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Armstrong Faculty Senate Agenda

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2-20-2017

## February 20, 2017 Armstrong Faculty Senate Agenda

Armstrong State University

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**Armstrong State University**  
**Faculty Senate Meeting**  
**Agenda of February 20, 2017**  
**Student Union, Ballroom A, 3:00 p.m.**

- I. Pre-Senate Working Session (3:00–3:30 p.m.)
- II. Call to Order
- III. Senate Action
  - A. Approval of Minutes from [January 23, 2017](#) Faculty Senate Meeting
  - B. Brief Remarks from Dr. Linda Bleicken, President
  - C. Brief Remarks from Dr. Robert Smith, Provost and Vice-President of Academic Affairs
  - D. Budget Presentation from Mr. Chris Corrigan, Vice-President of Business and Finance
  - E. Old Business
    - 1. Recurrent Updates
      - i. Joint Leadership Team Summary (Appendix B)
      - ii. Faculty and Staff Vacancy Reports (Appendix C)
    - 2. Other Old Business
      - i. Consolidation Updates
        - a. Ad Hoc Committee
        - b. Duplicate Programs
        - c. Summer Stipend for Consolidation Committee Work Bill (Appendix D)
      - ii. SmartEval, Student Comments
      - iii. Tenure and Post-Tenure Review
        - a. Post-Tenure Review Raises Bill (Appendix E)
      - iv. Bullying Policy (Appendix F)
      - v. University Tenure and Promotion Guidelines (Appendix G)
    - 3. Old Business from the Floor
  - F. New Business
    - 1. Committee Reports
      - i. University Curriculum Committee (Appendix A)
      - ii. Governance Committee
      - iii. Academic Standards
      - iv. Education Technology
      - v. Faculty Welfare
      - vi. Planning, Budget, and Facilities
      - vii. Student Success
    - 2. New Business from the Floor
  - G. Senate Information and Announcements
    - 1. AJC Article on Sexual Assault Bill (Appendix H)
    - 2. Send Committee Meeting Dates and Minutes to [faculty.senate@armstrong.edu](mailto:faculty.senate@armstrong.edu)

3. Send Changes in Committee Chairs and Senate Liaisons to [governance.senate@armstrong.edu](mailto:governance.senate@armstrong.edu)
4. Announcements (from the floor)

#### IV. Adjournment

# Armstrong

## UNIVERSITY CURRICULUM COMMITTEE

University Hall 282

Minutes, February 1, 2017

**PRESENT:** Kelly Brooksher, Myka Bussey-Campbell, Kathryn Craven, Jose da Cruz (vice chair), Katrina Embrey, Kathleen Fabrikant, Todd Hizer, Kam Lau, Rick McGrath (chair), Andi Beth Mincer, Jared Schlieper, Pamela Sears, Julie Swanstrom, Phyllis Fulton (Catalog Editor)

**ABSENT:**

**GUESTS:** Donna Brooks, Leslie Clack, Maya Clark, Becky da Cruz, Brent Feske, Kathy Platt, Sandy Streater

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**CALL TO ORDER.** The meeting was called to order at 3:03 p.m.

**APPROVAL OF MINUTES.** The minutes of January 11, 2017 were approved as presented.

### ITEMS

I. College of Education (no items)

### II. College of Health Professions

A. Diagnostic and Therapeutic Sciences (no items)

#### B. Health Sciences

*Item 1 from the Department of Health Sciences was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.*

#### 1. Create the following Minor

##### **HSCA Health Services Administration**

**18 hours**

HSCC 2500, HSCC 3130, HSCA 4600, HSCA 4620

2 courses from the following: HSCA 4201, HSCA 4610, HSCA 4655, HSCA 4660, MHSA 5800U

**Rationale:** A minor in Health Services Administration is needed in order to enable students in other tracks/programs to be able to gain specific knowledge in management and administration of healthcare organizations.

**Effective Term: Fall 2017**

C. Nursing (no items)

## **D. Rehabilitation Sciences**

### **Communication Sciences and Disorders**

*Items 1-6 from the Department of Rehabilitation Sciences, Communication Sciences and Disorders program, were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.*

#### **1. Modify the following course:**

##### **CSDS 1220 INTRODUCTION TO COMMUNICATION DISORDERS**

**3-0-3**

An introduction to professions in communication sciences and disorders and issues relevant to the discipline. Survey of types, characteristics, etiologies, and treatment methodologies of various communication disorders in children and adults.

**Rationale:** The proposed description better encompasses the content covered in the course.

**Effective Term:** Fall 2017

#### **2. Modify the following course:**

##### **CSDS 2240 NORMAL SPEECH AND LANGUAGE DEVELOPMENT**

**3-0-3**

Phonological, morphological, semantic, syntactic, and pragmatic growth. Observation and/or practicum may be required.

**Rationale:** The proposed description better encompasses the possible course requirements.

**Effective Term:** Fall 2017

#### **3. Modify the following course:**

##### **CSDS 2250 PHONETICS**

**3-0-3**

An introduction to the International Phonetic Alphabet (IPA) in speech language pathology communication sciences and disorders. Emphasis on IPA transcription of connected speech (normal and disordered) speech, important characteristics of regional/cultural dialects, diacritical markings, and phonological processes.

**Rationale:** The proposed description better encompasses the content covered in the course.

**Effective Term:** Fall 2017

**4. Modify the following course:**

**CSDS 3420 LANGUAGE DISORDERS**

**3-0-3**

Prerequisite: CSDS 2240

Etiology, characteristics, classification, assessment, and treatment of language disorders. ~~Field experiences required~~ Supervised clinical observations may be required.

**Rationale:** The proposed description better encompasses the possible course requirements.

**Effective Term:** Fall 2017

**5. Modify the following course:**

**CSDS 3430 ORGANICALLY-AND NEUROGENICALLY-BASED COMMUNICATION DISORDERS**

**3-0-3**

Prerequisite: CSDS 2240

Etiology, characteristics, assessment, and treatment of the disorders of voice, cleft palate, and cerebral palsy. Field experiences may be required.

**Rationale:** The proposed title and description better encompasses the possible course requirements.

**Effective Term:** Fall 2017

**6. Modify the following course:**

**CSDS 3450 SPEECH SOUND DISORDERS**

**3-0-3**

Prerequisite: CSDS 2240 and CSDS 2250

Etiology, characteristics, classification, assessment, and treatment of ~~articulation and phonological~~ speech sound disorders. Supervised clinical observations and field experiences may be required. ~~Field experiences required.~~

**Rationale:** The proposed description better encompasses the content and requirements covered in the course.

**Effective Term:** Fall 2017

*Item 7 from the Department of Rehabilitation Sciences, Communication Sciences and Disorders program, was discussed and the undergraduate portion approved by the committee. It is being submitted to the Graduate Curriculum Committee and therefore is marked "For Information Only" for the report to the Senate.*

**7. Create the following course:**

**CSDS 5000U/G MULTICULTURAL ISSUES IN HEALTH CARE**

**V-0-6**

Undergraduate Prerequisite: CSDS 4050 or Permission of the Instructor

Graduate Prerequisite: Permission of the Instructor

Description: This study abroad course is designed to assist students in developing a global perspective as they prepare to work within the health profession. Emphasis on the multi-dimensional nature of healthcare, preventive programs, and interventions through health-related service-learning.

**Rationale:** This course is created to accompany a newly created experience for students to learn and serve abroad. Graduate students will be required to complete additional assignments geared towards the synthesis of content across the program of study and application of content into the work setting.

**Effective Term: Fall 2017**

**CURCAT:**

**Major Department: Communication Sciences and Disorders**

**Can Course be repeated for additional credit? No**

**Maximum Number of Credit Hours: 6**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: None**

*Item 8 from the Department of Rehabilitation Sciences, Communication Sciences and Disorders program, was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.*

## **8 Modify the following program of study**

### **Bachelor of Science in Communication Sciences and Disorders.**

<b>A. General Requirements (Core Areas A, B, C, D.IIB, and E)</b>	<b>42 hours</b>
<b>Core Area F</b>	<b>18 hours</b>
CHEM 1151 Survey of Chemistry I	
CHEM 1151L Survey of Chemistry I Laboratory	
CSDS 1220 Introduction to Communication Disorders	
HSCC 2500 Health Issues & Resources	
HLPR 2000 Introduction to Research in the Health Professions	
HSCC 2200 Health Communication	
PSYC 2950 Lifespan Developmental Psychology	
<b>Physical Education</b>	<b>3 hours</b>
<b>First-Year Seminar</b>	<b>1 hour</b>
<b>B. Major Field Courses</b>	<b>33-36 hours</b>
CSDS 2230 Anatomy and Physiology of Speech and Hearing Mechanisms	
CSDS 2240 Normal Speech and Language Development	
CSDS 2250 Phonetics	

CSDS 3400 Speech Science  
 CSDS 3410 Introduction to Audiology  
 CSDS 3420 Language Disorders  
 CSDS 3430 Organically and Neurogenically-Based Communication Disorders  
 CSDS 3440 Aural Rehabilitation  
 CSDS 3450 Speech Sound Disorders  
 CSDS 4050 Intercultural Communication  
 CSDS 4190 Clinical Methods in Speech-Language Pathology  
 CSDS 4151 Clinical Writing for the Health Professions

**C. Related Field Courses** **15 12 hours**

EDUC 3300 Educating Students w/Disabilities in the General Education Classroom  
~~RHAB 4000 Application of Research to the Rehabilitation Professions~~  
 PSYC 3400 Introduction to Learning  
 PSYC 5060U Basic Behavior Principles and Behavior Change  
 GERO 5500U Survey of Gerontology

**D. Electives** **12-15 hours**

At least six hours of electives must be courses numbered 3000 or above. PSYC 1101  
 Introduction to Psychology should be taken if not taken in Area E.

**Total Semester Hours** **124 hours**

**Rationale:** The program of study has been amended to add coursework to better prepare degree completers with essential content in the area of audiology.

**Effective Term:** Fall 2017

### III. College of Liberal Arts (no items)

### IV. College of Science and Technology (no items)

### OTHER BUSINESS

Dr. McGrath reported that he attended a meeting to discuss the M.Ed. in Mathematics Teacher Education. When the program was approved last year, it was with the understanding that it would not be accepting new students. With the upcoming consolidation with Georgia State University, it was deemed strategically better for the program to not be in suspension.

**ADJOURNMENT.** The meeting was adjourned at 3:41 p.m.  
Respectfully submitted,

Phyllis L. Fulton  
Catalog Editor and Secretary to the Committee

**Joint Leadership Team**  
**January 31, 2017**  
**Summary**

**Attendees:** L. Bleicken, D. Bringman, J. Buckenmeyer, C. Corrigan, C. Curtis, L. Davis, D. Dennie, A. Heaston, B. Kelso, G. Lewis, T. Moody, D. Nivens, C. Padgett, R. Smith, D. Stewart, K. Twining, D. Ward

**Guests:** C. Reagin

**Armstrong Values**

President Bleicken recognized Dean Buckenmeyer, Dean Curtis, Dean Nivens, and Dean Ward for demonstrating the Armstrong value of leadership as they generate ideas of what a new university may be, as they think beyond what currently is, and as they engage campus constituents in discussing possibilities.

**Q2 Financial Report**

Cam Reagin presented the second quarter financial report to the Joint Leadership Team (see attachment). Mr. Reagin was recognized for excellence in financial management and for the clarity and helpfulness of his reports.

**Consolidation**

President Bleicken shared that the Consolidation Implementation Committee will be charged February 1 by Chancellor Wrigley in Atlanta at the University System of Georgia (USG) office. Two work groups have been organized and have begun work, ITS and Athletics. Tim Moody reported that the ITS work group traveled to Statesboro on January 24 to meet with their Georgia Southern counterparts as well as the USG consultants. President Bleicken indicated that the Athletics work group, comprised of the institutions' Athletic Directors, Compliance Officers, and Faculty Athletic Representatives, met January 30. Prior to the meeting, Armstrong representatives had conversed with the NCAA Division II head as well as fellow Peach Belt Conference representatives regarding the implementation of student-athlete friendly practices to help relieve some of the uncertainty student-athletes are currently experiencing. Dustin Stewart indicated that he and the Student Government Association Executive Board are talking with their Georgia Southern counterparts. Bob Smith shared that some deans and department heads have been in conversations with their counterparts.

**Enrollment Update**

As of 1/31, Spring 2017 enrollment was 6527, up 0.06% from one year ago. As of 1/30, the first-time, full-time freshman retention rate was 91.3%, essentially even with the retention rate from one year ago. As of 1/31, Summer 2017 enrollment was 1769, down 0.9% from one year ago.

**Staff Council**

Deidra Dennie and Katie Twining shared the following items from Staff Council.

Book Club—The Staff Council and Faculty Senate are forming a book club. The first book being read is *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis* by J.D. Vance.

Supporting Albany State Tornado Victims—The Staff Council is collecting donations to assist members of the Albany State University community. Donations may be dropped off in Victor Hall 245 (Office of Equity, Diversity, and Inclusion) from February 2-9.

