

Department of Health Sciences: Faculty Evaluation Plan
Guidelines for Workload, Tenure and Promotion

Annual workload shall be defined for each faculty member in consultation with the department chair and will be documented in the annual Faculty Activity Plan (FAP). Workload activities shall be consistent with the goals and needs of the department. These efforts will provide documented progress toward tenure and promotion. All faculty, regardless of their role in the department, should achieve standard teaching practices, as described in Section 1: Teaching. **In addition, the faculty of the Department of Health Sciences respectfully requests that it be understood that this document will continually evolve as needs arise. As a result, this document will need to be revisited periodically and updated accordingly.**

**Section 1:
Teaching**

Standard Teaching Practices must include the following each year:

- Teach assigned sections/classes
- Meet classes promptly and on a regular basis
- Achieve positive peer review reports
- SAI information received on a majority of SAI forms should be discussed with chair & implemented when appropriate
- Take part in a faculty development activities

Table of Teaching related activities- Additional teaching activities may include, but are not limited to the following:

<u>Category One– 5 points each or as negotiated</u>	<u>Category Two– 3 points each or as negotiated</u>	<u>Category Three – 1 point each or as negotiated</u>
<p>(These activities were assigned a high number of points due to their labor intensive nature. As an individual matures in his/her career at ETSU, some may become less labor intensive and may deserve less points; for</p>		

example teaching a same subject for more than three years)		
Develop a new course for on-site delivery or develop a new on-line course	Revision of an existing course	Modify an existing course to reflect the adoption of a new textbook
Publish a teaching textbook	Author/Co-author a chapter in a book or edit a book	Edit chapter(s) in a book (points per chapter edited)
	Create/produce materials that enhance student learning – must provided documentation of these efforts; the chair may assign them as category 2 item(s)	Create/produce materials that enhance student learning – must provide documentation of these efforts; the chair may assign them as category 1 item(s)
Teach an academic proficiency section (oral intensive, writing intensive or technology intensive)	Incorporate new technology into an existing course	Modification/improvement of existing technology
Write a lab manual used by a multi-section course	Teach honors students as part of a regular student group or teach an entire section of honors students	
Receive a teaching award		
Serve as an academic advisor for undergraduate students (>15 Students)	Serve as an academic advisor for undergraduate students (5 -15 students)	Serve as an academic advisor for undergraduate students (<5 Students)
Sponsor discipline specific student organization	Support discipline specific student organization	
Chair a graduate committee	Serve as a member of a graduate committee	Advise graduate student(s)
Teach a newly assigned course for the first time		

Teach large class section effectively as evaluated by the peer review process May be assigned to category 1, 2, or 3 as negotiated with the chair (Considering the factor stated above in the first row)	Teach several different courses during one semester	
Teach small class section effectively as evaluated by the peer review process May be assigned to category 1, 2, or 3 as negotiated with the chair (Considering the factor stated above in the first row)		
Independent study efforts may be assigned to category 1, 2, or 3 depending on the scope of the study; this will be negotiated with the chair		
Other items as negotiated with the chair		
	Other items as negotiated with the chair	Other items as negotiated with the chair

Section 2: Research

Faculty pursuing this track must establish his/her research program involving either educational or laboratory based research. Faculty must meet the minimum research criteria by:

- Involving undergraduate/graduate students in their research efforts
- Aggressively pursuing appropriate intramural funding
- Aggressively pursuing extramural funding from state/federal/private agencies
- Consistently providing evidence of research productivity via peer-reviewed and other publications

Table of research related activities- Additional research activities may include, but are not limited to the following:

