

Department of Teaching and Learning
Tenure and Promotion Policies and Procedures Manual

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I. Overview

A. Department Structure

The Department of Teaching & Learning is a diverse department in terms of programs, organizations, missions, faculty responsibilities and schedules. Faculty assignments vary within the department. Assignments include:

- teaching undergraduate courses, most of which have significant field-based components attached;
- teaching graduate courses both on and off-campus as well as through WebCT and/or Distance Learning;
- supervising students in various practica, including Methods Block I and II, student teaching, and graduate interns seeking initial certification; and
- Work in schools

Faculty roles and responsibilities should be carefully considered by each review committee. Finally, it is important to keep in mind that personnel decisions regarding promotion and/or tenure are not only a matter of “quantity” but of “quality” as well.

B. University Guidelines

The following criteria will be used in evaluating all faculty.

- Evaluators of faculty at the department level shall seek evidence of sustained effort, involvement, and record of achievement.
- Accomplishments that have enriched the student learning experience and work in schools shall be valued.
- The entire body of work submitted by candidates shall be considered. The candidate’s work since the past tenure or promotion action or personnel action in addition to the candidate’s efforts to meet his/her annual performance goals shall be afforded greatest consideration by the review committee(s).
- The four Board of Regents criteria of superior teaching, outstanding service to the institution, academic achievement, and professional growth and development are expressed as the three criteria of teaching, scholarship, and service, with professional growth and development considered among these three (*Faculty Handbook, Section 205.01*)

Criteria to be used when evaluating teaching, scholarship, service and collegiality are defined below.

i. Teaching

A demonstrated record of superior, effective teaching is the first and most important area of evaluation. Superior teaching is reflective, student centered, respectful of the diversity of students, adapted to various learning styles, and focused on student learning outcomes. Teaching represents professional activity directed toward the dissemination of knowledge and the development of critical thinking skills. Such activity typically involves teaching in the classroom, laboratory, or studio, and direction of research, fulfillment of professional supervision responsibilities, mentoring, and the like. Teaching activities also include the development of new courses, programs, and other curricular materials, including the development of online courses. Judgments of the quality of teaching activities are based on measures such as examination of course syllabi and other course materials, peer evaluations, when available, critical review and dissemination of teaching products, performance of students in subsequent venues, follow-up of graduates in graduate school or in their employment, and student ratings of instruction. (*Faculty Handbook, Section 205.01*)

ii. Scholarship

The significance of scholarly accomplishments shall be judged rigorously within the context of the discipline. Candidates must provide evidence of work that has been selected for dissemination through normally accepted peer-reviewed venues such as publications, conference presentations, exhibitions, performances, or other professional accomplishments. Scholarship includes the discovery, integration, development, application, and extension of knowledge as well as aesthetic creation and is often, though not only, demonstrated by publications, presentations, and other products designed for professional audiences. Scholarship is manifested in articles, scholarly books and texts, reports of research, creative works, textbooks, scholarly presentations, research grants, demonstration grants, papers read, panel participation, exhibits, performances, professional honors and awards, additional professional training or certification, degrees earned, postdoctoral work, and academic honors and awards. (*Faculty Handbook, Section 205.01*)

iii. Service

Faculty members are expected to make service contributions to their profession, and to the institution. Service at the department/school, college, and university levels is essential to the well being of the University. Service includes the application of one's expertise in the discipline for the benefit of a professional organization, the community, or the institution. Service also includes the academic advisement of Georgia Southern University students. Additionally, service may include work in the schools, businesses, museums, social agencies, government, or the like. Activities undertaken on behalf of the University that do not entail systematic instruction, such as manuscript reviewing and the design and development of professional conferences shall also be considered service. Consulting submitted as evidence of service shall be designated as paid or unpaid. (*Faculty Handbook, Section 205.01*)

iv. Collegiality

The Faculty Handbook describes collegiality as "ability of the professor to function within the Georgia Southern academic community." Candidates for tenure are expected to exhibit respect, interest in, and consistent support for the work of the department, for their peers across all programs, and for the university.

