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ACADEMIC RESOURCES

**MIDDLE TENNESSEE STATE UNIVERSITY
SCHOOL OF AGRICULTURE
POLICIES AND PROCEDURES FOR PROMOTION & TENURE**

Approved by Department Jessica Cantor Date 5-17-24
Approved by Dean P. Gregory V. Pate Date 8/5/24
Approved by University Provost Mark Byrnes Date 2-20-25
Approved by University President Sidney McPherson Date 2/21/25

A candidate for promotion and/or tenure in the School of Agriculture should consult three university documents: (1) **MTSU Policy 202: FACULTY DEFINITION, ROLES, RESPONSIBILITIES, AND APPOINTMENT TYPES**, (2) **MTSU Policy 204: TENURE**, and (3) **MTSU Policy 205: PROMOTION OF TENURED AND TENURABLE FACULTY**.

I. SCHOOL OF AGRICULTURE PROMOTION, TENURE, AND REAPPOINTMENT COMMITTEE (AGRI-PTRC) GENERAL POLICIES

- A. The AGRI-PTRC membership consists of all tenured faculty members, with the exception of the department chairperson and the candidate(s) applying for promotion. Applications for tenure and promotion for all levels with the exception of Professor are reviewed by all members of the committee. Applications for promotion to Professor are reviewed only by members of the committee who hold the rank of Professor on the date of the application.
- B. A quorum of the AGRI-PTRC consists of a simple majority (greater than 50%) of all eligible members, based on the membership requirements outlined above. It is incumbent that all members diligently attempt to attend all meetings of this committee.
- C. A chairperson of this committee is to be elected by the membership by mid-May of the preceding academic year, in accordance with the MTSU Policy relative to Tenure and Promotion. The chairperson is responsible for calling and conducting all meetings of the committee.

- D. Pre-tenure reviews will be conducted, as specified by university policy, by the AGRI-PTRC. A faculty member undergoing pre-tenure review must submit a detailed Outline of Faculty Data and supporting documentation through the online reporting platform. As with tenure review, a candidate may request a formal meeting with the AGRI-PTRC to discuss the materials submitted.
- E. Supporting materials for the tenure and/or promotion application must be provided in accordance with the published university promotion and tenure review calendar.
 - a. These materials must include but are not limited to items that document the requirements outlined in Criteria to be Considered in Tenure and/or Promotion Recommendations below.
 - b. Documents must be submitted through the online reporting platform.
 - c. Supporting documentation will be available to the membership of the AGRI-PTRC throughout the review period and during the review committee meeting(s). After the AGRI-PTRC has rendered a recommendation to the School Director and Dean, the documentation will be stored electronically in the online reporting platform pending a review request from subsequent review committees or entities on campus.
- F. The candidate for tenure/promotion may personally present their case to the AGRI-PTRC upon request to the Chairperson of the AGRI-PTRC. Such a request must be scheduled at least 24 hours before the stated meeting of the AGRI-PTRC or the candidate's right to do so is forfeited.
- G. Each AGRI-PTRC member will evaluate the candidate's materials. The AGRI-PTRC will meet to discuss the candidate, and each PTRC member will indicate a confidential vote for or against tenure and/or a confidential vote for or against promotion.
- H. The majority vote will determine if the candidate is supported for Tenure and/or Promotion. In the event of a tie vote, the vote will be regarded as not supporting the applicant for Tenure and/or Promotion.
- I. The Chairperson is responsible for collecting the ballots and reporting the combined vote and recommendation of the AGRI-PTRC via the online reporting platform to the School Director, the Dean of the College, and the candidate through explanatory letters from the AGRI-PTRC. These letters must be prepared and delivered according to the University promotion and tenure calendar.

II. CONSIDERATION FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR (TENURE-TRACK)

While Tenure and Promotion to Associate Professor are not formally linked, promotion to associate professor typically occurs at the same time as tenure.