**Source:** President's Office 2/13/17

**Student Government Association**

Dustin Stewart shared the following items from SGA.

Mini-Retreat—SGA held a mini-retreat January 13-14.

January Activities—The month of January has been more conversation-based versus activity based.

Election Process—SGA is beginning the process for spring elections.

**Other**

Tony Holland Presentation—February 3 at 12:00pm in Ogeechee Theater

Campus Conversation with Tim Wise—February 6 at 12:00pm in Ogeechee Theater

**Next Meeting:** February 28 at 9:00am in the Burnett Hall Boardroom



Financial Report to the Joint Leadership Team

Armstrong State University

January 31, 2017

Cam Reagin

Assistant Vice President, Business & Finance

ARMSTRONG STATE UNIVERSITY

## Agenda

Section I – Cash and Equivalents – 2015, 2016, 2017 (Q2)

Section II – Tuition and Fee Revenue Trends

Section III – Quarterly Revenues and Expenditures

by Fund Source

Section IV – Auxiliary Revenue Trends

Housing, Dining, Bookstore

Section V – HR/Position Information

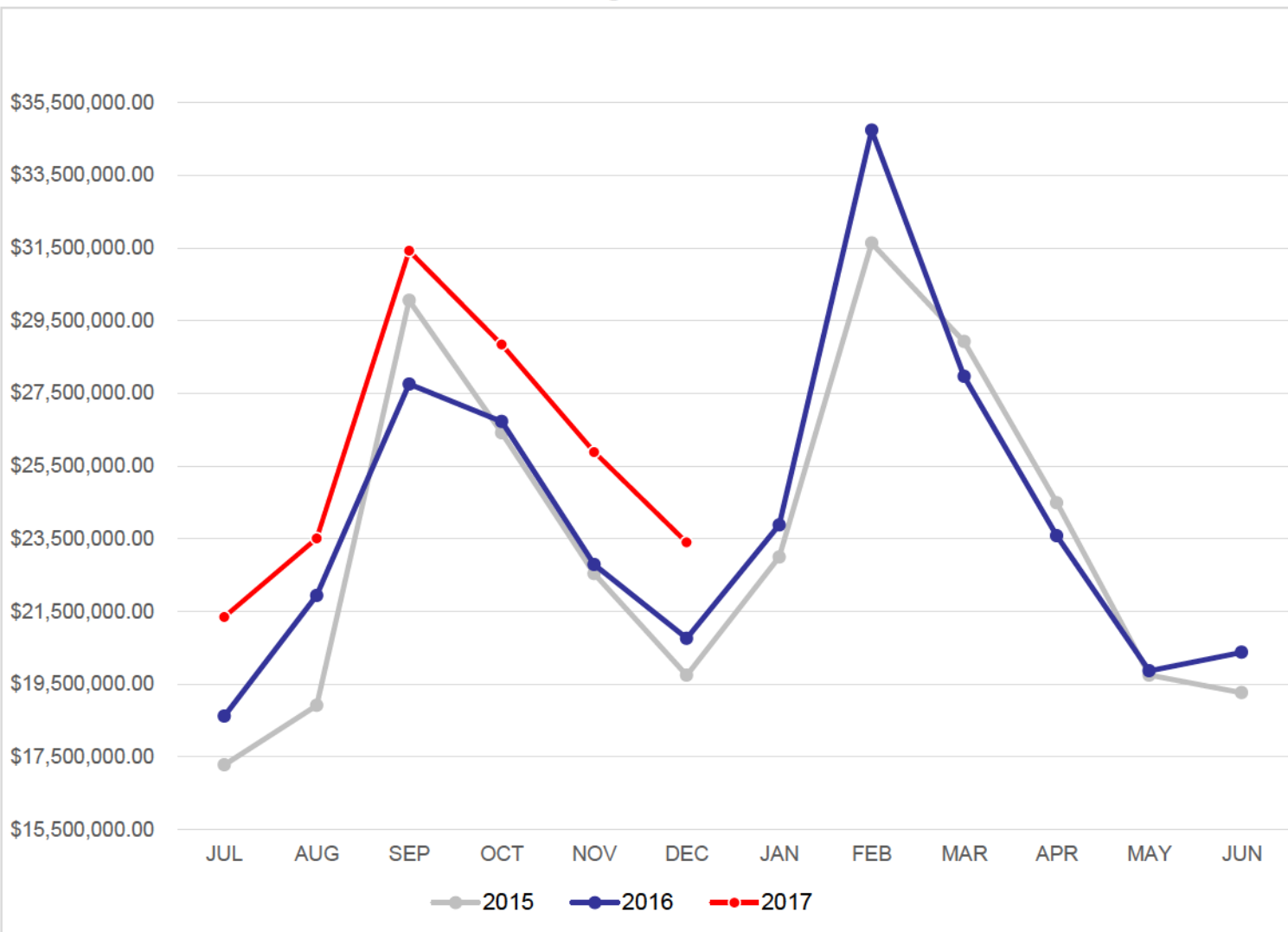
## Q2 FY 2017 - Highlights

- At the midpoint of the year, Fiscal 2017 revenues and expenses are solid
- Cash balance remains higher than last two years
- Tuition revenue is currently on pace with the budget
- FY 2017 first installment of Ground Rent and Retained Services (\$1,053,860) were received in Q2. FY 2016 first installment was received (\$1,032,500) in August 2015.

## Section I

- Cash and Equivalents – 2015, 2016, 2017 (Q2)

## Cash Balances by Period and Year

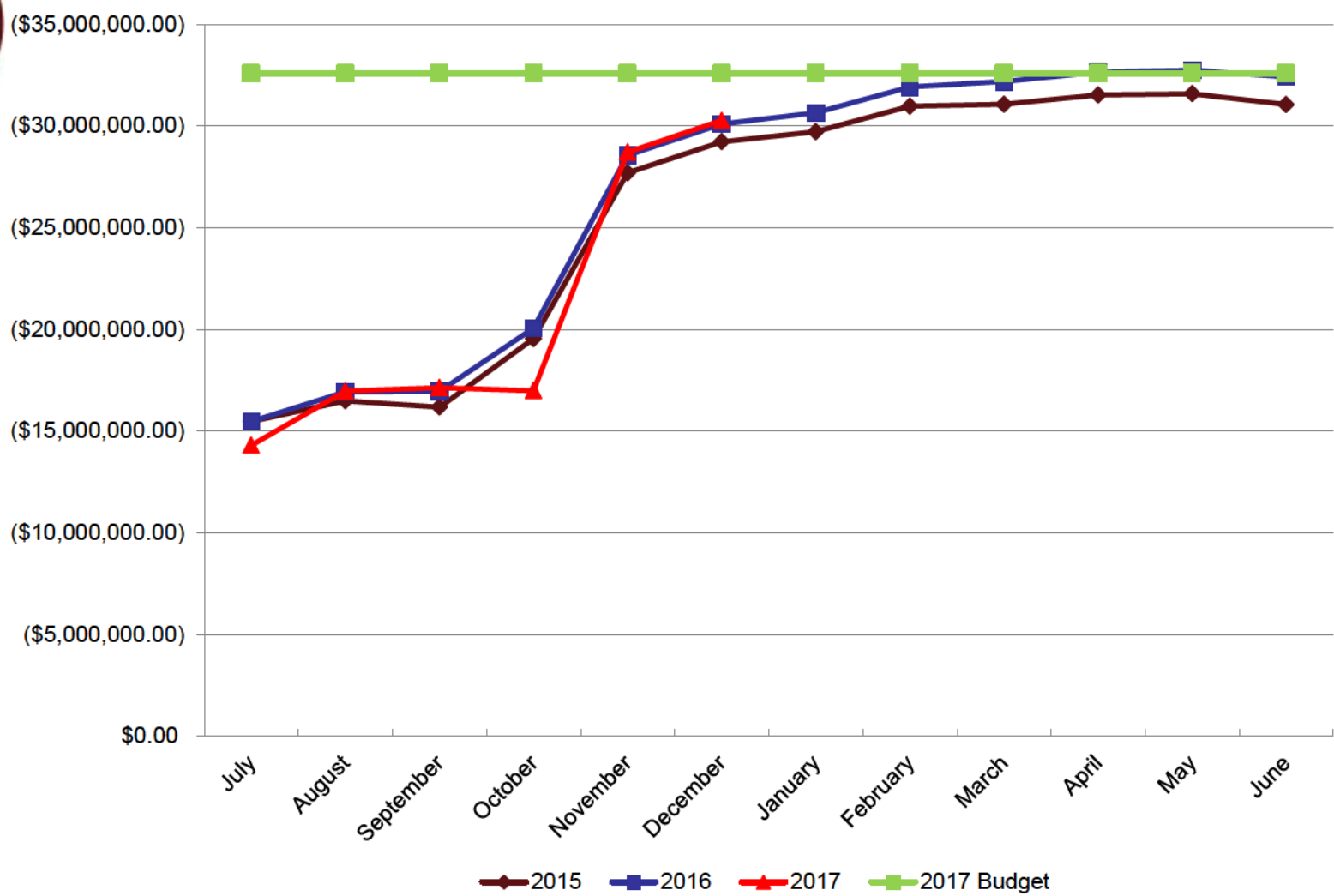


## Section II

Tuition and Other Fee Revenue Trends

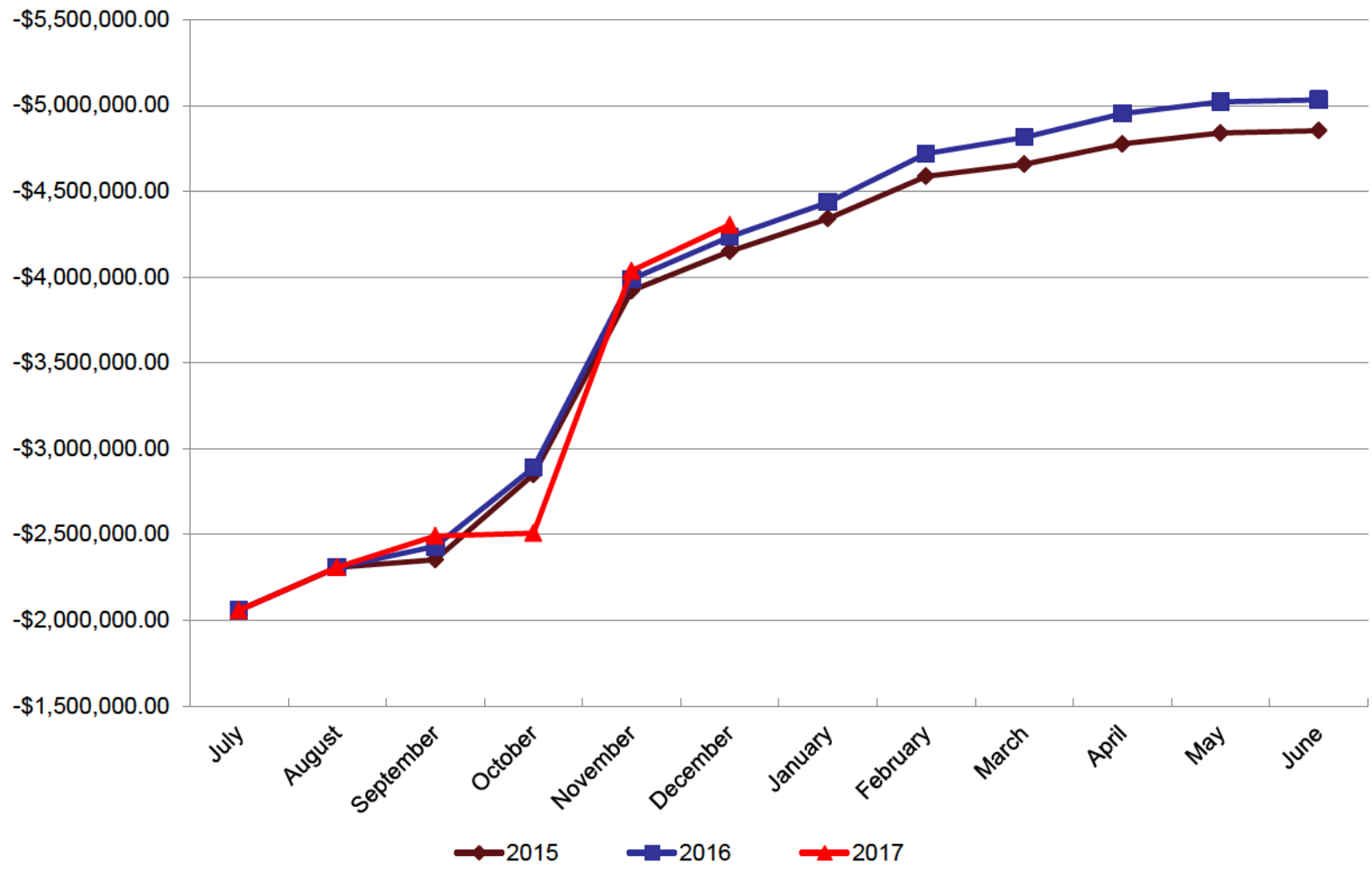
2015, 2016, 2017 (Q2)

