The Department of Teaching and Learning Tenure and Promotion guidelines align with the Georgia Southern University Faculty Handbook (2013-2014, pg. 54) which states, "The differences 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."

These levels of accomplishment are reflected in the Department's tiered system of Tenure and Promotion as described below.

TENURE

Below are criteria for tenure in the Department of Teaching and Learning. The Georgia Southern University Faculty Handbook (section 209) lists the following areas of evaluation for tenure decisions:

- teaching;
- scholarship;
- service (institutional and/or professional);
- needs of the institution;
- ability to function within the Georgia Southern academic community; and
- length of service.

Workload Assignment

While rare, it is possible that faculty members in the Department of Teaching and Learning may be assigned a non-traditional workload that could preclude or greatly reduce expectations in the three key areas of evaluation: teaching, scholarship, and service. For members with non-traditional workload assignments, expectations for teaching, scholarship, and service will be negotiated with the T & L departmental chair and this negotiated agreement must be communicated to the T & L tenure-review committee.

Teaching

A demonstrated record of effective teaching is the first and most important area of evaluation. Effective teaching is delineated by: practice that 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 or laboratory, field supervision, the direction of student research, mentoring and the like. Teaching activities also include: the development of teaching and other

curricular materials, participation in program revision, and integration of current technologies into 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, student ratings of instruction, and professional development for enhancement of curriculum or program development.

To assist those seeking tenure, the following guidelines regarding teaching effectiveness are provided. The candidate must demonstrate an ability to work with all students 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. Evidence reflects that the candidate performs effectively as a teacher in the classroom, in directing the work of graduate students, or in other forms of instruction involving students (e.g.: field-based or clinical practica experiences, supervision of departmental curriculum development, program development). Candidates must demonstrate that they continue to reflect on their own teaching and apply best practices that lead to enhanced student learning. To provide evidence of such performance, candidates may refer to the Appendix.

Scholarship

Scholarly accomplishments shall be judged within the context of the discipline. Candidates must provide evidence of work which has been selected for dissemination through normally accepted peer-reviewed or other venues. Scholarship includes the discovery, integration, development, application, and extension of knowledge as well as aesthetic creation and is often demonstrated by publications and presentations designed for professional audiences. The department views educational scholarship broadly; therefore, both theoretical and applied research activities are equally valued. Candidates must demonstrate evidence of continuous growth in their work as a scholar through professional venues including professional publications and/or grants. Scholarship is manifested in articles, reports of research, creative works, scholarly presentations, papers read, panel participation, exhibits, performances, additional professional training or certifications, degrees earned, work toward terminal degree, and postdoctoral work.

Service

Faculty are expected to make service contributions to their professions 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 activities shall be designated as paid or unpaid.

To assist those seeking tenure, the following guidelines regarding contributions to service are provided. A candidate must show progress toward becoming actively involved within the university and within one's field(s) of specialization. Examples of service that are valued in the department include, but are not limited to, academic advisement of students, work in schools, businesses, museums, social agencies, government or the like, membership and participation on institutional committees, participation in professional organizations, manuscript reviewing, and the design and development of professional conferences.

Needs of the Institution

Tenure candidates should provide evidence of their role in, and contribution to, the department, the College of Education, and the university. In addition, the Faculty Handbook, section 204, identifies desired attributes of Georgia Southern faculty. Since these attributes must be included in all forms of faculty evaluations at Georgia Southern, tenure candidates should explain briefly how they exhibit these desired attributes.

Ability of the Candidate to Function within the Academic Community

In addition to the above areas of evaluation, the "ability of the candidate to function within the academic community" must be considered for tenure decisions. One's ability to function within the Academic Community is exemplified by the following:

- Demonstrating responsiveness to students, colleagues, and department staff: for example, responding to emails and phone calls within a reasonable time frame, providing information and/or feedback as requested by the department chair, the department secretary, and one's colleagues, and generally fulfilling one's daily responsibilities as a contributing member of the department.
- Accepting responsibility for meeting unit and departmental expectations pertaining to quality supervision of students (methods blocks or student teaching, advisement of graduate students, etc.) if supervision is part of the candidate's workload.
- Accepting and fulfilling responsibility within the context of service on committees, in coordinator positions (methods blocks or program) and professional development required by the department.
- Professional interaction with students and all personnel.

Length of service

See section 209 of the GSU Faculty Handbook for details about length of service required for tenure candidates.

PROMOTION

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].

