



Academic Policies and Programs/Student Life Committee Meeting Agenda

Austin Peay State University

417 College Street

Clarksville, TN 37040

September 14, 2017

Call to Order

Roll Call/Declaration of Quorum

Action Items

- A. BS Aviation (Rotor Wing) Approval
- B. Tenure Upon Appointment- Dr. Scott Culhane, Chair, Department of Criminal Justice
- C. Promotion Appeal of Dr. Robert Haliman

Information Items

- A. Letter of Notification for Proposed Program Development - Master of Fine Arts in Studio Arts
- B. Low-Producing Program Report
- C. Ed.D. Program/Level Change Approval

Adjourn



Agenda Item: A.

Date: Sept. 14, 2017

Subject: B.S. in Aviation Science with a Concentration in Rotor Wing

Action Recommended: Recommend approval to establish new degree program (major)

Background Information:

The purpose of this program is to prepare students to enter the workforce as helicopter pilots with the additional benefit of earning a college degree in aviation science.

Austin Peay State University (APSU) is located 10 miles from Fort Campbell. Fort Campbell is home to the 101st Airborne Division with a Combat Aviation (helicopter) Brigade and is known world-wide for its expertise in the use of helicopters in combat situations. Nearly 27,000 active duty military members are currently assigned to Fort Campbell. The primary purpose of this program will be to serve army veterans who have completed some helicopter flight training but have not obtained Federal Aviation Administration (FAA) certifications, or veterans who have developed an interest in becoming a helicopter pilot while serving in the military.

The U.S. Bureau of Labor Statistics (BLS) notes that it is increasingly common for pilots of all types of aircraft to have a college degree (www.bls.gov). An individual seeking to become a helicopter pilot may also want the ability to enter other aviation careers, such as management, regulations, or manufacturing, and an aviation degree would be very useful for this career path. Additionally, the Veterans Administration (VA) will not fund veterans for private pilot licensure (the initial phase of the flight training program) unless the training is included in an academic degree program; therefore, the program will provide veterans a path to a career in aviation.

- Job Market

- The BLS projects that the number of jobs for commercial pilots will grow approximately 9 percent from 2012 to 2022 (www.bls.gov).
- A 2015-2016 survey of nearly 700 commercial helicopter pilots conducted by RotorCraft Pro revealed the median salary range of the respondents was \$90,000 per year.
- Estimated enrollment
 - 35 students in Fall 2018, 65 students in Fall 2019, 101 students in Fall 2020
- Distinctiveness
 - No other public institutions in the State of Tennessee currently offer a degree leading to a helicopter pilot license.
- Alignment with APSU mission statement
 - The APSU Mission Statement includes “Serving the military at Fort Campbell through complete academic programs.”
- Alignment with APSU strategic plan
 - This proposed program supports APSU Goal 1: Enrollment Growth and Goal 2: Student Success: Retention, Completion and Workforce Preparedness.

Proposed Implementation Date: Fall 2018

Item Details:

A Bachelor of Science degree in Aviation Science with a Concentration in Rotor-wing (BS Aviation Science-RW) is a 120-credit hour undergraduate degree that will be housed in the Department of Engineering Technology, within the College of Science, Technology, Engineering, and Mathematics (STEM). The program proposal has been led by Mr. John Byrd, Department Chair of Engineering Technology, and Dr. Jaime Taylor, Presidential Fellow at APSU.

The BS Aviation Science-RW ground courses will be offered at the Austin Peay Center at Fort Campbell and the flight training hours will be offered at Outlaw Field.

Students completing the BS Aviation Science-RW will obtain their Private Helicopter Pilot Certification, Commercial Helicopter Pilot Certification, along with their Certified Flight Instructor (CFI) Helicopter Certification, and CFI Instrumentation Helicopter Certification. These certifications will make graduates highly employable in the U.S. and internationally.

Budget

- Students will pay standard APSU tuition and fees and the fees for 190 flight hours and 440 hours of specialized flight instruction. The total cost to the student

over four years is estimated to be \$120,450, which is on par with many two-year flight programs and/or non-degree flight programs.

- APSU will either lease or purchase helicopters while operating the flight portion of the program in a hangar leased by APSU at Outlaw Field.
- APSU will hire a Program Director, Flight Instructors, VA Counselor, and Admissions Counselor.
- The total expenditure for the program is estimated to be about \$1.1 million in the first year (with slightly over half of the expense directly associated with the helicopters). The cost will increase each year with enrollment (due mostly to increased flight time) to \$1.85 million in the second year, \$2.65 million in the third year, \$3.39 million in the fourth year, and stabilizing at approximately \$3.8 million when enrollment levels off.
- Revenue from tuition and fees (including flight fees) is expected to exceed expenditures in the second year of the program by \$100,000 and stabilizing to a net of approximately \$400,000 by the third year.

BS Aviation Science-RW Curriculum

Name:				Aviation Science Core		Credit Source		
APSUA Number:						APSU	Trans	Cr.
Anticipated Graduation Date:				AVI 1000 Intro to Aviation Science				3
Transferred From:				AVI 1020 Aviation Regulations				3
				AVI 2000 Flight Navigation				3
General Education Core		Credit Source			AVI 2110 Night Vision Systems			3
		APSU	Trans	Cr.	AVI 3000 Flight Safety Management			3
APSU 1000				1	AVI 3020 Aerodynamics			3
Communications (9 Semester Hours Required)				AVI 3040 Air Traffic Control				3
ENGL 1010 English Composition I				3	AVI 3060 Rotor-Wing Aircraft Design			3
ENGL 1020 English Composition II				3	AVI 3080 Aviation Meteorology			3
COMM 1010 Fund of Public Speak				3	AVI 3100 Prime Mover Technologies			3
History (6 Semester Hours Required)				MATH 1730 or ENGT 1200				3
HIST 2010 American History I				3	MATH 1810 or ENGT 1400			3
HIST 2020 American History II				3	Aviation Science Core Total: 36			
Humanities (See Bulletin, 9 Semester Hours Required)								
ENGL 2030 World Literature				3				
				3				
				3				
Social Science (See Bulletin, 6 semester hours Required)				Concentration: Rotor-Wing		Credit Source		
						3		
				3	APSU	Trans	Cr.	
Mathematics (3 Semester Hours Required)				AVI 1040 Private Pilot Operations				3
MATH 1530 Elements of Statistics				3	AVI 1060 Rotor -Wing Private Pilot Lab I			2
Natural Science (8 Semester Hours Required)				AVI 1080 Rotor -Wing Private Pilot Lab II				2
PHYS 2010 College Physics I				4	AVI 2020 Commercial Flight Operations			3
Phys 2020 College Physics II				4	AVI 2040 Commercial Flight Operations Lab I			2
General Education Core Total: 42				AVI 2060 Commercial Flight Operations Lab II				2
				AVI 3120 Certified Flight Instructor				3
				AVI 3140 Certified Flight Instructor Lab I				2
				AVI 3160 Certified Flight Instructor Lab II				2
				AVI 4020 Instrument Flight Operations				3
				AVI 4040 Instrumet Flight Lab I				2
				AVI 4060 Instrument Flight Lab II				2
				AVI 4080 Certified Flight Instructor Instrument				3
				AVI 4100 Certified Flight Instructor Instrument Lab				2
				AVI 4120 Mountain Flight Operations				3
				AVI 4160 Aviation Capstone				3
				Upper Division Elective*				3
				Concentration Total:		42		



Agenda Item: B.

Date: September 14, 2017

Subject: Tenure Upon Appointment – Dr. Scott Culhane, Chair, Department of Criminal Justice

Action Recommended: Approval

Background Information:

The Provost and Vice President of Academic Affairs proposes the award of tenure upon appointment for Dr. Scott Culhane, founding chair of the new department of criminal justice. Dr. Culhane began his appointment as chair on September 1, 2017. Dr. Culhane's education, as well as teaching, scholarship, and service experience meet the tenure criteria of the department.

Proposed Implementation Date: Upon Approval by the Board

Item Details:

Dr. Culhane most recently served as professor of criminal justice at the University of Wyoming where he was tenured in 2011. He also has administrative experience having served as graduate coordinator. He has an extensive research background and has had success in securing grant funding. He received the "Top Prof" Award by the Mortar Board Society at the University of Wyoming. In 2009, he received the "Extraordinary Merit in Research" Award. In addition to teaching experience at the University of Wyoming at both the undergraduate and graduate levels, he has also taught at El Paso Community College.

Dr. Culhane earned the bachelor of arts degree in psychology and a bachelor of arts in political science, both from the University of Tennessee, Knoxville. He earned a Master of Science degree in research psychology from the University of Tennessee at Chattanooga, and a Ph.D. in Legal Psychology from the University of Texas at El Paso. His dissertation was entitled "Changing your alibi: Current law enforcement, future law enforcement, and layperson beliefs and behaviors." His most recent scholarly paper soon to be published in the journal *Policing and Society* is entitled "Police shootings and body cameras: One year post-Ferguson."

The Dean of the College of Behavioral and Health Sciences, home to the department of criminal justice, as well as the tenured faculty in the department, recommends that Dr. Culhane be appointed with tenure at the rank of full professor in the department of criminal justice.

Attachment – Curriculum Vita of Dr. Scott Culhane

SCOTT E. CULHANE - CURRICULUM VITAE

ADDRESS

2532 Dover Dr.
Laramie, WY 82072

PHONE

Work: (307) 766-2945
Home: (307) 399-6676

EDUCATION

2005	Ph.D., Legal Psychology, University of Texas at El Paso, El Paso, TX. Title of Ph.D. Thesis: Changing your alibi: Current law enforcement, future law enforcement, and layperson beliefs and behaviors (Chair: Harmon M. Hosch, Ph.D.)
2000	M.S., Research Psychology, University of Tennessee at Chattanooga, Chattanooga, TN. Title of M.S. Thesis: A comparative analysis of alexithymia and irrational beliefs to predict anxiety, neuroticism, and depression (Chair: Paul J. Watson, Ph.D.)
1998	B.A., Psychology, University of Tennessee, Knoxville, TN.
1998	B.A., Political Science, University of Tennessee, Knoxville, TN.

ACADEMIC POSITIONS

2005-2011	Assistant Professor, Criminal Justice, Department of Criminal Justice, University of Wyoming
2011-Present	Associate Professor, Criminal Justice, Department of Criminal Justice, University of Wyoming

OTHER POSITIONS

2013-2015	Department of Criminal Justice Graduate Program Coordinator
2001-2005	Assistant Instructor, University of Texas at El Paso, El Paso, TX.
2003	Instructor, El Paso Community College, El Paso, TX.
2000-2005	Research Assistant, University of Texas at El Paso, El Paso, TX.
2001-2002	Program Evaluator, West Texas Community Supervision and Corrections Department, El Paso, TX.
2000-2001	Lab Instructor, University of Texas at El Paso, El Paso, TX.
1999-2000	Head Graduate Assistant, University of Tennessee at Chattanooga, Chattanooga, TN.
1998-1999	Lab Instructor, University of Tennessee at Chattanooga, Chattanooga, TN.

PUBLICATIONS IN PROGRESS

In Preparation

Culhane, S. E., Schweitzer, K., & Mowen, T. J. Police shooting procedures and educating the public: Implications for releasing body camera footage.

Greninger, C., Estrada-Reynolds, V., & Culhane, S.E. Individual decisions to contact police in cases of missing persons.

McDaniel, K. & Culhane, S. E. Jury reactions to cases of revenge killings.

Tarbett, K. & Culhane, S. E. Anger and aggression in serial killer: Predicting weapon use, victim count and sexual violations.

Under Review

Culhane, S. E., Walker, S., & Hildebrand, M. M. Self-reported psychopathy and criminal thinking of serial homicide offenders.

PUBLISHED WORKS

Refereed Journal Articles

McCamman, M., & Culhane, S. E. (in press). Officer remorse and public perceptions of police shootings. *Translational Issues in Psychological Science*.

Culhane, S. E., & Schweitzer, K. (in press). Police shootings and body cameras: One year post-Ferguson. *Policing and Society*.

Mowen, T. J., & Culhane, S. E. (in press). An exploration of three methodological strategies for modeling recidivism within the study of reentry. *Criminal Justice and Behavior*.

Estrada, V. C., Schweitzer, K., Nunez, N., & Culhane, S. E. (2016). Male and female parole decisions: Is paying your dues or saying you're sorry more important? *Psychiatry, Psychology and Law*, 23, 893-907.

Culhane, S. E., Boman IV, J., & Schweitzer, K. (2016). Public perceptions of police shootings: Body cameras in a pre/post Ferguson experiment. *Police Quarterly*, 19, 251-274.

Culhane, S. E., Hildebrand, M. M., Mullings, A. F., & Klemm, J. (2016). Self-reported disorders among serial homicide offenders: Data from the Millon Clinical Multiaxial Inventory - III. *Journal of Forensic Psychology Practice*, 16, 268-286.

Hildebrand, M. M., & Culhane, S. E. (2015). Personality characteristics of the female serial murderer. *Journal of Criminal Psychology*, 5, 34-50.

Kehn, A., Culhane, S. E., Kolmans, L., & Bongard, S. J. The German translation of the Novaco Anger Scale and Provocation Inventory (Ger-NAS-PI) (2015). *Current Psychology*, 34, 294-310.

Culhane, S. E., Kehn, A., Hatz, J. & Hildebrand, M. M. (2015). Are two heads better than one? Assessing the influence of collaborative judgments and presentation mode on deception detection for real and mock transgressions. *Journal of Investigative Psychology and Offender Profiling*, 12, 158-170.

Culhane, S. E., Hildebrand, M. M., Walker, S., & Gray, M. J. (2014). MMPI-2 characteristics of male serial murderers [Electronic Version]. *Applied Psychology in Criminal Justice*, 10(1), 21-45.

Allison, M., Jung, S., Sweeney, L., & Culhane, S. E. (2014). The impact of illegal alibi activities, corroborator involvement, and corroborator certainty on mock juror perceptions. *Psychiatry, Psychology and Law*, 21, 191-204.

Culhane, S. E., Hosch, H. M., & Daudistel, H. C. (2014). Ethnicity and court processes: An archival review of adjudicated jury trials. *Journal of Ethnicity and Criminal Justice*, 12, 116-139.

Culhane, S. E., Kehn, A., Horgan, A. J., Meissner, C. A., Hosch, H. M., & Wodahl, E. J. (2013). Generation and detection of true and false alibi statements. *Psychiatry, Psychology and Law*, 20, 619-638.

Culhane, S. E., & Hosch, H. M. (2012). Changing your alibi: Current law enforcement, future law enforcement, and layperson reactions. *Criminal Justice and Behavior*, 39, 958-977.

Hosch, H. M., Culhane, S. E., Jolly, K. W., Chavez, R. M., & Shaw, L. H. (2011). Effects of an alibi witness' relationship to the defendant on mock jurors' judgments. *Law and Human Behavior*, 35, 127-142.

Hosch, H. M., Culhane, S. E., Tubb, V. A., & Granillo, E. A. (2011). Town vs. gown: A direct comparison of community residents and student mock jurors. *Behavioral Sciences and the Law*, 29, 452-466.

Nunez, N., McCrea, S. M., & Culhane, S. E. (2011). Jury decision making research: Are researchers focusing on the mouse and not the elephant in the room? *Behavioral Sciences and the Law*, 29, 439-451.

Wodahl, E. J., Garland, B. E., Culhane, S. E., & McCarty, W. P. (2011). Utilizing behavioral interventions to improve supervision outcomes: The effect of sanctions and rewards on ISP completion. *Criminal Justice and Behavior*, 38, 386-405.

- Culhane, S. E., Hilstad, S. M., Freng, A., & Gray, M. J. (2011). Self-reported psychopathology in a convicted serial killer. *Journal of Investigative Psychology and Offender Profiling*, 8, 1-21.
- Culhane, S. E., Morera, O. F., Watson, P. J., & Millsap, R. E. (2011). The Bermond-Vorst Alexithymia Questionnaire: A measurement invariance examination among US Anglos and US Hispanics. *Assessment*, 18, 88-94.
- Culhane, S. E., & Morera, O. F. (2010). Reliability and validity of the Novaco Anger Scale and Provocation Inventory (NAS-PI) and State-Trait Anger Expression Inventory - 2 (STAXI-2) in Hispanic and Non-Hispanic White student samples. *Hispanic Journal of Behavioral Sciences*, 32, 586-606.
- Watson, P. J., Simmons, N. M., Weathington, B. L., O'Leary, B. J., & Culhane, S. E. (2009). Psychometric analysis and tentative shortening of survey of personal beliefs. *Journal of Rational-Emotive and Cognitive-Behavior Therapy*, 27, 201-212.
- Heck, C., Roussell, A., & Culhane, S. E. (2009). Assessing the effects of the drug court intervention on offender criminal trajectories: A research note. *Criminal Justice Policy Review*, 20 (2), 236-246.
- Culhane, S. E., Morera, O. F., Watson, P. J., & Millsap, R. E. (2009). Assessing measurement and predictive invariance of the Toronto Alexithymia Scale-20 in U.S. Anglo and U.S. Hispanic samples. *Journal of Personality Assessment*, 91 (4), 387-395.
- Culhane, S. E., Hosch, H. M., & Kehn, A. (2008). Alibi generation: Data from U.S. Hispanics and U.S. Non-Hispanic Whites. *Journal of Ethnicity in Criminal Justice*, 6, 177-199.
- Willis-Esqueda, C., Espinoza, R. K. E., & Culhane, S. E. (2008). The effects of ethnicity, SES, and crime status on juror decision making: A cross-cultural examination of European American and Mexican American mock jurors. *Hispanic Journal of Behavioral Sciences*, 30, 181-199.
- Culhane, S. E., Hosch, H. M., & Heck, C. (2008). Interrogation technique endorsement by current law enforcement, future law enforcement, and laypersons. *Police Quarterly*, 11, 366-386.
- Watson, P. J., Trumpeter, N., O'Leary, B. J., Morris, R. J., & Culhane, S. E. (2005-2006). Narcissism and self-esteem in the presence of imagined others: Supportive versus destructive object representations and the continuum hypothesis. *Imagination, Cognition, and Personality*, 25, 253-268.