II. Committee Structure

A. Tenure Committee

Tenure Committee composition consists of all tenured Department of Teaching and Learning faculty. The tenure committee shall consist of three or more tenured faculty members and shall seek input from all tenured faculty in the department. In instances where the department does not have enough tenured faculty members to serve, the existing tenured faculty members shall work with the dean of the college to establish an appropriate committee (*Faculty Handbook, Section 209*).

B. Promotion Committee

Promotion Committee composition is based on rank requested by a candidate. Associate Professor promotion committee composition consists of all Department of Teaching and Learning faculty of Associate professor or Full Professor rank. Full Professor promotion committee composition consists of all Department of Teaching and Learning faculty of Full Professor rank. All Promotion Committees shall consist of three or more members.

III. Tenure

A. Selection of Tenure Committee Chair

The Department Chair is responsible for calling the initial Tenure Committee meeting. A Committee chairperson shall be elected by secret ballot at the initial committee meeting. In instances where the department does not have enough tenured faculty members to serve, the Tenure Committee chair shall be a Department of Teaching and Learning faculty member as long as at least one tenured faculty member is a department member.

B. Tenure Committee Chair Responsibilities

The committee chairperson, upon election, is responsible for:

- coordinating meetings,
- notifying appropriate faculty to evaluate each candidate's materials,
- setting candidate comment deadlines,
- writing candidate reviews, and
- working with the Department Chair to ensure all college and university deadlines are met.

C. Tenure Committee Protocols

Faculty unable to attend a meeting may submit written comments to the committee chair.

Comments that have been submitted prior to the given deadline shall be read at the meeting.

To have a tenure committee meeting there must be a quorum. A quorum is defined as at least one half of eligible tenure committee members.

Following discussion of each candidate's application, a secret vote shall be taken. Only faculty members present at the voting meeting are eligible to vote on a candidate (no absentee ballots).

Candidate evaluations must reflect a synthesis of all faculty comments. Candidate evaluations shall be submitted to the Department Chair. The evaluation submitted to the Department Chair shall be signed by all tenure committee faculty present at the voting meeting.

Candidate evaluations shall be kept confidential except in the event of an appeal by the candidate.

D. University Guidelines

The *Faculty Handbook, Section 209* states that "tenure at Georgia Southern may be awarded after five years of full-time service at the institution at the rank of assistant professor or higher. Probationary credit, which must be granted at the time of initial appointment, may be used to reduce this time requirement. Meeting the minimum time requirement does not guarantee the award of tenure." See *Faculty Handbook, Section 209* for additional information on probationary credit, evaluations prior to tenure, and procedures that apply in the case of denied tenure.

The areas for evaluation for the award or tenure include:

- teaching;
- service at the institution or in the profession;
- scholarship;
- needs of the institution;
- ability of the professor to function within the Georgia Southern University academic community (collegiality); and
- length of service.

E. Departmental Expectations

Suggested categories of evidence for teaching, scholarship, and service are found in Appendix A. Suggested evidence of collegiality is noted below.

Collegiality

In addition to the university's expectations, the department considers collegiality as a requirement for tenure. The nature of collegiality is such that evidence may represent a broad area. It may include but is not limited to: annual evaluations, documented incidents of contributions (negative or positive) to the general morale, well being, and public image of the department as a unit of the college, the university, and the community at large.

IV. Promotion

A. Selection of Promotion Committee Chair

The Department Chair is responsible for calling a Promotion Committee meeting (separate meetings may be needed based on requested rank). A Committee chairperson shall be elected by secret ballot at the initial committee meeting. In instances where the department does not have enough faculty of appropriate rank to serve, the Promotion Committee chair shall be a Department of Teaching and Learning faculty member for all candidates requesting rank equal to the committee chair's rank.

B. Promotion Committee Chair Responsibilities

The committee chairperson, upon election, is responsible for:

- coordinating meetings,
- setting candidate comment deadlines,
- notifying appropriate faculty to evaluate each candidate's materials,
- writing candidate reviews, and
- working with the Department Chair to ensure all college and university deadlines are met.

C. Promotion Committee Protocols

Faculty unable to attend a meeting may submit written comments to the committee chair. Comments that have been submitted prior to the given deadline shall be read at the meeting.

To have a promotion committee meeting there must be a quorum. A quorum is defined as at least one half of eligible promotion committee members.