# Tuition Revenues



# Other Fee Revenues

Fund 10600 - Institutional Fee and Course Fees



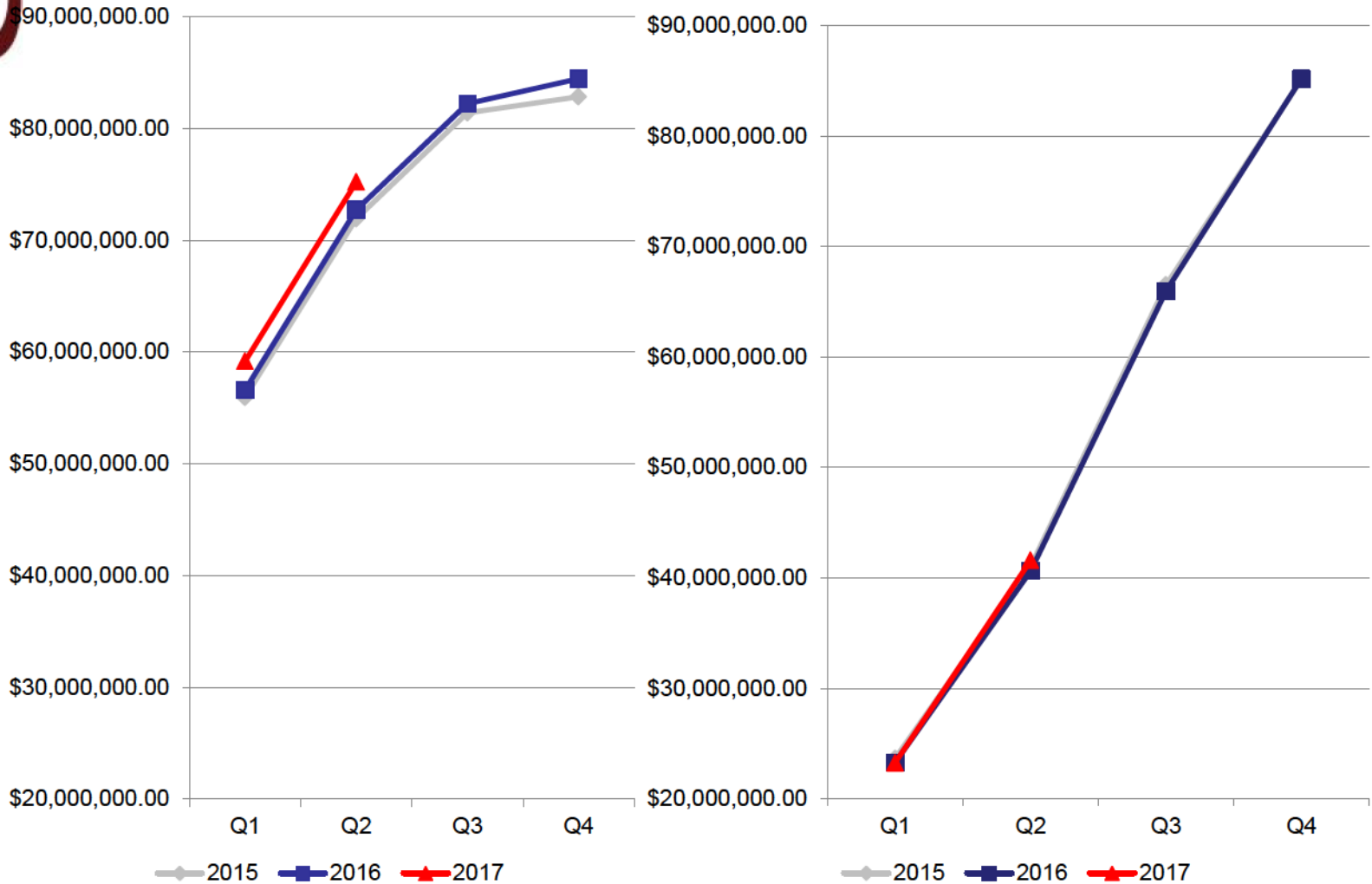
## Section III

Revenue and Expenses by Fund Source

E&G, Auxiliary, Other Funds

2015, 2016, 2017 (Q2)

# E&G Revenues and Expenses



ARMSTRONG STATE UNIVERSITY

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## E&G Revenues and Expenses

	Q1	Q2	Q3	Q4
2015	\$55,931,594.88	\$71,916,787.05	\$81,401,447.85	\$82,832,976.29
2016	\$56,568,020.45	\$72,703,810.64	\$82,209,417.92	\$84,452,180.39
2017	\$59,142,918.32	\$75,207,444.03		

Includes:

10000 - State Appropriations

10500 - Tuition

10600 - Other Fees

14000 - Departmental Sales & Services

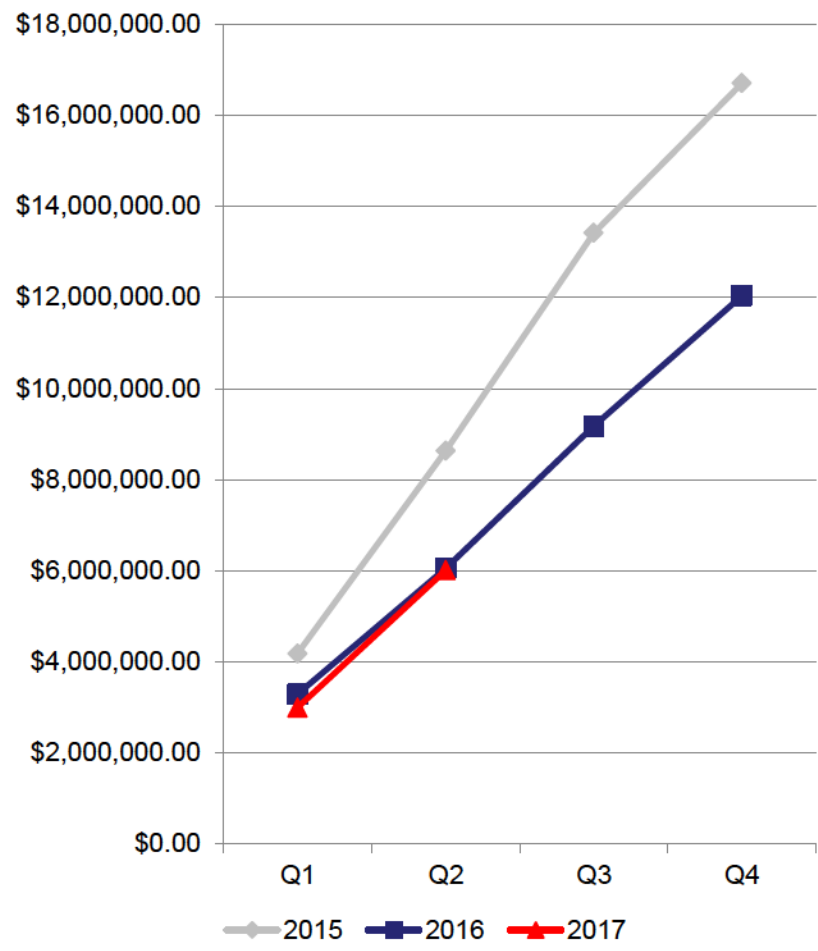
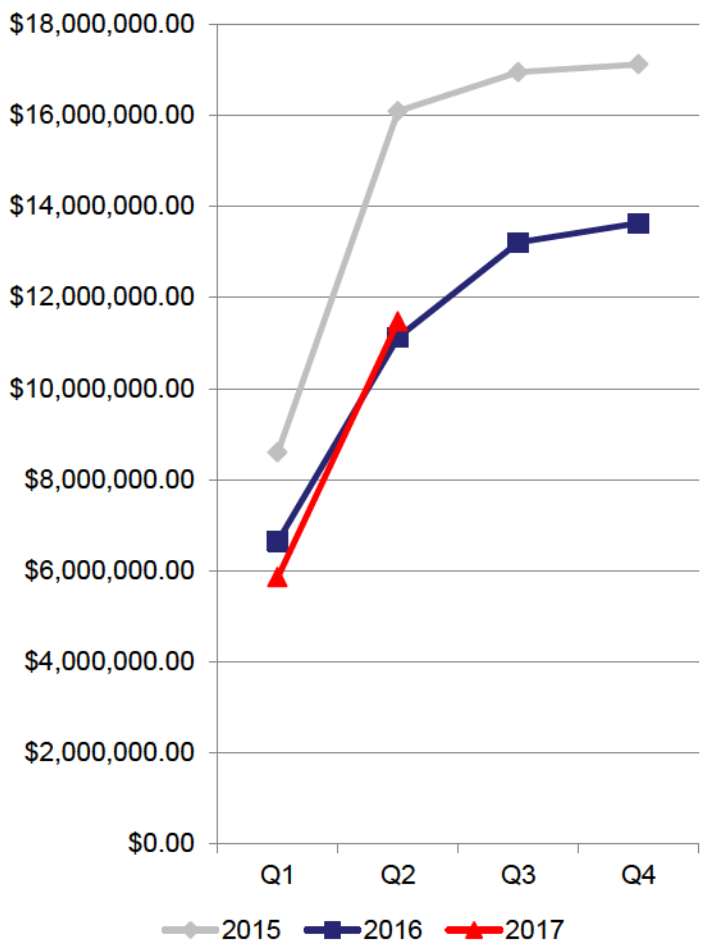
15000 - Indirect Cost Recovery

16000 - Technology Fee

20000 - Sponsored Operations

**ARMSTRONG STATE UNIVERSITY**

## Auxiliary Revenues and Expenses



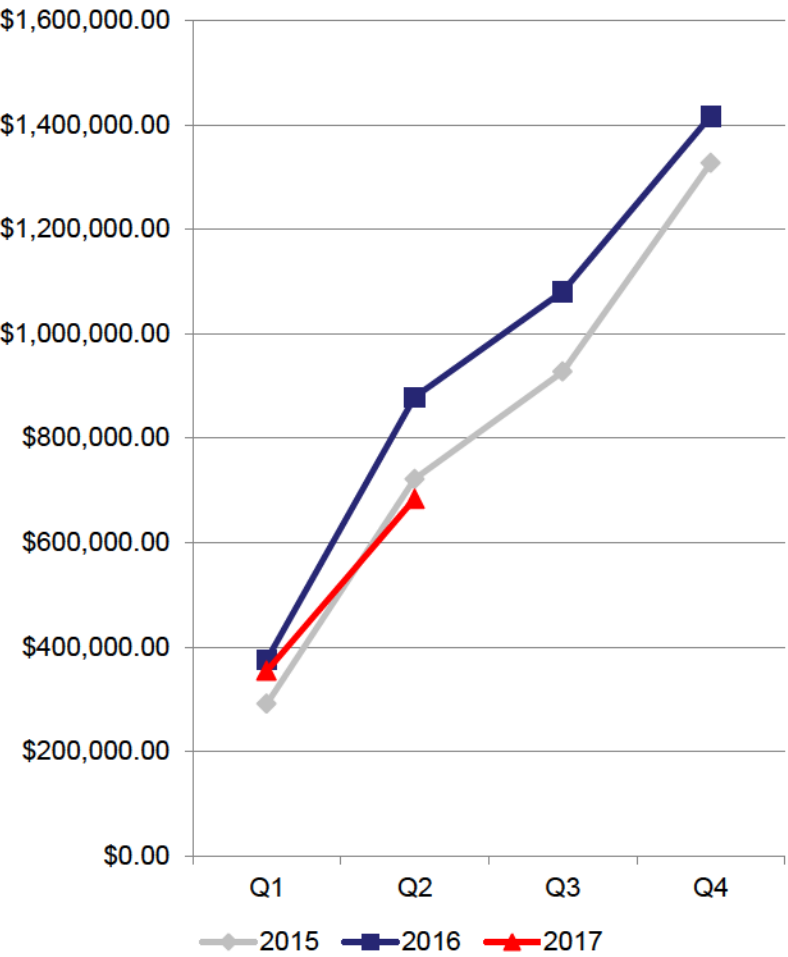
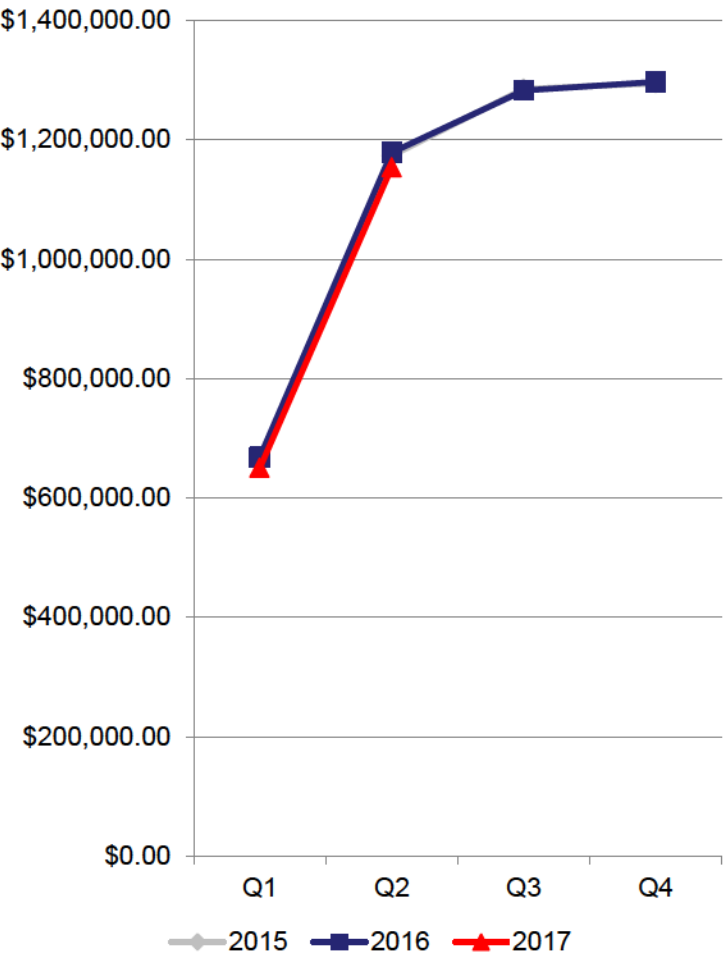
## Auxiliary Revenues and Expenses