<u>Category One– 7 points each or as negotiated</u>	<u>Category Two– 4 points each or as negotiated</u>	<u>Category Three – 2 point each or as negotiated</u>
(These activities were assigned a high number of points due to their labor intensive nature as well as overall financial or intellectual impacts. For example, type and amount of grant, type of journal article etc.)	Presentation at a professional meeting, symposium, etc.	
Publish a research related textbook	Author/Co-author a chapter in a book or edit a book	Edit chapter(s) in a book
Publish in a peer-reviewed journal	Publish in a non peer-reviewed journal	Publish in a local non-peer reviewed publication
Publish educational research in a peer-reviewed journal	Publish educational research in a non peer-reviewed journal	Publish educational research in a local non-peer reviewed publication
P.I. on a federally funded research grant	Co-P.I. on a federally funded research grant (any amount)	Consultant on a federally funded research grant (any amount)
Ph.D. dissertation (chair)	Ph.D. dissertation (committee member)	Serve as a reviewer of manuscripts or grant applications
Receives a patent award	Patent application pending	
	Contribute 50% in writing of a lab manual	Presentation at a meeting related to teaching
Develops software or other	Develop software or other	Experimentation and

technology to improve teaching, which gets wider recognition/use	technology to improve teaching	documentation of new methods of instruction
Receive a university RDC grant award or Receive an instruction development grant or other teaching related grant	Submission of a major (multi-year) grant application to a federal agency (P.I.)	
	Publication of an invited review or paper (primary author)	Present an invited seminar or guest lecture
	Develop, curate, annotate, an online database, web application, etc.	Develop a course or discipline specific web page.
	Master's thesis (chair)	Master's thesis (committee)
	Honor's thesis (chair)	Honor's thesis (committee)
Develop, organize a science conference or symposium	chair a session in a science/educational conference or symposium	Help to Develop, organize a science conference or symposium
Independent study efforts may be assigned to category 1, 2, or 3 depending on the scope of the study; this will be negotiated with the chair	<p>Following items can be category 2 or 3 based on involvements:</p> <ul style="list-style-type: none"> Submission of an RDC grant application. Serve as a reviewer of manuscripts or grant applications. Professional consulting or advising. Serve on a dissertation or thesis committee. Serve on an honors student 	

	committee.	
Other items as negotiated with the chair	Other items as negotiated with the chair	Other items as negotiated with the chair

Section 3: Service activities

All faculty are expected to participate in various service activities at the levels of the department, college, university and community to be qualified for the tenure and promotion.

(The following service activities have not been weighed on a point scale because with a sliding scale of requirements in teaching, scholarly activity and service, so many potential variations of the point system would exist that it would be unnecessarily cumbersome. In addition, some of these opportunities occur only in limited number. It is not the intent of this document to penalize an individual for not participating in an activity over which he/she has no control. The faculty will negotiate the points in consultation with chair.

All members of the Department of Health Sciences, regardless of employment tract, are required to participate in service activities. The following table reflects service opportunities within the university, within the community, and to the profession. It is expected that all individuals participate in service activities, as negotiated with the chair and documented by the FAP/FAR/FAE.

<u>University Service Points as negotiated</u>	<u>Professional Service Points as negotiated</u>	<u>Community Service Points as negotiated</u>
Leadership roles on departmental, college or university committees	Leadership roles in professional organizations	Participates in public lectures & forums
Participation in departmental , college or university committees	Editorship of journals and newsletters for professional organizations	Service on boards or commissions that utilize professional expertise
Recruitment of students	Reviews of manuscripts and	Public and/or private

	grant proposals	consulting
Academic advisement of students	Guest lecturing on other campuses	Efforts with K-12 enrichment
Service to student organizations	Other items as negotiated with the chair	Efforts with health related non-profit organizations
Service to Faculty Senate		Other items as negotiated
Other items as negotiated with the chair		

*Some of the above mentioned items must be negotiated upon with the chair for specific point value depending on quality and scope of product. These items may be assigned as category 2 or 3 depending on decisions agreed upon between faculty and chair.

Tenure and Promotion Criteria

Each faculty member shall select items from the above Teaching/Research/Service Enhancements Table for completion during the probationary period. Written documentation of the completion of these items and, where applicable, examples of each, shall be included in the annual Faculty Activity Report (FAR). The chair, together with the faculty member, shall review these items and subsequent analysis shall provide clear guidelines on the faculty member’s progress toward tenure and promotion. Such analysis shall be shared with the faculty member in written form on the Faculty Activity Evaluation (FAE).

