College of Education Promotion and Tenure Policies and Procedures

Candidates for promotion and/or tenure in the College of Education (COE) should first review the Augusta University current general policies and procedures on promotion and tenure. These policies and procedures specify the timing of application for promotion/tenure; the general portfolio requirements, and the decision-making flow for promotion/tenure decisions. The following are the procedures and policies specific to the COE:

COE Guidelines for Promotion and Tenure

As required by the Augusta University policies, the COE sets forth the following guidelines to be followed for the award of tenure and promotion for tenure track faculty. These guidelines specify minimum criteria for the award of tenure and promotion. These guidelines are intended to assist the individual faculty member, the chairperson, the Dean and the promotion and tenure committee members in: (i) selecting the appropriate pathway and track for the faculty member's appointment, (ii) developing a personal career development plan, (iii) assessing the faculty member's readiness to be considered for promotion and/or tenure, and (iv) preparing the promotion and/or tenure document.

As required by University System of Georgia (USG) and Augusta University policies, the COE sets forth the following guidelines for the award of promotion and tenure for tenure track faculty. These guidelines specify three areas of assessment:

1. Scholarship
2. Teaching
3. Service

It is expected that faculty will contribute substantially in all three of these areas. *Outstanding* contributions in the areas of scholarship and teaching are required for tenure track faculty. It is expected that all faculty engage in professional development that will enhance their scholarship, teaching, and service responsibilities. General expectations for each of these areas are presented below.

Given there is no standard workload assignment across the college, faculty workloads reflect different effort allocations assigned to scholarship, teaching, and service. It is recognized that a comprehensive university will have faculty with varied areas of expertise and responsibilities and, therefore, the percentage of effort in each of these areas is not consistent within or across units. The workload assignment for a faculty member is agreed upon with the department chair and with the dean's approval based on the needs of the college and the department. The evidence put forth by the candidate will be assessed within the context of the candidate's chair-assigned effort distribution in these areas. The COE does not dictate, or even favor, a particular mix of activities; however, the percentage of effort a faculty member is assigned in each area must be considered when promotion and/or tenure decisions are made.

Illustrative Examples
These scenarios are examples only and represent how workload might be taken into account when evaluating a faculty member's performance.

Teaching Emphasis
Teaching   60-80%
Scholarship   10-30%
Service   10-30%
This workload would place higher expectations in the area of teaching on a faculty member. While a person on this workload will still be expected to be outstanding in scholarship and to produce high-quality publications, the quantity of publications will likely be lower than a faculty member with a different workload distribution. Moreover, this faculty member would be expected to be a leader in the area of teaching.

Scholarship Emphasis
Teaching   20-50%
Scholarship   40-80%
Service   10-30%
This workload would place higher expectations in the area of scholarship on a faculty member. While a person on this workload will still be expected to be outstanding in teaching, the quantity of high-quality publications expected will likely be higher than a faculty member with a different workload distribution.

COE Promotion and Tenure Review Process

1. The candidate for promotion and/or tenure will submit his/her portfolio to the COE Promotion and Tenure Committee Chair by the distributed deadline for that current year.
2. The COE P&T Committee Chair is responsible for ensuring that all of the necessary signatures are on the applications at the beginning of the portfolio and walking the portfolio through the process until the portfolio leaves the college and is submitted to the University P&T Committee.
3. The COE P&T Committee Chair will insert the external letters into the portfolio and submit the portfolio to the department P&T committee by the deadline distributed by the university.
4. The Department P&T Committee Chair will insert the department committee's decision letter into the portfolio, sign the application(s) for promotion and/or tenure, indicate the committee's decision on the form, and submit the portfolio to the department chair by the distributed deadline. The Department P&T Committee Chair will provide a hard copy of the department committee's decision letter to the candidate by the date the portfolio is due to the Department Chair.
5. The Department Chair will insert his/her decision letter into the portfolio, sign the application(s) for promotion and/or tenure, indicate his/her decision on the form, and submit the portfolio to the College P&T Committee Chair by the distributed deadline. The Department Chair will provide a hard copy of the Department Chair's decision letter to the candidate by the date the portfolio is due to the COE P&T Committee.

6. The COE P&T Committee Chair will insert the COE P&T committee's decision letter into the portfolio, sign the application(s) for promotion and/or tenure, indicate the committee's decision on the form, and submit the portfolio to the Dean of the COE by the distributed deadline. The P&T Committee Chair will provide a hard copy of the COE P&T committee's decision letter to the candidate by the date the portfolio is due to the Dean.

7. The Dean will insert his/her decision letter into the portfolio, sign the application(s) for promotion and/or tenure, indicate his/her decision on the form, and submit the portfolio to the University P&T Committee Chair by the distributed deadline. The Dean will provide a hard copy of the Dean's decision letter to the candidate by the date the portfolio is due to the University P&T Committee.

Portfolio to COE P&T Chair → COE P&T Chair inserts external letters → COE P&T Chair submits to Department P&T Committee* → Department P&T Chair acts and submits to Department Chair* → Department Chair acts and submits to COE P&T Chair* → COE P&T Chair acts and submits to COE Dean* → COE Dean acts and submits to University P&T Committee Chair*

COE P&T Guidelines Approved 5/12/2016

Promotion

Promotion to the rank of Associate Professor and Professor shall be based on the candidate's contributions in the areas of scholarship, teaching and service. Achieving years of service in rank is not sole justification for promotion. Part-time appointments do not count towards the minimum time requirement. A candidate for promotion who is on the tenure track, must be exemplary in both Teaching and Scholarship with substantial contributions in Service.

I. Expectations for Scholarship.

Producing and disseminating high quality scholarship is an essential function of the faculty work in the COE. All tenure-track faculty in the COE are expected to be outstanding in scholarship in order to achieve a promotion to the next rank. When considering a faculty member's scholarship, quality is preferable to quantity and depth is preferable to breadth. Additionally, the faculty member should be developing an area of focus in his or her scholarship. The definition of scholarship in the COE aligns with the Augusta University definition that originates from the USG Board of Regents and is included below. A faculty member is not expected to contribute in all three defined areas. It is also acknowledged that a particular scholarly contribution may fall into more than one area.

