

College of Science and Mathematics

Promotion and Tenure Guidelines

Augusta University

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Promotion and Tenure Guidelines

The College of Science and Mathematics guidelines, along with the individual departmental standards, are a supplement to the Augusta University (AU) Guidelines for Faculty Promotion and Tenure. Collectively, they are intended to assist in evaluating a faculty member's readiness to be considered for tenure or promotion to a professorial rank. CSM policy and procedures for promotion of lecturer to senior lecturer are addressed in a separate document, *Review, Reappointment and Promotion of Lecturers* which can be found on the College of Science and Mathematics Intranet webpage at <https://my.augusta.edu>

The criteria for promotion to a professorial rank and/or the award of tenure include the following areas of professional activity and accomplishments:

- 1) teaching and effectiveness in instruction;
- 2) research and scholarship;
- 3) service to the institution, profession, or community;
- 4) engagement in student success activities; and
- 5) professional growth and development.

For the purposes of promotion or the award of tenure, the candidate's accomplishments in the first two areas must be noteworthy, and the accomplishments in service must meet college and department expectations. The interpretations of "noteworthy" and "meets the standards" may vary by department and will be assessed relative to the candidate's effort distribution.

Accomplishments in the following areas: (a) involvement in student success activities, and (b) professional growth and development shall be included, as appropriate to the individual candidate, in the Statements on Teaching, Research and Scholarship, and Service in the application portfolio; evidence of these accomplishments should be included in portfolio Appendices B, C, and D. The candidate must demonstrate noteworthy contributions to Student Success, evaluated within the three categories. The candidate does not have to demonstrate contributions to Student Success in more than one category.

Each department shall establish written criteria and procedures governing promotion expectations to ensure transparency in the review process and that workload percentages for faculty roles and responsibilities are factored into the review in a consistent manner. In addition, the expectations associated with each category (teaching, research, and service) should be appropriately scaled to reflect differences in assigned workload allocation. For all teaching faculty, promotion requires excellence in teaching and involvement in student success activities. For all teaching faculty, promotion requires excellence in teaching and noteworthy contributions in student success activities.

The results of the candidate's annual evaluations will be utilized as a part of promotion and tenure decisions. Annual faculty evaluations utilize the following Likert scale: 1- does not meet expectations, 2 – needs improvement, 3 – meets expectations, 4 – exceeds expectations, and 5 – exemplary. Noteworthy achievement is reflective of a 4 or 5 on the above Likert Scale. Deficient and unsatisfactory is reflective of a 1 or a 2 on the above Likert Scale. While it is not required that a candidate receives noteworthy

achievement as an overall annual evaluation each year or in every evaluation category, the candidate's performance should be noteworthy when holistically viewed over the promotion period.

The candidate's length of service with the institution shall be taken into consideration in determining whether or not the faculty member should be promoted. A promotion to the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, or experience. Neither the possession of a terminal degree nor longevity of service is a guarantee of promotion.

Candidates for promotion or tenure will submit a portfolio according to AU and College 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 Promotion and Tenure Committee and the Dean.

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 annual models appropriate for lecturers (90%) and tenure track faculty with high ($> 60\%$), medium ($\geq 40\%$ to $\leq 60\%$), and low ($< 40\%$) teaching commitment. As a general guideline, each three-credit course taught should comprise approximately 10% per semester (and therefore each four-credit course should cover approximately 13.3% per semester) of the faculty member's effort in an academic year.

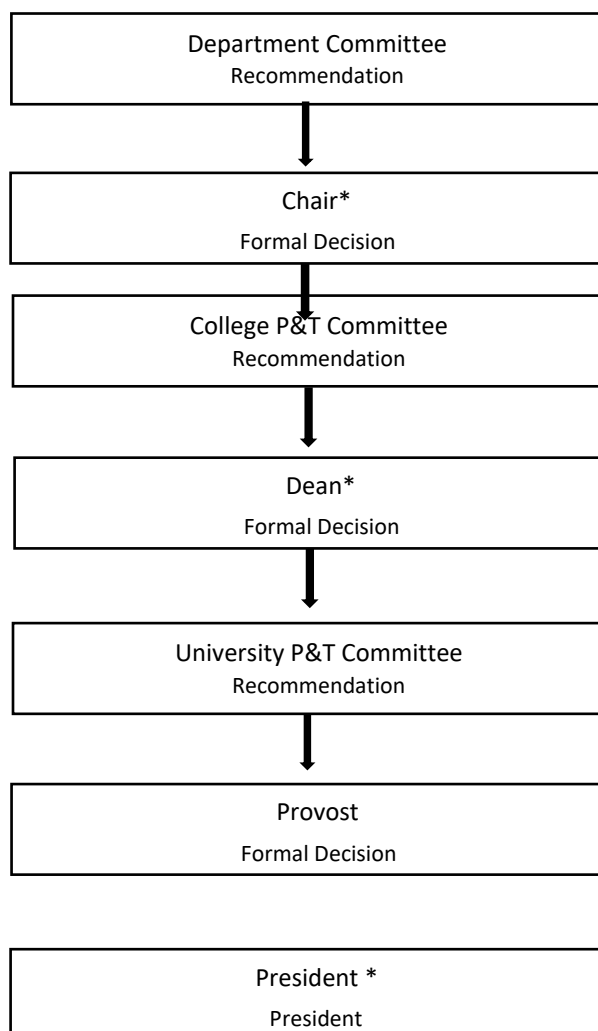
The greatest responsibility in assessing a candidate's readiness for promotion or tenure lies with the departmental committee and department chair. It is therefore incumbent on the departments to construct and adhere to guidelines and standards consistent with the expectations of the University.

Department Standards Links

Departmental standards specific to each CSM department can be found on the College of Science and Mathematics Intranet webpage at <https://my.augusta.edu>

Overview of the Promotion and Tenure Processes (Figure 1)

The Associate Provost for Faculty Affairs sends the lists of faculty members eligible for promotion and/or tenure to the Dean. The Dean distributes the list of candidates to the chair of the appropriate department. The department chair informs the faculty member. The faculty member makes the decision to pursue promotion. The faculty member has the right and is encouraged to discuss this decision with his/her chair before deciding to submit a portfolio for consideration. Appeal of formal decisions may be made by the candidate at each level of the process.



* Decision letters are provided to faculty member. If a negative recommendation is made, the process is stopped, and the faculty member may appeal to the next level of review.

Outline of Promotion and Tenure Calendar

Below is an outline of the Promotion and Tenure Process sequenced chronologically. This general calendar approximates the annual timeframe for the application process. *Be aware that this timeframe, and specific dates, will necessarily vary from year to year to be in alignment with the annual University Promotion and Tenure Calendar.* Faculty should visit the AU Faculty Support Services webpage for annually updated University and College P&T calendars.

On or about March 1 – Promotion and Tenure Review Cycle Begins. The Office of Faculty Affairs provides the Dean's office with lists of faculty who are eligible for promotion and/or tenure review.

Mid- to Late March – Faculty members who are eligible to apply for promotion and/or tenure during the upcoming academic year receive written notification from the Office of the Dean. Each eligible faculty member's department chair will be copied on that notification.

On or about April 1 – Candidate submits list of suggested external reviewers to the Department Chair (minimum of three reviewers; one referee may be an AU colleague outside the College of Science and Mathematics).

Mid-April – Department Chair solicits letters from external referees, requesting receipt of letters no later than June 15. Candidates should not have access to originals or copies of external letters of recommendation.

