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ACADEMIC RESOURCES

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MEMORANDUM

From Dr. Olaf Berwald, Chairperson, Department of World Languages, Literatures, and Cultures
To Dr. Leah Lyons, Dr. Mark Byrnes, Dr. Sidney McPhee
Date November 5, 2025

Enclosed is a revised version of the World Languages, Literatures, and Cultures Department's *Policies on Tenure and Promotion*. A list of major revisions is included on the following page.

This revision was approved by a unanimous vote of the World Languages, Literatures, and Cultures Department's tenured and tenure-track faculty on November 5, 2025.

You are requested to review and kindly approve.

Signed,



Olaf Berwald, Department Chairperson

11-6-25

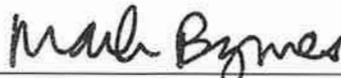
Date



Leah Lyons, Dean of College of Liberal Arts

11/18/2025

Date



Mark Byrnes, University Provost

1/23/26

Date



Sidney McPhee, University President

2/3/26

Date

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List of Major Revisions

1. Changed the department T&P committee (DTPC) composition with the inclusion of a five-member working committee, and voting rights extended to all tenured faculty.
2. Included a link to the website of the Office of Provost to direct candidates to updated policies and deadlines relating to tenure and promotion.
3. Included references to revised MTSU Policies 204, 205, 206.
4. Changed the labels for the following categories in the evaluation rubric for teaching, service, and research: (10) Excellent; (8) Distinguished; (2) Deficient.
5. Included a note reflecting the regular 4/4 teaching workload with multiple preps of all tenure-track faculty
6. Added suggested number of publications in the evaluation rubrics for research productivity.
7. Added examples of scholarly presentations and other scholarly activities for research productivity.
8. Included a note regarding articles counted for one promotion shall not be counted for the subsequent promotion.
9. Added examples of service activities at MTSU (e.g., university governance, leadership, committee work) in the evaluation rubrics.
10. Specifications of scores lower than the required threshold were included in all the evaluation rubrics.
11. Changed the numerical score requirement for tenure and promotion to associate to “16”.
12. Created a consolidated chart for numerical scores.
13. Included revisions reflecting submitting materials online in the designated evaluation platform.
14. Deleted references to collegiality and ethical conduct directly impacting ratings in the evaluation categories. Instead, candidates are directed to MTSU Policy 204.VIII.G for pertinent information.
15. Editorial changes included updating the department name, department committee notation, grammar and punctuation, etc.

MIDDLE TENNESSEE STATE UNIVERSITY

COLLEGE OF LIBERAL ARTS

DEPARTMENT OF WORLD LANGUAGES, LITERATURES, AND CULTURES

POLICIES AND PROCEDURES FOR TENURE AND PROMOTION

(revised November 5, 2025)

Candidates for tenure and promotion should take responsibility for fully understanding the University and College policies defined in the following documents, all of which are available on the [website of the Office of the Provost](#):

- MTSU Policy 204 Tenure
- MTSU Policy 205 Promotion
- MTSU Policy 206 Tenure and Promotion Appeals Process
- CLA Policies and Procedure for Promotion and Tenure Review
- [Annual Faculty Assessment Calendar](#) for deadlines and important dates

PROCEDURES FOR TENURE AND PROMOTION REVIEW

The following policies and procedures are to be used by the Department Tenure and Promotion Committee (DTPC) and by the Department Chairperson in their independent evaluations of faculty for reappointment, promotion, pre-tenure, and tenure review.

I. Department Tenure and Promotion Committee

Composition

The DTPC shall consist of all tenured faculty members, excluding the Departmental Chairperson, the departmental representative to the CLA T&P committee, any recused member, and all candidates for tenure and/or promotion. The DTPC shall have a five-member Working Committee, which shall be elected by plurality by all full-time tenured and tenure-track members in the department, excluding the Departmental Chairperson. The Working Committee will, by majority vote, elect the chair of DTPC. A majority of eligible faculty voting constitutes a quorum.