The COE defines scholarship in the three following categories:

The Scholarship of Teaching and Learning

Definition: The Scholarship of Teaching and Learning is the "systematic examination of issues about student learning and instructional conditions which promote the learning (i.e., building on previous scholarship and shared concerns), which is subjected to blind review by peers who represent the judgment of the profession, and, after review, is disseminated to the professional community."

Evidence of the Scholarship of Teaching and Learning:
- Evidence that the faculty member's scholarship in the schools or in the university classroom is public, peer reviewed and critiqued.
- Evidence that the faculty member's scholarship is exchanged with other members of professional communities through postings on websites, presentations to h/her department or college, presentations at professional conferences, and/or written up and published.
- Evidence that the scholarship builds upon previous scholarship and shared concerns.
- Evidence that the scholarship contributes new questions and knowledge about teaching and learning.

The Scholarship of Engagement

Definition: The Scholarship of Engagement in schools is characterized by the following:
- it is to be conducted as an academic engagement with the public schools or other outside educational agencies;
- it is to involve the responsible application of knowledge, theory and/or conceptual framework to consequential problems;
- it should test a research question or hypothesis;
- one must be able to use the results to improve practice and inform further questions; and

- resulting work should be available for dissemination for peer review of results.

Evidence of the Scholarship of Engagement:
- Evidence that the faculty member designs and implements a research agenda in at least one area of need recognized by the public schools and/or professional community.
- Evidence that the faculty member applies relevant knowledge toward resolution of the identified need.
- Evidence that the faculty member assesses the impact of the engagement.
- Evidence that the faculty member disseminates for peer review the results of the outreach.

The Scholarship of Discovery
Definition: The Scholarship of Discovery is basic research in the disciplines including the creative work of faculty in the literary, visual, and performing arts. It is the "pursuit of knowledge for its own sake, a fierce determination to give free rein to fair and honest inquiry, wherever it may lead."[3] It contributes to the stock of human knowledge in the academic disciplines. This also includes the scholarship of integration, which makes meaningful connections between disciplines or previously unrelated topics, facts, or observations.

Evidence of the Scholarship of Discovery:
- Evidence that the faculty member's research and/or scholarship is innovative (as opposed to routine) as judged by peers at the institution and elsewhere.
- Evidence that the faculty member's research and/or scholarship represents quality, rather than mere quantity.
- Evidence of the faculty member's publications in high quality refereed journals and the quality and quantity of citations and reprints of his/her research and/or scholarship publications. If appropriate for the discipline, evidence of the ability to attract extramural funding.
- Evidence of invited seminars and presentations (abstracts), if travel funds are provided, are also an indication of the Scholarship of Discovery.

The COE recognizes different categories of dissemination of scholarship. The forms of scholarly accomplishments include, but are not limited to, the following:

Category A Accomplishments include original products that have been externally reviewed and are at the national/international level of recognition:
- Refereed national or international journal article or monograph. The quality of the journal in the discipline is considered via examination of evidence such as impact factor, rejection rate, and sponsorship of the journal by a major professional organization. Publications in top-tier journals in one's area are considered a mark of quality.
- Peer-reviewed written or edited book from a reputable publishing company (first editions take precedence over revised editions)
- Chapter in an edited book (reputable publishing company)
- PI or co-PI on competitive external research grant (awarded)
- Invited journal article

Category B Accomplishments include original products that have been externally reviewed:
- Refereed professional presentation at a selective and competitive conference
- Invited presentation at a professional society conference (national or international)
- Publications in conference proceedings
- Competitive research external grant proposal
- Colloquia at other universities
- Editorship of professional journal
- Evaluation, grant, and other technical documents
- Government and agency publications
- Original curriculum products (e.g., CD ROM's, videos, tests, clinical instruction documents)
- Written or edited book from a major publishing company (first editions take precedence over revised editions)
- Reprints of articles in books of readings that are peer reviewed

Category C Accomplishments
- Refereed regional journal article or monograph
- Refereed paper presentation or invited presentation for a regional or state professional conference
- Authorship of professional manual, guides, recorded media, websites, or computer software/app
- Augusta University research grant
- Book Review
- Non-refereed professional publications

Evaluation criteria
When making decisions about promotion, the reviewers should evaluate the evidence in the portfolio based on the following criteria:
- Evidence of impact and reach on the knowledge-base of the discipline or practitioners in the field of study
- Evidence of single-authored as well as significant contributions to collaborative works or evidence of significant effort in awarded grants
- Scholarship is of high quality
- Evidence of a focused research and/or scholarship agenda that explores, with depth, an area of inquiry

A. *Scholarly Engagement.*

1. Promotion to Senior Lecturer. A candidate for senior lecturer has scholarly activities in category C with some work in category B. The candidate has demonstrated potential to accomplish scholarship at higher levels.

2. Promotion to Assistant Professor. A candidate for assistant professor has begun exploring ideas for a focused research and/or scholarship agenda. S/he has scholarly activities that are distributed across categories B and C and has demonstrated a potential to accomplish scholarship

in category A. External reviewers verify that the candidate's body of work represents the potential to achieve national/international recognition with further development. There is beginning evidence of impact either in the knowledge-base or the practice.

3. *Promotion to Associate Professor*. A candidate for associate professor will have demonstrated an increasingly focused research and/or scholarship agenda. S/he has scholarly activities that are distributed across categories A and B. A majority of colleagues and external reviewers verify that the faculty member's body of work represents a significant step toward national/international recognition. There is evidence of impact either in the knowledge-base or the practice.

4. *Promotion to Professor*. A candidate for professor has established a national reputation in one line of research and/or scholarship and is developing trajectories in new lines of research. S/he has scholarly activities that are primarily in category A. A majority of colleagues and external reviewers verify that the candidate's body of work is of national/international repute. There is clear evidence of significant impact on either the knowledge-base or practice. A candidate should have a record of mentorship of students and faculty in research and/or scholarship endeavors.

