POST-TENURE REVIEW GUIDANCE

A. Overview

The Board of Regents (BoR) of the University System of Georgia requires a comprehensive review of progress for all tenured faculty. The review process for an individual shall be conducted five years after the most recent promotion or personnel action, and reviews shall continue at five-year intervals unless interrupted by a further review for promotion. Faculty members who are assigned 50% or more administrative effort follow the provisions of the [Evaluation of Academic Administrators Policy](). The scope of this review is process assists faculty members with identifying opportunities for professional development that will enable them to reach their full potential for contribution to the academic discipline, institution, and the institution's mission. Faculty members should familiarize themselves with the [Post-Tenure Review Policy]() which outlines the requirements and criteria for the review process. If the faculty member has questions regarding the policy, they should seek clarification from their Department Chair and/or Dean. If the faculty still has questions after consulting with the Department Chair and/or Dean, they should direct questions to the Office of Faculty Affairs.

B. Preparing a Portfolio

Portfolio requirements will be based upon the faculty member's current job description and assigned faculty effort. Documentation should include a current Curriculum Vitae and other reports/forms as determined by the College or School. The CV should adhere to the guidelines for documentation style in a specific discipline (e.g., AMA, APA, CMS, MLA). The CV must clearly distinguish the activities/achievements that have occurred during the review period. The portfolio should also include, as appropriate to workload, evidence of research/scholarship/creative activity, teaching, student success, and professional development encompassing the five-year review period since the last promotion or tenure milestone.

The applicant will prepare the portfolio electronically as a single PDF file with bookmarks for each section.

Potential Examples

The candidate should present the information that best supports the expectations of their discipline. This information should be presented in the most concise manner possible using lists, tables, and diagrams. The following are examples that may be included, but these lists are not exhaustive:

Evidence of Teaching (in last five years)

- Summary sheets of quantitative and qualitative course evaluations since appointment. (required)
- Evidence of peer review, including letters from peers that have observed the

candidate teaching. (required)

- If advising graduate student projects or residents include communications from up to 5 residents, graduate students, advisees, etc. that address the quality of the supervision that the student received.
- A list of examples of student achievements such as projects, awards, honors theses, publications, presentations, time to degree for graduate students.
- A list of course and program development activities.
- Evidence that the candidate assesses whether or not they have been successful in increasing student learning outcomes.
- An annotated list of pedagogical literature and instructional development sessions that have influenced the faculty member's teaching and how the faculty member has addressed this information in planning their classes and instructional strategies.
- Other evidence that the faculty member makes noteworthy contributions to student success.
- Evidence of continued professional growth and development related to teaching.

Evidence of Scholarship/Research (in last five years)
- Faculty member's publications: designate that which is peer-reviewed versus that which is not peer-reviewed, such as material from other publications, including the Scholarship of Teaching and Learning, the Scholarship of Engagement, and any evidence consistent with USG ASA Handbook 4.8.2: The Scholarship of Discovery.
- Creative endeavors and activities including art exhibitions, professional poetry recitals, theatrical, dance, or music performances, etc.
- All grants, fellowships, and scholarships, as appropriate to the discipline, with funding amounts.
- Invited seminars and presentations.
- Conference proceedings publications, explicitly designating peer-reviewed material.
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- Evidence of interdisciplinary collaborations across departments, centers, institutes, or colleges.
- Evidence that the faculty member's research or scholarship makes noteworthy contributions to student success.
- Evidence of the candidate's most significant publications and/or creative endeavors (e.g., abstracts, first pages with DOI's, or complete publication, as appropriate).
- Evidence of continuous professional growth and development related to scholarship/research.

Evidence of Service (in last five years)
- International, national, or regional professional committees, including any offices held.
- USG, AU, college, and department committees, organized by level.
- Evidence the faculty member applies knowledge toward solutions to complex societal problems and human needs.
- Evidence that the faculty member contributes to the continuous improvement of

public higher education.
- Evidence that the faculty member makes noteworthy contributions to student success.
- Evidence that the faculty member contributes in some way to the public good.
- Evidence that the faculty member has served their profession through professional organizations and/or other professionally oriented entities.
- Evidence that the faculty member has participated in clinical patient care, when appropriate.
- Evidence of continuous professional growth and development related to service.

Evidence of Student Success Activities (in last five years)

Teaching and student success activities:
- Using data and student feedback to continuously improve student engagement.
- Completing early alerts for students' course and career mentoring.
- Advising of students.
- Promoting academic growth mindset in students.
- Developing and updating courses to include best practices for student engagement.
- Assisting students, residents, and fellows in their clinical practice and duties.

Research and student success activities:
- Directing student research.
- Co-authoring or co-presenting with students.
- Sponsoring and/or supporting students to attend professional meetings and conferences.
- Presenting or publishing papers or securing grants related to student success.
- Providing resource support for student research success.

Service and student success activities:
- Serving on committees, teams, and task forces related to student success.
- Mentoring faculty colleagues in student success activities.
- Providing professional development student success sessions to faculty colleagues.
- Attending commencement ceremonies and other student recognition events.
- Organizing or providing professional development activities for students.
- Participating in student recruitment, and retention activities.
- Partnering with academic support services and student affairs organizations.

Administration and student success activities:
- Providing support for curriculum development.
- Assessment of student learning and development.
- Implementing student-centered course scheduling.
- Development of academic calendar policies.
- Developing student support.
- Implementing pedagogical training for faculty members.

- Assisting students with administrative issues.