By August 1 – Candidate submits portfolio to the Department Chair, who adds external review letters to the portfolio. Department Chair uploads portfolio to a box folder created by the Administrative Assistant to the Dean.

Early August -- Department Chair provides Department Promotion and Tenure Committee access to Box folder with application(s) for promotion and/or tenure. Department Committee begins the review process.

Mid-to Late August – Department P & T Committee uploads its recommendation letter to Box folder for consideration by the Department Chair.

Early September – Department Chair provides applicant with letter of recommendation, copying the Dean. Chair also uploads letter to Box folder. If the Chair's decision is to recommend approval of the application for either promotion or tenure, the Administrative Assistant to the Dean will upload the portfolio to a new Box folder which is then made accessible for review by the College Promotion and Tenure Committee. If the Chair's recommendation is negative, the application process for that candidate is halted. The candidate has the right to appeal a negative recommendation to the Dean within ten (10) business days of notification by the Chair.

Late September – College P & T committee submits letter of recommendation to the Dean, copying the faculty member and the Department Chair.

Mid-October – The Dean provides the faculty member with a letter communicating his/her recommendation, copying the Department Chair. If the Dean's recommendation is positive, the Administrative Assistant to the Dean uploads the portfolio to a new Box folder for review by the AU University P & T committee. If the Dean's recommendation is negative, the process for that candidate is halted. The candidate has the right to appeal the Dean's decision to the Provost within 10 business days of the Dean's notification.

November – The University P & T Committee submits promotion and tenure portfolios to the Associate Provost for Faculty Affairs, copying the applicant’s Department Chair and the Dean.

December – The Associate Provost for Faculty Affairs submits portfolios and any promotion or tenure appeals to the Executive Vice President for Academic Affairs and Provost for review and discussion with the President. If the recommendation is positive, the recommendation goes to the BOR for consideration. If the recommendation is negative, the process is halted for the candidate. The candidate has the right to appeal a negative recommendation by the President to the BOR within 20 days of notification of the President’s action.

Early February – Promotion and tenure decision letters from the Executive Vice President for Academic Affairs and Provost are distributed to candidates, with copies to department chairs and the Dean.

General College Criteria and Guidelines for Promotion and Tenure

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 award of tenure without promotion at AU 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. Candidates for promotion to Associate Professor and Professor 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 outstanding level. A candidate for promotion to senior lecturer who contractually participates in scholarly activity must have a record of meeting the standards of the University.

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 outstanding teaching by evidence. AU 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 outstanding, the candidate must have demonstrated that he or she is an accomplished teacher. Specific expectations concerning outstanding teaching are addressed in the departmental standards.

Service

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

There are basic expectations of faculty involvement, including service to the University. 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.

Departmental P&T Committees

Each department will establish a departmental tenure and promotion committee. This committee will abide by the guidelines each department has established. These committees must be formed in the spring semester prior to the academic year in which candidates submit applications for promotion in order to be prepared for the early deadlines imposed on the departmental committees.

The policies and procedures (i.e., term limits, quorum rules, membership, voting procedures, etc.) of Departmental P&T Committee shall be established by each academic department. These policies and procedures must be approved by the College Dean, Augusta University Faculty Senate (AUFS) Committee on Promotion and Tenure (or designated AUFS committee), and the Provost (or designee), published in the institutional policy library and be readily available to faculty, and be reviewed at least every 3 years.

1. The promotion and tenure process begins with a Department P&T Committee recommendation. Each department will establish a standing Departmental P&T committee. This committee must be comprised of a minimum of three members of the department who hold full-time faculty appointments at the rank of Associate Professor or higher. In the event that a department does not have three eligible

members, qualifying faculty from other departments in the college must be appointed to the department committee by the Department Chair or his/her designee in consultation with the Dean.

2. When outside members are appointed to a Department P&T Committee, every effort should be made to solicit members who have some understanding of the disciplines contained within the department and some familiarity with those discipline's norms for excellence.
3. Quorum rules and majority vote percentage standards will be established by the department.
4. Appeals of Department P&T Committee decisions are to be made in accordance with the Augusta University and College of Science and Mathematics Promotion and Tenure Appeals procedures.

Exceptions to these policies

In the case of Department Chairs, Assistant Deans, Associate Deans, and Vice Deans considered for promotion, the individual's superior will appoint a three-person committee to review the portfolio and make a recommendation. This committee serves in place of the departmental P&T Committee, which is the point at which the promotion process begins. The three individuals will have the same or higher professorial rank and tenure status for which the candidate is being considered. The recommendation is made to the College P&T Committee and the remaining process follows the steps illustrated in the Overview of Promotion Process for Augusta University (Professorial Ranks).

College Promotion and Tenure Committee

Promotion and Tenure Committee (P&T): The P&T 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 CSM promotion, tenure, pre-tenure and post-tenure review policies.

Membership: The P&T committee will consist of an odd number of members with at least five tenured members. Each department will elect one representative to serve on the Committee and submit the name of its representative to the CSM Executive Committee during the spring semester before their service commences the following fall. The Dean will appoint faculty to fill the remaining seat on the Committee. No more than two members of any department may serve on the Committee simultaneously. Approximately one-half of committee membership is elected/appointed each year to serve a two-year term. Members may not serve consecutive terms, except those who were initially appointed to a one year term. No faculty member can serve on more than one Tenure Committee at different levels (department, college, university) that would cause them to evaluate the same individual(s). No faculty member in a position at or above the level of department chair shall serve on any Tenure Committee. Any faculty member with responsibility for directly supervising the candidate shall not be present or participate in any manner in the discussion of the candidate, including not

voting. All committee members shall adhere to the Augusta University (AU) Individual Conflicts of Interest Policy

All members of the College **P&T** Committee will have full-time faculty appointments and will hold rank of Associate Professor or above. For all applications concerning the rank of professor, the review committee must consist of five tenured professors. If a department cannot supply a tenured professor to the **P&T** committee, then a substitute professor will be assigned the duties of reviewing applications for promotion from associate professor to professor. The substitute **P&T** 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 the substitute faculty member must be harmonious with the elected/appointed proportions described above.

Chair: The **P&T** Committee will have a chair. The Committee chair is chosen by a vote of the **P&T** Committee members during the spring semester before their service commences the following fall. Should there be a tie in the vote for chair, the Dean of CSM shall break the tie with a deciding vote. The chair of the committee cannot serve as chair in consecutive terms.

Vacancies: Any vacancy on the **P&T** 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 **P&T** Committee members.

Duties: The **P&T** Committee will, each fall, review and assess the application packages for promotion and tenure within the CSM. The **P&T** committee will follow the guidelines set forth in the CSM Guidelines for Promotion and Tenure and the University Guidelines for Faculty Promotion and Tenure in making their decision for granting promotion and/or tenure.

The **P&T** Committee will, each spring, review submissions of post-tenure review materials from tenured faculty members. The **P&T** committee will follow the guidelines set forth in the CSM Guidelines for Promotion and Tenure to ensure the faculty members under review are in keeping with CSM standards.

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.

Portfolio Guidelines for Promotion and/or Tenure

These guidelines detail the portfolio format and contents that must accompany the request for promotion and/or tenure as it moves through the approval process. A portfolio for promotion to a professorial rank includes distinct appendices comprising evidence of accomplishments in the following areas: (1) teaching

and effectiveness in instruction; (2) professional service to the institution, the profession, or the community; (3) research, scholarship, creative activity, or academic achievement. The evidence of accomplishments in the following two areas: (a) involvement in student success activities, and (b) professional growth and development, should be included in the appendices pertaining to teaching, service, and research.