B. *Forms of Evidence*. The candidate for promotion will produce a section of the portfolio, discussed below, that demonstrates s/he has met the criteria for promotion. Evidence in the portfolio should be limited to the time of the last promotion or time of hire at Augusta University.

- A list of all of the faculty member's publications that explicitly designate peer review from others.
- A list of all *funded* research activities.
- A list of all grants, fellowships, and scholarships, as appropriate to the discipline, with funding amounts.
- A list of invited seminars and presentations, and one-page abstracts for each.
- A list of refereed conference presentations, and the first page of each talk, or an abstract.
- Scholarship of Teaching and Learning, and the Scholarship of Engagement.
- Any evidence consistent with USG 4.7.2: The Scholarship of Discovery.
- The letters from external peers, review articles, peer reviews, or other such items that clearly state that peers recognize the quality and sustainable contributions of the faculty member's scholarship in the field.

II. Expectations for Teaching.

Teaching Engagement. The COE expects faculty to communicate information, ideas and values by using teaching methods and techniques that recognize a variety of learning preferences, cultural backgrounds, and instructional settings. Faculty members are encouraged to demonstrate their individual philosophy of teaching and learning; that philosophy should be clearly demonstrated through instructional practices that reflect growth. Instruction and curriculum should provide the means and framework for students to become actively engaged in the work of the discipline. Teaching includes not only traditional classroom and online instruction, but also supervision in clinical and school settings, advising (formal and informal), and directing

undergraduate and graduate research studies including theses and dissertations. When applicable, faculty should provide educational depth and breadth of opportunities for students within authentic learning environments.

In order for teaching to be designated as outstanding, the candidate must demonstrate that s/he is an accomplished teacher. In annual evaluations and promotion and tenure decisions, the COE defines teaching as work performed in the following areas:

1. Knowledge of the Subject Matter. An outstanding teacher will have a command of the subject, demonstrating breadth and depth of knowledge, and will remain current on developments in his/her field.

2. Planning and Communication of Curriculum. An outstanding teacher will be effective in organizing the study of the subject, including defining student learning outcomes and instructional objectives, being well prepared for each class, constructing appropriate syllabi and materials, covering material consistently and deliberately with good organizational planning, and structuring classroom discussions in a manner which facilitates learning. An outstanding teacher will stay abreast of new technology and innovation in teaching practices and be familiar with pedagogical tools. Faculty will be diligent in meeting teaching obligations, including generally beginning and ending class on time; submitting grades on time; canceling classes only when necessary due to academic or professional conflicts, religious holidays, illness, or other exigent circumstances; and scheduling make-up classes or by other pedagogical means compensating for missed class time.

3. Student advising and mentoring. Effective advising is critical to the achievement of coherent programs of instruction and is an integral teaching responsibility of all members of the COE faculty. Advising could include being an academic advisor of record, mentoring students into the profession, advising student research, and student accomplishments that can be directly traced to the faculty member's involvement and mentoring, etc.

4. Supervision of Students, where applicable. The outstanding teacher will foster student engagement to stimulate critical thinking and analysis while facilitating student achievement of the objectives, procedures, student clinical development, or apprenticeships.

5. Creation of Learning Environments. An outstanding teacher will create a classroom, an online, or a practical environment that is conducive to learning and motivates students to learn. S/he will make effective use of different teaching methods and technology as appropriate. Further, the faculty member should be organized and be an effective and clear communicator in conveying concepts through content delivery, questioning, and moderation of student discussion, as appropriate.

6. Fostering of Student Development and Engagement. An outstanding teacher will foster student engagement in the learning environment, stimulating critical analysis by students.

7. Availability and Receptivity to Students. An outstanding teacher will be reasonably available to students, including being receptive to student questions, maintaining regular office hours (either face to face or electronic), offering advice to students on academic and professional matters, and reviewing student work products in a timely manner. The notion of availability and receptivity to students could also include being responsive to students' academic and professional concerns.

8. Fair Evaluation of Student Performance. An outstanding teacher will equitably assess student performance, including when appropriate, creating appropriate examinations; developing guidelines for student papers or presentations; impartially grading student examinations, papers, or presentations; or creating and using appropriate tools for reviewing and evaluating areas of clinical performance, and professional responsibility.

Teaching is evaluated along the following dimensions:
- Courses have been developed according to appropriate teaching goals, theory, science, methodology, and professional standards when appropriate;
- Content of courses reflect relevant and current knowledge and practice of the field;
- Delivery of instruction in all formats (i.e. online, face to face, labs, field experiences, outside projects and readings, etc.) is of high quality and results in student engagement;
- The faculty member demonstrates the ability to work in a manner that is respectful and attentive to each student. The faculty member acts in a manner that is equitable with regard to the intellectual and professional development of all students.

When applying for promotion the candidate must provide substantive evidence from at least three of the four of the following sources to demonstrate teaching that is consistently outstanding since the last date of promotion or hire. Quality in evidence is preferable to quantity of evidence.
- *Students*-This may include but is not limited to student course evaluations, summary of data from students' performance on subsequent assessments related to the content of a course(s) taught, surveys or interviews of recent graduates, etc.
- *Colleagues*-This may include but is not limited to peer observations of teaching, peer reviews of course syllabi and materials, peer review of online course sites, peer evaluations of curriculum development, evidence of peer consultation, etc.
- *Administrators*- This may include but is not limited to administrator (department chair, associate dean, dean, etc.) observations of teaching, administrator reviews of course syllabi and materials, administrator review of online course sites, administrator evaluations of curriculum development, annual evaluation, etc.
- *Self-Evaluation*-This may include but is not limited to analysis of student learning, self-reflection based on trends observed in data, development of course materials, innovative teaching strategies, descriptions of course changes based on developments in the field, etc.

1. *Promotion to Senior Lecturer.* A candidate for promotion to senior lecturer must demonstrate the potential for outstanding teaching through data across the four areas.

