

Approval Page  
Psychology Department Tenure & Promotion Criteria  
Middle Tennessee State University  
February 20, 2009

The departmental Development, Promotion and Tenure (DPT) committee, in conjunction with the department chairperson, developed the attached promotion and tenure policies during the 2004-2005 and 2005-2006 academic years. They were approved by a vote of the faculty on October 14, 2005 and subsequently approved by Dean Gloria Bonner and Vice President Kaylene Gebert later that year. In 2007, several wording changes were implemented with regard to criteria for evaluating faculty members for research productivity. The DPT committee recently proposed changing the wording in two sections of the policy concerning the criteria in evaluating faculty members for teaching. Specifically:

- Page 9 – Delete the word ‘Generally.’
- Page 17 – Delete the word ‘generally.’

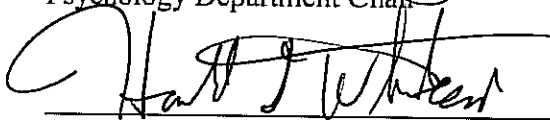
The Department of Psychology approved these changes on February 20, 2009.

  
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James O. Rust, Ph.D.  
Psychology Department Committee Chair

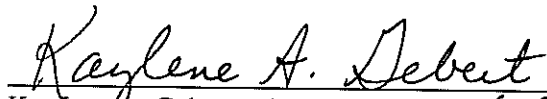
3-5-09  
Date

  
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Dennis Papini, Ph.D.  
Psychology Department Chair

3-5-09  
Date

  
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Harold Whiteside, Ph.D.  
Dean, College of Education

3/11/09  
Date

  
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Kaylene A. Gebert, Ph.D. (2009)  
Executive Vice President and Provost

3/20/09  
Date

**MIDDLE TENNESSEE STATE UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE**

**PSYCHOLOGY DEPARTMENT POLICIES AND PROCEDURES  
FOR PROMOTION AND TENURE  
(April 20, 2007)**

**PROCEDURES FOR PROMOTION AND TENURE REVIEW**

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

**I. Professional Conduct.**

All employees at MTSU are expected to conduct themselves in an ethical manner. The Ethics Code of the American Psychological Association (APA) (See <http://www.apa.org/> for full text) is designed to provide a common set of values that serve to guide the professional and scientific work of psychologists. Faculty are encouraged to embrace the General Principles expressed in the APA Ethics Code. In addition, faculty are expected to adhere to all existing Middle Tennessee State University policies and regulations regarding professional behavior in all of their work. The DPT or Chair may consider documented infractions of the Ethical Standards of the APA Ethics Code or of MTSU Policy during deliberations on applications for reappointment, pre-tenure, tenure, and promotion reviews.

**II. Department Development Promotion and Tenure Committee.**

The Psychology Development, Promotion and Tenure Committee (DPT) shall consist of seven faculty members elected from among the full-time tenured faculty of the department with the rank of Associate or Full Professor. All full-time, tenure track faculty vote for these committee members at a department meeting held late each spring semester (temporary faculty are not permitted to vote on committee membership). The seven faculty who receive the greatest number of votes will be appointed to the DPT. In the case of a tie, total points based on ranked votes will be the tie breaker. If the tie remains unresolved, a run-off election will be conducted to break the tie. Faculty elected to the committee must serve unless there are extenuating circumstances that prevent serving; approval must be granted by faculty vote. The person with the eighth most votes will serve as an alternate in the event a member is unable to serve. Members of the DPT will elect a chair from among the seven members of the DPT. Chairs are limited to one year terms 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 are not eligible to serve on the DPT.

Five members of the DPT 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 with five members present, and four votes will be required for a recommendation when six or seven members are present. 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.

### **III. 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 teaching evaluations are required in all courses taught in the Psychology 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. Data from the standard university teaching evaluations shall be submitted as "student evaluations" to be used in the evaluation process. These data 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. **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. Research or creative activities involving collaboration with students should be highlighted by placing an asterisk before each student's last name, so that it may be included as evidence of learning beyond the classroom.

1. Information is requested in eight general areas.
  - a. Refereed Scholarly Publications: (Include books, monographs, journal articles, chapters in books, book reviews, abstracts, etc.)
  - b. 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. )
  - 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. Internal Grants and Contracts Applied For and Received: (Include all internal grant proposals etc., submitted)
  - e. 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.)

- f. 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.)
  - 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. Faculty of the psychology department often are consulted regarding issues that arise in home, school, clinical, or business and industry settings. In addition, often questions are received regarding psychological tests. These and similar professional consultations should be considered university and community service activities. Documentation of such consultations must conform with professional standards of confidentiality.
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.