A. MTSU General Criteria for Tenure

1. Candidate must have earned a doctorate or terminal degree from an accredited institution in the academic discipline or related area. (MTSU Policy 202:IV.C.5)
2. Faculty members being considered for tenure must demonstrate commitment to the goals of MTSU. As institutional citizens, they will adhere to high ethical standards.
3. The candidate must have completed six (6) years of full-time collegiate experience in the teaching field or related area as an assistant professor. The candidate will apply for tenure at the beginning of their 6th year of employment.
4. In all categories of evaluation, documentation of quality as evaluated by peers will be stressed over quantity. Within the context of teaching, research/scholarship, and service, candidates must demonstrate willingness to support the mission and goals of the department, the college, and University. Candidates will be evaluated with respect to their performance in (a) teaching, (b) research/scholarship, and (c) service. They must demonstrate high-quality performance in teaching, high-quality performance in either research/scholarship or service, and quality performance in the remaining area. College and department criteria, however, may require high-quality performance in both teaching and research/scholarship, in which case those requirements will supersede the University's requirements.

B. MTSU Criteria for Promotion to Associate Professor

1. Candidate must have earned a doctorate or terminal degree from an accredited institution in the academic discipline or related area. (MTSU Policy 202:IV.C.6)
2. Faculty members being considered for promotion must demonstrate commitment to the goals of MTSU. As institutional citizens, they will adhere to high ethical standards.
3. Six (6) years of full-time collegiate experience in the academic discipline or related area as an assistant professor. Thus, a typical candidate is eligible to apply for promotion to associate professor at the beginning of his/her sixth (6th) year.

In all categories of evaluation, documentation of quality as evaluated by peers will be stressed over quantity. Within the context of teaching, research/scholarship, and service, candidates must demonstrate willingness to support the mission and goals of the department, the college, and University. Candidates will be evaluated with respect to their performance in (a) teaching, (b) research/scholarship, and (c) service. For promotion to the rank of associate professor, the candidate will demonstrate high-quality performance in teaching and either research/scholarship or service, and quality performance in the other.

College and department criteria, however, may require high-quality performance in both teaching and research/scholarship, in which case those requirements will supersede the University's requirements.

4. Promotion in rank recognizes a candidate's achievements and future potential. Promotions are to be made strictly on consideration of merit. Promotion in rank at any level is not simply a reward for length of service, but rather recognizes the fulfillment of achievement and higher expectations at each academic rank.

C. Criteria considered for Tenure and Promotion to Associate Professor in the School of Agriculture

Based on MTSU's policies 204 and 205, for tenure and promotion to the rank of associate professor, the candidate will demonstrate high-quality performance in teaching and either research/scholarship or service, and quality performance in the other.

In the School of Agriculture, excellent teaching, research, and professional service are the requirements for tenure and promotion to associate professor. Specifically, successful candidates must demonstrate high-quality teaching and high-quality research or service, with quality level performance in the remaining area.

In addition to the documentation described below for teaching, research, and service, candidates for Tenure and Promotion to Associate Professor in the School of Agriculture must include all previous reappointment evaluation letters and pre-tenure review letters written by the AGRI-PTRC, the School of Agriculture director, and the Dean, by uploading these to the online reporting platform.

D. TEACHING Criteria for Tenure and Promotion to Associate Professor in the School of Agriculture

Because effective teaching is essential for advancement in rank, Tenure and/or Promotion to Associate Professor should not be granted in the absence of clear evidence of a candidate's teaching ability and potential for continued development.

1. To be Tenured and Promoted to Associate Professor, candidates must demonstrate high-quality performance in teaching.

High-quality teaching is a hallmark of School of Agriculture faculty and a requirement for tenure and promotion. Demonstrated high-quality performance in teaching should include the following documentation in the candidate's application for Tenure:

a. Performance in teaching as evaluated by students.

The AGRI-PTRC typically considers excellent student evaluations as those that meet or exceed the School's average and **require that student evaluations (all questions), at minimum, meet or exceed the CBAS averages.** While the School of Agriculture and CBAS averages for teaching evaluations do not necessarily prove "high quality," they are benchmarks for comparison of the candidate's course

content delivery, knowledge comprehension, and instructor-student interactions to the departmental, college, and institutional averages.

b. Performance in teaching as evaluated by peers.

The university policy states “supporting documentation will include evidence of evaluation by faculty peers.” Candidates are encouraged to invite other faculty members on campus to serve as peer evaluators and provide feedback.

c. Performance in advising and mentoring.

Although not required, candidates can include documentation in their package indicating excellence in advising and mentoring, including but not limited to: students’ awards, advising student clubs, taking students to professional meetings, supporting letters from mentees, coaching competition teams, supervised agricultural experiences, successful job placement, or records of advancement to graduate schools.

d. Improvement of their own courses and the larger curriculum.

