

**MIDDLE TENNESSEE STATE UNIVERSITY
COLLEGE OF LIBERAL ARTS**

**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES
POLICIES AND PROCEDURES
FOR PROMOTION AND TENURE**

(February 1, 2006)

PROCEDURES FOR PROMOTION AND TENURE REVIEW

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

I. Department Development Promotion and Tenure Committee.

The Promotion and Tenure Committee (PT) shall consist of five faculty members elected from among the full-time tenured faculty of the department. All full-time tenured and tenure track faculty vote for these committee members at a department meeting held early each fall semester (temporary faculty are not permitted to vote on committee membership). The five faculty who receive the greatest number of votes will be appointed to the PT, however, if a faculty member requests promotion to full professor, three of the five committee members must be full professors. Members of the PT will elect a chair from among the five members of the PT. The chair may serve two consecutive years as chair if re-elected and selected by members of the committee, but no more. Chairs are limited to a one year term and are not eligible to serve consecutive terms as chair. The Department Chair, faculty members applying for reappointment, tenure or promotion, their spouses, significant others, and relatives (as defined by university nepotism guidelines IV:07:01) are not eligible to serve on the PT.

Four members of the PT shall constitute a quorum. A simple majority vote shall constitute the basis for a recommendation from the committee. In the event of abstentions, at least three votes will be required for a recommendation. The absence of the minimum number of required votes in each scenario will constitute a negative recommendation.

Peers and other faculty members serving on committees that make evaluations are expected to observe the highest appropriate standards of confidentiality concerning deliberations. Tenure review committees have qualified privilege of academic confidentiality against disclosure of individual tenure votes unless there is evidence that casts doubt upon the integrity of the committee. This policy will be interpreted in a manner consistent with the Tennessee Public Records Act, as recorded in Tennessee Codes Annotated Sections 10-7-101 et seq.

II. Outline of Faculty Data and Supporting Materials

Candidates for reappointment, pre-tenure, tenure, and promotion review must submit a completed Outline of Faculty Data form. *Faculty also are required to include on their Outline of Faculty Data 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. A list of these supporting materials will be attached to the Outline of Faculty Data form. However, the supporting materials themselves will be stored in the department during this process and provided to administrators and review committees upon request. Faculty are encouraged 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 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.

A. Teaching.

1. Student Evaluations. Standard university as well as departmental teaching evaluations are required in all courses taught in the FLL Department during the fall semester. Whenever feasible, a version of the evaluation should also be given in other courses taught through extension and distance learning. For on-campus 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 PT will review the candidates through class observation at least once during the current academic year.
3. Course Materials and Other Related Documentation.
Faculty are requested 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 also should 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 tapes, sample materials (test, inventories), 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 for distance learning situations: Number and descriptions of sites; numbers of students involved; course format
- 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 Instructionally Oriented Work
 - (iii) Student Mentoring
 - (iv) Involvement in Faculty Instructional Development

B. Research/Scholarship/Creative Activities.

Faculty members are asked 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.)
 - 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. Professional Standing: (Include any editing or reviewing you have done in your professional field, any professional honors, awards, or consultantships 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 officerships or committee service.)
 - e. External Grants, Contracts, and Fellowships Applied for and Received: (Include only external fellowships, grants, and contracts received or submitted. Indicate type, title, dollar amount, granting agency.)
 - f. Internal Grants and Contracts Applied For and Received: (Include all internal grant proposals etc., submitted)
 - g. Student/faculty presentations to student sections of professional conferences.

- h. Other Scholarly Activities: (Include such things as attendance at professional meetings, scholarly work in progress and statements from professionals in the field outside of this university concerning your scholarship, etc.
2. Faculty members are required to provide documented evidence for these accomplishments (e.g., copies of published papers, published abstracts of conference papers).

C. Service/Outreach.

Faculty members are asked to list any service activities provided to the department, college, university, community and professional organizations engaged in 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 expertise.
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 departmental library or technology representative 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 PT and the Department Chairperson.
- B. Independent recommendations from the PT and Department Chairperson will be based on evaluation of teaching, research, and service/outreach according to the "FLL Department Criteria for Promotion and Tenure". Recommendations and annual developmental feedback from the PT will be made using the following procedure.
 1. PT committee members all will independently review each candidate's materials and develop ratings for each candidate in each area (i.e., teaching, research, 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 then will be given an opportunity to revise their individual ratings.