Required Organization and Format of Portfolio

The applicant will prepare the document electronically as a single PDF file with bookmarks for each section. The portfolio shall be organized as follows. The details of the items are described in the University Guidelines for Faculty Promotion and Tenure.

The Promotion and/or Tenure Review Portfolio should include the following:

1. University Promotion and Tenure Committee Portfolio Attestation*
2. Summary of Annual Evaluation and Assigned Contract Effort Form*
3. *Curriculum Vitae* (follow the documentation style guide appropriate to the discipline)
4. Statement of Teaching (maximum one single-spaced page Calibri 12 point)
5. Statement of Scholarship (maximum one single-spaced page Calibri 12 point)
6. Statement of Service (maximum one single-spaced page Calibri 12 point)
7. Appendix A - Copies of the Annual Performance Evaluation Forms (summary page(s) for the last five years; provided by Human Resources)
8. Appendix B - Evidence of Teaching
9. Appendix C - Evidence of Scholarship/Research
10. Appendix D - Evidence of Service
11. Appendix E – Pre-tenure review letter or report (for tenure candidates)

*All forms are available on the [Promotion and Tenure website](#).

No other material shall be included in the portfolio. The combined total of optional evidence for appendices B, C, and D shall not exceed 100 pages. Summaries of course evaluations and peer reviews of teaching are not included in the 100-page limit.

Details of the Portfolio

1. Portfolio Attestation

The candidate should sign the attestation indicating that the portfolio is complete and adheres to the guidelines outlined in the “Portfolio Guidelines” document.

2. Summary of Annual Evaluations and Assigned Contract Effort Form

The candidate should list and their immediate supervisor confirm the annual evaluation results and the assigned contract effort for the promotion period under review. Any revisions to assigned contract effort (i.e., reassignment of effort from one category to another) should be noted.

3. Curriculum Vitae

The candidate should include a CV that adheres to the guidelines for documentation style in a specific discipline (e.g., AMA, APA, CMS, MLA). The CV should clearly distinguish the activities/achievements that occurred during the promotion review period from those activities/achievements that occurred prior to the review period.

4. **Statement of Teaching**

This narrative will highlight the candidate's teaching philosophy, methods and procedures and how these contribute to student learning. This narrative should also highlight the candidate's contributions in student advising and mentoring and other activities that contribute to student success. Format: maximum one single-spaced page, Calibri 12 points.

5. **Statement of Scholarship**

This narrative will highlight the significance of the candidate's scholarship, using criteria from the candidate's discipline as evidence. The candidate should expound on the relevance of publications, presentations, and other examples of scholarship listed on the CV. The candidate should explain how their scholarship contributes to regional, national or international prominence, appropriate to rank. If the candidate's scholarship includes activities that contribute to student success, the candidate should explain those contributions. Format: maximum one single-spaced page, Calibri 12 points.

6. **Statement of Service**

This narrative will highlight the candidate's service to the profession; their department, college, Augusta University, and/or University System of Georgia; and/or community. The candidate should identify any service activities that contribute to student success. Format: maximum one single-spaced page, Calibri 12 points.

Appendices

Appendix A – Copies of Annual Performance Evaluation Forms

Provided by Human Resources, for the last 5 years.

Appendix B – Evidence of Teaching

This information should cover the time period since the last review or appointment. The candidate should present the information that best supports their candidacy based on expectations of their discipline. This information should be presented in the most concise manner possible using lists, tables, and diagrams.

The following are examples that can be included:

- a. The summary sheets of quantitative and qualitative course evaluations for the past 5 years. (required)
- b. Evidence of peer review, including letters from peers that have observed the candidate teaching. (required)
- c. If advising graduate student projects or residents include communications from up to 5 residents, graduate students, advisees, etc. that address the quality of the supervision that the student received.
- d. A list of examples of student achievements such as projects, awards, honors theses,

publications, presentations, time to degree for graduate students.

e. List of course and program development activities.

f. Evidence that the candidate assesses whether or not s/he has been successful in increasing student learning outcomes.

g. An annotated list of pedagogical literature and instructional development sessions that have influenced the faculty member's teaching and how the faculty member has addressed this information in planning his/her classes and instructional strategies.

h. Evidence of activities enhancing student success through teaching and instruction (see the Augusta University guidelines for inclusion of student success activities in the evaluation of faculty).

i. Evidence of continuous professional growth and development related to teaching.

Appendix C – Evidence of Scholarship/Research

This information should cover the time period since the last review or appointment. The candidate should present the information that best supports their candidacy based on expectations of their discipline, including the scholarship of teaching and learning, the scholarship of engagement, and the scholarship of discovery. This information should be presented in the most concise manner possible using lists, tables, and diagrams.

The following are examples that can be included:

a. Journal publications, explicitly designating peer-reviewed material.

b. Conference proceedings publications, explicitly designating peer-reviewed material.

c. Conference presentations, explicitly designating peer-reviewed material.

d. Invited seminars and presentations.

e. Creative endeavors and activities, including art exhibitions, professional poetry recitals, theatrical performances, dance, or music performances.

f. Grants, fellowships, and scholarships, as appropriate to the discipline, with funding amounts.

g. Evidence of enhancing student success through scholarship/research (see the Augusta University guidelines for inclusion of student success activities in the evaluation of faculty).

h. Evidence of continuous professional growth and development related to scholarship/research.

Appendix D – Evidence of Service

This information should cover the time period since the last review or appointment. The candidate should present the information that best supports their candidacy. This information should be presented in the most concise manner possible using lists, tables, and diagrams.

The following are examples that can be included:

- a. International, national, or regional professional committees, including any offices held
- b. University System of Georgia, Augusta University, college, and department committees, organized by level
- c. Evidence that the faculty member, either through scholarly work and/or service, applies knowledge toward solutions to complex societal problems and human needs
- d. Evidence that the faculty member contributes to the continuous improvement of public higher education
- e. Evidence that the faculty member contributes in some way to the public good
- f. Evidence that the faculty member has served his or her profession through professional organizations and/or other professionally oriented entities
- g. Evidence that the faculty member has participated in clinical patient care, when appropriate
- h. Evidence of enhancing student success through service (see the Augusta University guidelines for inclusion of student success activities in the evaluation of faculty).
- i. Evidence of continuous professional growth and development related to service.

Appendix E – (for candidates for tenure) Pre-tenure Review Letter or Report and Plan of Action

Review and Recommendation Documents

The following attachments shall accompany the candidate’s portfolio through all levels of the promotion and/or tenure review process. The candidate submits only the Application Form; all other documents in the attachment are appended during the review process, as described below.

Attachment 1 – Application Form

Please see forms on the [Promotion & Tenure website](#).

Attachment 2 – External Letters of Review (according to University and College guidelines)

Appended by the Chair or designee prior to the department P&T committee review.

Candidates for promotion and/or tenure are expected to have a minimum of three external letters of review. The candidate shall recommend external reviewers who have sufficient knowledge of their work. The majority of external review letters should be from reviewers of the same or higher rank and tenure status as that to which the candidate is applying.

External letters are defined as those review letters solicited from outside Augusta University. Due to the multidisciplinary work of many Augusta University faculty, one letter of review is allowed from outside one's primary college on the Augusta University campuses.

Attachment 3 – Internal Letters of Review

Appended by reviewers at each level of review: department tenure committee, Chair, College Promotion and Tenure Committee, and Dean.