Although not required, candidates can include documentation of instructional design and redesign; which includes faculty peer reviews, instructional designers/technologists’ comments and evidence of teaching effectiveness improvement as indicators for instructional enhancement effort.

e. Faculty development to improve effectiveness in teaching methods, including efforts to improve pedagogy.

Examples include attending LT&ITC workshops, Teaching Trios, shadowing established teaching faculty, attending teaching workshops at professional meetings, participating as a mentee in faculty mentoring, etc. Faculty must include documentation of improvements as a result of their efforts.

f. Supervision of specialized instructional activities (student research/scholarship, service learning, experiential learning, thesis and dissertation direction, internships, student teaching, etc.).

These may include independent study, Honors, URECA, MS, or PhD students, supervision of student teaching residency, mentoring students to present at academic or research competitions, etc. Candidates should include specialized instructional activities with student name, project type (Honors, URECA, MS or PhD student mentoring), project title, duration, their specific role (chair, committee member, reader, etc.), and, if applicable, the student’s academic product(s) (e.g., poster, publication, presentation).

g. Honors received and recognition for teaching.

h. Internal and external funding for instructional activities or development.

Candidates must document their specific role, activity, and/or portion of responsibility relative to each grant when participating as a co-PI or coauthor.

- i. Contributions to teaching, e.g., textbooks, articles, workshops, presentations, instructional technology resources.

Candidates must document the portion of their contribution to the teaching resource if they are a coauthor or co-presenter.

2. Documentation

- a. Supporting materials should include the candidate's summary of activities and accomplishments in teaching, syllabi for each unique course, evidence of evaluation by faculty peers, and the one-page quantitative summaries of student evaluations for each course section evaluated since the initial appointment or most recent promotion.

- b. Other supporting materials may include selected course documents, assessment materials and reports, grant proposals written in support of teaching, additional student input, results of alumni surveys and/or student exit interviews, and textbooks or published contributions to pedagogy.

E. RESEARCH/SCHOLARSHIP Criteria for Tenure and/or Promotion to Associate Professor in the School of Agriculture

1. To be Tenured and Promoted to Associate Professor, candidates must present evidence of, at minimum, high-quality research or service, with quality level performance in the remaining area. The School of Agriculture values quality of research performance over quantity of individual events, presentations or publications. The criteria for quality research includes the following:

- a. Participation in research/scholarship, which may include collaboration with undergraduate and/or graduate students.

- b. Submission of internal and external funding proposals for research/scholarship.

2. Documentation

- a. Summary of activities and accomplishments in Research/Scholarship.

- b. Supporting materials may include, but will not be limited to, the following:

- (1) Reputable, high-quality, peer-reviewed publications, including articles, monographs, books, electronic media, and other published works, as well as juried and/or peer-reviewed born-digital scholarly objects. Non-peer-reviewed publications may be submitted and will be evaluated accordingly.

Candidates should include the publication title, authors(s), journal title, impact factor, volume/issue number, page number(s) and DOI for each publication. If not first author, candidates should document their portion of contribution to the publication as a coauthor, including if the first author is a mentored student. Documentation must be included to support a designation of accepted and/or in press.

(2) Funded external or internal grants, with weight given to grants from external agencies and organizations.

Candidates must document their specific role, activity, and/or portion of responsibility relative to each grant when participating as a co-PI or coauthor.

(3) Presentations to professional peers at regional, national, or international meetings/conferences. If not presenting as first author, candidates should document their portion of contribution to the presentation, especially if the presentation is given by a mentored student.

(4) The scholarship of teaching and learning (SOTL), including textbooks, educational articles, instructional technology resources, and innovative contributions to teaching.

In the School of Agriculture, this is especially important for agricultural education faculty whose research constitutes SOTL.

(5) Unfunded proposals for external grants will be considered as working evidence of research scholarship, but unfunded proposals will not be weighted as heavily as funded grants.

Candidates must document their specific role, activity, and/or portion of responsibility relative to each unfunded proposal when participating as a co-PI or coauthor.

(6) Honors received and recognition for research.

