



EAST TENNESSEE STATE
UNIVERSITY

Promotion Policy for Renewable Term Faculty

Policy Name: Promotion Policy for Renewable Term Faculty

Policy Purpose

This policy specifies the process for earning Promotion and the required reviews during and beyond the Promotion process.

Applicability

This policy applies to Renewable Term Faculty only.

Responsible Official, Office, and Interpretation

The Academic, Research, and Student Success Committee of the Board of Trustees is responsible for the review and revision of this policy. For questions about this policy, please contact the Secretary of the Board of Trustees. The Board of Trustees, in consultation with the Office of University Counsel, has the final authority to interpret this policy.

Defined Terms

A defined term has a specific meaning within the context of this policy.

Academic Unit

A department, center, library, school, or program within Academic Affairs that reports to the Provost and Senior Vice President for Academic Affairs.

Additive Stipend

An Additive stipend is a temporary payment added to an employee's Base salary to compensate for additional duties, responsibilities, or special assignments. An Additive stipend does not become part of Base pay and is not eligible for across-the-board salary adjustments, merit increases, or Promotion related increases.

Base Salary

Institutional Salary minus any stipends or extra pay.

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Base Stipend

A Base stipend is a recurring component of compensation awarded for the fulfillment of work performed. The Base stipend is considered part of an individual's Institutional Salary and is eligible for institutional increases, including but not limited to across-the-board (ATB) adjustments and Promotion related increases, in accordance with applicable policies.

Deviations

A departure from established timelines or procedures that may be unintentional (due to error) or necessitated by external factors.

Exceptions

A proactive, intentional departure from a standard policy that is approved before it occurs. An "Exception" might be granting early consideration for Promotion to a Faculty member with significant prior service credit.

Faculty

In this policy, all references to Faculty refer to Renewable Term Faculty as detailed in the Faculty Appointments and Designations Policy unless otherwise noted.

Faculty Activity

Teaching, Librarianship, clinical practice, research, scholarship, creative activity (RSCA), service, and/or administrative assignments.

Faculty Activity Evaluation (FAE)

The annual assessment of a Faculty member's performance on the Faculty Activities outlined in the Faculty Activity Plan (FAP) and reported in the Faculty Activity Report (FAR).

Faculty Activity Plan (FAP)

An annual plan outlining the Faculty member's intended Faculty Activities. The Faculty Supervisor and dean (or designee) provide final approval of the FAP, except in cases of workload review procedures.

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Faculty Activity Report (FAR)

An annual report describing the Faculty member's completed Faculty Activities.

Faculty Dossier

A comprehensive, structured collection of documents that acts as a formal record of a faculty member's professional accomplishments in teaching, Librarianship, research, scholarship, creative activity (RSCA), service, clinical practice, and/or administrative activities.

Faculty Supervisors

Department heads, department chairs, Academic Unit directors, school directors, or any other administrative position officially authorized to direct Faculty activity.

Librarianship

Collecting, organizing, preserving, and disseminating information to users. Activities include but are not limited to developing programs and services to users, developing and maintaining classification systems for organization and finding resources, maintaining bibliographic and metadata controls, integrating search techniques for user self-help, assessing the university's information assets, working with multi- and streaming media and makerspace resources, curating and managing data, helping students, Faculty, and staff locate library resources, creating user-needed collections, evaluating materials for licensing, accessibility, and budgetary needs, providing best practices on information literacy, use, and dissemination.

Majority Vote

More than half (half plus one) of eligible members present and voting at the appointed time to cast their vote. A quorum is established when more than half of all eligible members are available to vote. Votes submitted by email, occurring in an online meeting, or occurring in-person meeting will count toward the total. Abstentions are not included in the vote count. Once quorum is established, a Majority Vote is established if more than half of the quorum votes to support the same outcome.

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Minimum Standard Time in Rank

The five years between promotion from Assistant Professor to Associate Professor or from Associate Professor to Professor.

Promotion

Advancement from Lecturer to Senior Lecturer, or advancement from Senior Lecturer to Principal Lecturer, Advancement from Assistant Professor to Associate Professor or advancement from Associate Professor to Professor according to applicable criteria stated in the Faculty Appointments and Designations Policy.

Rank for Renewable Term Faculty

Lecturer, Senior Lecturer, Principal Lecturer, Assistant Professor, Associate Professor, Professor, Professor of Practice, as outlined in the Faculty Appointments and Designations Policy.

Standard Workload Expectations

Standard Workload Expectations establish the baseline of distribution of faculty effort against which Differentiated Workloads, Overload Assignments, and Banking are measured. Academic Units, colleges, and departments may not define “stand” in a manner that routinely requires Exceptions for common instructional or disciplinary practices. Standard does not mean inflexible; documented and justified variations are permitted when appropriate.

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Policy

Promotion at East Tennessee State University articulates the university's commitment to supporting faculty as they pursue excellence in the areas of teaching, Librarianship (hereafter referred to as teaching), clinical practice, research, scholarship, or creative activity, service, and/or administrative activities as appropriate to the appointment.

Promotion in academic rank recognizes sustained achievement in teaching, clinical practice, research, scholarship, creative activity, service, and administrative activities and reflects a faculty member's ongoing professional growth and increasing contributions to the mission of the university. The promotion process ensures the continued quality, integrity, and vitality of the faculty by establishing clear standards for advancement and recognizing excellence at each stage of an academic career.

The Office of the Provost will annually publish on the Office of the Provost website the deadlines for informing faculty about Promotion, FAE, and Midpoint Review.

1. Minimum Standard Time in Rank.

The Minimum Standard Time in Rank commences on the Faculty member's date of hire with the University. Renewable term faculty are not required to apply for Promotion, but may choose to apply for Promotion after the completion of five years of service from the date of hire.

Following an initial Promotion to Associate Professor, a Faculty member is eligible to submit a Faculty Dossier for subsequent Promotion in accordance with this policy after completing an additional five (5) years of service, measured from the date the prior Promotion was effective after the approval by the Board of Trustees, and in accordance with the provisions of this policy.

Minimum Standard Time in Rank is calculated on a calendar-year basis. For example, a Faculty member whose appointment begins in Fall 2020 is eligible to apply for Promotion in Fall 2025. A Faculty member whose appointment begins in Spring 2020 is eligible to apply for Promotion in Fall 2025.

1.1. Exceptions to the Minimum Standard Time in Rank.

Under certain circumstances, Exceptions to the Minimum Standard Time in Rank required for Promotion eligibility may be permitted, subject to the provisions of this policy and applicable institutional procedures. All Exceptions require approval from

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the Faculty Supervisor, dean, Provost, and President. Human Resources must be informed of Deviations.

1.1.1. Requesting Credit for Prior Service.

The Minimum Standard Time in Rank required for Promotion eligibility may include credit for a maximum of three (3) years of full-time service at accredited colleges, universities, or comparable institutions, including ETSU, at the discretion of the President. Any request for credit for prior service must be recognized and confirmed in writing in the offer letter at the initial appointment provided that such service is relevant to institutional needs and consistent with applicable criteria.

A Faculty Dossier submitted for Promotion must include documentation of accomplishments corresponding to the period of prior service for which credit toward Promotion was granted.

At the time the Faculty member submits a Faculty Dossier, they may request to relinquish all or part of the time awarded for prior service.

1.1.2. Requesting to Apply Early for Promotion.

Subject to the approval of the President, in extraordinary circumstances, a Faculty member may be permitted to apply for Promotion prior to completion of the Minimum Standard Time in Rank. A Faculty member may apply for Promotion only once prior to completing the required Minimum Standard Time in Rank. The Faculty member may withdraw the Promotion materials from further consideration at any point in the review process; provided, however, if the application is withdrawn, this constitutes an application.

1.1.3. Administrative Activities Effect on Minimum Standard Time in Rank.

The Minimum Standard Time in Rank required for Promotion eligibility to Associate Professor for a Faculty member assigned administrative activities may extend the Minimum Standard Time in Rank required for Promotion by one (1) year.

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1.2. Deviations to the Minimum Standard Time in Rank.

Under certain circumstances, Deviations to the Minimum Standard Time in Rank required for Promotion eligibility may be permitted, subject to the provisions of this policy and applicable institutional procedures.

Deviations to the Minimum Standard Time in Rank required for Promotion eligibility may be granted under special circumstances such as medical leave and natural disasters. All Deviations require approval from the Faculty Supervisor, dean, and Provost, with ultimate approval provided by the President. Human Resources must be informed of Deviations.