Stebly, N., Hosch, H. M., Culhane S. E. & McWethy, A. (2006). Instructions to disregard inadmissible evidence: A meta-analysis. *Law and Human Behavior*, 30, 469-492.

Culhane, S. E., Morera, O. F., & Watson, P. J. (2006). The assessment of factorial invariance in Need for Cognition using Hispanic and Anglo Samples. *Journal of Psychology*, 140, 53-67.

Watson, P. J., & Culhane, S. E. (2005). Irrational beliefs and social constructionism: Correlations with attitudes about reality, beliefs about people, and collective self-esteem. *Journal of Rational-Emotive and Cognitive-Behavior Therapy*, 23, 57 – 70.

Culhane, S. E., & Hosch, H. M. (2005). Law enforcement officers serving as jurors: Guilty because charged? *Psychology, Crime and Law*, 11, 305-313.

Morera, O. F., Culhane, S. E., Watson, P. J., & Skewes, M. (2005). An assessment of the construct validity of the Bermond-Vorst Alexithymia Questionnaire among U.S. Anglo and U.S. Hispanic samples. *Journal of Psychosomatic Research*, 58, 289-298.

Culhane, S. E., Hosch, H. M. & Weaver, W. G. (2004). Crime victims serving as jurors: Is a bias present? *Law and Human Behavior*, 28, 649-659.

Culhane, S. E., & Hosch, H. M. (2004). An alibi witness's influence on juror's decision making. *Journal of Applied Social Psychology*, 34, 1604-1616.

Culhane, S. E., Morera, O. F., & Hosch, H. M. (2004). The factor structure of the Need for Cognition-short form in a Hispanic sample. *The Journal of Psychology*, 138, 77-88.

Culhane, S. E., & Watson, P. J. (2003). Alexithymia, irrational beliefs, and the rational-emotive explanation of emotional disturbance. *Journal of Rational-Emotive and Cognitive-Behavior Therapy*, 21 (1), 57-72.

Non-Refereed Journal Articles

Wodahl, E. J., Garland, B., Culhane, S. E., McCarty, W. P. (2011). Increasing probation & parole compliance through behavioral interventions. *Perspectives: The Journal of the American Probation & Parole Association*, 35 (3), 86-98.

Technical Reports

Heck, C., Roussell, A., & Culhane, S. E. (2007). Wyoming drug court graduate recidivism: Are drug court programs effective in reducing criminality? Prepared for Wyoming Department of Health: Substance Abuse Division.

TEACHING

Courses Taught

Criminology	Research Methods	Serial Killers
Criminal Psychopathology	Psychology & Law	Issues in Criminal Justice
Introduction to Criminal Justice	Survey of Criminal Justice (Graduate)	
Theories of Personality	Introduction to Statistics	Social Psychology
Introduction to Psychology		

Invited Teaching Activities

Summer 2009, *American Criminal Justice*, Course taught at Shanghai University, Shanghai, China.

Spring 2012, Serial Killers, Guest lecture given at University of Washington–Tacoma, Tacoma Washington.

Fall 2013, Serial Killers, Guest lecture given at University of Washington–Tacoma, Tacoma Washington.

Fall 2014, Serial Killers, Guest lecture given at University of Washington–Tacoma, Tacoma Washington.

CONTRACTS & GRANTS

Pending Projects as Principal Investigator

(2016-1017) Public Perceptions of Police Shootings as Seen Through the Lens of Body Worn Cameras. American Psychology-Law Society, \$23,127

Funded Projects as Principal Investigator

(2013) *Personality disorders and homicide: MCMI-III profiles of serial murderers*. University of Wyoming, College of Arts and Sciences, Basic Research Grant, \$1000.

(2005-2006) *Validation of the Novaco Anger Scale and Provocation Inventory (NAS-PI) and Spielberger State-Trait Anger Expression Inventory - 2 (STAXI - 2) with a Hispanic sample*. University of Wyoming, College of Arts and Sciences, Basic Research Grant \$1700.

Unfunded Projects as Principal Investigator

(2012-2013) *Deception detection by juries: Are six heads better than one?* American Psychology-Law Society, Early Career Grant in Aid, \$4998.

(2011-2012) *Anger, aggression, psychopathy, clinical disorders, and factors influencing crime as self-reported by serial killers*. American Psychology-Law Society, Early Career Grant in Aid, \$5000.

(2009-2011) *Anger, aggression, psychopathy, clinical disorders, and factors influencing crime as self-reported by serial killers, violent offenders, non-violent offenders, and non-offenders*. National Science Foundation, \$578,491.

Unfunded Projects as Co-Principal Investigator

(2010-2013) *The road to prison gang membership*. National Institute of Justice, \$1,598,295.

(2009-2014) *Prescription drug abuse in a rural population: Defining the problem and seeking solutions*. National Institutes of Health, \$1,072,500.

(2006-2009) *Collaborative research: Systematic exploration of cognitive, social psychological, and cross-cultural processes underlying the generation, discrimination, and evaluation of alibis*. National Science Foundation, \$245,108.

PROFESSIONAL AFFILIATIONS AND ACTIVITIES

Memberships in Professional Societies

American Psychology-Law Society (2000-present)
Society for Personality and Social Psychology (2002-2009)
Association for Psychological Science (2002-2008; 2014-present)
Western Association of Criminal Justice (2007-2011)
American Psychological Association (2016-present)

Manuscript Refereeing

Law and Human Behavior	Psychology, Crime and Law
Journal of Psychology	Applied Cognitive Psychology
Personality and Individual Differences	Criminal Justice Review
Assessment	Journal of Personality Assessment
Legal and Criminological Psychology	The Spanish Journal of Psychology
Canadian Journal of Behavioural Science	Criminal Justice and Behavior
Behavioral Sciences and the Law	
Cultural Diversity and Ethnic Minority Psychology	
Journal of Police and Criminal Psychology	

Grant Review

National Science Foundation

HONORS AND AWARDS

2014 Top Prof, Mortar Board Society, University of Wyoming, Laramie, WY.

2014	Promoting Intellectual Engagement in the First Year Award, University of Wyoming, Laramie, WY.
2013	Promoting Intellectual Engagement in the First Year Award, University of Wyoming, Laramie, WY.
2013	President Tom Buchanan's Foundation Fund Award, University of Wyoming, Laramie, WY.
2011	Promoting Intellectual Engagement in the First Year Award, University of Wyoming, Laramie, WY.
2009	Extraordinary Merit in Research Award, University of Wyoming, Laramie, WY.
2008 - 2012	President Tom Buchanan's Foundation Fund Award, University of Wyoming, Laramie, WY.
2004-2005	M-RISP Small Grants Program: National Institute of Mental Health, El Paso, TX.
2004-2005	Graduate School Research Award: University of Texas at El Paso, El Paso, TX.
2002-2003	APLS Student Grant in aid: American Psychology and Law Society, El Paso, TX.
2002	Liberal Arts Student Support Fund (Dodson Grant): University of Texas at El Paso, El Paso, TX.
2001-2002	Sigma Xi Grant-in-Aid of Research: Sigma Xi, El Paso, TX.
2001-2002	APLS Student Grant in aid: American Psychology and Law Society, El Paso, TX.
2000-2001	APLS Student Grant in aid: American Psychology and Law Society, El Paso, TX.
1999-2000	Provost Student Research Award, University of Tennessee at Chattanooga, Chattanooga, TN.

PAPERS PRESENTED/SYMPOSIA/INVITED LECTURES/PROFESSIONAL MEETINGS/WORKSHOPS

Symposiums Organized

Current directions in alibi research: Generation, detection, utilization, and evaluation (2008, March). Symposium presented at the American Psychology-Law Society annual conference, Jacksonville, FL.

Alibi witnesses: The most recent research. (2005, March). Symposium presented at the American Psychology-Law Society annual conference, San Diego, CA.

Paper Presentations

Culhane, S. E., Boman IV, J., & Schweitzer, K. (2016, March). Police shootings and body cameras: One year post-Ferguson. Paper presented at the annual meeting of the American Psychology-Law Society, Atlanta, GA.

Culhane, S. E. (2014, March). Mail correspondence and enhanced student learning. Paper presented at the annual meeting of the American Psychology-Law Society, New Orleans, LA.

Hildebrand, M. M., Culhane, S. E., & Heck, C. (2012, October). Serial killers and substance abuse: Early results from a national survey. Paper presented at the annual meeting of the Western Association of Criminal Justice, Coeur D Alene, ID.

Sweeney, L., Allison, M., Jung, S., & Culhane, S. (2011, June). Alibi believability: The effect of illegal alibi activities, corroborator certainty, and corroborator involvement. Paper presented at the biannual meeting of the Society for Applied Research in Memory and Cognition, New York, NY.

Culhane, S. E. (2010, March). Alibi generation, corroboration, and evaluation: A growing field in psychology and law – Discussant. Paper presented at the annual meeting of the American Psychology-Law Society, Vancouver, BC, Canada.

Culhane, S. E. (2009, October). Corresponding with killers: Lessons and suggestions for use as an educational tool. Paper presented at the annual meeting of the Western Association of Criminal Justice, Las Vegas, NV.

Culhane, S. E., Hosch, H. M. & Wollman, K. W. (2009, March). Changing your alibi: For better or worse? Paper presented at the annual meeting of the American Psychology-Law Society, San Antonio, TX.

Kehn, A., Culhane, S. E., & Meissner, C. A. (2009, March). Are two heads better than one? Detection of deception among pairs. Paper presented at the annual meeting of the American Psychology-Law Society, San Antonio, TX.

Childers, A. L. & Culhane, S. E. (2009, February). A comparison of multiple alibi evidence providers to single alibi evidence providers. Paper presented at the annual meeting of the Western Society of Criminology, San Diego, CA.

Wodahl, E. J., Garland, B. E., & Culhane, S. (2008, November). The influence of sanctions and rewards on ISP completion. Paper presented at the annual meeting of the American Society of Criminology, St. Louis, MO.

Culhane, S. E., Kehn, A., Horgan, A. J., Meissner, C. A., & Hosch, H. M. (2008, March). Consistency in alibi generation: Data for true and false alibis. Paper presented at the annual meeting of the American Psychology-Law Society, Jacksonville, FL.

Kehn, A., Culhane, S. E., Wodhal, E., & Wempen, L. (2008, March). Deception detection in alibi statements. Paper presented at the annual meeting of the American Psychology-Law Society, Jacksonville, FL.

Ross, S. J., Culhane, S. E., & Morera, O. F. (2008, March). Confirmatory factor analyses of the Legal Attitudes Questionnaire: Assessing the factor structure and validity within Anglo and Hispanic samples. Paper presented at the annual meeting of the American Psychology-Law Society, Jacksonville, FL.

Heck, C., Roussell, A., & Culhane, S. E. (2007, October). Drug court recidivism: Assessing the effects of the drug court intervention on offender criminal trajectories. Paper presented at the annual meeting of the Western & Pacific Association of Criminal Justice Educators, Reno, NV.

Culhane, S. E., Heck, C., & Hosch, H. M. (2007, October). The interrogation room: What actions are endorsed by students and officers. Paper presented at the annual meeting of the Western & Pacific Association of Criminal Justice Educators, Reno, NV.

Culhane, S. E., & Hosch, H. M. (2007, July). The Alibi Beliefs Questionnaire: Exploratory data on a variety of alibi issues. Paper presented at the 3rd International Congress of Psychology and Law supported by AP-LS, EAP&L and ANZAPP&L, Adelaide, SA, Australia.

Culhane, S. E., Hosch, H. M., & Kehn, A. (2007, July). Alibi generation in Collectivistic and Individualistic cultures. Paper presented at the 3rd International Congress of Psychology and Law supported by AP-LS, EAP&L and ANZAPP&L, Adelaide, SA, Australia.

Hawley, L. R., Hosch, H. M., & Culhane, S. E. (2005, March). Effects of an alibi witness's relationship to the defendant on mock jurors' judgments: A replication. Paper presented at the annual meeting of the American Psychology-Law Society, San Diego, CA.

Culhane, S. E. & Hosch, H. M. (2005, March). Changing your alibi: Future law enforcement officers' and laypersons' beliefs. Paper presented at the annual meeting of the American Psychology-Law Society, San Diego, CA.

Culhane, S. E., Hosch, H. M. & Daudistel, H. C. (2004, March). To testify or not to testify? That is the question. Paper presented at the annual meeting of the American Psychology-Law Society, Scottsdale, AZ.

Culhane, S. E. & Hosch, H. M. (2004, March). A survey of alibi beliefs: A test of the ironic. Paper presented at the annual meeting of the American Psychology-Law Society, Scottsdale, AZ.

Hosch, H. M., Culhane, S. E., & Hawley, L. (2003, July). Effects of an alibi witness' kinship on mock jurors' judgments. Paper presented at the Psychology and Law International Conference supported by AP-LS, EAP&L and ANZAPP&L, Edinburgh, Scotland.

Culhane, S. E., Whitt, J. A., & Hosch, H. M. (2003, July). Effects of alibi's ethnicity and gender on jurors' verdicts and judgments. Paper presented at the Psychology and Law International Conference supported by AP-LS, EAP&L and ANZAPP&L, Edinburgh, Scotland.

Stebly, N., Hosch, H. M., Culhane, S. E., & McWethy, A. (2003, July). Inadmissible evidence and instructions to disregard: A meta-analysis. Paper presented at the Psychology and Law International Conference supported by AP-LS, EAP&L and ANZAPP&L, Edinburgh, Scotland.

Culhane, S. E., Hosch, H. M., & Shaw, III, J. S. (2003, July). Memory for trial facts: Lingual ability and Need for Cognition. Paper presented at biannual meeting of the Society for Applied Research in Memory and Cognition, Aberdeen, Scotland.

Culhane, S. E., Hosch, H. M., Tubb, V. A., Shaw, III, J. S., Ponder, B. J. & Taylor, T. S. (2002, April). Law enforcement officers serving as jurors: Guilty because charged? Paper presented at the annual meeting of the Western Social Science Association, Albuquerque, NM.

Culhane, S. E., & Hosch, H. M. (2002, March). Alibi witness' influence on juror's decision making. Paper presented at the biannual meeting of the American Psychology-Law Society, Austin, TX.

Poster Presentations

Culhane, S. E. (2017, March). MMPI-2 profiles of sexual and non-sexual serial homicide perpetrators. Poster presented at the biennial International Convention of Psychological Science (ICPS), Vienna, Austria.

Culhane, S. E., & Mowen, T. J. (2016, August). The role of family support and mental health in desistance from crime and substance use. Poster presented at the annual convention of the American Psychological Association, Denver, CO.

McCamman, M., & Culhane, S. E. (2016, March). The impact of officer demeanor on the legitimacy of a police shooting. Poster presented at the annual meeting of the Academy of Criminal Justice Sciences, Denver, CO.

Culhane, S. E. & Hildebrand, M. M. (2016, March). Early environment experiences of serial homicide offenders. Poster presented at the annual meeting of the Academy of Criminal Justice Sciences, Denver, CO.

Greninger, C., Estrada-Reynolds, V., & Culhane, S. E. (2016, March). Individual decisions to contact police in cases of missing persons. Poster presented at the annual meeting of the Academy of Criminal Justice Sciences, Denver, CO.

Culhane, S. E., Boman, IV, J., & Schweitzer, K. (2015, May). Police shootings and body cameras: A pre/post Ferguson experiment. Poster presented at the annual meeting of the Association for Psychological Science, New York, NY.

Hildebrand, M. M., & Culhane, S. E. (2015, May). Serial homicide offenders' self-reported endorsement of neutralization techniques. Poster presented at the annual meeting of the Association for Psychological Science, New York, NY.

Klemm, J., Culhane, S. E., Hildebrand, M. M., & Mullings, A. F. (2014, May). Self-reported disorders and serial homicide offenders: Data from the MCMI-III. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.

Klemm, J. Culhane, S.E., & Hildebrand, M. M. (2014, May). Anger, aggression, and serial murder. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.

Hildebrand, M. M., Culhane, S. E., & Wodahl, E. J. (2013, March). Personality and serial murderers: Data from the MMPI-2 Restructured Clinical Scales. Poster presented at the annual meeting of the Academy of Criminal Justice Sciences, Dallas, TX.