2. *Promotion to Assistant Professor.* A candidate for promotion to assistant professor, on the tenure track, should be outstanding in teaching.

A candidate for promotion to assistant professor should show characteristics of being outstanding in teaching by establishing a strong foundation of the criteria required for an assistant professor across the four areas of data. The candidate should show increasing growth in teaching.

3. *Promotion to Associate Professor*. Candidates for associate professor will demonstrate outstanding teaching. The COE expects candidates for associate professor to have a sustained commitment to excellence in teaching. They should communicate information, ideas and values by using teaching methods and techniques that recognize a variety of learning styles, cultural backgrounds, and instructional settings.

The COE expects candidates for associate professor to have an established record of outstanding teaching. A candidate should also have an informed view of teaching through continuous evaluation, assessment, and adaptation of teaching practices, advising, creation of new learning environments, mentoring students, and fostering positive and meaningful changes to curriculum and instructional settings across the four areas of data. The candidate for associate professor should have an evolving engagement with students that moves beyond advising towards mentorship of the student.

4. *Promotion to Professor.* A candidate for promotion to professor who is tenured or on a tenure track should be outstanding in teaching. To demonstrate outstanding teaching, the COE expects the candidate for professor to have a sustained commitment to excellence in teaching, a regular program of assessment of his or her teaching, and not only to be abreast of new techniques in the literature but to also share those ideas with the campus community.

The COE expects a candidate for professor to have a record of outstanding teaching through progressive growth and responsibility. A candidate should have a substantial record of teaching across the four areas of data through mentorship of students and junior faculty, leadership positions in the evaluation, assessment, and creation of curricular and instructional settings, creating learning environments current with the newest research and technology, and leadership in advising. The candidate for professor should have an established record of mentorship of students.

B. Forms of Evidence. The candidate for promotion will produce a portfolio, discussed below, that demonstrates s/he has met the criteria for promotion. Evidence in the portfolio should be limited to the time period while on tenure track at Augusta University including years of credit approved toward promotion. Evidence may include but is not limited to the following:

- Course evaluations of all classes and other teaching forums from the past 5 years. If only advising graduate student projects or residents, the candidate should include letters from 5 residents, graduate students, advisees, etc.
- A letter from one peer who has observed the candidate teaching.
- Holding office hours, pre-registering/registering, providing information on majors/minors, providing information on professional/ graduate college, referring

students to career planning, referring students to counseling/testing, performing administrative work on course withdrawals, class attendance, etc., evaluating graduate applications, and writing letters of recommendation.

- Evidence that the faculty member assesses whether or not s/he has been successful in increasing student learning outcomes.
- Student performance on standardized examinations pertinent to the discipline.
- Student performance in subsequent courses.
- Other evidence that reflects excellence in these components.

III. Expectations for Service

It is expected that all faculty in the COE perform service that benefits the program, department, college, university, community, and the profession. Because the COE combines the functions of a professional school and a traditional academic college, it is essential that all faculty engage in a range of service activities such as connecting the college to schools and other agencies that assist in providing our students with superior clinical experiences and training. In annual evaluations and promotion and tenure decisions, the COE defines service as work performed in three areas:

1. *Advancement of a Scholarly Discipline:* This is service to the profession and could include activities such as assisting the efforts of professional organizations by serving as an officer, serving on a board, or serving on a committee that supports the work of the professional organization. It could also include activities such as reviewing for a scholarly journal or reviewing grant applications.

2. *Obligations of Self-Governance*: This is service within the program, department, college, university, or state-level governing bodies and could include activities such as committee work, serving as an officer for the COE Assembly, working on accreditation reports, program coordination, serving on a PSC task force, serving on a Board of Regents committee, participation in the Graduate School, or being a faculty advisor to a student organization.

3. *Professional Engagement within the Community:* This is service where the faculty member applies his/her professional knowledge and expertise for the benefit of educational or community organizations and agencies and could include activities such as providing professional development in schools, working with a civic organization to establish a wellness program, or working with a mental health agency to provide counseling expertise. These outreach activities should directly support the goals of the college and university and should relate to the faculty member's professional expertise.

Service is evaluated along the following dimensions:
- the level of professional competence or expertise required for its performance
- the impact and effectiveness of the service
- the significance of the service to the welfare of Augusta University or the profession.
- its effect on the development of the individual.
- quality of scholarship, if applicable.

Annual evaluations and decisions on reappointment, promotion, and tenure will be determined by the quality of the candidate's engagement in service activities. Quality is preferable to quantity. Depth is preferable to breadth. Specifically, the candidate should demonstrate a current capability and desire for excellence in service as well as potential for significant accomplishments in this area.

Effective operation of the COE requires participation by everyone and is part of the duties of all faculty, regardless of rank or tenure status. Ideally, service expectations will be kept at a minimum for faculty prior to being awarded tenure so as not to interfere with the faculty member's ability to develop research and teaching at an outstanding level. As a faculty member advances in his/her career, the expectations for leadership in the area of service increases. While all faculty must share in the work needed to run the college, it is recognized that more senior faculty should carry a heavier burden in this area. In unique (documented by the department chair) cases, it may be necessary for a faculty member who has yet to be tenured to perform service at a level that interferes with his/her ability to establish outstanding teaching or research, and consideration of this heavy service load should be given in making promotion decisions.

A. Service Engagement.

1. ***Promotion to Senior Lecturer.*** All candidates for promotion to Senior Lecturer should demonstrate substantial service to their program and/or department.

2. ***Promotion to Assistant Professor***. All candidates for promotion to assistant professor, whether tenured, on the tenure track, or non-tenure track, should demonstrate substantial service to their program, department and college.

3. ***Promotion to Associate Professor***. All candidates for promotion to associate professor, whether tenured or on the tenure track should demonstrate substantial service to their program, department, college, university and/or the profession.