Tenure:

By the end of the fifth year of employment, a candidate for tenure should consistently meet the Standard Teaching/Research/Service Practices. Evidence of this must be provided in the tenure dossier. Acceptable evidence may be noted through written comments from the chair on the FAE and through peer evaluation documents. At the date of hiring, each faculty member will establish a projected tract of employment. This tract will state the percent of effort that a specific individual should devote to teaching, scholarly activity and service. This may be negotiated for each year, depending on needs and situations. It is recommended that, by the completion of the fifth year of

employment, to be eligible to apply for the tenure and promotion, in addition to meeting the standard practice criteria for teaching/research, **the following criteria be met:**

Eligibility for Tenure:

- A minimum of the total of 40 points should be attained from the Table of Activities per year
- A faculty must obtain good to excellent level of performance (see the performance table for explanation) in the area of major focus or at least one of the other area (Teaching, Research, Service and Administration)
- At least 2 items should be included from category 1 or 2
- No more than 10 items may be included from category 3
- The balance of the individual's employments efforts will be acquired from scholarly activity and/or service, as agreed upon with the chair and dean and documented by the FAP/FAR/FAE.

Adjustments will be made in point and category requirements on a prorated basis based on individual faculty's track weightage. For example, for an individual with a 45% teaching effort, a total of 20 points must be acquired for tenure. Within these 20 total points, no more than 15 can be obtained from category 3 and at least 2 items must be completed from category 1 or 2. In addition the research and service points will be adjusted accordingly (Please refer to the P&T performance table)

Eligibility for Promotion

To be eligible for promotion, a faculty must obtain points from the research activities lists, commiserate with the 'rank' requested. Faculty are reminded that valid research efforts are not limited to traditional bench methods. Scholarly activity in the realm of educational research is also acceptable for promotion.

To be considered for promotion to associate professor rank, the following criteria must be met:

A faculty must consistently meet the standards of teaching/research/service and should have earned points from the Teaching/research activities Table at a rate that effectively represents that individual's specific tract percentage, as negotiated with the chair.

- A total of 50 points should be attained from the Table of activities per year
- A faculty must obtain good to excellent level of performance (see the performance table for explanation) in the area of major focus or at least one of the other area (Teaching, Research, Service and Administration)
- At least 2 items should be included from each of the category 1 and 2
- No more than 10 items may be included from category 3
- The balance of the individual's employments efforts will be acquired from Teaching/scholarly activity and/or service, as agreed upon with the chair and dean and documented by the FAP/FAR/FAE.

To be considered for promotion to full professor rank, the following criteria must be met:

A faculty must consistently meet the standards of teaching/research/service and should have earned points from the Teaching/research activities Table at a rate that effectively represents that individual’s specific tract percentage, as negotiated with the chair.

- A total of 60 points should be attained from the Table of activities per year
- A faculty must obtain good to excellent level of performance (see the performance table for explanation) in the area of major focus or at least one of the other area (Teaching, Research, Service and Administration)
- At least 2 items should be included from each of the category 1 and 2
- No more than 10 items may be included from category 3
- The balance of the individual’s employments efforts will be acquired from Teaching/scholarly activity and/or service, as agreed upon with the chair and dean and documented by the FAP/FAR/FAE.

As with tenure, exact point requirements will be prorated to express each individual’s role within the department. These requirements must be explicitly documented annually in the individual’s FAP/FAR/FAE.

