

**Department of Appalachian Studies  
East Tennessee State University**

**Criteria for Consideration of a Recommendation for Tenure or Promotion**

**Created March 2009**

**Preamble**

The Department of Appalachian Studies is interdisciplinary and diverse. Faculty members have expertise in a wide range of fields and combinations of disciplines, including bluegrass, old, time, country, and Celtic music and recording; literature; history; international studies; folklore; and Appalachian studies in general. A single faculty member may have expertise in, write about, and teach courses in such divergent areas as Appalachian music and coal mining. Consequently, the standards for promotion and tenure must reflect the unique, diverse character of the department.

A further anomaly is the nature of the Bluegrass, Old Time, and Country Music program, wherein traditional and popular genres of music are being delivered through an academic structure that is almost antithetical to the nature of the music and the way it has been learned for generations. Though bluegrass music is gaining acceptance and stature in traditional music schools, such as the Berklee College of Music, no academic institution is as yet preparing faculty with terminal or doctoral degrees in the specialized discipline, and there is no recognized terminal degree in the field. It represents a cutting-edge, growing discipline.

The following criteria for promotion and tenure are designed to accommodate the unique character of the department and the diverse nature of its faculty. While these criteria do not quantify productivity and do not set absolute or minimal standards for each academic rank, they nevertheless embrace standards of excellence commensurate with a doctoral/research intensive university. Additionally, these criteria are not grounded in the expectation that all faculty will possess the "terminal degree"; instead, professional experience and expertise are endorsed where appropriate as "equivalent" to the terminal degree. The department relies on faculty whose credentials represent "a record of extraordinary achievement in a given field," regardless of their academic training and degrees. (*Faculty Handbook* 2.4.1.7.4) (Faculty who do not possess the terminal degree should, at the time of hiring, procure a written statement from the Provost documenting that ETSU recognizes the equivalency.)

Within the department, no two faculty members will follow the same path to a successful academic career. A strong dossier for tenure or promotion will document evidence of effectiveness in teaching, and quality in service and research, increasing qualitatively with each academic rank.

**Department of Appalachian Studies**

**Criteria for Consideration of a Recommendation for Tenure**

<b>Faculty Handbook No.</b>	<b>Departmental Policy</b>	<b>Explanation</b>
<b>2.3.4.1 Length of Probationary Period and Timing of Application for Tenure</b>	Upon completion of the probationary period, tenure-track faculty should consult with the chair for direction in beginning the process of applying for tenure.	After the university administration notifies the chair of faculty who are eligible to apply for tenure, the chair will provide guidance toward a successful application. The candidate should feel free to consult with other faculty who have successfully completed the tenure process.
<b>2.3.5 Pre-Tenure</b>	The College of Arts and Sciences requires	Tenure-track faculty should have a clear