   To qualify for promotion to associate professor the faculty member has established a general pattern of service by actively serving on committees and being involved in professional organizations. The breadth or depth of this service is evaluated based on the quality of the dimensions listed above. Evidence of service for an assistant professor seeking promotion to associate professor should indicate that the candidate has begun to develop a record of service and to find ways to contribute to the profession, self-governance, and the local, state, and national community.

4. ***Promotion to Professor***. All candidates for promotion to professor, whether tenured, on the tenure track, or non-tenure track, should demonstrate substantial service to their program, department, college, university, and profession. Faculty members in the College of Education are also members of the university community and of communities beyond the boundaries of the campus to which they have responsibilities. Professors are expected to participate in their

communities and professional organizations or institutions, especially when performed in a manner that draws upon the professional expertise of the faculty member.

It is expected that a faculty member eligible for promotion to professor has demonstrated leadership both within the College of Education and also beyond the college at the university level. A candidate for professor is also expected to have established a national or international reputation in his/her field through service in professional organizations. The candidate for professor should have demonstrated distinctive breath or depth of high-quality service and judgments will be made on the quality of service based on the impact of his/her professional contribution. Evidence of distinction in the area of service for an associate professor seeking promotion to full professor should reflect substantial performance over a period of several years that demonstrates a significant impact on his or her professional discipline, self-governance, and/or local, state, national, or international communities.

B. *Forms of Evidence.* The candidate for promotion will produce a portfolio, discussed below, that demonstrates s/he has met the criteria for promotion. Evidence in the portfolio should be limited to the time period since appointment or the last promotion. Evidence may include but is not limited to the following:

- A list of international, national, regional, or state professional committees, including any offices held and extent of participation in each.
- A list of department, college, university and professional committees, organized by level and extent of participation in each.
- Service to K-12 teachers, schools and school districts.
- Evidence that the faculty member links his or her work in some way to public contemporary issues and/or to improving quality of life.
- Evidence that the faculty member, either through scholarly work and/or service, applies knowledge toward solutions to complex societal problems and human needs.
- Evidence that the faculty member contributes to the continuous improvement of higher education.
- Evidence that the faculty member contributes in some way to the public good.
- Evidence that the faculty member has served his or her profession through professional organizations and/or other professionally oriented entities.
- Evidence that the faculty member has participated in clinical care, when appropriate.

Tenure

Tenure may be granted to those eligible faculty members whose professional accomplishments indicate that they will continue to serve with distinction in their appointed roles and uphold the strategic goals and mission of the university. Tenure is awarded to those who demonstrate exemplary scholarship and/or research, exemplary teaching, and substantial service, each of which must be relevant to the current and foreseen goals and needs of the University, college and department. Eligibility is determined by BOR 8.3.7.4 "Award of Tenure". The criteria for tenure and the criteria for promotion are similar, but not identical.

Tenure is awarded to those who demonstrate exemplary scholarship, exemplary teaching, and substantial service. The award of tenure is based on the achievement of distinction in an area of learning and the prediction of continued distinction throughout the individual's professional career. The College of Education will not confer tenure unless the faculty member achieves or demonstrates strong promise of achieving promotion in rank.

General Criteria and Expectations for Tenure

I. Expectations for Scholarship.

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Definition: The Scholarship of Teaching and Learning is the "systematic examination of issues about student learning and instructional conditions which promote the learning (i.e., building on previous scholarship and shared concerns), which is subjected to blind review by peers who represent the judgment of the profession, and, after review, is disseminated to the professional community."

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- Evidence that the faculty member's scholarship is exchanged with other members of professional communities through postings on websites, presentations to h/her department or college, presentations at professional conferences, and/or written up and published.
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- it should test a research question or hypothesis;
- one must be able to use the results to improve practice and inform further questions; and
- resulting work should be available for dissemination for peer review of results.

Evidence of the Scholarship of Engagement:
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- Evidence that the faculty member's research and/or scholarship represents quality, rather than mere quantity.
- Evidence of the faculty member's publications in high quality refereed journals and the quality and quantity of citations and reprints of his/her research and/or scholarship publications. If appropriate for the discipline, evidence of the ability to attract extramural funding.
- Evidence of invited seminars and presentations (abstracts), if travel funds are provided, are also an indication of the Scholarship of Discovery.

The COE recognizes different categories of dissemination of scholarship. The forms of scholarly accomplishments include, but are not limited to, the following:

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- Peer-reviewed written or edited book from a reputable publishing company (first editions take precedence over revised editions)

- Chapter in an edited book (reputable publishing company)
- PI or co-PI on competitive external research grant (awarded)
- Invited journal article

Category B Accomplishments include original products that have been externally reviewed:
- Refereed professional presentation at a selective and competitive conference
- Invited presentation at a professional society conference (national or international)
- Publications in conference proceedings
- Competitive research external grant proposal
- Colloquia at other universities
- Editorship of professional journal
- Evaluation, grant, and other technical documents
- Government and agency publications
- Original curriculum products (e.g., CD ROM's, videos, tests, clinical instruction documents)
- Written or edited book from a major publishing company (first editions take precedence over revised editions)
- Reprints of articles in books of readings that are peer reviewed

Category C Accomplishments
- Refereed regional journal article or monograph
- Refereed paper presentation or invited presentation for a regional or state professional conference
- Authorship of professional manual, guides, recorded media, websites, or computer software/app
- Augusta University research grant
- Book Review
- Non-refereed professional publications

Evaluation criteria
When making decisions about promotion, the reviewers should evaluate the evidence in the portfolio based on the following criteria:
- Evidence of impact and reach on the knowledge-base of the discipline or practitioners in the field of study
- Evidence of single-authored as well as significant contributions to collaborative works or evidence of significant effort in awarded grants
- Scholarship is of high quality
- Evidence of a focused research and/or scholarship agenda that explores, with depth, an area of inquiry

A candidate for tenure will have demonstrated an increasingly focused research and/or scholarship agenda. S/he has scholarly activities that are distributed across categories A and B. A majority of colleagues and external reviewers verify that the faculty member's body of work represents a significant step toward national/international recognition. There is evidence of impact either in the knowledge-base or the practice.