1.2.1. Deviation due to Medical Leave

A Faculty member may be permitted to extend the Minimum Standard Time in Rank for Promotion due to medical reasons (e.g., surgery, pregnancy, adoption, cancer treatment, mental health conditions, etc.) and as otherwise required by law. The ultimate authority to approve a faculty member's leave of absence (LOA) to be included in the Minimum Standard Time in Rank rests with the President.

1.2.2. Deviation due to Stop the Clock Request

A Faculty Member may be permitted to extend the Minimum Standard Time in Rank for Promotion for a maximum of one year due to a request by the Faculty member as a result of an extraordinary circumstance, such as a natural disaster, change in federal government agency that results in a grant cancellation, pandemics, etc.

At the time the Faculty member submits a Faculty Dossier, they may request to reverse the request to stop the clock if they find they were able to continue progress toward Promotion.

2. Faculty with Multiple Appointments.

Faculty members holding appointments in more than one Academic Unit will have a written agreement specifying their responsibilities, evaluation procedures, and the designated evaluating Faculty Supervisor for evaluation. Such agreements are approved by the Faculty member, the Faculty Supervisor(s), the dean (or designee), and the Provost (or designee). The agreement must designate the Academic Unit and the Faculty Supervisor who will hold primary decision-making responsibility in the event of

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disagreements. If disagreements persist, the Provost (or designee) will have the final authority to designate the Academic Unit and Faculty Supervisor who will hold primary decision-making responsibility.

3. FAE and Midpoint Review.

All renewable term Faculty members must undergo a FAE as described further hereinbelow. After the first two (2) years of service, renewable track Faculty must receive a midpoint review in the third year of service as described further hereinbelow. The Office of the Provost provides timely notification to the dean (or designee), Faculty Supervisor, and Faculty about the required and/or expected FAE and midpoint reviews.

3.1. FAE.

Renewable term Faculty, regardless of Rank, receive an annual FAE conducted by the Faculty Supervisor and the dean. The Faculty Supervisor assesses performance and expectations appropriate to Rank and progress toward Promotion, if applicable. The FAE is based on the Faculty member's FAR and evaluated in the context of assigned responsibilities in teaching, clinical practice, RSCA, service, and/or administrative activities as outlined in the offer letter, most recent contract of employment, the previous year's FAP, FAR, FAE, and applicable Academic Unit Promotion criteria. Not all areas of evaluation apply to all Faculty members (i.e., some Faculty may not perform clinical practice). The Faculty Workload Policy governs the FAP. The FAE serves as the basis for decisions related to Promotion, as applicable, workload, assignments, salary recommendations, and other personnel actions. Faculty may submit a rebuttal of the Faculty Supervisor's FAE to the dean, whose decision on the FAE rating is final.

3.1.1. Faculty performance is assessed by the Faculty Supervisor and the dean (or designee) using the following university-wide rating scale, which reflects institutional expectations for teaching, clinical practice, RSCA, service, and/or administrative activities. Academic units use objective, clearly defined performance criteria and this standardized scale to ensure fairness and consistency in the evaluation process. The expectations delineated within the scale include:

3.1.1.1. **Exceeds Expectations:** consistently surpasses established goals set in the offer letter, most recent contract of employment, the previous year's FAP, FAR, FAE, and standard expectations within applicable Academic Unit Promotion criteria.

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- 3.1.1.2. **Meets Expectations:** consistently achieves and occasionally exceeds established goals set in the offer letter, most recent contract of employment, the previous year's FAP, FAR, FAE, and standard expectations within applicable Academic Unit Promotion criteria.
- 3.1.1.3. **Approaches Expectations:** inconsistently achieves established goals set in the offer letter, most recent contract of employment, the previous year's FAP, FAR, FAE, and standard expectations within applicable Academic Unit Promotion criteria.
- 3.1.1.4. **Does Not Meet Expectations:** consistently fails to achieve established goals set in the offer letter, most recent contract of employment, the previous year's FAP, FAR, FAE, and standard expectations within applicable Academic Unit Promotion criteria or involves professional misconduct, dereliction of duty, or incompetence.

3.1.2. Performance Improvement Plan.

When a Faculty member receives a rating of “Does Not Meet Expectations” or “Approaches Expectations” in any area of assigned responsibility (teaching, clinical practice, RSCA, service, and/or administrative activities), the Faculty member and Faculty Supervisor must develop a Performance Improvement Plan (PIP). The PIP is approved by the dean.

The PIP includes clearly defined goals or outcomes; an outline of activities to be undertaken; a timetable for completing those activities; available resources and supports to address the Faculty member's needs; expectations for improvement; monitoring strategies; and consequences for failure to meet the PIP's expectations. Faculty with a PIP meet with the Faculty Supervisor at least twice during the fall semester and twice during the spring semester to review progress, document additional needs/resources, and identify planned accomplishments for the upcoming quarter. After each meeting, the Faculty Supervisor summarizes the meeting and indicates whether the Faculty member is on track to complete the PIP. The PIP may require revisions to the Faculty member's FAP and workload allocation, but shall not require overload assignments. The Faculty member has up to two (2) years to accomplish the goals/outcomes of the PIP.

3.2. Midpoint Review.

During the third year of employment, renewable term Faculty must receive a midpoint review. The midpoint review is conducted by the Faculty of the Academic Unit, in collaboration with the Faculty Supervisor. For Faculty members who have been

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awarded credit toward Promotion at the time of hire, the Faculty Dossier for the midpoint review will include accomplishments completed during the period for which such credit was granted. Reviewers must consider these accomplishments as part of the midpoint evaluation.

Faculty members who elect not to pursue Promotion at the standard review interval or those who are not recommended for Promotion after their initial submission, may seek Promotion at a later date. In cases where Faculty apply for Promotion during an out-of-cycle period, the Faculty member may request an out-of-cycle midpoint review of their Faculty Dossier to assess progress toward meeting Promotion criteria. The midpoint review is advisory in nature and does not constitute a guarantee of Promotion.

4. Notification of Promotion Eligibility.

The Office of the Provost provides timely notification to the dean (or designee), Faculty Supervisor, and Faculty about the eligibility of a particular Faculty member for Promotion. Faculty provide written confirmation of their intent to apply for Promotion.

5. Faculty Withdrawal of Application.

Once Faculty upload a Faculty Dossier to ETSU's review system, the Faculty member is considered to have submitted a Faculty Dossier for Promotion. Only the Faculty member who has applied for Promotion can request that the application be withdrawn. There are no limits to the number of times Faculty can apply for Promotion until Faculty reach the Rank of Professor or Principal Lecturer.

6. Criteria for Promotion.

6.1. University Criteria.

The Faculty Appointment and Designations Policy governs the university criteria distinguishing Ranks and establishes the minimum requirements for appointment and Promotion across Ranks, including qualifications related to terminal degree requirements. Any Exceptions to the minimum academic Rank qualifications or terminal degree requirements are governed by the provisions set forth in the Faculty Appointment and Designations Policy and the [Certification of SACSCOC Faculty Qualifications Policy](#), and are applied in accordance with university procedures.

Renewable track Faculty must demonstrate documented professional excellence and continued promise in teaching, clinical practice, RSCA, service, and/or administrative activities, as well as the likelihood that the Faculty member will continue to

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demonstrate professional excellence and contribute to the mission and anticipated needs of the Academic Unit in which the appointment is held.

6.2. Academic Unit Evaluation Criteria.

Each Academic Unit is responsible for developing its own criteria for annual review and Promotion. When Academic Unit-level criteria are developed or revised, they must be approved by a Majority Vote of the full-time Faculty within the Academic Unit, regardless of Rank or appointment status. Following Faculty approval, the criteria must be reviewed and approved by: (1) the college dean (or designee) to ensure equitable workload expectations within the Academic Unit; and (2) by the Provost to ensure alignment with institutional policies and standards before Academic Unit-level criteria are published and in effect. Academic Unit-level criteria become official upon publication in the university-designated online format and must include the effective date in the document.

When developing criteria, Academic Units should consider the standards and practices of identified peer units or comparable programs, as determined by the Academic Unit. Academic Unit-level criteria must provide clear guidance and expectations reflecting the norms and standards of the discipline(s) represented within the unit by which faculty will be evaluated. Academic Unit-level criteria must clearly specify the classification of administrative activities and indicate whether such work is evaluated within the area of service or another designated category of Faculty responsibility. Academic Unit-level criteria must align with university policies and procedures.