<p><b>Mentoring of Faculty</b> Each department and college should establish procedures that enhance communication with probationary faculty members concerning factors that may impact their candidacy (e.g., bona fide weighting of criteria, appropriate standards, approved staffing plans, curricular changes, accreditation issues, enrollment patterns, etc.). These procedures may include pre-tenure reviews conducted by academic departments or other academic units during the third year of the probationary period. It is the explicit responsibility of chairs and deans to establish formal protocols or by other means to keep tenure-track faculty apprised of their progress toward tenure by thorough evaluations and appropriate mentoring.</p>	<p>that each tenure-track faculty member participate in a progress evaluation towards the end of his or her third year. This third-year review is similar to a formal tenure review in its focus on teaching, research, and service but is conducted within the faculty member's individual department.</p> <p>By April 1 of the third year, the tenure-track faculty member should provide the chair a dossier containing a recent <i>curriculum vita</i>, followed by concise sections that address teaching, research, and service. These sections should include supporting documents such as student evaluations and peer observations of teaching, evidence of scholarly and creative publications, presentations, and performances, and should conclude with a summary of service to the department, college, university, and community. The third-year evaluation will be based on how well the faculty member meets departmental requirements for tenure. Prior to May 1, the tenured faculty will meet to evaluate the dossier. The chair will then communicate in writing to the candidate an assessment of his or her strengths and weaknesses and will suggest areas for improvement. A copy of the evaluation will be sent to the Office of the Dean of Arts and Sciences.</p>	<p>understanding of the progress made toward a successful application for tenure. The process provides a broad overview of a faculty member's academic career and will form the basis of advice on strengthening the tenure dossier. The third-year review is additional to annual faculty evaluation.</p> <p>In addition to regular student evaluation of teaching, the College of Arts and Sciences requires peer evaluation of teaching. Each tenure-track faculty must be observed in the classroom by peers a <u>minimum</u> of once per academic year.</p> <p>With the assistance of the chair, the tenure-track faculty member is responsible for ensuring that this peer evaluation takes place. At least two peer observers should be involved each year, and they should be selected by the faculty member, in consultation with the chair. Dates and times for peer observers to attend class should be agreed upon in advance with the faculty member.</p> <p>Written evaluations should address areas such as course content, assignments, grading practices, classroom management, etc., and be submitted to the faculty member and to the chair. These peer observations will ultimately be included in the faculty member's tenure dossier.</p> <p>On-line courses should not be exempt from peer evaluation. To evaluate an on-line course, peer observers should meet with the tenure-track faculty member as he or she logs on to the course site and, with the instructor, review course content, assignments, grading practices, and discussion boards within the course framework. Written evaluations will follow the same format as those for live classes.</p>
<p><b>2.3.8.2 Teaching</b> Effective teaching is an essential qualification for tenure, and tenure should not be granted in the absence of clear evidence of a candidate's teaching</p>	<p>Criteria to be considered in evaluating faculty include:</p> <ul style="list-style-type: none"> <li>• Command of subject matter: classroom observation and review of teaching materials</li> <li>• Ability to organize and present subject matter in a logical and meaningful way: classroom observation and review of teaching</li> </ul>	<p>Given the diverse nature of the department, faculty teach traditional, didactic courses as well as performance courses, such as individual or group instruction in bluegrass, old time, and country music.</p> <p>Evidence of effectiveness in teaching might include, but is not limited to, such things as course syllabi, handouts, teaching evaluations, awards, and use of instructional</p>

<p>ability and potential for continued development. Excellence in teaching is a strong recommendation for both tenure and promotion, though it cannot be considered in isolation from scholarship and service. Each department must develop a procedure to ensure that factual information relative to a candidate's teaching is available at the time he/she is considered for tenure.</p> <p><b>2.3.8.3</b> Evidence of effectiveness in academic assignments other than classroom teaching shall include materials and information that are pertinent to the assignment in question.</p>	<p>materials</p> <ul style="list-style-type: none"> <li>• Ability to motivate students: classroom observation and student evaluations</li> <li>• Development of instructional techniques or teaching materials, FAP/FAR/FAE goals and achievements</li> <li>• Peer evaluation.</li> </ul>	<p>support technology.</p> <p>In addition to regular student evaluation of teaching, the College of Arts and Sciences requires peer evaluation of teaching. Each tenure-track faculty must be observed in the classroom by peers a <u>minimum</u> of once per academic year.</p> <p>With the assistance of the chair, the tenure-track faculty member is responsible for ensuring that this peer evaluation takes place. At least two peer observers should be involved each year, and they should be selected by the faculty member, in consultation with the chair. Dates and times for peer observers to attend class should be agreed upon in advance with the faculty member.</p> <p>Written evaluations should address areas such as course content, assignments, grading practices, classroom management, etc., and be submitted to the faculty member and to the chair. These peer observations will ultimately be included in the faculty member's tenure dossier.</p> <p>On-line courses should not be exempt from peer evaluation. To evaluate an on-line course, peer observers should meet with the tenure-track faculty member as he or she logs on to the course site and, with the instructor, review course content, assignments, grading practices, and discussion boards within the course framework. Written evaluations will follow the same format as those for live classes.</p>
<p><b>2.3.8.4 Professional Service</b> Evidence of the candidate's contributions in the area of professional service should be offered by the candidate. Documentation of all service activities is required.</p> <p>Professional service encompasses a</p>	<p>The faculty member must show evidence of professional service, along with teaching, research, scholarship, or creative activity.</p> <p>The faculty member must document service within three areas: university service (including the department), service to the discipline, and outreach or public service.</p> <p>Evidence of service activities could include:</p> <ul style="list-style-type: none"> <li>• Service to the department: membership, participation, and leadership roles on committees; administrative service; student</li> </ul>	<p>Depending on the nature of the faculty member's discipline and expertise, service could be a deciding factor in whether the applicant is tenured.</p> <p>Documentation of service may include, but is not limited to, conference programs, published lists of association officers, letters from committee chairs, official minutes of meetings, citations of merit, letters of appointment, and evidence of effective student advisement.</p>