**IV. Decisions and Recommendations**

- A. Evaluations for reappointment, promotion, pre-tenure, or tenure will be conducted separately by the members of the DPT and the Department Chairperson.
- B. Independent recommendations from the DPT and Department Chairperson will be based on evaluation of teaching, research, and service/outreach according to the "Psychology Department Criteria for Promotion and Tenure". Recommendations and annual developmental feedback from the DPT will be made using the following procedure.
  - 1. DPT 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 DPT 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 DPT 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
- 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 applicant's materials. The dimension 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, psychology 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.

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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, consistently violating research pool procedures or otherwise undermining research resources, 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 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, and testimonials from students supporting the effectiveness of the instruction are expected.*

9

**8-Excellent** *Ongoing pattern of positive teaching evaluations and other indicators of proficiency in the areas of content coverage, instruction 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, instruction 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.

Note: University policy (Policy No: II:01:05A, Section II.G.1) states that individuals who are being hired for faculty positions may be awarded up to three years toward tenure based on experience accumulated at another university. In such cases, the DPT committee may consider teaching, research, and service activities completed at another university that were accumulated within a maximum of three consecutive years when making tenure and promotion decisions.

## Research Program - Tenure and Promotion to Associate Professor Criteria

Research is defined as inquiry undertaken that establishes facts, develops principles, or illuminates or answers questions posed within an area of intellectual pursuit through the systematic collection of evidence that can be subjected to replication, verification, or critical evaluation by persons other than the original researcher. Other forms of professional creativity may fulfill this criterion, e.g. books, book chapters, edited books, [add the following: *review articles, theoretical articles,*] etc. 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 program of externally funded research with consistent first author 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 first-author publications in nationally or internationally distributed peer-reviewed professional journals. 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 peer reviewed presentations at regional and/or national conferences.*

7

**6 – High Quality** *An ongoing record of significant contributions to [delete this word: empirical] research while at MTSU with acceptance of referred journal articles and peer reviewed presentations or equivalent. Normally, the faculty member will be first-author on much of this work.*

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 peer reviewed presentations or equivalent that make a contribution to the field. The candidate should be first author on at least one publication or should have made significant contributions on multiple publications.*

3

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

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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.

Note: University policy (Policy No: II:01:05A, Section II.G.1) states that individuals who are being hired for faculty positions may be awarded up to three years toward tenure based on experience accumulated at another university. In such cases, the DPT committee may consider teaching, research, and service activities completed at another university that were accumulated within a maximum of three consecutive years when making tenure and promotion decisions.

## **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.

**Note:** University policy (Policy No: II:01:05A, Section II.G.1) states that individuals who are being hired for faculty positions may be awarded up to three years toward tenure based on experience accumulated at another university. In such cases, the DPT committee may consider teaching, research, and service activities completed at another university that were accumulated within a maximum of three consecutive years when making tenure and promotion decisions.

## 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 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 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, consistently violating research pool procedures or otherwise undermining research

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resources, 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 -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 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, and testimonials from students supporting the effectiveness of the instruction are expected.*

9

**8 -Sustained Excellence** *An ongoing pattern of 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.

**Note:** University policy (Policy No: II:01:05A, Section II.G.1) states that individuals who are being hired for faculty positions may be awarded up to three years toward tenure based on experience accumulated at another university. In such cases, the DPT committee may consider teaching, research, and service activities completed at another university that were accumulated within a maximum of three consecutive years when making tenure and promotion decisions.

## Research Program - Promotion to Full Professor Criteria

Research is defined as inquiry undertaken that establishes facts, develops principles, or illuminates or answers questions posed within an area of intellectual pursuit through the systematic collection of evidence that can be subjected to replication, verification, or critical evaluation by persons other than the original researcher. Other forms of professional creativity may fulfill this criterion, e.g. books, book chapters, edited books, journal editorship, [add the following: *review articles, theoretical articles,*] etc. 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 program of externally funded research with consistent first author publications in refereed journals.*

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 first author 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 peer reviewed 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 peer reviewed presentations at regional and/or national conferences. Normally, the faculty member will be first-author on much of this work.*

5

**4 – Marginal** *Evidence of [delete this word: empirical] research with acceptance of a refereed journal article and peer reviewed 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.

Note: University policy (Policy No: II:01:05A, Section II.G.1) states that individuals who are being hired for faculty positions may be awarded up to three years toward tenure based on experience accumulated at another university. In such cases, the DPT committee may consider teaching, research, and service activities completed at another university that were accumulated within a maximum of three consecutive years when making tenure and promotion decisions.

## 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.*

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*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.*

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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.

Note: University policy (Policy No: II:01:05A, Section II.G.1) states that individuals who are being hired for faculty positions may be awarded up to three years toward tenure based on experience accumulated at another university. In such cases, the DPT committee may consider teaching, research, and service activities completed at another university that were accumulated within a maximum of three consecutive years when making tenure and promotion decisions.

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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