Culhane, S. E., Hildebrand, M. M., Walker, S., & Gray, M. J. (2013, March). Clinical psychopathology in multiple murderers: MMPI-2 profiles and classifications. Poster presented at the annual meeting of the American Psychology-Law Society, Portland, OR.

Walker, S. Hildebrand, M. M., & Culhane, S. E. (2013, March). Serial killers' self-reported measures of psychopathy. Poster presented at the annual meeting of the American Psychology-Law Society, Portland, OR.

Hildebrand, M. & Culhane, S. E. (2012, May). Effects of victim clothing, crime severity, and violence during sexual assault on mock jurors' trial decisions. Poster presented at the annual meeting of the Association for Psychological Sciences, Chicago, IL.

de Baca, T. C., Culhane, S. E., Hosch, H. M., & Ross, S. J. (2010, March). The effect of character evidence on jurors: A test of the Kin Selection Hypothesis. Poster presented at the annual meeting of the American Psychology-Law Society, Vancouver, BC, Canada.

Iberlin, A., & Culhane, S. E. (2009, March). Use of peremptory challenges as a function of crime type and defendant's race. Poster presented at the annual meeting of the American Psychology-Law Society, San Antonio, TX.

Morera, O. F., Culhane, S. E., Watson, P. J., & Millsap, R. (2008, May). Assessing measurement and predictive invariance of the Toronto Alexithymia Scale-20. Poster presented at the annual meeting of the Association for Psychological Science, Chicago, IL.

Gonzalez, D., Gomez, L.I., Estrada, S., Pinon, A., White, R., Culhane, S., & Morera, O.F. (2008, February). Decision making styles predict anger scores on the Multidimensional Anger Inventory. Poster presented at the Judgment and Decision Making PreConference at the annual meeting of the Society for Personality and Social Psychology, Albuquerque, NM.

Horgan, A. J. Kehn, A., Meissner, C. A., Culhane, S. E., & Hosch H. M. (2007, September). Alibi typology and precision: Distinguishing between true vs. false alibis statements. Poster presented at Interrogations & Confessions: A Conference Exploring Research, Practice, and Policy, El Paso, TX.

Hosch, H. M., Culhane, S. E., Heck, C., Kehn, A., & Gray, J. M. (2006, May). Individual differences between current law enforcement, future law enforcement, and laypersons. Poster presented at the annual meeting of the Association for Psychological Science, New York, NY.

Culhane, S. E., Morera, O. F., & Watson, P. J. (2006, May). Factorial invariance in Need for Cognition with Hispanic and Anglo samples. Poster presented at the annual meeting of the Association for Psychological Science, New York, NY.

Heck, C., Culhane, S. E., & Marlowe, D. B. (2006, May). Reliability test of the Survey of Treatment Entry Pressures (STEP-UP) assessment tool. Poster presented at the annual meeting of the Association for Psychological Science, New York, NY.

Culhane, S. E., & Hosch, H. M. (2006, March). Judgments of changed and maintained alibi statements by current law enforcement, future law enforcement, and laypersons. Poster presented at the annual meeting of the American Psychology-Law Society, St. Petersburg, FL.

Trumpeter, N., Watson, P. J., Morris, R. J., & Culhane, S. E. (2005, April). Narcissism and self-esteem in the presence of imagined others. Poster session presented at the annual meeting of the Southeastern Psychological Association, Nashville, TN.

Cabeza de Baca, T., Culhane, S. E., & Hosch, H. M. (2005, March). Interrogation tactics: Law enforcement officers, future law enforcement officers, and laypersons. Poster session presented at the annual meeting of the American Psychology-Law Society, San Diego, CA.

Hawley, L. R., Culhane, S. E., & Hosch, H. M. (2004, March). Effects of an alibi witness' age on their perceived credibility. Poster presented at the annual meeting of the American Psychology-Law Society, Scottsdale, AZ.

Culhane, S. E., Hosch, H. M. & Hawley, L. R. (2004, March). The ethnic jury: An examination of in-group/out-group theory. Poster presented at the annual meeting of the American Psychology-Law Society, Scottsdale, AZ.

Culhane, S. E., Morera, O. F., Hosch, H. M., & Hawley, L. R. (2004, January). A comparison of three legal authoritarianism measures. Poster presented at the annual meeting of the Society for Personality and Social Psychology, Austin, TX.

Morera, O. F., Nygren, T. E., White, J., Fernandez, N. P., Skewes, M., & Culhane, S. E. (2003, November). Assessing the measurement invariance of the Decision Making Styles Inventory. Poster presented at the annual meeting of the Society for Judgment and Decision Making, Vancouver, BC, Canada.

Stover, C. J., Morera, O. F., & Culhane, S. (2003, May). Confirmatory factor analysis of the Attitudes Towards Lesbians and Gay Men (ATLG). Poster presented at the annual meeting of the American Psychological Society, Atlanta, GA.

Culhane, S. E. (2003, May). Authoritarianism and juror's use of inadmissible evidence. Poster presented at the annual meeting of the American Psychological Society, Atlanta, GA.

Culhane, S. E., Morera, O. F., & Hosch, H. M. (2003, May). Toward the development of an efficient legal authoritarianism measure. Poster presented at the annual meeting of the American Psychological Society, Atlanta, GA.

Culhane, S. E., Morera, O. F., & Watson, P. J. (2003, May). The cross-cultural validation of two alexithymia measures. Poster presented at the annual meeting of the Western Psychological Association, Vancouver, British Columbia, Canada.

Culhane, S. E., Morera, O. F., Hosch, H. M., Lechuga, J., & de la Riva, E. M. (2003, May). Gender, acculturation, and the factor structure of Need for Cognition. Poster presented at the annual meeting of the Western Psychological Association, Vancouver, British Columbia, Canada.

de la Riva, E. M., Lechuga, J., Zárate, M., & Culhane, S. E. (2003, February). Does stereotyping reduce prejudice in members of contextualist cultures? Poster presented at the annual meeting of the Society for Personality and Social Psychology, Los Angeles, CA.

Lechuga, J., Morera, O., Culhane, S. E., & de la Riva, E. M. (2003, February). Idiocentrism-allocentrism: A revised scale for Mexican-Americans. Poster presented at the annual meeting of the Society for Personality and Social Psychology, Los Angeles, CA.

Culhane, S. E., & Hosch, H. M. (2003, February). An archival review of adjudicated jury trials. Poster presented at the annual meeting of the Society for Personality and Social Psychology, Los Angeles, CA.

Culhane, S. E. & Watson, P. J. (2002, June). Alexithymia and irrational beliefs as rational-emotive explanations of emotional disturbance. Poster presented at the annual meeting of the American Psychological Society, New Orleans, LA.

Culhane, S. E. & Hosch, H. M. (2002, March). Crime victims serving as jurors: Is a bias present? Poster presented at the biannual meeting of the American Psychology-Law Society, Austin, TX.

Invited Presentations

Culhane, S. E. (2008, March). Alibis and culture: Comparisons of collectivistic and individualistic groups. Shanghai Normal University, Shanghai, China.

Culhane, S. E. (2008, March). Alibis and culture: Comparisons of collectivistic and individualistic groups. Shanghai University of Political Science and Law, Shanghai, China.

Culhane, S. E. (2008, March). New directions in the study of serial killers. Shanghai University, Shanghai, China.

COMMITTEES

Criminal Justice Assessment Committee, 2006-2010

Criminal Justice Graduate Program Committee, 2005-Present
Committee Chair, 2013-2016

Criminal Justice Search Committee, 2005-2011, 2012-Present
Committee Chair, 2015-Present

Criminal Justice Post-tenure Review Committee, 2011-Present
Committee Chair, 2016-Present

A&S Summer Independent Study Committee, 2007-2010

University of Wyoming Faculty Senate, 2009-2011

STUDENT ADVISING/GRADUATE SUPERVISION

UNDERGRADUATE STUDENTS:

Department of Criminal Justice Internships and Practicums Supervisor – 2010

22 Current Undergraduate Advisees

31 Undergraduate Advisees – 2015-2016

13 Undergraduate Advisees – 2014-2015

24 Undergraduate Advisees – 2013-2014

25 Undergraduate Advisees – 2012-2013

27 Undergraduate Advisees – 2011-2012

27 Undergraduate Advisees – 2010-2011

20 Undergraduate Advisees – 2009-2010

21 Undergraduate Advisees – 2008-2009

27 Undergraduate Advisees – 2007-2008

27 Undergraduate Advisees – 2006-2007

20 Undergraduate Advisees – 2005-2006

Charlie Cordova – McNair Scholar, 2010-2011

GRADUATE STUDENTS

Andre Kehn – Thesis Committee Co-Chair, 2006
– Comprehensive Committee Member, 2008
– Dissertation Committee Member, 2009

David Webber – Thesis Committee Member, 2008

- Jennifer Gray – Comprehensive Committee Member, 2010
 – Dissertation Committee Member, 2011

- Stephannie Walker – Thesis Committee Member, 2010
 – Comprehensive Committee Member, 2012
 – Dissertation Committee Member, 2012-2013

- Kimberly Schweitzer – Thesis Committee Member, 2012
 – Comprehensive Committee Member, 2013
 – Dissertation Committee Member, 2014-2016

- Christopher Chai – Comprehensive Committee Member, 2013
 – Dissertation Committee Member, 2014

- Joshua Reynolds – Comprehensive Committee Member, 2014
 – Dissertation Committee Member, 2016-2017

- Lindsey Peterson – Masters in Public Administration Oral Exam, 2014

- Cynthia MacDuff – Masters in Public Administration Oral Exam, 2014

- Elizabeth Ferguson – Thesis Committee Member, 2013-2014
 – Comprehensive Committee Member, 2015
 – Dissertation Committee Member, 2016-2017

- Eli Major – Masters in Public Administration Oral Exam, 2015

- Bradley Schmidt – Masters in Public Administration Oral Exam, 2015

- Karlee Provenza – Thesis Committee Member, 2016-2017

- Victoria Estrada-Reynolds – Dissertation Committee Member, 2016-2017

CLUB SUPERVISION

Criminal Justice Club 2006-2007

Pre-law Club/Phi Alpha Delta 2010-2011

REFERENCES

Adrienne Freng, Ph.D., Chair
Department of Criminal Justice, 3197
University of Wyoming
Laramie, WY 82071
(307) 766-2307
afreng@uwyo.edu

Eric J. Wodahl, Ph.D.
Department of Criminal Justice, 3197
University of Wyoming
Laramie, WY 82071
(307) 766-3803
ewodahl@uwyo.edu

Cary Heck, Ph.D.
Chief Probation Officer
Denver Adult Probation
303 W. Colfax, Fifth Floor
Denver, CO 80204
(720) 913-4648
Cary.heck@judicial.state.co.us



Agenda Item: C.

Date: September 14, 2017

Subject: Promotion Appeal of Dr. Robert Halliman

Background Information:

Dr. Robert Halliman, associate professor of management technology, sought promotion to the rank of professor during the 2016 – 2017 academic year. President White considered the recommendations made in the promotion review process, including negative recommendations from the dean of the College of Behavioral and Health Sciences and the provost and vice president for Academic Affairs, and elected to deny Dr. Halliman's request for promotion. Dr. Halliman is requesting the right to appeal this decision per APSU policy 1:010.

Item Details:

While APSU policy 1:010 creates the right to petition for permission to appeal, petitioner for appeal must present compelling evidence that President White's decision was erroneous. In determining whether to grant an appeal, the appropriate Board committee may consider the following:

- "Whether Board policy or procedures have been followed;
- Whether or not there is material evidence to substantiate the decision appealed from; and/or
- Whether or not there has been a material error in application of the law, which prima facie results in substantial injustice."

On both procedural and substantive grounds, Dr. Robert Halliman's petition to appeal President White's decision should be denied as he has failed to meet his burden. More specifically, the review of Dr. Halliman's request for promotion up through and including the review by the president conformed to relevant University and Board policies. In addition, Dr. Halliman offers no material evidence to sustain his claim that the President's

decision was in error. There has also been no “material error in the application of the law” to justify granting his appeal. Furthermore, where Dr. Halliman attempts to re-litigate his case for promotion on the merits, his argument reflects a mischaracterization or misunderstanding of the promotion review process. The attached document addresses Dr. Halliman’s allegations with respect to both the process and the merits of his case for promotion. It provides responses that further substantiate the president’s decision to deny his request.

The documents related to the appeal are attached.

REQUEST ORAL PRESENTATION

APPEAL TO THE APSU BOARD OF TRUSTEES

I. Decision Being Appealed

The decision being appealed is the decision of Dr. Alisa White, President of APSU to not support my request for promotion to full professor. Because Dr. White based her recommendation on previous recommendations that were deeply flawed, having resulted from a process that was in violation of APSU and Board of Trustees policy, her decision was, necessarily, deeply flawed.

II. Issues

1. Whether the promotion process regarding my promotion to full professor was subjective, in violation of APSU and Board of Trustees Policy 2:063.
2. Whether my record of scholarly and creative achievement is sufficient to merit promotion to full professor.

II. Allegations

1. I allege that the promotion process that I faced, regarding promotion to full professor, violates APSU and Board of Trustees policy 2:063 in that very subjective reasoning was interjected into the process by Dr. David Denton, Dean, College of Behavioral and Health Sciences, when by all objective standards, I qualified for promotion.

III. Facts

1. Facts Regarding allegation 1.

- A. The stated purpose of APSU policy 2:063 is “*to make promotions strictly on consideration of merit....*” The purpose is further stated as “*to help **ensure** that*

*promotions are made **objectively, equitably, impartially**, and as a recognition of merit....”* (Appendix A)

- “**Objectively**”: means 1. Not influenced by emotion, surmise or personal prejudice. 2. Of a test: limited to choices of fixed alternatives and reducing subjective factors to a minimum.
 - o “**surmise**”: means conjecture without conclusive evidence.
- “**Equitably**”: means 1. Dealing fairly and equally with all concerned.

B. In keeping with the stated purpose, APSU and Board policy 2:063 states the following:

“ Promotion Criteria

*A. The academic departments and programs of APSU **must develop written guidelines with specific criteria** for evaluating the faculty in teaching, research and service.....”*

C. A sampling of publication requirements for promotion to full professor of academic departments at APSU reveals the promotion criteria in the area of Scholarly and Creative Achievement, for promotion to full professor. (See APPENDIX B)

D. The Dean, College of Behavioral and Health Sciences, Dr. David Denton was the only person who offered an explanation for his negative recommendation. (See APPENDIX C.)

E. Dean Denton’s criticisms of my scholarly and creative work uses the language of “surmise,” that is, the language of conjecture without conclusive evidence.

Excerpts from his letter to me are shown below, with the language indicating “surmise” bolded and underlined:

1. In criticizing the association in which I had a leadership role and published some articles he stated “my inability to find any substantive information about the association **causes me to wonder** if this outlet meets the reputable firm standard.”
2. In criticizing the journal in which I published articles he said it was “**suspected** of being a predatory journal.”
3. In his overall statement he said “the illustrative concerns noted above **cause me to question** whether your work meets the department criteria...”

F. Those most knowledgeable regarding the standards for full professor in my department, i.e., the department chair and the department promotion committee, have deemed that my record of scholarly and creative achievement meets the standard for full professor.(see APPENDIXES F & G)

G. My e-dossier contains documents that detail the history of the Association on Employment Practices and Principles (AEPP) as well as describing the peer review process for approving articles submitted to the various journals, proceedings or associations.

H. In my appeal to the APSU Promotion Appeal Board, I provided evidence of at least six (6) internet links where information on AEPP can be found. (see Appendix D)

- I. AEPP is not an unknown organization. The 2008 AEPP conference held at DePaul University of Chicago, had 109 academic participants from all over the world. One of those participants was Dr. Patricia Werhane, an author of a widely used college textbook on business ethics. (see Appendix E)
- J. My publication history for the last four years consists of eight (8) articles in refereed media (see e-dossier)
- **Three (3)** articles in refereed journals.
 - **Five (5)** articles in refereed proceedings of international conferences.
- K. Other scholarly and creative activity since my last promotion also includes eleven (11) courses developed for online delivery, most including extensive lecture notes. (see e-dossier)
- L. According to the Public Management and Criminal Justice departmental promotion criteria, online course development is considered as scholarly and creative activity for the purpose of promotion. (Criteria for Departmental Personnel Actions, Paragraph I.B.5.).
- M. Comparing my record of scholarly activity to the requirements shown in APPENDIX B, my record, objectively, meets or exceeds the requirements for promotion of all other departments in the university.
- N. In my appeal to the University Promotion Appeal Board, I effectively rebutted every point of contention Dean Denton made in his letter. (see APPENDIX D)

O. Neither the Provost, Dr. Rex Gandy, the Promotions Appeal Board, nor the President of APSU, Dr. Alissa White provided any rebuttal argument or evidence against my rebuttal of Dean Denton's criticisms. (Appendixes I, J, & K)

IV. Argument

1. Argument Regarding Allegation 1

A. It cannot be disputed that APSU and Board policy states that promotion recommendations are to be made **objectively**, and that **written, specific criteria** are supposed to be used in order to eliminate subjective calls and ensure promotions are based **strictly** on merit. That is the clear and unambiguous language of the policy.