6.3. Applicability of Promotion Criteria.

Faculty members are evaluated for Promotion under the criteria in effect at the time of their initial appointment or at the time following their most recent Promotion. Following the adoption of revised Promotion criteria, Faculty may elect, in writing, to be evaluated under either the prior criteria or the revised criteria. This election remains in effect until the Faculty member's next scheduled Promotion review or for a period not to exceed six (6) years, whichever occurs first. In accordance with this policy, Faculty assigned significant administrative activities elect, in writing, to be evaluated under either the prior criteria or the revised criteria and that election remains in effect until the Faculty member's next scheduled Promotion review or for a period not to exceed seven (7) years, whichever comes first. Upon completion of that review or the six (6) year period, seven (7) year period for those assigned significant administrative activities, the revised criteria are applied to all subsequent evaluations.

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6.4. Transition Following Academic Unit Reassignment.

Faculty members who are reassigned to a different Academic Unit as a result of institutional reorganization are provided a transition period of up to six (6) years (seven (7) years for Faculty with administrative activities) from the effective date of transfer to align with the Promotion criteria of the new Academic Unit or their next scheduled Promotion review. During this transition period, Faculty may elect to be evaluated under the criteria in effect at the time of their appointment or under the criteria of the new Academic Unit's criteria.

When a faculty member is serving in a Probationary Period in an Academic Unit and is subsequently transferred to another Academic Unit, the Faculty member, with the written approval of the President, may elect to begin a new Probationary Period on the date the transfer occurs. If the Faculty member does not so elect, and confirms in writing to the President, time spent in the first appointment shall count toward establishing the minimum Probationary Period.

7. College-Level Criteria.

College-level Promotion guidelines or best practices may be developed through established shared governance processes to inform the creation of Academic-Unit criteria. However, Academic Unit criteria remain the standard for evaluation in annual review and Promotion processes. Colleges without Academic Units will establish College-level Promotion guidelines.

8. Areas of Faculty Evaluation.

The areas of evaluation for annual review, midpoint review, and Promotion include teaching, clinical practice, RSCA, service, and/or administrative activities in accordance with their role expectations. The relative weight assigned to each area is determined by the Faculty member's assigned responsibilities, as reflected in the Faculty member's offer letter, the most recent contract of employment, and/or applicable FAP, FAR, and/or FAE documents.

Academic Unit-level criteria must provide further clarification regarding the scope, expectations, and documentation of activities within each area of evaluation.

Faculty member's activities within each area of evaluation must demonstrate discipline-appropriate proficiency, evidence of creativity and/or originality, appropriate documentation, and meaningful impact.

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Activities not specified in either the university's policies and procedures or the unit's Promotion criteria must be documented and approved in the Faculty member's FAP and FAR and approved by the Faculty Supervisor and the dean.

8.1. Teaching.

Teaching includes instruction and the support of student learning across all settings, including, as applicable, clinical education and the evaluation of learners in the health professions.

Evaluation of teaching will be conducted in a manner consistent with the Academic Unit's instructional mission and takes into account the Faculty member's assigned duties as outlined in the offer letter, the most recent contract of employment, and applicable FAP, FAR, and/or FAE documents.

For purposes of Promotion, the record of teaching will provide evidence that the Faculty member meets or exceeds established expectations in teaching or comparable instructional activities consistent with Academic Unit criteria as defined by the Academic Unit and in accordance with this policy.

Faculty members must demonstrate a sustained record of teaching that reflects ongoing, intentional development and improvement in instructional practices. Faculty members with teaching expectations must document teaching activities with clear and appropriate evidence demonstrating progress toward, or the sustained quality of, teaching effectiveness in each application for review.

8.2. Clinical Practice.

Clinical Practice includes the application of professional activities related to patient care or PreK–12 practice, conducted with or without learners present. Clinical practice may include, but is not limited to, the delivery of patient care, participation in interprofessional teams, advancement of clinical guidelines, and contributions to practice-based outcomes.

Evaluation of clinical practice will be conducted in a manner consistent with the Academic Unit's clinical mission and take into account the Faculty member's assigned duties as outlined in the offer letter, the most recent contract of employment, and applicable FAP, FAR, and/or FAE documents.

For purposes of Promotion, the record of clinical practice will provide clear and appropriate evidence that the Faculty member meets or exceeds established

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expectations of the quality, scope, and effectiveness of clinical activities consistent with Academic Unit criteria as defined by the Academic Unit and in accordance with this policy.

Faculty members with clinical practice expectations must document clinical activities with clear, appropriate evidence demonstrating progress toward, or sustained quality of, clinical practice in activities in each application for review.

8.3. Research, Scholarship and Creative Activities (RSCA).

RSCA includes the discovery, application, and dissemination of knowledge and professional expertise. RSCA may include both independent and collaborative work and encompasses a range of scholarly and creative contributions appropriate to the Faculty member's discipline.

RSCA includes, but is not limited to, the scholarship of discovery, integration, and application; the generation of new knowledge and understanding through inquiry; engaged scholarship; the scholarship of teaching and learning; community-based and clinical research; translational activities; entrepreneurial innovation; and discipline-specific creative activities.

Evaluation of RSCA will be conducted in a manner consistent with the Academic Unit's mission and takes into account the Faculty member's assigned duties as outlined in the offer letter, the most recent contract of employment, and applicable FAP, FAR, and/or FAE documents.

For purposes of Promotion, the record of RSCA will provide evidence that the Faculty member meets or exceeds established expectations in one or more areas of RSCA consistent with Academic Unit criteria as defined by the Academic Unit and in accordance with this policy.

Faculty members must demonstrate a sustained record of contributions to RSCA that reflect ongoing engagement and impact within their field. Faculty members with RSCA expectations must document RSCA with clear and appropriate evidence demonstrating the quality, significance, and impact of their work in each application for review.

Non-peer-reviewed publications, presentations, or other scholarly outputs may be considered evidence of scholarly activity; however, peer-reviewed work serves as the primary basis for evaluation and generally carries greater weight in RSCA review processes.

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8.4. Service.

Service includes professional contributions to the Academic Unit, the college, the university, the profession, and/or the community. The institution's strength is supported by Faculty members' commitment to functioning as a community of interdependent scholars engaged in service to the Academic Unit, the college, the university, the profession, and the broader community through outreach and engagement. Service activities are aligned with the mission of the university and/or draw upon the Faculty member's professional expertise. Community outreach and engagement are recognized as particularly valuable contributions that are consistent with ETSU's mission.

All Faculty members are expected to fulfill basic responsibilities of academic citizenship, including attendance and participation in Academic Unit, college, and university meetings or related convenings. Such activities are considered essential duties of Faculty membership and do not, in and of themselves, constitute service for purposes of evaluation.

Evaluation of service will be performed at a level of quality consistent with expectations for teaching, clinical practice, and RSCA. The evaluation of service takes into account the Faculty member's assigned duties as outlined in the offer letter, the most recent contract of employment, and applicable FAP, FAR, and/or FAE documents.

For the purposes of Promotion, the record of service will provide evidence that the Faculty member meets or exceeds established expectations of service consistent with Academic Unit criteria as defined by the Academic Unit and in accordance with this policy.

Faculty members with service expectations must demonstrate a record of service contributions that reflect the mission of the Academic Unit, college, university, profession, and/or the broader community through outreach and engagement.

Faculty members with service expectations must document their service with clear and appropriate evidence demonstrating the quality, significance, and impact of their work in each application for review.

8.5. Administrative Activities.

Administrative activities include work that supports an Academic Unit, college, or the university, including leadership roles such as department chair, associate/assistant

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dean, center director, and school director. Faculty members with significant administrative activities, such as department chair, associate/assistant dean, center director, and school director, may extend the Minimum Standard Time in Rank as described in the Administrative Activities' Affect on Minimum Standard Time in Rank section. Leadership roles, such as program director/coordinator or assistant/vice chair, performed in lieu of course release or for additional compensation, are considered Service and are included in Standard Workload Expectations, as outlined in the FAP.

Time spent completing administrative activities, or an appropriate prorated portion thereof, may be counted toward the Minimum Standard Time in Rank, provided that the Faculty member maintains a significant level of engagement in teaching, clinical practice, RSCA, service, and/or administrative activities. Upon acceptance of administrative activities, the Faculty member's FAP must be revised and approved by the Faculty Supervisor and dean, describing the level of engagement with teaching, clinical practice, RSCA and/or service required of the Faculty member while completing administrative activities.

Responsibilities in administrative activities may be considered as a component of service under Academic Unit criteria, but shall not constitute the entirety of the service category. Academic Units must define the appropriate weighting of administrative activities within the service category and may, where appropriate, identify administrative activities as a distinct category within the FAP; provided, however, such designation shall not, in itself, satisfy criteria for Promotion.

