

GUIDELINES FOR PROMOTION AND TENURE COLLEGE OF ARTS AND SCIENCES ARMSTRONG ATLANTIC STATE UNIVERSITY

(Last revised, March 28 2007)

I. Introduction

The College of Arts and Sciences offers students a broad range of curricula in the liberal arts. Arts and Sciences curricula are designed to sharpen critical thinking and problem-solving skills, to master various bodies of knowledge, and to cultivate such ethical sensitivity as will equip students for careers, graduate study, and life-long learning. Consistent with those intentions and within the broader framework of institutional policies (especially *Regulations*, Article II) the College of Arts and Sciences bases decisions concerning the tenure and promotion of faculty on effective teaching, scholarship, and service. Because there can be considerable overlap among these three areas and because greater specificity is desired under the institutional policies which govern faculty personnel matters, these Guidelines provide a more comprehensive basis for discerning the merits of a request for promotion or tenure. The Board of Regents Policies and the Regulations of Armstrong Atlantic State University govern these guidelines and take precedence in all matters of interpretation.

II. Definitions and Guidelines for the Evaluation of Teaching, Scholarship, and Service

A. Teaching

1. Evaluation of Teaching Effectiveness for Promotion and Tenure

Evaluating teaching effectiveness includes the quality of course preparation, adherence to professional standards in class management, innovative methodology, soundness and currency within the discipline, appropriateness of level and maintenance of standards. It includes, but is not limited to, student evaluations of instruction.

Criteria related to the evaluation of teaching effectiveness should take into consideration the mission of the particular department, the college, and the university. The criteria should allow and encourage diversity in instructional styles, methods, and creative approaches. The following guidelines offer general considerations for reviewing teaching effectiveness. Each department should use and interpret these categories in ways that best meet the department's teaching mission and goals. In general, evaluation should not only identify weaknesses but also give special attention to the strengths of each faculty member, noting particularly how the strengths contribute to the particular teaching needs of the department. Wherever possible, a distinction between formative and summative evaluation should be taken into account. Teaching effectiveness is the most important consideration in promotion and tenure decisions.

2. Guidelines for Evaluation

a) Type of Load. The College of Arts and Sciences serves three primary teaching missions within the university: 1) teaching the Core Curriculum required of all students; 2) teaching various level courses for baccalaureate majors and for graduate programs; and 3) teaching support courses. Because of this diversity, the evaluation of Arts and Science faculty should give attention to the types of courses that the faculty member teaches and to how that load serves the mission of the department.

b) Qualifications regarding subject matter. The evaluation should consider what academic degrees, course preparation, or other experience the faculty member has as appropriate preparation for teaching in the areas carried.

c) Teaching and Testing methods. Basic faculty teaching responsibility involves being prepared for classes and meeting classes as scheduled, or as approved by the department head. In the education of its students the College of Arts and Sciences particularly stresses the development of academic skills in critical thinking, problem solving, reading, writing, oral communication, and reasonable use of new technologies. Other skills may be distinct to particular disciplines or courses, e.g. lab sciences, visual and performing arts. In general, the methods of teaching, testing, and grading used by a particular faculty member should fit into a range deemed by the department which sponsors the course as appropriate to the discipline and to the level of instruction.

d) Continuing attention to courses and teaching. Evidence of the continuing active engagement between the teacher and the course may include the development of new courses or revision of old courses, attention to the pedagogical conversation in the discipline and consequent use of new teaching materials or techniques, continuing assessment of the effectiveness of the resulting teaching and learning, or other means of integrating new material into courses.

e) Relationship with students. This relationship includes being available to students for conferences and academic counseling, especially during office hours. It may also include supervision of individual student work such as independent study, directed readings, or student research. Perhaps most importantly, the relationship involves a genuine interest in teaching and working with students.

f) Currency in discipline and degree of preparation. Excellence in teaching requires continued active involvement in disciplinary activities

3. Specific Evaluation Requirements

a) Self-evaluation. A reflective, personal assessment of teaching experience should be a part of a request for tenure and would also be helpful in consideration for promotion. This assessment may also include illustrative documents, such as course syllabi, tests, or other material as appropriate.