B. *Forms of Evidence.* The candidate for tenure will produce a section in the portfolio, discussed below, that demonstrates that s/he has met the criteria for tenure. Evidence in the portfolio should be limited to the time period while on tenure track at Augusta University, including years of credit toward tenure. Evidence may include but is not limited to the following:

- A list of all of the faculty member's publications that explicitly designate peer review from others.
- A list of non-peer-reviewed publications.
- A list of books and book chapters published.
- A list of all *funded* research activities.
- A list of all grants, fellowships, and scholarships, as appropriate to the discipline, with funding amounts.
- A list of invited seminars and presentations, and one-page abstracts for each.
- A list of refereed conference presentations, and the first page of each talk, or an abstract.
- Evidence of the Scholarship of Teaching and Learning and the Scholarship of Engagement.
- Any evidence consistent with USG 4.7.2: The Scholarship of Discovery.
- Letters from external peers, review articles, peer reviews, or other such items that clearly state that peers recognize the quality and sustainable contributions of the faculty member's scholarship in the field.

II. Expectation for Teaching

Teaching Engagement. The College of Education expects faculty to communicate information, ideas and values by using teaching methods and techniques that recognize a variety of learning preferences, cultural backgrounds, and instructional settings. Faculty members are encouraged to demonstrate their individual philosophy of teaching and learning; that philosophy should be clearly demonstrated through progressive growth in their instruction. Instruction and curriculum should provide the means and framework for students to become actively engaged in the work of the discipline. Teaching includes not only traditional classroom and online instruction, but also supervision in clinical and school settings, advising (formal and informal), and directing undergraduate and graduate research studies including theses and dissertations. When applicable, faculty should provide educational depth and breadth of opportunities for students within authentic learning environments.

In order for teaching to be designated as outstanding, the candidate must demonstrated that s/he is an accomplished teacher. In annual evaluations and promotion and tenure decisions, the COE defines teaching as work performed in the following areas:

1. Knowledge of the Subject Matter. An outstanding teacher will have a command of the subject, demonstrating breadth and depth of knowledge, and will remain current on developments in his/her field.

2. Planning and Communication of Curriculum. An outstanding teacher will be effective in organizing the study of the subject, including defining student learning outcomes and

instructional objectives, being well prepared for each class, constructing appropriate syllabi and materials, covering material consistently and deliberately with good organizational planning, and structuring classroom discussions in a manner which facilitates learning. An outstanding teacher will stay abreast of new technology and innovation in teaching practices and be familiar with pedagogical tools. Faculty will be diligent in meeting teaching obligations, including generally beginning and ending class on time; submitting grades on time; canceling classes only when necessary due to academic or professional conflicts, religious holidays, illness, or other exigent circumstances; and scheduling make-up classes or by other pedagogical means compensating for missed class time.

3. Student advising and mentoring. Effective advising is critical to the achievement of coherent programs of instruction and is an integral teaching responsibility of all members of the COE faculty. Advising could include being an academic advisor of record, mentoring students into the profession, advising student research, and student accomplishments that can be directly traced to the faculty member's involvement and mentoring, etc.

4. Supervision of Students, where applicable. The outstanding teacher will foster student engagement to stimulate critical thinking and analysis while facilitating student achievement of the objectives, procedures, student clinical development, or apprenticeships.

5. Creation of Learning Environments. An outstanding teacher will create a classroom, an online, or a practical environment that is conducive to learning and motivates students to learn. S/he will make effective use of different teaching methods and technology as appropriate. Further, the faculty member should be organized and be an effective and clear communicator in conveying concepts through content delivery, questioning, and moderation of student discussion, as appropriate.

6. Fostering of Student. Development and Engagement. An outstanding teacher will foster student engagement in the learning environment, stimulating critical analysis by students.

7. Availability and Receptivity to Students. An outstanding teacher will be reasonably available to students, including being receptive to student questions, maintaining regular office hours (either face to face or electronic), offering advice to students on academic and professional matters, and reviewing student work products in a timely manner. The notion of availability and receptivity to students could also include being responsive to students' academic and professional concerns.

8. Fair Evaluation of Student Performance. An outstanding teacher will equitably assess student performance, including when appropriate, creating appropriate examinations; developing guidelines for student papers or presentations; impartially grading student examinations, papers, or presentations; or creating and using appropriate tools for reviewing and evaluating areas of clinical performance, and professional responsibility.

Teaching is evaluated along the following dimensions:
- Courses have been developed according to appropriate teaching goals, theory, science, methodology, and professional standards when appropriate;
- Content of courses reflect relevant and current knowledge and practice of the field;
- Delivery of instruction in all formats (i.e. online, face to face, labs, field experiences, outside projects and readings, etc.) is of high quality and results in student engagement;
- The faculty member demonstrates the ability to work in a manner that is respectful and attentive to each student. The faculty member acts in a manner that is equitable with regard to the intellectual and professional development of all students.

When applying for tenure the candidate must provide substantive evidence from all four of the following sources of data to demonstrate teaching that is consistently outstanding since the last date of promotion or hire. Quality in evidence is preferable to quantity of evidence.
- *Students*-This may include but is not limited to student course evaluations, students' performance on subsequent assessments related to the content of a course(s) taught, surveys or interviews of recent graduates, etc.
- *Colleagues*-This may include but is not limited to peer observations of teaching, peer reviews of course syllabi and materials, peer review of online course sites, peer evaluations of curriculum development, evidence of peer consultation, etc.
- *Administrators*- This may include but is not limited to administrator (department chair, associate dean, dean, etc.) observations of teaching, administrator reviews of course syllabi and materials, administrator review of online course sites, administrator evaluations of curriculum development, etc.
- *Self-Evaluation*-This may include but is not limited to analysis of student learning, self-reflection based on trends observed in data, development of course materials, innovative teaching strategies, descriptions of course changes based on developments in the field, etc.