9. Establishment of Promotion Committees.

9.1. Academic Unit Promotion Committee.

All eligible Academic Unit Faculty at or above the Rank sought by the Faculty member shall the Academic Unit Promotion committee. Academic Unit Faculty may not refuse to serve on a Promotion committee unless there is supervisor-approved rationale or conflict of interest (e.g., Faculty applying for Promotion are related to or the spouse of). The Promotion committee should include at least five (5) members. In cases where committee composition requirements cannot be met, alternative reviewers may be selected from other colleges or units with a written agreement between the Faculty Supervisor and the Faculty applying for Promotion. Faculty holding the Rank of Assistant Professor, Associate Professor, or Professor may serve on committees for Lecturers seeking Promotion to Senior Lecturer or Principal Lecturer. Lecturers may not serve on committees for candidates seeking Promotion to Assistant Professor,

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Associate Professor, or Professor. The Faculty Supervisor will appoint a chair to lead the Academic Unit Review.

For Promotion applications involving Faculty who serve as Faculty Supervisors, Academic Unit Promotion Committees must include at least one Faculty member from outside the Academic Unit. In cases involving Faculty who serve as Faculty Supervisors, the Dean will appoint a chair to lead the Academic Unit review.

9.2. College Tenure and Promotion Committee.

The dean of each college publishes written procedures for appointing the College Tenure and Promotion committee. This committee is comprised of membership from Faculty at the Rank of lecturer, senior lecturer, principal lecturer, assistant professor, associate professor, and professor. All college committee members should have at least 3 years of service at ETSU. Collectively, the membership should represent the various disciplines of the college with equal numbers appointed by the dean and elected by the Faculty. When making appointments to this committee, the dean should balance the Faculty by Tenure status, seniority, professorial Rank, Academic Unit representation, and continuity of membership. Deans may reappoint Faculty members to consecutive terms to secure stability in the committee membership. At least two-thirds of the committee members should hold the Rank of associate professor or professor. When there are insufficient numbers of Faculty within a college holding the Rank of associate professor or professor to serve on the college committee, the dean may request participation of Faculty from other colleges. Faculty Supervisors shall not serve on their college's committee, but may serve on other college's committees. Faculty members serving on the college committee who are from the same Academic Unit as a candidate for Promotion must recuse themselves from both discussion and voting on that candidate. An applicant for Promotion in a given year shall not be elected or appointed to a College Tenure and Promotion Committee. A person elected to serve a two or three-year term and who has applied for Promotion during that term shall be excused from the college committee in that year. In the event a replacement is needed, the college may obtain a replacement on the same basis as the individual was appointed.

The committee must include a minimum of six (6) and shall not exceed fourteen (14) members who serve staggered two (2) or three (3) year terms. The college Faculty decide whether the committee chair should be elected from among the committee members or appointed by the dean.

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In colleges with six (6) or more Academic Units, no more than one (1) Faculty member may be elected from a single department. In colleges with fewer than six (6) departments, each department should be represented by at least one (1) elected member (if possible).

In cases where committee composition requirements cannot be met, alternative reviewers may be selected from other colleges or units, in accordance with the procedures established by this policy. Only Tenured members of the Academic Unit committee may vote on applications for Tenure.

10. Promotion Review and Recommendation Processes.

Except as noted within this section, Faculty Dossiers submitted for Promotion are reviewed by the Academic Unit committee, Faculty Supervisor, college committee, dean, Provost, and President. Each reviewer or reviewing body provides an independent recommendation accompanied by a written statement. Recommendations at each level are made independently and without regard to prior recommendations. Final authority for the granting Promotion rests with the Board of Trustees. The decision of the Board of Trustees is final.

All participants in the review process will maintain strict confidentiality to the extent permitted by law regarding all materials, deliberations, and recommendations.

Faculty Supervisors who are candidates for Tenure and/or Promotion will only be reviewed by the Academic Unit committee, the college committee, the dean, the Provost, and the President.

In limited circumstances the review and recommendation levels for a faculty member (e.g., library Faculty or research center faculty) may require Exceptions. Any Exception must be requested in writing to the Provost. The Provost or designee must approve the Exception prior to review. The decision of the Provost or designee is final. At each stage of review, faculty have the opportunity to respond to reviewer feedback and to clarify materials submitted for review. At any level of the review, reviewers may request additional information from the Faculty member. At the levels of the Academic Unit committee, Faculty Supervisor, college committee, and dean, the Faculty has an opportunity to submit a rebuttal to the most recent negative recommendation before the Faculty Dossier advances to the next level of review. There is not an opportunity to submit a rebuttal at the Provost and President review. The deadline for submitting the rebuttal will be posted on the Office of the Provost website.

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10.1. Academic Unit Committee.

The Academic Unit Committee reviews the Faculty member's Faculty Dossier using the approved Academic Unit criteria through ETSU's review system. The Academic Unit committee reviews all applications and ensures that Promotion criteria are applied consistently and uniformly across the Academic Unit. The Academic Unit committee also reviews the completeness of submitted materials and may question omissions or procedural inconsistencies. When discrepancies or misapplications of criteria are identified, the Academic Unit committee will seek to address them through consultation with the appropriate parties. In formulating its recommendation, the Academic Unit committee considers the broader philosophy and objectives of the Academic Unit, as well as any approved weighting of criteria and standards that reflect the expectations in the offer letter, most recent contract, FAP, FAR, and/or FAE document. The Academic Unit committee forwards its written recommendation to the Faculty Supervisor pursuant to the deadline published on the Office of the Provost's website. The chair of the Academic Unit's committee provides a written composite statement that includes the composite vote count, explains the recommendation, and provides an explicit evaluation of the areas of teaching, clinical practice, RSCA, service, and/or administrative activities, commensurate with the duties and Rank of the Faculty. Each committee member votes separately to recommend or not to recommend for Promotion. The committee chair collects the members' votes and maintains the confidentiality of each member's vote. The chair calls the vote, records the vote, and provides the composite final vote to the Faculty Supervisor through ETSU's review system. Dissenters may include their views in the report by sending their views to the committee chair, who includes dissenters' views as part of the composite statement. The composite vote calculation is shared collectively. Recommendations are based on the Majority Vote.

10.2. Faculty Supervisor.

The Faculty Supervisor reviews the Faculty member's Faculty Dossier using the approved Academic Unit criteria through ETSU's review system. The Faculty Supervisor receives and reviews Promotion recommendations from the Academic Unit committee. The Faculty Supervisor reviews all applications and ensures that Promotion criteria are applied consistently and uniformly across the Academic Unit. The Faculty Supervisor also reviews the completeness of submitted materials and may question omissions or procedural inconsistencies. When discrepancies or misapplication of criteria are identified, the Faculty Supervisor will seek to address such issues through consultation with the appropriate parties. In formulating its recommendation, the Faculty Supervisor considers the broader philosophy and

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objectives of the Academic Unit, as well as any approved weighting of criteria and standards that reflect the expectations in the offer letter, most recent contract, FAP, FAR, and/or FAE document. The Faculty Supervisor provides a written composite statement that explains the recommendation and includes an explicit evaluation of the areas of teaching, clinical practice, RSCA, service, and/or administrative activities commensurate with the Faculty member's duties and Rank. The Faculty Supervisor chooses to recommend or not to recommend the Faculty for Promotion. The Faculty Supervisor forwards their written statement and recommendation to the College Committee pursuant to the deadline published on the Office of the Provost's website.

10.3. College Committee.

The College Committee reviews the Faculty member's Faculty Dossier using the approved Academic Unit criteria through ETSU's review system. The College committee reviews all applications and ensures that Promotion criteria are applied consistently and uniformly across the Academic Unit. The College committee also reviews the completeness of submitted materials and may question omissions or procedural inconsistencies. When discrepancies or misapplications of criteria are identified, the College committee will seek to address them through consultation with the appropriate parties. In formulating its recommendation, the College committee considers the broader philosophy and objectives of the Academic Unit, as well as any approved weighting of criteria and standards that reflect the expectations in the offer letter, most recent contract, FAP, FAR, and/or FAE document. The College committee forwards its written recommendation to the Faculty Supervisor pursuant to the deadline published on the Office of the Provost's website. The chair of the College committee provides a written composite statement that includes the vote count, explains the recommendation, and provides an explicit evaluation of the areas of teaching, clinical practice, RSCA, service, and/or administrative activities, commensurate with the duties and Rank of the Faculty. Each College committee member votes separately to recommend or not to recommend for Promotion. The committee chair collects the members' votes and maintains the confidentiality of each member's vote. The chair calls the vote, records the vote, and provides the final composite vote to the Faculty Supervisor through ETSU's review system. Dissenters may include their views in the report by sending their views to the committee chair, who includes dissenters' views as part of the composite statement. The total composite vote calculation is shared collectively. Recommendations are based on the Majority Vote.