b) Evaluation by students. The use of Student Appraisal of Instruction (SAIC) and/or Faculty and Course Evaluation (FACE) data and comments should note that in core courses as well as in developmental and learning support courses the faculty of Arts and Sciences teach students who are primarily freshmen and sophomores taking required, introductory level courses. The students in these courses are usually at the beginning of their university program and their skills and perceptions concerning university level work are not well developed. The students in upper level courses have acquired experience and mastery in university level skills and are pursuing an area of study that is of personal

interest. Student evaluations play a role in the development of teaching. Surveys of student opinion also play a role in evaluation. They should be accorded a weight commensurate with the ability of the students to judge the issues surveyed, but student comments and the Student Appraisal of Instruction and/or Faculty and Course Evaluation should never be the sole means of evaluating teaching.

c) Evaluation by peers. The method of peer review will vary according to department. Peer review includes review of course materials and syllabi as well as the possibility of classroom visitation. Visitation should be used only with the approval of the faculty member or, in special circumstances, by the department head. Peer evaluation should culminate in a final statement of evaluation to which the instructor has an opportunity to respond.

d) Instructor Responsibilities. It is the responsibility of the instructor to submit the following information: Student surveys, syllabi, tests and exams, other course handouts and materials, and a self-evaluation that responds to the student input and peer review. It is recommended, though not required, that grade distributions be submitted. Any additional material that the instructor deems useful may be included.

e) Evaluation by department head. The department head shall consider all submitted material and any other factual data relevant to the performance of teaching duties.

B. Scholarship

1. The Scope and Definition of Scholarship

Scholarship is an obligation of all faculty in the School of Arts and Sciences in support of the university's mission. The term 'scholarship' is used in a broad sense encompassing professional activity and achievements that include, yet also extend beyond, research and publication. 'Scholarship' may be defined as any activity "of critical, systematic investigation in one or more fields and the submission of one's findings for criticism by professional peers and the public through published writings, lectures, or other modes of presentation." [11] The object of scholarship at Armstrong Atlantic State University is to assure that the faculty is professionally qualified and active and that each faculty member has the knowledge and expertise not only to convey the work of others to students but to critically judge work in his/her field, engage that work productively, and continue to develop intellectually. Scholarship provides the fundamental justification for faculty autonomy in the classroom and faculty governance with respect to academic and curricular affairs. The primary need for scholarship at AASU is its validation of teaching competence, its necessity for the full evaluation of teaching, and its assurance of the integrity of undergraduate and graduate programs. Scholarship should be understood as:

a) The advancement of knowledge. This involves original research and/or original creative endeavor. It normally results in publication, performance, or display for an audience of one's professional peers.

b) The integration of knowledge. This involves utilization and integration of current knowledge in teaching and professional service and synthesis of current knowledge for the purposes of new analyses and critical interpretations that are based on the faculty member's knowledge and expertise in the discipline. It also includes performance of the work of others in the fine arts.

c) The application of knowledge. This involves professional practice directly related to the individual's scholarly/creative specialization in support of the university's mission which ordinarily relates to the community at large or the professional discipline. It is distinct from service in that it advances the boundaries of the faculty member's discipline.

Among the topics appropriate for scholarly investigation in the College of Arts and Sciences are questions related to the Scholarship of Teaching and Learning within the disciplines of the College. However, for such investigations to be understood as scholarship, they should result in a scholarly product that "is subjected to blind peer review by peers who represent the judgment of the profession, and, after review be disseminated to the professional community." (Research Universities Consortium for the Advancement of the Scholarship of Teaching and Learning.)

2. Criteria for Evaluation of Scholarship

The evaluation of scholarship should be based not only on the magnitude of the achievement but also should consider the impact the achievement has on the mission of the university.

Departments within the College of Arts and Sciences are responsible for establishing criteria and procedures to be used in the annual evaluation of the scholarly activities and achievements of their members. These criteria should address types of scholarly activity within the department that will count, the relative weight (expressed qualitatively) for different activities, and acceptable levels of activity. The criteria should provide the basis for making qualitative as well as quantitative judgments of scholarly activities. At a minimum, to be included in scholarship, there must be some demonstrable product or outcome such as performance and the work must involve a scholarly contribution based on the faculty member's professional knowledge and expertise. These established criteria should strongly support the defined mission of the Department while being consistent with College Regulations and the definition of scholarly activities and achievements adopted by the College of Arts and Sciences. Copies of departmental criteria and procedures shall be provided to the Dean of the College of Arts and Sciences and the College Committee on Promotion and Tenure. Departmental criteria are subject to review and approval by the Dean of the College and the Vice President and Dean of Faculty and by duly constituted faculty committees. Departments are responsible for informing their members of the criteria and procedures to be used by the department in the annual evaluation of scholarship. It is the responsibility of the faculty member to provide copies of work or supporting documentation such as programs and reviews of performances for review. Departmental criteria and procedures should be reviewed at least every five years by the respective department.

