

# College of Science and Mathematics

## Augusta University

### Guidelines for Promotion and Tenure

These guidelines are a supplement to the Augusta University Guidelines for Promotion and Tenure and, along with the included departmental standards, are intended to assist in assessing the faculty member's readiness to be considered for tenure or promotion.

The Augusta University Guidelines specify three areas of assessment: scholarship, teaching, and service. It is expected that all faculty will contribute *substantially* in all three of these areas. For the purposes of promotion or tenure, *exemplary* contributions in at least one of the first two areas must be made for non-tenure track faculty and in both of the first two areas for tenure track faculty. The interpretations of "exemplary" and "substantial" may vary by department and should be assessed in terms of the candidate's effort distribution.

Candidates for promotion or tenure will submit a portfolio according to Augusta University guidelines. The evidence put forth by the candidate will first be assessed in terms of the departmental guidelines and the candidate's chair-assigned effort distribution in these areas. It is therefore imperative that the department committee and chair clearly communicate their findings relative to those standards to the College committee and the Dean.

### Departmental Standards and Faculty Effort Distribution

Each department is responsible for generating and applying promotion and tenure standards appropriate to the discipline and the effort distribution of individual faculty. For the purposes of promotion and tenure the evidence put forth by the candidate will be assessed relative to the candidate's effort distribution in each area.

To this end, each department has provided models appropriate for faculty with high (60%-80%), medium (40%-60%), and low (20%-40%) teaching commitment. As a general guideline, each three-credit course taught should comprise approximately 15%-20% (and therefore each four-credit course should cover approximately 20%-26.7%) of the faculty member's effort in a given semester.

The greatest responsibility in assessing a candidate's readiness for promotion or tenure lies with the departmental committee and department chair. It is therefore incumbent on the departments to construct and adhere to guidelines and standards consistent with the expectations of the University.

### College Guidelines

The College requires an objective departmental evaluation based on evidence and documentation. Although departmental models may contain quantitative measures (*e.g.*, "two or more presentations") it is the responsibility of the departmental committee and chair to assess the *quality* of such work. The award of promotion or tenure is dependent on the recommendation by peers and not simply the attainment of a set number of achievements.

The candidate should therefore provide documentation of the quality of his or her teaching, scholarship, and service. To this end, all candidates for promotion or tenure will need external letters of recommendation. The candidate will recommend, to the college committee chair, colleagues with national or international standing from other institutions that have sufficient

knowledge of the candidates work. The college committee chair will solicit the letters. The number of external letters of recommendation required for each rank and tenure is determined by the university promotion and tenure policy.

The award of tenure without promotion at Augusta will be rare. The College will not recommend tenure unless the instructional faculty member achieves or demonstrates strong promise of achieving promotion in rank. Decisions concerning tenure may also be based on the needs of the department and on the candidate's ability to work cooperatively and effectively with colleagues and students. In particular, faculty members are expected to show due respect for the opinions of others, exercise restraint in the criticism and judgment of colleagues and associates, and avoid unwarranted and destructive criticism. Faculty members have an obligation to adhere to the prescribed regulations of the department, College, and University provided they do not contravene academic freedom.

### **Scholarship**

Scholarship must be of high quality appropriate to the College, the University, and the candidate's professional affiliation. All candidates for promotion or tenure should be on a trajectory of national and international development and must have disseminated their work through publications or other peer-reviewed outlets at an exemplary level.

Candidates should provide evidence of the quality of their scholarship. A candidate whose scholarship is not mainstream science or mathematics but is better described as scholarship of teaching and learning or engagement should provide evidence consistent with the guidelines in section 8.3.15 of the BOR Policy Manual and section 4.7.2 of the BOR Academic and Student Affairs Handbook.

### **Teaching**

All candidates for promotion or tenure must demonstrate exemplary teaching by evidence. Augusta University expects faculty to communicate information, ideas and values by using teaching methods and techniques that recognize a variety of learning styles, cultural backgrounds, and instructional settings. Instructional and curricular innovation is encouraged, as faculty should provide ways for students to become actively engaged in the work of the discipline. Recognizing that much learning goes on outside of the classroom, faculty members should also be effective and skillful advisors to students.

In order for teaching to be designated as exemplary, the candidate must have demonstrated that he or she is an accomplished teacher. Specific expectations concerning exemplary teaching are addressed in the departmental standards.

### **Service**

A candidate for promotion or tenure must have a record of substantial service to the institution, to his or her professional community, and to the community surrounding the University.

There are basic expectations of faculty involvement, including service to the institution. Faculty members derive obligations from common membership in the University community and are expected to accept a fair share of faculty obligations for the governance of the department, College, and University in a constructive and responsible manner.

Faculty members are expected to participate in their communities and professional organizations and especially in service activities that draw upon the professional expertise of the faculty member.

## **College Promotion, Tenure, and Review Committee**

The composition and operating procedures of the College of Science and Mathematics Promotion, Tenure, and Review Committee are as defined in the College of Science and Mathematics Bylaws, excerpted here for completeness:

**Promotion, Tenure, and Review Committee (PT&R):** The PT&R Committee exists to ensure that faculty are fairly considered for promotions and tenure, and are routinely reviewed for continued teaching, service and professional development in keeping with provisions established in University and CoSM promotion and tenure and post-tenure review policies.

*Membership:* The PT&R committee will consist of seven tenured members. Each of the departments of Biology, Chemistry and Physics, Mathematics, and Psychology will elect one representative to serve on the Committee and submit the name of its representative to the CoSM Executive Committee by the end of the first day of classes in the fall semester. The Dean will appoint faculty to fill the remaining three seats on the Committee. No more than two members of any department may serve on the Committee simultaneously. Members of the PT&R Committee will serve 1-year terms.

Each member of the PT&R Committee should be of professor rank. If a department does not have an available faculty member of professor rank, then a tenured associate professor may review any promotion or tenure applications that concern promotion from assistant to associate professor. For all applications concerning the rank of professor, the review committee must consist of tenured professors. If a department cannot supply a tenured professor to the PT&R committee, then a substitute from another department will be assigned the duties of reviewing applications for promotion from associate professor to professor. The substitute PT&R Committee member will be assigned by the Dean with consultation of the chair of the department in which the applicant has his/her primary appointment. The choice of outside faculty member must be harmonious with the elected/appointed proportions described above.

*Duties:* The PT&R Committee will, each fall, review and assess the application packages for promotion and tenure within the CoSM. The PT&R committee will follow the guidelines set forth in the CoSM bylaws and the University bylaws in making their decision for granting either promotion or tenure.

All Committee members vote on promotion decisions. A minimum of 5 tenured individuals on the Committee are required for a vote on tenure.

A quorum will consist of 75% of those eligible to vote who must be physically or real-time virtually present at the meeting. A 60% majority vote of those present physically and real-time virtually will be required to pass a motion to promote or to tenure. Since the vote required is 60% of the members *present*, an abstention will have the same effect as a *no* vote.

The PT&R Committee will, each spring, review submissions of post-tenure review materials from tenured faculty members. The PT&R committee will follow the guidelines set forth in the CoSM bylaws to ensure the faculty members under review are in keeping with CoSM standards.

*Chair:* The PT&R Committee will have a chair. The Committee chair is chosen by a vote of the PT&R Committee members within seven calendar days of the first day of classes of the Fall Semester (during the first PT&R meeting). Should there be a tie in the vote for chair, the Dean of CoSM shall break the tie with a deciding vote.

*Vacancies:* Any vacancy on the PT&R Committee will be filled by a member from the department of the vacated seat. If a suitable replacement holding the rank of professor cannot be found, then the department may choose an associate professor to review all applications for promotion from assistant to associate and for the granting of tenure. If the vacancy applies to the Committee chair, then the chair shall be chosen by a vote of the PT&R Committee members.

## **Pre- and Post-tenure Review**

### **Pre-tenure Review**

Tenure-track faculty members are subject to pre-tenure review in accordance with the Augusta University Promotion and Tenure Policies. The review will be conducted by a committee of at least three tenured faculty members from the candidate's department. This may be, at the department's discretion, the departmental promotion and tenure committee. If an insufficient number of tenured faculty members exist within the department, tenured faculty from the College or a related field may serve on the committee; however, the candidate must consent to the appropriateness of the appointments.

### **Post-tenure Review**

Tenured faculty members are subject to post-tenure review in accordance with the Augusta University Promotion and Tenure Policies. The review will be conducted by the subcommittee of the College of Science and Mathematics Promotion, Tenure, and Review Committee composed of those members within the College. In the event fewer than three such members exist, the College Promotion, Tenure, and Review Committee will determine the composition of the subcommittee for post-tenure review ensuring that the majority of members are in the College of Science and Mathematics. In case this subcommittee contains no representative from the department of the individual being reviewed, such a representative should be appointed as a non-voting member by the department chair.

## **Departmental Guidelines**

Attached are the promotion and tenure guidelines developed by each department within the College. Nothing in these guidelines may be interpreted to supersede the College or University guidelines. Since the College does not anticipate hiring tenure-track instructors, or non-tenure track faculty other than lecturers or temporary instructors, the departmental guidelines need not address promotion or tenure requirements for these positions.

Attachment 1: Department of Mathematics

Attachment 2: Department of Psychology

Attachment 3: Department of Biological Sciences

Attachment 4: Department of Chemistry and Physics

## Department of Mathematics

### Guidelines for Tenure and Promotion to the Rank of Associate Professor

A candidate for Tenure and promotion to Associate Professor must be exemplary in both scholarship and teaching with substantial contributions in service.

Examples of exemplary achievement in scholarship and teaching and substantial achievement in service are listed below. It is incumbent upon promotion candidates to demonstrate their merit and worthiness of promotion through their own activities.