F. SERVICE Criteria for Tenure and Promotion to Associate Professor in the School of Agriculture

1. To be Tenured and Promoted to Associate Professor, candidates must demonstrate high-quality service or research, with quality level performance in the remaining area. In the School of Agriculture, service is considered to occur in professional and academic venues outside of MTSU, from the local community to state, regional and national levels. Service is also expected within MTSU at the departmental, college, and university levels.

a. University service refers to work other than teaching and research/scholarship performed at the department, college, and/or University level. University service includes, but is not limited to, meaningful participation in department, college, and University committees. University service also includes taking a role in shared governance, such as service as a Faculty Senator, on a specially appointed task force, and/or on a university search committee. It also includes activities that contribute to the professional development of faculty, as well as to the recruitment, retention, progression, graduation, and post-graduation career placement of students.

b. Professional service refers to the work done for disciplinary professional organizations or for the education profession. Service to the profession includes, but is not limited to, association leadership, accreditation review, journal editorship, article/manuscript/grant proposal peer-review, guest lecturing on other campuses, professional conference service (moderators, judges, and program officers) and other appropriate activities. Examples of significant service would be that done by an officer of a professional organization or a member of the editorial staff of a journal.

c. Public service, the University's outreach to the community and society, involves sharing professional expertise and should directly support the goals and mission of the University.

2. Documentation

a. Summary of activities and accomplishments in service.

b. Supporting materials may include, but will not be limited to, the following:

(1) An evaluation of the effectiveness of the candidate's service, as judged by its impact. This should include indices of the success of the service activities, in terms of improvement of communities, programs, operating agencies, production processes, or management practices; of satisfaction with the service provided by the candidate; and of the magnitude and complexity of the work.

(2) Evidence of submission of applications seeking internal and external funding for service activities, funded internal and external grants, and University submitted proposals.

Candidates must document their specific role, activity, and/or portion of responsibility relative to each funded service grant when participating as a co-PI or coauthor.

(3) Additional Examples of high-quality professional service/outreach activities in the School of Agriculture:

- a. Serve as an officer of a regional or national discipline-specific organization, or an active member of an ad hoc committee within that organization.
- b. Coach a competitive team to a regional or national level discipline-specific competition.
- c. Present public service lectures, workshops, seminars, or symposia within the region or at the national level.
- d. Serve as a peer reviewer for a discipline-specific publication.
- e. Serve on the editorial staff for a discipline-specific publication.
- f. Receive a service award at the regional or national level.
- g. Organize/moderate a session at a regional or national meeting.

III. CONSIDERATION FOR PROMOTION

1. Outline of Faculty Data (OFD) and Supporting Materials

- a. Candidates for promotion to any academic rank in the School of Agriculture shall submit the OFD (including Workload Part A) and all appropriate materials to support activities in teaching research/scholarship/creative activity, and service to the online reporting platform for review by the AGRI-PTRC:
- b. An itemized list of materials included in the promotion package.
- c. Electronic copies of all publications authored or co-authored by the candidate, with appropriate indications of where and when the research for the publication was conducted.
- d. A summary of publications submitted in the package, which details the title, author(s), journal title, impact factor, volume/issue number, and page number(s) of each publication. If not first author, the faculty candidate must also document their contribution to that publication (e.g. corresponding author, if first author is a mentored student, etc.).
- e. Electronic copies of all course evaluations completed since the candidate's last promotion (or appointment) and documentation of the candidate's continuing efforts to improve teaching quality (See MTSU Policy 205: Promotion of Tenured and Tenurable Faculty).
- f. Documentation of the candidate's research and scholarly activities (See MTSU Policy 205: Promotion of Tenured and Tenurable Faculty).
- g. Documentation of the candidate's service/outreach activities (See MTSU Policy 205: Promotion of Tenured and Tenurable Faculty).
- h. Letters of support for the candidate's promotion (optional).

A. Promotion to Associate Professor

Tenure and Promotion to Associate Professor have the same requirements in the School of Agriculture. Thus, the guidelines are presented together in this document. (See Sections II.C, II.D, II.E, and II.F above)

B. Promotion to Professor

1. Earned doctorate or terminal degree from an accredited institution in the academic discipline or related area.
2. Ten (10) years full-time collegiate experience in the academic discipline or related area. This includes the six (6) years as assistant professor, and four (4) years of full-time collegiate experience in the academic discipline or related area as an associate professor. The candidate is eligible to apply for promotion to professor at the beginning of the fourth (4th) year as an associate professor.
3. For promotion to the rank of professor, the candidate will demonstrate sustained excellence in teaching and high-quality professional productivity in both research/scholarship and in service. The

candidate will demonstrate a level of excellence in either research/scholarship or service that is recognized at the national level and defined in the departmental policy below.