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10.4. Dean.

The dean reviews the Faculty member's Faculty Dossier using the approved Academic Unit criteria through ETSU's review system. The dean receives and reviews Promotion recommendations from the Academic Unit committee and the Faculty Supervisor. The dean reviews all applications and ensures that Promotion criteria are applied consistently and uniformly across the Academic Unit. The dean also reviews the completeness of submitted materials and may question omissions or procedural inconsistencies. When discrepancies or misapplications of criteria are identified, the dean will seek to address them through consultation with the appropriate parties. In formulating its recommendation, the dean considers the broader philosophy and objectives of the Academic Unit, as well as any approved weighting of criteria and standards that reflect the expectations in the offer letter, most recent contract, FAP, FAR, and/or FAE document. The dean provides a written composite statement that explains the recommendation and includes explicit evaluation of the areas of teaching, clinical practice, RSCA, service, and/or administrative activities, commensurate with the Faculty member's duties and Rank. The dean chooses whether to recommend or not to recommend the Faculty for Promotion. The dean forwards their written composite statement and recommendation to the Provost pursuant to the deadline published on the Office of the Provost's website.

10.5. Provost.

The Provost reviews the Faculty member's Faculty Dossier using the approved Academic Unit criteria through ETSU's review system. The Provost receives and reviews Promotion recommendations from the Academic Unit committee, the Faculty Supervisor, the college committee, and the dean. The Provost reviews all applications and ensures that Promotion criteria are applied consistently and uniformly across the Academic Unit. The Provost also reviews the completeness of submitted materials and may question omissions or procedural inconsistencies. When discrepancies or misapplications of criteria are identified, the Provost will seek to address them through consultation with the appropriate parties. In formulating its recommendation, the Provost considers the broader philosophy and objectives of the Academic Unit, as well as any approved weighting of criteria and standards that reflect the expectations in the offer letter, most recent contract, FAP, FAR, and/or FAE document. The Provost provides a recommendation, choosing whether to recommend or not to recommend the Faculty for Promotion. The Provost forwards their recommendation to the President pursuant to the deadline published on the Office of the Provost's website.

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10.6. President.

The President completes the final review using the approved Academic Unit criteria. The President receives and reviews Promotion recommendations from Academic Unit committees, Faculty Supervisors, the college committee, the dean, and the Provost through ETSU's review system. The President also reviews the completeness of submitted materials and may question omissions or procedural inconsistencies. When discrepancies or misapplications of criteria are identified, the President will seek to address such issues through consultation with the appropriate parties and may send the application back to the previous level for additional review. In formulating their recommendation, the President considers the broader philosophy and objectives of the Academic Unit, as well as any approved weighting of criteria and standards that reflect the expectations in the offer letter, most recent contract, FAP, FAR, and/or FAE document. Upon the President's written recommendation, the Provost presents the faculty recommended for Promotion to the Board of Trustees for approval.

10.7. Board of Trustees Review and Approval.

The Board of Trustees has the final authority to approve a Promotion under this policy. Upon receipt of a recommendation from the President, The Provost or the Provost's designee presents to the Board of Trustees the recommended individuals for Promotion. The Board of Trustees will vote at the next available board meeting to approve Promotion. The decision of the Board is final and cannot be appealed. If the Board votes to approve Promotion, the President informs the Faculty member. The Provost provides written documentation of the Board of Trustees' approval to the Office of Human Resources for filing in the Faculty member's personnel file. Promotion is effective at the start of the new fiscal year for Faculty members on 12-month contracts. Promotion is effective in August for Faculty members on 9-month contracts.

11. Appeal.

An appeal process is an integral component of the university's Promotion system. The responsibility for initiating an appeal rests solely with the Faculty member. A Faculty member may file an Appeal on the basis that the Provost's negative recommendation:

- 11.1. Violates the Faculty member's right to Academic Freedom;
- 11.2. Violates university policies or procedures; and/or
- 11.3. Is based on an error of fact.

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12. Appeal Process.

If the faculty member receives a negative recommendation from the Provost, the faculty member may file one (1) appeal after receipt of the Provost's written negative recommendation. There are no appeal rights related to any other recommendations. The faculty member must submit a written appeal to the Faculty Senate President within seven (7) business days from the date of the Provost's recommendation. Upon receipt, the Faculty Senate president convenes the University Tenure and Promotion Appeals Committee (TPAC) and appoints a chair. Within three (3) days of the date of the appeal, the Faculty Senate president forwards the written appeal to the Office of the President, the chair of the University Tenure and Promotion Appeals Committee (TPAC), and the Provost. The Provost (or designee) upon receipt of the appeal immediately grants dossier access for committee members.

Within seven (7) business days of receiving the appeal, the Chair of TPAC convenes the committee to review the Appeal. TPAC evaluates all relevant documents and may conduct interviews as appropriate, including but not limited to: (1) faculty member applying for Promotion; (2) chair of the Academic Unit Tenure and Promotion committee; (3) Faculty Supervisor, if applicable; (4) chair of the college Tenure and Promotion committee; (5) the dean; and/or (6) the Provost.

Within ten (10) business days of reviewing the appeal, the Chair of TPAC prepares a written memorandum of findings. At the committee's discretion, the report must include a formal recommendation regarding Promotion.

Within five (5) business days of receiving the memorandum of findings from TPAC, the President issues a written decision to the faculty member, the chair of TPAC, and the Provost. The decision of the university President is final

12.1. Appeal Process Written Memorandum of Findings.

The TPAC Chair provides the written memorandum of findings to:

- 12.1.1. Faculty member applying for Promotion,
- 12.1.2. Faculty Supervisor,
- 12.1.3. College dean,
- 12.1.4. Provost, and
- 12.1.5. President.

13. University Appeal Committee.

The University Tenure and Promotion Appeals Committee (TPAC) is composed of tenured, full professors who serve one academic year. Deans, Faculty Supervisors,

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associate or assistant deans, or any administrator directly involved in Tenure and/or Promotion decisions, and any individual who participated in the review of the Faculty member at any level, are ineligible to be part of the TPAC. If a college fails to designate a representative and alternates—or if those designated are unavailable or ineligible—the Faculty Senate President and TPAC chair jointly appoint a qualified representative from that college. The TPAC membership includes:

- 13.1. One Faculty senator, elected by the Faculty Senate, who also serves as the chair of the committee; and
- 13.2. A representative Faculty member from each college, excluding anyone who participated in prior evaluations of the Faculty member's application for Tenure and/or Promotion. College senators are responsible for nominating the representative from their respective colleges and two alternates.

14. Salary Increases Upon Promotion.

Upon Promotion, Faculty members will receive a salary adjustment effective at the beginning of the next fiscal year, as follows:

- 14.1. Promotion to Associate Professor or Senior Lecturer will result in an eight percent (8%) increase in Base Salary and any applicable Base Stipends;
- 14.2. Promotion to Professor or Principal Lecturer will result in a ten percent (10%) increase in Base Salary and any applicable Base Stipends.

After the Faculty member is recommended for a Promotion that results in a salary increase, the Office of the Provost will inform Human Resources of the Promotion, the title change, and the percentage of salary increase associated with the Promotion.

As an agency of the State of Tennessee, the University cannot legally obligate funds in furtherance of the compensation beyond a given year, and any raise is subject to funds availability.

15. Separation from University and Reappointment.

Renewable track Faculty may separate from ETSU in accordance with the Office of Human Resources policies for [Voluntary Separation from Employment](#) or [Involuntary Separation from Employment](#). A renewable track Faculty member who separates from the university does not retain previously accrued credit toward Promotion eligibility.

A Faculty member who is subsequently reappointed to the university must request credit for prior service from the President, who has final authority in granting prior service in accordance with the provisions of this policy.

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16. University School Tenure.

This policy does not apply to University School faculty tenure. Any decision related to the tenure of a University School faculty shall be governed by the University School policy.

Procedures

1. Procedures to Request an Exception or Deviation to the Minimum Standard Time in Rank Required for Promotion.

Requests for credit for prior service are submitted in writing and approved by the Faculty Supervisor, the dean, the Provost, and the President, with the ultimate authority provided in writing by the President. For all other Deviations or Exceptions to the Minimum Standard Time in Rank, the Faculty member will submit a written request to the Faculty Supervisor and attach an updated CV listing up-to-date accomplishments.

The Faculty Supervisor reviews the Faculty member's request and makes a recommendation. Regardless of the Faculty Supervisor's decision to support the request or not to support the request, the Faculty Supervisor forwards their recommendation to the dean and informs the Faculty member of their recommendation.