		Q1	Q2	Q3	Q4
2015	Revenues	\$8,594,595.36	\$16,090,642.84	\$16,950,484.09	\$17,120,131.26
	Expenses	\$4,180,056.08	\$8,631,959.97	\$13,418,945.25	\$16,705,648.23
2016	Revenues	\$6,641,092.52	\$11,125,565.21	\$13,209,852.83	\$13,631,432.63
	Expenses	\$3,289,129.95	\$6,050,334.68	\$9,174,480.61	\$12,039,207.72
2017	Revenues	\$5,854,102.67	\$11,472,805.75		
	Expenses	\$2,991,871.12	\$6,008,720.78		

### Includes:

- 12210 – Housing
- 12220 – Dining Services
- 12230 – Bookstore
- 12240 – Health Center
- 12250 – Parking
- 12270 – Other Auxiliaries (PPV)
- 12280 – Athletics

## Student Activities Revenues and Expenses



## Student Activities Revenues and Expenses

	Q1	Q2	Q3	Q4
2015	\$660,169.96	\$1,172,777.54	\$1,285,286.57	\$1,294,357.77
2016	\$668,186.15	\$1,178,457.93	\$1,282,530.06	\$1,297,112.78
2017	\$649,927.47	\$1,153,462.55		

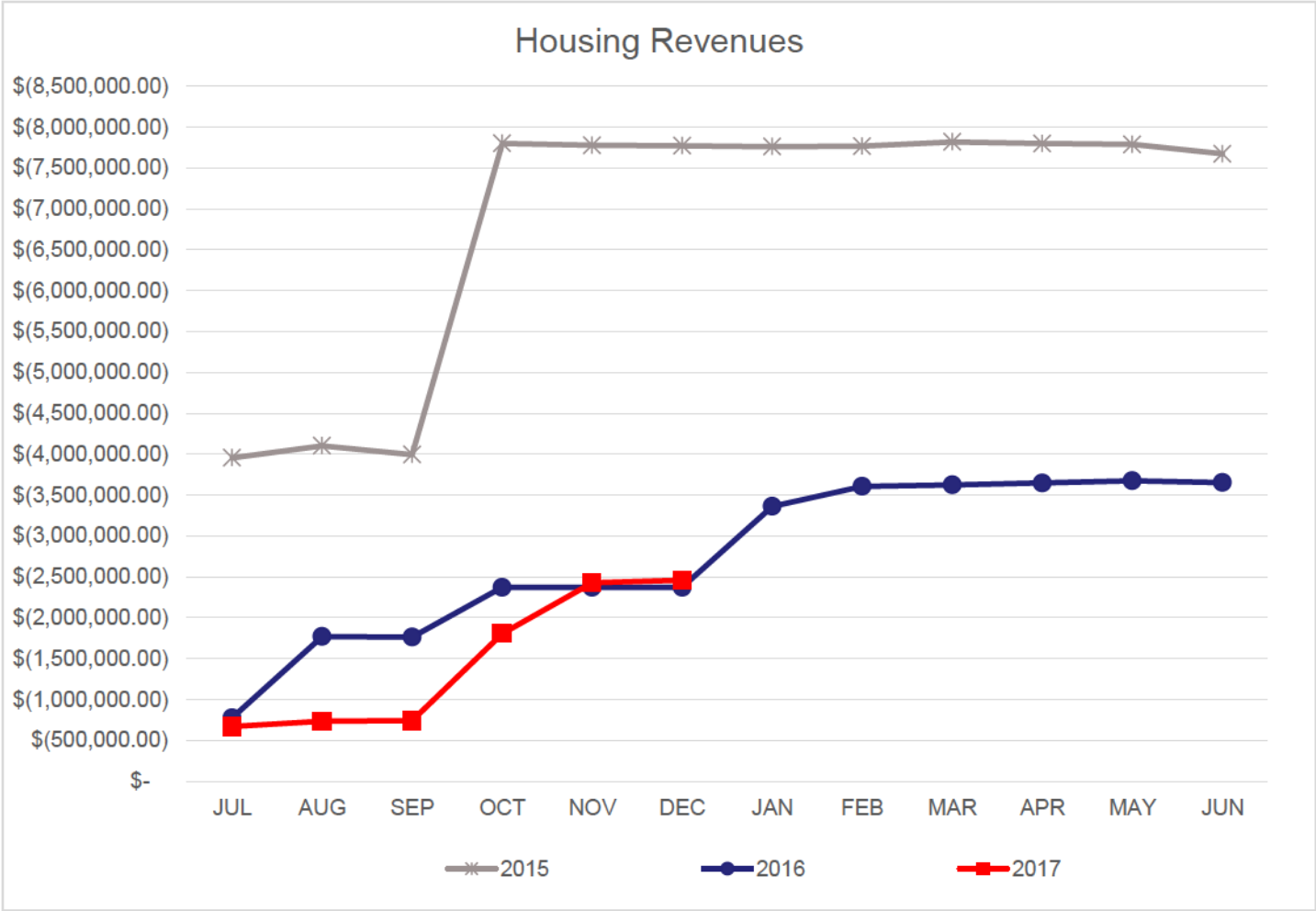
Includes:

13000 – Student Activities

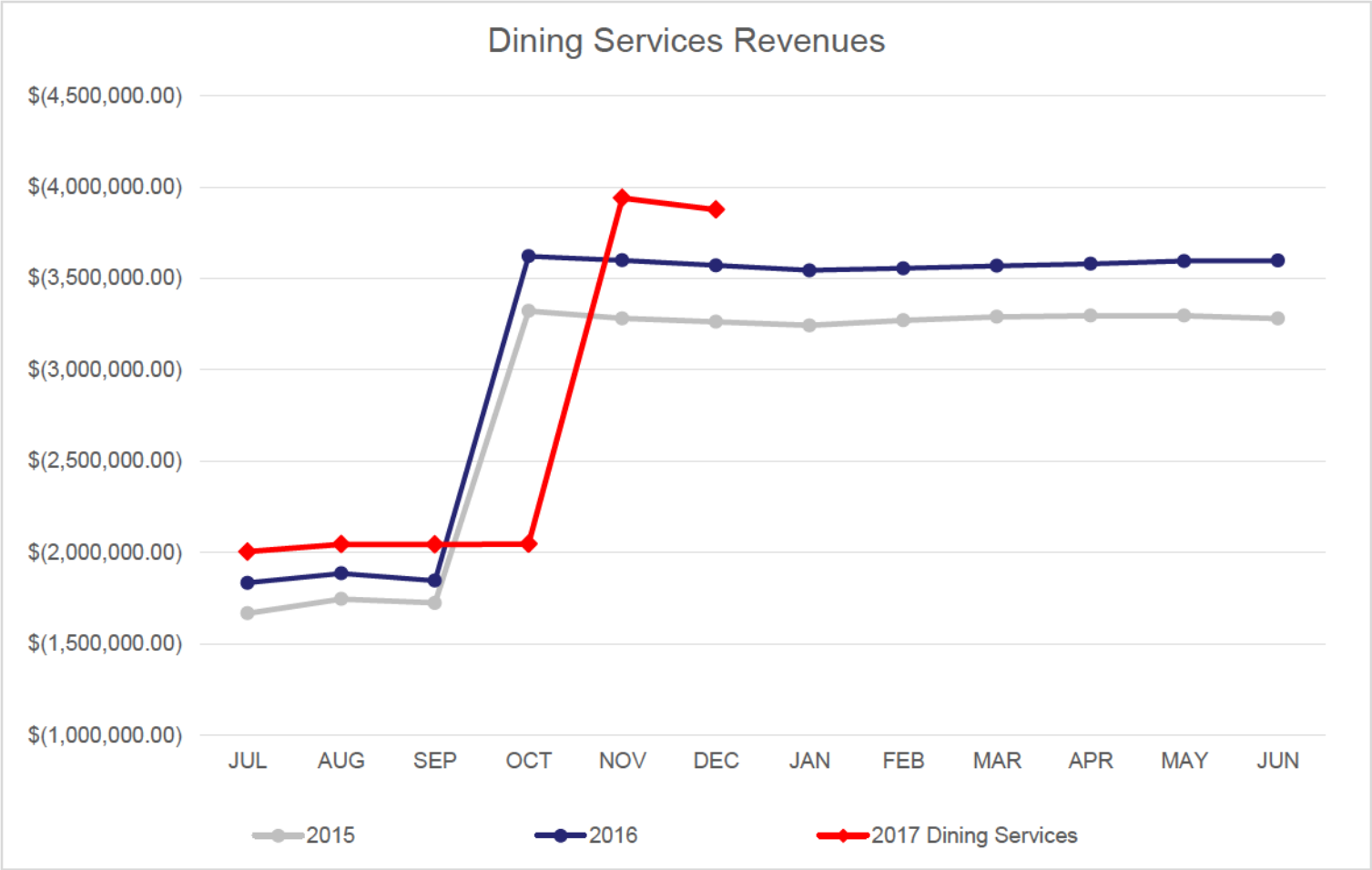
## Section IV

Auxiliary Revenue Trends  
Housing, Dining, Bookstore

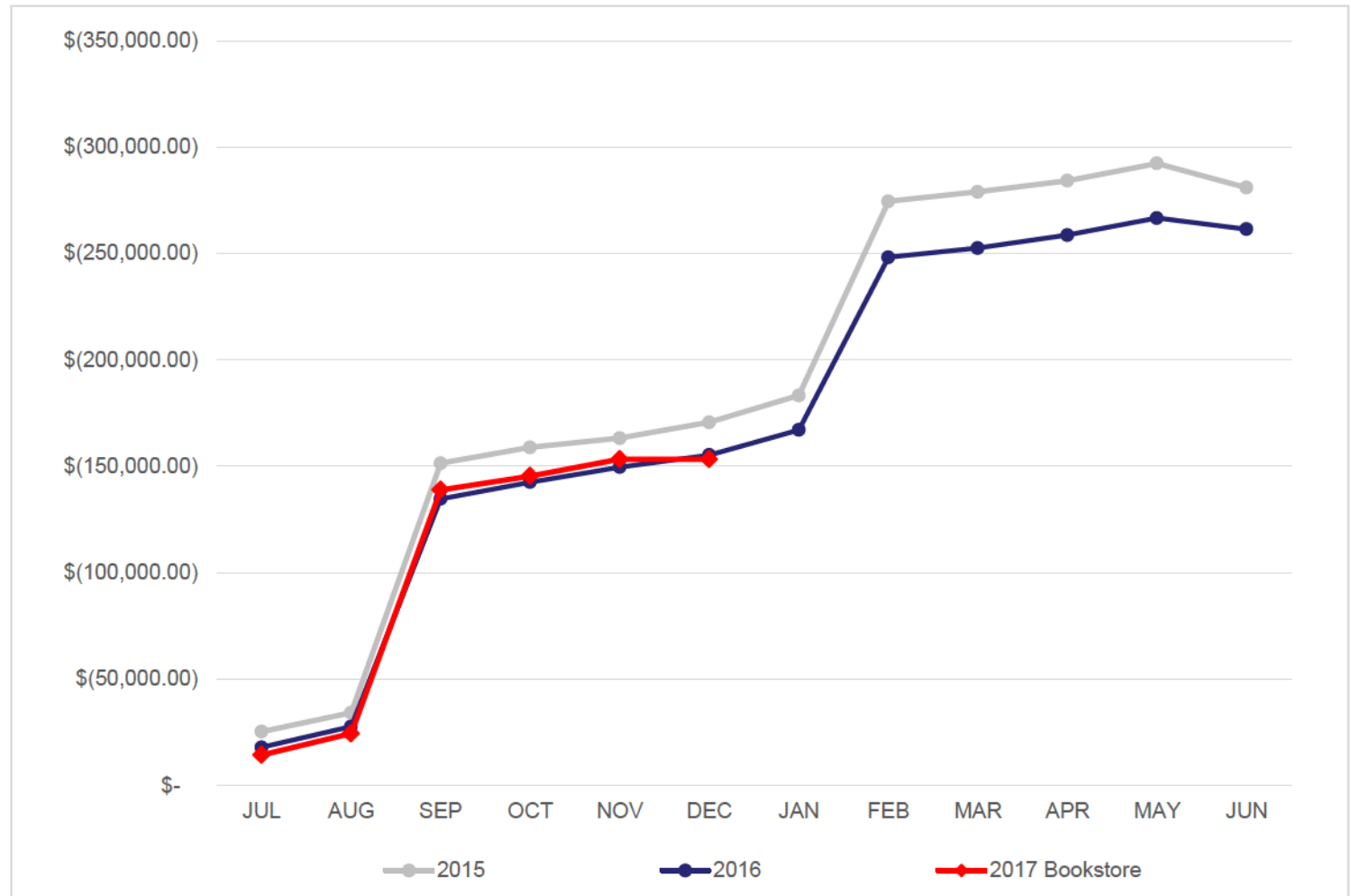
# Housing Revenue Trend



# Dining Revenue Trend



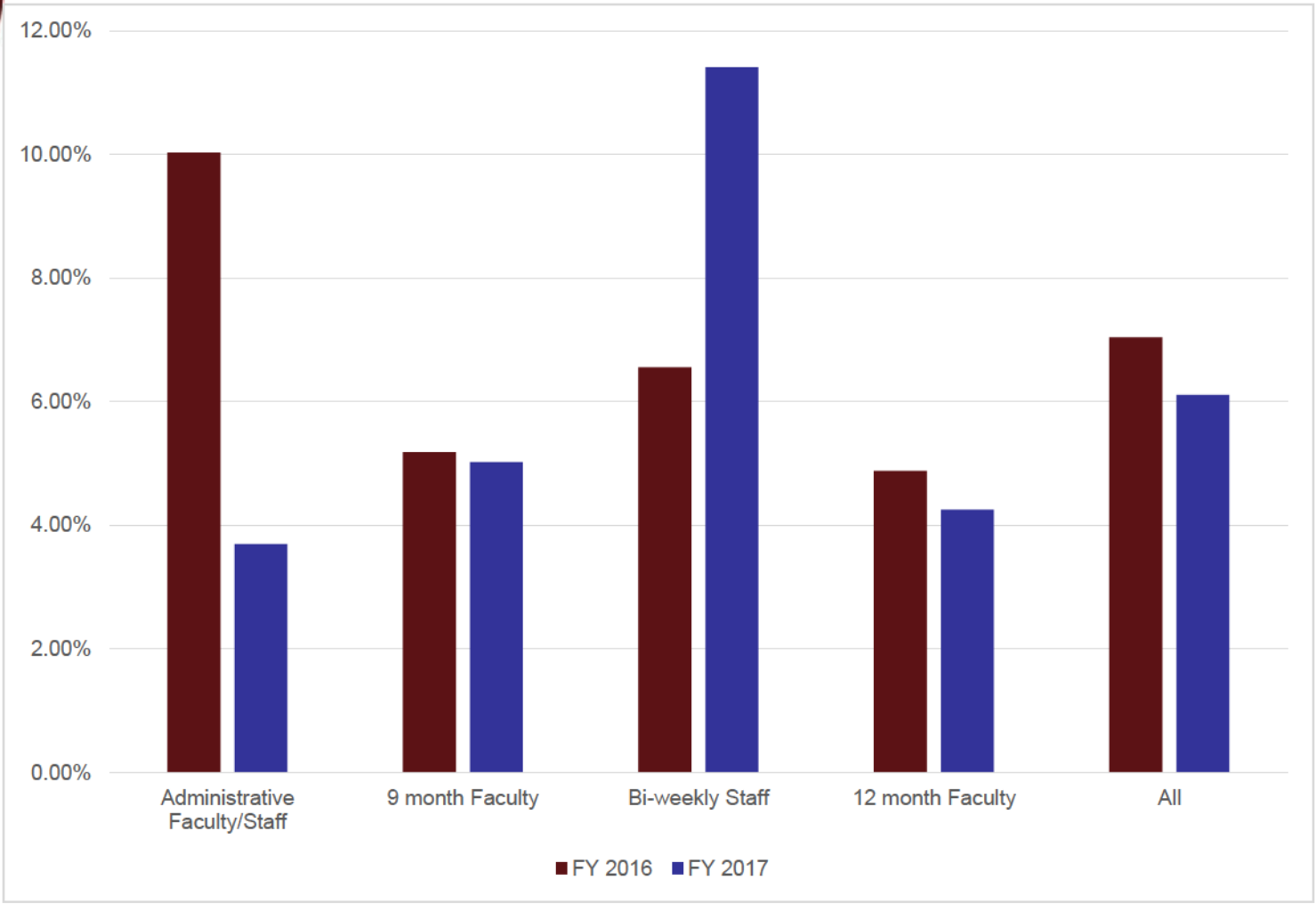
## Bookstore Revenue Trend



## Section V

### HR/Position Information

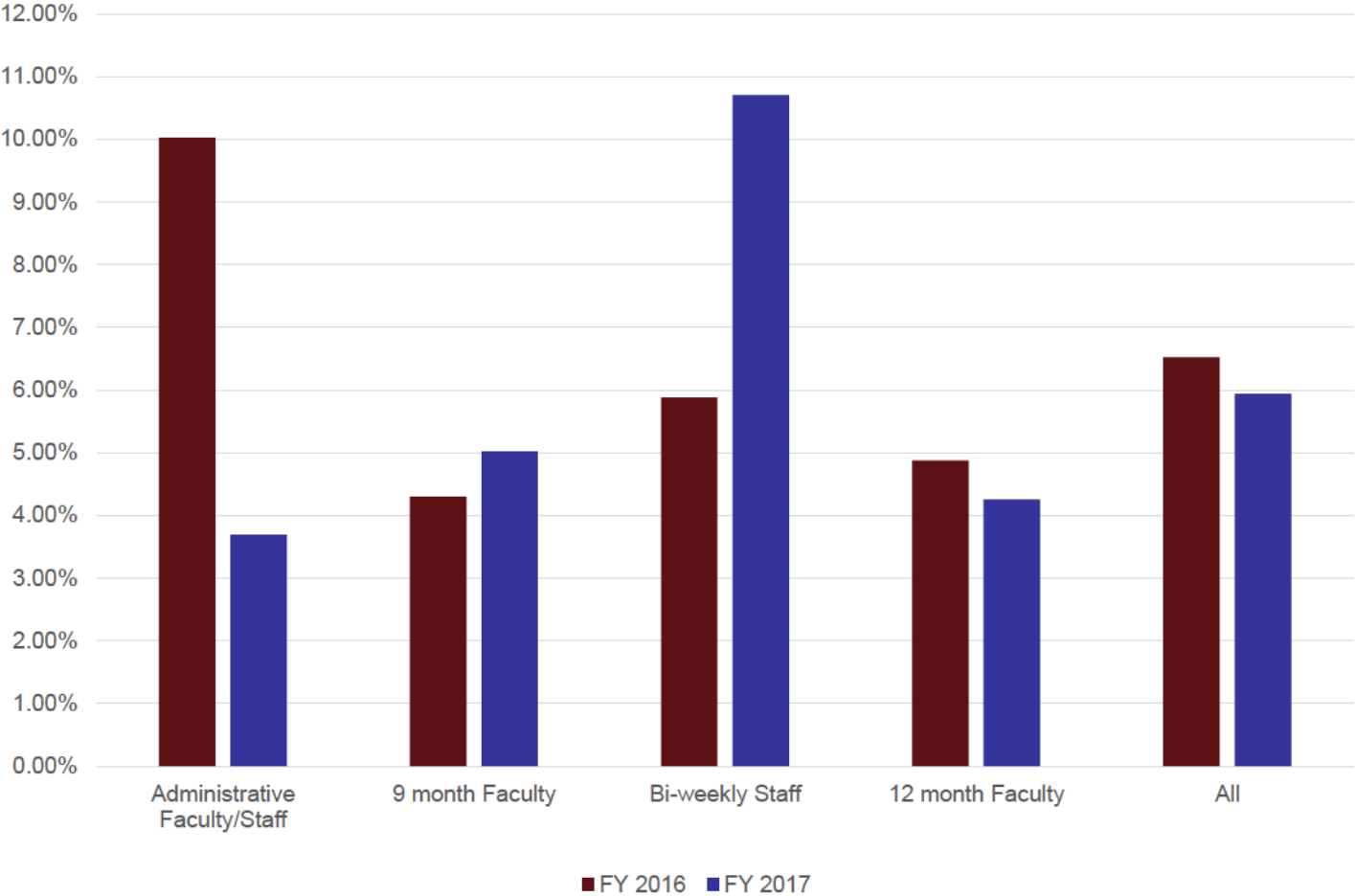
Q2 Turnover Rates  
Full Time Employees (with Retirees)



## Q2 Turnover Rates Full Time Employees (with Retirees)

Dates: July 1, 2016 - December 31, 2016						
	<u>Begin Count</u>	<u>Hires/Rehires</u>	<u>Terminations</u>	<u>Retirements</u>	<u>End Count</u>	<u>Turnover</u>
Administrative Faculty/Staff	186	14	7	0	193	3.69%
9 month Faculty	238	14	12	0	240	5.02%
Bi-weekly Staff	145	25	16	1	153	11.41%
10 month Staff	4	1	0	0	5	0.00%
12 month Faculty	23	2	1	0	24	4.26%
All	596	56	36	1	615	6.11%
Dates: July 1, 2015 - December 31, 2015						
	<u>Begin Count</u>	<u>Hires/Rehires</u>	<u>Terminations</u>	<u>Retirements</u>	<u>End Count</u>	<u>Turnover</u>
Administrative Faculty/Staff	194	10	19	0	185	10.03%
9 month Faculty	229	17	10	2	234	5.18%
Bi-weekly Staff	148	19	9	1	157	6.56%
10 month Staff	2	1	0	0	3	0.00%
12 month Faculty	21	0	1	0	20	4.88%
All	594	47	39	3	599	7.04%

# Q2 Turnover Rates Full Time Employees (w/o Retirees)



## Q2 Turnover Rates Full Time Employees (w/o Retirees)

Dates: July 1, 2016 - December 31, 2016					
	<u>Begin Count</u>	<u>Hires/Rehires</u>	<u>Terminations</u>	<u>End Count</u>	<u>Turnover</u>
Administrative Faculty/Staff	186	14	7	193	3.69%
9 month Faculty	238	14	12	240	5.02%
Bi-weekly Staff	145	25	16	154	10.70%
10 month Staff	4	1	0	5	0.00%
12 month Faculty	23	2	1	24	4.26%
All	596	56	36	616	5.94%
Dates: July 1, 2015 - December 31, 2015					
	<u>Begin Count</u>	<u>Hires/Rehires</u>	<u>Terminations</u>	<u>End Count</u>	<u>Turnover</u>
Administrative Faculty/Staff	194	10	19	185	10.03%
9 month Faculty	229	17	10	236	4.30%
Bi-weekly Staff	148	19	9	158	5.88%
10 month Staff	2	1	0	3	0.00%
12 month Faculty	21	0	1	20	4.88%
All	594	47	39	602	6.52%

□ □ □ □ □ □ □ □

[illegible]

**Bill to Provide Stipend for Faculty Working on Consolidation Workgroups in the Summer**

Whereas faculty are likely to be asked to work on consolidation workgroups when they are not on contract, and thus not being paid.

Whereas faculty should be paid for their work.

The Faculty Senate requests that a stipend of \$500 be awarded to any faculty member working on one or more consolidation workgroups over the summer.

## **Faculty Senate Bill: Five-Year Review Raises**

### Rationale:

Our current policy does not financially incentivize faculty to continue to meet and/or exceed expectations. Due to this lack of incentive, there has been concern about keeping talent at Armstrong. In addition, this proposed system of raises would help alleviate salary compression and would help raise senior faculty to or above CUPA levels. Many other USG institutions, especially those in our area geographically (Georgia Southern University) and those that are similar to us (University of North Georgia), have raises in their five-year review process. In addition, many other sister institutions have discretionary raises included in their five-year review process.

In addition, these raises would align Armstrong to the current practice that Georgia Southern uses.

### Statement:

We, the Faculty Welfare Committee of Armstrong State University, wish to address the problem of lack of raises at five-year review for faculty. We petition the administration of the university to attend to the lack of five-year raises based on the guidelines for five-year review in the Faculty Handbook (pages 67-68) and departmental guidelines with the addition of the following policy: Faculty who are found to be "Satisfactory" at five-year review are to be awarded a \$1000 raise to their base salary, in addition to any merit and/or CUPA-based salary adjustments.