Tenure Portfolio Reviewers' Rubric

Refer to department guidelines for specific expectation of types of activities and productivity (aligned with workload allocation) and examples of evidence.

A recommendation for tenure requires the candidate demonstrate noteworthy achievement in Teaching and Research/Scholarship categories. The candidate must meet the standard in Service.

The candidate must demonstrate noteworthy contributions to Student Success, evaluated within the three categories. The candidate does not have to demonstrate contributions to Student Success in more than one category. For all teaching faculty, tenure requires excellence in teaching and involvement in student success activities warranting recognition as noteworthy achievement.

Please indicate the level of achievement the candidate has demonstrated, including brief examples. Refer to the candidate's department and/or college guidelines for specific criteria and evidence.

Appeals of Promotion Decisions

All faculty shall be notified in writing within 5 business days of the recommended decision, and receive a copy of the written rationale of recommendation, at each step of the promotion process outlined in **Figure 1: Overview of the Promotion and Tenure Processes** (see above). Formal decisions are made at the Department Chair, Dean, and President/Provost levels.

The individual faculty member shall have an avenue for appeal of recommended decisions at each level of the promotion review process within 10 business days from the date of communication of the decision to the candidate. The appeal should be made in writing to the appropriate individual in the next formal decision level of the appeal process. The letter of appeal must contain the rationale for appealing the decision. The candidate may include additional evidence only insofar as it directly addresses the specific reasons for denial.

Notification of the recommended decision made by the appellate level will be made in written form and sent electronically within 10 days of receipt of the appeal. The letter of notification must include the rationale for the decision.

Formal decisions by the Department Chairperson may be appealed to the Dean through the college's established channel for appeal. For the Libraries faculty members' appeals may be made to the Dean of the Libraries through the Libraries' established channel for appeal.

Formal decisions by the Dean may be appealed to the Provost within 10 business days of the written notification of the decision. The Provost shall refer the appeal to the University P&T Committee. The Provost shall inform the Dean that an appeal has been submitted and is under review. The findings and recommendations of the Appeals Committee shall be made to the Provost. The Provost makes a recommendation to the President who makes the final decision for the Augusta University. The appellant will be notified of the President's decision, through the delegated authority of the Provost, with copies to the Dean.

The promotion decision made by the President is generally not appealable. Notwithstanding the foregoing, a candidate may apply for Discretionary review by the University System Office of Legal Affairs (USO Legal Affairs) for a review of the decision within 20 calendar days following the decision. An application may be reviewed if (1) the record suggests that a miscarriage of justice might reasonably occur if the application is not reviewed; or, (2) the record suggests that the institutional decision, if not reviewed, might reasonably have detrimental and system-wide significance. See BoR Policy 6.26 Application for Discretionary Review.

The procedures for appeal at each level shall be available through the department and through the Dean's office.

Appeals of Tenure Decisions

All faculty shall be notified in writing within 5 business days of the recommendation or formal decision, and receive a copy of the written rationale, at each step of the tenure process outlined in **Figure 1: Overview of the Promotion and Tenure Processes** (see above). Formal decisions are made at the Department Chair, Dean, and President/Provost levels.

The individual faculty member shall have an avenue for appeal of formal decisions at each level of the tenure review process **within 10 business days** from the date of communication of the decision to the candidate. The appeal should be made in writing to the appropriate individual in the next formal decision level of the appeal process. The letter of appeal must contain the rationale for appealing the decision. The candidate may include additional evidence only insofar as it directly addresses the specific reasons for denial. Additional evidence beyond that reasonably required to address the specific reasons for denial will not be considered.

Notification of the recommended decision made by the appellate level will be made in written form and sent electronically **within 10 business days** of receipt of the appeal. The letter of notification must include the rationale for the decision.

- Formal decisions by the Department Chairperson may be appealed to the Dean through the college's established channel for appeal.
- Formal decisions by the Dean may be appealed to the Provost. The Provost shall refer the appeal to the University Promotion and Tenure Committee. The Provost shall inform the Dean

that an appeal has been submitted and is under review. The findings and recommendations of the Appeals Committee shall be made to the Provost. The Provost will make a recommendation to the President who makes the final decision for the AU. The appellant will be notified of the President's decision, through the delegated authority of the Executive Vice President for Academic Affairs and Provost, with copies to the Dean.

The tenure decision made by the President is generally not appealable. Notwithstanding the foregoing, a candidate may apply for discretionary review by the University System Office of Legal Affairs (USO Legal Affairs) for a review of the decision **within 20 calendar days** following the decision. An application may be reviewed if (1) the record suggests that a miscarriage of justice might reasonably occur if the application is not reviewed; or, (2) the record suggests that the institutional decision, if not reviewed, might reasonably have detrimental and system-wide significance. See BoR Policy 6.26: Application for Discretionary Review.

The procedures for appeal at each level shall be available through the department and through the Dean's office.

Pre-Tenure Review

Tenure-track faculty members are subject to pre-tenure review during the spring semester in the third year at Augusta University. Individuals hired on tenure track with negotiated credit toward tenure may be considered on a different timeline. 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 a related field may serve on the committee; however, the candidate must consent to the appropriateness of the appointments.

Similarly, a mid-course review shall be conducted in those cases in which the candidate has been hired with prior credit. Assuming that a tenure review normally occurs in the sixth year of service, this mid-course review will occur as follows:

- Faculty members with one year of prior credit will be reviewed in the spring semester of their second year of institutional service.
- Faculty members with two years of prior credit will be reviewed in the fall semester of their second year of institutional service.
- Faculty members with three years of prior credit will not undergo a pre-tenure review.

The pre-tenure portfolio must be completed and submitted to the department chair on or about January 15, in accordance with the approved CSM Promotion and Tenure Calendar.

The committee shall review the candidate's progress toward the completion of the requirements of tenure as outlined in the Policy Library. The approved department and college criteria utilized for tenure shall be used for these reviews. The content and format used for the pre-tenure portfolio document should be similar to that specified by AU for promotion and tenure. However, the candidate **will not** be required to provide internal or external letters of support. The review process and subsequent pre-

tenure review document development must be completed by the *current* approved Promotion and Tenure calendar.

In reviewing the materials the committee is to examine the accomplishments of the candidate and provide constructive assistance to the tenure-track faculty member seeking tenure. The committee should note the accomplishments of the candidate, but should also detail areas of weakness that the candidate should address as well as any change in the orientation or activities that might aid the candidate in meeting the requirements for tenure. The committee will write a report summarizing its recommendations for improvement. The written report of recommendations should also remind the candidate that the committee's comments are intended as an aid to achieve tenure, but that the successful satisfaction of the committee's recommendations will not alone guarantee a positive tenure review.

Faculty Members with Joint Appointments

For faculty members with joint appointments, the review should be initiated and led by the tenure-home department. Input from the department chair or director of the joint department/center/institute should be solicited by the tenure-home department chair in the form of a written statement. The joint unit should use the tenure criteria of the tenure-home department in completing its review.

Pre-Tenure Review Process

Rating Scale

Candidates will be assessed on their performance within the five areas that will be evaluated for tenure: Scholarship, Teaching, Service, Professional Development, and Contributions to Student Success Activities. The rating scale represents the achievements in the associated areas.