The dean (or designee) reviews the Faculty member's request and provides a written recommendation to the Provost. Regardless of the dean's (or designee's) support for or against the request, the dean (or designee) forwards their recommendation to the Provost and informs the Faculty member and the Faculty Supervisor of their recommendation.

The Provost reviews the Faculty member's request and provides a written recommendation to the President and informs the Faculty Supervisor, the Faculty member, and the dean of their recommendation.

The President makes the final recommendation and informs the Provost, the dean, the Faculty Supervisor, and the Faculty member.

The Office of the Provost will publish annually on its website the deadlines for the procedures to request an Exception or Deviation.

If the Faculty member chooses to reverse the request for credit for prior service or the request to stop the clock, the faculty member will follow the same process followed to make the initial request.

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2. F.A.E.

Faculty submit an annual FAR to their Faculty Supervisor via ETSU's evaluation system by the deadline published on the Office of the Provost's website. The FAR includes: (1) a summary of the activities completed during the previous year (as published on the Office of the Provost's website) in teaching, clinical practice, RSCA, service, and/or administrative activities; (2) a narrative describing the context and impact of the Faculty member's activities; (3) an explanation of any discrepancies between the FAR and the FAP for the reporting period; and (4) documents that demonstrate the Faculty member's activities are consistent with the Academic Unit's criteria. The Faculty Supervisor completes the FAE to assess the FAR. The FAE is submitted to the dean, who also completes the FAE, via ETSU's evaluation system.

The Faculty Supervisor and the dean provide a FAE that includes a written, candid assessment of the Faculty member's achievements in teaching, clinical practice, RSCA, service, and/or administrative activities during the applicable year under review. The FAE should address whether the Faculty member's body of work in the year under review met the expectations in the Faculty member's offer letter, most recent contract, FAP, FAR, and/or any previous FAE. If needed, the FAE should include methods to support areas of teaching, clinical practice, RSCA, service, and/or administrative activities that need attention to ensure continuous improvement. Continuous improvement does not require exceeding already established levels of excellence but it does require maintaining high standards and adapting to evolving disciplinary, institutional, and student needs. Faculty are expected to engage in ongoing reflective practice and professional development to sustain and, where appropriate, enhance the quality and impact of their work. If applicable, the FAE should inform the Faculty member about progress toward Promotion.

3. Midpoint Review.

Based on the timeline published by the Office of the Provost, deans, the Faculty Supervisor, and the Faculty will be informed of a midpoint review.

When applicable, the Faculty member submits a Faculty Dossier via ETSU's review system demonstrating their progress toward Promotion. The deadline for the Faculty to submit, as well as the Faculty Supervisor and Academic Unit to review, aligns with Tenure and Promotion deadlines. The midpoint review Faculty Dossier is prepared in the same format as the Promotion Faculty Dossier. After the review, the Faculty Supervisor and chair of the Academic Unit committee provide the Faculty member with a summary that:

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- 3.1. Evaluates the Faculty member's achievements and areas that need to be strengthened, if applicable, related to teaching, clinical practice, RSCA, service, and/or administrative activities based on appointment, duties, and discipline in comparison to their FAP/FAR/FAE;
- 3.2. Determines, if needed, methods to support areas that need attention; and
- 3.3. Informs the Faculty member of their progress toward Promotion

4. Performance Improvement Plan.

Based on the timeline published by the Office of the Provost, the Faculty member and Faculty Supervisor meet and develop a PIP. The PIP must be signed by the Faculty member, Faculty Supervisor, and dean, then uploaded into ETSU's review system. The Faculty member will report their progress on the PIP in subsequent FAP/FAR/FAE process(es).

5. Notification of Eligibility for Promotion.

The Office of the Provost provides written notice to the dean of each college of the Faculty eligible for reappointment, third-year review, or Promotion. The dean of each college reviews the list for accuracy and forwards it to the applicable Faculty Supervisor along with a list of all Faculty eligible for reappointment, midpoint review, and/or Promotion. The Faculty Supervisor reviews the list for accuracy and sends the corrected list to the Dean.

The Dean of the College sends any Academic Unit-level or dean-level changes to the Office of the Provost. The Office of the Provost updates the list of eligible Faculty.

The Office of the Provost sends a written notification to individual Faculty who are eligible for either midpoint review, or Promotion and copies the college dean, the Faculty Supervisor, and the Office of Human Resources.

Faculty inform the Provost, their dean, and their Faculty Supervisor of their intent to apply for Promotion. The college dean informs the Office of the Provost of all Faculty within their unit who intend to apply for Promotion.

The Office of the Provost sends the final written list of Faculty who intend to apply for Promotion to the Office of the President and the Office of Human Resources.

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The list of Faculty who intend to apply for Promotion from a specific college is sent to the dean of each college. The dean of each college provides the written list of Faculty who intend to apply for Promotion to the Faculty Supervisor of each Academic Unit.

6. Withdrawal of Application.

The Faculty member will submit a written request to the Faculty Supervisor, dean, and Provost.

7. Developing Academic Unit Criteria.

Faculty members within an Academic Unit will develop Academic Unit criteria within a maximum of two academic years, excluding summers and based on dates provided by the Office of the Provost. This includes all levels of review and approval and ends in the posting of Academic Unit criteria on the university-designated online format. Academic Units should review their unit-level criteria every five (5) years.

8. Procedure to Select Academic Unit Criteria Following a Move to a New Unit.

When a Faculty member is reassigned to a different Academic Unit, they will submit a written letter to their Faculty Supervisor indicating the criteria they will follow. The Faculty Supervisor will forward the letter to the dean, cc'ing the Office of the Provost and Human Resources. The letter indicating the criteria the Faculty wishes to follow is added to the Faculty member's file in the dean's office. It is the responsibility of the Faculty member to provide the criteria they chose to follow as part of their Faculty Dossier material by the deadline published on the Office of the Provost's website.

9. Procedure to Select Academic Unit Criteria Following Criteria Revision.

When Academic Units revise their criteria, the Office of the Provost will notify the dean and the Academic Unit Faculty Supervisor when the Academic Unit criteria have been approved. The Faculty Supervisor will notify the Faculty of the Academic Unit. Faculty of the Academic Unit who may be eligible for Promotion submit a written letter to their Faculty Supervisor indicating the criteria they choose to follow. The Faculty Supervisor will forward the letter to the dean, cc'ing the Office of the Provost and Human Resources. The letter indicating the criteria the Faculty wishes to follow is added to the Faculty member's file in the dean's office. It is the responsibility of the Faculty member to provide the criteria they chose to follow as part of their Faculty Dossier material by the deadline published on the Office of the Provost's website.

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10. Faculty Dossier.

Faculty seeking Promotion prepare a Faculty Dossier documenting their accomplishments during their Minimum Standard Time and Rank, including any period of prior service for which credit toward Promotion was awarded. Documentation of approval from the President, awarding credit for prior service should be included as part of the Faculty Dossier. A Faculty Dossier must be uploaded when applying for each Promotion.

For Promotion to associate professor, the Faculty Dossier must include documentation from the most recent five (5) years unless there are Exceptions and/or Deviations.

For Promotion to professor, the Faculty Dossier must include documentation from the most recent six (6) years unless there are Exceptions and/or Deviations.

The Office of the Provost will publish written guidance regarding Faculty Dossier format, organization, and submission. The Faculty Dossier should include:

10.1. Candidate Materials.

10.1.1. Updated curriculum vitae.

10.1.2. Record of activities generated by the review system that includes a comprehensive accounting of eligible faculty activities completed during the review period or activities completed during the period for which prior credit was awarded.

10.1.3. Narrative statement, limited to ten (10), single-spaced pages in 12-point, Times New Roman font with one-inch margins, describing the Faculty member's accomplishments and trajectory in relation to Promotion criteria. The statement should address contributions and impact in each of the relevant areas of Faculty Activities and present a clear and comprehensive reflection of the Faculty member's case for Promotion in relation to their record of activities and supporting materials.

10.1.4. Supporting materials that substantiate and illustrate the accomplishments within the Faculty Activities.

10.1.5. FAP, FAR, and FAE from each period under review. If the FAP, FAR, and/or FAE are not available, an explanation should be provided by the Faculty member.

10.2. Governing and Appointment Materials.

10.2.1. Applicable Academic Unit Criteria under which the Faculty member seeks Promotion.

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10.2.2. Offer letter, if applicable, and

10.2.3. Other documentation approving changes to time in Rank.

10.3. External Review Materials.

10.3.1. Reviewers suggested by the candidate.

10.3.2. Reviewers selected by the Faculty Supervisor.

10.3.3. Brief description of qualifications of reviewers.

10.3.4. External Review Letters.

11. Record of Activities and Supporting Evidence for Faculty Dossier.

The following sections (teaching, clinical practice, RSCA, service, and/or administrative activities) outline the types of activities Faculty may include in their Faculty Dossier to memorialize their records of activities, along with descriptions of supporting materials that may demonstrate their accomplishments. Academic Units will consider these elements in Promotion reviews, but may also consider additional activities, materials, and information relevant to the faculty member's discipline, as defined in the Academic Unit's Promotion criteria.