We believe that in the five-year review process there should be additional recognition and reward for faculty who exceed expectations. We propose that in the future there be a category higher than "Satisfactory", as defined in the Guidelines for Tenure and Promotion. We would then propose to add to our above policy: Faculty who are found to be rated Higher than "Satisfactory" at five-year review are to be awarded a \$1500 raise to their base salary, in addition to any merit and/or CUPA-based salary adjustments.

## Bullying Policy—Proposed

Bullying, for the purpose of this policy includes, but is not limited to: intimidation, stalking, threats, physical attack, and/or property damage. This includes acts committed by or against Armstrong employees. Such incidents may also involve students, clients, visitors, or vendors. Bullying is unwanted offensive and malicious behavior that undermines an individual or group through persistently negative action. The behavior generally includes an element of vindictiveness, and is intended to undermine, patronize, humiliate, intimidate, or demean the recipient. Bullying is not about occasional differences of opinion, conflicts, or problems in workplace relationships as these may be part of working life. It is not bullying behavior for a supervisor to note an individual's poor job performance and potential consequences within the framework of university policies and procedures, or for a professor or academic program director to advise a student of unsatisfactory academic work and the potential for course failure or dismissal from the program if unaddressed.

If any Armstrong employee feels s/he has been a victim of bullying, as with any workplace conflict at Armstrong, it is recommended that the individuals involved solve their differences at the lowest level possible and as appropriate. The individuals may address the problematic behavior between themselves or ask for a third party to help facilitate a conversation. There is no requirement, however, for a victim of bullying to pursue these lower level resolution channels. In some cases, it would be inappropriate for a victim of bullying to meet with the accused individual.

If initial attempts to reconcile are ineffective or the employee deems them inappropriate and wishes to have a panel of peers hear the complaint and make recommendations, s/he should

submit a written account of the incident(s) to the Director of Human Resources as soon as possible. Upon receipt of the complaint, the HR Director will contact the co-chairs of the Grievance Committee who will have up to ten business days to review the account. If the co-chairs determine that it is indeed bullying according to the definition above, they along with the HR Director will meet with the complainant and explain different options for dealing with the situation (i.e. formal mediation, full hearing, etc.). If they determine it is not a case of bullying but another problem, they will direct the complaint to the appropriate venue.

After meeting with the co-chairs of the Grievance Committee and the HR Director, the complainant will have up to thirty business days to decide how to proceed. If s/he requests a formal hearing, the Grievance Committee co-chairs will have ten business days to hold a meeting of the full Grievance Committee and appoint a five-person hearing panel from within its membership to review the case and set a date within ten business days to hear the complaint. At that time, the HR Director, who will serve as an ex officio member of the hearing panel, will inform the accused individual and provide her/him with a copy of the written complaint. Upon naming the hearing panel, the Grievance Committee will have no further involvement in the proceedings.

At the scheduled meeting of the hearing panel, the complainant, accused, and any witnesses will present their testimony. If the panel members feel they do not have enough information to determine a course of action, they may ask for more information from involved parties. Once the hearing panel has sufficient decides it has sufficient information, it will then have up to ten business days to deliberate and make a report to the vice president of the appropriate unit(s), or if that/those individual/s is/are involved in the case, the provost,

suggesting any disciplinary action or consequences of the bullying. Either party has a right to appeal the decision of the hearing panel to the provost within ten business days.

## Pre-Tenure Review

A candidate will be evaluated in teaching, scholarship, service, and professional development. A candidate's teaching is paramount in this evaluation. The candidate has the responsibility to demonstrate and document effectiveness in all areas.

### Portfolio Recommendations, University Level

- 2 portfolios will be included, a Master Portfolio and a Supplemental Portfolio
  - No size limits specified for either portfolio

### Master Portfolio:

- Letter requesting the review for either tenure or promotion
- Table of contents, for both portfolios
- An up-to-date curriculum vitae with complete sections on teaching, scholarship, service, and professional development
- Copies of all APARs and AFEs since hire
  - It is strongly recommended that a peer-review for evaluative purposes is included in the AFE
- Copies of student evaluations of teaching statistical summaries for each course taught since hiring
- Reflective self-evaluation/narrative for each section of the portfolio (teaching, scholarship, service, professional development) that responds to student input, past peer review and evaluation, and past department head evaluations
- For tenure, a copy of the pre-tenure review and candidate's response thereto
- For tenure, there shall be a summarization of departmental colleague balloting and a department head recommendation. Ballots shall be provided by tenured faculty only (in the case of an application for tenure), and by faculty at the rank or higher of that which is applied for by the candidate. The department head's recommendation and balloting summary shall be added to the portfolio before forwarding to the College T&P Committee.

### Supplemental Portfolio:

- Copies of all student evaluations of teaching since hiring
- Representative sample of teaching materials, including syllabi, course materials, tests and exams, and any other course handouts and materials. Candidates should not duplicate materials, and should include materials to show developments in teaching, if applicable.
- Copies of scholarship materials produced by the candidate

- Documentation of formal faculty developmental activities in which the candidate has participated
- Other materials as required by departmental guidelines
- Other materials the candidate wishes to include (such as peer-review for mentoring purposes or peer-review by faculty request)

## **Faculty Evaluation**

The evaluation process serves multiple purposes. It assists the university in its review of faculty members for continued employment; it assists the university in recognizing the merit reflected by the awarding of tenure and promotions; it helps in the determination of salaries; and it both recognizes and encourages a faculty member's professional growth.

The system presently in use at the university involves three successive evaluation levels. On the first level, data are gathered from students, from peers, and from the individual faculty member. This information is then included in the second level by department heads in making the official, annual evaluation of each faculty member's performance for a given academic year. This official evaluation, including a plan for improvement developed by the department head, is recorded on the Annual Faculty Evaluation form that the department head completes for each department member. The department head signs the Annual Faculty Evaluation before presenting it to the faculty member and forwarding it to the dean for review. The faculty member will sign the Annual Faculty Evaluation indicating that he/she has been apprised of the content of the annual evaluation. The Annual Professional Activities Report and summaries of all data and other information collected at the primary level are attached to it. These annual evaluations are then used at a third level of evaluation (vice president of academic affairs and president) where decisions are made regarding continued employment, tenure, promotion, and salary recommendations.

### **Criteria for Faculty Evaluation**

Faculty are evaluated in teaching, scholarship, service and professional development. Each area is deemed Highly Exceptional, Noteworthy (exceeds expectations), Satisfactory (meets expectations), or Unsatisfactory (does not meet expectations).

Teaching excellence will be the most important factor in all evaluations. Teaching includes all work that involves the use of a faculty member's expertise to communicate subject matter to students. It may, therefore, include traditional lecturing in the classroom, supervision and training in a laboratory or clinical setting, nontraditional communication of a discipline, the collecting and developing of subject materials for communication to students, the guidance of students in independent study and research, online course development and instruction and academic advising. A faculty member's command of the subject matter, motivation of and relationship to students, testing and grading practices, and overall fulfillment of teaching responsibilities are primary characteristics to be considered in the evaluation of teaching.

Scholarship involves the use of a faculty member's expertise as a scholar or artist. It includes work that adds to the subject matter of a discipline and work that increases the expertise of a faculty member as a professional. Research and dissemination of research through disciplinary publication and presentation are encouraged by the university; the pursuit and support of scholarly activities, consistent with the role of the institution, are professional obligations of every faculty member. Scholarship includes the Scholarship of Teaching and Learning, the Scholarship of Engagement, and/or the Scholarship of Discovery as defined by USG

([http://www.usg.edu/academic\\_affairs\\_handbook/section4/C691/-p4.7.2\\_faculty\\_work\\_in\\_the\\_schools](http://www.usg.edu/academic_affairs_handbook/section4/C691/-p4.7.2_faculty_work_in_the_schools)) and as appropriate to the faculty member's discipline.

Service includes all work that involves the use of a faculty member's academic status or professional expertise to benefit the university, the community, or the profession. The essential element of service is that it involves contributions associated with a faculty member's established status in a discipline and at the university. Unless otherwise stipulated in a faculty member's job description, service is considered a responsibility of employment and consequently subject to evaluation.

Although the evaluation criteria indicated above point to three separate areas of evaluation, it is natural that the boundaries dividing teaching, scholarship, service, and other significant areas of professional activity may blur and that integrated enterprises involving these activities may emerge.

In addition to teaching, scholarship and service, the Board of Regents lists professional development as an area of faculty evaluation. Professional development includes strategic learning and services that increase individual and institutional effectiveness in support of the university and the University System of Georgia. Professional development may supplement teaching, scholarly and service activities.

As an institution that prepares teachers, it is expected that some faculty will collaborate with the K-12 schools. Armstrong supports, recognizes, and rewards faculty who participate significantly in approved teacher preparation efforts and in school improvement. These efforts should be documented in a faculty member's AFE where applicable (i.e., teaching, scholarship, and/or service). Participation in teacher preparation and in school improvement may include documented efforts of faculty in improving their own teaching so as to model effective teaching practices in courses taken by prospective teachers, contributing scholarship that promotes and improves student learning and achievement in the schools and in the university, and collaborating with public schools to strengthen teaching quality and to increase student learning.

The evaluation of the performance of a faculty member must, under any circumstances, be supported by appropriate corroborating evidence.

USG Policy Manual sections on Evaluation, Promotion, and Tenure of faculty (section 8.3.5-7)

## **Procedures for Faculty Evaluation**

### *The Annual Professional Activities Report (APAR):*

The APAR instrument is distributed during the fall semester to each faculty member. This report, covering the activities of an entire calendar year (January-December), is completed by the faculty member and submitted directly to the department head at the end of the reporting period. A copy of this report must be attached as an appendix to the Annual Faculty Evaluation of the faculty member. Student Evaluations of Teaching (SmartEvals; eFACE; or FACE;):

Student evaluations of teaching are administered to students at the end of each semester or summer session. Data from these evaluations are reported to the department head and to the faculty member and must be included in the Annual Faculty Evaluation report. Student Comment Sheets including the students' names will be given to the faculty member and to the department head. If the Student Comment Sheet does not include the student name, it will be given only to the faculty member. The faculty member may choose to include or omit these unsigned comments in their portfolio. Numbers and percentages of responses on all categories of the evaluations are aggregated annually on each faculty member according to lower-division, upper-division, and graduate courses. The data will be made available to the appropriate department head and dean and may be used for diagnostic and evaluative purposes.

Additional faculty and course evaluative instruments may be used to support faculty teaching effectiveness.

### *Faculty Peer Evaluation (FPE):*

Each department (or at the college level where applicable) develops and maintains a peer evaluation system. A summary or portfolio of the record of performance of a faculty member in teaching, scholarship, service, and professional development must be available for review by peers prior to conducting a peer evaluation. The peer evaluations need not be conducted annually and no faculty member is required to evaluate any other faculty member. However, designated peer evaluations must be conducted as follows:

A peer evaluation involving all eligible faculty of a department must be conducted at least one month prior to any recommendation for pre-tenure review, tenure and/or promotion application, and post-tenure review.

Peer evaluations involving all faculty of a department must be conducted for all tenured faculty members at least once every five years after the award of tenure, in addition to any peer evaluation for promotion.

Designated peer evaluations must indicate the number of faculty colleagues in a department who support, do not support, or abstain from participating in the review of the record of the peer. Such results shall be reported in the pre-tenure, tenure, promotion, and post-tenure recommendation forms or in the Annual Faculty Evaluation form of the faculty member under review. All written comments solicited in a peer evaluation also shall be included in the official record. All peer evaluations conducted in addition to those designated above shall be reported in the Annual Faculty Evaluation form of the faculty member under review.

A peer evaluation involving appropriate faculty of a department must be conducted at least one month prior to any recommendation for pre-tenure review, tenure, promotion, or post-tenure review.

Should a department not have at least 3 eligible faculty members to vote on pre-tenure review, tenure, promotion, or post-tenure review, the dean of the college and department head shall supplement the department voting contingent with up to 1, 2, or 3 faculty members from outside the department, but within the university.

Department heads may seek the counsel of their nonvoting faculty regarding issues of retention, pre-tenure review, tenure, promotion, and post-tenure review through means other than official balloting.

Faculty voting on other retention reviews shall be determined by the dean of each college for their respective departments.

#### Annual Faculty Evaluation (AFE):

Each spring semester, department heads evaluate the previous calendar year's (January- December) professional performance of faculty members on an Annual Faculty Evaluation form. The AFE must address the foregoing criteria and standards for faculty evaluations. Judgments rendered on the AFE are reached after consulting the faculty member's Annual Professional Activities Report (APAR), Student Evaluations of Teaching, Faculty Peer Evaluation report, and such other data collected during the preceding academic year as may be deemed appropriate. Copies of pertinent reports and appropriate corroborating evidence must be appended to the completed AFE instrument.

The contents of the AFE must be reviewed with the faculty member by the department head in a scheduled conference. The faculty member receives a copy of the AFE and signs a statement acknowledging awareness of its contents. The department head presents AFEs to the dean of the appropriate college for review.

