

Georgia Southern University

Pathways to Success Study Team White Paper

Summary

The ***Pathways to Success Study Team*** was charged with (1) developing a flexible faculty workload model that allows faculty to select different career tracks at different points in their careers; (2) recommending new university policies or policy revisions needed to implement equitably a differential faculty teaching load model; and (3) recommending mechanisms for supporting faculty on different tracks, including teaching, research, service, and administration.

The ***Pathways to Success Study Team*** was also charged with evaluating the need for (and potentially recommending a structure for) a university promotion and tenure review committee that would (1) review promotion and tenure dossiers at the university level and make recommendations to the President; (2) clarify university promotion and tenure criteria and ensure that departmental/college policies align with university and System expectations; and (3) recommend a university policy that distinguishes between promotion and tenure *procedures* and promotion and tenure *criteria*.

Study Team minutes are available at <http://academics.georgiasouthern.edu/provost/teams/pathways> while the Team participated in two open faculty forums – April 6 and 27. As a result of these forums and Study Team deliberations we present this White Paper outlining our recommendations.

Pathways to Success Study Team

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Pathway to Success Study Team Goals

The goal of the Team is to recommend a faculty workload model that provides every faculty member with a “pathway to success,” while also furthering the University’s strategic vision of increasing research and creativity, maintaining a strong teaching ethos, and becoming one of the best comprehensive universities in the nation.

The specific goals are as follows:

1. To create a system that includes all tenure-track and tenured faculty
2. To create co-equal pathways
3. To create a system where the unit remains in control
4. To offer colleges the ability to recognize and reward different roles that enhance the mission of the unit
5. To allow faculty in consultation with their unit chairs to transition to different tracks at different points in their careers

The Pathways Committee views its recommendations as both enabling new opportunities for faculty and defining career choices that better match the duties and aspirations of current faculty. If the Committee's Pathways are approved by the administration, we foresee that Deans would receive guidelines on how to foster the process of moving a Pathway to full implementation within their unit.

After a college has defined evaluation, tenure and promotion guidelines for the new Pathways and has had their procedures approved, then Deans may be enabled to encourage current faculty to pursue the new Pathways and faculty may negotiate with the administration to pursue Pathways that best fit their career goals. All faculty must elect, no later than their next major review, a pathway that can be accommodated by the unit and approved by the Dean.

Pathway Criteria

1. Pathway workload percentages set at unit
2. Faculty evaluated at pre-tenure (3 yrs), tenure (6 yrs), and post-tenure (5 year intervals)
3. Faculty can only change Pathways if successful in current Pathway and in consultation w/Unit Chair, however, faculty can change pathways or negotiate temporary changes in work responsibilities in consultation w/Unit Chair if extenuating personal circumstances or serendipitous professional opportunities arise
4. Each faculty member must maintain 10% of their workload in each area – Research, Service, Teaching, Professional Development

All faculty in all pathways are expected to participate in service at some level. Service activities are vital to the mission of the University; therefore, tenure-eligible faculty must participate in service. These activities include:

- Effective participation in the operation and governance of the University, and in the outreach mission of the University.
- Effective participation in organizations relating to your academic profession.

Service is not expected in all of these areas but, rather, some combination that represents the relative weight that is equivalent to the percent that each faculty is assigned in this domain. However, meeting the demand for service should not consume so much time that it detracts from faculty member's other responsibilities.

We recommend the provost accept and recommend implementation of the following four pathways that we present in detail in this white paper:

- Teacher/Scholar
- Research and Creativity
- Practice
- Service

Teacher-Scholar Pathway

A faculty member in the Teacher-Scholar Pathway is expected to demonstrate a strong commitment to the process of teaching in her/his own classroom as well as beyond her/his classroom. The Teacher-Scholar is expected to demonstrate excellence in teaching and competence in scholarship at a level deemed suitable by units and maintain currency in discipline. Teaching should be interpreted so as to encompass all of its forms such as one-to-many classroom teaching, online teaching, individual teaching, and thesis and dissertation supervision. Evaluation criteria may include:

Georgia Southern Teaching Related:

1. Course syllabi and other course materials
2. Development of new courses and programs
3. Student ratings of instruction
4. Development and/or implementation of new teaching methodologies and reflection/formative evaluation of how they have worked/evolved
5. Examples of student work
6. Peer evaluations of interaction with students and course materials (all modalities)
7. Undergraduate and/or graduate research supervision and advising
8. Engagement with student learning outside the classroom

External Validation Criteria: (faculty need not attempt all of these examples listed below, or in any category); other sources may exist as well

1. Published and/or presented **Scholarship of Discovery** (*the pursuit of original knowledge and creativity*), **Teaching** (*activities with intellectual merit that contribute to teaching and learning, or to the understanding of teaching and learning*), **Integration** (*original contributions that make connections between disciplines, create new contexts for viewing knowledge, or establish new models*) and/or **Application** (*the application of knowledge that occurs when scholars apply their expertise responsibly to consequential problems for the general good*). Examples of published work include refereed print or online journals; peer-reviewed books, book chapters (including textbooks) and edited volumes; peer-reviewed articles in encyclopedias or biographical dictionaries; published interviews, book reviews, and critical essays
2. Peer-reviewed recognition of performance, visual works, video production and all other forms of creative work
3. Curation of museum and gallery exhibitions
4. Products resulting from applied scholarship, industry research
5. Development of courses or pedagogies adopted by other faculty, especially those at other colleges or universities

Professional Growth and Development:

1. Developing and/or leading teaching workshops in the field
2. Documented participation/involvement in professional development experiences and/or organizations whose goals are to enhance research and creative activity, teaching and professional development

3. Descriptions of steps taken to improve teaching effectiveness and evidence/reflection on steps taken.
4. Familiarization with and use of appropriate teaching technologies
5. Maintenance of currency in course and curriculum content
6. Use of opportunities for self- and/or external assessment of teaching

Recognition:

1. Awards for teaching and/or research and creative excellence
2. Follow-up surveys of graduates in graduate school or in their employment
3. Performance of students in subsequent courses

Recommended Weightings:

Teaching 50-70%

Research 10-30%

Service 10-20%

Professional Development 10-20%

Research and Creativity Pathway

Success in research and creative endeavors will be associated with steady and consistent record of research and creative endeavors, continued development of scholarly activity, advancement within one's field of inquiry, and positive professional reputation based on scholarly activity. Any periods of time without significant record of scholarly activity will require explanation.

External Validation Criteria: Documentation supporting scholarly activity may come from some or all of the following (or additional relevant) measures:

1. Peer-reviewed publications that are original contributions to knowledge in refereed print or online journals with quality of these publications noted (*impact factor; prestige level of journal; frequency of citation etc.; use of evidence in practice*);
2. Peer-reviewed books, book chapters (including textbooks) and edited volumes with the quality of these publications noted (*determined by critical print reviews, on-line reviews, and external reviews by experts in the field; use of evidence in practice*);
3. Articles in encyclopedias or biographical dictionaries;
4. Published interviews, book reviews, critical essays;
5. Peer-reviewed recognition of performance, visual works, video production and all other forms of creative work (*e.g., print reviews, on-line reviews, external reviews by experts in the field*);
6. Curation of museum and gallery exhibitions;
7. Products resulting from applied scholarship, industry research;
8. Refereed conference papers;
9. Presentations at meeting of learned societies;
10. Grant proposals written to sources of funding outside the university, and quality of those proposals, evident from successful funding or favorable scoring/review if unfunded.
11. Amount of funding from external grants.

Georgia Southern Research Related: (see Teaching Pathway for classroom evaluations)

1. Undergrad/Graduate research supervision and advising
2. Mentoring new research faculty
3. Internal grants

Professional Development:

1. Service on editorial boards of scholarly publications;
2. Service on national committees engaged in scholarly work;
3. Organization and supervision of professional meeting;
4. Organization and supervision of topical sessions at professional meetings.
5. Service as a reviewer for peer-reviewed journals
6. Service as reviewer of proposals to funding agencies

Recognition:

1. Special recognition by national and international professional societies and granting agencies;
2. Major academic awards, highly selective fellowships (other than postdoctoral fellowships);
3. Invited lectures at meetings of national or international scholarly societies.