Activities not specified in either the university's policies and procedures or the unit's Promotion criteria must be documented and approved in the Faculty member's FAP and FAR and approved by the Faculty Supervisor and the dean.

12. Record of Teaching.

The record of teaching is expected to provide a comprehensive account of teaching during the review period. The record of activities should address the scope and significance of the activities, such as their reach (e.g., enrollment, attendance, or number of individuals impacted), their duration (e.g., credit hours, contact hours, or dates), and the Faculty member's specific role (e.g., course coordinator, co-instructor). The record for teaching may include the following activities.

12.1. Teaching Activities include:

12.1.1. Teaching students in courses;

12.1.2. Teaching students in laboratories, clinics, studio classes, libraries, study-abroad programs, research centers, distance education, and other settings.

12.1.3. Teaching participants in workshops, retreats, and seminars;

12.1.4. Delivering continuing medical education activities; and/or

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- 12.1.5. Facilitating Faculty, student, and/or staff learning.
- 12.2. Advising, Supervising, Guiding, and Mentoring Activities include:
 - 12.2.1. Advising students in laboratories and fieldwork, research projects, theses, and dissertations;
 - 12.2.2. Supervising students as teaching and research assistants, and students enrolled in internships and clinical experiences;
 - 12.2.3. Providing formal educational and/or supervisory activities for medical and professional students, residents, and fellows;
 - 12.2.4. Participating in evaluating and supervising students performing clinical care, presenting or teaching during grand rounds and other clinical teaching duties of medical and health professions students, residents, and fellows.
 - 12.2.5. Directing collaborative research with students;
 - 12.2.6. Directing students in creative presentations;
 - 12.2.7. Overseeing student-directed creative presentations;
 - 12.2.8. Supervising students in an independent study, internship, study away, or abroad opportunity;
 - 12.2.9. Mentoring students; and/or
 - 12.2.10. Providing program/career advising associated with student success.
- 12.3. Developing Learning Activities includes:
 - 12.3.1. Preparing weekly course activities;
 - 12.3.2. Developing, reviewing, and redesigning courses or course materials, including interdisciplinary and interdepartmental offerings;
 - 12.3.3. Developing and revising curricula;
 - 12.3.4. Developing teaching materials, manuals, and software;
 - 12.3.5. Creating web-based or computer-enabled courses or programs;
 - 12.3.6. Designing and implementing new processes or procedures that enhance the use of scholarly materials;
 - 12.3.7. Enhancing the organization of material so that it can be more easily accessed and understood; and/or
 - 12.3.8. Developing and using bibliographic and information systems to facilitate access to scholarly material.
- 12.4. Sustaining and Recognition of Teaching Effectiveness includes:
 - 12.4.1. Conducting assessments to evaluate teaching and learning;

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- 12.4.2. Participating in professional development activities;
 - 12.4.3. Teaching awards or other forms of recognition; and/or
 - 12.4.4. Gaining recognition for teaching through media coverage and/or interviews as a disciplinary expert.
- 12.5. Community Engaged Teaching includes:
- 12.5.1. Developing and delivering community-based instruction, such as community-engaged learning, clinical experiences, professional internships, and collaborative programs and/or
 - 12.5.2. Developing and delivering off-campus teaching activities such as study away or student abroad courses and experiences, international instruction, and alternative breaks.

13. Supporting Evidence of Teaching.

Faculty should include a variety of evidence to document their teaching. The evidence should include course/instructional materials that demonstrate the application and evolution of best teaching practices, such as syllabi, course assignments, course assessments, samples of completed student work, instructional presentations, open educational resources, and/or tools to facilitate the discovery of information (Librarianship), etc.

Other supporting evidence may include materials that illustrate teaching activities and their impact, such as letters from collaborators, students, award committees, products produced by students under the Faculty member's supervision, products from professional development created and delivered that address teaching, and the use of learning materials. The evidence documenting accomplishments within teaching may include:

- 13.1. Student assessment of instruction (SAI) or other institutionally approved student evaluations for each course taught during the review period;
- 13.2. Evaluations of instruction or delivery of educational content completed by the Faculty Supervisor, dean, or other appropriate administrator/mentor;
- 13.3. Peer observation and feedback about the delivery of educational content; and/or
- 13.4. Evaluations and feedback from individuals who received instruction from the Faculty member.

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14. Narrative Statement of Teaching.

The narrative statement should clearly articulate the Faculty member's teaching philosophy if teaching is ten (10) percent or more of the Faculty member's workload and demonstrate how that philosophy informs their teaching and reflection practices. Faculty should write a narrative statement that contextualizes their teaching activities within their philosophy. Faculty should use SAIs, feedback from Faculty Supervisors, feedback from students and/or peers, and samples of student work or achievements to illustrate how they:

- 14.1. Align learning goals, assessments, and content;
- 14.2. Engage with effective teaching practices;
- 14.3. Make progress toward learning goals;
- 14.4. Create a classroom culture;
- 14.5. Develop student perceptions of the classroom culture;
- 14.6. Mentor and/or advising students; and
- 14.7. Engage in reflective practices for personal growth.

15. Record of Clinical Practice.

The record of clinical practice is expected to provide a focused account of clinical practice. Each entry should identify the Faculty member's role and specify the clinical practice setting or context. The record of clinical practice may include the following activities:

- 15.1. Administrative and/or leadership roles;
- 15.2. Contributions to the development, innovation, and/or integration of clinical-based services within a health care setting;
- 15.3. Direct patient care in a healthcare setting;
- 15.4. Indirect patient care in a healthcare setting, such as precepting, mentoring, and/or consultation;
- 15.5. Collaboration on interprofessional teams
- 15.6. Clinical-focused advanced certifications, specializations, and/or awards; and/or
- 15.7. Gaining recognition for clinical practice through media coverage and/or interviews.

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16. Supporting Evidence of Clinical Practice.

The Faculty member should provide representative materials that demonstrate the scope and effectiveness of clinical practice, such as patient education materials, clinical guidelines, treatment plans, program descriptions, or quality improvement reports. The Faculty member may also provide assessments of their clinical practice, including but not limited to evaluations from supervisors, peers, or collaborators, feedback from patients, clients, or community partners (as appropriate and permissible), accreditation reports, or site visit evaluations. Other supporting evidence may include quality improvement data, patient satisfaction results, program growth metrics, or letters from colleagues, administrators, or community partners to demonstrate clinical outcomes or impact.

17. Narrative Statement of Clinical Practice.

The narrative statement should include a clear summary of the Faculty member's goals, responsibilities, professional development, and accomplishments in clinical practice. If clinical practice is ten percent (10%) or more of the faculty's workload, they should articulate a personal philosophy of clinical practice that contextualizes their professional activities. This philosophy must reflect a commitment to the foundational principles guiding the field — ethical standards, legal statutes, and professional norms — and include a brief statement demonstrating how the faculty member upholds these guidelines in their own work. Faculty may reflect on evaluations, feedback, and professional development experiences, explaining how these have informed and enhanced their clinical work. Additionally, faculty should discuss the impact of their clinical practice on patients, clients, programs, the profession, and/or the community. The narrative statement should clearly state how the faculty have met the Academic Unit criteria for clinical practice.

18. Record of Research, Scholarship, and Creative Activity (RSCA).

The record of research is expected to provide a comprehensive list of RSCA completed during the review period. The record of activities should address whether the work was peer-reviewed (or equivalent, such as juried) and specify the Faculty member's role when multiple collaborators are involved. When available, Faculty should provide relevant indicators of impact, such as journal quartile, citation counts, journal impact factor, attendance figures, downloads or usage statistics, scope of dissemination (local, state, national, or international), republication or translation of the work, invitations to share their RSCA, partnerships, public education or curation, and media and PR leverage of peer reviewed work. The record of RSCA may include the following activities:

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18.1. Scholarly Research and Dissemination of Scholarly Research

- 18.1.1. Publishing books, monographs, and book chapters.
- 18.1.2. Publishing empirical and/or theoretical research in peer-reviewed journals and conference proceedings.
- 18.1.3. Publishing papers, policies, articles, and reports in trade journals, magazines, and newspapers.
- 18.1.4. Presenting at international, national, regional, or state levels.
- 18.1.5. Publishing other papers and reports (e.g., exhibition catalogs, trade or in-house publications, encyclopedias, technical reports).
- 18.1.6. Publishing translations, abstracts, and reviews.
- 18.1.7. Awarding of a patent or development of intellectual property.
- 18.1.8. Publishing reviews and critiques of books and creative works.
- 18.1.9. Publishing textbooks and other teaching materials (e.g., Open Educational Resources).