Augusta University expects that a candidate for promotion to Associate Professor should be on a trajectory of regional and national scholastic development. The candidate should have grown in his or her participation in scholarship, research, and/or creative endeavors since the last promotion or time of hire with new dissemination of his or her work through publications or other peer reviewed outlets at an exemplary level.

#### Scholarship

Depending on the candidate's teaching load, the particular standards for what is considered exemplary scholarship will vary. For purposes of promotion and tenure, there are three strata of teaching loads that will be considered:

**High Teaching Load (typically 10-20% effort to scholarship), usually corresponding to a teaching load of 12 credit hours per semester.**

**Moderate Teaching Load (typically 30-40% effort to scholarship), usually corresponding to a teaching load of 9 credit hours per semester.**

**Low Teaching Load (typically 50-60% effort to scholarship), usually corresponding to a teaching load of 6 credit hours per semester.**

Promotion to any rank, as well as tenure, is dependent on the recognition by colleagues that the candidate should be promoted and tenured and not simply the attainment of a set number of achievements.

For purposes of tenure and promotion to Associate Professor, publication in quality peer-reviewed journals is the optimal route towards establishing a trajectory of regional and national development. Thus, certain threshold levels of publication are expected, depending on the candidate's teaching load, as enumerated below. Additional ways that a candidate may complete a portfolio of exemplary scholarship are given in the list that

follows. It should be noted that these are simply examples; candidates are not expected to engage in all these activities.

It should be noted that some of these examples necessarily carry greater weight than others. For instance, peer-reviewed publications would carry greater weight than acting as a reviewer for a professional journal. Further, while all of these examples give evidence of exemplary achievement, any given one of them individually would not necessarily constitute exemplary achievement.

**Examples of Exemplary Achievement in Scholarship for a High Teaching Load (in approximately descending order of weight):**

- At least one publication in a peer-reviewed journal whose quality is consistent with departmental norms (as determined by the department's promotion and tenure committee).
- Publication of a textbook.
- Invited talks at conferences or at other institutions.
- Involvement of undergraduate students as co-authors in conference presentations or publications.
- Regional or national conference presentations.
- Giving talks in departmental colloquia.
- Other relevant professional activity, such as reviewer for conferences or professional journals, moderation of symposia at conferences, statistical consulting, etc.
- Favorable reviews of scholarship from external peers.
- Submitting a grant proposal, although this is not expected while carrying a high teaching load.

In particular, if a candidate has a high teaching load, at least one publication in a peer-reviewed journal is expected for tenure, and either an additional publication or evidence of substantial work in progress (which would likely yield one or more additional publications) would be expected for promotion to Associate Professor.

**Examples of Exemplary Achievement in Scholarship for a Moderate Teaching Load (in descending order of weight)**

- At least one publication in a peer-reviewed journal whose quality is consistent with departmental norms (as determined by the department's promotion and tenure committee), and clear evidence of additional work in progress. It should be clear that the additional work in progress is likely to yield one or more additional publications.
- Publication of a textbook.
- Evidence of recognition within the field of mathematics, through citations.
- Submitting a grant proposal.
- Invited talks at conferences or at other institutions.

- Involvement of undergraduate students as co-authors in conference presentations or publications.
- Regional or national conference presentations.
- Giving talks in departmental colloquia.
- Other relevant professional activity, such as reviewer for conferences or professional journals, moderation of symposia at conferences, statistical consulting, etc.

If a candidate has a moderate teaching load, at least one publication in a peer-reviewed journal is expected for tenure; an additional publication would generally be expected for promotion to Associate Professor.

### **Examples of Exemplary Achievement in Scholarship for a Low Teaching Load (in descending order of weight)**

- At least two publications in peer-reviewed journals whose quality is consistent with departmental norms (as determined by the department's promotion and tenure committee), and clear evidence of additional work in progress. It is expected that the additional work in progress will yield one or more additional publications.
- Publication of a textbook.
- Evidence of recognition within the field of mathematics, through citations.
- Writing multiple grant proposals, or the award of a grant.
- Invited talks at conferences or at other institutions.
- Involvement of undergraduate students as co-authors in conference presentations or publications.
- Regional or national conference presentations.

If a candidate has a low teaching load, at least two publications in a peer-reviewed journal is expected for tenure; additional publications or evidence of substantial work in progress would be expected for promotion to Associate Professor.

Since the department may hire new faculty members at each of these three strata, it is vital that the department chair effectively communicates expectations to all faculty members and (typically through the evaluation process and pre-tenure review) whether or not their efforts meet those expectations.

### **Teaching**

Generally, benchmarks for what qualifies as exemplary teaching are consistent between the three strata of teaching loads. However, just as a candidate with a low teaching load would be expected to provide a higher level of evidence in support of exemplary scholarly activity, a candidate with a high teaching load will be expected to provide a higher level of evidence in support of exemplary teaching, typically through multiple avenues.

Augusta University expects the candidate for Associate Professor to have a commitment to excellence in teaching, a regular program of assessment of his or her teaching, and not only to be abreast of new techniques in the literature but to also share those ideas with the campus community.

**Examples of Exemplary Achievement in Teaching:**

- Favorable peer review, through a department level peer-review process.
- Evidence of student achievement in subsequent courses.
- Mentoring research projects or honors theses.
- Course evaluations within the bounds of departmental norms.
- Documented use of course feedback to improve instruction.
- Course design (updating existing courses or creation of new courses).
- Evidence of instructional activity beyond the traditional classroom (for instance, giving student colloquia, accompanying students to professional meetings, etc.)
- Use of technology in teaching, where appropriate.
- Use of innovative teaching techniques.
- Design of on-line courses.
- Training colleagues in pedagogical techniques.
- Evidence of quality advising to students.

**Service**

Generally, a candidate for Associate Professor has contributed to departmental, college-level, and university-wide efforts and potential leadership abilities are evident.

Augusta University expects candidates for Associate Professor to participate in their communities and professional organizations and especially in service activities that draw upon the professional expertise of the faculty member.

**Examples of Substantial Achievement in Service:**

- Election or appointment to college-level or university-level offices.
- Service on departmental, college-level, and university-wide committees. Here, the quality of service is more significant than the number of committee assignments.
- Leadership roles assumed in departmental, college-level, and university-wide contexts.
- Community service, such as interviews with local media or service to community boards/organizations.
- Outreach work with local schools.
- Examples of service to students, such as advising student clubs/organizations, writing letters of reference, and directing and/or serving on thesis committees.
- Examples of service to colleagues, such as participating in peer review, writing letters of reference, or availability as a guest lecturer.

- Service to the profession, such as being an officer or committee member in a professional organization.
- Serving on editorial boards or reviewing for professional journals. If these types of activities are to be considered as aspects of scholarly activity, they will generally not be considered as aspects of service.
- Development of professional and community education courses.

### **Pre-Application Review of Tenure-Track Faculty**

Tenure-track faculty members are reviewed by the departmental promotion and tenure committee typically during the faculty member's third year of full-time service. The faculty member should submit to the departmental promotion and tenure committee:

- A summary of their accomplishments, linking them to examples of substantial and exemplary activity as specified in this policy, where possible. This summary should not exceed three pages in length.
- All role model agreements and role model evaluations from the pre-tenure period.
- A list of courses taught and summaries of grade distributions in those courses.

### **Guidelines for Promotion to the Rank of Professor**

Augusta University expects that a candidate for promotion to Professor, on the tenure track, should be exemplary in both scholarship and teaching with substantial contributions in service. Therefore, a candidate for promotion to Professor must have a sustained record of publication in high quality, refereed professional journals or publication of a monograph with a peer reviewed, national or international academic press. The candidate for full Professor shall be engaged in a leadership role for grant writing activities as appropriate to the discipline.

For purposes of promotion to Professor, a sustained record of publication in quality peer-reviewed journals, external acknowledgement of the quality of their scholarship and some level of grantsmanship (depending on the candidate's teaching load) are expected. Additional ways that a candidate may complete a portfolio of exemplary scholarship are given in the list that follows. It should be noted that these are simply examples; candidates are not expected to engage in all these activities.

It should be noted that some of these examples necessarily carry greater weight than others. For instance, peer-reviewed publications would carry greater weight than acting as a reviewer for a professional journal. Further, while all of these examples give evidence of exemplary achievement, any given one of them individually would not necessarily constitute exemplary achievement.

**Examples of Exemplary Achievement in Scholarship for a High Teaching Load in approximately descending order of weight (for purposes of promotion to full professor):**

- At least two publications in peer-reviewed journals whose quality is consistent with departmental norms (as determined by the department's promotion and tenure committee) since promotion to Associate Professor or hire at that rank.
- Submitting a grant.
- Publication of a textbook since promotion to Associate Professor or hire at that rank.
- Invited talks at conferences or at other institutions.
- Involvement of undergraduate students as co-authors in conference presentations or publications.
- Regional or national conference presentations.
- Giving talks in departmental colloquia.
- Other relevant professional activity, such as reviewer for conferences or professional journals, moderation of symposia at conferences, statistical consulting, etc.
- Favorable reviews of scholarship from external peers.

**Examples of Exemplary Achievement in Scholarship for a Moderate Teaching Load in approximately descending order of weight (for purposes of promotion to full professor):**

- At least two publications in peer-reviewed journals whose quality is consistent with departmental norms (as determined by the department's promotion and tenure committee), and substantial evidence of other work in progress since promotion to Associate Professor or hire at that rank.
- Submitting a grant, and demonstrated leadership in grant-writing activities (mentoring other faculty members in grant-writing procedures for example).
- Publication of a textbook, since promotion to Associate Professor or hire at that rank.
- Evidence of recognition within the field of mathematics, through citations.
- Invited talks at conferences or at other institutions.
- Involvement of undergraduate students as co-authors in conference presentations or publications.
- Regional or national conference presentations.
- Giving talks in departmental colloquia.
- Other relevant professional activity, such as reviewer for conferences or professional journals, moderation of symposia at conferences, statistical consulting, etc.