1. The stated policy is legal document and, therefore, binding on the university and the Board.
2. Decisions are not to be based on conjecture without conclusive evidence.
3. Where there is conjecture without conclusive evidence the benefit of the doubt should go to the candidate for promotion.
4. The purpose of written criteria is to limit decisions to fixed alternatives.
Either the candidate met the criteria and thus merits promotion or he didn't.

B. Given the only negative comments made were those made by the Dean, and given that the language he used was the language of "surmise", that is, "conjecture without conclusive evidence", the Dean's evaluation was precisely of the type the policy intends to prevent. That the Dean's negative recommendation was influenced by the "suspecting," the "wondering," and the "questioning" is

obvious by his statement “*because of the reservations noted above, I cannot support your request for promotion.*” (Appendix C) Therefore, the Dean’s subjective evaluation is a violation of policy, and inherently unfair.

C. Given that neither the Provost, Dr. Rex Gandy, the Promotion Appeals Board, nor the President, Dr. Alissa White offered any explanation for their negative recommendations, other than to say they were based on a review of the documents, it must be presumed that their recommendations are based on the Dean’s comments, and their desire to support the Dean. That the presumption is most likely true is supported by the facts that two promotion committees and the department chair supported my promotion, and I rebutted every point of contention made by Dean Denton. Absent any other explanation for the negative recommendations, the only explanation remaining is that the Provost, the appeal board, and President White gave greater credence to the Dean’s comments, even in the face of overwhelming support at the department level and the college, as well as factual evidence and sound logic presented in my rebuttal of the Dean’s comments.

D. Given that neither the Provost, Dr. Rex Gandy, the Promotion Appeals Board, nor the President, Dr. Alissa White offered any rebuttal of my rebuttal of the Dean’s comments, my factual and logically sound rebuttal stands unopposed and I have met my burden of proof. I have read enough judicial decisions to know that, in a court room, a valid rebuttal that is unopposed is conclusive and determinative, and I would win summary judgment as a matter of law. While this is not a court room, the policy requires me to write my appeal similar to a legal brief. You are,

in fact, my court of appeal of last resort. Some of the logic of my appeal to the APSU Promotion Appeal Board is shown below:

1. Dean Denton bases his conjecture that AEPP might not be reputable because he has never heard of AEPP and could not find any substantive information on the association and could not find information on the internet.

My e-dossier contains at least four (4) documents that provide substantive information on AEPP, including its history. I found at least six (6) internet links where AEPP information could be found (appendix D). The 2008 AEPP conference in Chicago had over 109 participants from all over the world, which included textbook author Patricia Werhane (Appendix H). Would someone the stature of Patricia Werhane associate herself with an organization of questionable reputation? Not likely. That the 2008 AEPP international conference drew over 109 academics from all over the world, indicates that AEPP is widely known in international academic circles.

What does this say about the Dean's knowledge or search methods? It says he did not do a thorough review of my promotion e-dossier and that his knowledge of professional associations is not complete. It also says his internet search skills are either weak or he did not exert much effort in using them. Therefore, he is not the standard by which the reputation of AEPP should be measured.

2. Dean Denton attempted to disparage the journal in which I published articles by saying it was **suspected** of being a predatory journal. Again, the word "suspected" is the language of "conjecture without conclusive evidence." His

only “evidence” was a website he found that criticized the journal for listing ProQuest as an index in which the journal is indexed. The website said ProQuest was not a reputable index, which serves as an indicator that the journal was suspect of being a predatory journal.. I pointed out that an index is nothing more than a means for digitally cataloging academic articles so other people can find them. The Austin Peay library uses ProQuest to find articles. If ProQuest is not a “reputable index,” why does the APSU Library use ProQuest? Using the Dean’s logic, the Austin Peay Library’s reputation, as well as APSU’s reputation, is suspect because the Library uses ProQuest to search for articles. The Dean’s website’s facts and logic are faulty as well as the Dean’s facts and logic.

3. Dean Denton attempted to rehash an issue that was raised last year regarding a potential conflict of interest regarding papers I published with an organization in which I held a leadership role. He said he could not find evidence that I was separated from the review process or a description of the review process.

My e-dossier contains at least two documents that describe the peer review process. It also contains copies of the peer reviews, which are evidence that I was separate from the review process. I also made a clear statement in my e-dossier that all published papers went through a double-blind peer review process prior to acceptance for publication. The department committee that raised the issue last year was satisfied that the issue was adequately addressed this year because they did not raise it again and recommended promotion. That the Dean failed to find the documents I mentioned indicates the Dean did not conduct a very thorough review of my e-dossier.

E. My record of scholarly activity, consisting of eight (8) refereed papers published, and 11 online courses developed, certainly meets or exceeds the specific requirements of all other academic departments in the university regarding promotion to full professor. (See APPENDIX B). That two promotion committees and the chair considered my work sufficient to merit promotion to full professor is further evidence that the Dean's recommendation and the subsequent recommendation up to and including that of President White, were subjective in violation of APSU and Board policy.

V. Conclusion:

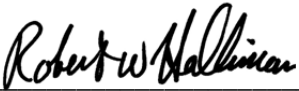
According to APSU and Board policy 2.063, the promotion process is to be objective and equitable, based on specific criteria. Beginning with Dean Denton and progressing to President White, it has been neither objective nor equitable, and definitely not based on specific criteria.

I keep referring to this policy as a joint policy of APSU and the Board of Trustees. I do that because the Board of Trustees is the governing body with oversight of APSU. Whatever is APSU policy is also the Board's policy by default.

What is the purpose of policy if policy is not followed or enforced? The APSU and Board of Trustees promotion policy requires the promotion process to be objective, equitable, and based strictly on merit. When those in the assessment process throw merit to the wind and make assessments that are anything but objective, the process is inherently unfair to the candidate who works hard to merit promotion. This is an opportunity for the Board of Trustees to exercise proper oversight and provide redress for a failure in policy that resulted in an unfair promotion decision.

VI. Redress Desired

1. My record of scholarly achievement clearly meets or exceeds all reasonable objective criteria for promotion to full professor, as evidenced by the promotion standards of other academic units within the university.
2. I have clearly shown that the promotion process for promotion to full professor is in violation of APSU and Board of Trustees policy 2:063.
3. Because conjecture without evidence influenced the recommendation of the Dean, which flowed to the Provost and Dr. White,, Dr. White's recommendation is seriously flawed and her decision should be overruled.
4. Based on my record, my promotion to full professor is warranted and justified.
5. The Board of Trustees has the authority to overrule President White and grant me promotion to full professor.
6. Therefore, based on the evidence I have presented, in the interest of fairness and in the interest of enforcing the published policy of APSU and the Board of Trustees, I request promotion to full professor effective the academic year beginning August 2017.

 May 5, 2017
Robert W. Halliman, Ed.D
Associate Professor & Program Manager
Management Technology
Dept. of Public Management & Criminal Justice
College of Behavioral and Health Sciences
Austin Peay State University

APPENDIX A

Policy on Academic Promotion 2:063

Austin Peay State
University

Policy on Academic Promotion

POLICIES

Issued: July 26, 2016
Responsible Official: Provost and Vice President for Academic Affairs
Responsible Office: Academic Affairs

Policy Statement

Promotion in rank is recognition of past achievement of the individual being considered for promotion. In addition, the advancement in rank is recognition of future potential and a sign of confidence that the individual is capable of even greater accomplishments and of assuming greater responsibilities. It is the policy of Austin Peay State University to make promotions strictly on consideration of merit tempered by University and fiscal considerations.

Purpose

The purpose of this policy is to help ensure that promotions are made objectively, equitably, impartially, and as recognition of merit in line with the following policy guidelines. The President of APSU is responsible for the master staffing plan of the University. In developing such a plan, the President will consider the fiscal impact of each promotion recommended to the APSU Board of Trustees, that is, resources allocated and distributed to the University.

Promotion Criteria

The academic departments and programs of APSU must develop written guidelines with specific criteria for evaluating the faculty in academic assignment, scholarly and creative achievement and

professional contributions and activities. The departmental and program guidelines cannot be less rigorous than University guidelines. These departmental and program guidelines should be distributed to all new faculty members and should be easily available at all times, preferably via the Web. Whenever the guidelines are revised, the faculty should be notified of the availability of the revised guidelines. The University promotion guidelines for evaluation should use the same criteria as those identified for tenure and located in APSU Policy No. 2:062 “Policy on Academic Tenure.”

General Process Guidelines at University Level

So that the decision process can be as objective as possible, each recommendation (forwarded from the department or program to a higher administrative level in the University) should be accompanied by complete and careful documentation of the candidate's performance in academic assignment, and/or scholarly and creative achievement, and/or professional contributions and activities. Although the three areas of evaluation—academic assignment, scholarly and creative achievement, and professional contributions and activities—are all considered important, certain exceptions may exist where evaluation may occur in one or the other area exclusively.

In these cases, as well as in the general case, appropriate supervisory personnel shall clearly and adequately document the facts which justify the individual's promotion. The academic department or program may, if it deems it desirable, include information relative to the candidate's research activities, publication record, exceptional administrative performance, or other types of contributions. Additional procedures may be used by APSU with approval of the APSU Board of Trustees. For example, APSU may wish to establish an interdisciplinary, University-level promotion review committee to review the individual unit recommendations.

APPENDIX B

Publication Criteria for promotion to full professor in the major departments at APSU. The information below was obtained from the department policies found at <https://www.apsu.edu/academic-affairs/resources>.

- **Agriculture** – 4 papers or presentations, at least one of which must be peer reviewed.
- **Allied Health** – 1 presentation and 1 peer-reviewed article.
- **Biology** – 2 peer-reviewed papers and 3 presentations since last promotion.
- **Education Specialties** – 4 peer-reviewed papers
- **Engineering Technology**– no specific requirement other than “consistent” publication, but “consistent” is not defined and can be mitigated by other time consuming duty.
- **Geo Sciences** – 6 peer-reviewed articles
- **Professional Studies** – “Multiple publications” in most recent 5 years, meaning any quantity more than one meets the standard.
- **Political Science**- 5 articles or presentations since tenure track appointment
- **Sociology** – 6 articles/presentations published in refereed media since last promotion.
- **College of Business** – 3 professional maintenance activities (publication) in the most recent 5 years.
- **Psychology**- One (1) paper in a peer reviewed journal or 3 conference presentations.
- **Language Arts and Literature** – Two (2) articles in refereed media since last promotion or personnel action.



College of Behavioral & Health Science
March 16, 2017

Robert Halliman
Public Management/Criminal Justice
Austin Peay State University

Dear Dr. Halliman:

I have completed my review of your dossier pursuant to your request for promotion to the rank of professor. Unfortunately, I cannot support your request and I will be forwarding this letter to Provost Gandy as indicative of my position.

My concerns center on your work in the area of scholarly and creative activity. Some of the work you cite as evidence that you are deserving of promotion to the rank of professor is connected to the Association on Employment Practices and Principles (AEPP). Though I have a background in the related field of industrial-organizational psychology, I am not familiar with the AEPP. In an effort to learn more, I went in search of a website for the organization. A basic Google search did not turn up an organization website. With some additional looking, I discovered an old Facebook entry that lead me to the website www.aepp.net. The link for this site was broken. In addition, I couldn't find any evidence that the organization held a conference after 2015.

In addition, in last year's department committee review of your promotion request, it noted potential conflicts of interest related to your service as an officer and reviewer for AEPP and having had papers accepted for presentation by the organization. A compelling explanation or documentation of the peer-review process resulting in those acceptances that shows you were isolated from the review process would seem essential if those papers are to carry weight in this review process. I couldn't find that explanation or documentation in your dossier.

Your department guidelines state the following with respect to scholarly and creative work –

Books, journal articles, monographs ... that have undergone appropriate peer review
.... and are published by reputable firms and refereed journals.

My inability to find any substantive information about the Association on Employment Practices and Principles and the lack of information about their peer review process causes me to wonder if this outlet meets the “reputable firm” standard noted above.

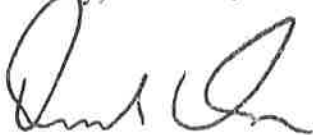
In addition, your narrative and vita also reference a publication in the *American Journal of Management*. While I found in your dossier an invitation to have your paper reviewed, and an



acceptance letter pending the payment of a publication fee, I did not find a copy of the article itself. No tables of contents to issues, individual articles, or abstracts are available on the journal website. Another of your papers was published in the *International Journal of Business and Social Sciences*. This journal is suspected of being a predatory publisher, e.g., <http://libguides.govst.edu/predatorypublishing>. As for the paper itself, it addresses the subject of leadership. This is a vibrant field of research and yet your paper contains only two citations to work published after 1999.

The illustrative concerns noted above cause me to question whether your work in this area meets the department criteria, i.e., “substantial documented evidence of sustained high-quality professional productivity” Finally, policy 5:061 includes this passage -- “Since there is no higher rank, promotion to professor is taken with great care and requires a level of achievement beyond that required for associate professor. This rank is not a reward for long service; rather it is recognition of superior achievement within the discipline with every expectation of continuing contribution to the University and the larger academic community.” Because of the reservations noted above, I cannot support your request for promotion.

Sincerely,

A handwritten signature in black ink, appearing to read 'David W. Denton', with a stylized flourish at the end.

David W. Denton, Ph.D.
Dean, College of Behavioral & Health Science
Professor of Psychology



Public Management & Criminal Justice
APPENDIX D

April 12, 2017

Through: Office of the President
Dr. Alisa White
Austin Peay State University

To: Tenure and Promotion Appeal Board
Austin Peay State University

Copy: Office of the Provost
Dr. Rex Gandy
Austin Peay State University

Dear Members of the Tenure and Promotion Appeal Board.

Per APSU Tenure and Procedures Guidelines, I submit this appeal of the promotion recommendations of the Provost, Dr. Rex Gandy and Dr. David Denton, Dean, College of Behavioral and Health Sciences.

Before going further, I remind the Board that, although I am under the umbrella of the Department of Public Management and CRJ, and teach some PM courses, my appointment was for the Associate Degree in Management Technology and I am not seeking promotion as faculty in Public Management and CRJ but in Management Technology.

Dr. Gandy's letter of notification to me, regarding his negative recommendation, was devoid of any rationale behind his decision. It was a simple, one sentence statement that he cannot recommend promotion. This tells me he did not spend much time reviewing my work and relied heavily on the comments in Dean Denton's letter to me. Given there is nothing in Dr. Gandy's letter that I can rebut, I focus on the comments made by Dean Denton with the presumption that a rebuttal of the Dean's comments is also a rebuttal of the Provost.

Before addressing the comments of Dean Denton, I want to draw attention to the fact that the only area on which he found fault was in the area of Scholarly and Creative Activity. Before Dr. Denton's review, I had received positive reviews of two promotion committees and the department chair. I also remind the Appeal Board that last year the major defect the appeal board found in my scholarly activity was in quantity of publication in refereed media. I have addressed the issue this year with three publications in refereed media, giving me publications in four out of the last five years.

Dr. Denton's critique of my scholarship is such that it is less of a critique and more of a full frontal attack on my integrity. As such, I take this opportunity to explain the matters of concern in order to

www.apsu.edu



demonstrate the concerns are unfounded.

1. First, Dr. Denton, said he had never heard of AEPP, the organization in which I have been publishing for the last several years, and he complained of not being able to find information on AEPP online because of a broken link, etc. That he had not heard of AEPP, and by his inability to find information on AEPP online, and by his statement that the aepp.net link was broken, Dean Denton suggests that AEPP was not a reputable organization. Had he asked me, I would have gladly provided the information.

I am not aware of any policy or practice that establishes Dean Denton's recollection as the standard by which the reputation of an association is measured. It is safe to say that one's knowledge is never complete. Given the plethora of associations throughout the country and the world, it is likely that there are many the Dean never heard of. That said, that he had never heard of AEPP is not a reflection on its reputation. I knew of AEPP, when it offered its first conference in 1993. Over the last 22 years, AEPP conferences have been hosted by universities and organizations all over the world. For example, in 2011, the AEPP conference was hosted by the University of Hawaii at Manoa. The conference President and Chair was Dr. Raj Parikh, Dean, School of Business, Southern Oregon University. The conference Vice-President and Associate Program Chair was Dr. Robert Minter, Executive Vice President and Chief Academic Officer, Walsh College, Troy, Michigan. In 2013, the AEPP conference was hosted in Atlanta by Troy University. The Conference President and Program Chair was Dr. William Heisler, Associate Chair, Management and Marketing. Sorrell College of Business, Troy University. In 2015, the AEPP 23rd Annual International Conference was hosted by the University of San Jose Recoletos, in Cebu City, Philippines. The Conference President and Program Chair was Dr. Agnes Sequino, Director, Center for Policy, Research and Development Studies, University of San Jose Recoletos. If AEPP was unknown or not reputable, would academics the stature of Drs. Parikh, Minter, Heisler, or Sequino associate themselves so prominently with AEPP? Not likely. Therefore, it can reasonably be concluded that AEPP is a reputable organization and not totally unknown in academic circles.

AEPP was reputable enough that Dr. Cox, Executive Director of APSU Fort Campbell Center, School of Technology and Public Management, provided some funding as a sponsor of the Nashville 2014 AEPP Conference. Dr. Waheeduzzaman, Chair, Public Management & CRJ, would have provided some funding but the funds were not immediately available. If Dean Denton had looked at the brochures for the 2014 and 2015 conferences, which are in the e-dossier, he would have seen the APSU logo clearly displayed on the brochures.