Criteria:

Person's research has made significant impact in his/her scholarly discipline, as demonstrated by independent reliable sources. Their significance and value **can** be measured **using some** of the following criteria:

1. evidence of their impact and contribution to a body of knowledge (e.g., substantial number of publications, critically received books and book chapters, high journal paper citation rates, critically received performance and creative work), or advancement of instruction;
2. a combination of quality and quantity (Quality is assessed and determined by external and internal review processes. A record of multiple products indicates quantity); and
3. the acquisition of external funding that directly and significantly benefits their research, and the department, college and the university.

Recommended Weightings

Research 50-70%

Teaching 10-30%

Service 10-15%

Professional Development 10-15%

Practice Pathway

Success in practice will be associated with the successful placement of students, innovation in practice to enhance each faculty's profession, advancement within one's field of inquiry, and positive professional reputation based on practice activity.

Professional Development: (faculty need not attempt all of these examples listed below); other sources may exist as well

1. Use expertise in the use of information systems/technology resources to implement and/or transform, and where and if possible disseminate, quality improvement initiatives to support practice and administrative decision-making in profession
2. Provide leadership in the evaluation and resolution of ethical and legal issues within systems relating to the use of information, information technology, and communication networks and where appropriate disseminate this work to the profession
3. Design, select, and use information systems/technology to evaluate programs, outcomes, and quality improvements and where appropriate disseminate this work to the profession
4. Facilitate collaborative team functioning and overcome impediments to inter-professional practice
5. Establish inter-professional teams, participate in the work of the team, and assume leadership of the team when appropriate
6. Employ principles of other disciplines to implement effective plans for practice-level and/or system-wide practice initiatives that will improve the organizational practice structure or program and where appropriate disseminate to the profession
7. Design, direct, and/or evaluate methodologies to promote timely, effective, and efficient strategies to improve practice and where appropriate disseminate to the profession
8. Obtaining (practice) and maintaining licensure (as appropriate)
9. Complete required hours of continuing education (as appropriate)
10. Expertise in assessing organizations, identifying systems' issues, and facilitating organization-wide changes in practice delivery
11. Developing and/or leading workshops in application of skills or knowledge
12. Use conceptual and analytical skills in evaluating the links among practice, organizational structure, fiscal, and policy issues
13. Consultant to organizations to improve outcomes to the identified population

External Validation: (other sources may exist as well)

1. Published and/or presented Scholarship of Discovery, Teaching, Integration and/or Application

Georgia Southern Teaching Related:

1. Clinical supervision of students
2. Mentoring students for and in practice
3. For classroom evaluation see Teacher Scholar Pathway
4. Mentoring and training faculty and staff

5. Fulfillment of professional librarian responsibilities

Recognition

1. Student success after graduation
2. Assume leadership roles in a national organization or other endeavor that would promote the field and/or organization at the regional or national level

Recommended Weightings:

Professional Development 50-70%

Research 10-30%

Service 10-30%

Teaching 10-30%

Service Pathway

The Service Pathway remains as a distinct pathway when continued high workload in this area outweighs the demands of Teaching, Research and Practice and is deemed by the faculty member's department chair or dean to be the most beneficial of the faculty member's contributions to the university.

Service Pathway is a position dedicated to advancing the mission of the department, unit or university. Success in Service will be associated with steady and consistent record of excellence in the creation, maintenance, or improvement of a program, continued development of scholarly activity, and positive professional reputation based on the program's reputation.

Such positions *might* include:

1. administering an honors program
 2. directing a Center (e.g. the Center for Albanian Studies)
 3. directing Study Abroad programs
 4. directing a department's graduate program
 5. directing a department's undergraduate program
 6. substantial service role outside Georgia Southern which advances the recognition of Georgia Southern on a national or international scale
- Service for the service track cannot be made up from a compilation of multiple traditional service roles.
 - We have agreed that a minimum of three years is needed to assess anyone's track and allow for continuity, and multiple committees, which function for a limited time and have limited availability, do not permit this.
 - Workload cannot consist of just a greater quantity of roles such as faculty senate, journal review boards, national organizations, community outreach, etc. These are the sorts of service that *all* faculty are expected to participate in at some level (see Pathway Criteria).

