

## **Faculty Evaluation**

### ***Criteria for All Types of Faculty Evaluation***

The criteria described below, along with the *Faculty Attributes* in Section 2xx, apply to all types of faculty evaluation described in Section 2xy of this Handbook. Evaluators of faculty at all levels shall seek evidence of sustained effort, involvement, and record of achievement. Accomplishments which have enriched the student learning experience are valued most. The entire body of work submitted by candidates shall be considered, though the most recent work shall be afforded greater consideration by the deliberating bodies at each level of evaluation. At Georgia Southern, the four Board of Regents criteria of superior teaching, outstanding service to the institution, academic achievement, and professional growth and development are expressed as the three criteria of teaching, scholarship, and service, with professional growth and development considered among these three. The following standards, articulated by Charles E. Glassick, Mary Taylor Huber, and Gene I. Maeroff in *Scholarship Assessed: Evaluation of the Professoriate* (San Francisco: Jossey-Bass Publishers, 1997, p. 36) shall be applied where appropriate to each area of evaluation: clarity of goals, adequacy of preparation, appropriateness of methods, significance of results, effectiveness of presentation, and evidence of reflective critique. While the manifestations of faculty achievement may vary across disciplines, the qualities represented in these criteria and in the *Faculty Attributes* shall be the predominant basis for evaluation and shall be reflected in college and departmental governance documents.

### ***Teaching***

A demonstrated record of superior, effective teaching is the first and most important area of evaluation. Superior teaching is reflective, student-centered, respectful of the diversity of students, adapted to various learning styles, and focused on student learning outcomes. Teaching represents professional activity directed toward the dissemination of knowledge and the development of critical thinking skills. Such activity typically involves teaching in the classroom, laboratory, or studio, and direction of research, fulfillment of professional librarian responsibilities, mentoring, and the like. Teaching activities also include the development of new courses, programs, and other curricular materials, including the development of online courses. Judgments of the quality of teaching activities are based on measures such as examination of course syllabi and other course materials, peer evaluations when available, critical review and dissemination of teaching products, performance of students in subsequent venues, follow-up of graduates in graduate school or in their employment, and student ratings of instruction.

### ***Scholarship***

The significance of scholarly accomplishments shall be judged rigorously within the context of the discipline. Candidates must provide evidence of work which has been selected for dissemination through normally accepted peer-reviewed venues such as publications, conference, presentations, exhibitions, performances, or other professional accomplishments.

Scholarship includes the discovery, integration, development, application, and extension of knowledge as well as aesthetic creation and is often demonstrated by publications and presentations designed for professional audiences. Scholarship is manifested in articles, scholarly books and texts, reports of research, creative works, textbooks, scholarly presentations, research grants, demonstration grants, papers read, panel participation, exhibits, performances, professional honors and awards, additional professional training or certification, degrees earned, postdoctoral work, and academic honors and awards.

### ***Service***

Faculty are expected to make service contributions to their professions and to the institution. Service at the department/school, college, and university levels is essential to the well-being of the University. Service includes the application of one's expertise in the discipline for the benefit of a professional organization, the community, or the institution. Service also includes the academic advisement of Georgia Southern University students. Additionally, service may include work in schools, businesses, museums, social agencies, government, or the like, as well as activities undertaken on behalf of the University that do not entail systematic instruction, such as manuscript reviewing and the design and development of professional conferences. Consulting shall be designated as paid or unpaid.

### **Promotion Guidelines**

Georgia Southern recommends faculty to the Board of Regents for promotion based upon Regents policies (Section 803.08). Promotions in rank are based on merit and are not automatic. Promotion applications are considered at the department/school, college, and Provost's levels, culminating in an institutional recommendation to the Board of Regents at the President's level. The Board of Regents has fixed certain minimum criteria for promotion. Promotion at Georgia Southern requires satisfactory performance in all areas of evaluation, with noteworthy accomplishment in teaching and one of the other two areas. Regents policies state that there should be appropriate involvement of faculty in making recommendations for promotion. Each unit shall have written procedures for making recommendations, and these procedures shall be available to all faculty members. Unit and college procedures must be approved by the Provost.

The difference between successive faculty ranks is primarily one of achievement and professional growth and development. Aspirants to higher ranks are expected to demonstrate progressively more advanced levels of professional maturity, accomplishment, and recognition beyond the boundaries of the University as they are considered for promotion.

At Georgia Southern the terminal degree or its equivalent is normally required for promotion to associate or full professor. Strong justification should be provided in support of any recommendation for promotion to the ranks of associate or full professor without the terminal degree in the discipline.

Length of service is taken into consideration. According to the Board of Regents, a promotion is considered early if the individual has served less than the number of years in rank at Georgia Southern, as listed below:

To Assistant Professor:	3 years
To Associate Professor:	4 years
To Professor:	5 years

Early promotions are rare, requiring clearly outstanding performance in all three areas of evaluation.

At Georgia Southern, promotion to the rank of associate professor is typically not considered until the sixth year of service at the rank of assistant professor, four of which have been at Georgia Southern; promotion to the rank of professor is typically not considered until the seventh year of service at the rank of associate professor, five of which have been at Georgia Southern.

In considering the promotion of an academic administrator (vice president, dean, department chair), the immediate supervisor must obtain the appropriate input from the academic department involved. Decisions regarding promotion of an academic administrator will be based upon the faculty evaluation criteria and will be independent of administrative performance.