Workload Assignment

While rare, it is possible that faculty members in the Department of Teaching and Learning may be assigned a non-traditional workload that could preclude or greatly reduce expectations in the three key areas of evaluation: teaching, scholarship, and service. For members with non-traditional workload assignments, expectations for teaching, scholarship, and service will be negotiated with the T & L departmental chair and this negotiated agreement must be communicated to the T & L tenure-review committee.

PROMOTION TO ASSOCIATE PROFESSOR:

Teaching

To assist those seeking promotion to the rank of Associate Professor, the following guidelines regarding teaching effectiveness are provided. Satisfactory performance in teaching is delineated by: practice that 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 or laboratory, field supervision, the direction of student research, mentoring and the like. Teaching activities also include: the development of teaching and other curricular materials, participation in program revision, and integration of current technologies into 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, student ratings of instruction, and professional development for enhancement of curriculum or program development. Refer to examples of evidence provided in the Appendix, specifically items in Tier 3.

Noteworthy performance in teaching is required for promotion. As noted above, teaching represents professional activity directed toward the development of students' knowledge and skills. In order to receive noteworthy designation in teaching, candidates must demonstrate participation in the types of teaching activities described above as well as additional activities/accomplishments such as the following: receiving a college, university, state, national, international or professional association teaching award, chairing a dissertation committee,

development of a new course, and/or conducting course related work in schools (other than supervision). Refer to examples of evidence provided in the Appendix, specifically items in Tiers 2 and 1. In order to achieve noteworthy performance in teaching, candidates may include evidence from all Tiers, but the majority of evidence must be from Tier 2 or higher.

Scholarship

To assist those seeking promotion to the rank of Associate Professor, the following guidelines regarding scholarship are provided. **Satisfactory performance** in scholarship shall be judged within the context of the discipline. Candidates must provide evidence of work which has been selected for dissemination through normally accepted peer-reviewed or other venues. Scholarship includes the discovery, integration, development, application, and extension of knowledge as well as aesthetic creation and is often demonstrated by publications and presentations designed for professional audiences. The department views educational scholarship broadly; therefore, both theoretical and applied research activities are equally valued. Candidates must demonstrate evidence of continuous growth in their work as a scholar through professional venues including professional publications and/or grants. Scholarship is manifested in articles, reports of research, creative works, scholarly presentations, papers read, panel participation, exhibits, performances, additional professional training or certifications, degrees earned, work toward terminal degree, and postdoctoral work. Scholarly products should reflect one's field(s) of specialization and be aligned with the faculty member's professional goals. Refer to examples of evidence provided in the Appendix, specifically items in Tiers 3 and 2.

As noted above, scholarly activity represents a broad range of conceptual and research based activities. In order to receive **noteworthy performance** in scholarship, candidates must demonstrate participation in the types scholarly activities/accomplishments described above as well as additional scholarly activities such as: peer-reviewed international and national presentations, books and book chapters, externally funded grants, single or co-authorship, state journal articles, and articles in state proceedings. Refer to examples of evidence provided in the Appendix, specifically items in Tiers 1 and 2. In order to achieve noteworthy performance in scholarship, candidates may include evidence from all Tiers, but the majority of evidence must be from Tier 2 or higher.

Service

To assist those seeking promotion to the rank of Associate Professor, the following guidelines regarding service are provided. Faculty are expected to make service contributions to their professions and to the institution. Service includes the application of one's expertise in the

discipline for the benefit of a professional organization, the community, or the institution. Service activities shall be designated as paid or unpaid.

Satisfactory performance in service is defined by active involvement within the department, college, university and one's field(s) of specialization. Examples of service that are valued by the department include, but are not limited to, academic advisement of students; work in schools, businesses, museums, social agencies, government or the like; membership and participation on departmental and college committees; and, conference proposal reviewing. Refer to examples of evidence provided in the Appendix, specifically items in Tiers 3 and 2.

In order to receive **noteworthy performance** in service, candidates must demonstrate participation in the types of service activities described above as well as additional service activities such as: chairing or co-chairing a department, college or university level committee; serving as faculty advisor for a student organization; holding a leadership position in a national or international organization; reviewing manuscripts for national or international publications; and, holding a leadership position in a state or local community organization. Refer to examples of evidence provided in the Appendix, specifically items in Tiers 2 and 1. In order to achieve noteworthy performance in service, candidates may include evidence from all Tiers, but the majority of evidence must be from Tier 2 or higher.

PROMOTION TO PROFESSOR

The criteria for promotion to rank of professor are quite similar to those described above for associate professor; however, for promotion to professor, one is expected to demonstrate greater levels of leadership. As stated in the GSU Faculty Handbook (section 208), "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." Furthermore, candidates for promotion to the rank of professor must demonstrate a record of noteworthy performance in teaching, and noteworthy performance in either scholarship or service. The promotion review committee expects a candidate for promotion to professor to present a strong case for noteworthy performance in teaching, and in scholarship or service, and also to explain how the candidate satisfies Georgia Southern University's Desired Faculty Attributes (section 204).