Tenure and Promotion Performance table

Activities	Total Points for T & P	% Effort	Points Per Year	Excellent T & P/ Year	Good T & P/ Year	Acceptable T & P/ Year	Poor T & P/ Year	Actionable T & P/ Year
Teaching	200	0.1-1.0	40	240/48	220/44	200/40	180/36	160/32
Research	200	0.1-1.0	40	240/48	220/44	200/40	180/36	160/32
Service	200	0.1-1.0	40	240/48	220/44	200/40	180/36	160/32
Administration	200	0.1-1.0	40	240/48	220/44	200/40	180/36	160/32
				120%	110%	100%	90%	80%

TBR Guidelines and policies for faculty workload, Tenure and Promotion

2.9 Faculty Workload

2.9.1 Overview

Faculty appointments are governed by Tennessee Board of Regents Policy No. 5:01:00:00, and TBR Guideline A-052, which address, among other subjects, the length of the work week, holding office hours, and non-instructional assigned time. Although the traditional classification of faculty workload is in terms of teaching, research and service, this simple breakdown does not capture well the complexity of faculty activities in a modern university. Instruction takes many forms; research, scholarship and creative activity are highly dependent on the nature of the discipline; and university, professional and community service and outreach defy uniform classification across disciplines. In many instances, activities can be considered as falling within two or even three of these categories. Determining an appropriate workload for an individual faculty member that will prepare him/her for tenure and/or promotion, and lead him/her to make meaningful contributions to the university requires consideration of each of the above, as well as the particular strengths and interests of that individual within the context of departmental, college and university needs. It is evident that a uniform approach to determining faculty workload across the university, within a college, or even within a department or academic program, will rarely be productive.

2.9.2 Workload Policy

Department or equivalent administrative unit shall develop a faculty workload policy that addresses the university's mission and goals, as well as those of the college, department and, where applicable, the appropriate accrediting or approval body. The policy shall be decided by all departmental faculty to whom it will apply, and it should involve sufficient flexibility that it would allow the department to draw upon each faculty member's unique ability to contribute. Each departmental faculty workload policy shall be approved by the appropriate dean and vice-president. Departmental workload policies shall be reviewed by the departmental faculty at least once every five years and be re-affirmed or revised as appropriate to the department. The departmental workload policy shall be made available to all faculty members within the department to whom it pertains.

The policy shall include a clearly delineated appeals process. Each college shall establish a workload review committee, to which appeals may be addressed; this committee shall make recommendations for resolution to the dean. It is recommended that each department also establish such a committee in order to seek to resolve disputes at the department level.

Individual faculty workloads should be developed by the faculty member and his/her chair working within the guidelines set by the department. The proposed workload should be stated in writing and signed by the faculty member, the chair and the dean. Individual workloads should be set annually for untenured faculty, who receive annual contracts. For tenured faculty, individual workloads should be established for a typical period of three to five years. However, since each faculty member is evaluated annually and new opportunities may become available in the areas of teaching, research/scholarship and/or service, faculty workloads may be subject to review and adjustment as reasonable and necessary. The appropriate time of year to establish individual faculty workloads should be determined at the department level, bearing in mind such matters as deadlines for submission of teaching schedules, periods of service on boards or committees, or grant submission deadlines.

2.9.3 Workload Review

Faculty member and his/her chair cannot agree upon an appropriate workload, the faculty member may submit a request for resolution, as outlined in the departmental workload policy appeals process. He/She should submit the request to the departmental review committee, if such a committee has been established. If a departmental committee has not been established, or the faculty member is not satisfied with the response of the departmental committee, he/she should forward the request to the college workload review committee. This committee will make a recommendation to the dean, who will inform the faculty member and the chair of his/her decision. If the faculty member is not satisfied with the dean's decision, he/she may seek guidance from a Faculty Senate Procedural Consultant and, if appropriate, file a complaint or grievance through appropriate channels.

2.9.4 Workload Limits and Overloads

Agreed upon faculty workload will normally set limits on the expected activities of a faculty member. In rare instances, a faculty member may be asked to assume an additional responsibility, for example, to teach an additional course. In such circumstances the faculty member may qualify for overload pay. All overloads must be documented and agreed to by the faculty member, his/her chair and the dean, and recommended in advance by the Provost and approved by the President. Overload pay should be based on the rate set by the Tennessee Board of Regents.