Process

The Working Committee will consider the materials of each candidate, make its recommendations, and prepare a draft letter stating how the candidate has met (or not met) the criteria for tenure and/or promotion. The DTPC will consider the materials and the Working Committee's recommendation and draft letter. The DTPC will make the final decision on the recommendation and the letter. This decision will be made by secret ballot at a meeting of the DTPC, with a majority vote of all eligible members of the DTPC, and absentee votes are allowed. A majority of the Working Committee's members constitute a quorum, and a majority of the DTPC members voting constitutes a quorum. The DTPC chair will upload

the recommendation letter to the faculty software of record by the date specified in the annual faculty assessment calendar.

Peers and other faculty members serving on committees that make evaluations are expected to observe the highest appropriate standards of confidentiality concerning deliberations. Tenure and/or promotion review committees have qualified privilege of academic confidentiality against disclosure of individual tenure and/or promotion votes unless there is evidence that casts doubt upon the integrity of the committee. This policy will be interpreted in a manner consistent with MTSU Policies 204, 205, and 206.

II. Outline of Faculty Data and Supporting Materials

Candidates for reappointment, pre-tenure, tenure, and promotion review must submit their materials online in the faculty software of record by the date specified in the annual faculty assessment calendar. **Faculty are required to include any reassigned time they have been granted and an explanation of the impact of that reassigned time on their activities.** Candidates should also submit an orderly and cumulative file of supporting materials. Faculty are required to include a narrative cover letter outlining their perceptions of their strengths and clarifying the evidence in support of those strengths for each area of evaluation. In addition, faculty are encouraged to include a teaching philosophy statement. In general, it is the faculty member's responsibility to include all relevant information in their materials submitted for consideration, including their involvement, level of contribution, and perceived quality of each activity. **Once the file advances to the department committee, no additions or other alterations may be made.**

A. Teaching

1. Student Evaluations

All student evaluations are required in courses, for which evaluations are available, taught in the WLLC Department during the academic year and summer terms. For on-campus and online courses, the questionnaires are administered consistent with university policy. Student evaluations should never comprise the sole basis for evaluation of teaching effectiveness; they constitute one source of information about instructional effectiveness that are only interpretable given the nature and size of the class (e.g., large lecture; required vs. elective; general education; multicultural) and in the context of other supporting evidence (e.g., syllabi; use of instructional technology; writing requirements; exams).

2. Class Observations

All members of the DTTPC will attempt to review the candidates through class observation at least once during the current academic year.

3. Course Materials and Other Related Documentation

Faculty are required to **submit samples** of course outlines and/or syllabi for all of their courses as part of their performance documentation. Samples of any handouts or other materials from a variety of courses should also be submitted. Faculty who are being evaluated should report any procedures and materials used in the teaching of any courses, as well as any

other **notable activities** related to teaching. Examples of such materials are listed below. This list is not exhaustive, nor are all of these activities to be regarded as expected or even desired.

- a. Use of Outside Resources: films, video links, sample materials (tests), speakers, library assignments
- b. Written Work: term papers, reports, extra credit assignments, special projects
- c. Self-Help Materials: Study questions, workbooks, handouts, special sessions
- d. Classroom Procedures: Technology, small group discussion, study class reports, panels, field trips, role-playing, demonstrations
- e. Examinations: Type, number, review procedures, feedback procedures, repeat testing, extra credit
- f. Special factors to consider: Number and descriptions of sites; number of student evaluations; modality (i.e., course format); lower or upper division; True Blue Core vs. majors/minors
- g. Other: for example, personal statement of teaching philosophy, goals, learning outcome data, techniques, and/or implementation
- h. Additional Teaching Activities:
 - (i) Involvement in curricular development
 - (ii) Development of instructional-oriented work
 - (iii) Student mentoring
 - (iv) Involvement in faculty instructional development

B. Research/Scholarship/Creative Activities

Faculty members are required to report activities in this area as part of the review process.

1. Information is requested in eight general areas.
 - a. Refereed Scholarly Publications: Include books, monographs, journal articles, chapters in books, book reviews, conference proceedings, etc., published while employed at MTSU.
 - b. Non-Refereed Scholarly Publications: Include all non-refereed books, monographs, journal articles, chapters in books, internal grants and contracts, and scholarly papers or workshops presented at non-refereed professional meetings.
 - c. Refereed Scholarly Papers & Workshops: Include scholarly papers delivered or read at professional meetings as well as Symposia or Workshops which you chaired or on which you served as a commentator or panel member.
 - d. Scholarly Presentations: Include such things as conference paper presentations, round tables, panel presentations, and posters.
 - e. Professional Standing: Include any editing or reviewing you have done in your professional field, any professional honors, awards, or consultantship you have received. You also may include any reviews of your work, any invitations to serve on editorial boards or to review manuscripts for journals and publishers or grant proposals for foundations as well as any professional society offices held or committee service.