Teaching

To assist those seeking promotion to the rank of Professor, **noteworthy performance** in teaching is required. Candidates must demonstrate that they continue to reflect on their own teaching and apply best practices that lead to enhanced student learning. Refer to examples of evidence provided in the Appendix, specifically items in Tiers 2 and 1. In order to achieve

noteworthy performance in teaching, candidates may include evidence from all Tiers, but the majority of evidence must be from Tier 2 or higher.

Scholarship

To assist those seeking promotion to the rank of Professor, the following guidelines regarding **satisfactory performance** in scholarship are provided. A sustained level of scholarly productivity that demonstrates a candidates' ability for more advanced levels of scholarship and accomplishment is required. Peer-reviewed scholarly works that result in grants beyond the university, national/international publications, and national/international presentations will be weighted more heavily than local, state, or regional items. Faculty should include acceptance rates and/or descriptions of publication forums. Faculty may demonstrate collaborative skills by developing products in concert with other colleagues; however, some products must clearly demonstrate a leadership role by the faculty member applying for promotion. Refer to examples of evidence provided in the Appendix, specifically items in Tiers 2 and 1.

In order to achieve **noteworthy performance** in scholarship, candidates must demonstrate an established record of collaborative and/or independent scholarly activities which includes recognition in settings beyond the boundaries of the university, such as local, regional, national, and international contexts. Ways in which candidates may demonstrate recognition beyond the university include impact factors of published work, documentation of funding agencies and competitiveness of grants, and/or external review of Tenure and Promotion documents. These are not required but may serve as methods to demonstrate impact beyond the university and to clarify the level of the scholarship. Faculty should include acceptance rates and/or descriptions of publication forums. Evidence from all Tiers may be used to establish noteworthy performance, but the majority of evidence must be from Tier 1.

Service

To assist those seeking promotion to the rank of Professor, the following guidelines regarding service contributions are provided. 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 than leadership roles at the local level.

In order to receive **satisfactory performance** in service, candidates must demonstrate participation in the types of service activities described above as well as additional service activities such as: chairing or co-chairing a department, college or university level committee, serving as faculty advisor for student organization, holding a leadership position in a national or international organization, reviewing manuscripts for national or international publications and

holding a leadership position in a state or local community organization. Refer to examples of evidence provided in the Appendix, specifically items in Tiers 2 and 1.

In order to achieve **noteworthy performance** in service, candidates must demonstrate an established record of service activities which includes recognition in settings beyond the boundaries of the university, such as local, regional, national, and international contexts. Ways in which candidates may demonstrate recognition beyond the university include letters of support from community or professional organizations, documentation of time and services rendered, and/or external review of Tenure and Promotion documents. These are not required but may serve as methods to demonstrate impact beyond the university and to clarify the extent of the service. Evidence from all Tiers may be used to establish noteworthy performance, but the majority of evidence must be from Tier 1.

APPENDIX

Examples of Evidence

TEACHING

A faculty member may request tier items noted below be re-classified in a different tier and/or may request that additional items count toward a specific tier via a reflection narrative. The faculty member is responsible for delineating how each artifact is aligned with the expectations for each tier. For example, a faculty member would need to explain how their professional development in teaching is "sustained" in order to meet the criteria of Tier One. The department chair and respective department committee will take these requests under consideration when making departmental decisions regarding tenure and promotion.

{Tiers range from 1 to 3 with Tier 1 being the highest tier. Tier descriptors are not listed in any specific priority order and are presented as examples of the kinds of evidence acceptable for the different levels of performance.}

Tier 1

- Student evaluations of instruction consistently above department average
- Receiving a college, university, state, national, international or professional association teaching award
- Chairing a dissertation committee
- Sustained professional development in teaching techniques.
- Initial design and implementation of a new online course
- Development of a new course that reflects current research-based content and pedagogy
- Conducting course-related (other than supervision) work in the schools
- Taking a leadership role in program revisions or new program development

Tier 2

- Co-developed instructional materials indicating collaboration with P-12 educators
- Peer evaluations (including those from school site personnel for field supervision as appropriate)
- Ongoing revision of courses to reflect current knowledge in field
- Chairing an Ed.S. committee
- Serving on a dissertation committee
- Mentoring students in scholarly activities (i.e. research, conference presentations)
- Course syllabi that incorporate 'best practices' expectations of students and that demonstrate how students will meet college, state and national standards
- Participating in short term professional development in teaching techniques
- Student evaluations of instruction consistently at or above department average