5 – Impressive – exceptional achievement through quantity, quality, and/or skill

4 – Continual – uninterrupted, ongoing achievement of goals that meet a standard

3 – Consistent – achievement of goals that meet a standard

2 – Inconsistent – limited achievement of goals that meet a standard

1 – Unsatisfactory – does not achieve goals that meet a standard

Standards, Metrics, and Evidence for Each Category of Evaluation

The candidate will establish a portfolio of accomplishment for review that demonstrates trajectory for success in achieving tenure consistent with rank, time in service, and assigned responsibilities. The portfolio documents how specific activities and accomplishments apply based on assigned workload in the following areas: Teaching, Research/Scholarship, Service, Clinical Practice, and Administration. The department chair will consult with faculty from appointment and throughout the process regarding accomplishments and trajectory toward successfully achieving tenure.

Faculty members will be assessed by the individual college or unit based on their expertise, responsibilities, and effort. Faculty responsibilities are defined by the proportion of effort in Teaching, Research/Scholarship, Service, Clinical Practice and Administration. Review categories

describe overarching standards in areas of Scholarship, Teaching, Service, Student Success, and Professional Development.

In general, evidence for student success outcomes arise from candidate contributions to student success activities. Metrics in student success should 1) be related to the quality and impact of the faculty activities rather than simply the conduct of the activities; and 2) reflect the expectation of involvement in student success activities as appropriate to the faculty member's workload allocation and assigned responsibilities.

Department Pre-Tenure Committee Review

The scope of this review is to provide guidance to the candidate toward developing or maintaining trajectory for successful achievement of tenure. In this advisory capacity, committee voting does not occur. This review will be conducted by a committee of at least three tenured faculty members (Pre-Tenure committee) from the candidate's tenure home department in accordance with college/school and department/unit practice. The Committee shall review the candidate's progress toward tenure as outlined in the approved department, school, and/or college criteria. The committee will examine the candidate's accomplishments and provide constructive assistance for the candidate to maintain or achieve the required trajectory to achieve tenure.

If an insufficient number of tenured faculty exist within the department, tenured faculty from a related field may serve on the committee. The candidate may provide input regarding the appropriateness of the related fields chosen. At the department's discretion, the committee may be the departmental Promotion and Tenure Committee.

Recommendation and Report Format and Expectations: The pre-tenure committee will complete its review of the candidate. Upon completion of the review, the committee shall produce a written summary of its recommendations, a copy of which shall be delivered to the candidate and the candidate's department chair.

The committee should note the accomplishments of the candidate, but should also detail areas of improvement, if any, that the candidate should address, as well any change in the orientation of activities that might aid the candidate in meeting the requirements for tenure. The committee's report summarizes its recommendations for improvement, if necessary. The written report of recommendations should also remind the candidate that the committee's comments are intended as an aid to achieve tenure, but that the successful satisfaction of the committee's recommendations will not alone guarantee a positive tenure review. A statement toward trajectory in successfully achieving tenure is required.

For faculty members with joint appointments, the review should be initiated and led by the tenure-home department. Input from the department chair or director of the joint department/center/institute should be solicited by the tenure-home department chair in the form of a written statement. The joint unit should use the tenure criteria of the tenure-home department in completing its review.

Department Chair Review

The department level committee report provides the basis of review for the department chair. The candidate and department chair will review the written report together and craft a Plan of Action based on the committee's recommendations and chair expectations. The Plan of Action will summarize recommendations, augment the committee's comments, and provide further guidance for the candidate. When the Plan of Action is completed, the candidate will have 10 business days to write a written response

to the chair regarding the committee report and Plan of Action if s/he chooses. This written response should be delivered to the department chair and appended to the committee report. A copy of the committee report, as well as the Plan of Action signed by the candidate and chair, will be submitted to the Dean of the College of the tenure-home appointment for consideration and approval.

Dean Review

The department level committee serves as the basis of review for the Dean. The pre-tenure committee report, the Plan of Action signed by the candidate and chair, and the candidate's response letter when provided will be submitted to the Dean of the College of the tenure-home appointment, for consideration and approval. After review by the Dean, the report and any response will be communicated to the Provost. By April 15, the Dean shall notify the Provost that the review has been completed and provide a summary of the results. A copy of the review documents will be provided to the Provost, who will review, with the Dean, faculty members who are not achieving suitable progress towards tenure.

Decision Tree

The Pre-Tenure review process assess accomplishment trajectory and provides guidance toward the candidate's ability to achieve tenure. In this advisory effort, no decisions are made. Pre-Tenure review documentation, including portfolio, Committee written report, Chair's Plan of Action, and possible candidate response will be retained for future reference.

Due Process

Although there is no formal appeal process, a faculty member who disagrees with any part of the Committee report or Plan of Action is encouraged to provide a written response to the Chair within 10 working days. Any such response will be attached to the review documentation and become a part of the official personnel record. Within 10 working days of the faculty member's response, the Chair will acknowledge in writing the receipt of the response. This acknowledgement will also become a part of the official personnel record.

Pre-Tenure Review Calendar

Below is a general timeline of the pre-tenure review process. *Be aware that this timeframe, and specific dates, will necessarily vary from year to year to be in alignment with the annual University and College of Science and Mathematics Promotion and Tenure Calendars.* Faculty should visit the AU Faculty Support Services webpage for annually updated official University and College P&T calendars.

Annually by March 1 – Human Resources will provide to Academic and Faculty Affairs a list of faculty members due to undergo pre-tenure review in the spring semester of the next academic year. The Office of Academic and Faculty Affairs will provide the Dean with this list of faculty.

By the end of March – The Office of the Dean will provide written notification to all faculty due to undergo pre-tenure review in the next academic year. Each candidate will be provided with copies of, or links to, the relevant College and University pre-tenure review and portfolio guidelines.

On or about January 15 of the faculty member's pre-tenure review year – Faculty submits completed pre-tenure review portfolio to the Rank-Home Department Chair. The Chair will

upload the pre-tenure review portfolio to a Box folder accessible by the Department Pre-Tenure Review Committee, who will initiate the review.

On or about March 1 of that year – Department Pre-Tenure Review Committee delivers the Committee’s pre-tenure report to the faculty member and the Chair. If the faculty member chooses to submit a written response to the Committee’s report, they will have up to 10 business days to do so, appending the response to the report and delivering it to the Department Chair.

By about March 15 – Chair and reviewee will meet and discuss the Pre-Tenure Review Committee’s report. The candidate and Department Chair will craft a Plan of Action based on the Committee’s recommendations and the Chair’s expectations. When the Plan of Action is completed, the candidate will have 10 business days to write a written response to the Chair regarding the Committee report and Plan of Action if s/he chooses.

On or about April 1 – The Department Chair submits to the Dean a copy of the Committee recommendations, along with a copy of the Plan of Action signed by both faculty member and Chair and, if provided, the faculty member’s written response to the Pre-Tenure Committee’s report or the Plan of Action, for consideration and approval.

By April 15 – The Dean notifies the Associate Provost for Faculty Affairs that the review has been completed and provides a summary of the results. A copy of the review documents will be provided to the Provost, who will review with the Dean any faculty members who are not achieving suitable progress towards tenure.

Pre-Tenure Review Portfolio Guidelines

The candidate shall prepare a pre-tenure portfolio for the review. The content and format for the pre-tenure portfolio document should be similar to that specified by Augusta University for tenure. However, the candidate will not be required to provide internal or external letters of support.

The applicant will prepare the portfolio electronically as a single PDF file with bookmarks for each section. The portfolio shall be organized as follows. The details of the following list of items are described in Section B, “Details of the Portfolio,” of the Portfolio Guidelines in the Augusta University Faculty Senate Tenure Guidelines (approved 12-12-2022).