- f. Internal or External Grants, Contracts, and Fellowships: Include fellowships, grants, and contracts received or submitted. Indicate type, title, dollar amount, granting agency.
 - g. Other Scholarly Activities: Include such things as attendance at professional meetings, scholarly work in progress, etc. Example works may include book reviews, journal editorship, production of digital videos, podcasts, or other digital projects or multi-media productions, encyclopedia entries, bibliographical projects, public performances, compositions, and other creative activities documented by published programs, reviews, or letters of evaluation by qualified peers.
2. Faculty members are required to provide documented evidence for these accomplishments (e.g., documentation of published papers, published abstracts of conference papers or conference programs, links to videos, media appearances, podcasts) in the faculty software of record.

C. Service/Outreach

Faculty members are asked to list any service activities provided to the department, college, university, community, and professional organizations during the period under evaluation. Service to the community must be related to the faculty member's area of expertise. In listing service activities, faculty members should be as explicit as possible in describing the activity and documenting the time and effort involved. Service activities may include, but are not limited to, the following:

1. Participation on committees at the departmental, college, or university level.
2. Sharing of information with campus or community groups related to a faculty member's work.
3. Professional consultation.
4. Coordination of professional conferences or workshops.
5. Student recruitment and retention activities, including such things as involvement with student organizations and orientation activities
6. Miscellaneous service activities such as meeting with parents of current or prospective students or addressing students at high school or other colleges about MTSU's undergraduate and/or graduate programs. Such activities as technology or media representatives should be included here.

III. Decisions and Recommendations

- A. Evaluations for reappointment, promotion, pre-tenure, or tenure will be conducted separately by the members of the DTPC and the Department Chairperson.
- B. Independent recommendations from the DTPC and Department Chairperson will be based on evaluation of teaching, research/scholarship/creative activities, and service/outreach according to the "WLLC Department Criteria for Promotion and

Tenure." Recommendations and annual developmental feedback from the DTPC will be made using the following procedure:

1. DTPC committee members each will independently review each candidate's materials and develop ratings for each candidate in each area (i.e., teaching, research/scholarship/creative activities, service/outreach).
2. The ratings from each member will be tabulated by the committee chair or designee.
3. The ratings summary will be presented to the committee for deliberations.
4. The committee will deliberate.
5. Individual committee members will then be given an opportunity to revise their individual ratings.
6. Based on individual members' final ratings, each then casts a nonnumerical secret ballot vote either for or against recommending tenure, promotion, or re-appointment.

C. Consistent with MTSU tenure and promotion policies and procedures (see University Tenure and Promotion Policy 204 and 205), after consideration of and recommendations for each candidate have been completed independently by the DTPC and the Department Chairperson, the steps below will be followed:

1. The Department Chairperson and the DTPC chair will upload their recommendation letters to the faculty software of record by the date specified in the annual faculty assessment calendar.
2. If the recommendations are in conflict, the DTPC and Department Chairperson will make every effort to resolve the conflict prior to communicating their decisions. If the conflict cannot be resolved, the communication to the candidate and to the Dean will describe the points of conflict.

D. Committee decisions will be communicated to the candidate and to administrators and committees involved in the process through a letter which includes (a) a narrative summarizing the candidate's performance in each area on which the committee's decision was based, (b) the committee's recommendation (i.e., recommend or not recommend), (c) the committee's actual vote. No specific ratings data will be provided. The DTPC chair will upload the letter to the faculty software of record by the date specified in the annual faculty assessment calendar.