Departmental promotion committees shall consist of three or more tenured full or associate professors. In instances where departments do not have enough tenured associate and full professors to serve, the existing associate and full professors shall work with the Dean of the College to establish an appropriate committee. Promotion committees at the college level shall comprise tenured full or associate professors. Membership should rotate so that no individual serves more than two consecutive years on such a committee. When this membership rotation is not possible, changes to this policy at the departmental and college levels must be submitted to the Provost annually by the Dean.

### **Tenure Guidelines**

The institution recommends faculty for tenure in accordance with Section 803.09, Board of Regents Policy Manual, which includes a comprehensive statement of tenure policies in the University System. Tenure ensures academic freedom for faculty and protection against improper restrictions of the freedom of inquiry in teaching, scholarship, and service. It protects the right to publish or otherwise present scholarly work publicly without the threat of political or other confining orthodoxies. Academic freedom and tenure sustain and support the transmission and advancement of knowledge and understanding, which are central to the mission of the University. Tenured faculty have the responsibility to engage in continuous professional growth, to remain vital and contributing members of the faculty, to present accurate information in teaching, and to facilitate, support, defend, and preserve an environment of academic integrity.

Tenure at Georgia Southern University may be awarded after six years of full-time service at the institution at the rank of assistant professor or higher (five years for persons who have previously earned tenure at another institution). Probationary credit, which must be granted at the time of initial appointment, may be used to reduce this time requirement. Meeting the minimum time requirement does not guarantee the award of tenure. A faculty member initially appointed at the rank of instructor may be awarded tenure after six years, provided that the individual has served at least three years at the rank of assistant professor at the institution. Recommendations for probationary credit will typically be initiated at the departmental level subject to approval by the dean and Provost at the time of appointment and will be subject to the following guidelines:

1. Persons who have previously earned tenure at a regionally accredited institution may be granted up to three years of probationary credit.
2. Persons who served in tenure-track positions may be granted up to two years based upon evaluation of years of prior service and professional credentials.
3. Persons who are promoted to assistant professor may be granted probationary credit for up to three years of service as an instructor at Georgia Southern

Faculty who apply and are not recommended for tenure in minimum time or who use probationary credit and are not recommended may apply for tenure only once more. The maximum number of years to earn tenure are as specified below:

1. Persons initially appointed at the rank of assistant professor have a maximum of seven years to earn tenure. Individuals are not required to include probationary credit in the calculation of this maximum.
2. Persons who initially serve at the rank of instructor for one or two years have a maximum of eight or nine years, respectively, to earn tenure, including any probationary credit awarded for service as an instructor.
3. Persons who serve between three and seven years at the rank of instructor have a maximum of ten years to earn tenure, including any probationary credit awarded for service as an instructor.

In considering the tenure of an academic administrator (vice president, dean, department chair), the immediate supervisor must obtain the appropriate input from the academic department involved. Decisions regarding tenure of an academic administrator will be based upon the criteria outlined below and will be independent of administrative performance.

Departmental tenure committees shall consist of three or more tenured full or associate professors and shall seek input from all tenured faculty in the department. In instances where departments do not have enough tenured associate and full professors to serve, the existing tenured associate and full professors shall work with the Dean of the College to establish an

appropriate committee. Tenure committees at the college level shall be made up of tenured associate and full professors. Membership should rotate so that no individual serves more than two consecutive years on such a committee. When this membership rotation is not possible, changes to this policy at the departmental and college levels must be submitted to the Provost annually by the Dean.

The areas for evaluation for the award of tenure and annual renewal at Georgia Southern University include the following [also see Section 2xz of this Handbook]:

1. teaching
2. service (institution or profession)
3. scholarship
4. needs of the institution
5. ability of the professor to function within the Georgia Southern academic community
6. length of service as described in paragraphs 1, 2, and 3 above.

Tenure-track faculty serve a probationary period as described above in a series of one-year appointments. The offer of a one-year contract in no way implies a commitment or obligation on the part of the University to offer contracts for subsequent years. Notice of the intention to renew or not to renew a non-tenured faculty member shall be furnished in writing according to the following schedule:

1. at least three months before the date of termination of an initial one-year contract;
2. at least six months before the date of termination of a second one-year contract;
3. at least nine months before the date of termination of a contract after two or more years of service in the institution.

This schedule of notification does not apply to faculty holding temporary or part-time positions. Tenure resides at the institutional level. Only assistant professors, associate professors, and professors are eligible for tenure. Faculty members with adjunct appointments shall not acquire tenure, nor does tenure apply to honorific appointments.

### ***Sample Tenure Timetable***

The following Sample Tenure Timetable illustrates the probationary period of a new assistant professor hired in August 2000 who receives positive annual evaluations and who is continued from year to year throughout the probationary period:

<u>Date</u>	<u>Year</u>	<u>Action</u>
2000-01	1	Annual Evaluation
2001-02	2	Annual Evaluation
2002-03	3	Annual Evaluation and Pre-tenure Review
2003-04	4	Annual Evaluation
2004-05	5	Annual Evaluation
Aug. 2005	6	Tenure Review completed at the Jan. 2006 institutional level
Feb. 2006		Tenure Recommendation submitted to Board of Regents if review is positive
Feb. 2006		Nonrenewal letter
Aug. 2006		if review is negative
Aug.1, 2006		Tenure effective if approved
2006-07	7	Last year of employment if tenure is not approved

Exceptions will be extremely rare. In such cases, the individual must be outstanding in all areas of evaluation, and there must be a compelling reason to award tenure early. Faculty considering an early tenure application should notify their unit head by May 1 preceding the fall semester in which they will apply for tenure and shall seek the unit head's consultation on their candidacy.