Following discussion of each candidate's application, a secret vote shall be taken. Only faculty members present at the voting meeting are eligible to vote on a candidate (no absentee ballots).

Candidate evaluations must reflect a synthesis of all faculty comments. Candidate evaluations shall be submitted to the Department Chair. The evaluation submitted to the Department Chair shall be signed by all promotion committee faculty present at the voting meeting.

Candidate evaluations shall be kept confidential except in the event of an appeal by the candidate.

D. University Guidelines

The *Faculty Handbook, Section 208* states that “promotions in rank are based on merit and are not automatic...Promotion at Georgia Southern requires satisfactory performance in all areas of evaluation, with noteworthy accomplishment in teaching and one of the other two areas [scholarship or service].

“The difference between successive faculty ranks is primarily one of achievement and professional growth and development. Aspirants to higher ranks are expected to demonstrate progressively more advanced levels of professional maturity, accomplishment, and recognition beyond the boundaries of the University as they are considered for promotion. . . Length of service is taken into consideration. According to the Board of Regents, a promotion is considered *early* if the individual has served less than the number of years in rank at Georgia Southern as listed below:

- to Assistant Professor, 3 years;
- to Associate Professor, 4 years;
- to Professor, 5 years.

Early promotions are rare, requiring clearly outstanding performance in all three areas of evaluation,” (*Faculty Handbook, Section 208*).

E. Departmental Expectations

Suggested categories of evidence for teaching, scholarship, and service are found in Appendix A.

Assistant Professor to Associate Professor

Promotion at Georgia Southern requires satisfactory performance in all areas of evaluation, with noteworthy accomplishment in teaching and one of the other two areas (scholarship or service) [*Faculty Handbook, Section 208*].

To assist those seeking promotion to the rank of Associate Professor, the following guidelines regarding teaching effectiveness are provided (see Evidentiary Teaching Categories, Appendix A). The candidate must demonstrate an ability to work with all students as assigned as part of his/her teaching load. The candidate’s pedagogy, course content, and courses designed (as needed) should reflect best practices in his/her field(s) of specialization.

To assist those seeking promotion to the rank of Associate Professor, the following guidelines regarding scholarly productivity are provided, (see Evidentiary Scholarship Categories, Appendix A). All scholarship is assumed to be within one's fields of specialization, broadly speaking. A sustained level of scholarly productivity that demonstrates a candidate's ability to disseminate peer-reviewed scholarly works is expected. Peer reviewed scholarly works beyond the university will be weighted more heavily.

To assist those seeking promotion to the rank of Associate Professor, the following guidelines regarding contributions to service are provided (see Evidentiary Service Categories, Appendix A). A candidate must demonstrate an ability to work with departmental, college, and university colleagues as well as show progress towards becoming active in leadership roles and involvement beyond the university within one's field(s) of specialization.

Associate Professor to Full Professor

Promotion at Georgia Southern requires satisfactory performance in all areas of evaluation, with noteworthy accomplishment in teaching and one of the other two areas (scholarship or service) [*Faculty Handbook, Section 208*].

To assist those seeking promotion to the rank of Full Professor, the following guidelines regarding teaching effectiveness are provided (see Evidentiary Teaching Categories, Appendix A). The candidate must demonstrate an ability to work with all students as assigned as part of his/her teaching load. The candidate's pedagogy, course content, and courses designed (if needed) should reflect best practices in his/her field(s) of specialization.

To assist those seeking promotion to the rank of Full Professor, the following guidelines regarding scholarly productivity are provided, (see Evidentiary Scholarship Categories, Appendix A). A sustained level of scholarly productivity that demonstrates a candidate's ability to disseminate peer-reviewed scholarly works beyond the university is expected. Peer-reviewed scholarly works that result in grants beyond the university, national/international publications, and national/international presentations will be weighted more heavily.

To assist those seeking promotion to the rank of Full Professor, the following guidelines regarding service contributions are provided (see Evidentiary Service Categories, Appendix A). A candidate must demonstrate an ability to work with departmental, college, and university colleagues as well as demonstrate leadership roles and involvement beyond the university. Leadership roles and involvement beyond the university will be weighted more heavily.