18.2. Creative Activities.

- 18.2.1. Writing poems, fictional works, plays, essays, and musical scores.
- 18.2.2. Presenting exhibitions of graphic and/or visual art.
- 18.2.3. Choreographing dance productions.
- 18.2.4. Writing or producing radio or television productions, films, and videos.
- 18.2.5. Performing as actor, dancer, musician, or storyteller.
- 18.2.6. Producing or directing theatrical works.
- 18.2.7. Conducting musical performances.
- 18.2.8. Developing digital creative or scholarly work.

18.3. Editing.

- 18.3.1. Editing books.
- 18.3.2. Editing journals or other learned publications.

18.4. Grants, Contracts, Awards, and Related Activities.

- 18.4.1. Developing and submitting an internal or external research grant proposal (e.g., individual, interdisciplinary, community) or contract.
- 18.4.2. Obtaining an internal or external grant or contract for funding and managing a grant.
- 18.4.3. Directing research team.

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- 18.4.4. Engaging in entrepreneurship and related activities.
- 18.4.5. Receiving other honors and awards related to research.
- 18.4.6. Completing professional development related to research.
- 18.4.7. Receiving investment funding relating to innovations.
- 18.4.8. Conducting media coverage and interviews as a disciplinary expert.
- 18.4.9. Starting and growing a business or organization.
- 18.4.10. Assisting in making an existing business or organization more creative and innovative.
- 18.5. Community Engaged Research and Creative Activities (not already listed).
 - 18.5.1. Creating exhibits in educational and cultural institutions.
 - 18.5.2. Disseminating community-engaged research through public programs and events.
 - 18.5.3. Conducting and disseminating directed or contracted research.
 - 18.5.4. Conducting and reporting program evaluation research or public policy analyses for other institutions and agencies.
 - 18.5.5. Developing innovative solutions that address social, economic, or environmental challenges (e.g., inventions, patents, products, services, clinical procedures, and practices).
 - 18.5.6. Writing white papers and reports for local, state, national, or international agencies or community.
 - 18.5.7. Creating websites displaying community data.
 - 18.5.8. Directing collaborative research with students.

19. Supporting Evidence of Research, Scholarship, and Creative Activities.

Faculty should provide a variety of evidence to document their research, scholarship, and creative activities. The evidence should include, at a minimum, a sample of complete versions of the activities (e.g., publications, presentation slides, video recordings of choreography). When full versions are unavailable or inappropriate to share, other forms of verification may be provided (e.g., a title page, a screenshot of the presentation from the conference guide, etc.). Documentation may also highlight the impact of the research or creative work, recognition associated with the research or creative work, or publicity earned as a result of the research or creative activity such as invitations to guest lecture, perform at venues, or serve as an expert contact about topic(s) related to work; publicity related to the work, or other indicators of recognition and influence.

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20. Narrative Statement of Research, Scholarship, or Creative Activity.

The narrative statement should include a clear summary of the Faculty member's goals, responsibilities, and accomplishments in RSCA. The statement includes an analysis of the research and creative problems addressed through their scholarly or creative work and articulates the Faculty's research philosophy as a framework for contextualizing these activities if RSCA is ten percent (10%) or more of the Faculty member's workload. Faculty also describe the significance and impact of their research, highlighting its contributions to their discipline and field and, where applicable, to the broader communities. The narrative section should clearly state how the Faculty member has met the Academic Unit criteria for RSCA.

21. Record of Service.

The record of service is expected to provide a comprehensive account of service during the review period. For each service activity, the Faculty member should include a summary of the approximate time commitment and meeting frequency, and indicate whether any service leadership positions were elected or appointed, as applicable. The record of service should include activities beyond basic membership or citizenship. The record of service may include the following activities:

21.1. Institutional Service at the University, College, and Academic Unit Levels.

- 21.1.1.** Providing leadership in or serving on committees (including search committees) or other appointed or elected groups.
- 21.1.2.** Developing and revising major policies.
- 21.1.3.** Participating in campus shared governance (such as Faculty Senate).
- 21.1.4.** Mentoring other Faculty, staff, or students.
- 21.1.5.** Representing the university for its advancement.
- 21.1.6.** Recruiting students.
- 21.1.7.** Assisting in the development of international programs and exchanges.
- 21.1.8.** Advising a university student organization.
- 21.1.9.** Acting as a program coordinator/director.

21.2. Professional Service.

- 21.2.1.** Engaging with the broader academic community and professional organizations.
- 21.2.2.** Working for organizations related to one's discipline or teaching profession.

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- 21.2.3. Holding a leadership position in organizations.
- 21.2.4. Election or appointment to a professional board, task force, or committee.
- 21.2.5. organizing and managing conferences.
- 21.2.6. Serving on accreditation bodies.
- 21.2.7. Reviewing grant applications.
- 21.2.8. Serving as editor or on the editorial board of a professional journal.
- 21.2.9. Reviewing articles, books, and other creative works for journals and presses.
- 21.2.10. Reviewing conference proposals.
- 21.2.11. Writing external reviews of the work of colleagues for Promotion or other professional awards and acknowledgments.
- 21.2.12. Adjudicating for competitions in the arts, sciences, and humanities.
- 21.2.13. Reviewing and testing discipline-specific software and other electronic applications.
- 21.2.14. Serving on hospital or discipline-specific non-profit boards.
- 21.3. Community Outreach.
 - 21.3.1. Sharing professional expertise with the wider community.
 - 21.3.2. Informing general audiences through seminars, conferences, and lectures.
 - 21.3.3. Interpreting technical information for a variety of audiences.
 - 21.3.4. Serving as an expert witness.
 - 21.3.5. Testifying before the legislature and/or Congressional committees.
 - 21.3.6. Editing newsletters in one's field or discipline.
 - 21.3.7. Serving as an expert for the press and/or other media.
 - 21.3.8. Assisting organizations in being more creative and/or innovative through entrepreneurship.
- 21.4. Community Engaged Service.
 - 21.4.1. Collaboration between higher education institutions and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in partnership and reciprocity. (Carnegie Foundation for the Advancement of Teaching).
 - 21.4.2. Consulting and providing technical assistance and/or service to public and private organizations.
 - 21.4.3. Writing position papers for the general public.

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21.4.4. Collaborating with schools, businesses, advocacy groups, community groups, and/or civic agencies to develop policies.

21.4.5. Providing leadership in or making significant contributions to economic and/or community development activities.

21.5. Other Activities.

21.5.1. Writing and/or receiving grants, contracts, or external funding related to service.

21.5.2. Honors and/or awards recognizing service.

21.5.3. Providing media coverage and/or interviews as a disciplinary expert.

22. Supporting Evidence of Service.

Faculty should provide a variety of evidence to document their service. The evidence may include, but is not limited to, certificates of participation; letters from committee chairs and others confirming service contributions; evidence of service recognition; and products resulting from service activities, such as policies, reports, film, theater, sculpture, or written works.

23. Narrative Statement of Service.

The narrative statement should include a clear summary of the Faculty member's goals, responsibilities, and service accomplishments. The statement should address the significance and impact of the Faculty member's service activities, demonstrating how their service has advanced the university, their profession, and/or the broader community. The narrative statement should clearly state how the Faculty member has met the Academic Unit's criteria for service

24. Levels of Review.

The Office of the Provost will annually publish on its website the deadlines for informing faculty about Promotion, FAE, and Midpoint Review.

Applicable Forms and Websites

[Watermark Faculty Success](#)

Authority and Revisions

Authority: TCA § 49-8-203, et seq.

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Previous Policy: NA

The ETSU Board of Trustees is charged with policy making pursuant to TCA § 49-8-203, et seq. On March 24, 2017, the Board delegated its authority to ETSU's President to establish certain policies and procedures for educational program and other operations of the University, including this policy. The delegation of authority and required process for revision to this policy can be found on the [Policy Development and Rule Making Policy webpage](#).

To suggest a revision to this policy, please contact the responsible official indicated in this policy. Before a substantive change to the policy section may take effect, the requested changes must be: (1) approved by the responsible office; (2) reviewed by the Office of University Counsel for legal sufficiency; (3) posted for public comment; (4) approved by either Academic Council or University Council; and (5) approved by ETSU's President.