<p>faculty member's activities in one of three areas: outreach or public service, university service, and professional service.</p>	<p>advisement; service to student organizations; and other related activities, such as promotion of the department and any of its programs.</p> <ul style="list-style-type: none"> <li>• Service to the university: membership, participation, and leadership roles on committees within Arts &amp; Sciences and the university as a whole; participation in university governance; administrative service; student advisement; service to student organizations; and other related activities, such as promotion of the university in general.</li> <li>• Service to the discipline or professional community: membership, participation, and leadership roles in professional organizations at international, national, regional, and state levels;</li> <li>• Service to the community (exclusive of the professional and university communities): consulting activities; presentations and performances related to the candidate's discipline; and community service with Appalachian groups or non-professional groups related to the candidate's discipline.</li> <li>• Outreach or public service to the community by sharing expertise for the good of the greater community. This might include charitable work when it involves professional expertise in the candidate's discipline. It might also involve teaching or developing an aspect of our cultural heritage, such as music, folklore, or oral narrative.</li> </ul>	
<p><b>2.3.8.5 Research, Scholarship, and Creative Activities</b></p>	<p>All faculty should have a substantial record of achievement in research, scholarship, and/or creative activities.</p> <p>In the tenure process, evidence supplied by the applicant should indicate performance beyond routine expectations in the areas outlined below. The quality of the work should be evident and is more important than quantity. Deficiencies in some criteria should be counterbalanced by superiority in others.</p>	<p>Faculty must provide solid documentation of research, scholarship, and creative activity. Documentation may include, but is not limited to, the following: complete bibliographic listings, which clarify the faculty member's role in jointly authored products and presentations; complete descriptions of performances, sound recordings, and audio visual productions.</p> <p>Copies of all published items (including audio</p>

	<ul style="list-style-type: none"> <li>• Publications: books, textbooks, chapters in books, articles in journals, monographs, articles in conference proceedings, abstracts, book reviews, creative works, and other related items. The reputation of the publisher and review process should be considered.</li> <li>• Sound recordings and audio visual productions: CD's, DVD's, films, etc.</li> <li>• Presentations: papers, panel presentations, and poster sessions delivered at local, state, regional, national, and international professional meetings. The significance of content and selection process should be considered in the review of such presentations.</li> <li>• Performances: performances that are invited or juried by nationally or regionally recognized members or groups within the discipline or with an interest in Appalachian Studies.</li> <li>• Research in progress: Verification of stages of development is mandatory.</li> <li>• Other: funded or unfunded grant proposals, computer software development, or audio-visual media may also be considered.</li> </ul>	<p>and video) must be available for examination by reviewers. Reprints of articles or reviews, tables of contents, conference proceedings and programs, exhibit catalogs, copies of audio-visual or interactive media products, or news coverage of performances are also desirable.</p>
<p><b>2.3.8.6 Other Factors for Consideration</b> Candidates should present evidence of continuing professional development. Much of that evidence will be submitted in the sections on teaching, service, research, and scholarly and creative activity as indicated above. Additional evidence related to professional growth may include courses taken for credit,</p>	<p>Faculty are expected to keep abreast of new developments and technologies. Evaluation for tenure may include evidence of continued professional development.</p> <p>Consideration for tenure will include the individual's contribution to the goals and objectives of the department and the university.</p> <p>A collegial manner and willingness to work in a team environment are essential qualities of a successful tenure application. Because of the need for mutual support between the Department of Appalachian Studies and the Center for Appalachian Studies and Services, faculty are expected to establish and maintain strong, productive lines of communication with administrators and staff in the Center for Appalachian Studies and Services.</p>	<p>The tenure committee will also consider less tangible factors such as the applicant's willingness to stay abreast of changes in his or her area of expertise (e.g., new versions of software, migration to new software), contribution to the department as a unit (e.g., "pulling one's weight," participation in the department team), and collegiality (e.g., the ability to interact in a professional manner with all ETSU faculty, staff, students, and constituents). The relationships, positive interaction, and interaction among faculty in the Department of Appalachian Studies and administrators and staff in the Center for Appalachian Studies and Services are particularly important.</p> <p>While these factors are not easy to document, and do not have to be documented, the applicant may wish to strengthen the tenure</p>