Tier 3

- Serving as Ed. S. committee member
- Letters from individual students
- Letters from P-12 school personnel
- Letters indicating collaboration with P-12 educators regarding Georgia Southern University teacher education programs
- Integration of current technologies in the course
- Department or program surveys of students
- Self-reflection on student ratings and comments
- Student evaluations of instruction consistently at department average
- Participating in program revisions or new program development

SCHOLARSHIP

A faculty member may request tier items noted below be re-classified in a different tier and/or may request that additional items count toward a specific tier via a reflection narrative. The faculty member is responsible for delineating how each artifact is aligned with the expectations for each tier. Faculty members must provide an explanation of their role in conceptualizing and conducting collaborative scholarship. Faculty members should include acceptance rates for artifacts. The department chair and respective department committee will take these requests under consideration when making departmental decisions regarding tenure and promotion.

{Tiers range from 1 to 3 with 1 being the highest tier. Tier descriptors are not listed in any specific priority order and are presented as examples of the kinds of evidence acceptable for the different levels of performance.}

Tier 1

Refereed/peer-reviewed accepted publications related to one's field:

• Single or co-authorship of

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

Refereed/peer-reviewed presentations related to one's field:

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

Externally funded grant proposals, related reports and documents (Awarded by agency outside Georgia Southern University):

- Single or co-authorship
- Co-Principal Investigator and/or Evaluator

Other:

- Editor or co-editor of a book
- Internationally- or Nationally-distributed, peer-reviewed software, video programs, or other electronically produced materials
- Editor or co-editor of a peer-reviewed state, national or international publication
- National or international scholarship honor or award
- Professional, juried creative works
- Single or co-authorship of invited book by recognized publisher at national or international level

Tier 2

Refereed/peer-reviewed scholarship related to one's field:

- State journal article (print or online)
- Research report through a state or regional professional organization or association
- Article in state proceedings
- Book review in an international/national publication (print or online)
- State- or regionally-distributed, peer-reviewed software, video programs, or other electronically produced materials
- 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 audience

Receiving a state or regional scholarship honor or award

Externally funded grant proposals, related reports and documents (Submitted to agency outside Georgia Southern University):

- Single or co-authorship
- Co-Principal Investigator and/or Evaluator

Manuscripts under review with international/national peer-reviewed journals

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
- Contributing written material for a published professional newsletter
- Editorial review & published response to scholarly work
- Publishing a magazine article related to one's field

SERVICE

A faculty member may request tier items noted below be re-classified in a different tier and/or may request that additional items count toward a specific tier via a reflection narrative. The faculty member is responsible for delineating how each artifact is aligned with the expectations for each tier. Faculty members must provide an explanation of the extent of their role in service activities. Service activities are commonly considered pro-bono. The department chair and respective department committee will take these requests under consideration when making departmental decisions regarding tenure and promotion.

{Tiers range from 1 to 3 with 1 being the highest tier. Tier descriptors are not listed in any specific priority order and are presented as examples of the kinds of evidence acceptable for the different levels of performance.}

Tier 1

Service to the institution:

*In order to be considered tier 1 level of service, faculty should explain work load of the chair and committee responsibilities.

- Chairing or co-chairing a university level committee
- Chairing or co-chairing the development of a new degree program
- Chairing or co-chairing a university level and/or college-wide accreditation committee
- Chairing or co-chairing a College of Education committee
- Chairing a Department committee

- Chairing program design or redesign
- Serving as a faculty advisor for a national/state organization that has a GSU chapter
- Serving as a faculty advisor for a GSU student organization
- Non-release time program coordinator duties

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)
- Serving on an external content accreditation panel
- Leading an accreditation team (i.e. NCATE, SACS)

Service to the community:

- Holding a leadership position in state or local community organizations or agencies (Board member or elected officer)
- School improvement initiatives

Tier 2

Service to the institution:

- Serving on a university-level committee
- Serving on a Board of Regents level committee
- Serving on an accreditation committee
- Serving on program design or redesign committee
- Serving on College of Education committee
- Preparing NCATE or other accreditation documents

Service to the profession:

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

Service to the community:

- Holding a leadership position in 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 through uncompensated service
- Serving on an accreditation team (i.e. NCATE, SACS)

Tier 3

Service to the institution:

- Serving on a department committee
- Coordinating a program level/ course committee
- 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
- Letters from P-12 school personnel
- Letters indicating collaboration with P-12 educators regarding Georgia Southern University teacher education programs

Compensated service:

- Consultations
- Workshop