C. Service

Service includes all work that involves the use of a faculty member's academic status or professional expertise to benefit the college, the community or the profession. Unless otherwise stipulated, service is considered a responsibility of employment and consequently subject to evaluation. Each department head should communicate clearly to

each faculty member the importance of service in the evaluation process and provide guidelines for appropriate forms of service.

Each faculty member's Annual Professional Activities Report (APAR) will include an appropriate description of all service activities engaged in during the evaluation period in question.

1. Service to the University

Service to the university must include academic advising and may include, but is not limited to, contributions to special departmental, college, or university projects; working with students or faculty on extracurricular activities; active membership on department, college, or university committees; and participation in the public service, continuing education, or recruitment programs of the department and the university.

2. Service to the Profession

Service to the profession can be demonstrated in a variety of ways. Such service often arises through membership in and participation in projects of local, regional, national or international professional organizations.

3. Service to the Community

Service to the community may vary in importance from department to department. Evidence of service to the community may include, but need not be limited to, service to public agencies; service to the K-12 educational sector with particular attention given to improvement of teacher quality and student learning, professional consultation; public speeches reflecting the discipline and profession of a faculty member or reflecting the results of scholarship; cultural or artistic contributions; and involvement and participation in civic organizations, charitable projects and community service. In all cases, however, linkages to the faculty member's professional role within the university must be evident.

III. Criteria Relating to Promotion and Tenure

Candidacies for promotion and tenure will be judged according to the following guidelines and by the merits of the candidate's total professional history as reflected in the individual's accumulated evaluations in relation to the criteria of the department, the College of Arts and Sciences, and the University.

A. Promotion

Candidates for promotion must meet minimum criteria in college level teaching experience and/or related experience. "Related experience" is defined as full-time teaching at a pre-college level or other full-time experience relevant to the faculty members teaching field. Each such year to be included must be certified as "related experience" by the Vice President and Dean of the Faculty, with the concurrence of the appropriate department head and Dean of the College of Arts and Sciences, at the time of the faculty member's initial appointment or promotion to assistant professor.

Candidates for promotion to the rank of Associate Professor or Professor must possess an appropriate terminal degree in the discipline or a closely related field. Exceptions to this requirement are made only if lack of the degree is balanced by some clearly demonstrable special distinction. The terminal degree for most faculty in the College of Arts and Sciences is the Ph.D. from an accredited institution in the faculty member's discipline or

a closely related field; notable exceptions to the Ph.D. include the M.F.A., the D.M.A., and the Ed.D.

Although the following guidelines are necessary in order for a faculty member to be considered for promotion, they do not assure that a promotion in academic rank will be forthcoming in the initial years of eligibility. In particular, a history of weak evaluations will delay or prevent promotion.

1. Promotion to the Rank of Professor

A candidate for promotion to the rank of professor must document a minimum of twelve years of college level teaching experience or fourteen years total teaching and/or related experience, which includes five years at the rank of associate professor at Armstrong Atlantic State University. The candidate must possess the terminal degree in his/her academic discipline or a closely related field. The candidate must demonstrate a strong record of scholarly activity, in addition to a satisfactory record of teaching and service.

2. Promotion to the Rank of Associate Professor

A candidate for promotion to the rank of associate professor must document a minimum of six years of college-level teaching, or eight years total teaching and/or related experience, which includes five years at the rank of assistant professor with four of the five years at Armstrong Atlantic State University. The candidate must possess the terminal degree in his/her academic discipline or a closely related field. The candidate must document satisfactory teaching, service, and scholarship.

3. Promotion to Assistant Professor

The candidate must document four years of total teaching and/or related experience, which includes three years at the rank of instructor at Armstrong Atlantic State University.