2.3 Policy on Academic Tenure

The quality of the faculty of any university is maintained primarily through support of a wide variety of professional development. It is monitored through the appraisal, by competent faculty and administrative officers, of each candidate for tenure. Tenure at a Tennessee Board of Regents university provides certain full-time faculty with the assurance of continued employment during the appointment year as defined in the employee's contract until retirement or dismissal for adequate cause, financial exigency, or curricular reasons, as further discussed herein.

2.3.1 Definitions

The following are general definitions of words and terms used in this policy that are not hereinafter specifically defined. However, the words and terms are subject to further qualification and definition in the subsequent sections of this policy.

2.3.1.1 Academic Tenure

Tenure is a personnel status in an academic department or other academic program unit pursuant to which the academic or fiscal year appointments of full-time faculty who have been awarded tenure are continued at a university until the expiration or relinquishment of that status, subject to termination for adequate cause, for financial exigency, or for curricular reasons.

The awarding of tenure is recognition of the merit of a faculty member and of the assumption that he/she would meet the long-term staffing needs of the department or other academic program unit and the university. Tenure is awarded only to those members of the faculty who have exhibited professional excellence and outstanding abilities sufficient to demonstrate that their future services and performances justify the degree of permanence afforded by academic tenure. The Tennessee Board of Regents does not award tenure in non-faculty positions. Tenure appointments reside in the departments and other academic program units, and are assurances of continued employment during the appointment year subject to expiration, relinquishment, or terminations of tenure as set out in Sections 2.3.11, 12, 13, 14, and 16. Recommendations for or against tenure should originate from the department or academic program unit in which the faculty member is

assigned and should include appropriate participation in the recommendation by tenured faculty in the department or academic program unit as specified in Policy 5:02:03:60.

Tenure is awarded only by positive action of the Board, pursuant to the requirements and procedures of this policy, at a specific university. No faculty member shall acquire or be entitled to any interest in a tenure appointment at a university without a recommendation for tenure by the president of the university and an affirmative award of tenure by the Board of Regents. No other person shall have any authority to make any representation concerning tenure to any faculty member, and failure to give timely notice of non-renewal of a contract shall not result in the acquisition of a tenure appointment, but shall result in the right of the faculty member to another year of service at the university, provided that no tenure appeals remain outstanding due to lack of cooperation and/or appropriate action on the part of the candidate in completing the appeal process.

2.4 Policy on Faculty Promotion

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. The policy of the Tennessee Board of Regents is to make promotions strictly on consideration of merit tempered by university and fiscal considerations. The purpose of this policy is to help ensure that promotions are made objectively, equitably, impartially, and as a recognition of merit in line with the following policy guidelines.

2.4.1 Principles of Promotion

The major responsibilities of the university are to provide the best possible education, to encourage scholarship, creative productivity, and research, and to furnish significant service to the citizens of the State of Tennessee. Fundamental to this responsibility is the recruitment, selection, recognition, and retention of quality faculty members. Providing incentives and rewards for superior performance is a means of assuring the continuing existence of a high quality faculty. Advancement in rank is a recognition of accomplishments and a sign of confidence that the individual is capable of greater achievements and of assuming greater responsibilities. The policy of East Tennessee State University is to grant advancement on the basis of merit. In accord with this policy, promotions are to be made equitably, impartially, and in keeping with the following guidelines.

Each academic rank represents specific qualifications, professional competencies, and a history of productivity together with the promise of continued growth. **Promotion to higher rank is neither an unqualified right nor an automatic occurrence. Having completed a given period of service or performed routine duties (such as carrying a normal course load, advising students, research to the degree needed for teaching courses, participation in departmental programs and governance, and committee service) should be considered an affirmative factor in appraising a faculty member's qualifications for promotion, though they are insufficient in and of themselves to warrant promotion.**

The excellence of the faculty of East Tennessee State University is maintained in part through an appraisal of each candidate for promotion by colleagues and by appropriate administrative officers. This appraisal process must begin at the departmental level with a statement of the objectives and aims of the department, the college or school of which it is an integral part, and the university as a whole. Faculty members may be recommended for promotion to a higher academic rank based upon their demonstrated qualifications for that rank as evaluated by their peers in the department concerned, the department chair, the promotion and tenure advisory committee of the school or college, the academic dean, the vice president and the president.