Candidates for tenure will demonstrate outstanding teaching. The College of Education expects candidates for tenure to have a sustained commitment to excellence in teaching. They should communicate information, ideas and values by using teaching methods and techniques that recognize a variety of learning styles, cultural backgrounds, and instructional settings.

The College of Education expects candidates for tenure to have an established record of outstanding teaching. A candidate should also have an innovative view of teaching through continuous evaluation, assessment, and adaptation of teaching practices, advising, creation of new learning environments, mentoring students, and fostering positive and meaningful changes to curriculum and instructional settings across the four areas of data. The candidate for tenure should have an evolving engagement with students that moves beyond advising towards mentorship of the student

B. Forms of Evidence. The candidate for tenure will produce a section of the portfolio, discussed below, that demonstrates s/he has met the criteria for tenure. Evidence in the portfolio should be limited to the time period while on tenure track at Augusta University including years of credit

toward tenure. Evidence may include but is not limited to the following:

- Course evaluations of all classes and other teaching forums from the past 5 years. If only advising graduate student projects or residents, the candidate should include letters from 5 under/graduate students, advisees, etc.
- A letter from at least one peer who has observed the candidate teaching.
- Holding office hours, pre-registering/registering, providing information on majors/minors, providing information on professional/ graduate college, referring students to career planning, referring students to counseling/testing, performing administrative work on course withdrawals, class attendance, etc., evaluating graduate applications, and writing letters of recommendation.
- Evidence that the faculty member assesses whether or not s/he has been successful in increasing student learning outcomes.
- Evidence of teaching innovation and its effectiveness.
- Student performance on standardized examinations pertinent to the discipline.
- Student performance in subsequent courses as a result of knowledge obtained in your classes.
- Other evidence that reflects excellence in teaching.

III. Expectations for Service

A. *Service Engagement.* Candidates for tenure will meet expectations in the area of service. Faculty members are also members of the university community and of communities beyond the institutional boundaries to which they have responsibilities. To be tenured, the candidate must have provided substantial service, as appropriate to the program, department, the college, the university, the profession, and/or the community.

It is expected that all faculty in the COE perform service that benefits the program, department, college, university, community, and the profession. Because the COE combines the functions of a professional school and a traditional academic college, it is essential that all faculty engage in a range of service activities such as connecting the college to schools and other agencies that assist in providing our students with superior clinical experiences and training. In annual evaluations and promotion and tenure decisions, the COE defines service as work performed in three areas:

1. *Advancement of a Scholarly Discipline:* This is service to the profession and could include activities such as assisting the efforts of professional organizations by serving as an officer, serving on a board, or serving on a committee that supports the work of the professional organization. It could also include activities such as reviewing for a scholarly journal or reviewing grant applications.

2. *Obligations of Self-Governance*: This is service within the program, department, college, university, or state-level governing bodies and could include activities such as committee work, serving as an officer for the COE Assembly, working on accreditation reports, program coordination, serving on a PSC task force, serving on a Board of Regents committee, participation in the Graduate School, or being a faculty advisor to a student organization.

3. *Professional Engagement within the Community:* This is service where the faculty member applies his/her professional knowledge and expertise for the benefit of educational or community organizations and agencies and could include activities such as providing professional development in schools, working with a civic organization to establish a wellness program, or working with a mental health agency to provide counseling expertise. These outreach activities should directly support the goals of the college and university and should relate to the faculty member's professional expertise.

 Service is evaluated along the following dimensions:
- the level of professional competence or expertise required for its performance
- the impact and effectiveness of the service
- the significance of the service to the welfare of Augusta University or the profession.
- its effect on the development of the individual.
- quality of scholarship, if applicable.

Annual evaluations and decisions on reappointment, promotion, and tenure will be determined by the quality of the candidate's engagement in service activities. Quality is preferable to quantity. Depth is preferable to breadth. Specifically, the candidate should demonstrate a current capability and desire for excellence in service as well as potential for significant accomplishments in this area.

Effective operation of the COE requires participation by everyone and is part of the duties of all faculty, regardless of rank or tenure status. Ideally, service expectations will be kept at a minimum for faculty prior to being awarded tenure so as not to interfere with the faculty member's ability to develop research and teaching at an outstanding level. As a faculty member advances in his/her career, the expectations for leadership in the area of service increases. While all faculty must share in the work needed to run the college, it is recognized that more senior faculty should carry a heavier burden in this area. In unique (documented by the department chair) cases, it may be necessary for a faculty member who has yet to be tenured to perform service at a level that interferes with his/her ability to establish outstanding teaching or research, and consideration of this heavy service load should be given in making promotion decisions.

Contributions which enhance teaching and learning in P-12 schools or USG institutions as outlined in the BOR Academics Affairs Handbook section 8.3.15.

B. *Forms of Evidence.* The candidate for tenure will produce a section of the portfolio, discussed below, that demonstrates s/he has met the criteria for tenure. Evidence in the portfolio should be limited to the time period while on tenure track at Augusta University, including years of credit toward tenure. Evidence may include but is not limited to the following:

- A list of international, national, regional, or state professional committees, including any offices held and extent of participation in these.
- A list of USG, university, college, and department committees, organized by level,

indicating leadership roles and extent of participation in each.

- Evidence that the faculty member links his or her work in some way to public contemporary issues and/or to improving quality of life. □ Service to K-12 teachers, schools and school districts.
- Evidence that the faculty member, either through scholarly work and/or service, applies knowledge toward solutions to complex societal problems and human needs.
- Evidence that the faculty member contributes to the continuous improvement of higher education.
- Evidence that the faculty member contributes in some way to the public good.
- Evidence that the faculty member has served his or her profession through professional organizations and/or other professionally-oriented entities.

Department Promotion & Tenure Committees

1. The P&T decision process begins with a department P&T committee recommendation. Each department will establish a departmental P&T committee by the last Friday in August of each year. In accordance with Augusta University policy, this committee must be comprised of a minimum of three tenured members of the department. All recommendations shall be made by a minimum of three tenured members of the department P&T committee. In the event that a department does not have three eligible members, qualifying faculty from other departments must be elected to the department committee. When outside members are elected to a department P&T committee, every effort should be made to solicit members who have some understanding of the disciplines contained within the department and some familiarity with those disciplines' norms for excellence.