B. Tenure

In order to be considered for tenure, a faculty member must have completed a satisfactory probationary period of at least five years of full-time service at the rank of assistant professor or higher. The five-year period must be continuous except that a maximum of two years' interruption because of leave of absence or of part-time service may be permitted. No probationary credit, however, for the period of an interruption shall be allowed. A maximum of three years' credit toward the minimum probationary period may be allowed for service at other institutions in tenure track positions or for full-time service at the rank of instructor at Armstrong Atlantic State University. Such credit for prior service shall be requested by the individual and shall be defined in writing by the President and approved by the Board of Regents at the time of the initial appointment at the rank of assistant professor or higher or at the time of promotion from instructor to assistant professor. *[Special Note: Only on rare occasions will candidates applying for tenure in the first of their two years of eligibility be recommended for tenure. A multi-year record of outstanding evaluations in all three evaluation areas would be an example of a circumstance in which such a recommendation might be considered.]*

Candidates for tenure must satisfy the criteria for promotion to associate professor except that tenure may be granted prior to the fulfillment of the necessary four years of service at Armstrong Atlantic State University. (Candidates who received a tenure-track appointment on or before September, 1996 may be considered for tenure provided that

they satisfy all requirements except the terminal degree.) Candidates for tenure will be evaluated (via the AFE) in areas of teaching, scholarship, and service. A recommendation for the award or denial of tenure should take into account the candidate's cumulative performance in the sense that the candidate should not automatically be denied tenure because of isolated or anomalous unsatisfactory evaluations in any one of the three areas. However, no faculty member shall be awarded tenure without demonstrating at least satisfactory performance in all three of these areas. Although the boundaries of teaching, scholarship, and service are not sharply defined, and the relative importance of each may vary both between departments and within departments, there should be some general guidelines regarding the relative weighting of each of these areas in any overall evaluation upon which a tenure recommendation is based. Because Armstrong Atlantic State University considers quality teaching as an essential element that must be demonstrated in each faculty member's record, a tenure candidate's teaching performance shall be the first consideration in any recommendation regarding tenure. The expected ultimate application of these guidelines should be recorded on the Annual Faculty Evaluation (AFE) during the probationary period. The application of these guidelines should also be stated in the department head's tenure recommendation.

Evaluation of department heads or other administrative personnel with faculty appointment for tenure is to be based on the performance of those duties in common with teaching faculty. Administrative performance is not a consideration in the award of tenure. The candidate may choose to include verifiable records of their performance prior to employment at the university.

In accordance with university policy, faculty may be appointed with tenure at the time of appointment where a substantial record justifies such action.

All applications tenure and/or promotion must go through the following levels of review. Each level of review is advisory to the next level. An application proceeds through all levels of review regardless of the recommendation that results at any particular level.

- a) Review by the faculty of the department. The method of departmental review will be determined by the department, with the approval of the Dean of the College, but it must assure the candidate of a responsible and impartial review.
- b) Review by the Department Head.
- c) Review by the College Committee on Tenure and Promotion.
- d) Review by the Dean of the College.
- e) Review by the Vice President for Academic Affairs and Dean of the Faculty.

IV. College of Arts and Sciences Committee on Promotion and Tenure

A. Composition of the Committee

1. The committee will be composed of one tenured faculty member from each department in the College of Arts and Sciences, exclusive of Military Science. If no tenured member is available, the department will be represented on the committee by a non-tenured member who will participate in committee deliberations but not have a vote.
2. A department head may serve on the committee only if no other department member is eligible.

3. If for any reason a member of the Committee on Promotion and Tenure resigns prior to the end of his or her term, the member's department will be asked to elect a new representative to serve a three year term.
4. If in a given year a member of the Committee on Promotion and Tenure is a candidate for promotion, the committee member will be resign from the committee.

B. Selection of the committee.

1. The departmental representative shall be elected by vote of the full-time, tenured and tenure-track faculty of the department.
2. Terms will be for three years.

C. Functions of the Committee

1. The committee will review records of departmental criteria for tenure and promotion.
2. The committee may when appropriate recommend revisions of "The Guidelines for Promotion and Tenure of the College of Arts and Sciences" to the dean.
4. The committee will review the application materials of candidates for tenure and for promotion subsequent to departmental action and make its recommendation to the Dean of Arts and Sciences.

D. Chair of the Committee

1. The committee will elect a chair who will serve for a term of one academic year. The chair may be re-elected for a second one-year term.
2. The chair will be responsible for:
 - a) receipt of application materials for tenure and promotion;
 - b) distribution of information concerning the application to committee members;
 - c) smooth transition of committees from year to year;
 - d) scheduling and overseeing meetings of the committee;
 - e) maintenance of accurate records of all proceedings;
 - f) relaying the recommendations of the committee to the dean.

E. Vote of the Committee*

1. Votes are by secret ballot.
2. The vote along with comments will be included in the recommendation of the committee.
3. The dean shall notify the department head and candidate of the vote and recommendations of the committee.

*All committee members should be aware that some provisions of the Georgia Open Records Act might apply to the proceedings of the committee.