<p>courses audited, seminars attended, and independent study activities.</p> <p>The candidate should present evidence, in the annual faculty review process, of contributions to institutional as well as to individually established goals in teaching, research, creative and scholarly activities, and service. The quality of the candidate's contributions, however, will be of greater importance than the adherence of those contributions to objectives.</p>		<p>dossier by addressing these factors. Evidence might include, but is not limited to, letters of support from colleagues who have worked closely with the applicant.</p> <p>Success in these factors will be judged by colleagues on the tenure committee but does not have to be addressed in the written evaluation. Failure in these factors, as judged by colleagues on the tenure committee, <b>must</b> be addressed in the written evaluation.</p>
<p><b>2.3.18.11</b> The departmental review will be completed by a committee of tenured faculty, excluding the department chair. The review should reflect serious consideration of general university criteria, the specific criteria and types of evidence specified, any weighted criteria reflecting appropriate standards for the discipline, and any currently documented analysis of long-term staffing needs.</p>	<p>Because of the small number of tenured faculty within the department, a tenure committee may include faculty from outside the department. Outside members of the committee will be chosen by agreement between the chair and the applicant for tenure. The tenure committee will pass its recommendations on to the chair. From that point, the process will follow the protocol and schedule of the College of Arts and Sciences and the university.</p>	<p>The tenure committee will include all faculty members tenured in the department. Because of the small number of faculty members in the department, additional tenured ETSU faculty members from appropriate academic departments, especially faculty who are familiar with Appalachian studies in general and the applicant's work in particular, may be invited to serve on the departmental tenure committee.</p>