The completed AFE instrument (with all appendices) becomes a part of the faculty member's official record at the university. Each faculty member has the right to insert into the official record a written response to the AFE. When this right is exercised, the faculty member's response becomes an appendix to the AFE to which it pertains, and this appendix remains a part of the AFE thereafter. The department head will acknowledge in writing receipt of any response, noting changes, if any, in the AFE made as a result of either the conference or the faculty member's written response. This acknowledgment will also become a part of the record.

At the beginning of the fall semester the Office for Academic Affairs shall distribute to deans and department heads a list of deadlines for when documents for evaluations, reviews, tenure, promotion, and non-retention decisions must be received by the provost and vice president for academic affairs. Deans in consultation with their department heads shall base department and college deadlines for submitting and processing these documents on the deadlines set by the Office for Academic Affairs.

Generally, the processing of AFEs is to be completed and submitted to the provost and vice president for academic affairs before the midterm of the spring semester.

## **Guidelines for Faculty Evaluation**

The following guidelines indicate the types of specific information that are used to evaluate a faculty member's teaching, scholarship, service, and professional development.

### **Teaching**

Each faculty member's Annual Professional Activities Report (APAR) contains a list of all courses taught during the year, as well as an appropriate description of all other teaching and teacher-related activities.

Data gathered from the Student Evaluations of Teaching must be included in the AFE report for each faculty member. Additional faculty and course evaluative instruments may be used to support faculty teaching effectiveness.

The supervision of independent study courses, laboratory or clinical learning experiences, and student research should be reported on a faculty member's APAR, and appraisals of these activities may be appended to the AFE.

The presentation of continuing education courses, seminars, or workshops should be reported on a faculty member's APAR, and appraisals of these activities may be appended to the AFE.

External review of teaching, where appropriate, may be appended to the AFE.

Participation in the development of experimental and innovative instructional methodologies should be reported on a faculty member's APAR, and appraisals of this activity may be appended to the AFE.

Activities involving the counseling and advising of students should be reported on the faculty member's APAR, and appraisals of such activities may be appended to the AFE. See department and college promotion and tenure guidelines to determine if advisement is considered a teaching or service activity.

Appraisals of a faculty member's performance made during classroom visits by the department head or professional colleague(s) may be appended to the AFE.

In rendering an evaluation of teaching, both the number and nature of new course preparations by the faculty member and the number of freshman, sophomore, junior, senior, graduate and remedial level courses ought to be considered in terms of department, college and university goals. This information should be reported on the APAR. These details should be expected and reported upon within each APAR.

Any other factors which are considered important and which can be documented should be reported on the APAR, and documentation may be appended to the AFE.

### Scholarship

Each faculty member's Annual Professional Activities Report (APAR) includes an appropriate description of all scholarly activities and areas of professional growth within the Scholarship of Teaching and Learning, the Scholarship of Engagement, and/or the Scholarship of Discovery, defined by USG ([http://www.usg.edu/academic\\_affairs\\_handbook/section4/C691/-p4.7.2\\_faculty\\_work\\_in\\_the\\_schools](http://www.usg.edu/academic_affairs_handbook/section4/C691/-p4.7.2_faculty_work_in_the_schools)) and listed below.

The applicant should provide evidence of peer review of scholarship, whenever possible, that may include quantitative impact values, appraisals or reviews, acceptance rates, letters from the editors of publishers, manuscript reviewer letters, or jury results.

Published scholarly papers and books, papers, and books in manuscript, and papers presented at meetings of learned societies or professional meetings should be reported on the APAR;

Activities such as chairing sessions, serving as a panelist, or offering critiques at meetings of learned societies and professional organizations should be reported on the faculty member's APAR.

Performances, exhibitions, or recitals should be reported on the faculty member's APAR.

Grant proposals and their status as to funding or non-funding should be reported on the APAR and may be submitted as evidence of scholarly activity and as appendices for the faculty member's AFE.

Other creative expression related to a faculty member's profession ought to be reported on the APAR; accounts or appraisals thereof may be submitted as evidence of its scholarly or artistic value and as appendices for the faculty member's AFE.

### *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” (Research Universities Consortium for the Advancement of the Scholarship of Teaching and Learning).

**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. 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. Resulting work should be available for dissemination for peer review of results. (Glassick, Huber and Maeroff).

**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
- 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” (Glassick, Huber and Maeroff). It contributes to the stock of human knowledge in the academic disciplines.

#### **Evidence of the Scholarship of Discovery:**

- Evidence that the faculty member’s research is innovative (as opposed to routine) as judged by peers at the institution and elsewhere
- Evidence that the faculty member’s research 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 h/her research 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

### 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.

Service to the profession can be demonstrated in a variety of ways. Such service often arises through active participation in local, regional, national, or international professional organizations. Consequently, faculty members will report annually on the APAR their active participation in appropriate professional organizations. Activities with professional organizations are to be reported on the APAR. Memberships in professional organizations are to be listed in the APAR.

Service to the community may vary in importance from college to college and from department to department. Each administrative head should communicate clearly to each faculty member of the unit the importance of community service in the evaluation process. Evidence of service should be documented as follows: 1) Evidence that the faculty member links his/her work in some way to public contemporary issues and/or to improving the quality of life. 2) Evidence that the faculty member, either through scholarly work and/or service, applies knowledge toward solutions to complex societal

problems and human needs. 3) Evidence that the faculty member contributes to the continuous improvement of public higher education. 4) Evidence that the faculty member contributes in some way to the public good. Contributions to the public good may include faculty work that contributes to solutions to complex societal problems, to the quality of life of Georgia's citizens, and to the advancement of public higher education.

Service to the community may include, but need not be limited to, service to public agencies or learned societies, 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 the case of service to the public schools, the intent should be for the improvement of teaching quality and student learning. The following activities might be included in work with the schools: involvement in Learning Communities, workshops given based on need, collaborative development of courses, unit writing for the new Georgia Performance Standards, design of field experiences to support existing courses, engagement in co-observation/vertical alignment, etc. Faculty should refer to department and college tenure and promotion guidelines for specific examples of service relevant to their discipline.

Service to the university may include, but is not limited to, contributions to special departmental/program, college, or university projects; working with students or faculty on extracurricular activities; active membership on department, college, or university committees; participation in the public service, continuing education, or recruitment programs of the university, and possibly advisement depending on one's department and college promotion and tenure documents. Such activities are to be reported on the APAR. It is expected that candidates show a progression of service responsibilities that indicates professional development and growth in service activity, duties and leadership.

If a service activity is accompanied by remuneration (e.g., pay for service, course release, extra travel money, etc.), the faculty member shall note the remuneration on the APAR where he or she describes the service activities. Colleges or departments may wish to distinguish between unremunerated and remunerated service.

Participation in, or support of, departmental seminars, colloquia, and lectures should be reported on the APAR.

### Professional Development

Professional development is a broad term that describes the process of growth that occurs over the academic lifetime of a faculty member. Faculty are expected to be life-long learners who strive to better their performance at increasingly higher levels in teaching, service, and scholarship. Each faculty member's Annual Professional Activities Report (APAR) will include an appropriate description of all professional development activities engaged in during the evaluation period in question. Professional

development may be defined as activities that impact a faculty member's knowledge or skills, leading to improved teaching, enhanced scholarly work or improving the effectiveness of their service contributions. Professional development includes strategic learning and services. These will increase individual and institutional effectiveness in support of the department, the college, the university, the University System of Georgia, and/or the faculty member's discipline.

Professional development in the areas of teaching, scholarship and service may include, but not be limited to, attending presentations, workshops, post-doctoral training, attaining additional degrees, continuing education, training sessions, and seminars on matters pertaining to the application of disciplinary knowledge and institutional effectiveness. Faculty should refer to department and college tenure and promotion guidelines for specific examples of professional development relevant to their discipline. It is understood that professional development may overlap with research and service activities.

### **Retention of Non-Tenured Faculty**

All non-tenured faculty who serve on the basis of yearly contracts must be reviewed annually by departmental retention procedures that include both faculty committees and Department Heads until such time as they are promoted to Senior Lecturer at or after the sixth year of service. Once a faculty member is promoted, yearly retentions may be performed only by Department Heads. Full review (faculty committee, Department Head and Tenure and Promotion Committee) will occur during the fifth year after the year in which promotion to Senior Lecturer is awarded and every five years thereafter. The candidate must provide student evaluation summary forms and the annual APAR that documents accomplishments in teaching plus any accomplishments in scholarship, service, and professional growth and development for review by the departmental faculty prior to their notifying the department head of their reactions to the candidate's retention (see Regulations, Article II, Section C. 2. a and C.2.b in the ASU Faculty Handbook). Reappointment of a lecturer who has completed six consecutive years of service to an institution will be permitted only if the reviews of the lecturer demonstrate exceptional teaching ability and value to the institution as defined by college and department promotion guidelines.

The department head will make the recommendation on retention which will then be sent to the Dean of the College for approval. The recommendation will be forwarded to the Vice President of Academic Affairs.

## Tenure

Tenure embraces both rights and duties. It is a pledge of professional academic performance by the professor who holds it to the institution that grants it. It protects a professor from arbitrary dismissal.

### Criteria Relating to 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, provided, however, that no probationary credit 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 State University. Such credit for prior service shall be requested by the individual and shall be defined in writing by the president 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.

A candidate for tenure must not only meet the designated minimum period of service, but also must meet what are, at that time, seen as the long range needs of the university and must show a history of evaluations that merits the award of tenure. A history of weak evaluations may lead to the denial of tenure. Retention throughout a probationary period of service is by itself insufficient to guarantee the success of a candidacy for tenure.

A candidate will be evaluated in teaching, scholarship, service, and professional development. The candidate has the responsibility to demonstrate and document effectiveness in all areas. Consistent with BOR Policy, faculty members must be evaluated as Noteworthy in two of the four areas when applying for tenure. However, consistent with Armstrong's mission, a faculty member's teaching must be deemed at minimum Satisfactory. The most substantive evaluation for tenure should be at the departmental level. Tenure applications should be evaluated with decreasing emphasis on substance and increasing emphasis on process as the portfolio moves from the department to the dean to the provost and to the president.

### Procedures Relating to Tenure

Candidacies for tenure should be initiated by the written request of the candidate to the department head or, in the case of a department head, to the appropriate dean. In the absence of an application by the candidate, such application may be initiated by the department head for a faculty member or by the college dean for a department head. The department head must solicit an assessment of the candidate's application for

tenure through ballots and commentary from departmental colleagues. Only tenured faculty shall vote on tenure applications (and tenure reviews; pre- and post-tenure). Each department (or college if that is lowest level of review) must have on file with the dean of the college and with the provost and vice president for academic affairs a plan for ascertaining departmental peer review of tenure or promotion applications, pre-tenure reviews, or post-tenure reviews. The department head makes the initial recommendation to the dean. As the applicant's portfolio may have a different mix of evaluation scores for each category in the AFE's submitted, the department head's narrative should substantiate an overall composite evaluation for each evaluation category.

The application is then sent to the dean of the college who forwards it to the college's promotion and tenure committee. Each promotion and tenure committee serves in an advisory capacity and makes recommendations to the respective dean based on the college's promotion and tenure documents. Criteria used by the committee must be in writing and must be consistent with the criteria and procedures contained in these regulations. The dean of each college, after receiving recommendations from the respective promotion and tenure committee, forwards them with his or her own recommendations to the provost and vice president for academic affairs. The provost and vice president for academic affairs may call a consultative meeting with the deans before forwarding his or her recommendations to the president. Individuals who are awarded tenure by the president shall be notified in writing of that award.

At the beginning of the fall semester the Office for Academic Affairs shall distribute to deans and department heads a list of deadlines for when documents for evaluations, reviews, tenure, promotion, and non-retention decisions must be received by the provost and vice president for academic affairs. Deans, in consultation with their department heads, shall base department and college deadlines for submitting and processing these documents on the deadlines set by the Office for Academic Affairs.

Generally, tenure applications are submitted and processed at the department and college levels in the fall semester and submitted to the provost and vice president for academic affairs early in the spring semester.

Candidates whose applications for tenure are rejected may pursue a formal administrative appeal. Full-time faculty hired on a tenure-track may not serve more than seven years without the granting of tenure.

*Board of Regents' Policy Manual, Personnel, 8.3.7 Tenure and Criteria for Tenure*

[http://www.usg.edu/policymanual/section8/policy/8.3\\_additional\\_policies\\_for\\_faculty/#p8.3.7\\_tenure\\_and\\_criteria\\_for\\_tenure](http://www.usg.edu/policymanual/section8/policy/8.3_additional_policies_for_faculty/#p8.3.7_tenure_and_criteria_for_tenure)

## Promotion

The institutional timeline for the review of faculty for promotion must be completed by early February of a given academic year in order to meet the data entry deadline of the end of February for the annual report to the Board of Regents.

Faculty are eligible for and may be reviewed for promotion in rank during their fifth year of service in their current rank. If recommended for promotion, the new rank will go into effect at the beginning of their next contract period. Recommendations for promotion are not normally considered for individuals who are currently on leaves of absence.