**Examples of Exemplary Achievement in Scholarship for a Low Teaching Load in approximately descending order of weight (for purposes of promotion to full professor):**

- Multiple publications (generally, at least three since promotion to Associate Professor or hire at that rank) in peer-reviewed journals whose quality is consistent with departmental norms (as determined by the department's promotion and tenure committee), and clear evidence of continuing work in progress.
- Writing multiple grant proposals, or award of at least one grant.
- Publication of a textbook.
- Evidence of recognition within the field of mathematics, through citations.
- Invited talks at conferences or at other institutions.
- Involvement of undergraduate students as co-authors in conference presentations or publications.
- Regional or national conference presentations.

### **Teaching**

Generally, benchmarks for what qualifies as exemplary teaching are consistent between the three strata of teaching loads. However, just as a candidate with a low teaching load would be expected to provide a higher level of evidence in support of exemplary scholarly activity, a candidate with a high teaching load will be expected to provide a higher level of evidence in support of exemplary teaching, typically through multiple avenues.

Augusta University expects the candidate for full Professor to have a commitment to excellence in teaching, a regular program of assessment of his or her teaching, and not only to be abreast of new techniques in the literature but to also share those ideas with the campus community.

**Examples of Exemplary Achievement in Teaching:**

- Favorable peer review, through a department level peer-review process.
- Evidence of student achievement in subsequent courses.
- Mentoring research projects or honors theses.
- Course evaluations within the bounds of departmental norms.
- Documented use of course feedback to improve instruction.
- Course design (updating existing courses or creation of new courses).
- Evidence of instructional activity beyond the traditional classroom (for instance, giving student colloquia, accompanying students to professional meetings, etc.)
- Use of technology in teaching, where appropriate.
- Use of innovative teaching techniques.
- Design of on-line courses.
- Training colleagues in pedagogical techniques.

- Evidence of quality advising to students.

### **Service**

Generally, a candidate for the rank of Professor has contributed to departmental, college-level, and university-wide efforts, has a sustained record of quality service and is viewed as a leader within the department.

#### **Examples of Substantial Achievement in Service:**

- Election or appointment to college-level or university-level offices.
- Service on departmental, college-level, and university-wide committees. Here, the quality of service is more significant than the number of committee assignments.
- Leadership roles assumed in departmental, college-level, and university-wide contexts.
- Community service, such as interviews with local media or service to community boards/organizations.
- Outreach work with local schools.
- Examples of service to students, such as advising student clubs/organizations, writing letters of reference, and directing and/or serving on thesis committees.
- Examples of service to colleagues, such as participating in peer review, writing letters of reference, or availability as a guest lecturer.
- Service to the profession, such as being an officer or committee member in a professional organization.
- Serving on editorial boards or reviewing for professional journals. If these types of activities are to be considered as aspects of scholarly activity, they will generally not be considered as aspects of service.
- Development of professional and community education courses.

### **Guidelines for Promotion to the rank of Senior Lecturer**

Augusta University expects a candidate for promotion to Senior Lecturer to be exemplary in teaching with substantial contributions in scholarship as well as service (Senior Lecturer is the culmination of this track).

For promotion to the rank of Senior Lecturer, exemplary teaching is the foremost consideration.

#### **Examples of Exemplary Achievement in Teaching:**

- Favorable peer review, through a department level peer-review process.

- Evidence of student achievement in subsequent courses.
- Course evaluations within the bounds of departmental norms.
- Documented use of course feedback to improve instruction.
- Course design (updating existing courses or creation of new courses).
- Evidence of instructional activity beyond the traditional classroom (for instance, giving student colloquia, accompanying students to professional meetings, etc.)
- Use of technology in teaching, where appropriate.
- Use of innovative teaching techniques.
- Design of on-line courses.
- Training colleagues in pedagogical techniques.
- Evidence of quality advising to students.

A candidate for promotion to Senior Lecturer should demonstrate evidence of exemplary teaching comparable to that which would be expected of a high teaching load faculty member seeking tenure. It should be noted that while all of these examples give evidence of exemplary achievement in teaching, any given one of them individually would not necessarily constitute exemplary achievement. Candidates for Senior Lecturer should document multiple avenues of evidence of exemplary teaching.

### **Service**

Generally, at the level of Senior Lecturer, the candidate has made substantial contributions to departmental efforts.

#### **Examples of Substantial Achievement in Service:**

- Service on departmental committees. Here, the quality of service is more significant than the number of committee assignments.
- Leadership roles assumed in the department.
- Mentoring students in the Mathematics Assistance Center or in the Supplemental Instruction (SI) program.
- Community service, such as interviews with local media or service to community boards/organizations.
- Outreach work with local schools.
- Examples of service to students, such as advising student clubs/organizations or writing letters of reference.
- Examples of service to colleagues, such as participating in peer review, writing letters of reference, or availability as a guest lecturer.
- Development of professional and community education courses.

### **Scholarship**

At the Lecturer ranks in mathematics, there is not the same expectation of scholarship as exists in the professorial ranks but a candidate for promotion to Senior Lecturer should

actively support a culture of scholarship within the department, supporting both the department's research activities and the scholarship of teaching and learning.

**Examples of Substantial Achievement in Scholarship (for promotion to Senior Lecturer):**

- Submitting a grant, typically involving teaching and learning.
- Regional conference presentations.
- Invited talks at conferences or at other institutions.
- Giving talks in departmental colloquia.
- Publication of pedagogical work.
- Support of scholarly activities within the department (attending colloquia, recruiting outside speakers for colloquia).

### **The Rank of Instructor**

The department does not anticipate that any tenure-track faculty will be hired at the rank of instructor. The only instance when such an appointment would conceivably be made is if a new tenure-track faculty member has an ABD status (where a Ph.D. degree is needed for the appointment, but the faculty member does not possess the degree at the time of hire). In this case, procedures for attaining the rank of Assistant Professor would be negotiated with the department chair.

## **Department of Psychology Guidelines for Promotion and Tenure**

The following guidelines are designed to describe requirements for promotion and tenure from the perspective of the Department of Psychology. These guidelines are intended to be consistent with University policies on promotion and tenure. Candidates are encouraged to familiarize themselves with these sections of the manual.

### **Faculty Ranks and Criteria for Promotion**

Examples of relevant achievements are listed under each rank. Faculty members who negotiate a higher teaching load (11-12 semester hours per semester) have fewer expectations with regard to scholarship than faculty members on a moderate teaching load (8-10 semester hours per semester, average of 9 semester hours per academic year) or a low teaching load (5-7 semester hours per semester, average of 6 semester hours per academic year). The higher a faculty member's negotiated teaching load, the greater the expectations to demonstrate exemplary teaching through multiple means. Faculty members with lower negotiated teaching loads have greater scholarship expectations. All faculty members are expected to show evidence of substantial service.

Note in the criteria for the various ranks listed below that "exemplary" means a higher level of performance than "substantial." Also, exemplary performance is meant to indicate a sustained history of achievement in each area. "Exemplary" may also indicate qualitatively different achievements than "substantial," such as singular honors or achievements (e.g., winning the Lewis K. Bell Research Award) or holding office in a professional organization of regional or national prominence, which may occur at one point in time.

Note also that the examples of achievements listed below for the various ranks and areas are just that – examples. These examples should not be perceived as standard requirements. While candidates for promotion and tenure will probably attain some of the same examples of achievement listed, the examples are not meant to be a checklist or set of requirements for promotion and tenure.

### **Assistant Professor**

The rank of Assistant Professor requires the doctorate, or being close to completion of the doctorate. Candidates who have equivalent experiences in their training or background may also meet this requirement. Candidates for promotion to Assistant Professor must also be viewed by their peers as deserving promotion.

Exemplary achievement in scholarship and teaching is required for all promotions along with substantial contributions in service. Exemplary achievement at the Assistant Professor rank may be demonstrated by the following, among other examples:

- evidence of obtaining and using course feedback to improve instruction

- course evaluations at least within the average range of the department
- evidence of effective advising
- research presentations at the regional and/or national level

### **Associate Professor**

Promotion to Associate Professor requires the doctorate; at least five years teaching experience at the senior university level; and recognition in one's field through publication and other professional activities. Candidates for Associate Professor must also be viewed by their peers as deserving promotion.

Associate professors are productive and actively work to establish themselves in a variety of roles (i.e., teaching, scholarship, service). Associate professors are developing their teaching and scholarship focus and establishing themselves as a presence on campus. They are recognized by others on campus and are beginning to take on leadership roles. A candidate for promotion to Associate Professor, on the tenure track, should be exemplary in both scholarship and teaching with substantial contributions in service. Examples of substantial and exemplary achievement in the different areas are listed below. It is incumbent upon the candidate for promotion to demonstrate her/his merit and worthiness of promotion through her/his own activities.

### **Teaching**

The faculty member who meets exemplary teaching at the Associate Professor level should be familiar with the scholarship of teaching and learning, use sound pedagogical practices, and demonstrate a consistent record of teaching success across courses and/or content. Nomination data and/or student course evaluations may be used as evidence of excellence in teaching. Faculty members who have negotiated higher teaching loads are expected to provide greater evidence of exemplary teaching through multiple methods.