6. Based on individual member's 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 Policy II:01:05A, Section IIIB2b and Policy II:01:05B, Section IIIB1b), after consideration of and recommendations for each candidate have been completed independently by the PT and the Department Chair, they will consult.
 1. If the recommendations are in agreement for a given candidate, both parties will communicate their decision to the candidate and to the dean.
 2. If the recommendations are in conflict, the PT and Department Chairperson will meet in an attempt 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.
- E. For reappointment, pre-tenure review, and in the event of a negative recommendation on tenure and/ or promotion, a copy of the committee's letter to the candidate will be retained in the department. Should the faculty member reapply again in the future, this letter will be made available to the committee.

DEPARTMENTAL CRITERIA FOR PROMOTION AND TENURE

Tenure and Promotion to Associate Professor

Performance Criteria for Tenure and Promotion to Associate Professor

Tenure and 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) evidence of good character, mature attitude, and professional integrity

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, 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.

For promotion to associate professor faculty are expected to meet the criteria for tenure plus earn at least a total of 17 points.

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.

While numerical ratings are made with this system, an examination of the criteria themselves make it clear that there is still considerable professional judgment involved in determining the quality of the work.

Faculty members are expected to exhibit ethical and professional behavior and to maintain acceptable levels of collegial behavior. Faculty members are expected to treat colleagues with mutual respect and to foster a supportive environment. Additionally, faculty members are expected to meet classes regularly and to comply with university requirements concerning on-campus hours. A pattern of problematic ethical, professional or collegial behavior can be an important consideration in promotion and tenure decisions if it impacts work in any of the areas of teaching, research, or service/ outreach or if it seriously undermines departmental functioning. Examples of problems include, but are not limited to: consistent unwillingness to meet the teaching needs of the department, undermining effectiveness of the department or a program, failure to meet commitments. In the rare condition when there may be a serious problem with collegiality, committee members may seek clarification from the candidate and/ or other faculty members. Collegiality does not embody the expectation that faculty members ensure or promote departmental harmony through self-censure or excessive deference to prevailing norms. Respectful, reasoned criticism, debate, and dissent are hallmarks of academic freedom and play a valuable role in the department.

Teaching Activities - Tenure and 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 PT members will be incorporated into the evaluation of instruction.

10 – Ideal *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 PT members and testimonials from students supporting the effectiveness of the instruction are expected.*

9

8 – Excellent *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 *Evidence of teaching adequacy should include an assessment on the dimensions of the (a) substantive and (b) pedagogical aspects of teaching indicating there are no uncorrected serious faults or deficiencies in the areas of content coverage, instructional methods, communication of course content, attentiveness to students, and student evaluation and feedback. Efforts toward continuous teaching improvement and development of instructional innovations should also be included as evidence regardless of immediate outcomes.*

3

2 – **Needs Improvement** *Serious deficiencies in the areas of content coverage, instructional methods, communication of course content, attentiveness to students, and student evaluation and feedback.*

1

0 – *Numerous students complaining to the department chair office, mass withdrawal from courses, and unwillingness to supervise individual student learning experiences.*

Note: Collegiality, professional behavior, and ethical conduct with regards to teaching activities will be taken into consideration and can positively or negatively impact ratings in this category.

Research/Scholarship/Creative Activities - Tenure and 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 – **Ideal** *An established reputation with book length publication and/or a comparable body of publications in refereed journals.*

9

8 – **Excellent** *Evidence that the faculty member is beginning to achieve national 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 in refereed journals and scholarly presentations at regional and/or national conferences.*

7

6 – **High Quality** *An ongoing record of significant publications in refereed journals and scholarly presentations or 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 the acceptance of at least one refereed journal article and scholarly presentations or equivalent that make a contribution to the field.*

3

2 – **Needs Improvement** *Limited evidence of research activity*

1

0 – *No evidence of a research program.*

Note: Collegiality, professional behavior, and ethical conduct with regards to research activities will be taken into consideration and can positively or negatively impact ratings in this category.

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

Service/ Outreach. Service/ outreach activities of faculty that are considered for 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 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 – **Ideal** *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 – **Excellent** *Evidence of sustained service to both the university and to professional organizations or the community. 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 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. 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 Needs Improvement *Limited evidence of service/ outreach activity*

1

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

Note: Collegiality, professional behavior, and ethical conduct with regards to service activities will be taken into consideration and can positively or negatively impact ratings in this category.

Promotion to Full Professor

Performance Criteria for Promotion to Professor

Promotion to 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 recognition in research/scholarship/creative activity or service/outreach
- e) Evidence of good character, mature attitude, and professional integrity

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 applicants 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 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 promotion to associate.