## Department of Appalachian Studies

### Criteria for Promotion

Faculty Handbook No.	Departmental Policy	Explanation
2.4.1.7.4 Terminal Degree	The department expects every faculty member to be trained and qualified for his or her assignment. Where appropriate, faculty are expected to hold the terminal degree in their discipline. Examples include the Ph.D. degree in history, English, sociology and anthropology, or a related Appalachian studies field. Because of the diverse nature the department's mission, however, a terminal degree will not be an appropriate qualification for some faculty positions. These faculty will be professionally qualified based on their "record of extraordinary achievement in a given field," "equivalent work experience credit," or specialized training specific to the work assignment.	<p>The department expects to hire faculty whose credentials represent "a record of extraordinary achievement in a given field," regardless of their academic training and degrees. (<i>Faculty Handbook</i> 2.4.1.7.4). Faculty who do not possess the terminal degree should, at the time of hiring, procure a written statement from the Provost documenting that ETSU recognizes the equivalency.</p> <p>For professors in the Bluegrass, Old Time, and Country Music Program, there are no "terminal degrees" defined by the discipline. In these instances, the faculty member may be given an equivalent work experience credit if he or she possesses a record of extraordinary achievement in bluegrass, old time, Celtic, or country music.</p>
<p><b>2.4.1.7.1 Teaching</b> 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, development of course materials and courseware, and development of innovative approaches to instruction.</p> <p><b>2.4.4 Teaching</b> Evaluation of instruction shall be based on the criteria outlined herein, with each unit assigning varying degrees of weight to each criterion. Deficiencies in some criteria may</p>	<p>Criteria to be considered in evaluating faculty include:</p> <ul style="list-style-type: none"> <li>• Command of subject matter: classroom observation and review of teaching materials</li> <li>• Ability to organize and present subject matter in a logical and meaningful way: classroom observation and review of teaching materials</li> <li>• Ability to motivate students: classroom observation and student evaluations</li> <li>• Development of instructional techniques or teaching materials, FAP/FAR/FAE goals and achievements</li> <li>• Peer evaluation.</li> </ul>	<p>Given the diverse nature of the department, faculty teach traditional, didactic academic courses as well as performance courses, such as individual or group instruction in bluegrass, old time, and country music.</p> <p>Evidence of effectiveness in teaching might include, but is not limited to, such things as course syllabi, handouts, teaching evaluations, awards, and use of instructional support technology.</p> <p>In addition to regular student evaluation of teaching, the College of Arts and Sciences requires peer evaluation of teaching. Each tenure-track faculty must be observed in the classroom by peers a <u>minimum</u> of once per academic year.</p> <p>With the assistance of the chair, the tenure-track faculty member is responsible for ensuring that this peer evaluation takes place. At least two peer observers should be involved each year, and they should be selected by the faculty member, in consultation with the chair. Dates and times for peer observers to attend class should be agreed upon in advance with the faculty member.</p>

<p>be counterbalanced by superiority in others.</p>		<p>Written evaluations should address areas such as course content, assignments, grading practices, classroom management, etc., and be submitted to the faculty member and to the chair. These peer observations will ultimately be included in the faculty member's tenure dossier.</p> <p>On-line courses should not be exempt from peer evaluation. To evaluate an on-line course, peer observers should meet with the tenure-track faculty member as he or she logs on to the course site and, with the instructor, review course content, assignments, grading practices, and discussion boards within the course framework. Written evaluations will follow the same format as those for live classes.</p>
<p><b>2.4.1.7.2 Research/Scholarship/Creative Activities</b></p> <p>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</p>	<p>All faculty should have a substantial record of achievement in research, scholarship, and creative activities.</p> <p>In the promotion process, evidence supplied by the applicant should indicate performance beyond routine expectations in the areas outlined below. The quality of the work should be evident and is more important than quantity. Deficiencies in some criteria should be counterbalanced by superiority in others.</p> <ul style="list-style-type: none"> <li>• Publications: books, textbooks, chapters in books, articles in journals, monographs, articles in conference proceedings, abstracts, book reviews, creative works, and other related items. The reputation of the publisher and review process should be considered.</li> <li>• Sound recordings and audio visual productions: CD's, DVD's, films, etc.</li> <li>• Presentations: papers, panel presentations, and poster sessions delivered at local, state, regional, national, and international professional meetings. The</li> </ul>	<p>Faculty must provide solid documentation of research, scholarship, and creative activity, which may include, but is not limited to, the following: complete bibliographic listings, which clarify the faculty member's role in jointly authored products and presentations; complete descriptions of performances, sound recordings, and audio visual productions.</p> <p>Copies of all published items (including audio and video) must be available for examination by reviewers. Reprints of articles or reviews, tables of contents, conference proceedings and programs, exhibit catalogs, copies of audio-visual or interactive media products, or news coverage of performances are also desirable.</p> <p>Application for promotion to increasingly higher ranks should be accompanied by evidence of increased scholarly productivity, both in quantity and quality, since the last promotion.</p>