V. Procedures for Promotion and Tenure

A. Criteria, Application, and Notification

1. Departmental Criteria. Each department will develop criteria, especially in the interpretation of service, scholarship, and teaching, as well as specific guidelines on application procedures, for promotion and tenure. These criteria guidelines will be received by both the college dean and the College Committee on Promotion and Tenure prior to implementation and will be available to faculty. Criteria must address the evaluation of scholarship, service, and teaching outlined above.

2. Application. A faculty member seeking promotion or tenure who believes that he/she has met all criteria of the department, the College of Arts and Sciences, and the university as they appear in the Faculty Handbook, should meet with the department head to discuss the application. Candidates may apply for a particular promotion or tenure during the academic year in which they will complete the minimum time requirement. Faculty in tenure-track positions have two years in which to apply for tenure: the year in which the fifth year of credit toward tenure is completed and again in the sixth year. (Tenure is granted to faculty applying during the first year of eligibility only in very strong candidacies.) All untenured faculty members in the sixth year of service must be reviewed for tenure. A faculty member not awarded tenure during the final year review will not be offered a contract for service in a tenure-track position past the next academic year.

The details of the application procedure and the departmental review process may vary with the department. The application process will provide the candidate the opportunity to document that the granting of tenure or a particular promotion is appropriate. All materials prepared by the candidate and all recommendations in the process must be communicated to the next level of review.

3. Departmental Recommendations. The departmental recommendation is built of two components. The faculty of the department or a designated subcommittee of the faculty makes a recommendation to the department head, and the department head responds to the faculty recommendation with a recommendation of his or her own. The department head's recommendation, the recommendation of the faculty, and the candidate's application materials are forwarded to the college dean.

Important Notes:

- Only faculty members who are tenured or on tenure track are permitted to participate in departmental promotion and tenure recommendations.
- In no circumstances should the departmental faculty committee designated to make recommendations to the department head have fewer than three members. If there are not enough qualified faculty members within the department to constitute the review committee, the department head will work with the Dean of Arts and Sciences to appoint qualified colleagues from other departments to the review committee.

4. College Committee Recommendations. The college dean will forward these application materials to the Chair of the college's Committee on Promotion and Tenure. The materials, along with the recommendation of the committee, will be returned to the dean.

5. Dean's Recommendation. The college dean will forward his/her recommendation along with that of the college committee and other accumulated materials to the Vice President/Dean of the Faculty.

6. Deadlines. The following deadlines for both promotion and tenure will apply.

Application to Department Head	September 8
Department Head to Dean	October 8
Committee to Dean	December 1

The deadline will shift to the next business day when it falls on a weekend or university holiday.

The candidate will be informed of the results at the conclusion of the college review process.

7. Appeals. Candidates whose candidacies are rejected may appeal through the appropriate procedures of the university and University System.

B. Portfolio Contents

The application for promotion and tenure must include a portfolio containing the following items:

- a) A letter requesting the particular promotion and/or tenure and a brief outline of the documentation that the requirements have been met.
- b) A complete, up-to-date *Curriculum Vitae* including all information needed for the Promotion/Retention Recommendation Form and a record of teaching, service, and scholarship.
- c) Copies of the Annual Faculty Evaluation (AFE), the Annual Professional Activities Report (APAR), and SAIC and/or FACE annual statistical summaries for at least the past three years.
- d) A copy of the candidate's pre-tenure review and the candidate's response thereto.
- e) Documentation of teaching excellence, including syllabi, course materials, tests and exams, and peer review evaluations.
- f) Documentation of scholarship, including copies of publications and presentations, indication of which are refereed, and indication of the role of each joint author when relevant. Performances should be documented by programs and reviews where available. Grants that are counted toward scholarship should indicate the amount of funding.
- g) Any additional documentation of performance in teaching, service, and scholarship over the evaluation period.
- h) Detailed self-assessment in the three areas.

C. Communication of Expectations

An expectation that certain faculty members must achieve and maintain graduate faculty status in order to advance professionally at the university should be made clear. Any person under this expectation should be informed in writing at the time of initial employment and provided with criteria for graduate faculty status.

The definition of the terminal degree should be made clear at the time of initial employment.

The expectation of the university regarding tenure and promotion should be clearly delineated at the time of initial employment and should be subject to review as part of the annual evaluation process.

A sample of all forms relating to evaluation and peer review should be given to new faculty as part of the orientation process.

[1] Eric J. Ziolkowski, "Slouching Toward Scholardom: The Endangered American College," *College English*, 58, 5 (September 1996), 569.