1. University Tenure Committee Portfolio Attestation*
2. Summary of Annual Evaluations and Assigned Contract Effort Form*
3. *Curriculum Vitae* (follow the documentation style guide appropriate to discipline)
4. Statement of Teaching (maximum one single-spaced page Calibri 12 point)
5. Statement of Scholarship (maximum one single-spaced page Calibri 12 point)
6. Statement of Service (maximum one single-spaced page Calibri 12 point)
7. Appendix A – Copies of the Annual Performance Evaluation Forms (provided by Human Resources)
8. Appendix B – Evidence of Teaching (course evaluation summary sheets and peer observations required)
9. Appendix C – Evidence of Scholarship/Research
10. Appendix D – Evidence of Service

*All forms are available on the [Promotion & Tenure website](#).

No other material shall be included in the portfolio. The combined total of optional evidence for appendices B, C, and D shall not exceed 100 pages. Summaries of course evaluations and peer reviews of teaching are not included in the 100-page limit.

Post-Tenure Review

I. Policy Statement

Augusta University seeks to secure and maintain a faculty of the highest quality. This goal requires that Augusta University provide periodic assessment of faculty performance that is useful for faculty review and development. The purposes of the post-tenure review process are to support the further career development of tenured faculty members as well as ensure accountability and continued strong performance from faculty members after they have achieved tenure. Furthermore, the post-tenure review process assists faculty members with identifying opportunities for professional development that will enable them to reach their full potential for contribution to the academic discipline, institution, and the institution's mission. Post-tenure review is intended to provide a longer-term and broader perspective than is usually provided by an annual review. The review should be both retrospective and prospective, encouraging a careful look at possibilities for different emphases at different points of a faculty member's career.

II. Criteria

- a. Tenured faculty members are expected to document successive contributions to furthering the mission of the institution through their teaching; scholarship, research, or creative activities; and service, including student success activities (see below) across those areas of effort, as appropriate.
- b. Student Evaluations are required for all faculty whose primary responsibility is teaching. For faculty whose primary responsibility is not teaching, the evaluation will focus on excellence in those area where the individual's major responsibilities lie.
- c. All tenured faculty members will be reviewed regardless of administrative appointment.
- d. All evaluations will appropriately reflect the assigned workload and effort assignments.

III. Procedures

- a. All academic units are required to conduct a periodic, regularly scheduled, review of tenured faculty to provide ongoing assessment of teaching through evaluation of instruction, scholarly achievement, research and service activities of the individuals after they have been granted tenure. Each academic unit shall establish written criteria and procedures governing these periodic reviews to ensure transparency in the review process and that workload percentages for faculty roles and responsibilities are factored into the review in a consistent manner, in accordance with the following process.
- b. The review process for an individual shall be conducted five years after the most recent promotion or personnel action, and reviews shall continue at five-year intervals unless interrupted by a further review for promotion. It shall be completed no later than the end of the 5th academic year. If an individual is on leave at the time of review, he/she will be reviewed during the first academic year after his/her return. Faculty may volunteer to undergo the review process prior to the five-year timeline.

- 900 guidelines for post-tenure review should include additional documentation of
 901 administrative efforts.
- 902 e. The college level Promotion and Tenure committee, or a sub-committee thereof, will serve
 903 as the Post Tenure Review (PTR) Committee. The committee shall contain no less than
 904 three-tenured faculty members with at least one member from the individual's
 905 department or college. In the event there is only one representative from the individual's
 906 department serving on the PTR, a second tenured representative of the individual's
 907 department or college may be included as a non-voting member of the review committee
 908 at the request of the individual subject to review. The additional departmental
 909 representative does not need to be a member of the College Promotion and Tenure
 910 Committee. In addition, academic units may develop a policy to allow the faculty member
 911 under review to request that one member of the review committee be replaced for any
 912 reason, and then establish a process to appoint an alternate member from the college-
 913 level Promotion and Tenure Committee. Any such academic unit policy must be approved
 914 by the College Dean and the Provost prior to being implemented.
- 915 i. The review will encompass, as appropriate, teaching, research/scholarly
 916 achievement, practice, and service including student success activities across
 917 those areas of effort over the five-year period or since the last tenure and
 918 promotion milestone.
 - 919 ii. The faculty member is responsible for providing review materials.
 - 920 iii. The committee will ensure that workload percentages for faculty roles and
 921 responsibilities are factored into the review in a consistent manner.
 - 922 iv. The committee will ensure that review of annual evaluations since the last award
 923 of tenure or PTR is performed.
 - 924 v. The committee will come to an agreement on the conclusions of the review. If
 925 they cannot come to an agreement, they may choose to consult with the
 926 Chairperson or Dean for guidance.
 - 927 vi. Results and recommendations of the review committee will be communicated in
 928 writing to both the individual faculty member and the Department
 929 Chairperson. In the case of reviews of Department Chairpersons, the results will
 930 be communicated directly to the Dean.
 - 931 vii. The Chairperson will then conduct an independent review of the faculty member
 932 considering the recommendations of the PTR Committee. The Chairperson will
 933 then review the findings with the individual faculty member. The individual
 934 faculty member will be provided with a written copy of the Chair's report at least
 935 5 business days prior to the meeting. The faculty member and the Chairperson
 936 will sign the document acknowledging that the review has been completed. This
 937 signature does not indicate agreement with the outcome of the review. In the
 938 case of reviews of Department Chairpersons, the Dean will then review the
 939 findings with the individual Chairperson.
 - 940 viii. The Chairperson will then transmit the report and any response to the Dean of
 941 the College. In the case of reviews of Department Chairpersons, the Dean will
 942 communicate the results directly to the Office of the Provost.

- f. The results of a positive post-tenure review should be linked to recognition or reward. Faculty members who are performing at noteworthy levels should receive recognition for their achievements.
- g. In the case of a negative post-tenure review, the faculty member will be subject to a Performance Improvement Plan (PIP).

IV. Performance Improvement Plan

(PIP, previously known as Post-Tenure Development Plan in AU policy)

- a. In instances where an area of deficiency is noted, the faculty member's appropriate supervisor and faculty member together will work together to develop a formal Performance Improvement Plan (PIP) in consultation with the PTR committee based around the deficiencies identified by the committee. The PIP must be designed to assist the faculty member in achieving progress towards remedying the deficiencies identified in the review. The PIP's goals or outcomes must be reasonable, achievable within the designated timeframe, and reflective of the essential duties of the faculty member. The PIP must be approved by the Dean and submitted to the Office of the Provost.
- b. The Performance Improvement Plan (PIP) will:
 - a. specify goals or outcomes that are required for the faculty member to overcome identified deficiencies;
 - b. outline specific activities that will be undertaken to achieve the goals or outcomes;
 - c. specify available resources and supports;
 - d. set appropriate deadlines by which the goals or outcomes will be accomplished (which should not exceed three years);
 - e. indicate the criteria by which progress will be monitored;
 - f. include a plan to monitor progress, reassess the plan, and provide feedback at least twice per semester in the fall and spring including the faculty member's annual evaluation;
 - g. and specify possible remedial actions if progress is deemed to be unsatisfactory.
- c. Financial Support for Performance Improvement Plan

The Dean will be responsible for financial arrangements associated with the PIP. If the nature or scope of the PIP is such that the individual cannot carry out other duties, the Chair and the Dean shall make other arrangements for these duties to be completed.
- d. Review of the Performance Improvement Plan Progress

At the end of the PIP, the individual shall be reviewed by the Chairperson and Dean. Results of the PIP review will be communicated in writing by the Department Chairperson.
- e. Completion of the PIP:
 - a. The Chairperson and Dean will make a determination as to the sufficiency of the faculty member's progress towards the established PIP.
 - b. In the case of a satisfactory completion of the PIP, the faculty member will be notified in writing of the outcome and that the five-year review PTR window will commence with the start of the upcoming academic year.
 - c. If, after conducting a final review of appropriate materials, the Chairperson and Dean determine that the faculty member has failed to make sufficient progress in

performance as outlined in the PIP (or has refused to reasonably engage in the process), the Chairperson and Dean will propose appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies. Disciplinary actions include, but are not limited to, reallocation of effort, salary reduction, and tenure revocation and dismissal. The faculty member must be informed in writing of the determination and proposed sanction along with their right to appeal and the associated appeal process.