<p>innovative teaching approaches.</p> <p>2.4.5 Research, Scholarly, and Creative Activities are vital areas of involvement for faculty in CASS. Clear evidence of the quality of work should accompany each promotion application. Evidence supplied by the candidate should reflect performance <i>above routine expectations</i>.</p>	<p>significance of content and selection process should be considered in the review of such presentations.</p> <ul style="list-style-type: none"> <li>• Performances: performances or exhibitions that are invited or juried by nationally or regionally recognized members or groups within the discipline or with an interest in Appalachian Studies.</li> <li>• Research in progress: Verification of stages of development is mandatory.</li> <li>• Other: funded or unfunded grant proposals, computer software development, or audio-visual media may also be considered.</li> </ul>	
<p><b>2.4.6 Professional Service</b></p> <p>Evidence of the candidate's contributions in the area of professional service should be offered by the candidate. Documentation of all service activities is required. Professional service encompasses a faculty member's activities in one of three areas: university service, service to the discipline, and outreach or public service.</p>	<p>The faculty member must show evidence of professional service, along with teaching, research, scholarship, or creative activity.</p> <p>The faculty member must document service within three areas: university service (including the department), service to the discipline, and outreach or public service.</p> <p>Evidence of service activities could include:</p> <ul style="list-style-type: none"> <li>• Service to the department: membership, participation, and leadership roles on committees; administrative service; student advisement; service to student organizations; and other related activities, such as promotion of the department and any of its programs.</li> <li>• Service to the university: membership, participation, and leadership roles on committees within Arts &amp; Sciences and the university as a whole; participation in university governance; administrative service; student advisement; service to student organizations; and other related activities, such as promotion of the university in general.</li> <li>• Service to the discipline or professional community: membership, participation, and leadership roles in professional organizations at international, national, regional, and state levels;</li> <li>• Service to the community (exclusive</li> </ul>	<p>The faculty member must demonstrate quality service commensurate with his or her academic assignment.</p> <p>Documentation of service may include, but is not limited to, conference programs, published lists of association officers, letters from committee chairs, photographs of exhibits, official minutes of meetings, citations of merit, letters of appointment, and evidence of effective student advisement.</p> <p>Application for promotion to increasingly higher ranks should be accompanied by a record of increasing professional service, both in quality and quantity, since the last promotion.</p>

	<p>of the professional and university communities): consulting activities; presentations and performances related to the candidate's discipline; and community service with Appalachian groups or non-professional groups related to the candidate's discipline.</p> <ul style="list-style-type: none"> <li>• Outreach or public service to the community by sharing expertise for the good of the greater community. This might include charitable work when it involves professional expertise in the candidate's discipline. It might also involve teaching or documenting an aspect of our cultural heritage, such as music, folklore, or oral narrative.</li> </ul>	
2.4.7.1 [Assistant Professor]	<p>The faculty member is expected to possess a terminal degree as defined by the discipline (see Terminal Degree 2.4.1.7.4 above). In some instances when a terminal degree is not defined by the discipline (as in the case of bluegrass music), the faculty member may be given equivalent-work-experience credit if he/she possesses a record of extraordinary achievement in bluegrass and country music. In some instances, when specialized expertise is needed (as in the recording studio), exceptions may be made, and other specialized training appropriate to the specific discipline may be accepted.</p> <p>In addition to the degree requirements, those faculty members promoted or hired at the rank of Assistant Professor must</p> <ul style="list-style-type: none"> <li>• Begin and sustain a distinctive record;</li> <li>• Be adequately trained in the discipline and competent to carry out the responsibilities assigned to them;</li> <li>• Demonstrate effectiveness in teaching;</li> <li>• Show promise of a productive career in creative or scholarly research and professional service.</li> </ul>	<p>The exception of equivalent work experience credit is defined in section 2.4.1.7.4 consistent with university policy.</p> <p>Application for promotion to Assistant Professor should be accompanied by a record of teaching, research, and service that exceeds (both in quality and quantity) the level demonstrated at the Instructor rank.</p> <p>The faculty must demonstrate productivity, competence, and achievement in all three categories of teaching, research, and service, with greater emphasis on teaching.</p>
2.4.8.1 [Associate Professor]	<p>The faculty member is expected to possess a terminal degree as defined by the discipline (see Terminal Degree 2.4.1.7.4 above). In some instances when a terminal degree is not defined by the discipline (as in the case of bluegrass music), the faculty member may be given equivalent-work-experience credit if</p>	<p>The exception of equivalent work experience credit is defined in section 2.4.1.7.4 consistent with university policy.</p> <p>Application for promotion to Associate Professor should be accompanied by an outstanding record in teaching, research, and</p>