#### **Examples of Exemplary Achievement**

- favorable peer reviews
- evidence of student achievement in subsequent courses
- record of mentoring students in scholarship leading to research presentations and/or publication
- directing graduate and/or honor theses
- mentoring graduate students in research practicum
- mentoring undergraduate and graduate research projects
- course evaluation data falling within or exceeding the average range of the department
- evidence of a positive trend in ratings across time
- demonstration of use of course feedback to improve instruction
- evidence of effective advising – e.g., nomination data, student comment cards
- teaching a variety of both undergraduate and graduate courses
- evidence of course design

- evidence of instructional activity beyond the traditional classroom (e.g., directing independent studies; involving students in research)
- versatility in teaching techniques and use of technology (as appropriate)
- nomination by students as outstanding faculty member
- relatively high rate of nomination by students in teaching categories on the department nomination form
- consultation with other faculty and students on professional issues
- demonstration of innovative teaching techniques
- use of a variety of teaching methods tailored to student and/or course needs

### **Scholarship**

Although there are several ways in which an individual can demonstrate exemplary achievement, this department values research and scholarly activity and expects evidence of consistent, peer reviewed productivity. A candidate for promotion to Associate Professor who is on the tenure track or is tenured should be on a trajectory of regional and national scholastic development. S/he should have made progress toward this goal since the last promotion or time of hire. S/he should have grown in his or her participation in scholarship, research, and/or creative endeavors with new dissemination of his or her work through publications or other peer reviewed outlets at an exemplary level.

Faculty members who negotiate a teaching load lower than 11-12 semester hours per semester are expected to demonstrate evidence of nationally recognized scholarship through multiple products. Those who teach 5-6 semester hours per semester should also show evidence of grantsmanship and/or extramural funding.

#### **Examples of Exemplary Achievement in Scholarship for a High Teaching Load (10-15% scholarship)**

- pedagogical research
- initiation of a research program that produces regional and/or national conference presentations
- one or more publications in peer-reviewed journals consistent with departmental expectations
- involvement of undergraduate students as co-authors in presentations and/or publications
- invited talks at conferences or at other institutions
- initiation of relevant professional activity, such as reviewer for conferences or professional journals, moderation of symposia at conferences, etc.
- favorable letter(s) from external peer(s) testifying to the quality of the candidate's scholarly activities

#### **Examples of Exemplary Achievement in Scholarship for a Moderate Teaching Load (30-35% scholarship)**

- presentations at regional, national, and/or international conferences

- publication(s) in peer-reviewed journals every other year on average
- clear evidence of development of a programmatic line of research relevant to professional specialization
- involvement of undergraduate and graduate students as co-authors in presentations and/or publications
- publication of a book
- invited talks at conferences or at other institutions
- service on an editorial board or as a reviewer for a professional journal
- the writing and submission of a grant/contract proposal when appropriate and in agreement with the department chair
- awards of such grants or contracts
- favorable letters from external peers testifying to the quality of the candidate's scholarly activities

### **Examples of Exemplary Achievement in Scholarship for a Low Teaching Load (50-55% scholarship)**

- the writing and submission of grants/contract proposals when appropriate and in agreement with the department chair
- the award of such grants/contracts
- grant awards that support graduate and undergraduate student research
- one to two publications in peer-reviewed journals every year
- clear evidence of development of a programmatic line of research relevant to professional specialization
- publication of a book
- presentations at regional, national, and/or international conferences
- students as coauthors on publications and/or presentations
- invited talks at conferences or at other institutions
- favorable letters from external peers indicating national recognition of scholarship efforts

## **Service**

### **Substantial Achievement**

Substantial achievement involves meeting the needs of the department and university, such as serving on ad hoc or standing committees or effectively completing departmental tasks as requested by the department chair.

#### **Examples of Substantial Achievement**

- service on several departmental and at least one university-wide committee
- beginning to assume leadership roles such as committee chair, holding office in a community group; authorship of reports, studies, etc.
- service to community, such as interviews with local media, member of community group or organization

- clinical and/or other professionally relevant service to community, when appropriate and in agreement with department chair
- service to students, such as being a faculty advisor to a student club; writing letters of reference; directing and/or serving on thesis committees
- service on editorial boards or as reviewer for a professional journal

## **Professor**

The rank of Professor requires at least eight years of teaching experience at a senior-level university and normally at least five years of experience at the rank of Associate Professor. Professors have established their professional identity in terms of teaching, research, and service. As such, they are viewed by others as experts in their specialty area(s), are appointed to more leadership roles and responsibilities, and are asked to serve as a consultant in a variety of areas. By necessity, professors often must take on more complicated roles. Because of their variety of activities, professors necessarily maintain breadth of knowledge and activity but are also seen as having achieved a depth of expertise and level of accomplishment that are not typically present in associate professors. Candidates for the rank of Professor must also be viewed by their peers as deserving promotion.

A candidate for promotion to Professor, on the tenure track, should be exemplary in both Scholarship and Teaching with substantial contributions in Service. Therefore, a candidate for promotion to Professor must have a sustained record of publication in high-quality, refereed professional journals; or publication of a monograph with a peer reviewed, national or international academic press; during the period of time since his or her last promotion or time of hire. The candidate for full Professor shall be engaged in a leadership role for grant writing activities as appropriate to the discipline. In addition, it is expected that the candidate will be professionally engaged and has disseminated his or her scholarship at national and international conferences on a consistent basis since promotion to Associate Professor or initial hire at that rank. In general, a candidate for promotion to full Professor should be able to easily demonstrate that his or her work has had an impact in his or her academic discipline and that s/he possesses the promise of continued achievement in scholarship or artistic endeavors.

Faculty members who negotiate a teaching load lower than 11-12 semester hours per semester are expected to demonstrate sustained evidence of nationally recognized scholarship through multiple products. Those who teach 5-6 semester hours per semester should also show evidence of grantsmanship and/or extramural funding.

## **Teaching**

### **Exemplary Achievement**

The faculty member who meets criteria for exemplary teaching at the Professor level should possess a wider repertoire of teaching techniques tailored to student or course needs, demonstrate sound pedagogical practices, and be able to demonstrate versatility

in instructional technology as appropriate. The faculty member should be familiar with the scholarship of teaching and learning; demonstrate a consistent record of teaching effectiveness across courses; teach a variety of course content; and carry out an active role in advising students. Examples of ways in which the faculty member may exceed expectations in teaching include an increased level of individual work with students, teaching that goes beyond the traditional classroom, nominations by students as an outstanding faculty member, mentoring of other faculty members, teaching recognition that extends beyond the department, noteworthy involvement in the assessment of teaching, and distinctive contributions in curriculum program design. Excellence in teaching also may be demonstrated through the use of nomination data and/or student course evaluations.

### **Examples of Exemplary Achievement**

- favorable peer reviews
- evidence of student achievement in subsequent courses
- sustained record of mentoring students in scholarship leading to research presentations and/or publication
- directing graduate theses
- mentoring graduate students in research practicum
- mentoring undergraduate and graduate research projects
- development of new courses and/or programs, tracks, etc.
- revision of curricula
- demonstration of innovative teaching techniques
- use of a variety of teaching methods tailored to student and/or course needs
- attainment of consistently positive course evaluations across a variety of courses
- teaching a variety of courses; teaching both undergraduate and graduate courses
- nomination by students as outstanding faculty member
- consultation with other faculty and students on professional issues

### **Scholarship**

Although there are several ways in which an individual can demonstrate substantial or exemplary achievement, this department values research and scholarly activity and expects evidence of consistent, peer-reviewed productivity.

### **Exemplary Achievement**

Exemplary achievement in scholarship at the professor level may involve broad recognition through invitation for talks, reviews, or papers. Having one's work cited, and collaboration external to the department may also be examples of broad recognition. Exemplary achievement should involve several such examples.

### **Examples of Exemplary Achievement**

- multiple publications in peer reviewed journals consistent with negotiated teaching load
- multiple students involved as co-authors on presentations and/or publications
- being awarded grants/contracts in agreement with the department chair and consistent with negotiated teaching load
- presentations at regional, national, and international conferences
- supportive letters from external peers indicating broad recognition of scholarship efforts

### **Service**

#### **Substantial Achievement**

Substantial achievement at the professor level includes wide campus recognition, leadership roles in the department, and active service to students. For this rank, it is expected that the faculty member has been a major professor for multiple graduate students and served on several oral comprehensive exam committees and/or thesis committees.

#### **Examples of Substantial Achievement**

- multiple examples of service on departmental and university wide committees
- several examples of leadership roles in departmental and university wide contexts
- multiple examples of community service, such as interviews with local media, serving on boards and/or member of community group or organization, and/or pro bono service to community members
- multiple examples of service to students, such as being a faculty advisor to a student club, writing letters of reference, directing and/or serving on thesis committees
- service to the profession such as being an officer or committee member in a professional organization
- serving on editorial boards or reviewing for professional journals

#### **Pre-Application Review of Tenure-Track Faculty**

Tenure-track faculty are reviewed by the departmental promotion and tenure committee after they have completed 2 ½ years of full-time service and not later than the completion of 3 years of full-time service. Therefore, the pre-application review will normally occur during the spring semester of the faculty member's third year of full-time service.

The faculty manual specifies that no additional materials should be prepared or submitted by the candidate beyond the vita, annual reports, teaching evaluations, and a statement of accomplishments and service that cannot exceed 3 pages in length. It is expected,

however, that candidates will include the following materials for relevant years of service in their application packets as part of their annual reports and teaching evaluations:

- role model agreements with chair
- faculty nomination data
- grade distributions for courses taught

### **General Guidelines**

The activities described above should be conducted in the context of a faculty role model agreement between the candidate for promotion and the departmental chair.

Promotion to any rank, as well as tenure, is dependent on the recognition by peers that the candidate should be promoted and tenured and not simply the attainment of a set number of achievements.

### **Collegiality**

Consistent with the faculty manual, candidates for promotion and tenure are expected to be able to “...work cooperatively and effectively with colleagues and students.”

The faculty manual also describes related responsibilities of a faculty member, such as respect for others and refraining from unwarranted and destructive criticism.