2. All motions in the department committee will be stated in the positive (i.e., to tenure, to promote). Quorum rules and majority vote percentage standards will be established by the department.

3. Appeals of department P&T committee decisions are to be made in accordance with the Augusta University Promotion and Tenure appeals procedures.

4. Each department may establish specific promotion and tenure criteria based upon the criteria specified below for the COE. These criteria will be reviewed, and revised if needed, annually by the department P&T committee subject to the majority approval of all department faculty members who hold rank of Associate Professor and higher.

College of Education Promotion & Tenure Committee

1. The COE will establish and maintain a Promotion and Tenure Committee consisting of 7 tenured members.

   a. Each department will elect two members of this committee with an additional member being elected "at-large" from the faculty in the COE. In the event that a sufficient number of qualifying faculty is not available in the college, faculty outside the college may be appointed by the Dean to serve on the college committee.

   b. Department Chairs and others in the promotion and tenure decision-making chain will be ineligible for service on this committee.

   c. Terms on the committee will be for three years with no restrictions on serving consecutive terms.

d. Initially, terms will be determined by lot: 3 for three years, 2 for two years and 2 for one year. Annually, or as needed, members will be replaced by election or appointment as specified above.

e. All members of the college committee will be tenured and hold rank of Associate Professor or above.

f. When outside members are appointed to the COE Promotion and Tenure Committee, every effort should be made to solicit members who have some understanding of the disciplines contained within the college and some familiarity with those disciplines' norms for excellence. -

2. All motions for promotion and tenure must be stated in positive form [i.e., motion "to tenure"; "to promote"]. A quorum will consist of 75% of those eligible to vote. 60% majority votes of those present at the meeting, real-time or virtually, will be required to pass a motion.

3. Appeals of the college P&T committee decisions are to be made in accordance with the Augusta University P&T appeals procedures.

4. A chair of the COE P&T committee will be elected annually by its members.

Pre-Tenure Review

The COE Pre-Tenure Review policy will conform to existing Augusta University policy.

1. The Pre-Tenure Committee is made up of 3 tenured members of the department regardless of rank (not necessarily the same members as the department P&T committee). If 3 tenured members are not available, the Department Chair will select a tenured faculty member from another department with some familiarity of the candidate's discipline; however, the candidate must consent to the appropriateness of the appointments.

2. The Pre-Tenure Review shall occur during the fall semester of the 4th year of non-tenured service or the equivalent of mid-tenure if the faculty member brought in prior years of service from a previous institution.

3. The candidate will submit an electronic portfolio in PDF format according to the university guidelines. The portfolio should be similar to the requirements for the tenure portfolio with the exception of application forms, internal letters, external letters, and Appendix A (tenure decision letters).

4. The candidate will submit the portfolio to the Department Pre-tenure Committee Chair by October 1st.

5. The department pre-tenure committee will review the portfolio and summarize their recommendations in a letter that is given to the Department Chair along with the electronic portfolio by October 30th.

6. The Department Chair will review both the portfolio and the committee's letter. The Department Chair writes a letter of response.

7. The Department Chair will meet individually in a face-to-face meeting with the faculty member to discuss recommendations for progress towards tenure.

8. A hard copy of the department committee's recommendation letter as well as the Department Chair's response is given to both the faculty member and the Dean by December 15th.

Post Tenure Review

The COE Post-Tenure Review policy will conform to existing Augusta University policy.

1. The Post-Tenure Review shall occur five years after the most recent promotion or personnel action, and reviews shall continue at five-year intervals. The review shall be completed by the end of the academic year.
2. The faculty member will submit an electronic portfolio in PDF format according to the university guidelines. The portfolio should be similar to the requirements for the tenure portfolio with the exception of application forms, internal letters, external letters and Appendix A (tenure decision letters).
3. The candidate will submit the portfolio to the COE P&T Committee Chair by February 1st.
4. The COE P&T committee will review the portfolio and summarize their recommendations in a letter that is given to both the faculty member and the Department Chair along with the electronic portfolio by March 30th.
5. The Department Chair will review both the portfolio and the committee's letter. The Department Chair writes a letter of response. If the Department Chair and the COE P&T Committee do not make the same recommendation, then the Dean will be consulted.
6. The Department Chair will meet individually in a face-to-face meeting with the faculty member to discuss recommendations and if a Post-Tenure Development Plan (PTDP) is required. The process for the PTDP is outlined in the university P&T Guidelines.

COE Promotion and Tenure Portfolio

The primary portfolio requirements in the COE will comply with those established for Augusta University.

External Letters

1. The candidate will submit a list of at least six potential external reviewers with contact information for consideration to the College P&T Committee Chair by May 15th. Along with this list, the candidate will submit the following materials to be sent to the external reviewers:

- A current vita
- 1 page Statement of Scholarship, 1 page Statement of Teaching, 1 page Statement of Service
- PDF copies of their top 3-5 publications
- A PDF copy of the current COE P&T Guidelines

2. The COE P&T Committee Chair, in consultation with at least one other member of the committee, will select people from the list and will solicit letters by May 30th, sending the reviewers the above documents. If those requests do not yield enough letters of recommendation (according to the number required in the university guidelines), the chair will continue selecting potential reviewers from the list.

3. The requirements for external reviewers are as follows:

- They must be faculty with national or international standing from other institutions that have sufficient knowledge of the candidate's work.

- They must have expertise in the candidate's discipline or a related field.
- They must be from peer or aspirant institutions.
- The must have earned at least the rank for which the candidate is applying.
- The candidate may have published scholarship with no more than one of the people on the list.

4. The COE P&T Committee Chair will be responsible for ensuring that the external letters of recommendation are inserted into the portfolio before it is submitted to the department P&T committee for review.