In fact, AEPP was advertised on the APSU website by the Center for Extended and Distance Education, which provided some conference services for the Nashville Conference. See link: <http://signmeup.apsu.edu/wconnect/CourseStatus.awp?~~141V90101>

The conference was held at the Inn at Opryland. See link: [http://www.marriott.com/meeting-event-hotels/group-corporate-travel/groupCorp.mi?resLinkId=AEPP%202014%20International%20Conference%5Ebnagi%](http://www.marriott.com/meeting-event-hotels/group-corporate-travel/groupCorp.mi?resLinkId=AEPP%202014%20International%20Conference%5Ebnagi%20)



Public Management & Criminal Justice

[60aepaepa%7Caepaepb%7Caepaepc%7Caepaepd%60124.00-134.00%60USD%60false%6010/7/14%6010/10/14%609/8/14&app=resvlink&stop_mobi=yes](#)

The history of AEPP is shown in some of the documents included in the supplemental materials section of the e-dossier, specifically the AEPP proceedings listed in the supplemental documents. Had the Dean taken a more thorough look at the supplemental materials, he would have found the history of AEPP. The fact that the AEPP link was broken has a very logical explanation, which I detail below.

In brief, AEPP was founded by Dr. John P. Keenan in 1992 and held its first conference in 1993, at which I made a presentation of a paper. Dr. Keenan was the driving force behind AEPP and its international conferences for 22 years, until his untimely murder at the hands of his son on July 7, 2014. The following links to a New York news story on Dr. Keenan's death and Dr. Keenan's facebook page will substantiate this:

<http://wivb.com/2015/06/02/orchard-park-man-who-killed-father-sentenced-to-15-years-in-prison/>

<https://www.facebook.com/john.p.keenan.5>

When Dr. Keenan died, AEPP, in effect, stalled when the website was taken down by his family as they settled his affairs. This explains why the link was broken when Dean Denton tried to access the AEPP website.

Dr. Keenan's death occurred 3 months before the AEPP 22nd annual international conference was to be held in Nashville. I was helping to organize and host that conference. In memory of Dr. Keenan, I elected to continue with the conference.

The 2014 AEPP Conference was held, and the conference attendees chose to try and continue AEPP and the conferences. I was chosen to be the Executive Chair, and we voted to hold the next conference, 2015, in the Philippines. The University of San Jose Recoletos to be the host.

I would encourage you to especially click on the link for the 23rd Annual International Conference of AEPP below and view the video on the link to see the level of professionalism that went into the marketing for the event. The University of San Jose Recoletos in Cebu City, Philippines, did a remarkable job marketing and hosting the 2015 AEPP conference. The University is a Catholic University run by Dominican Friars. It would not have hosted and sponsored the 2015 conference if it believed AEPP to not be reputable. The staff of the University of San Jose Recoletos have a long history with Dr. John Keenan and AEPP.

<https://www.facebook.com/23rd-Annual-AEPP-International-Conference-1552403071704677/>

After the 2015 Conference in the Philippines, I sent out a call to the AEPP email mailing list for volunteers to host the 2016 Conference. No one stepped forward to volunteer and host the

www.apsu.edu



conference. I do not have the resources to do it on my own and a conference was not held in 2016 and none planned for 2017. All the records of the Association were retired by his family after Dr. Keenan's death.

As far as Dean Denton's claims of a dearth of information on AEPP on the internet, the following links to AEPP information were found with a simple Google search.

<https://www.facebook.com/aepp.net/>

<https://www.slideshare.net/johnkeenan/aepp-2014-early-call-for-papers>

<https://www.slideshare.net/johnkeenan/final-aepp-2011-brochure-ppt>

<http://internationalaepp.wixsite.com/internationalaepp/about>

<https://www.slideshare.net/johnkeenan/aepp-2013-digital-copy-low-re-2>

<https://www.facebook.com/23rd-Annual-AEPP-International-Conference-1552403071704677/>

Contrary to what the dean implies, AEPP was a legitimate and reputable association. If one explores the links above, one will find that AEPP was truly an international organization.

I would be more than happy to plan and host another conference if APSU would provide funding and resources as a sponsor. I think it would be a great asset to the University to take the mantle of AEPP and continue the Association, and even produce a journal under its name.

2. The Dean stated that given last year's promotion review had issues with an apparent conflict of interest about my leadership in AEPP and publications with that organization, I should have addressed the issue in this year's promotion e-dossier. I did, in fact, address the issue. The review committees last year recommended that I clearly indicate that my leadership role in AEPP did not exempt me from the peer review process.

Therefore, in my narrative for Area 2, Scholarly and Creative Achievement, I stated clearly that all of my published articles went through a double blind, peer review process to be accepted. I inserted that statement specifically for the purpose of showing that, regardless of my leadership role in AEPP, I did not get an exception to the blind review requirement. Additionally, copies of the reviewer reports were added to the supplemental materials in the e-dossier. The peer reviews clearly show that my AEPP papers were reviewed, that the reviewers were anonymous, and they did not know the name of the author of the paper they were reviewing. In the supplemental materials, there are Conference brochures for two AEPP conferences. The brochures clearly state that ALL submitted papers will go through a double blind, peer review, prior to acceptance. Furthermore, the conflict of interest issue was dealt with in detail in my appeals last year, which were available to Dr. Denton in the e-dossier.

Other than my statement regarding the peer review process, the inclusion of the peer review



Public Management & Criminal Justice

reports, the brochures, and the appeals last year, I did not think it necessary to rehash the conflict of interest issue, nor did the two promotion committees or the chair. The promotion committees and the chair were confident the conflict-of-interest issue had been put to rest.

3. The Dean apparently wants to discount my publications in the *International Journal of Business and Social Sciences* because he found a website that says the journal is *suspected* of being a predatory journal. Given that the word “suspected” implies that there is little or no hard proof of such, I should be given the benefit of the doubt.

A suspicion is not evidence or proof of anything. On the website, indicated by Dr. Denton, the ONLY thing mentioned as an indication that this might be a “predatory” journal was its statements on indexing. The Journal lists several “indexes”, among which is ProQuest. The website Dr. Denton cites disparaged the Journal for referring to ProQuest and others an indexes, saying their “index” listing was not of reputable indexes.

What does it mean to be a reputable index? What is indexing but a means for others to find academic articles. I would note that the Austin Peay Library uses ProQuest to search for articles. Is Austin Peay not reputable because it uses ProQuest?

“Predatory” is not defined. By accusing the journal of being “predatory,” the Dean and the website he found, are implying the Journal is doing something nefarious. I have heard of “predatory” journals that solicit papers and then publish the papers in other media under a name different than the true author. There isn’t even a hint of evidence that this journal is guilty of such behavior or any other behavior that can be labelled nefarious.

I checked the journal’s website online, and it appeared legitimate. I submitted papers that were double blind, peer reviewed, and the reviewer reports are in the supplemental materials of my e-dossier. I formatted the accepted papers in accordance with the journal guidelines and submitted them to the editor for publication. The papers were published, under my name, and can be viewed on the Journal’s website. I can find my articles with a Google search, so they must be indexed somehow.

The process I went through was no different than the process I experienced with other journals, which are regarded as “legitimate.” If one checks the Journal’s website, <http://www.ijbssnet.com/>, one will find that the journal has been publishing monthly, and often twice a month, since 2010, and its contributors are truly international. On that website, one can find a statement of the peer review process.

I have not experienced any nefarious or otherwise predatory behavior on the part of the journal whatsoever. This Journal has been above reproach in all of my dealings with it, and I find no reason to suspect it of being a “predatory” journal.

www.apsu.edu



4. The Dean was critical of my article on Leadership because he found only two citations to works after 1999. I find no standard articulated in APSU or Department policy that published papers must contain citations to current literature. My paper survived two double blind, peer reviews, one for the *American Journal of Management*, and one from the 2013 AEPP conference. Both reviews were without criticism of the citations.

My paper on leadership was a concept paper articulating my “theory” of leadership. It was not my intent to document the history of leadership thought to the present day. My purpose in the citations was to point out the “watershed” theories that contributed to the state of leadership theory commonly being taught in management courses. My citations are consistent with my purpose and the theory found in current textbooks on management and leadership. I recognize that, as the Dean said, leadership is a “vibrant field”, but I can also say that little, if any, of the current leadership thought has made it to the mainstream of management textbooks.

I can also add that I was invited to submit my paper for possible publication in the journal because it had been seen by a member of the Journal’s editorial board, either through the AEPP 2013 conference or its proceedings, who thought it was worthy of review for the journal. The letter of invitation is in the supplemental materials of the e-dossier.

5. The Dean implied that I lied about publishing an article in the *American Journal of Management*, because he could not find the article in the e-dossier or online. The absence of the article in the e-dossier, as published in the journal, is a regrettable oversight. The article *is* in the supplemental materials but not identified as the one for the journal. It is identified in the supplemental materials for Area II, 2014-2015 as “LEADRSHP proceedings copy. This is the 2013 AEPP conference proceedings article the journal’s editorial board had seen and invited me to submit to the journal. The Dean had obviously found this article because it is the one in which he was critical regarding the citations. Had the Dean compared the titles he would have realized that it was the same article that was published in the *American Journal of Management*.

As far as Dean Denton not being able to find the article online, I question his search method. I was able to find the article without difficulty using a google scholar search that yielded:

<http://search.proquest.com/openview/adf0bd26e1b74ed30bf452778981af51/1?pq-origsite=gscholar&cbl=2028707>

While the full article cannot be viewed unless one has a ProQuest login, the link does show the title, author, Journal name, and date of publication. All of which confirm my claim of an article published in the *American Journal of Management*.

Also, I was able to find the full article using the APSU library resources through ProQuest using faculty library login; Keyword search on Title: Understanding Leadership; author: Halliman; Journal: *American Journal of Management*; volume: 14(4); date: November 2014

6. The Dean’s efforts to disqualify me for promotion is at odds with a statement he made to me last year when he said if I have published in a refereed journal I should have no problem qualifying for



Public Management & Criminal Justice

promotion. For the record, in the last 5 years, I have published three (3) articles in refereed journals and six (6) papers in refereed conference proceedings. In 1998, I published an article in the *Journal of Management History*, which was refereed. The details are as follows: "A Coming of Age: A comparison of organizational performance of baby-boom CEOs to CEOs born prior to the baby boom era. *Journal of Management History*, Vol. 4, Issue 1, 1998. See link: <http://www.emeraldinsight.com/doi/abs/10.1108/13552529810203923>

Counting the earlier publication, I have four (4) articles published in refereed journals. Certainly, enough to meet the criteria articulated by the Dean last year.

Additionally, since my last promotion, I have developed 11 courses for online delivery. The most recent course developed was a 4000 level Public Management Course, PM 4340, Public Sector Labor Law, which was taught Spring I, 2017, with good reviews. I am currently developing PM 4350, Employment Discrimination Law, for online delivery for the Summer III semester.

I took seriously the advice from last year's promotion reviews. I followed their recommendations and made appropriate corrections to the e-dossier and added to my scholarly production, which resulted in recommendations for promotion from the two committees and the chair.

Again, I remind the Board that my appointment was for the Associate Degree in Management Technology and I am seeking promotion as faculty in Management Technology and not Public Management and CRJ.

My record of scholarship passed the scrutiny of three levels of evaluation consisting of 9 full professors (6 college committee members, the Dept. Chair, 2 department committee members.) It is odd that the Dean went through so much detailed effort to find things wrong with my record of scholarship in the face of such overwhelming support of it. By his efforts, he is disparaging the work of the committees and chair that reviewed my record, and is insulting their integrity, as well as mine. His attack on my scholarship has the appearance of being agenda driven rather than an honest review of my scholarly and creative productivity.

To conclude:

- I have shown, step-by-step, with evidence, that the Dean's concerns were unfounded.
- By showing the Dean's concerns were unfounded, I have shown that his decision to not recommend promotion was unfounded.
- By effectively rebutting the Dean's points of concern, I have also rebutted the decision of the Provost.
- Furthermore, I have shown that my record of scholarly activity meets or exceeds all **reasonable** standards for promotion to full professor established in this university.

www.apsu.edu



Based on this evidence, I request the Appeal Board to follow the precedent of the Department Promotion Committee, the Department Chair, and the College Promotion Committee and recommend promotion to full professor.

Sincerely,

A handwritten signature in black ink that reads 'Robert W. Halliman'.

Robert W. Halliman, Ed.D
Associate Professor
Management Technology
Dept. of Public Management & Criminal Justice
College of Behavioral and Health Sciences

APPENDIX E

AEPP International Conference October 8, 2008 DePaul University Chicago

Sponsored in part by DePaul University and Governors State University

Participants

1. Abbey, Augustus, Morgan State University
2. Abdulahad, Faraj, Manhattan College;
3. Akdere, Mesut, University of Wisconsin-Milwaukee
4. Akhtar, Shakeel, Islamic International University
5. Akram, Fouzia, International Islamic University
6. Altman, Brian, University of Wisconsin-Milwaukee;
7. Bartholome, Paula, Keashly, Loraleigh, Wayne State University;
8. Bennington, Lynne, RMIT University
9. Bhal, Kanika, Indian Institute of Technology Delhi
10. Bilquees, Majeed, International Islamic University Islamabad
11. Blanco, R. Ivan, McCoy College of Business Administration;
12. Bombard, Pat BVM (Director, DePaul Leadership Project)
13. Brakefield, James Western Illinois University
14. Bredillet, Christophe N., ESC Lille School of Management
15. Brick, Katie Chair--DePaul University
16. Bryant, Thomas, Brystra Consultants
17. Byrd, Kimble, Rowan College
18. Carbo, Jerry, Fairmont State University
19. Chen, Li-Yueh, MingDao University;
20. Chen, Roger, University of San Francisco;
21. Chu, David, Manhattan College;
22. Cogan, Evelyn Boss, La Salle University
23. Crowell, Emi, University of Portland;
24. Dadhich, Anubha, Indian Institute of Technology Delhi
25. DeJesus, Amy, The Institute for Leadership and Global Education;
26. Dillon, Kelly, University of Portland;
27. Dwivedula, Ravikiran, ESC Lille School of Management;
28. Efendioglu, Alev Chair--University of San Francisco
29. Evelyn S. Howell VP, Global Business Practices & Compliance Sara Lee Corporation
30. Everett, Andre, University of Otago;
31. Fandrich, Rand, Capella University;
32. Farooq, Asma, Islamic International University
33. Ferris, Gerald, Florida State University
34. Ferris, William Western New England College—Editor, Organization Management Journal
35. Fiedler, Anne M., Barry University
36. Fitzpatrick, Richard Chair--Manhattan College

37. Fox, Suzy, Loyola University of Chicago;
38. Gaffney, Susan, Governors State University
39. Gee, Michelle, University of Wisconsin-Parkside;
40. Genin, Emilie, Université du Québec à Montréal - TÉLUQ
41. Goma, Ahmed, Manhattan College;
42. Gordon, Jean, Capella University;
43. Haig, Nancy, Capella University
44. Hajazi, Syad, Islamic International University;
45. Hall, Angela, Florida State University;
46. Heames, Joyce Thompson, West Virginia University
47. Heisler, William J. Troy University—Editor, Journal of Human Resource Education (JHRE)
48. Henry, Therese, Seton Hall University;
49. Houghton, Jeffery D., West Virginia University;
50. Jabeen, Maria, International Islamic University
51. Järvelä, M. O., University of Jyväskylä
52. Jesus, Amalia, Institute for Leadership and Global Education; Lawrence, Katherine Starks
53. Johnson, Timothy D.
54. Kaptan, Serkant, Northeastern Illinois University
55. Khan, Basheer, International Islamic University
56. Khan, Humera, International Islamic University
57. Kilzer, Steven, University of Portland
58. Knapp, Deborah-- Kent State University
59. Kondrasuk, Jack, University of Portland;
60. Kupka, Bernd, University of Wisconsin Green Bay;
61. LaVan, Helen Chair--DePaul University
62. Leech, Esq. Michael J., Partner, Hinshaw & Culbertson; Nielsen, Kathy, Nielsen Associates;
63. Lewer, John, The University of Newcastle
64. Li, Chen-Mei, MingDao University;
65. Lin, Abdullah, Finisar Malaysia Sdn Bhd
66. Yazam, Mohd, University Utara Malaysia
67. Lin, Shu-Ying, MingDao University;
68. Lockwood, Graham, King's College
69. Lopez, Yvette, DePaul University
70. M. Erramilli, Krishna, Illinois Institute of Technology ;
71. Manduley, Alfred R., Manhattan College
72. Martin, Marty, Chair--DePaul University
73. Martin, Virnita, Chicago State University
74. McNichol, Kathleen S., La Salle University
75. Mertesacker, Marion, Universität Regensburg
76. Momeni, Nona, Tarbiat Modares University;
77. Montemayor, Edilberto, Michigan State University
78. Morris, Rosetta, Morgan State University;
79. Naquin, Charles Chair--DePaul University

80. Nguyen,Duc Tri, Ho Chi Minh City University of Economics
81. Norton, Sue, University of Wisconsin-Parkside
82. Nugroho , Saptiadi, Pertamina Ltd
83. Pellegrini, Mary Stewart Executive coach and founder of Stewart Management Group
84. Pierce, Gregory F. President and Co-Publisher, ACTA Publications
85. Predmore, Carolyn, Manhattan College;
86. Roberge , Ginette, Laurentian University
87. Roberge, Marie-Élène, Northeastern Illinois University
88. Roehling, Mark Chair--Michigan State University
89. Rohde, Nicholas, Freie Universität Berlin
90. Rudin, Joel P. Rowan University—Editor, Journal of Workplace Rights (JWR)
91. Rudin, Joel, Rowan University
92. Ruiz,Philippe, ESC Lille School of Management
93. Sama, T. B., University of Jyväskylä
94. Schmall, Lorraine, Northern Illinois University
95. Schreyögg, Georg, Freie Universität Berlin
96. Seronko, Wendy National Workforce Strategy Manager-Manpower
97. Sha, Roger Chyuan, MingDao University
98. Shahzad, Aqeel, Islamic International University
99. Silva , H. S. E., International Water Management Institute
100. Stallworth, Lamont E. , Loyola University of Chicago
101. Suydam, Matthew, Rowan College
102. Teeley, Jared, University of Portland
103. Tremblay, Diane-Gabrielle, Université du Québec à Montréal - TÉLUQ; and
104. Wajidi, Abuzar, University of Karachi
105. Ward, Mark nu*design LLC/Stewart Management Group
106. Werhane, Patricia-- Wicklander Chair in Business Ethics DePaul University"
107. Wiley, Carolyn Chair--Roosevelt University
108. Williams, Michael; Capella University
109. Zhan, Wu, The University of Sydney;

AUSTIN PEAY STATE UNIVERSITY

DEPT. COMMITTEE PROMOTION RECOMMENDATION

Name: Dr. Robert Halliman Date: 1/20/2017

College: College of Behavioral and Health Science Dept: Public Management and Criminal Justice

Highest degree: Ed.D Year Awarded: 1984

Institution Awarding Highest Degree: University of Southern California

Date of initial APSU appointment: 7/18/1988 Present rank: Inst. Asst. X Assoc. Prof.