- d. A copy of the decision of the Chairperson and Dean shall be provided to the Office of the Provost (or designee).

V. Record Retention

All records of reviews will be retained by the Dean's office. At the end of each academic year the college must forward to the Office of the Provost the names of the faculty members reviewed that year, the results, and the names of each member of the review committees.

VI. Implementation

- a. The promotion/tenure unit shall prepare a plan for scheduling reviews of tenured faculty. The five-year cycle of reviews should begin during the 2023-2024 academic year with the initiation of PTR for administrative faculty, not subject to the review process under prior policy, being phased in over three review cycles beginning in 2025-2026.
- b. In all cases in which the unit head is the person being reviewed under this policy, an administrative officer one level above the unit head shall assume the unit head's function in this review.
- c. PTR evaluators should exercise prudent judgement and flexibility as new policies and procedures are implemented.

Post-Tenure Review Calendar

Below is a general timeline of the Post-Tenure review process. Figure 3 provides an overview of this process. *Be aware that this timeframe, and specific dates, will necessarily vary from year to year to be in alignment with the annual University Promotion and Tenure Calendar.* Faculty should visit the AU Faculty Support Services webpage for annually updated official University and College P&T calendars.

Annually by March 1 – Human Resources will provide to Academic and Faculty Affairs a list of faculty members due to undergo post-tenure review in the spring semester of the next academic year. The Office of Academic and Faculty Affairs will provide the Dean with this list of faculty.

By the end of March – The Office of the Dean will provide written notification to all faculty due to undergo post-tenure review in the next academic year. Each candidate will be provided with copies of, or links to, the relevant College and University post-tenure review and portfolio guidelines.

On or about January 15 of the faculty member's pre-tenure review year – Faculty submits completed post-tenure review portfolio to the Tenure-Home Department Chair. The Chair will upload the post-tenure review portfolio to a Box folder accessible by the College Promotion and Tenure Committee, who will initiate the review.

On or about March 1 of that year – College Promotion and Tenure Committee delivers the Committee’s post-tenure report to the faculty member and the Chair.

By about March 15 – Chair and reviewee will meet and discuss the Post-Tenure Review Committee’s report. If the report recommends needed improvement(s), the faculty member and Department Chair will craft a Performance Improvement Plan in consultation with the PTR Committee.

On or about April 1 – The Department Chair submits to the Dean a copy of the Committee recommendations, along with a copy of the Performance Improvement Plan.

By April 15 – The Dean notifies the Associate Provost for Faculty Affairs that the review has been completed and provides a summary of the results. A copy of the review documents will be provided to the Provost, who will review with the Dean any faculty members who have been required to complete a Performance Improvement Plan.

Portfolio Guidelines for Post-Tenure Review

These guidelines detail the portfolio format and contents that must accompany a submission for post-tenure review as it moves through the review process. The portfolios shall include distinct appendices comprising evidence of accomplishments in the following areas: (1) teaching and effectiveness in instruction; (2) professional service to the institution, the profession, or the community; (3) research, scholarship, creative activity, or academic achievement. The evidence of accomplishments in the following two areas: (a) involvement in student success activities, and (b) professional growth and development, should be included in the appendices pertaining to teaching, service, and research.

Required Organization and Format of Post-Tenure Review Portfolio

Tenured faculty will prepare the document electronically as a single PDF file with bookmarks for each section. The portfolio shall be organized as follows.

The Promotion and/or Tenure Review Portfolio should include the following:

1. University Promotion and Tenure Committee Portfolio Attestation*
2. Summary of Annual Evaluation and Assigned Contract Effort Form*
3. *Curriculum Vitae* (follow the documentation style guide appropriate to the discipline)
4. Statement of Teaching (maximum one single-spaced page Calibri 12 point)
5. Statement of Scholarship (maximum one single-spaced page Calibri 12 point)
6. Statement of Service (maximum one single-spaced page Calibri 12 point)
7. Appendix A - Copies of the Annual Performance Evaluation Forms (summary page(s) for the last five years; provided by Human Resources)
8. Appendix B - Evidence of Teaching
9. Appendix C - Evidence of Scholarship/Research
10. Appendix D - Evidence of Service

*All forms are available on the [Promotion and Tenure website](#).

No other material shall be included in the portfolio. The combined total of optional evidence for appendices B, C, and D shall not exceed 100 pages. Summaries of course evaluations and peer reviews of teaching are not included in the 100-page limit.

Details of the Portfolio.

1. Portfolio Attestation

The faculty member should sign the attestation indicating that the portfolio is complete and adheres to the guidelines outlined in the “Portfolio Guidelines” document.

2. Summary of Annual Evaluations and Assigned Contract Effort Form

The faculty member should list and their immediate supervisor confirm the annual evaluation results and the assigned contract effort for the promotion period under review. Any revisions to assigned contract effort (i.e., reassignment of effort from one category to another) should be noted.

3. Curriculum Vitae

The faculty member should include a CV that adheres to the guidelines for documentation style in aspecific discipline (e.g., AMA, APA, CMS, MLA). The CV should clearly distinguish the activities/achievements that occurred during the promotion review period from those activities/achievements that occurred prior to the review period.

4. Statement of Teaching

This narrative will highlight the faculty member’s teaching philosophy, methods and procedures and how these contribute to student learning. This narrative should also highlight the faculty member’s contributions in student advising and mentoring and other activities that contribute to student success. Format: maximum one single-spaced page, Calibri 12 points.

5. Statement of Scholarship

This narrative will highlight the significance of the faculty member’s scholarship, using criteria from the faculty member’s discipline as evidence. The faculty member should expound on the relevance of publications, presentations, and other examples of scholarship listed on the CV. The faculty member should explain how their scholarship contributes to regional, national or international prominence, appropriate to rank. If the faculty member s scholarship includes activities that contribute to student success, the faculty member should explain those contributions. Format: maximum one single-spaced page, Calibri 12 points.

6. Statement of Service

This narrative will highlight the faculty member’s service to the profession; their department, college, Augusta University, and/or University System of Georgia; and/or community. The faculty member should identify any service activities that contribute to student success. Format: maximum one single-spaced page, Calibri 12 points.

1110 Appendices

1111 Appendix A – Copies of Annual Performance Evaluation Forms

1112 Provided by Human Resources, for the last 5 years.

1113 Appendix B – Evidence of Teaching

1114 This information should cover the time period since the last review or appointment. The faculty
1115 member should present the information that best supports their case based on expectations of their
1116 discipline. This information should be presented in the most concise manner possible using lists,
1117 tables, and diagrams.