C. TEACHING Criteria for Promotion to Professor in the School of Agriculture

Because effective teaching is essential for advancement in rank, Promotion Professor should not be granted in the absence of clear evidence of a candidate's teaching ability and potential for continued development.

1. To be promoted to Professor, candidates must demonstrate sustained high-quality performance in teaching. Demonstrated high-quality performance in teaching may include the following documentation in the candidate's application for Promotion:

a. Sustained performance in teaching as evaluated by students.

High-quality teaching is a hallmark of School of Agriculture faculty and a requirement for and promotion to Professor. The School of Agriculture Promotion & Tenure Committee considers excellent student evaluations as those that meet or exceed the School's average and require that student evaluations, at minimum, meet or exceed the CBAS averages. While the School of Agriculture and CBAS averages for teaching evaluations do not necessarily prove "high quality," they are benchmarks for comparison of the candidate's course content delivery, knowledge comprehension, and instructor-student interactions to the departmental, college, and institutional averages.

b. Sustained performance in teaching as evaluated by peers.

Candidates are encouraged to invite other faculty members on campus to serve as peer evaluators. Feedback and letters of recommendation should be included as supporting materials to teaching evaluations.

c. Sustained performance in advising and mentoring.

Although not required, candidates can include documentation in their package indicating excellence in advising and mentoring, including but not limited to: students' awards, advising student clubs, taking students to professional meetings, supporting letters from mentees, coaching competition teams, supervised agricultural experiences, successful job placement, or records of advancement to graduate schools.

d. Sustained performance in assessment activities.

e. Improvement of their own courses and the larger curriculum.

Although not required, candidates can include documentation of instructional design and redesign; which includes faculty peer reviews, instructional designers/technologists' comments and evidence of teaching effectiveness improvement as indicators for instructional enhancement effort.

f. Demonstrated effectiveness in teaching methods, including efforts to improve pedagogy.

g. Supervision of specialized instructional activities (student research/scholarship, service learning, experiential learning, thesis and dissertation direction, internships, student teaching, etc.).

These may include independent study, Honors, URECA, MS, or PhD students, supervision of student teaching residency, mentoring students to present at academic or research competitions, etc. Candidates should include specialized instructional activities with student name, project type (Honors, URECA, MS or PhD student mentoring), project title, duration, their specific role (chair, committee member, reader, etc.), and, if applicable, the student's academic product(s) (e.g., poster, publication, presentation).

h. Honors received and recognition for teaching.

i. Internal and external funding for instructional activities.

Candidates must document their specific role, activity, and/or portion of responsibility relative to each grant when participating as a co-PI or coauthor.

j. Contributions to teaching, e.g., textbooks, articles, workshops, presentations, instructional technology resources.

Candidates must document the portion of their contribution to the teaching resource if they are a coauthor or co-presenter.

2. Documentation

a. Supporting materials should include the candidate's summary of activities and accomplishments in teaching, syllabi for each unique course, and the one-page quantitative summaries of student evaluations for each course section evaluated since the initial appointment or most recent promotion.

b. Other supporting materials may include selected course documents, evidence of evaluation by faculty peers, assessment materials and reports, grant proposals, additional student input, results of alumni surveys and/or student exit interviews, and textbooks or published contributions to pedagogy.

D. RESEARCH AND SERVICE Criteria for Promotion to Professor in the School of Agriculture

The School of Agriculture values quality of performance over quantity of individual events, presentations or publications, presented as documentation to support promotion. Sample quality items in research/scholarship and service/outreach categories are outlined below. In addition to a sustained excellence in teaching, candidates for promotion to Professor must demonstrate a sustained record in either research/scholarship or service/outreach that is recognized at the national level. Any and all documentation of national recognition will be reviewed by the AGRI-PTRC and School Director, and their recommendations for promotion will be based on their findings.