Years in rank at APSU: 1 16 12 0 Years in rank elsewhere: 0 0 0 0
Inst. Asst. Assoc. Prof. Inst. Asst. Assoc. Prof.

Departmental Evaluation: Please submit information in each of the categories listed. Attach appropriate supporting documents.

A. Effectiveness in Academic Assignment (Area 1) Use attachments as needed.

The committee agreed that Dr.Halliman's work performance meets the department criteria for teaching effectiveness. He effectively manages his management technology program by ensuring courses are established on time, kept current, and taught by qualified teaching professionals. He consistently receives good student teacher evaluations and a peer review records his excellent classroom skills. He is a good student advisor as well. He prepares correct student programs of study, submits requests for course substitutions, attends university scheduled advising events, and returns student telephone calls and e-mails. The committee commends Dr.Halliman for voluntarily assisting students enrolled in department programs other than his own.

B. Scholarly and Creative Accomplishments (Area 2) Use attachments as needed.

The committee congratulates Dr.Halliman for applying past suggestions regarding ways to improve his record of scholarly and creative achievements. In the last five years, he presented papers at five international conferences and four paper published in conference proceedings. He had one article published in the American Journal of Management, two articles published in the International Journal of Business and Social Science, and recently submitted one article to the University of San Jose-Recoletos Multidisciplinary Journal. Dr.Halliman also developed and/or revised ten online courses. Two of three voting committee members concurred that Dr.Halliman met the department criteria for promotion for Area 2.

C. Professional Contributions and Activities (Area 3) Use attachments as needed.

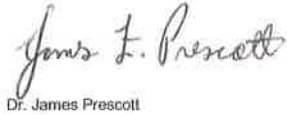
Dr.Halliman has been a member of the Association on Employment Practices and Principles (AEPP) and served in leadership positions since 2014. He's reviewed papers for several AEPP conferences, for the University of San Jose-Recoletos Multidisciplinary Journal, and the International Journal on Business and Economic Development. In addition, he reviewed textbooks for Cengage and John Wiley & Sons, Inc.

He's been a member of the Society for Human Resource Management, served on faculty and staff grievance committees, the university's BRAVO committee, and numerous School of Technology and Public Management, and Department of Public Management and Criminal Justice committees during the past five years. The committee members agreed that Dr.Halliman meets the department criteria for promotion to full professor in this area.

DEPARTMENT PROMOTION COMMITTEE VALIDATION: We certify that we have read the department promotion report. Although these statements reflect committee discussion, our signatures do not indicate agreement or disagreement with the above evaluation and recommendation.

Signatures [Print your name clearly below your signature.]:


Dr. Najmul Abedin


Dr. James Prescott


Dr. Becky Starnes

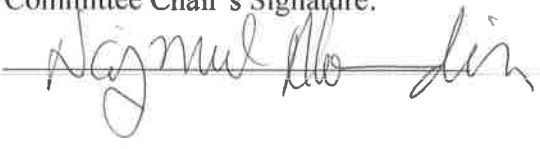

I certify that I have read the department committee promotion recommendation report. My signature does not indicate agreement or disagreement with the statements made here.

Signature of Faculty Member:



Date:

2/2/2017

Dept. Promotion Committee Voting Record	Dept. Chair's Recommendation
For: <u>2</u>	For: <u>✓</u>
Abstain: <u>1</u>	Against: _____
Against: <u>0</u>	Special Condition: _____
Absent: <u>1</u>	(Attach explanation.)
Non-Voting Dept. Member(s) _____	
Minority Report? No <u>X</u> Yes _____	
(Attach to form)	
Committee Chair's Signature:	Department Chair's Signature:
	

AUSTIN PEAY STATE UNIVERSITY

CHAIR'S REPORT: FACULTY PERFORMANCE REVIEW**(By Chair/Director/Coordinator)**Select **only one option** as appropriate:**RETENTION**

Recommend Retention

Not Recommend Retention

TENURE

Recommend Tenure

Not Recommend Tenure

PROMOTION**X Recommend Promotion**

Not Recommend Promotion

The department chair shall provide information about the faculty member and evaluate the faculty member's performance in each of the indicated areas. The Performance Review document should be forwarded to the college dean on the occasion of any personnel action, e.g., retention, tenure, merit salary adjustment, or promotion.

Name: **Robert W. Halliman**Date: February 8, 2017Department: Public Management & Criminal JusticeRank: Associate ProfessorHighest Degree Held: **Doctor of Education**, 1984, University of Southern CaliforniaYears of service at APSU: 30 years (approximately) Date of Last Promotion: 2004-2005 AYYears Granted Toward Tenure: N/A**A. Effectiveness in Academic Assignment (Area 1) Use attachments as needed.**

Since the last review for promotion in January-February, 2016, Dr. Robert W. Halliman performed well both as an instructor and advisor. He has successfully taught a variety of Management Technology (MT) courses including several Public Management courses. In response to my request, he put concerted efforts to revamp and update contents of some of the frequently taught MT courses. He developed and taught a PM course titled Public Sector Labor Laws, and it was offered for the first time. It is a fact that the enrollment figures in his MT program had declined in recent years. Yet it needs to be underscored that during the last and current academic years, he fully and diligently co-operated and collaborated with the Dept. Chair to see that the low enrolled MT courses attract and retain more students. This was the need of the hour, and some of the MT courses have rebounded in recent terms, and Dr. Halliman deserves credits for such a resilience of the Management Technology program. While he is an effective instructor, he also appreciates the fact that student advising is an integral part of the designated tasks of a faculty member of our department. He effectively advises the students of the MT program for the AAS degrees. He is also

available to some of our PM and CRJ students who visit our department offices during his posted office hours. What had impressed me most during the past year and current year is that he voluntarily attended some of the ROW sessions at the downtown campus to increase enrollment in the Management Technology program. His participation in some of the Row sessions had catered the advising needs of the TN promise students for AAS degree in Management Technology at main campus. He is an amiable person, and in general, he is student-friendly. There is no doubt that his effectiveness in advising students is evidenced by the programs of study contained in the supplemental section of his e-dossier. He also regularly processes substitutions for MT courses. In sum, Dr. Halliman is quite effective in the area of "Academic Assignment," and in my assessment, his work performance as an effective instructor and as a competent academic advisor meets and exceeds the departmental criteria for promotion to full professorship.

B. Scholarly and Creative Accomplishments (Area 2) Use attachments as needed

Since the last review of his e-dossier in January-February 2016 for promotion, Dr. Halliman was relentless in improving his record of scholarly and creative accomplishments. Like the departmental promotion committee, the department Chair would like to commend him for putting concerted efforts to improve and increase his research outputs and publications. For the past five years, Dr. Halliman has published 4 articles in the conference proceedings and refereed academic journals. For instance, he had published 1 article in American Journal of Management, 2 articles in the International Journal of Business & Social Science. Recently one of his articles was submitted for publication to the University of San Jose-Recoletos Multidisciplinary Journal. He also presented papers at the international conference of the Association on Employment Practices and Principles (AEPP) for three years in succession. It needs to be recognized that he developed and taught almost 1 dozen courses for online delivery since his last promotion in 2004-2005. In my last report on his promotion request, I had observed the following: "In my opinion, Dr. Halliman needs to improve in the area of scholarly and creative accomplishment to be promoted to the rank of a full Professor at APSU". Now I would like to emphasize without any hesitation that he has substantially improved his record of scholarly and creative accomplishments. In sum, his scholarly and creative achievements meet the departmental requirements for promotion to the rank of full professor.

C. Professional Contributions and Activities (Area 3) Use attachments as needed

Dr. Halliman is a reliable colleague, and he is very collegial. He is a gentleman par excellence, and as the Department Chair, I would like to commend him for continuing his scholarly and professional pursuits. He regularly participates in the departmental, college, and university committees. Recently, he has made the syllabi of his courses ADA compliant. He has effectively served in the leadership roles in professional organizations. For instance, he was appointed as the Conference President and Program Chair of Association on Employment Practices and Principles (AEPP) 22nd Annual International Conference held on October 9-11, 2014. While he served as the Editor, 2014 AEPP conference proceedings, he was the Chair, AEPP executive committee, 2015-2016. He is a Member of the Association on Employment Principles and Practices (AEPP) and the Society for Human Resource Management. In sum, Dr. Halliman is very strong in the area of professional contributions and activities, and there is no doubt in my mind that his performance in this area exceeds the departmental criteria for promotion to the rank of a full professor.

Chair's Report Faculty Performance Review Form 3

Final Comments: As the Chair of the Department of PM & CRJ, I do recommend that Dr. Robert W. Halliman be promoted from the rank of an Associate Professor to the rank of a full Professor at APSU.

W. Zaman
Chair's Signature

02-08-17
Date

M. Waheeduzzaman

Chair's printed name

I certify that I have read the chair's report. My signing does not necessarily indicate agreement or disagreement with statements made here.

Robert W. Halliman 2/9/17

Faculty Member's Signature

Date

Updated August 2014
Faculty Handbook/Policy Committee

APPENDIX H

College Committee Promotion Recommendation Form I

AUSTIN PEAY STATE UNIVERSITY

COLLEGE COMMITTEE PROMOTION RECOMMENDATION

EVALUATION OF FACULTY CANDIDATE

College: College of Behavioral and Health Sciences

Department: Public Management and Criminal Justice

Name of faculty candidate: Dr. Robert Halliman

This evaluation, written on behalf of the committee, for the files of the committee and for forwarding, by a member of the committee voting with the majority, is as follows:

Committee Vote

6 (For)

1 (Against)

1 (Abstain)

0 (Absent)

1 (Non-Voting Dept. Rep)

A. Effectiveness in Academic Assignment (Area 1) Use attachments as needed.

Dr. Halliman is the Director of the Technology Program and his management ensures that courses are established on time, maintained for currency, and that qualified faculty are available to teach. He consistently receives good student evaluations and his peer evaluations validate his teaching skills. He has directly contributed to the current success in increased enrollment in low enrollment courses in his program. He is very good at advising students in his own program and volunteers to advise additional students in the Criminal Justice program. Dr. Hallman meets the department criteria for promotion to full professor.

B. Scholarly and Creative Accomplishments (Area 2) Use attachments as needed.

Dr. Halliman has improved his scholarship performance as recommended by the department committee during his last review. He has presented five papers at international conferences. He has three publications, one in *The American Journal of Management* and two articles in *The International Journal of Business and Social Sciences*. Dr. Halliman has also developed a number of online classes. Dr. Halliman meets the department criteria for promotion to full professor.





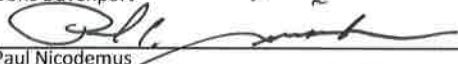
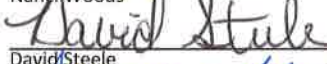



C. Professional Contributions and Activities (Area 3) Use attachments as needed.

Dr. Halliman belongs to appropriate organizations for his discipline and has held several leadership positions since 2014. He has reviewed both professional papers and a text book in his content area. Dr. Halliman has served on several department and University committees. Dr. Halliman meets the department criteria for promotion to full professor.

Date of Committee Meeting: Feb 23, 2017 Date Evaluation Submitted: Feb 27, 2017

COLLEGE COMMITTEE VALIDATION: We certify that we have read the college committee recommendation report. Although these statements reflect committee discussion, our signatures do not indicate agreement or disagreement with the above recommendation.

Signatures of committee members [Print your name clearly below your signature.]:

 _____ Greg Steinberg	 _____ Amy Hamlin
 _____ Doris Davenport	 _____ Nanci Woods
 _____ Paul Nicodemus	 _____ David Steele
 _____ Becky Starnes	 _____ Michelle Robertson
 _____ Robyn Hulsart	

I certify that I have read the college committee's promotion recommendation form. My signature does not indicate agreement or disagreement with the statements made here.



Signature of Faculty Member

3/2/2017

Date



Office of Academic Affairs

April 6, 2017

Dr. Robert Halliman
Department of Public Management and Criminal Justice
P.O. Box 4455
Austin Peay State University

Dear Dr. Halliman:

Based upon my evaluation of the materials you have provided, I am not recommending you for promotion.

Sincerely,

A handwritten signature in black ink that reads 'Rex Gandy'. The signature is fluid and cursive, with the first and last names being clearly legible.

Rex F. Gandy
Provost and Vice President for Academic Affairs

copy: M.D. Waheeduzzaman, Chair
David Denton, Dean
Alisa White, President

APPENDIX J

April 21, 2017

Dr. Rex Gandy

Today the University Tenure and Retention Appeals Board voted on the request from Dr. Robert Halliman to have his denial of promotion overruled. After an extended review of all available documents, committee members were not in support of his appeal by a vote of three against his appeal and two in support.

Voting were: Dr. Rebecca Glass, Dr. Benita Bruster, Dr. John Byrd, Dr. Hassan Said, and Dr. Jordy Rocheleau. Dr. Glass and Dr. Rocheleau did not vote until Friday as we needed a ruling if they were eligible to vote as they had voted on Dr. Halliman's promotion in previous years. Since it was determined they could vote, they voted late Friday afternoon. Dr. Robyn Hulsart did not participate as she had voted on Dr. Halliman during the college review.

Please let me know if additional information is needed.

A handwritten signature in black ink that reads "Carlette J. Hardin". The script is cursive and fluid, with the first name "Carlette" and last name "Hardin" clearly legible.

Carlette Jackson Hardin, Ed.D.

Dean, Martha Dickerson Eriksson College of Education

APPENDIX K



Office of the President

April 28, 2017

Dr. Robert Halliman
Department of Public Management and Criminal Justice
P.O. Box 4455
Austin Peay State University

Dear Dr. Halliman:

After reviewing the materials in your e-dossier, recommendations at previous levels of review, and carefully considering the points you made in your appeal, I do not support your application be promoted to the rank of full professor.

Sincerely,

A handwritten signature in cursive script that reads "Alisa White".

Alisa White
President

copy: Dr. M. Waheeduzzaman, Chair
Dr. Cindy Taylor, Interim Executive Director
Dr. Rex Gandy, Provost and Vice President for Academic Affairs

To: Austin Peay State University Board of Trustees

From: President Alisa White

Date: August 22, 2017

Response to Dr. Halliman's petition to appeal the decision of President White to deny promotion

Dr. Robert Halliman is petitioning the Austin Peay State University Board of Trustees for the right to appeal the decision by the University President to deny him promotion to the rank of professor. While APSU policy 1:010 creates the right to petition for permission to appeal, petitioners for appeal must present compelling evidence that President White's decision was erroneous. In determining whether to grant an appeal, the appropriate APSU Board committee may consider the following:

- "Whether Board policy or procedures have been followed;
- Whether or not there is material evidence to substantiate the decision appealed from; and/or
- Whether or not there has been a material error in application of the law, which prima facie results in substantial injustice."