DEPARTMENTAL CRITERIA FOR TENURE AND PROMOTION

Tenure and/or Promotion to Associate Professor

Performance Criteria for Tenure and/or Promotion to Associate Professor

Tenure and/or promotion to associate professor requires:

- a) High-quality professional performance in teaching
- b) Evidence of continuing direct participation and quality professional productivity in research/scholarship/creativity
- c) Evidence of continuing direct participation and quality professional productivity in service/outreach
- d) Evidence of high-quality professional productivity in either research/scholarship/creative activity or service/ outreach, *and quality professional productivity in the other area*
- e) *Evidence of thorough and systematic study of the research, scholarship, and/or creative activity of others*
- f) Professional and personal integrity in adherence to MTSU policy 204.VIII.G

Performance Assessment

Definitions, rating scales, and anchor points for the three dimensions of research, teaching, and service/outreach are provided on the following pages. Committee members should use these criteria to rate the applicant's materials. The dimensions are all rated on a zero to ten point scale with zero representing absence of any productivity or quality with regards to the dimension and ten representing a theoretical maximal performance on the dimension.

For tenure and promotion to associate professor, department members are expected to demonstrate high-quality professional performance on teaching (6) and continuing direct participation and quality professional productivity in research (4) and service/outreach (4). More importantly, faculty must achieve the level of high-quality professional performance (6) on two of the three dimensions and a total minimum score of 16.

In general, it is the faculty member's responsibility to include all relevant information in their materials submitted for consideration, including the involvement, level of contribution, and perceived quality of each activity, and to clearly indicate the category under which they believe an activity should be counted. For example, books may be counted towards research, teaching, or service, depending on the nature of the book.

Faculty members are expected to exhibit ethical and professional behavior. Candidates should refer to the above university policy.

Teaching Activities - Tenure and/or Promotion to Associate Professor Criteria

Teaching is defined as any activity undertaken by a faculty member within the formal academic programs of the University that contributes to the efforts of students to acquire intellectual skills, to extend knowledge and understanding, or to develop attitudes and habits that foster continuing growth. Examples of such activities include, but are not limited to, course and program development and improvements, instruction, advising of students, involving students in research and/or applied activities and service on thesis committees. Student evaluation of teaching and observations from class visits made by DTTPC members will be incorporated into the evaluation of instruction.

10 - Excellent

Evidence of systematic curriculum development, instructional innovation, maintaining currency in the discipline, use of effective instructional methods, development and use of appropriate evaluation methods, providing formative and summative feedback to students during the learning process and willingness to supervise individual student learning experiences. Additionally, evidence of high achievement by students, consistently strong course evaluations, unanimously positive reviews from class observations by DTTPC members and testimonials from students supporting the effectiveness of the instruction are expected.

9

8 - Distinguished

Generally positive teaching evaluations and other indicators of proficiency in the areas of content coverage, instructional methods, communication of course content, attentiveness to students, and student evaluation and feedback. Efforts toward maintaining currency in the discipline, continuous teaching improvement, development of instructional innovations, curriculum development, student advising, use of appropriate evaluation methods, and willingness to supervise individual student learning experiences should also be included as indicators of teaching excellence.

7

6 - High Quality

Teaching evaluations and other materials indicate reasonable levels of competence in the areas of content coverage, instructional methods, communication of course content, attentiveness to students, and student evaluation and feedback. Efforts toward maintaining currency in the discipline, continuous teaching improvement, development of instructional innovations, curriculum development, student advising, and willingness to supervise individual student learning experiences should also be included as indicators of quality teaching.

5

4 - Marginal

Teaching evaluations and other materials indicate an inconsistent level of competence in the areas of content coverage, instructional methods, communication of course content, attentiveness to students,

and/or student evaluation and feedback. Some notable deficiencies are present but may not be serious or pervasive. There is some evidence of efforts to improve teaching, but they have not yet addressed all deficiencies. This is lower than the required threshold.

3

2 - Deficient

Serious deficiencies in the areas of content coverage, instructional methods, communication of course content, attentiveness to students, and student evaluation and feedback. This is lower than the required threshold.

1

0 -Numerous students complaining to the Department Chairperson office, mass withdrawal from courses, and unwillingness to supervise individual student learning experiences.

Note: All tenure-track faculty regularly teach a 4/4 workload with multiple preps and occasional course release for research, administration, or other duties as determined by the department chairperson.