Under special circumstances, faculty who are performing significantly above the expectations for their current rank may be considered for “early” promotion. At state universities and state colleges, “early” promotion may only be considered according to the following time table:

- For early promotion from Lecturer to Senior Lecturer, faculty must have served a minimum of three years as a Lecturer
- For early promotion from Instructor to Assistant Professor, faculty must have served a minimum of three years as an Instructor
- For early promotion from Assistant Professor to Associate Professor, faculty must have served a minimum of four years as an Assistant Professor
- For early promotion from Associate Professor to Full Professor, faculty must have served a minimum of four years as an Associate Professor

At the time of an individual’s initial appointment, a maximum of three years of probationary credit towards promotion may be awarded for service at other institutions or service in a faculty rank within the institution. Individuals serving in part-time, temporary, or limited term positions are not eligible for probationary credit towards promotion. Without the approval of the President, faculty given probationary credit towards promotion may not use their years of credit towards consideration for early promotion.

Promotion is based upon length of service with the institution as well as consideration of quality of teaching, service, scholarship and professional development.

Noteworthy achievement is expected in at least two areas of evaluation. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for promotion. As the applicant’s portfolio may have a different mix of evaluation scores for each category in the AFE’s submitted, the department head’s narrative should substantiate an overall composite evaluation for each evaluation category.

The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted.

### **Promotion from Lecturer to Senior Lecturer**

Lecturers who are reappointed to their six year of service can be considered for promotion to senior lecturer, to begin in their seventh year of service. To be promoted to senior lecturer, annual performance reviews and other credible evidence as defined by college and department promotion guidelines are required to show noteworthy achievement in teaching and in at least one of the following areas: service, professional growth and development. As the applicant's portfolio may have a different mix of evaluation scores for each category in the AFE's submitted, the department head's narrative should substantiate an overall composite evaluation for each evaluation category.

Promotion to senior lecturer requires a minimum of: a. Six consecutive years of service at the rank of lecturer at Armstrong State University. b. Master's degree in the academic area of specialization or a related field. There is no promotion for the lecturer beyond senior lecturer in this non-tenure track. Prepare a portfolio consistent with that described in the Portfolio section of the Tenure and Promotion Guidelines.

In keeping with BOR policy, promotion to senior lecturer requires approval by the president.

The following criteria will be used to assess all candidates for promotion from lecturer to senior lecturer and for instructor to assistant professor:

1. There must be a reasonable level of support among the faculty as evidenced by promotion balloting. Only Senior Lecturers and tenured faculty in the candidate's department may be balloted.
2. Candidates must meet the requirements as outlined in Armstrong Faculty Handbook Sections 107.4.4 and 107.4.5. 2.

### **Promotion in professorial ranks**

The following criteria will be used to assess all candidates for promotion.

1. There must be a reasonable level of support among the faculty as evidenced by promotion balloting.

2. All of the following must meet at least satisfactory levels of performance, however, two must show evidence of noteworthy achievement:

- a. Teaching;
- b. Service to the Department, College, University, and/or community appropriate to the faculty rank
- c. Scholarship appropriate to the faculty rank;
- d. Professional growth and development.

Only faculty at the rank of professor shall vote on applications for the rank of professor. Only faculty at the rank of associate professor or higher shall vote on applications for the rank of associate professor. Only faculty at the rank of assistant professors or higher shall vote on applications for the rank of assistant professor.

### **Instructor to Assistant Professor**

Promotion to assistant professor requires a minimum of: (a) four years total teaching and/or related experience, (b) three years at the rank of instructor at Armstrong State University, and (c) a terminal degree in the academic area of specialization or related field, with rare exceptions made for clearly demonstrable special distinctions in training and expertise. There is no promotion for instructor beyond assistant professor in this non-tenure track.

### **Assistant Professor to Associate Professor**

The candidate will hold a doctorate (terminal degree) in an academic area of specialization or closely related field and a minimum of six years of college level teaching or eight years total teaching and/or related experience. Additionally, the candidate will document five years of service at the rank of assistant professor with four years at the rank of assistant professor at Armstrong State University. The candidate must be in a tenure-track position.

### **Associate Professor to Professor**

Minimum requirements:

1. Twelve years of university-level teaching, or fourteen years total teaching and/or related experience.
2. Five years at the rank of associate professor at Armstrong State University.
3. Terminal degree in academic area of specialization with rare exceptions made for clearly demonstrable special distinctions in training and expertise.
4. Must be tenured.

The candidate will demonstrate scholarly achievement beyond that required for both tenure and service at the level of associate professor. A lack of scholarship will not be offset by Noteworthy teaching and/or service in an application for promotion to the level of professor.

## Post-Tenure Review

In order to provide tenured faculty with feedback on performance effectiveness and to identify opportunities for professional development consistent with the changing needs of the university, post-tenure evaluations will be conducted. Beginning five years after the initial year in which tenure was awarded or in the fifth year following the most recent promotion action and continuing at five year intervals, all tenured faculty members will participate in post-tenure evaluations.

It will be the responsibility of the department head to maintain a schedule of eligibility and to notify the eligible faculty in writing that a post-tenure review will be conducted and that documentation must be submitted by a specified date. This date will allow ample time for the faculty member to prepare the packet of information required for the review. The faculty member should meet with the Department Head to review the process, identify the kinds and quantities of documentation required, establish time frames, review deadlines, and secure any other information pertinent to the review process.

Prepare a portfolio consistent with that used for Tenure. The relative importance of teaching, scholarship, service and professional development does not differ from pre-tenure to post-tenure evaluations.

The post-tenure review process will involve the following: preparation of a portfolio by the faculty member who is to be reviewed; completion of a peer review procedure for the portfolio; and the completion of a report by the department head who details the results of the review. Full time, tenured faculty at the rank of associate professor and above will be eligible to review and evaluate the portfolio. All faculty who participate in the post tenure review process must be willing to certify that they have reviewed the application for post-tenure review portfolio carefully before completing and/or signing any official evaluation forms.

**NOTE:** Post-tenure review will substitute for a faculty member's annual evaluation in the year in which it is conducted.

## 2/7/17 Faculty Forum on Senate document of 1/23/17 on T&P Policies

1. The list of portfolio contents is different from that in the current CST T&P Guidelines, primarily in the time period for which AFEs and APARs are to be included. Also, the inclusion of peer-review of teaching for evaluative purposes is strongly recommended in the Senate document but required in the CST T&P document. I am in favor of requiring it. We value teaching above everything else so official evaluations of teaching which are used in preparing AFEs must be included. There is another statement about this on page 8. That statement refers to teaching evaluations and it should state that the peer-review of teaching for evaluative purposes must be included but peer-review of teaching for mentoring purposes may be. Also, the statement that the CV with 'sections on teaching, scholarship, service, and professional development' implies that such sections are the norm in a CV. Since they aren't, this needs to be re-worded. Finally, there is an incomplete list of items that must be supplied when Sr. Lecturer's undergo 5<sup>th</sup> year review (comparable to post-tenure review) on page 12. The list should either duplicate the list on pages 1 and 2 or refer to those pages.
2. Are we changing from the longstanding use of 'outstanding' to 'noteworthy' as on page 3?
3. Scholarship necessarily has a peer review component—it is one way it is distinguished from service. This should be unambiguously stated on pages 3-4 and page 8. On page 8, the phrase 'whenever possible' should be removed. The activities listed on that page ("chairing sessions, serving as a panelist. . .") are service items, not scholarship.
4. In two places, student evaluation of teaching data are required to be included in the AFE (pp 5 and 7). This is new—why is it required? If the DH refers to the data in the AFE, is that sufficient?
5. On page 17, criteria for promotion from asst. to assoc. professor omits the "rare exceptions" clause. That is part of the BOR policy and is present in this document for promotion from assoc. to full. It should be added to the asst. to assoc. section.
6. There is a statement on page 17 about scholarly achievement required for promotion to full professor. Since the BOR policy says noteworthy achievement in two areas is sufficient for promotion, can we really say one of those areas must be in scholarship? If we can put restrictions on those two noteworthy areas, I am in favor of saying that noteworthy achievement in the area of teaching is required for ANY promotion.
7. **I support streamlining the portfolio.** The last two times LLP has met to review its T&P policy, one goal has been to streamline the portfolio. The result has always been a bigger, more cumbersome portfolio. At this point, faculty must bring their portfolios in by truck, which means reviewers can't really review them.
8. **Standard salary adjustments for promotion and passing of post tenure review should be in place.** Otherwise, these reviews (especially post tenure review) offer stick but no carrot, which is a very poor management technique.
9. Pre-Tenure Review: Master Portfolio section:

- Are we really listing professional development on our CV's now (workshops attended, campus forums attended, books read, etc.)? I know we list it as a section on our APARs since professional development was added as the 4th leg of the "stool", but did not know we were expected to also include this info on our CV's. Will make for very lengthy CV's if this is the new expectation.

Faculty Evaluation: Procedures for Faculty Evaluation: The APAR:

You might consider introducing a new paragraph with the sentence beginning: "Student Evaluations of Teaching (SmartEvals; eFACE; or FACE).....", that continues with the statements in the next section. Also, there is a typo in the next paragraph. It now reads "evaluationsare"

Tenure: Criteria Relating to Tenure:

The statement "Tenure applications should be evaluated with decreasing emphasis on substance and increasing emphasis on process as the portfolio moves from the department to the dean to the provost and to the president" is vague and needs to be operationalized.

Promotion: Associate Professor to Full:

The last passage that states, "The candidate will demonstrate scholarly achievement beyond that required for both tenure and service at the level of associate professor" could be interpreted as meaning either, 1) you need to continue to engage in scholarship and service as an associate professor to earn promotion to full or 2) you need to exceed the scholarship (and service) requirements that were required of an assistant professor when you are an associate professor (e.g., if two publications were required for promotion to associate, then 3 or more publications should be required for promotion to full). Relatedly, I'm not sure that the university guidelines should be specifying or alluding to specific requirements for promotion. Shouldn't that be in the departmental guidelines?

# Opposed by sex assault victims, campus rape bill clears Ga. House panel

By [Rhonda Cook](#)

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Bob Andres/[bandres@ajc.com](mailto:bandres@ajc.com) Jan. 20, 2016 - Rep. Earl Ehrhart, R - Powder Springs, is shown on the floor of the Georgia House in this 2016 file photo. Ehrhart is sponsoring a campus rape bill opposed by some victims of sexual assault. BOB ANDRES / [BANDRES@AJC.COM](mailto:BANDRES@AJC.COM)

Posted: 8:12 p.m. Wednesday, February 01, 2017

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A bill that would limit the ability of Georgia's public colleges to investigate and punish those accused of rape on campus cleared a key House panel Wednesday by unanimous voice vote.

Two women who say they were sexually assaulted spoke against the measure at the state Capitol arguing it would discourage victims from coming forward.

“This bill will not protect the victims or the accused,” said Grace Starling, who is now in law school. “This is not right. We are scared of this legislation.”

Sponsored by state Rep. Earl Ehrhart, who chairs a House panel that oversees higher education funding, [the measure would bar schools from pursuing final disciplinary action against a student unless he or she was convicted or pleads no contest to criminal charges](#). Schools also could not initiate their own investigation unless police had done so.

Currently, schools have [separate disciplinary procedures - operating under federal Title IX guidelines - that may expel or suspend a student found responsible for sexual assault even if the police are never involved](#).

Ehrhart said the bill would provide protections for those falsely accused and also shield the state from liability. Georgia Tech, for instance, has [been hit with lawsuits by students who argue they were denied due process and expelled from the prestigious school after being accused of sexual assault](#).

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A victim, Ehrhart said, could choose not to go to police but “you can’t create a liability for the state.”

“You can make that choice on your own, with your own conscience,” he said. Ehrhart said his bill “is going to change some abuses on these campuses.”

The Atlanta Journal-Constitution will again have Georgia’s largest team covering the Legislature. Get complete daily coverage during the legislative session at [myAJC.com/georgialegislature](http://myAJC.com/georgialegislature). [... read more](#)

Wednesday’s hearing at the state Capitol was packed. Many of those attending were students.

Jonathan Hawkins, an Atlanta lawyer who spoke out in favor of the bill, said an accusation of rape “could be an academic death sentence” for the accused.

One particularly controversial portion of the bill would have required school officials who receive information that a felony, such as rape, is committed on campus to report the crime to law enforcement. The subcommittee on Wednesday carved out a narrow exceptions to that mandate for social workers and psychologists.

Starling said if the professor she told about the assault had been required to report it to the police “I would have lost all power.”

Mandatory reporting “will silence victims,” she said.

“If you pass this bill you will take away our voice,” she said. “You will take away our ability to direct our own lives.”

Jessica Caldas, a graduate student at Georgia State University, was raped by an acquaintance who lived on the floor below her in the dorm.

She didn’t report it to the police because she “felt shame, fear and guilt.”

“It was enough to stop me from reporting. This law provides a chilling effect on the victim,” Caldas said.

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### About the Author



[RHONDA COOK](#) Rhonda Cook covers courts, the death penalty, criminal justice and public safety.

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