V. Post-Tenure

Faculty eligible for post-tenure review shall follow Georgia Southern University *Faculty Handbook, Section 203* and *College of Education* guidelines. The Department of Teaching and Learning does not conduct a post-tenure review at the departmental level.

VI. Evaluation of Tenure-Track, Probationary Faculty

The Department Chair is responsible for writing and discussing Year One tenure-track, probationary faculty member's progress towards tenure evaluation.

The tenure committee shall meet each fall to discuss tenure-track, probationary faculty with more than one year's employment at Georgia Southern University progress towards tenure. Faculty unable to attend the meeting may submit written comments to the committee chair. Comments that have been submitted prior to the given deadline shall be read at the meeting. Candidate evaluations must reflect a synthesis of all faculty comments. Candidate evaluations shall be submitted to the Department Chair. These evaluations are to be discussed with the faculty member as part of the Department Chair's annual evaluation meeting.

Candidates are to submit a cumulative portfolio documenting teaching, scholarship, and service activities since employment at Georgia Southern University.

Third-year review shall be a Pre-Tenure Review as denoted in *Faculty Handbook, Section 212*.

At the end of the fifth year, a decision is made as to whether the employee will be tenured (*Faculty Handbook, Section 205.02*).

VII. Timeline

Candidates shall follow all university, college, and departmental timelines.

VIII. Submitted Materials

Candidates are to submit at a minimum there 3 items:

- A notebook of materials (no larger than a 3-inch 3-ring binder) with summary narratives for each tabbed section of teaching, scholarship, and service along with documentation the candidate wants the committee to read and review
- A vita
- Annual evaluations

IX. APPENDIX A

EVIDENTIARY CATEGORIES

TEACHING

{Tiers range from 1 to 3 with 1 being the highest tier. Tier descriptors are not listed in any specific priority order.}

Tier 1

- Student evaluations of instruction
- Receiving a university, state, national, international or professional association teaching award
- Chairing a dissertation committee
- Professional development in teaching techniques [i.e. CET involvement, Use of technology to enhance learning]
- Initial design and implementation of a course that requires extensive technological infusion (i.e. changing a face-to-face course to WebCT, integrating new technologies into the teaching of a course)

Tier 2

- Receiving a college or departmental teaching award
- Co-developed instructional materials indicating collaboration with P-12 educators
- Peer evaluations (including those from school site personnel for field supervision as appropriate)
- Conducting course-related work in the schools
- Maintenance of present courses
- Development of new courses
- Major program revisions that relate to teaching (i.e. portfolio development)
- Chairing an Ed.S. committee
- Serving on a dissertation committee
- Submission of exemplary student work that demonstrates mastery of course requirements
- Course syllabi that incorporate 'best practices' expectations of students and demonstrate how students will meet college, state and national standards (as appropriate)

Tier 3

- Letters indicating collaboration with P-12 educators regarding Georgia Southern University teacher education programs and/or school reform initiatives related to instruction
- Letters from individual students
- Letters from school personnel
- Technological contributions to course materials
- Department or program surveys of students
- Self-reflection on student ratings and comments

A faculty member may request tier items noted above be re-classified in a different tier via a teaching reflection narrative. A faculty member may request additional items count towards teaching evidentiary categories via a teaching reflection narrative. The department chair and respective department committee will take these requests under consideration when making departmental decisions regarding tenure and promotion.

SCHOLARSHIP

{Tiers range from 1 to 3 with 1 being the highest tier. Tier descriptors are not listed in any specific priority order.}

Tier 1

Refereed publications related to one's field:

- Single or co-authorship of
 - a book
 - a book chapter
 - a textbook
 - an international/national journal article (print or online)
 - a monograph
 - an article in international/national proceedings
 - research report through an international/national professional organization or association

Presentations related to one's field:

- International
- National
- Delivering an invited or keynote address at a national or international conference

Other:

- Editor or co-editor of a book
- Internationally- or Nationally-distributed, peer-reviewed software, video programs, or other electronically produced materials
- Serving as editor or co-editor of a state, national or international publication
- Externally funded grant (Awarded by agency outside Georgia Southern University)
- Development and publication of peer-reviewed, scholarly material designed for international or national professional audiences
- Receiving a national or international scholarship honor or award
- Professional, juried creative works

