1. Non-Tenure Track Faculty Fifth-Year Review

The purpose of the Non-Tenure Track Faculty Fifth-Year Review policy is to provide a standard review process for faculty serving in non-tenure track lines (i.e., clinical, instructors, assistant professors, associate professors, and full professors). The fifth-year review not only focuses on the period under review, but also considers the cumulative contributions of the faculty member. Below are criteria for non-tenure track (NTT) faculty fifth-year review in the department of Curriculum, Foundations, and Reading (CFR). The Georgia Southern University Faculty Handbook lists the following areas of evaluation for NTT faculty fifth-year review:

- Teaching
- Contributions to the learning environment
- Service
- Professional growth and development

The Faculty Handbook, Section 315.01, makes clear that these are four distinct areas of evaluation but that teaching and contributions to the learning environment are the primary focus of the fifth-year review. Given that NTT faculty may be diverse in terms of highest degree earned and academic rank, roles and responsibilities will vary (e.g., persons without terminal degrees may not teach graduate classes).

1.1 Teaching

Teaching represents professional activity directed toward the dissemination of knowledge and the development of critical thinking skills. Such activity typically involves teaching assigned university courses. Teaching activities may also include contributions to the development of new courses, programs, and other curricular materials; supervising and evaluating field experiences; developing and/or delivering Internet web-based instruction; and chairing or serving on student-research committees (e.g., EdS or EdD committees; honors research committees). Judgment of the quality of teaching activities will be based on evidence from multiple indicators, which include the following:

- Syllabi that are well organized, clearly outline expectations and assignments, and demonstrate consistency with departmental course content outlines
- Student assignments that are appropriate for the discipline, with an emphasis on quality work in demonstrating mastery of the course content
- Students are intellectually challenged and courses are academically rigorous. For example, provide a narrative explaining how one’s courses are challenging to students, or provide samples of students’ work
- The candidate has accepted responsibility for teaching courses as needed by the department. This may include willingness to teach less preferred courses within one’s area and engaging in teaching development activities
- Student evaluations of instruction are generally rated as satisfactory or higher
- Engagement in student mentorship, if applicable (e.g., supervision of student field
experiences [PPB or other]; serving on or chairing student research committees)

- Other evidence that the candidate wishes to provide such as course materials, peer evaluations, teaching portfolios, and sample assessments with accompanying narratives

1.2 Contributions to the Learning Environment

Contributions to the learning environment represent efforts made to promote efficient functioning of the university as a whole. The university functions when all faculty work together to accomplish the mission of the institution, college, department, and unit with the overall goal of supporting student learning. One’s ability to contribute to the learning environment is determined by evidence for 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 administrative staff, 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 e.g., PPB supervision, advisement of graduate students, etc.) if supervision is part of the candidate’s workload
- Professional interaction with students and all personnel

1.3 Service

Service represents professional activities directed toward the development and maintenance of the university, and activities undertaken on behalf of the university or the profession that do not entail systematic instruction. Service may include the application of the individual’s expertise in his/her discipline for the benefit of an organization, the community, schools, or academic institutions. Examples of service that are valued in the department include, but are not limited to, the following:

- Volunteering in the schools (e.g., professional development, working with students, guest speaking)
- Active participation on department, college, and/or university committees, relative to assigned roles, responsibilities, and eligibility for committee membership
- Consultation with colleagues
- Other relevant evidence of service to the profession, institution, or community

1.4 Professional Growth and Development

Professional growth occurs when one takes advantage of opportunities designed to gain or enhance professional skills and experience. Participating in professional development opportunities allows one to remain current in his/her profession. Examples of activities that may contribute to professional growth and development include, but are not limited to, the following:

- On campus workshops and/or individual trainings
- Attendance at relevant guest lectures
- Attendance at conferences
- Participation in professional learning communities