E. Research

1. To be promoted to Professor, candidates must demonstrate sustained high-quality performance in either research/scholarship or service that is recognized at the national level. It is recognized that candidates may gain national recognition for regional or local activities in either Research or Service. It is the responsibility of the candidate to provide documentation in the application package to support the national level of recognition.
2. Examples of National recognition in Research/Scholarship for the School of Agriculture include but are not limited to the following activities:
 - a. Publication(s) in high-impact peer-reviewed journal(s) at national/international level.
 - b. External grants funded by public or private sources.
 - c. Author peer-reviewed book chapter(s) or book(s).
 - d. Give invited talk/presentation at national/international meetings.
 - e. National patents related to research/educational product, procedure, and databases.
 - f. Receive a research recognition award at the national/international level.
3. Demonstrated high-quality research may include but is not limited to the following documentation in the candidate's application for Promotion:

- a. Reputable, high-quality, peer-reviewed publications, including articles, monographs, books, electronic media, and other published works, as well as juried and/or peer-reviewed born-digital scholarly objects. Non-peer-reviewed publications may be submitted and will be evaluated accordingly.

Candidates should include the publication title, authors(s), journal title, impact factor, volume/issue number, page number(s) and DOI for each publication. If not first author, candidates should document their portion of contribution to the publication as a coauthor, including if the first author is a mentored student. Documentation must be included to support a designation of accepted and/or in press.

- b. Funded external or internal grants, with weight given to grants from external agencies and organizations.

Candidates must document their specific role, activity, and/or portion of responsibility relative to each grant when participating as a co-PI or coauthor.

- c. Presentations to professional peers at regional, national, or international meetings/conferences.

If not presenting as first author, candidates should document their portion of contribution to the presentation, especially if the presentation is given by a mentored student.

- d. The scholarship of teaching and learning (SOTL), including textbooks, educational articles, instructional technology resources, and innovative contributions to teaching.

In the School of Agriculture, this is especially important for agricultural education faculty whose research constitutes SOTL.

- e. Honors received and recognition for research.

F. Service

1. In the School of Agriculture, service is considered to occur in professional and academic venues outside of MTSU, from the local community to state, regional and national levels. Service is also expected within MTSU at the departmental, college, and university levels. To be Promoted to Professor, candidates must demonstrate sustained high-quality performance in either research/scholarship or service that is recognized at the national level. It is recognized that candidates may gain national recognition for regional or local activities in either Research or Service. It is the responsibility of the candidate to provide documentation in the application package to support the national level of recognition.
2. University service refers to work other than teaching and research/scholarship performed at the department, college, and/or University level. University service includes, but is not limited to, meaningful participation in department, college, and university committees. University service also includes taking a role in shared governance, such as service as a Faculty Senator, on a specially appointed task force, and/or on a university search committee. It also includes activities that contribute to the professional development of faculty, as well as to the recruitment, retention, progression, graduation, and post-graduation career placement of students.
3. Professional service refers to the work done for disciplinary professional organizations or for the education profession. Service to the profession includes, but is not limited to, association leadership, accreditation review, journal editorship, article/manuscript or grant proposal peer-review, guest lecturing on other campuses, professional conference service (moderators, judges, and program officers), and other appropriate activities. Examples of significant service would be that done by an officer of a professional organization or a member of the editorial staff of a journal.
4. Public service, the University's outreach to the community and society, involves sharing professional expertise and should directly support the goals and mission of the University.
5. Documentation
 - a. Summary of activities and accomplishments in service.
 - b. Supporting materials may include, but will not be limited to, the following:

- (1) An evaluation of the effectiveness of the candidate's service, as judged by its impact. This should include indices of the success of the service activities, in terms of improvement of communities, programs, operating agencies, production processes, or management practices; of satisfaction with the service provided by the candidate; and of the magnitude and complexity of the work.
 - (2) An external appraisal of the candidate's local, regional, national, and/or international stature.
6. Examples of National recognition in Service for the School of Agriculture include but are not limited to the following activities:
- a. Serve on or chair a committee of a national discipline-specific organization.
 - b. Coach a competitive team to a regional or national level discipline-specific competition.
 - c. Present invited lectures, seminars, or symposia outside the region.
 - d. Serve as a peer reviewer for a discipline-specific national/international publication.
 - e. Serve on the editorial staff for a discipline-specific national/international publication.
 - f. Serve on a reviewer panel for a competitive national grant program.
 - g. Receive service recognition award at the national level.
 - h. Organize/moderate a session at a national/international meeting.