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.

While numerical ratings are made with this system an examination of the criteria themselves make it clear that there is still considerable professional judgment involved in determining the quality of the work.

Faculty members are expected to exhibit ethical and professional behavior and to maintain acceptable levels of collegial behavior. Faculty members are expected to treat colleagues with mutual respect and to foster a supportive environment. Additionally, faculty members are expected to meet classes regularly and to comply with university requirements concerning on-campus hours. A pattern of problematic ethical, professional or collegial behavior can be an important consideration in promotion decisions if it impacts work in any of the areas of teaching, research, or service/ outreach or if it seriously undermines departmental functioning. Examples of problems include, but are not limited to: consistent unwillingness to meet the teaching needs of the department, undermining effectiveness of the department or a program, failure to meet commitments.

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In the rare condition when there may be a serious problem with collegiality, committee members may seek clarification from the candidate and/ or other faculty members. Collegiality does not embody the expectation that faculty members ensure or promote departmental harmony through self-censure or excessive deference to prevailing norms. Respectful, reasoned criticism, debate, and dissent are hallmarks of academic freedom and play a valuable role in the department.

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 PT committee members will be incorporated into the evaluation of instruction.

10 – Ideal *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 PT members and testimonials from students supporting the effectiveness of the instruction are expected.*

9

8 – Sustained Excellence *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.*

5

4 - **Marginal** *Evidence of teaching adequacy should include an assessment on the dimensions of the (a) substantive and (b) pedagogical aspects of teaching indicating there are no uncorrected serious faults or deficiencies in the areas of content coverage, instructional methods, communication of course content, attentiveness to students, and student evaluation and feedback. Efforts toward continuous teaching improvement and development of instructional innovations should also be included as evidence regardless of immediate outcomes.*

3

2 – **Needs Improvement** *Serious or numerous deficiencies in the areas of content coverage, instructional methods, communication of course content, attentiveness to students, and student evaluation and feedback.*

1

0 – *Numerous students complaining to the department chair office, mass withdrawal from courses, and unwillingness to supervise individual student learning experiences.*

Note: Collegiality, professional behavior, and ethical conduct with regards to teaching activities will be taken into consideration and can positively or negatively impact ratings in this category.

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.

10 – **Ideal** *An established reputation with book length publication and/or a comparable body of publications in refereed journals since promotion to Associate Professor.*

9

8 – **National Recognition** *Evidence that the faculty member has achieved national recognition as an original contributor through research. National recognition can be indicated by publications in nationally or internationally distributed professional journals. 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 since promotion to Associate Professor.*

7

6 – **Sustained High Quality Professional Productivity** *The faculty member's work should demonstrate that there is an ongoing pattern of contribution since promotion to Associate Professor, evidenced by quality work published in refereed journals and scholarly presentations at regional and/or national conferences.*

5

4 – **Marginal** *Evidence of empirical research with acceptance of a refereed journal article and scholarly presentations.*

3

2 – **Needs Improvement** *Limited evidence of research activity.*

1

0 – *No evidence of a research program.*

Note: Collegiality, professional behavior, and ethical conduct with regards to research activities will be taken into consideration and can positively or negatively impact ratings in this category.

Public Service/ Outreach - Promotion to Full Professor Criteria

Service/ Outreach. 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 – **Ideal** 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 things 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, or d) major professional contributions to the public good.*

9

*8 – **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.*

5

4 – Marginal *Some degree of participation in committees or occasional service to organizations or the community.*

3

2 – Needs Improvement *Limited evidence of service/ outreach activity.*

1

0 – No evidence of university, public or professional service.

Note: Collegiality, professional behavior, and ethical conduct with regards to service activities will be taken into consideration and can positively or negatively impact ratings in this category.

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Tenure Criteria

Dimension	Minimum Acceptable Scores For Each Category	Minimum Acceptable Pattern of Scores
		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.
Teaching	6	
Research	4	
Service	4	
		Total = 16

Promotion to Associate Professor Criteria

Dimension	Minimum Acceptable Scores For Each Category	Minimum Acceptable Pattern of Scores
	(NOTE: Minimum scores developed in accordance with university policy regarding promotion to associate 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 17.
Teaching	6	
Research	4	
Service	4	
		Total = 17

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Promotion to Full Professor Criteria

Dimension	Minimum Acceptable Scores For Each Category	Minimum Acceptable Pattern of Scores
	(NOTE: Minimum scores developed in accordance with university policy regarding promotion to full professor.)	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	8	
Research	6	
Service	6	
		Total = 22