Candidates should contribute to the effective and harmonious functioning of the department and university and should support the mission of the department and the university.

Other examples of collegiality include, but are not limited to, the following:

- participation in departmental and university wide events, such as colloquia, faculty development activities, ceremonies, and fund raisers
- assisting other faculty and students with work-related activities such as research, teaching, preparation for conferences, statistical and/or methodological consultation, technology issues, etc.
- assisting other faculty who have circumstances (e.g., travel, illness) that prevent them from meeting professional obligations such as teaching, advising, etc.
- being a good “sounding board” or discussant of relevant professional issues
- being an effective representative of the department to the community and university
- maintaining good working relationships with faculty, staff, students, and others in the university community

## Department of Biology

### Guidelines for Tenure and Promotion to the rank of Associate Professor

A candidate for Tenure and promotion to Associate Professor should be exemplary in both Scholarship and Teaching with substantial contributions in Service.

<b>Scholarship (Guidelines for Tenure and Promotion to the rank of Associate Professor)</b>		
<p>Defined: Augusta University expects that a candidate for tenure and promotion to Associate Professor should be on a trajectory of regional and national scholastic development. He/she should have grown in his or her participation in scholarship, research, and/or creative endeavors since the last promotion or time of hire with new dissemination of his or her work through peer reviewed outlets or publications at an exemplary level.</p> <p>Candidates who negotiate a lower teaching load will have correspondingly higher scholarship expectations. Candidates whose teaching loads change significantly year to year will have scholarship expectations commensurate with the average teaching load. Expectations may be adjusted if appropriate University resources are not available.</p>		
<b>High Teaching Commitment</b>	<b>Moderate Teaching Commitment</b>	<b>Low Teaching Commitment</b>
<p><b>% Effort:</b> To be determined</p> <p>Expectations within five years of appointment: Substantial contributions must include demonstration of at least:</p> <ul style="list-style-type: none"> <li>• Active research in the discipline and/or Scholarship of Teaching and Learning and/or Scholarship of Engagement                             <ul style="list-style-type: none"> <li>○ Funded through intramural and/or extramural grants</li> </ul> </li> <li>• Two or more peer-reviewed or invited abstracts and presentations of scholarly work by the faculty member or any mentored student(s) at local and/or state meetings.</li> </ul> <p>Exemplary contributions must <u>also</u> include demonstrations of at least one of the following:</p> <ul style="list-style-type: none"> <li>• Two or more peer-reviewed or invited abstracts and presentations of scholarly work by the faculty member or any mentored student(s) at regional and/or national meetings</li> <li>• One or more peer-reviewed paper(s) published in a journal distributed nationally or internationally</li> <li>• Acquisition of a significant level of extramural funding</li> <li>• Or other scholarly activities that are verifiably equivalent to the above</li> </ul>	<p><b>% Effort:</b> To be determined</p> <p>Expectations within five years of appointment: Substantial contributions must include demonstration of at least:</p> <ul style="list-style-type: none"> <li>• Active research in the discipline and/or Scholarship of Teaching and Learning and/or Scholarship of Engagement                             <ul style="list-style-type: none"> <li>○ Funded through intramural and extramural grants</li> </ul> </li> <li>• Three or more peer-reviewed or invited abstract and presentations of scholarly work by the faculty member and any mentored student(s) at state, regional, and/or national meetings</li> </ul> <p>Exemplary contributions must also include demonstrations of at least:</p> <ul style="list-style-type: none"> <li>• One or more peer-reviewed paper(s) published in a journal distributed nationally or internationally</li> <li>• Or scholarly activities that are verifiably equivalent to the above</li> </ul>	<p><b>% Effort:</b> To be determined</p> <p>Expectations within five years of appointment: Substantial contributions must include demonstration of at least:</p> <ul style="list-style-type: none"> <li>• An active and impactful research program in the discipline                             <ul style="list-style-type: none"> <li>○ Funded extensively through extramural grants</li> <li>○ Sufficient in scope and depth for training graduate students</li> </ul> </li> <li>• Four or more peer-reviewed or invited abstracts and presentation of scholarly work by the faculty member or any mentored student(s) at national meetings each year</li> </ul> <p>Exemplary contributions must also include demonstrations of at least:</p> <ul style="list-style-type: none"> <li>• Two peer-reviewed papers published in a journal distributed nationally or internationally</li> <li>• Or scholarly activities that are verifiably equivalent to the above</li> </ul>

**Teaching (Guidelines for Tenure and Promotion to the rank of Associate Professor)**

Defined: Augusta University expects the candidate for Associate Professor to have a commitment to excellence in teaching, a regular program of assessment of his or her teaching, and not only to be abreast of new techniques in the literature but to also share those ideas with the campus community.

Mentoring students is highly valued and is expected of all faculty. Expectations may be adjusted if appropriate resources are not available.

<b>High Teaching Commitment</b>	<b>Moderate Teaching Commitment</b>	<b>Low Teaching Commitment</b>
<p>% Effort: The equivalent of up to 3 courses (4 hours each) each semester as assigned by chair with consideration of number and type of preparations, class size, laboratory hours, and other relevant factors</p>	<p>% Effort: The equivalent of up to 2 courses (4 hours each) each semester as assigned by chair with consideration of number and type of preparations, class size, laboratory hours, and other relevant factors</p>	<p>% Effort: The equivalent of up to 1 course (4 hours each) each semester as assigned by chair with consideration of number and type of preparations, class size, laboratory hours, and other relevant factors</p>
<p>Expectations within five years of appointment: Substantial contributions must include demonstration of at least:</p> <ul style="list-style-type: none"> <li>• Breadth and depth of knowledge in the discipline</li> <li>• Planning and communication of curriculum</li> <li>• Creation of learning environments</li> <li>• Fostering of student development and engagement</li> <li>• Availability and receptivity to students</li> <li>• Fair evaluation of student performance</li> <li>• Effective advising of a sufficient number of students to meet department needs</li> </ul> <p>Exemplary contributions must <u>also</u> include demonstrations of at least:</p> <ul style="list-style-type: none"> <li>• Outstanding levels of accomplishment in:                             <ul style="list-style-type: none"> <li>○ Breadth and depth of knowledge in the discipline</li> <li>○ Planning and communication of curriculum</li> </ul>                             Evidence for these activities may include but is not limited to:                             <ul style="list-style-type: none"> <li>– The design of new courses or lab exercises</li> <li>– The successful application of newly acquired knowledge of instructional methods</li> </ul> </li> <li>• Mentorship of students in research resulting in at least two of the following:                             <ul style="list-style-type: none"> <li>– presentations at the local, state, regional, and/or national level, and/or student honors prospectuses or theses</li> </ul> </li> </ul>	<p>Expectations within five years of appointment: Substantial contributions must include demonstration of at least:</p> <ul style="list-style-type: none"> <li>• Breadth and depth of knowledge in the discipline</li> <li>• Planning and communication of curriculum</li> <li>• Creation of learning environments</li> <li>• Fostering of student development and engagement</li> <li>• Availability and receptivity to students</li> <li>• Fair evaluation of student performance</li> <li>• Effective advising of a sufficient number of students to meet department needs</li> </ul> <p>Exemplary contributions must <u>also</u> include demonstrations of at least:</p> <ul style="list-style-type: none"> <li>• Outstanding levels of accomplishment in:                             <ul style="list-style-type: none"> <li>○ Breadth and depth of knowledge in the discipline</li> <li>○ Planning and communication of curriculum</li> </ul>                             Evidence for these activities may include but is not limited to:                             <ul style="list-style-type: none"> <li>– The design of new courses or lab exercises</li> <li>– The successful application of newly acquired knowledge of instructional methods</li> </ul> </li> <li>• Mentorship of students in research resulting in at least two of the following:                             <ul style="list-style-type: none"> <li>– presentations at the local, state, regional, and/or national level, and /or student honors prospectuses or theses</li> </ul> </li> </ul>	<p>Expectations within five years of appointment: Substantial contributions must include demonstration of at least:</p> <ul style="list-style-type: none"> <li>• Breadth and depth of knowledge in the discipline</li> <li>• Planning and communication of curriculum</li> <li>• Creation of learning environments</li> <li>• Fostering of student development and engagement</li> <li>• Availability and receptivity to students</li> <li>• Fair evaluation of student performance</li> <li>• Effective advising of a sufficient number of students to meet department needs</li> </ul> <p>Exemplary contributions must <u>also</u> include demonstrations of at least:</p> <ul style="list-style-type: none"> <li>• Outstanding levels of accomplishment in:                             <ul style="list-style-type: none"> <li>○ Breadth and depth of knowledge in the discipline</li> <li>○ Planning and communication of curriculum</li> </ul>                             Evidence for these activities may include but is not limited to:                             <ul style="list-style-type: none"> <li>– The design of new courses or lab exercises</li> <li>– The successful application of newly acquired knowledge of instructional methods</li> </ul> </li> <li>• Mentorship of students in research resulting in at least two of the following:                             <ul style="list-style-type: none"> <li>– presentations at the local, state, regional, and/or national level, and/or student honors prospectuses or theses</li> </ul> </li> </ul>