The appraisal of each candidate should incorporate a thorough review of achievements which are expected in teaching; research, scholarly or creative activity; and professional service. Chairs and deans shall keep a faculty member informed of their expectations for his/her performance, including requirements for promotion and tenure. Any dramatic alterations in these expectations should be made

explicit. In most circumstances, this will be accomplished by the Faculty Activity System. Specific criteria to be applied to the work of an individual faculty member will be clearly delineated on annual faculty activity plans, reports and evaluations. The department chair should submit evaluations of these activities, accompanied by evidence obtained through an evaluation process designed to ensure that recommendations are predicated on substantive analysis.

The criteria according to which excellence is defined will vary from discipline to discipline. The standards established by each discipline should be carefully documented and considered by everyone involved in the evaluation of members of that discipline. Certain areas, such as the fine, performing and applied arts, may justifiably require different criteria than do other disciplines. In these, evidence of creative or other significant productivity may be presented. Achievements of this sort, however, should be of such quality and extent as to earn for the individual that same recognition in the discipline that significant research earns in areas of study in which research is an important factor.

Because of the importance and significance of the promotion deliberations, each faculty member must assume responsibility for insuring that pertinent information concerning teaching, research, scholarly or creative activity, and professional service is available to the chair and departmental committee. In addition to individual qualifications and performance, other special factors may also play a part in the recommendations eventually offered by the vice presidents. Consistent with the Tennessee Board of Regents' policy, the university administration must consider such matters as departmental rank distribution, potential for continued staff additions, prospective retirements and resignations from the department, enrollment patterns, and program changes or developments.

2.4.1.1 Definitions

2.4.1.1.1 Teaching

Teaching applies to any strategy in which information is imparted so that others may learn, and may include, but is not limited to, a variety of techniques including instruction, student advising and/or mentoring, development of course materials and courseware, and development of innovative approaches to instruction.

2.4.1.1.2 Research/Scholarship/Creative Activities

Research applies to the studious inquiry, examination, or discovery that contributes to disciplinary and interdisciplinary bodies of knowledge. Research/scholarship/creative activities may include, but are not limited to, disciplinary and interdisciplinary activities that focus on the boundaries of knowledge, field-based scholarship, creative activities (e.g., film-making, performances, or other artistic creations), and the development of innovative teaching approaches.

2.4.1.1.3 Professional Service

Professional service applies to involvement within the community as defined by the university's role and mission, service to the university, and service within the bounds of the applicant's academic discipline and budgeted assignment.

2.4.7 Assistant Professor

Those faculty members promoted to or hired at the rank of Assistant Professor should meet the following criteria:

2.4.7.1

Earned doctorate or terminal degree from a regionally accredited institution or comparably recognized non-U.S. institution in the instructional discipline or related area.

2.4.7.2

Evidence from academic records, recommendations, interviews, or other sources that the individual is adequately trained in the discipline and is otherwise competent to carry out the duties and responsibilities of a member of a university faculty.

2.4.7.3

Evidence of good character, mature attitude, and professional integrity.

2.4.7.4

Evidence of effective teaching if the individual has taught at the college level. If the individual has not taught at the college level, evidence should be obtained that satisfactory teaching performance can reasonably be expected.

2.4.7.5

Promise of productive creative and scholarly research and professional service.

2.4.8 Associate Professor

Those faculty members promoted to or hired at the rank of Associate Professor should provide documented evidence of (a) high quality professional productivity which may lead to national recognition in the academic discipline or (b) high quality professional productivity that is consonant with the goals of the university and of the academic unit to which the faculty member belongs. Specifically, faculty promoted to or hired at the rank of Associate Professor should meet the following criteria:

2.4.8.1

Earned doctorate or terminal degree from a regionally accredited institution or comparably recognized non-U.S. institution in the instructional discipline or related area.