	<p>he/she possesses a record of extraordinary achievement in bluegrass and country music. In some instances, when specialized expertise is needed (as in the recording studio), exceptions may be made, and other specialized training appropriate to the specific discipline may be accepted.</p> <p>In addition to degree requirements, faculty promoted or hired at the rank of Associate Professor should demonstrate a high level of productivity and quality of work that may lead to national recognition in the discipline or that is consonant with the goals of the department and the university.</p> <p>The faculty member must provide documented evidence of:</p> <ul style="list-style-type: none"> <li>• Excellence in teaching;</li> <li>• Significant and diverse professional service activities;</li> <li>• Productive record of research or creative endeavors.</li> </ul>	<p>service that exceeds (both in quantity and quality) the level demonstrated by the candidate when promoted to the rank of Assistant Professor.</p> <p>The faculty member must demonstrate productivity, competence, and achievement in all three categories of teaching, research, and service, with greater emphasis on teaching and research. The teaching record must be excellent.</p>
2.4.9.1 [Professor]	<p>The faculty member is expected to possess a terminal degree as defined by the discipline (see Terminal Degree 2.4.1.7.4 above). In some instances when a terminal degree is not defined by the discipline (as in the case of bluegrass music), the faculty member may be given equivalent work experience credit if he/she possesses a record of extraordinary achievement in bluegrass and country music. In some instances, when specialized expertise is needed (as in preservation efforts, media laboratory, or recording studio), exceptions may be made, and other specialized training appropriate to the specific discipline may be accepted.</p> <p>In addition to the terminal degree, faculty members promoted or hired at the rank of Professor should demonstrate a sustained high quality of productivity that is consonant with the goals of the department, the university, and national recognition in the discipline.</p> <p>The applicant must provide documented evidence of sustained:</p> <ul style="list-style-type: none"> <li>• Excellence in teaching;</li> <li>• Superior productivity and a sustained body of work in scholarly research or creative endeavors. The attainment of national recognition in some area of expertise is desirable;</li> <li>• Outstanding professional service to</li> </ul>	<p>The exception of equivalent work experience credit is defined in section 2.4.1.7.4 consistent with university policy.</p> <p>Application for promotion to Professor should be accompanied by an outstanding record in teaching, research, and service that exceeds (both in quantity and quality) the level demonstrated by the candidate when promoted to the rank of Associate Professor.</p> <p>The teaching record must be excellent. The record of research and service must reflect greater breadth, depth, and leadership than was demonstrated at the level of Associate Professor.</p>

	<p>make the person regionally or nationally known in the discipline or as a leading figure in service to the institution.</p>	
<p>2.4.11.18</p>	<p>Because of the small number of tenured or tenure-track faculty within the department, a promotion committee may include faculty from outside the department who are familiar with Appalachian studies and the applicant's work. Outside members of the committee will be chosen by agreement between the chair and the applicant for promotion. The promotion committee will pass its recommendations on to the chair. From that point, the process will follow the protocol and schedule of the College of Arts and Sciences.</p>	<p>The promotion committee for applicants seeking promotion to Assistant Professor will include all tenured and tenure-track faculty members at rank and above.</p> <p>Likewise, the promotion committee for applicants seeking promotion to Associate Professor will include all tenured and tenure-track faculty members at rank and above. The promotion committee for applicants seeking promotion to Professor will include all tenured and tenure-track faculty members holding the rank of Professor.</p> <p>Because of the small number of faculty members in the department, additional tenured, at- or above-rank ETSU faculty members familiar with Appalachian studies in general and the applicant's work in particular may be invited to serve on the promotion committee.</p>