<b>Service (Guidelines for Tenure and Promotion to the rank of Associate Professor)</b>		
Defined: Augusta University expects the candidate for Associate Professor to participate in their communities and professional organizations and especially in service activities that draw upon the professional expertise of the faculty member.		
<b>High Teaching Commitment</b>	<b>Moderate Teaching Commitment</b>	<b>Low Teaching Commitment</b>
% Effort: To be determined	% Effort: To be determined	% Effort: To be determined
<p>Expectations within five years of appointment:                      Substantial contributions must include demonstration of each of the following commensurate with assignment and agreement with the chair:</p> <ul style="list-style-type: none"> <li>• Participation on committees or other similar activities within the department, the college, and/or the university</li> <li>• Service to students and/or student organizations                             <ul style="list-style-type: none"> <li>Examples of these activities may include but are not limited to:                                     <ul style="list-style-type: none"> <li>– Academic advising, writing letters of recommendation, or serving as advisor for a student organization</li> </ul> </li> </ul> </li> <li>• Contributions to the improvement of higher education or contributions to professional organizations</li> </ul> <p>Substantial contributions may also include:</p> <ul style="list-style-type: none"> <li>• Contributions which enhance teaching and learning in K-12 schools or USG institutions as outlined in the BOR Academic Affairs Handbook section 8.3.15</li> </ul> <p>All candidates must be able to work cooperatively and effectively with colleagues and students. Faculty must have respect for others and refrain from unwarranted and destructive criticism. They must contribute to the effective and harmonious functioning and the mission of the department and university. Examples of such collegiality includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• Participation in departmental and university-wide events, such as seminars, faculty development activities, ceremonies</li> <li>• Assisting other faculty and students with work-related activities such as research, teaching, preparation for conferences, equipment troubleshooting, etc.</li> <li>• Assisting other faculty who have circumstances (e.g. travel, illness) that prevent them from meeting professional obligations such as teaching, advising, etc.</li> <li>• Being a good “sounding board” or discussant of relevant professional issues</li> <li>• Being an effective representative of the department to the community and university</li> <li>• Maintaining good working relationships with faculty, staff, students, and others in the university community</li> </ul>		

## Department of Biology Guidelines for Promotion to the rank of Professor

A candidate for promotion to Professor should be exemplary in both Scholarship and Teaching with substantial contributions in Service.

<b>Scholarship (Guidelines for Promotion to the rank of Professor)</b>		
<p>Augusta University expects that a candidate for promotion to Professor have a sustained record of publication in high quality, refereed professional journals; publication of a monograph with a peer reviewed, national or international academic press; or artistic endeavors that have peer recognition and have reached a national or international audience during the period of time since his or her last promotion or time of hire.</p> <p>Candidates who negotiate a lower teaching load will have correspondingly higher scholarship expectations. Candidates whose teaching loads change significantly year to year will have scholarship expectations commensurate with the average teaching load. Expectations may be adjusted if appropriate resources are not available.</p>		
<b>High Teaching Commitment</b>	<b>Moderate Teaching Commitment</b>	<b>Low Teaching Commitment</b>
<p><b>% Effort:</b> To be determined</p> <p>Expectations since last promotion: Substantial contributions must include demonstration of at least sustained achievement of the guidelines for tenure and promotion to Associate Professor, specifically including:</p> <ul style="list-style-type: none"> <li>• Peer-reviewed or invited abstracts and presentations of scholarly work by the faculty member or any mentored student(s) at local and/or state meetings at least every three years on average</li> </ul> <p>Exemplary contributions must <u>also</u> include demonstration of growth in scholarship since last promotion as evidenced by:</p> <ul style="list-style-type: none"> <li>• Peer-reviewed or invited abstracts and presentations of scholarly work by the faculty member or any mentored student(s) at regional and/or national meetings at least every three years on average</li> <li>• At least one peer-reviewed paper published in a journal distributed nationally or internationally</li> <li>• Or scholarly activities that are verifiably equivalent to the above</li> </ul>	<p><b>% Effort:</b> To be determined</p> <p>Expectations since last promotion: Substantial contributions must include demonstration of at least sustained achievement of the guidelines for tenure and promotion to Associate Professor, specifically including:</p> <ul style="list-style-type: none"> <li>• Peer-reviewed or invited abstracts and presentations of scholarly work by the faculty member or any mentored student(s) at state, regional, and/or national meetings at least every two years on average</li> </ul> <p>Exemplary contributions must <u>also</u> include demonstration of growth in scholarship since last promotion as evidenced by:</p> <ul style="list-style-type: none"> <li>• Peer-reviewed or invited abstracts and presentations of scholarly work by the faculty member or any mentored student(s) at regional and/or national meetings at least every two years on average</li> <li>• At least two peer-reviewed papers published in a journal distributed nationally or internationally</li> <li>• Or scholarly activities that are verifiably equivalent to the above</li> </ul>	<p><b>% Effort:</b> To be determined</p> <p>Expectations since last promotion: Substantial contributions must include demonstration of at least sustained achievement of the guidelines for tenure and promotion to Associate Professor, specifically including:</p> <ul style="list-style-type: none"> <li>• Peer-reviewed or invited abstracts and presentations of scholarly work by the faculty member or any mentored student(s) at regional and/or national meetings at least every year on average</li> <li>• A peer-reviewed paper published in a journal distributed nationally or internationally at least every three years on average</li> </ul> <p>Exemplary contributions must <u>also</u> include demonstration of growth in scholarship since last promotion as evidenced by:</p> <ul style="list-style-type: none"> <li>• Peer-reviewed or invited abstracts and presentations of scholarly work by the faculty member or any mentored student(s) at regional and/or national meetings at least every year on average with presentation by the candidate at least every other year on average</li> <li>• A peer-reviewed paper published in a journal distributed nationally or internationally at least every two years on average</li> <li>• Or scholarly activities that are verifiably equivalent to the above</li> </ul>

**Teaching (Guidelines for Promotion to the rank of Professor)**

Augusta University expects the candidate for Professor to have a sustained commitment to excellence in teaching, a regular program of assessment of his or her teaching, and not only to be abreast of new techniques in the literature but to also share those ideas with the campus community.

Candidates must be able to demonstrate teaching excellence using multiple methods. Mentoring students is highly valued and is expected of all faculty. Expectations may be adjusted if appropriate resources are not available.

<b>High Teaching Commitment</b>	<b>Moderate Teaching Commitment</b>	<b>Low Teaching Commitment</b>
<p>% Effort: The equivalent of up to 3 courses (4 hours each) each semester as assigned by chair with consideration of number and type of preparations, class size, laboratory hours, and other relevant factors</p>	<p>% Effort: The equivalent of up to 2 courses (4 hours each) each semester as assigned by chair with consideration of number and type of preparations, class size, laboratory hours, and other relevant factors</p>	<p>% Effort: The equivalent of up to 1 course (4 hours each) each semester as assigned by chair with consideration of number and type of preparations, class size, laboratory hours, and other relevant factors</p>
<p>Expectations since last promotion: Substantial contributions must include demonstration of at least:</p> <ul style="list-style-type: none"> <li>• Breadth and depth of knowledge in the discipline</li> <li>• Planning and communication of curriculum</li> <li>• Creation of learning environments</li> <li>• Fostering of student development and engagement</li> <li>• Availability and receptivity to students</li> <li>• Fair evaluation of student performance</li> <li>• Effective advising of a sufficient number of students to meet department needs</li> </ul> <p>Exemplary contributions must <u>also</u> include demonstrations of at least:</p> <ul style="list-style-type: none"> <li>• Outstanding levels of accomplishment in each of the areas above</li> <li>• Mentorship of students in research resulting in at least two of the following:                             <ul style="list-style-type: none"> <li>– presentations at the local, state, regional, and/or national level, and/or student honors prospectuses or theses</li> </ul> </li> </ul>	<p>Expectations since last promotion: Substantial contributions must include demonstration of at least:</p> <ul style="list-style-type: none"> <li>• Breadth and depth of knowledge in the discipline</li> <li>• Planning and communication of curriculum</li> <li>• Creation of learning environments</li> <li>• Fostering of student development and engagement</li> <li>• Availability and receptivity to students</li> <li>• Fair evaluation of student performance</li> <li>• Effective advising of a sufficient number of students to meet department needs</li> </ul> <p>Exemplary contributions must <u>also</u> include demonstrations of at least:</p> <ul style="list-style-type: none"> <li>• Outstanding levels of accomplishment in:                             <ul style="list-style-type: none"> <li>○ Breadth and depth of knowledge in the discipline</li> <li>○ Planning and communication of curriculum</li> </ul> </li> <li>• Mentorship of students in research resulting in at least two of the following:                             <ul style="list-style-type: none"> <li>– presentations at the local, state, regional, and/or national level, and/or student honors prospectuses or theses</li> </ul> </li> </ul>	<p>Expectations since last promotion: Substantial contributions must include demonstration of at least:</p> <ul style="list-style-type: none"> <li>• Breadth and depth of knowledge in the discipline</li> <li>• Planning and communication of curriculum</li> <li>• Creation of learning environments</li> <li>• Fostering of student development and engagement</li> <li>• Availability and receptivity to students</li> <li>• Fair evaluation of student performance</li> <li>• Effective advising of a sufficient number of students to meet department needs</li> </ul> <p>Exemplary contributions must <u>also</u> include demonstrations of at least:</p> <ul style="list-style-type: none"> <li>• Outstanding levels of accomplishment in:                             <ul style="list-style-type: none"> <li>○ Breadth and depth of knowledge in the discipline</li> <li>○ Planning and communication of curriculum</li> </ul> </li> <li>• Mentorship of students in research resulting in at least two of the following:                             <ul style="list-style-type: none"> <li>– presentations at the local, state, regional, and/or national level, and/or student honors prospectuses or theses</li> </ul> </li> </ul>