Research/Scholarship/Creative Activities - Tenure and/or Promotion to Associate Professor Criteria

Because all publications and presentations are not of equal merit, committee members will use their professional judgment to assess the importance and quality of research accomplishments.

10 - Excellent

An established national and/or international reputation with book-length publication and/or a comparable body of publications, for example, at least four articles or the equivalent in refereed journals.

9

8 - Distinguished

Evidence that the faculty member is beginning to achieve national and/or international recognition as an original contributor through research. National recognition in research can be indicated by a pattern of publications in nationally or internationally distributed professional journals and conference proceedings. The faculty member's work should suggest that there is a general area of inquiry within the faculty member's area of expertise, with quality work published, for example, at least three articles in refereed journals or the equivalent, and scholarly presentations at regional, national, and/or international conferences.

7

6 - High Quality

An ongoing record of significant publications, for example, at least two articles in refereed journals or the equivalent and scholarly presentations or the equivalent.

5

4 - Continuing Direct Participation and Quality Professional Productivity in Research

Evidence of a pattern of participation in research activities while at MTSU is documented by at least one refereed publication and a pattern of ongoing scholarly engagement.

3

2 - Deficient

Limited evidence of research activity. This is lower than the required threshold.

1

0 - *No evidence of a research program.*

Professional & Public Service/ Outreach - Tenure and/or Promotion to Associate Professor Criteria

Service activities of faculty that are considered for tenure and/or promotion and related purposes are of three kinds:

- **Activities internal to the university.** This category includes activities of a faculty member in serving on committees and doing administrative work within the university, college, or department. These include contributions to the administration of graduate programs or other departmental processes and functions.
- **Involvement in academic and professional organizations.** Serving as a conference officer and/or organizer, chair of a conference program committee, chair of a conference program session, or discussant. With respect to journals sponsored by the organization, it includes serving as a referee or in any type of editorial capacity.
- **Service to the community.** As a general rule, those service activities in the community which should be considered for promotion are those which utilize in a significant way the professional expertise of the faculty member.

Because all service activities are not of equal merit, committee members will use their professional judgment to assess the importance and quality of service accomplishments.

10 - Excellent

Performance reflecting accomplishments such as a) Extensive and sustained contribution to state, national or international professional organizations, and either b) established statewide, national or international reputation for excellence in professional service or c) a pattern of leadership (such as leadership positions or chairperson positions in faculty senate or university committees) in and significant contribution to university governance.

9

8 - Distinguished

Evidence of sustained service to both the university and to professional organizations or the community beyond the university. The service to one or more of these constituencies must reflect a high level of commitment and must be distinguished. This requires evidence of a pattern of meaningful contributions and an assessment of the outstanding quality or effectiveness of that involvement. Evidence of a developing reputation for excellence in professional service beyond the local level should be presented.

7

6 - High Quality

A pattern of sustained service at the university, college, and department levels. The service to one or more of these constituencies must reflect a high level of commitment. This requires evidence of more than a routine amount, range, or depth of involvement in these activities and an assessment indicating a high

level of quality or effectiveness of that involvement. Evidence of a "developing reputation for excellence in service should be presented."

5

4 - Continuing Direct Participation and Quality Professional Productivity in Service/ Outreach

A record of acceptance, in a spirit of willing cooperation, of a normal number of committee assignments, and some participation in professional organizations or service to other outside groups or the community.

3

2 Deficient

Limited evidence of service/ outreach activity. This is lower than the required threshold.

1

0 - *No evidence of university, public, or professional service.*

Promotion to Full Professor

Performance Criteria for Promotion to Full Professor

Promotion to full professor requires:

- a) Evidence of sustained excellence in teaching
- b) Evidence of sustained high-quality professional productivity in research/scholarship/creative activity
- c) Evidence of sustained high-quality professional productivity in service/outreach
- d) National or international recognition in research/scholarship/creative activity or service/outreach
- e) Professional and personal integrity in adherence to MTSU policy 204.VIII.G

Performance Assessment

Definitions, rating scales, and anchor points for the three dimensions of research/scholarship/creative activity, teaching, and service/ outreach are provided on the following pages. Committee members should use these criteria to rate the applicant's materials. The dimensions are all rated on a zero to ten point scale with zero representing absence of any productivity or quality with regards to the dimension and ten representing a theoretical maximal performance on the dimension.