On both procedural and substantive grounds, Dr. Robert Halliman's petition to appeal the President's decision should be denied as he has failed to meet his burden. More specifically, the review of Dr. Halliman's request for promotion up through and including the review by the President conformed to relevant University and Board policies. In addition, Dr. Halliman offers no material evidence to sustain his claim that the President's decision was in error. And there has been no "material error in the application of the law" to justify granting his appeal. Furthermore,

where Dr. Halliman attempts to re-litigate his case for promotion on the merits, his argument reflects a mischaracterization or misunderstanding of the performance review process. ***The following document (pages 3-16) addresses Dr. Halliman's allegations with respect to both the process and the merits of his case for promotion. It provides responses that further substantiate the President's decision to deny his request. Please note the University responses are embedded in a copy of Dr. Halliman's appeal letter, without altering Dr. Halliman's written statements.***

REQUEST ORAL PRESENTATION

APPEAL TO THE APSU BOARD OF TRUSTEES

I. Decision Being Appealed

The decision being appealed is the decision of Dr. Alisa White, President of APSU to not support my request for promotion to full professor. Because Dr. White based her recommendation on previous recommendations that were deeply flawed, having resulted from a process that was in violation of APSU and Board of Trustees policy, her decision was, necessarily, deeply flawed.

II. Issues

1. Whether the promotion process regarding my promotion to full professor was subjective, in violation of APSU and Board of Trustees Policy 2:063.
2. Whether my record of scholarly and creative achievement is sufficient to merit promotion to full professor.

II. Allegations

1. I allege that the promotion process that I faced, regarding promotion to full professor, violates APSU and Board of Trustees policy 2:063 in that very subjective reasoning was interjected into the process by Dr. David Denton, Dean, College of Behavioral and Health Sciences, when by all objective standards, I qualified for promotion.

III. Facts

1. Facts Regarding allegation 1.

- A. The stated purpose of APSU policy 2:063 is “*to make promotions strictly on consideration of merit....*” The purpose is further stated as “*to help **ensure** that*

*promotions are made **objectively, equitably, impartially,** and as a recognition of merit....”* (Appendix A)

- “**Objectively**”: means 1. Not influenced by emotion, surmise or personal prejudice. 2. Of a test: limited to choices of fixed alternatives and reducing subjective factors to a minimum.
 - o “**surmise**”: means conjecture without conclusive evidence.
- “**Equitably**”: means 1. Dealing fairly and equally with all concerned.

University Response: The recommendations made in this process were entirely merit-based.

Evaluation processes such as these naturally require that information provided by the applicant for promotion be subjected to scrutiny and professional judgment. The burden in such processes rests with the faculty member to make an affirmative case for promotion. It does not rest with evaluators to demonstrate that the applicant is unworthy of promotion. The applicant did not meet this burden. Promotion is not an entitlement.

B. In keeping with the stated purpose, APSU and Board policy 2:063 states the following:

“ Promotion Criteria

*A. The academic departments and programs of APSU **must develop written guidelines with specific criteria** for evaluating the faculty in teaching, research and service.....”*

University Response: The department adopted language directly from policy 2:063 to describe requirements for faculty in the areas of effectiveness in academic assignment, scholarly and creative activity, and professional contributions and activities.

C. A sampling of publication requirements for promotion to full professor of academic departments at APSU reveals the promotion criteria in the area of

Scholarly and Creative Achievement, for promotion to full professor. (See APPENDIX B)

D. The Dean, College of Behavioral and Health Sciences, Dr. David Denton was the only person who offered an explanation for his negative recommendation. (See APPENDIX C.)

E. Dean Denton's criticisms of my scholarly and creative work uses the language of "surmise," that is, the language of conjecture without conclusive evidence. Excerpts from his letter to me are shown below, with the language indicating "surmise" bolded and underlined:

1. In criticizing the association in which I had a leadership role and published some articles he stated "my inability to find any substantive information about the association **causes me to wonder** if this outlet meets the reputable firm standard."
2. In criticizing the journal in which I published articles he said it was "**suspected** of being a predatory journal."
3. In his overall statement he said "the illustrative concerns noted above **cause me to question** whether your work meets the department criteria..."

University Response: Reviewers in this process are not obligated to take the self-report of the candidate as an objective analysis of their work. When reviewers reach a point where reasonable doubt exists about the merits of the request for promotion, they are empowered to make a

recommendation not to promote. Because promotion is not an entitlement, reviewers are not obligated to proceed further with their analysis once they have reached the point where reasonable doubt exists.

F. Those most knowledgeable regarding the standards for full professor in my department, i.e., the department chair and the department promotion committee, have deemed that my record of scholarly and creative achievement meets the standard for full professor.(see APPENDIXES F & G)

University Response: The review process requires independent reviews of the candidate's promotion request at different levels of the process, not adherence to the reviews of previous levels.

G. My e-dossier contains documents that detail the history of the Association on Employment Practices and Principles (AEPP) as well as describing the peer review process for approving articles submitted to the various journals, proceedings or associations.

University Response: This material was not found in the review of materials in the 2016 – 2017 portion of the dossier, which is the portion of the dossier subject to review for the requested personnel action.

H. In my appeal to the APSU Promotion Appeal Board, I provided evidence of at least six (6) internet links where information on AEPP can be found. (see Appendix D)

University Response: This material should be included in the dossier under the 2016 – 2017 year.

- I. AEPP is not an unknown organization. The 2008 AEPP conference held at DePaul University of Chicago, had 109 academic participants from all over the world. One of those participants was Dr. Patricia Werhane, an author of a widely used college textbook on business ethics. (see Appendix E)

University Response: One method of assessing whether work represents “sustained high-quality professional productivity” as stated in the department guidelines is to assess the outlets in which it appears. Thus, the questions about AEPP were entirely justified. As a point of comparison, the Society for Industrial-Organizational Psychology annual meeting in 2008, which addressed subject matter that overlaps with AEPP, had more than 3,000 attendees from all over the world.

- J. My publication history for the last four years consists of eight (8) articles in refereed media (see e-dossier)
- **Three (3)** articles in refereed journals.
 - **Five (5)** articles in refereed proceedings of international conferences.
- K. Other scholarly and creative activity since my last promotion also includes eleven (11) courses developed for online delivery, most including extensive lecture notes. (see e-dossier)
- L. According to the Public Management and Criminal Justice departmental promotion criteria, online course development is considered as scholarly and creative activity for the purpose of promotion. (Criteria for Departmental Personnel Actions, Paragraph I.B.5.).

University Response: Developing courses/teaching materials is not scholarly work as identified in department guidelines for promotion (or beyond years 1 – 3 for retention or tenure).

M. Comparing my record of scholarly activity to the requirements shown in APPENDIX B, my record, objectively, meets or exceeds the requirements for promotion of all other departments in the university.

University Response: Each department crafts their own standards. These effectively represent “eligibility for promotion” standards, not “guarantee of promotion” standards. They include quantitative indicators based on the belief that an absence of sufficient quantity of work makes an evaluation of the quality of work unreliable. Having a sufficient quantity of work is a necessary but not sufficient condition for making an assessment of quality.

N. In my appeal to the University Promotion Appeal Board, I effectively rebutted every point of contention Dean Denton made in his letter. (see APPENDIX D)

O. Neither the Provost, Dr. Rex Gandy, the Promotions Appeal Board, nor the President of APSU, Dr. Alissa White provided any rebuttal argument or evidence against my rebuttal of Dean Denton’s criticisms. (Appendixes I, J, & K)

IV. Argument

1. Argument Regarding Allegation 1

A. It cannot be disputed that APSU and Board policy states that promotion recommendations are to be made **objectively**, and that **written, specific criteria** are supposed to be used in order to eliminate subjective calls and ensure promotions are based **strictly** on merit. That is the clear and unambiguous language of the policy.

University Response: Merit is a qualitative, professional assessment, not a counting exercise.

1. The stated policy is legal document and, therefore, binding on the university and the Board.
2. Decisions are not to be based on conjecture without conclusive evidence.
3. Where there is conjecture without conclusive evidence the benefit of the doubt should go to the candidate for promotion.
4. The purpose of written criteria is to limit decisions to fixed alternatives.
Either the candidate met the criteria and thus merits promotion or he didn't.

University Response: Evaluating human performance over time is a complex activity. It is not merely a counting of the quantity of work someone does, but also an evaluation of the quality of that work. In addition, the evaluation of a request for promotion is significantly different from the on-going evaluation of performance which can result in the loss of employment should the performance be deemed unsatisfactory. Promotion is not an entitlement. One's job is not at stake if a promotion request is denied. When there is uncertainty as to whether someone merits promotion, prudence would dictate that the promotion request be denied. There is no requirement that the administration prove beyond a reasonable doubt that someone is not deserving of promotion.

- B. Given the only negative comments made were those made by the Dean, and given that the language he used was the language of "surmise", that is, "conjecture without conclusive evidence", the Dean's evaluation was precisely of the type the policy intends to prevent. That the Dean's negative recommendation was influenced by the "suspecting," the "wondering," and the "questioning" is obvious by his statement "*because of the reservations noted above, I cannot*

support your request for promotion.” (Appendix C) Therefore, the Dean’s subjective evaluation is a violation of policy, and inherently unfair.

University Response: The faculty member essentially asserts that his self-report as to the quality of his work should be accepted as fact unless the administration can prove otherwise. We reject this contention. The professional judgments rendered in a promotion process need not be based on conclusive evidence, but plausible concerns about the caliber of the work relative to the performance standard.

C. Given that neither the Provost, Dr. Rex Gandy, the Promotion Appeals Board, nor the President, Dr. Alissa White offered any explanation for their negative recommendations, other than to say they were based on a review of the documents, it must be presumed that their recommendations are based on the Dean’s comments, and their desire to support the Dean. That the presumption is most likely true is supported by the facts that two promotion committees and the department chair supported my promotion, and I rebutted every point of contention made by Dean Denton. Absent any other explanation for the negative recommendations, the only explanation remaining is that the Provost, the appeal board, and President White gave greater credence to the Dean’s comments, even in the face of overwhelming support at the department level and the college, as well as factual evidence and sound logic presented in my rebuttal of the Dean’s comments.

D. Given that neither the Provost, Dr. Rex Gandy, the Promotion Appeals Board, nor the President, Dr. Alissa White offered any rebuttal of my rebuttal of the Dean’s comments, my factual and logically sound rebuttal stands unopposed and I have

met my burden of proof. I have read enough judicial decisions to know that, in a court room, a valid rebuttal that is unopposed is conclusive and determinative, and I would win summary judgment as a matter of law. While this is not a court room, the policy requires me to write my appeal similar to a legal brief. You are, in fact, my court of appeal of last resort. Some of the logic of my appeal to the APSU Promotion Appeal Board is shown below:

1. Dean Denton bases his conjecture that AEPP might not be reputable because he has never heard of AEPP and could not find any substantive information on the association and could not find information on the internet.

My e-dossier contains at least four (4) documents that provide substantive information on AEPP, including its history. I found at least six (6) internet links where AEPP information could be found (appendix D). The 2008 AEPP conference in Chicago had over 109 participants from all over the world, which included textbook author Patricia Werhane (Appendix H). Would someone the stature of Patricia Werhane associate herself with an organization of questionable reputation? Not likely. That the 2008 AEPP international conference drew over 109 academics from all over the world, indicates that AEPP is widely known in international academic circles.

What does this say about the Dean's knowledge or search methods? It says he did not do a thorough review of my promotion e-dossier and that his knowledge of professional associations is not complete. It also says his internet search skills are either weak or he did not exert much effort in using

them. Therefore, he is not the standard by which the reputation of AEPP should be measured.

University Response: The job of reviewers is to review dossier content in the 2016 – 2017 section of the dossier, the year the promotion dossier was submitted. Other material in the dossier that the candidate deems relevant to the current request for promotion should be moved into the relevant section of the dossier. It is not the obligation of the reviewers to go in search of information, outside the relevant portion of the dossier, or outside the dossier itself, which supports the request for promotion.

2. Dean Denton attempted to disparage the journal in which I published articles by saying it was **suspected** of being a predatory journal. Again, the word “suspected” is the language of “conjecture without conclusive evidence.” His only “evidence” was a website he found that criticized the journal for listing ProQuest as an index in which the journal is indexed. The website said ProQuest was not a reputable index, which serves as an indicator that the journal was suspect of being a predatory journal.. I pointed out that an index is nothing more than a means for digitally cataloging academic articles so other people can find them. The Austin Peay library uses ProQuest to find articles. If ProQuest is not a “reputable index,” why does the APSU Library use ProQuest? Using the Dean’s logic, the Austin Peay Library’s reputation, as well as APSU’s reputation, is suspect because the Library uses ProQuest to search for articles. The Dean’s website’s facts and logic are faulty as well as the Dean’s facts and logic.

University Response: The referenced site used the journal in question as a lead example of a “call for papers from a predatory publisher.”

3. Dean Denton attempted to rehash an issue that was raised last year regarding a potential conflict of interest regarding papers I published with an organization in which I held a leadership role. He said he could not find evidence that I was separated from the review process or a description of the review process.

My e-dossier contains at least two documents that describe the peer review process. It also contains copies of the peer reviews, which are evidence that I was separate from the review process. I also made a clear statement in my e-dossier that all published papers went through a double-blind peer review process prior to acceptance for publication. The department committee that raised the issue last year was satisfied that the issue was adequately addressed this year because they did not raise it again and recommended promotion.

That the Dean failed to find the documents I mentioned indicates the Dean did not conduct a very thorough review of my e-dossier.

University Response: There was no document in the 2016 – 2017 section of the dossier from a publisher describing the peer review process. Given the potential conflict of interest issue the faculty member references, his self-report of the process is insufficient. In addition, the two peer reviews he referred to were brief, contained grammatical errors, and read like boilerplate content that could have been applied to any journal submissions. These reviews do not support the contention of the faculty member that the work represents “sustained high quality professional productivity.”

E. My record of scholarly activity, consisting of eight (8) refereed papers published, and 11 online courses developed, certainly meets or exceeds the specific requirements of all other academic departments in the university regarding promotion to full professor. (See APPENDIX B). That two promotion committees and the chair considered my work sufficient to merit promotion to full professor is further evidence that the Dean's recommendation and the subsequent recommendation up to and including that of President White, were subjective in violation of APSU and Board policy.

University Response: Reviewers at different levels of the process make independent reviews informed by, but not dictated by, reviews at earlier levels in the process.

V. Conclusion:

According to APSU and Board policy 2.063, the promotion process is to be objective and equitable, based on specific criteria. Beginning with Dean Denton and progressing to President White, it has been neither objective nor equitable, and definitely not based on specific criteria.


I keep referring to this policy as a joint policy of APSU and the Board of Trustees. I do that because the Board of Trustees is the governing body with oversight of APSU. Whatever is APSU policy is also the Board's policy by default.

What is the purpose of policy if policy is not followed or enforced? The APSU and Board of Trustees promotion policy requires the promotion process to be objective, equitable, and based strictly on merit. When those in the assessment process throw merit to the wind and make assessments that are anything but objective, the process is inherently unfair to the candidate who

works hard to merit promotion. This is an opportunity for the Board of Trustees to exercise proper oversight and provide redress for a failure in policy that resulted in an unfair promotion decision.

VI. Redress Desired

1. My record of scholarly achievement clearly meets or exceeds all reasonable objective criteria for promotion to full professor, as evidenced by the promotion standards of other academic units within the university.
2. I have clearly shown that the promotion process for promotion to full professor is in violation of APSU and Board of Trustees policy 2:063.
3. Because conjecture without evidence influenced the recommendation of the Dean, which flowed to the Provost and Dr. White,, Dr. White's recommendation is seriously flawed and her decision should be overruled.
4. Based on my record, my promotion to full professor is warranted and justified.
5. The Board of Trustees has the authority to overrule President White and grant me promotion to full professor.
6. Therefore, based on the evidence I have presented, in the interest of fairness and in the interest of enforcing the published policy of APSU and the Board of Trustees, I request promotion to full professor effective the academic year beginning August 2017.

 May 5, 2017
Robert W. Halliman, Ed.D
Associate Professor & Program Manager
Management Technology
Dept. of Public Management & Criminal Justice
College of Behavioral and Health Sciences



Information Item: A.

Date: September 14, 2017

Subject: MFA Studio Art - Intent to submit Letter of Notification to THEC to establish master's program

Action Recommended: Information Only

Background Information:

Austin Peay State University intends to develop a low-residency Master of Fine Arts in Studio Art program offered as a hybrid distance/on campus program. Students will conduct class work during the fall and spring semester through video conferencing, online delivery and through email with graduate faculty. Students will engage in intensive residency activities on the APSU Clarksville campus during the winter session and summer session. Upon approval of this program, the degree will be the only MFA in Studio Art available in Middle Tennessee and the only low-residency program in the region.

Austin Peay State University has satisfied the Tennessee Higher Education Commission (THEC) requirement to submit a Letter of Notification as the first step of seeking approval for a new program. THEC requires the University to demonstrate that the APSU Board of Trustees has been notified of the Letter of Notification.

Proposed Implementation Date:

Fall 2019 (accreditation approval through the National Association of Schools of Art and Design and SACSCOC will take six months to a year after THEC approval)

Item Details:

The Master of Fine Arts in Studio Arts will be housed in the Department of Art and Design within the College of Arts and Letters. The proposal is being prepared by Barry Jones, professor and chair of the Department of Art and Design, with assistance from the dean of the College of Arts and Letters, Dr. Dixie Webb.

The MFA is considered the terminal degree in art and design. The program will be designed to serve working students for whom a traditional residency program is not an option. APSU plans to attract non-traditional students, including students who are working

educators and military service members. The proposed low-residency model will make this degree program appealing to artists in the region and nationwide.