<b>Service (Guidelines for Promotion to the rank of Professor)</b>		
Augusta University expects the candidate for Professor to participate in their communities and professional organizations and especially in service activities that draw upon the professional expertise of the faculty member.		
<b>High Teaching Commitment</b>	<b>Moderate Teaching Commitment</b>	<b>Low Teaching Commitment</b>
% Effort: To be determined	% Effort: To be determined	% Effort: To be determined
<p>Substantial contributions must include demonstration of each of the following commensurate with assignment and agreement with the chair:</p> <ul style="list-style-type: none"> <li>• Participation on committees or other similar activities within the department, the college, and/or the university</li> <li>• Service to students and/or student organizations                             <ul style="list-style-type: none"> <li>Examples of these activities may include but are not limited to:                                     <ul style="list-style-type: none"> <li>– Academic advising, writing letters of recommendation, or serving as advisor for a student organization</li> </ul> </li> </ul> </li> <li>• Contributions to the improvement of higher education or contributions to professional organizations</li> </ul> <p>Substantial contributions may also include:</p> <ul style="list-style-type: none"> <li>• Contributions which enhance teaching and learning in K-12 schools or USG institutions as outlined in the BOR Academic Affairs Handbook section 8.3.15</li> </ul> <p>All candidates must be able to work cooperatively and effectively with colleagues and students. Faculty must have respect for others and refrain from unwarranted and destructive criticism. They must contribute to the effective and harmonious functioning and the mission of the department and university. Examples of such collegiality includes, but it not limited to:</p> <ul style="list-style-type: none"> <li>• Participation in departmental and university-wide events, such as seminars, faculty development activities, ceremonies</li> <li>• Assisting other faculty and students with work-related activities such as research, teaching, preparation for conferences, equipment troubleshooting, and the like</li> <li>• Assisting other faculty who have circumstances (e.g. travel, illness) that prevent them from meeting professional obligations such as teaching, advising, etc.</li> <li>• Being a good “sounding board” or discussant of relevant professional issues</li> <li>• Being an effective representative of the department to the community and university</li> <li>• Maintaining good working relationships with faculty, staff, students, and others in the university community</li> </ul>		

## Department of Chemistry and Physics

### Guidelines for Tenure and Promotion to the rank of Associate Professor

A candidate for Tenure and promotion to Associate Professor should be exemplary in both Scholarship and Teaching with contributions in Service that are substantial or exemplary. Candidates should use multiple methods to demonstrate achievements and excellence in each area. While specific suggestions are given below to illustrate substantial and exemplary levels, these should be regarded as minimum standards for support and not targets.

High Teaching Commitment	Moderate Teaching Commitment	Low Teaching Commitment
<b>Scholarship</b>		
<p>Augusta University expects that a candidate for promotion to Associate Professor should be on a trajectory of regional and national scholastic development. S/he should have grown in his or her participation in scholarship, research, and/or creative endeavors since the last promotion or time of hire with new dissemination of his or her work through publications or other peer reviewed outlets at an exemplary level. The department recognizes that co-authorship is normal in the discipline and the contributions of the candidate shall be made explicit in the portfolio.</p> <p>Candidates who negotiate a lower teaching load will have correspondingly higher scholarship expectations. Candidates whose teaching loads change significantly year to year will have scholarship expectations commensurate with their average teaching load since their time of hire or last promotion. Expectations may be adjusted if appropriate University resources are not available.</p>		
% Effort: Percent to be determined	% Effort: Percent to be determined	% Effort: Percent to be determined
Expectations:  Substantial contributions must include demonstration of each of: <ul style="list-style-type: none"> <li>• Active research in the discipline and/or Scholarship of Teaching and Learning and/or Scholarship of Engagement</li> </ul>	Expectations:  Substantial contributions must include demonstration of each of: <ul style="list-style-type: none"> <li>• Active research in the discipline and/or Scholarship of Teaching and Learning and/or Scholarship of Engagement</li> </ul>	Expectations:  Substantial contributions must include demonstration of each of: <ul style="list-style-type: none"> <li>• An active research program in the discipline funded extensively through extramural grants, suitable for the training of graduate students</li> </ul>

<ul style="list-style-type: none"> <li>○ Funded through intramural and/or extramural grants</li> <li>● Two or more peer-reviewed abstracts and presentations (by candidate or mentored student) of scholarly work at local, state, and/or regional meetings or equivalent</li> <li>● At least one example of either             <ul style="list-style-type: none"> <li>○ Peer-reviewed abstracts and presentations by candidate at regional or national meetings or equivalent.</li> <li>○ Reviewed, significant scholarly materials such as grants, electronic media, and other non-publishable materials with evidence of excellence.</li> </ul> </li> </ul> <p>Exemplary contributions must <u>also</u> include demonstrations of at least one of the following:</p> <ul style="list-style-type: none"> <li>● At least one peer-reviewed paper published in a journal distributed nationally or internationally</li> <li>● Multiple instances of regional and/or national presentations of scholarship</li> <li>● A significant level of extramural funding</li> <li>● Or scholarly activities that are verifiably equivalent to the above</li> </ul>	<ul style="list-style-type: none"> <li>○ Funded moderately through extramural grants with consideration of university resources dedicated to the faculty member such as startup funds, covering reassigned courses, and other such costs.</li> <li>● Five or more peer-reviewed abstracts and presentations (by candidate or mentored student) of scholarly work at local, state, regional, and/or national meetings after the initial year of appointment</li> <li>● At least 3 examples of             <ul style="list-style-type: none"> <li>○ Peer-reviewed abstracts and presentations at regional meetings, national meetings, symposia, invited talks, or equivalent.</li> <li>○ Reviewed, significant scholarly materials such as grants, electronic media, and other non-publishable materials with evidence of excellence</li> </ul> </li> </ul> <p>Exemplary contributions must <u>also</u> include demonstration of at least one of the following:</p> <ul style="list-style-type: none"> <li>● One peer-reviewed paper published in a journal distributed nationally or internationally</li> <li>● A significant level of extramural funding</li> <li>● Or scholarly activities that are verifiably equivalent to the above</li> </ul>	<ul style="list-style-type: none"> <li>● Four or more peer-reviewed abstracts and presentations (by candidate or mentored student) of scholarly work at national meetings, symposia, invited talks, or equivalent.</li> </ul> <p>Exemplary contributions must <u>also</u> include demonstrations of at least:</p> <ul style="list-style-type: none"> <li>● Two peer-reviewed papers published in one or more journals distributed nationally or internationally</li> <li>● One of the peer-reviewed papers must be in a recognized high-caliber journal in the field</li> </ul>
<b>High Teaching Commitment</b>	<b>Moderate Teaching Commitment</b>	<b>Low Teaching Commitment</b>
<b>Teaching</b>		
<p>Augusta University expects the candidate for Associate Professor to have a commitment to excellence in teaching, a regular program of assessment of his or her teaching, and not only to be abreast of new techniques in the literature but to also share those ideas with the campus community.</p> <p>Candidates must be able to demonstrate teaching excellence using multiple methods. Mentoring students is highly valued and is expected of all faculty. Expectations may be adjusted if appropriate resources are not available. Effective advising is highly valued and expected of all faculty. Faculty with lower numbers of students to advise will</p>		

<p>have correspondingly higher mentorship expectations. Likewise, faculty with higher numbers of students to advise will have correspondingly lower expectations in mentoring.</p>		
<p><b>% Effort:</b></p> <p>The equivalent of 3 courses (4 hours each) each semester as assigned by chair with consideration of number and type of preparations, class size, laboratory hours, and other relevant factors</p>	<p><b>% Effort:</b></p> <p>The equivalent of 2 courses (4 hours each) each semester as assigned by chair with consideration of number and type of preparations, class size, laboratory hours, and other relevant factors</p>	<p><b>% Effort</b></p> <p>The equivalent of 1 course (4 hours) each semester as assigned by chair with consideration of number and type of preparations, class size, laboratory hours, and other relevant factors</p>
<p><b>Expectations:</b></p> <p>Substantial contributions must include demonstration of each of:</p> <ul style="list-style-type: none"> <li>• Breadth and depth of knowledge in the discipline</li> <li>• Planning and communication of curriculum</li> <li>• Creation of learning environments</li> <li>• Student success in learning</li> <li>• Fostering of student development and engagement</li> <li>• Availability and receptivity to students</li> <li>• Fair evaluation of student performance</li> <li>• Effective advising of a sufficient number of students to meet department needs</li> <li>• Mentorship of undergraduate students in meaningful projects suitable for conference presentation</li> </ul> <p>Exemplary contributions must <u>also</u> include demonstrations of both:</p> <ul style="list-style-type: none"> <li>• Outstanding levels of accomplishment in:                             <ul style="list-style-type: none"> <li>○ Breadth and depth of knowledge in the discipline</li> <li>○ Planning and communication of curriculum</li> </ul> </li> <li>• Mentorship of undergraduate students in research resulting in at least 2 student presentations at the local, state, regional, and/or national level</li> </ul>	<p><b>Expectations:</b></p> <p>Substantial contributions must include demonstration of each of:</p> <ul style="list-style-type: none"> <li>• Breadth and depth of knowledge in the discipline</li> <li>• Planning and communication of curriculum</li> <li>• Creation of learning environments</li> <li>• Student success in learning</li> <li>• Fostering of student development and engagement</li> <li>• Availability and receptivity to students</li> <li>• Fair evaluation of student performance</li> <li>• Effective advising of a sufficient number of students to meet department needs</li> <li>• Mentorship of undergraduate students in meaningful projects suitable for conference presentation</li> </ul> <p>Exemplary contributions must <u>also</u> include demonstrations of both:</p> <ul style="list-style-type: none"> <li>• Outstanding levels of accomplishment in:                             <ul style="list-style-type: none"> <li>○ Breadth and depth of knowledge in the discipline</li> <li>○ Planning and communication of curriculum</li> </ul> </li> <li>• Mentorship of undergraduate students in research resulting in student presentations at the local, state, regional, and/or national level each year, on average, after the initial year of appointment</li> </ul>	<p><b>Expectations:</b></p> <p>Substantial contributions must include demonstration of each of:</p> <ul style="list-style-type: none"> <li>• Breadth and depth of knowledge in the discipline</li> <li>• Planning and communication of curriculum</li> <li>• Creation of learning environments</li> <li>• Student success in learning</li> <li>• Fostering of student development and engagement</li> <li>• Availability and receptivity to students</li> <li>• Fair evaluation of student performance</li> <li>• Effective advising of a sufficient number of students to meet department needs</li> <li>• Mentorship of undergraduate students in meaningful projects suitable for conference presentation</li> </ul> <p>Exemplary contributions must <u>also</u> include demonstrations of both:</p> <ul style="list-style-type: none"> <li>• Outstanding levels of accomplishment in:                             <ul style="list-style-type: none"> <li>○ Breadth and depth of knowledge in the discipline</li> <li>○ Planning and communication of curriculum</li> </ul> </li> <li>• Mentorship of undergraduate students in research resulting in student presentations at the local, regional, and/or national level each year on average</li> </ul>