For promotion to full professor, faculty are expected to demonstrate sustained excellence in teaching (8), achieve national recognition (8) in research or service, and demonstrate high-quality professional productivity (6) on the other dimension (i.e., research or service).

Ratings for promotion to full are based primarily on activity since tenure.

In general, it is the faculty member's responsibility to include all relevant information in their materials submitted for consideration and clearly indicate the dimensions under which they believe an activity should be counted. For example, books may be counted towards research, teaching, or service depending on the nature of the book.

Faculty members are expected to exhibit ethical and professional behavior. Candidates should refer to the above university policy.

Teaching Activities - Promotion to Full Professor Criteria

Teaching is defined as any activity undertaken by a faculty member within the formal academic programs of the University that contributes to the efforts of students to acquire intellectual skills, to extend knowledge and understanding, or to develop attitudes and habits that foster continuing growth. Examples of such activities include, but are not limited to, course and program development and improvements, instruction, advising of students, involving students in research and/or applied activities and service on thesis committees. Student evaluation of teaching and observations from class visits made by DTPC committee members will be incorporated into the evaluation of instruction.

10 - Excellent

Evidence of systematic curriculum development, instructional innovation, maintaining currency in the discipline, use of effective instructional methods, development and use of appropriate evaluation methods, providing formative and summative feedback to students during the learning process, and willingness to supervise individual student learning experiences. This includes a consistent pattern of teaching evaluations and other indicators that reflect the highest levels of excellence in teaching. Additionally, evidence of high achievement by students, unanimously positive reviews from class observations by DTPC members and testimonials from students supplying the effectiveness of the instructions are expected.

9

8 - Distinguished

An ongoing pattern of generally positive teaching evaluations and other indicators of proficiency in the areas on content coverage, instructional methods, communication of course content, attentiveness to students, and student evaluation and feedback. Efforts toward maintaining currency in the discipline, continuous teaching improvement, development of instructional innovations, curriculum development, student advising, use of appropriate evaluation methods, and willingness to supervise individual student learning experiences should also be included as indicators of teaching excellence. Other activities may include providing mentoring, individual learning experiences, or specialized educational activities.

7

6 - High Quality

Teaching evaluations and other materials indicate reasonable levels of competence in the areas of content coverage, instructional methods, communication of course content, attentiveness to students, and student evaluation and feedback. Efforts toward maintaining currency in the discipline, continuous teaching improvement, development of instructional innovations, curriculum development, student advising, and willingness to supervise individual student learning experiences should also be included as of quality teaching. This is lower than the required threshold.

5

4 - Marginal

Teaching evaluations and other materials indicate an inconsistent level of competence in the areas of content coverage, instructional methods, communication of course content, attentiveness to students, and/or student evaluation and feedback. Some notable deficiencies are present but may not be serious or pervasive. There is some evidence of efforts to improve teaching, but they have not yet addressed all deficiencies. This is lower than the required threshold.

3

2 - Deficient

Serious or numerous deficiencies in the areas of content coverage, instructional methods, communication of course content, attentiveness to students, and student evaluation and feedback. This is lower than the required threshold.

1

0 - Numerous students complaining to the Department Chairperson office, mass withdrawal from courses, and unwillingness to supervise individual student learning experiences.

Note: All tenure-track faculty regularly teach a 4/4 workload with multiple preps and occasional course release for research, administration, or other duties as determined by the department chairperson.

Research Program - Promotion to Full Professor Criteria

Because all publications and presentations are not of equal merit, committee members will use their professional judgment to assess the importance and quality of research accomplishments. Note: Articles counted for one promotion shall not be counted for the subsequent promotion.

10 - Excellent

An established national or international reputation with book-length publication and/or a comparable body of publications, for example, at least four articles or the equivalent in refereed journals since tenure.

9

8 – Distinguished with National Recognition

Evidence that the faculty member has achieved national or international recognition as an original contributor through research. National recognition can be indicated by publications in nationally or internationally distributed professional journals and/or national and/or international awards. The faculty member's work should suggest that there is one or more programs of research within the faculty member's area of expertise with a pattern of quality work published in refereed journals and scholarly presentations or the equivalent thereof, with substantial work done (for example, at least three refereed articles or the equivalent) since tenure.