2.4.8.2

In light of the four-year phase-in period for Board of Regents policy 5:02:03:60, the time when a faculty member may apply for promotion to associate professor is determined by when his or her full-time, tenure-track employment began at ETSU:

a. Faculty whose employment began prior to July 1, 2004, may apply for promotion to associate professor after having completed four full years in the rank of assistant professor.

b. Faculty whose employment began after July 1, 2004, may apply for promotion to associate professor after having completed five full years in the rank of assistant professor.

Item (b) will be applicable to all actions to promote faculty to the rank of associate professor taken on or subsequent to July 1, 2008, for faculty whose employment began prior to July 1, 2004.

Under (a) or (b) exceptions to the years-in-rank requirement may be made by the president under special circumstances. Only one year of a leave of absence for scholarly recognition, such as significant scholarship awards, will be credited toward satisfying the experience requirement for promotion. (Note: The years-in-rank requirement is a local ETSU requirement; exceptions to this requirement do not require TBR approval.)

2.4.8.3

Documented evidence of teaching effectiveness.

2.4.8.4

Documented evidence of professional service activities of a significant nature.

2.4.8.5

Documented evidence, as accepted within the discipline, of scholarly productivity in research or creative endeavors.

2.4.8.6

Evidence of good character, mature attitude, and professional integrity.

2.4.9 Professor

The highest rank to which one may be promoted is that of Professor. Documented evidence of teaching excellence and superior contribution to student development, superior scholarly or creative activity, and superior professional service will contribute to the positive record of the candidate for advancement to the rank of professor. 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.

Those faculty members promoted to or hired at the rank of professor should provide documented evidence of (a) sustained high quality professional productivity and national recognition in the academic discipline or (b) sustained high quality professional productivity in the academic discipline that is consonant with the goals of the university and of the academic unit to which the faculty member belongs. Specifically, faculty members promoted to or hired at the rank of professor should meet the following criteria:

2.4.9.1

Earned doctorate or terminal degree from a regionally accredited institution or comparably recognized non-U.S. institution in the instructional discipline or related area 145

2.4.9.10

A faculty member may apply for promotion to professor after having completed five full years in the rank of associate professor, provided that exceptions to the years-in-rank requirement may be made by the president under special circumstances. Only one year of a leave of absence for scholarly recognition, such as significant scholarship awards, will be credited toward satisfying the experience requirement for promotion. (Note: The years-in-rank requirement is a local ETSU requirement; exceptions to this requirement do not require TBR approval.)

2.4.9.11

Documented evidence of teaching effectiveness.

2.4.9.10

Successful research, scholarly, and/or creative activity, as evidenced by such accomplishments as published scholarly books, articles in professional journals in one's discipline, presentation of papers before regional, national or international professional groups, receipt of major research grants, and/or a record of significant exhibitions or performances.

2.4.9.11

Professional service of an outstanding nature, usually of such kind as to make the individual regionally or nationally known in the discipline, or, alternatively, as a leading figure in service efforts promoted by the institution.

2.4.9.13

Evidence of good character, mature attitude, and professional integrity, and a high degree of academic maturity and responsibility.

2.4.10 Exceptions to Minimum Rank Qualifications

The minimum rank qualifications should be met in every recommendation regarding appointment to academic rank and for promotion in academic rank. Exceptions to local ETSU requirements (e.g., years-in-rank) require the approval of the president of the university. Exceptions to TBR minimum rank qualifications can be recommended to the Chancellor by the president; however, such exceptions are not favored and should be granted only upon a showing of a candidate's exceptional merit and/or other extraordinary circumstances, such as an objective need to deviate from these minimum qualifications in filling positions and/or retaining otherwise qualified faculty within certain academic disciplines.

Petitions for exceptions to promotional criteria may include consideration of the appropriateness of the degree or extraordinary qualities that the candidate may possess. The equivalent work experience credit may include relevant teaching experience or other experiences such as experience gained as an administrator, counselor, librarian, journeyman, or the like. When evaluating college-level instruction, research/scholarship/creative activities, and service, the university may make its own determination whether or not the number of years of experience from another university is to be accepted in total or discounted in some manner.