Georgia Southern Service Related: (Evaluation criteria may include)

1. Program handbook and other program materials
2. Development of new programs
3. Development of assessment tools
4. Evaluation of program
5. Student success in program
6. Examples of student work

External Validation Criteria: (see Research and Creativity Pathway for additional documentation supporting scholarly activity measures)

1. Development of programs adopted by other colleges or universities
2. Critical review and dissemination of program products
3. Products resulting from applied scholarship (program evaluation)
4. Reputation of program

Recommended Weighting:

Service 50-70%

Professional Development 10-30%

Research 10-30%

Teaching 10-30%

Pathways to Success Study Team also recommends the formation of a university promotion and tenure review committee. We recommend the following:

Promotion and tenure decisions rest primarily at the department/unit level, as peers in the same general area of endeavor are most suited to evaluate an individual's contributions in the areas of teaching, research/scholarly activity, service, and professional development.

Tenure also considers the needs of the university and department. Each department/unit shall create and publish criteria for promotion and tenure decisions.

Developed collaboratively by the department/unit faculty and dean, these criteria, including but not limited to measurable standards appropriate to one's discipline, defined and established at the unit level. However, each individual faculty member must be aware that meeting minimum requirements is no guarantee of either.

In order to ensure fair and equitable promotion and tenure decision processes, the Pathways to Success Study Team recommends the institution of a **University level Promotion and Tenure Committee** which, in conjunction with the provost, will make recommendations to the President.

The duties of this committee shall be:

1. Advise the Provost, deans, and department chairs on issues related to promotion and tenure
2. Review all faculty applications for promotion and tenure, including appeals from lower levels
3. Ensure that criteria established at the unit level are applied fairly and consistently throughout the promotion and tenure process.
4. Approve changes to unit criteria for promotion and tenure for each pathway in order to ensure consistency with university and university system policy.

We recommend that the composition of the committee shall be:

Eight (8) members appointed by the Provost upon recommendation of the deans of the academic colleges and library, each unit to have one appointed member, and one member elected by the faculty from each college and the library, for a total of eight (8) elected members. Thus, the total recommended size of the University-level Promotion and Tenure Committee would be 16 members.

Members shall serve staggered three-year terms, **must be tenured full professors**, and cannot be currently serving administrators. In the event that there are not at least four faculty members from a college who meet these criteria, the college may elect a tenured associate professor to serve on the committee. In order to represent the faculty as a whole, no more than two (2) members may come from any one college. To ensure equitable decisions, there shall be a minimum of two (2) members representing each pathway. If such is not the case upon election, the Provost's appointees shall serve to comprise this minimum.

We, the Pathways to Success Study Team, also note the following concerns:

The proposed career Pathways for tenured and tenure-track faculty members at Georgia Southern University will present new opportunities for career advancement. However, the concept of pathways which focus on certain elements of a faculty member's responsibilities will be a new concept for many faculty members beginning their careers at Georgia Southern University. Thus, it is recommended that a formal faculty mentoring program be established to support the development of faculty and their successful integration into our new academic culture. The goals of the program should include providing new faculty members with guidance regarding:

- Ways to successfully navigate entry into a new academic community
- Choosing appropriate professional opportunities for success in their Pathway
- Establishing priorities and goals which are congruent with their Pathway
- Preparing for annual reviews

Guiding Documents:

From NSF:

“Examples of mentoring activities include, but are not limited to: career counseling; training in preparation of grant proposals, publications and presentations; guidance on ways to improve teaching and mentoring skills; guidance on how to effectively collaborate with researchers from diverse backgrounds and disciplinary areas; and training in responsible professional practices.”

Yale report:

<http://www.yale.edu/wff/pdf/ExemplaryJuniory%20Faculty%20MentoringPrograms.pdf>

University of South Florida:

http://www.coedu.usf.edu/main/faculty/documents/MentoringBooklet07_08.pdf

MIT:

<http://web.mit.edu/cortiz/www/Diversity/MITMentoringBooklet.pdf>