7

6 - Sustained High Quality Professional Productivity

The faculty member's work should demonstrate that there is an ongoing pattern of contribution since tenure, evidenced by quality work, for example, at least two refereed publications (see page 5 for examples), and scholarly presentations at regional, national, and/or international conferences.

5

4 - Marginal

Evidence of empirical research, for example, with publication of at least one refereed journal article and scholarly presentations at regional, national, and/or international conferences since tenure. This is lower than the required threshold.

3

2- Deficient

Limited evidence of research activity. This is lower than the required threshold.

1

0 - No evidence of a research program.

Public Service/ Outreach - Promotion to Full Professor Criteria

Service activities of faculty that are considered for promotion, and related purposes are of three kinds:

- **Activities internal to the university.** Service to the university includes a broad range of activities such as serving on committees and doing administrative work within the university, college, or department. This category of service also includes contributions to the administration of graduate programs and other departmental processes and functions.
- **Involvement in academic and professional organizations.** Serving as an officer or local arrangements chair/member, chair of program committee, chair of a program session, or discussant. With respect to journals sponsored by the organization, it includes serving as a referee or in any type of editorial capacity.
- **Service to the community.** As a general rule, those service activities in the community which should be considered for promotion are those which utilize in a significant way the professional expertise of the faculty member.

Because all service activities are not of equal merit, committee members will use their professional judgment to assess the importance and quality of service accomplishments.

10 - Excellent

Performance reflecting a pattern of ongoing and committed service to the university and distinguished service to the community and to professional organizations. These activities must have resulted in significant accomplishments and national acclaim for the individual and the university. These accomplishments include service in multiple areas such as a) Extensive and sustained major contribution to state, regional, national, or international professional organizations, b) established national or international recognition for excellence in professional service, c) a pattern of leadership in and significant contribution to university governance, such as chairing Gen Ed or the University Curriculum committee, serving as Faculty Senate President, leading a Center, participating in the development or implementation of a QEP initiative, or other advancements and/or, serving as an officer of a national or international professional organization. or d) major professional contributions to the public good and/or receiving a national and/or international award.

9

8 – Distinguished with National Recognition

A pattern of sustained and committed service to the university and professional organizations or the community. The service to one or more of these constituencies must reflect a high level of commitment and result in national recognition for service. National recognition is generally based on a substantial amount, range, or depth of involvement in service and an assessment of the outstanding quality or effectiveness of that involvement. National recognition can be demonstrated in a variety of ways such as by serving as an officer of a professional organization, editorial staff, program committee, policy-making board, or other significant service to a national, regional, or state professional organization. Examples of national recognition also include the receipt of national awards, a pattern of service presentations or publications at a national level, or national recognition for contributions to university governance. A

pattern of public service articles in nationally distributed publications, professional newsletters, books, or other documents that have a significant impact on the public good provide evidence of national recognition.

7

6 - Sustained High Quality Professional Productivity

A record of acceptance, in a spirit of willing cooperation, of a normal number of committee assignments, and participation in professional organizations or service to other outside groups or the community. A pattern of sustained and meaningful service to the university, professional organizations, or the community is generally needed to demonstrate quality service. Some examples may include chairing several major committees at MTSU and serving on a broad range of committees, spearheading initiatives at MTSU.

5

4 - Marginal

Some degree of participation in committees or occasional service to organizations or the community. This is lower than the required threshold.

3

2 - Deficient

Limited evidence of service/ outreach activity. This is lower than the required threshold.

1

0 - *No evidence of university, public, or professional service.*

Table for Numerical Criteria

Dimension	Acceptable Pattern of Scores	
	TENURE AND PROMOTION TO ASSOCIATE PROFESSOR	PROMOTION TO FULL PROFESSOR
	Must obtain a minimum rating of "6" on two out of three dimensions, one of which must be in teaching, and a minimum total of 16 .	Must obtain a minimum rating of "8" on two out of three dimensions, one of which must be in teaching, and a minimum total of 22 .
Teaching	6	8
Research	4 or 6	6 or 8
Service	4 or 6	6 or 8
	TOTAL = 16	TOTAL = 22