1118 The following are examples that can be included:

- 1119 j. The summary sheets of quantitative and qualitative course evaluations for the past 5
1120 years. (required)
- 1121 k. Evidence of peer review, including letters from peers that have observed the faculty
1122 member teaching. (required)
- 1123 l. If advising graduate student projects or residents include communications from up to 5
1124 residents, graduate students, advisees, etc. that address the quality of the supervision that
1125 the student received.
- 1126 m. A list of examples of student achievements such as projects, awards, honors theses,
1127 publications, presentations, time to degree for graduate students.
- 1128 n. List of course and program development activities.
- 1129 o. Evidence that the faculty member assesses whether or not s/he has been successful in
1130 increasing student learning outcomes.
- 1131 p. An annotated list of pedagogical literature and instructional development sessions that
1132 have influenced the faculty member's teaching and how the faculty member has
1133 addressed this information in planning his/her classes and instructional strategies.
- 1134 q. Evidence of activities enhancing student success through teaching and instruction (see
1135 the Augusta University guidelines for inclusion of student success activities in the
1136 evaluation of faculty).
- 1137 r. Evidence of continuous professional growth and development related to teaching.

1138

1139 Appendix C – Evidence of Scholarship/Research

1140 This information should cover the time period since the last review or appointment. The faculty
1141 member should present the information that best supports their review based on expectations of
1142 their discipline, including the scholarship of teaching and learning, the scholarship of engagement,
1143 and the scholarship of discovery. This information should be presented in the most concise manner
1144 possible using lists, tables, and diagrams.

1145 The following are examples that can be included:

- 1146 i. Journal publications, explicitly designating peer-reviewed material.

- 1147 j. Conference proceedings publications, explicitly designating peer-reviewed material.
- 1148 k. Conference presentations, explicitly designating peer-reviewed material.
- 1149 l. Invited seminars and presentations.
- 1150 m. Grants, fellowships, and scholarships, as appropriate to the discipline, with funding
- 1151 amounts.
- 1152 n. Evidence of enhancing student success through scholarship/research (see the Augusta
- 1153 University guidelines for inclusion of student success activities in the evaluation of
- 1154 faculty).
- 1155 o. Evidence of continuous professional growth and development related to
- 1156 scholarship/research.

1157 [Appendix D – Evidence of Service](#)

1158 This information should cover the time period since the last review or appointment. The faculty
 1159 member should present the information that best supports their review. This information should be
 1160 presented in the most concise manner possible using lists, tables, and diagrams.

1161
 1162 The following are examples that can be included:

- 1163 j. International, national, or regional professional committees, including any offices held
- 1164 k. University System of Georgia, Augusta University, college, and department committees, organized by
- 1165 level
- 1166 l. Evidence that the faculty member, either through scholarly work and/or service, applies knowledge
- 1167 toward solutions to complex societal problems and human needs
- 1168 m. Evidence that the faculty member contributes to the continuous improvement of public
- 1169 higher education
- 1170 n. Evidence that the faculty member contributes in some way to the public good
- 1171
- 1172 o. Evidence that the faculty member has served his or her profession through professional
- 1173 organizations and/or other professionally oriented entities
- 1174 p. Evidence that the faculty member has participated in clinical patient care, when
- 1175 appropriate
- 1176 q. Evidence of enhancing student success through service (see the Augusta University
- 1177 guidelines for inclusion of student success activities in the evaluation of faculty).
- 1178 r. Evidence of continuous professional growth and development related to service.

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Student Success Activities for all review categories

(From AU_SSA_Guidance_2022.04.18)

For the purposes of the AU Faculty Evaluation System, student success activities (SSA) is a comprehensive term for those faculty activities whose purpose is to 1) enhance student learning and engagement for the learner through continuous improvement of the learning environment, and/or 2) position the learner to be successful in achieving their short-term and long-term academic, career, and personal growth goals. Faculty support student success through in- and out-of-class efforts. Involvement in SSA is included within the faculty member's allocation of effort in the workload categories of teaching, research / scholarship / creative work, service, and administration, as applicable. The inclusion of SSA is appropriate for learners at all levels (e.g., undergraduate, graduate, and professional students and trainees). [NOTE: Definitions for the workload categories are found in the [Institutional Framework for Faculty Workload](#)].

Examples of Student Success Activities

The following are provided as examples. Appropriate SSA by discipline or profession will be identified at the unit level for each category.

- Teaching and student success activities: Using data and student feedback to continuously improve student engagement in the learning environment; completing early alerts for students; course and career mentoring and advising of students that promotes purposeful student choices and streamlined pathways; promoting academic growth mindset in students; developing and updating courses which include best practices for student engagement in learning, including scaffolding assignments, experiential learning activities and active learning courses; providing supplemental instruction to students (e.g., study groups, office hours, independent or directed studies, recitations, consultations, co-teaching sessions, creating online instruction guides, tutorials, etc.); assisting students, residents, and fellows in their clinical practice and duties. [NOTE: Clinical teaching, whether during practice activities or not, should be included here.]
- Research and student success activities: Directing student research; co-authoring or co-presenting with students; sponsoring and/or supporting students to attend professional meetings and conferences; presenting or publishing papers or securing grants related to student success; providing resource support for student research success.
- Service and student success activities: Serving on committees, teams, and task forces related to student success; mentoring faculty colleagues in student success activities; providing professional development sessions to faculty colleagues for student success activities; attending commencement ceremonies and other student recognition events; organizing or providing professional development activities for students (e.g., skills workshops); participating in student recruitment, and retention activities; partnering with academic support services and student affairs in student care and outreach, student health and wellness, and student growth & development; advising student organizations.
- Administration and student success activities: Providing support for curriculum development in terms of workload allocation or other resources; implementing student-centered course scheduling and development of academic calendar, policies, and student support.

Examples of metrics related to faculty contributions to student success

Examples of metrics for student success activities are provided below, by workload category, for consideration of inclusion in policies and guidelines. Appropriate metrics by discipline or profession will be identified at the unit level for each category.

- Metrics of teaching and student success activities: Quality continuous improvement of teaching as evaluated by peers; quality learning environment as indicated by student feedback; quality of efforts in supplemental instruction as indicated by student feedback and/or performance; rate of student success in course progression; sequencing courses and program pathways; quality participation in program/SLO assessment; student performance on licensing/certification exams in area of expertise taught by faculty member; shelf scores; success in matching for residency; attending professional development sessions related to teaching and student success, with evidence of quality application and/or contribution.
- Metrics of research and student success activities: Number and/ quality of peer-reviewed local, regional, or national presentations, publications, and grants with students (non-peer review may be better captured under teaching); independent student research success after graduation; success rate of students in completing capstone/culminating projects (honor's thesis, master's thesis, doctoral dissertation); publication of culminating research; attending professional development sessions related to research and student success, with evidence of quality application and/or contribution.
- Metrics of service and student success activities: Student success in starting graduate school or securing post-graduation employment in the field; number of awards received by student mentees; student attendance at professional development activities; number of recruitment and retention events attended by faculty member, with evidence of quality contribution; number of student recognition and commencement events attended; quality mentoring of faculty in student success as evidenced by mentee feedback/rating; quality of program delivered to peer faculty regarding student success, as evidenced by attendee feedback; quality of participation and partnership with student support services and student affairs as evidenced in partner feedback/evaluation; attending professional development sessions related to service and student success, with evidence of quality application and/or contribution.
- Administration and student success activities: Support for curriculum development; quality student advising; course scheduling and development of academic calendar, policies, and student support; attending professional development sessions related to administration and student success, with evidence of quality application and/or contribution.