The proposed master's program is well-aligned with the University's mission to develop "programs and services that address regional needs, and providing collaborative opportunities that connect University expertise with private and public resources." This proposed program supports Austin Peay's Strategic Plan Goal 1: Enrollment Growth and Goal 2: Student Success: Retention, Completion and Workforce Preparedness.

The Bureau of Labor Statistics shows that artist employment is expected to increase by 11 percent by 2018 – roughly the same rate projected for the overall labor force, which is 10 percent (source: Artist Employment Projections through 2018, National Endowment for the Arts). At first glance, the numbers from the Bureau of Labor Statistics and the *THEC Academic Supply and Occupational Demand in Tennessee Annual Report* do not look particularly promising for graduates in art, but those projections are a bit misleading. The BLS professions (and thus the THEC report) that are arts related are limited. To give a wider look at careers for artists, data from the Strategic National Arts Alumni Project (SNAAP) has been included as well. Austin Peay State University is an institutional participant in the SNAAP survey. The 2014 SNAAP annual report found that on average, six of every ten currently employed arts graduates described their current jobs as "relevant" or "very relevant" to their training (specifically, 64 percent of recent alumni and 69 percent of all alumni), which is a greater percentage than graduates from journalism, accounting, or biology majors.

The Creative Economy of Tennessee

Nashville and Middle Tennessee play an important role in the creative economy of the United States. Personal finance website, Smartasset, ranks Nashville as no. 5 in its "Top Ten Cities for Creatives" survey. Mic.com includes Chattanooga at no. 7 and Nashville at no. 9 in its "15 Best Cities for Creative 20-Somethings." Forbes Magazine includes Nashville in its list of "America's Most Creative Cities."

There is not an MFA Studio Art program in Middle Tennessee (traditional MFA Studio Art Programs are offered at the University of Tennessee, East Tennessee State University, and the University of Memphis), forcing many artists in our area of the state to seek out low-residency MFA programs in the Northeast and at private institutions. The low-residency MFA at Austin Peay State University will fill a significant gap in the cultural life of Middle Tennessee.

Artistic professions are very entrepreneurial in nature. Many artists are self-employed, work as freelancers, or create their own businesses, which does not easily show up in BLS numbers. What can be measured is the economic impact of the arts on Tennessee. According to *Creative Industries in the South* by Allen Bell (2012, South Arts), "Tennessee's creative industries represent about 6.1 percent of industry establishments in the state. They also employ 134,509 people in Tennessee or 4.8 percent of all

employment in the state, including 37,947 who are self-employed or 8.3 percent of all self-employed.”

Bell also states, “The number of employed and self-employed working in the creative industries in Tennessee is 134,509, representing the seventh-largest industry cluster in the state. Based on employment, the creative industries are larger than the industry clusters of advanced materials, information technology and telecommunications, and defense and security in Tennessee.”

APSU is uniquely positioned to offer this proposed program. APSU is the home of the Center of Excellence for Creative Arts (CECA), which provides the Middle Tennessee region with one-of-a-kind experiences in the arts. With the aid of the CECA, the Department of Art and Design is able to bring world-class artists to APSU to conduct workshops and critiques and to present public lectures. These activities will aid significantly to the higher level thinking and research that is required of a graduate program.



Information Item: B.

Date: September 14, 2017

Subject: Low-Producing Programs

Action Recommended: Information Only

Background Information:

The Tennessee Higher Education Commission (THEC) monitors program productivity at each public institution in Tennessee. Program productivity is measured by the number of graduates each year in each undergraduate and graduate major. The attached report provides the productivity of majors at all levels. Please note that this report has been edited to exclude new undergraduate or graduate majors that have been offered for one year or less.

Productive programs are expected to graduate the following number of graduates per year:

- 10 graduates per year in the major at the associate degree and bachelor degree level, based on a rolling five-year average
- 5 graduates per year in the major at the master's degree level, based on a rolling five-year average

Every three years, THEC prepares a Program Productivity Report, which provides a depiction of productivity performance for all mature programs that have not met the expected benchmark of producing graduates on average for the past five years. Of all mature programs at APSU, only the Philosophy and Religion BS/[BA] and Professional Studies BS have not met expected benchmarks.

APSU is required to submit a Program Productivity Plan for any low-producing program that the University wishes to retain. APSU has terminated the Professional Studies BS program. The University plans to retain the other low-producing program Philosophy and Religion BS/BA.

Item Details:

A summary of the Program Productivity Plan for the Philosophy and Religion BS/BA program is provided below:

Philosophy and Religion BS/BA is housed in the Department of History and Philosophy within the College of Arts and Letters. Philosophy and Religion currently has two tenured professors and one temporary full-time faculty member. Unlike disciplines such as engineering technology, medical technology, and nursing, the affiliated costs of instruction for the Philosophy and Religion program are much lower and are approximately half the cost per student credit hour.

The program produces graduates who enter law, government, business, education, and other professions. Some graduates pursue additional education, such as graduate school in philosophy, religion, and law.

Successful graduates include:

- A 2015 graduate was awarded full funding to pursue a graduate degree in Philosophy at University of Illinois at Champaign.
- A 2017 graduate is pursuing a graduate degree in Religion at Boston University.
- Another graduate earned his law degree from the University of Washington, a top twenty law school, and is a practicing attorney.
- A 2010 graduate is pursuing a master's in library science and information studies.
- Another graduate earned an M.S. in Laboratory Science at University of Tennessee Health Science Center and is currently employed as a lab scientist at Children's Hospital in Memphis.

For the last ten years the number of graduates in Philosophy and Religion BS/BA has not met the THEC benchmark. A variety of initiatives were proposed in the 2007 and 2012 Academic Audit, as well as in annual low-producing program reports for Tennessee Board of Regents and THEC.

- The department changed the name of the program from Philosophy BA to Philosophy and Religion BA as part of efforts to increase enrollment. This program name change took effect in Fall 2016. The change was made to accurately describe what the major offers. The name change clearly signifies a path to seminary for those students interested in pursuing a career related to church activities.
- Many high school students are not aware of the option to major in Philosophy and Religion. In an effort to make the major more visible, Philosophy and Religion created a webpage separate from the Department of History. This action has promoted the distinction of a Philosophy and Religion major.

Seventeen students were enrolled in the Philosophy and Religion BS/BA program in Fall 2016. To increase the number of Philosophy and Religion BS/BA graduates, the Philosophy and Religion faculty intend to implement the following initiatives in 2017-2018:

- Develop and implement a Recruitment Plan for increasing the number of Philosophy majors, particularly through contact with area community colleges and local high schools.
- Explore the possibility of a double major, Philosophy and Political Science.
- Continue to update the Philosophy and Religion webpage to further engage students in the program.
- Focus on continued growth of recent success of the Philosophy Club to create a campus-wide presence of the Philosophy and Religion major.
- Explore interdisciplinary courses to raise awareness of ethics and religious studies options.

Additional Material:

Program Productivity Report - Graduates by Major, 2012-2013 to 2016-2017

Austin Peay State University
Graduates by Major 2012-13 through 2016-17

CIP Code	Academic Program	Degree	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	5 Year Average
09.15.0000.00	ENGINEERING TECHNOLOGY	2.3 AAS	1	15	16	21	13	13
32.52.0201.01	MANAGEMENT TECHNOLOGY	2.3 AAS	13	15	14	13	13	14
16.24.0102.00	LIBERAL ARTS	2.3 AS	268	219	265	280	295	265
Total Associate Degrees			282	249	295	314	321	292
CIP Code	Academic Program	Degree	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	5 Year Average
24.38.0101.00	PHILOSOPHY AND RELIGION	2.5 BA/BS	4	1	3	2	2	2
16.24.0102.01	PROFESSIONAL STUDIES (APSU terminated this program in Fall 2016)	2.5 BS	5	5	5	5	2	4
32.52.0301.00	ACCOUNTING (Sept 2015)	2.5 BBA					5	5
30.50.0501.00	THEATRE/DANCE (fall 2015)	2.5 BA/BFA				3	8	6
32.52.0801.00	FINANCE (Sept 2015)	2.5 BBA					7	7
32.52.1401.00	MARKETING (Sept 2015)	2.5 BBA					7	7
25.40.0801.00	PHYSICS	2.5 BS	14	7	12	8	9	10
10.16.0101.00	FOREIGN LANGUAGES	2.5 BA	15	12	7	16	16	13
30.50.0901.00	MUSIC	2.5 BA/BM/BS	15	15	10	14	12	13
08.13.1001.00	SPECIAL EDUCATION	2.5 BS	10	20	10	17	11	14
32.52.0201.01	MANAGEMENT (Sept 2015)	2.5 BBA					14	14
19.27.0101.00	MATHEMATICS	2.5 BS	20	14	17	19	11	16
25.40.0601.00	GEOSCIENCES	2.5 BS	18	15	12	25	13	17
31.51.0911.00	SCIENCE-RADIOLOGIC TECHNOLOGY	2.5 BSRT	16	17	26	24	21	21
25.40.0501.00	CHEMISTRY	2.5 BS	16	13	27	24	26	21
28.45.1101.00	SOCIOLOGY	2.5 BS	19	29	20	24	18	22
09.15.0000.00	ENGINEERING TECHNOLOGY	2.5 BS	19	17	32	22	24	23
32.52.0206.00	PUBLIC MANAGEMENT	2.5 BS	43	24	27	19	39	30
16.24.0101.02	GENERAL STUDIES	2.5 BS	46	35	35	21	31	34
01.01.0000.00	GENERAL AGRICULTURE	2.5 BS	17	27	34	46	46	34
16.24.0102.02	LEADERSHIP AND ORGANIZATIONAL ADMINISTRATION	2.5 BPS	45	36	30	30	33	35
28.54.0101.00	HISTORY	2.5 BA/BS	37	48	37	33	33	38
31.51.1005.00	MEDICAL LABORATORY SCIENCE	2.5 BSMLS	21	31	34	52	56	39
30.50.0701.00	ART	2.5 BA/BFA	46	50	44	32	36	42
15.23.0101.00	ENGLISH	2.5 BA/BS	42	51	40	45	40	44
28.45.1001.00	POLITICAL SCIENCE	2.5 BA/BS	57	55	42	29	37	44
18.26.0101.00	BIOLOGY	2.5 BS	57	61	45	48	56	53
27.44.0701.00	SOCIAL WORK	2.5 BSW	43	68	52	66	72	60
08.13.1206.00	INTERDISCIPLINARY STUDIES	2.5 BS	76	96	73	61	66	74
26.42.0101.00	PSYCHOLOGICAL SCIENCE	2.5 BA/BS	74	88	76	80	81	80
05.09.0102.00	COMMUNICATION ARTS	2.5 BA/BS	90	88	101	98	97	95
27.43.0103.00	CRIMINAL JUSTICE	2.5 BS	97	120	94	112	114	107
31.51.3801.00	NURSING	2.5 BSN	105	116	113	123	116	115
22.31.0501.00	HEALTH & HUMAN PERFORMANCE	2.5 BS	84	132	158	195	175	149

Total Bachelor's Degrees			1,151	1,291	1,216	1,293	1,334	1,257
CIP Code	Academic Program	Degree	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	5 Year Average
09.15.0000.00	ENGINEERING TECHNOLOGY (Fall 2014)	4.2 MS				1	2	1
06.11.0802.00	COMPUTER SCIENCE & QUANTITATIVE METHODS (Fall 2013)	4.2 PSM/MS				6	6	6
15.23.0101.00	ENGLISH	4.2 MA	7	9	9	5	3	7
30.50.0901.00	MUSIC	4.2 MMU	5	8	9	6	6	7
16.24.0102.01	PROFESSIONAL STUDIES	4.2 MPS	8	6	7	4	18	7
28.54.0108.00	MILITARY HISTORY	4.2 MA	8	10	3	11	6	8
08.13.0401.00	EDUCATIONAL LEADERSHIP STUDIES	4.2 MAED	4	10	11	10	7	8
18.26.0101.00	BIOLOGY	4.2 MS	10	3	9	6	16	9
26.42.2804.00	INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY	4.2 MA/MS/	15	13	12		10	13
08.13.1315.00	READING	4.2 MAED	7	13	12	12	25	14
08.13.1101.00	COUNSELING	4.2 MS	18	18	20	14	20	18
05.09.0102.00	COMMUNICATION ARTS	4.2 MA	8	16	16	25	27	18
27.44.0701.00	SOCIAL WORK	4.2 MSW	16	16	18	22	32	21
08.13.0301.00	CURRICULUM & INSTRUCTION	4.2 MAED	23	18	20	24	23	22
22.31.0501.00	HEALTH & HUMAN PERFORMANCE	4.2 MS	32	32	28	27	34	31
32.52.0201.01	MANAGEMENT	4.2 MS	40	35	26	21	32	31
08.13.0101.00	TEACHING	4.2 MAT	53	54	38	41	39	45
31.51.3801.00	NURSING	4.2 MSN	39	48	62	67	65	56
Total Master's Degrees			293	309	300	302	360	313
CIP Code	Academic Program	Degree	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	5 Year Average
08.13.0101.00	TEACHING	4.3 EDS	10	6	13	9	12	10
			2012-13	2013-14	2014-15	2015-16	2016-2017	5 Year Average
GRAND			2,029	2,210	2,085	2,190	2,268	2,061

Low producing program

Academic program modification

New program that has been offered for more than one year

Report does not include new programs that have only been offered for one year or less



Information Item: C.

Date: September 14, 2017

Subject: Ed.D. Program/Level Change Approval

Action Recommended: Information Only.

Background Information:

The proposed Doctor of Education (Ed.D.) degree in Educational Leadership at Austin Peay State University (APSU) will focus on providing skills to a variety of leaders in public and private education at both the K-12 and higher education levels. Since 2005, students, K-12 administrators from seven area school districts, current APSU employees, and community college administrators have requested that APSU establish a doctorate in educational leadership. The Ed.D. will provide a way for individuals to expand their knowledge and training beyond a master's or Educational Specialist degree (Ed.S.), which APSU currently offers.

As Ed.D. programs are common in Tennessee, APSU will engage a firm to conduct a full feasibility study as recommended by the Tennessee Higher Education Commission (THEC) External Review team of faculty. APSU expects to receive the results of the feasibility study by early November 2017, receive THEC staff support of the proposed program, and then submit the program proposal to the APSU Board of Trustees at its November/December 2017 meeting.

Distinctiveness

The proposed program represents the first doctoral program to be offered by APSU, constituting a SACSCOC Level Change from Level IV to Level V. APSU will submit the Level Change Application to SACSCOC in February 2018.

In addition, the Ed.D. is designed to meet the needs of several groups of potential students.

- Current educational leaders in the K-12 environment who currently hold an administrative license.

- Classroom teachers who have earned master's or Ed.S. degrees who wish to acquire their administrative license while obtaining a doctorate.
- Classroom teachers who have earned master's or Ed.S. degrees who do not wish to be a school administrator but desire to become a teacher leader.
- Current educational leaders in the K-12 environment who need to earn the doctorate to either enhance their marketability or to improve their skills.
- Higher education employees who have earned master's or Ed.S. degrees who desire to earn the doctorate to advance in the administrative structure of their campus.
- Military personnel who desire to continue their education after the master's degree.

To make the proposed Ed.D. program unique and most meaningful to APSU constituents, the APSU Ed.D. program will develop educational leaders who can embed theory and research (vis-à-vis the systematic use of data) in their practice, structure and manage their organizations with the appropriate processes and systems to continuously improve their organizations and meet accountability standards, and contribute as socially conscious members of society. The proposed Ed.D. "brand" rests on Wergin's ideas of Ed.D. programs:

- First, education at all levels (and of course at the doctoral level) should serve as an emancipatory process that tilts towards positive social change.
- Secondly, doctoral expertise in education is useful for all professionals with pedagogical responsibilities, not just people in school settings.
- Third, the Ed.D. is distinguished by its "emphasis on continued *scholarship into practice*, not just *proficiency in practice*" (p. 121).
- Lastly, the Ed.D. represents "a course of study having distinct purposes and learning outcomes, culminating in a capstone assessment that *reflects practical expertise*" [emphasis added] (p. 121).

Proposed Implementation Date: Fall 2018

Item Details:

The Ed.D. degree consists of 60 hours beyond a master's degree. The Ed.D. degree will be housed in the Department of Educational Specialties, within the Martha Dickerson Eriksson College of Education. The program will be coordinated by Dr. Gary Stewart and will be under the supervision of Dr. Moniqueka Gold (Chair of Educational Specialties) and Dr. Prentice Chandler (Dean of the Martha Dickerson Eriksson College of Education).

The program consists of the following coursework:

- leadership theory and practice (12 credit hours),
- organizational analysis (9 credit hours),

- analysis of educational policy (6 credit hours),
- research and statistics (12 credit hours),
- 9+ credit hours of coursework related to the students' elective interests, and
- 12+ credit hours of dissertation work

The program proposal has received approvals from the Teacher Education Council, Department Chair, Dean, Academic Council (now called University Curriculum Committee), Provost and Vice President for Academic Affairs, and President.

Reference:

Wergin, J.F. (2011). Rebooting the Ed.D. *Harvard Educational Review*, 81(1), 119-140.