Tier 2

Refereed publications related to one's field:

- Single or co-authorship of
 - A state journal article (print or online)
 - a research report through a state or regional professional organization or association
 - an article in state proceedings
 - a book review in an international/national publication (print or online)

Presentations:

- State
- Delivering and invited or keynote address at a state or regional conference

Other:

- State- or regionally-distributed, peer-reviewed software, video programs, or other electronically produced materials
- Serving as an editorial board member of an national or international journal
- Internally funded research grant (Awarded by Georgia Southern University)
- Development and publication of peer-reviewed, scholarly material designed for state or regional professional audiences
- Receiving a state or regional scholarship honor or award

Tier 3

- Serving as an editorial board member of a state or regional journal
- Non-refereed publications
- Serving as a reviewer for a publication
- Presenting at a regional or local conference
- Publishing a book review in a state or regional journal
- Additional professional training, including degrees earned and postdoctoral work
- Acquiring or renewing state or national professional licensure or certification
- Contributing written material for a published professional newsletter

A faculty member may request tier items noted above be re-classified in a different tier via a scholarship reflection narrative. A faculty member may request additional items count towards scholarship evidentiary categories via a scholarship reflection narrative. The department chair and respective department committee will take these requests under consideration when making departmental decisions regarding tenure and promotion.

SERVICE

{Tiers range from 1 to 3 with 1 being the highest tier. Tier descriptors are not listed in any specific priority order.}

Tier 1

Service to the institution:

- Chairing or co-chairing a university level committee
- Chairing or co-chairing the development of a new degree program
- Chairing a Board of Regents level committee
- Chairing or co-chairing a university level and/or college-wide accreditation committee
- Serving as a faculty advisor for a national/state organization that has a GSU chapter

Service to the profession:

- Holding a leadership position in a national or international professional organization
- Serving as a conference chair or co-chair for an international, national or state conference
- Reviewing manuscripts for national or international publications (part of external peer review process)
- Leading a content accreditation review

Service to the community:

- Holding a leadership position in state or local community organizations or agencies (Board member or elected officer)
- Leading an accreditation team (i.e. NCATE)

Tier 2

Service to the institution:

- Chairing a College of Education committee
- Chairing a Department committee
- Serving on a university-level committee
- Serving on a Board of Regents level committee
- Serving on an accreditation committee
- Serving as a faculty advisor for a GSU student organization
- Chairing program design or redesign
- Non-release time program coordinator duties

Service to the profession:

- Holding a leadership position in a state or local professional organization
- Coordinating a local workshop or conference
- Reviewing curriculums for publishing companies
- Conducting workshops for local schools or agencies
- Reviewing manuscripts for international, national and state refereed journals
- Reviewing proposals for international, national and state conferences
- Serving as a content accreditation reviewer

Service to the community:

- Holding a leadership position in a state or local community organization (committee chair or committee member)
- Coordinating a local workshop or conference
- Conducting workshops for local agencies
- Serving as a resource to state and local educational agencies and community organizations
- Serving on an accreditation team (i.e. NCATE)

Tier 3

Service to the institution:

- Serving on a department committee
- Serving on a College of Education committee
- Coordinating a program level/ course committee
- Preparing NCATE or other accreditation documents
- Assisting programs in other departments or colleges
- Participating in student recruitment activities
- Participating in academic advisement
- Serving as a new faculty mentor
- Support of university-related programs
- Presenting at a College of Education organization meeting
- Serving as a program sponsored student mentor

Service to the profession:

- Reviewing manuscripts for national or international conferences (non-blind review)
- Assisting with a local workshop or conference
- Assisting with workshops for local schools or agencies
- Judging education-related contests

Service to the community:

- Speaking to local school and agency groups
- Participating as a member of a community organization
- Judging community education-related contests

A faculty member may request tier items noted above be re-classified in a different tier via a service reflection narrative. A faculty member may request additional items count towards service evidentiary categories via a service reflection narrative. The department chair and respective department committee will take these requests under consideration when making departmental decisions regarding tenure and promotion.