<b>High Teaching Commitment</b>	<b>Moderate Teaching Commitment</b>	<b>Low Teaching Commitment</b>
<b>Service</b>		
<p>Augusta University expects the candidate for Associate Professor to participate in their communities and professional organizations and especially in service activities that draw upon the professional expertise of the faculty member.</p>		
<p>% Effort: Percent to be determined</p>	<p>% Effort: Percent to be determined</p>	<p>% Effort: Percent to be determined</p>
<p>Expectations:</p> <p>Substantial contributions must include demonstration of each of the following commensurate with assignment and agreement with the chair:</p> <ul style="list-style-type: none"> <li>• Participation on committees within the university including departmental and college levels</li> <li>• Service to students and/or student organizations</li> <li>• Contributions to the improvement of higher education or contributions to professional organizations</li> </ul> <p>All candidates must be able to work cooperatively and effectively with colleagues and students. Faculty must have respect for others and refrain from unwarranted and destructive criticism. They must contribute to the effective and harmonious functioning and the mission of the department and university. Examples of such collegiality include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Participating in departmental and university-wide events, such as seminars, faculty development activities, ceremonies</li> <li>• Assisting other faculty and students with work-related activities such as research, teaching, preparation for conferences, equipment troubleshooting, and the like</li> <li>• Assisting other faculty who have circumstances (e.g. travel, illness) that prevent them from meeting professional obligations such as teaching, advising, etc.</li> <li>• Being a good “sounding board” or discussant of relevant professional issues</li> <li>• Being an effective representative of the department to the community and university</li> <li>• Maintaining good working relationships with faculty, staff, students, and others in the university community</li> </ul>		

## Department of Chemistry and Physics

### Guidelines for Promotion to the rank of Professor

A candidate for promotion to Professor should be exemplary in both Scholarship and Teaching with substantial contributions in Service. Candidates should use multiple methods to demonstrate achievements and excellence in each area. While specific suggestions are given below to illustrate substantial and exemplary levels, these should be regarded as minimum standards for support and not targets.

High Teaching Commitment	Moderate Teaching Commitment	Low Teaching Commitment
<b>Scholarship</b>		
<p>Augusta University expects that a candidate for promotion to Professor have a sustained record of publication in high quality, refereed professional journals; publication of a monograph with a peer reviewed, national or international academic press; or artistic endeavors that have peer recognition and have reached a national or international audience during the period of time since his or her last promotion or time of hire. The department recognizes that co-authorship is normal in the discipline and the contributions of the candidate shall be made explicit in the portfolio.</p> <p>Candidates who negotiate a lower teaching load will have correspondingly higher scholarship expectations. Candidates whose teaching loads change significantly year to year will have scholarship expectations commensurate with their average teaching load since their last promotion or time of hire. Expectations may be adjusted if appropriate resources are not available.</p>		
% Effort: Percent to be determined	% Effort: Percent to be determined	% Effort: Percent to be determined
<p>Expectations:</p> <p>Candidates must demonstrate sustained achievement specified in the guidelines for tenure and promotion to Associate Professor including:</p> <ul style="list-style-type: none"> <li>• Continuing intramural and/or extramural support</li> <li>• At least every 3 years either                             <ul style="list-style-type: none"> <li>○ Peer reviewed abstracts and presentations of scholarly work by candidate or mentored student at local, state, and/or regional meetings or equivalent</li> <li>○ Examples of reviewed, significant scholarly materials such as grants, electronic media,</li> </ul> </li> </ul>	<p>Expectations:</p> <p>Candidates must demonstrate sustained achievement specified in the guidelines for tenure and promotion to Associate Professor including:</p> <ul style="list-style-type: none"> <li>• Continuing moderate extramural support</li> <li>• At least one example per year on average of either                             <ul style="list-style-type: none"> <li>○ Peer reviewed abstracts and presentations of scholarly work by candidate or mentored student at local, state, and/or regional meetings or equivalent</li> <li>○ Examples of reviewed, significant scholarly materials such as grants, electronic media,</li> </ul> </li> </ul>	<p>Expectations:</p> <p>Candidates must demonstrate sustained achievement specified in the guidelines for tenure and promotion to Associate Professor including:</p> <ul style="list-style-type: none"> <li>• Continuing significant extramural support</li> <li>• At least one peer reviewed abstract and presentation by candidate or mentored student at national meetings, symposia, invited talks, or equivalent every year on average.</li> <li>• Publication of peer-reviewed papers in national or international journal(s) at least every other year on average</li> </ul>

<p>and/or other non-publishable materials with evidence of excellence.</p> <p>Exemplary contributions must <u>also</u> include demonstration of</p> <ul style="list-style-type: none"> <li>• High level of professional engagement and recognition at the regional, national, and/or international level</li> <li>• Growth in scholarship since last promotion</li> <li>• Multiple examples of dissemination of scholarship in the discipline and/or scholarship of teaching and learning through peer-reviewed abstracts and presentations at regional and/or national meetings</li> <li>• At least two peer-reviewed papers published in one or more journals distributed nationally or internationally</li> <li>• Or scholarly activities that are verifiably equivalent to the above</li> </ul>	<p>and/or other non-publishable materials with evidence of excellence.</p> <p>Exemplary contributions must <u>also</u> include demonstration of</p> <ul style="list-style-type: none"> <li>• High level of professional engagement and recognition at the national, and/or international level</li> <li>• Growth in scholarship since last promotion</li> <li>• Multiple examples of dissemination of scholarship in the discipline and/or scholarship of teaching and learning through peer-reviewed abstracts and presentations at regional and/or national meetings</li> <li>• At least three peer-reviewed papers published in one or more journals distributed nationally or internationally</li> <li>• Or scholarly activities that are verifiably equivalent to the above</li> </ul>	<p>Exemplary contributions must <u>also</u> include demonstration of</p> <ul style="list-style-type: none"> <li>• High level of professional engagement and recognition at the national, and/or international level</li> <li>• Evidence that contributions to the discipline have a significant impact</li> <li>• Growth in scholarship since last promotion</li> <li>• Multiple examples of dissemination of scholarship in the discipline and/or scholarship of teaching and learning through peer-reviewed abstracts and presentations at national and/or international meetings or equivalent</li> <li>• At least four peer-reviewed papers published in one or more journals distributed nationally or internationally</li> <li>• Or scholarly activities that are verifiably equivalent to the above</li> </ul>
<b>High Teaching Commitment</b>	<b>Moderate Teaching Commitment</b>	<b>Low Teaching Commitment</b>
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<p>Augusta University expects the candidate for Professor to have a sustained commitment to excellence in teaching, a regular program of assessment of his or her teaching, and not only to be abreast of new techniques in the literature but to also share those ideas with the campus community.</p>		
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<p>% Effort:</p> <p>The equivalent of 3 courses (4 hours each) each semester as assigned by chair with consideration of</p>	<p>% Effort:</p> <p>The equivalent of 2 courses (4 hours each) each semester as assigned by chair with consideration of</p>	<p>% Effort</p> <p>The equivalent of 1 course (4 hours) each semester as assigned by chair with consideration of number and</p>

<p>number and type of preparations, class size, laboratory hours, and other relevant factors</p>	<p>number and type of preparations, class size, laboratory hours, and other relevant factors</p>	<p>type of preparations, class size, laboratory hours, and other relevant factors</p>
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<p><b>High Teaching Commitment</b></p>	<p><b>Moderate Teaching Commitment</b></p>	<p><b>Low Teaching Commitment</b></p>
<p><b>Service</b></p>		

<p>Augusta University expects the candidate for Professor to participate in their communities and professional organizations and especially in service activities that draw upon the professional expertise of the faculty member.</p>		
<p>% Effort: Percent to be determined</p>	<p>% Effort: Percent to be determined</p>	<p>% Effort: Percent to be determined</p>
<p>Expectations:</p> <p>Substantial contributions must include demonstration a sustained record of each of the following commensurate with assignment and agreement with the chair:</p> <ul style="list-style-type: none"> <li>• Participation on committees within the university including departmental and college levels</li> <li>• Service to students and/or student organizations</li> <li>• Contributions to the improvement of higher education or contributions to professional organizations</li> </ul> <p>All candidates must be able to work cooperatively and effectively with colleagues and students. Faculty must have respect for others and refrain from unwarranted and destructive criticism. They must contribute to the effective and harmonious functioning and the mission of the department and university. Examples of such collegiality include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Participating in departmental and university-wide events, such as seminars, faculty development activities, ceremonies</li> <li>• Assisting other faculty and students with work-related activities such as research, teaching, preparation for conferences, equipment troubleshooting, and the like</li> <li>• Assisting other faculty who have circumstances (e.g. travel, illness) that prevent them from meeting professional obligations such as teaching, advising, etc.</li> <li>• Being a good “sounding board” or discussant of relevant professional issues</li> <li>• Being an effective representative of the department to the community and university</li> <li>• Maintaining good working relationships with faculty, staff, students, and others in the university community</li> </ul>		