 1 to Year 3 submission deadline**

A. Effectiveness in Academic Assignment: Instructor must demonstrate ability in instruction and student development

1. Teaching effectiveness (APSU Policy 5:060.IV.A.1.)

- a. Shows evidence of course and curricular development or improvements. Faculty under review shows evidence of best practices that impact student success. Best practices will be evaluated by evidence of ability in using instructional teaching methods that engage students in high impact learning opportunities. By third year review, candidates must show evidence of at least two different high impact learning opportunities e.g. study abroad, cross-campus collaboration, critical reflection, feedback, service learning, flipped classroom, problem-based learning, and case study. Others ideas may be presented in writing to the Chair and current retention and tenure committee for review
- b. Evidence of one Chair/Peer review of classroom instruction per e-dossier submission is required for faculty under review. Evaluations of classroom instruction will be completed by the Chair or chair appointed faculty member. The overall evaluation must be at least, satisfactory.
- c. a. Student evaluations of instruction. The average across courses within the reporting period should be within two value points of the maximum possible value of the assessment tool. (Note: the course average per the current instrument is the reported Global Index score). If a course average, i.e. the class Global Index

score, is below the specified value, the faculty member must include an explanatory statement (overload, new preparation, etc.) including a plan for improvement for committee consideration.

- d. May show evidence of collaboration or contribution to the concerns of the department or may show evidence of duties or activities for the department or university which reassigned time is given (typically not part of HHP instructor responsibilities).

2. **Non-Teaching and Teaching Chairs, Directors, and Coordinators** (APSU Policy 5:060.IV.A.2.).

Academic program directors and department chairs who do not teach will be evaluated for retention and tenure in Category A (“Academic Assignment”) on the basis of their effectiveness in their administrative position. Department chairs who teach will be evaluated for retention and tenure on their teaching effectiveness as well as their effectiveness in their administrative position.

B. **Professional Contributions and Activities** (APSU Policy 5:060.IV.C)

Shows evidence of Category A1 and Category D. May show evidence of additional activities from Categories A, B or C.

Category A: Service to Campus

- 1) Attends and participates in faculty meetings
- 2) HHP Committee work
- 3) Advisor or co-advisor to student organizations
- 4) Other campus service activities may be submitted for consideration

Category B: Service to One’s Discipline:

- 1) Memberships in professional organizations.
- 2) Assumes leadership role in a professional organization
- 3) Professional service as session chair, discussant, paper reviewer, other.

Category C: Service to the Community

- 1) Discipline-related presentations to community groups
- 2) Discipline-related advice and consultations to community groups
- 3) Other discipline-related service to the local community or larger society.

Category D: Professional Development.

This category includes attendance in training in the following activities: workshops, seminars, continuing education, conference, online training, or similar activities related to professional growth.

Note 1: With permission of chair, faculty may submit the equivalence of any item in Categories A, B, C or D to Department Retention, Tenure and Promotion Committee.

II. Faculty Retention Years 4-5

A. Effectiveness in Academic Assignment

1. Teaching effectiveness (APSU Policy 5:060.IV.A.1.)

- a. Shows evidence of course and curricular development or improvements. Faculty under review shows evidence of best practices that impact student success. Best practices will be evaluated by evidence of ability in using instructional teaching methods that engage students in high impact learning opportunities. By fifth year review, candidate must show evidence of improvement of previous high impact learning activities or implementation of new strategies, e.g. study abroad, cross-campus collaboration, critical reflection, feedback, service learning, flipped classroom, problem-based learning, and case study. Others ideas may be presented in writing to the Chair and current retention and tenure committee for review
- b. Evidence of one Chair/Peer review of classroom instruction per e-dossier submission is required for faculty under review. Evaluations of classroom instruction will be completed by the Chair or chair appointed faculty member. The overall evaluation must be at least, satisfactory.
- c. a. Student evaluations of instruction. The average across courses within the reporting period should be within two value points of the maximum possible value of the assessment tool. (Note: the course average per the current instrument is the reported Global Index score). If a course average, i.e. the class Global Index score, is below the specified value, the faculty member must include an explanatory statement (overload, new preparation, etc.) including a plan for improvement for committee consideration.
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III. Tenure (Accomplishments since time of hire at APSU)

A. Effectiveness in Academic Assignment

1. Teaching effectiveness (APSU Policy 5:060.IV.A.1.)

- a. Faculty under review shows evidence of high quality teaching and contribution to student development. Faculty under review shows evidence of best practices that impact student success. Best practices will be evaluated by evidence of integration of a variety of instructional teaching strategies that engage students in high impact learning opportunities, e.g. study abroad, cross-campus collaboration, critical reflection, feedback, service learning, flipped classroom, problem-based learning, and case study. Others ideas may be presented in writing to the Chair and current retention and tenure committee for review
- b. Evidence of one Chair/Peer review of classroom instruction per e-dossier submission is required for faculty under review. Evaluations of classroom instruction will be completed by the Chair or chair appointed faculty member. The overall review must be at least, satisfactory.
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IV. Promotion to Senior Instructor

Promotion to Senior Instructor may be awarded after five years at the Instructor rank if the criteria (see III. Tenure) has been met by the promotion review.

V. Promotion to Master Instructor

Senior Instructors may seek promotion to Master Instructor rank after five years at the Senior Instructor rank. Only activities completed after appointment to Senior Instructor are considered for promotion to Master Instructor.

Special Note: Regardless of terminal degree earned at the time of hire or earned during employment, faculty in the instructor track may not be promoted into the professor track; they shall be required to apply for such positions, if available.

2/2/16