

**Guidelines for Faculty
Promotion and Tenure**

**Dental College of Georgia
Augusta University**

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Glossary of Promotion and Tenure Terms

This Glossary of Promotion and Tenure Terms was adapted from relevant University System of Georgia policies, including the USG's Academic Affairs Handbook. It defines the terms used in the Augusta University Promotion and Tenure document.

Regular, full-time: Regular, full-time includes those positions in which the faculty member is employed full-time for a continuous period that is expected to exceed six (6) months. The term "full-time" denotes service on a 100% workload basis for at least two (2) out of three (3) consecutive academic terms. Only regular, full-time faculty can be employed in a position that is on the tenure track.

Regular, part-time: Regular, part-time includes those positions in which the faculty member is employed part-time at a work commitment of less than 1.00 FTE for a continuous basis and whose duration of employment may also be defined by an agreement, term, and/or restricted funding source(s). Regular, part-time faculty are not eligible for tenure and cannot hold a position that is on the tenure track.

Special exception to the above: Faculty who hold a professorial rank in a tenure track position of assistant professor or above, and who also hold a part-time or full-time appointment with the Veteran's Administration Medical Center-Augusta (VA) shall be eligible for the award of tenure in accordance with Section 8.3.7.9 of the policy of the Board of Regents of the University System of Georgia. The tenure of a faculty member who also holds a VA appointment shall apply only to that portion of the faculty member's salary and benefits that are provided directly by the University. In no event shall the award of tenure to faculty holding such joint appointments obligate the University to assume any portion of the salary or other benefits provided by the VA.

Regular-Limited Term, full-time: Regular-Limited Term, full-time includes those positions in which the faculty member is employed full-time for a continuous period that is expected to exceed six (6) months but whose positions are intended to have a limited-term that is generally not to exceed more than two successive one (1) year appointments. The term "full-time" denotes service on a 100% workload basis for at least two (2) out of three (3) consecutive academic terms. Regular – Limited Term, full-time faculty can only be employed in a position that is not on the tenure track, and time served in a Limited Term appointment cannot generally be used as credit toward tenure at a later date.

Temporary: Temporary faculty are employed on a short term basis through written appointment and can be full-time (1.00 FTE) or part-time (less than 1.00 FTE) and are not employed on an academic year contract. Once a temporary employee has worked 1,300 hours or has been employed for 12 consecutive months, whichever comes first, the temporary employee must have a break in service of 26 consecutive weeks. Employment applies across all USG institutions. Temporary faculty are not eligible for tenure.

Appointment unit: This is faculty member's academic home, the academic unit or department to which the faculty member is assigned for tenure and promotion purposes and wherein his/her primary faculty appointment resides. The academic home also serves as the "tenure home" for those faculty who are in a tenure-track position.

Joint Appointment: Full-time Academic Faculty members at Augusta University may hold joint appointment in a different department or school; these appointments hold budgetary and annual evaluation responsibility and are a part of the promotion and tenure process.

Secondary Appointment: Secondary Appointments: Full-time Academic Faculty members at Augusta University may hold a secondary appointment(s) in different department or school; these appointments hold no budgetary or annual evaluation responsibility and are not a part of the promotion and tenure process.

For the terms, “Teaching,” “Scholarship,” and “Service,” the website below contains the entire document including illustrative cases of faculty work in teaching, the various types of scholarship, and in service.

www.usg.edu/academic_affairs_handbook/docs/cases_of_faculty_work.pdf

TEACHING

Definition: Scholarly teaching is teaching that focuses on student learning and is well grounded in the sources and resources appropriate to the field. The aim of scholarly teaching is to make transparent how faculty members have made learning possible.¹

Evidence of Scholarly Teaching:

- Evidence that the faculty member reads the pedagogical literature, or attends instructional development sessions, in h/her own discipline and then branches out to the broader pedagogical literature.
- Evidence that the faculty member tries some of the teaching methods from the literature/instructional development sessions in h/her own classes.
- Evidence that the faculty member assesses whether or not h/she has been successful in increasing student learning by doing some formative evaluation with h/her students, adjusting h/her approach, asking a peer to come into the class to review the changes h/she has implemented.

SCHOLARSHIP

The Scholarship of Teaching and Learning

Definition: The Scholarship of Teaching and Learning is the “systematic examination of issues about student learning and instructional conditions which promote the learning (i.e., building on previous scholarship and shared concerns), which is subjected to blind review by peers who represent the judgment of the profession, and, after review, is disseminated to the professional community”.²

Evidence of the Scholarship of Teaching and Learning:

- Evidence that the faculty member’s scholarship in the schools or in the university classroom is public, peer reviewed and critiqued.
- Evidence that the faculty member’s scholarship is exchanged with other members of professional communities through postings on websites, presentations to h/her department or college, presentations at professional conferences, and/or written up and published.
- Evidence that the scholarship builds upon previous scholarship and shared concerns.
- Evidence that the scholarship contributes new questions and knowledge about teaching and learning.

The Scholarship of Engagement

Definition: The Scholarship of Engagement in schools is characterized by the following:

- it is to be conducted as an academic engagement with the public schools or other outside educational agencies;
- it is to involve the responsible application of knowledge, theory and/or conceptual framework to consequential problems;
- it should test a research question or hypothesis;
- one must be able to use the results to improve practice and inform further questions; and
- resulting work should be available for dissemination for peer review of results.³

Evidence of the Scholarship of Engagement:

- Evidence that the faculty member designs and implements a research agenda in at least one area of need recognized by the public schools.
- Evidence that the faculty member applies relevant knowledge toward resolution of the identified need.
- Evidence that the faculty member assesses the impact of the engagement.
- Evidence that the faculty member disseminates for peer review the results of the outreach.

The Scholarship of Discovery

Definition: The Scholarship of Discovery is basic research in the disciplines including the creative work of faculty in the literary, visual, and performing arts. It is the “pursuit of knowledge for its own sake, a fierce determination to give free rein to fair and honest inquiry, wherever it may lead”.³ It contributes to the stock of human knowledge in the academic disciplines.

Evidence of the Scholarship of Discovery:

- Evidence that the faculty member’s research is innovative (as opposed to routine) as judged by peers at the institution and elsewhere.
- Evidence that the faculty member’s research represents quality, rather than mere quantity.
- Evidence of the faculty member’s publications in high quality refereed journals and the quality and quantity of citations and reprints of his/her research publications .If appropriate for the discipline, evidence of the ability to attract extramural funding.
- Evidence of invited seminars and presentations (abstracts), if travel funds are provided, are also an indication of the Scholarship of Discovery.

SERVICE

Definition: Service is outreach or engagement by higher education faculty for the purpose of contributing to the public or institutional good. Contributions to the public good may include faculty work that contributes to solutions to complex societal problems, to the quality of life of Georgia’s citizens, and to the advancement of public higher education, particularly at AU. In the case of service to the public/private schools, the intent should be for the improvement of teaching quality and student learning. The following activities might be included in work with the schools: involvement in Learning Communities, workshops given based on need, collaborative development of courses, unit writing for the new Georgia Performance Standards, design of field experiences to support existing courses, engagement in co-observation / vertical alignment, etc.

Evidence of Service:

- Evidence that the faculty member links his/her work in some way to public contemporary issues and/or to improving the quality of life.
- Evidence that the faculty member, either through his/her scholarly work and/or service, applies his/her knowledge toward solutions to complex societal problems and human needs.
- Evidence that the faculty member contributes to the continuous improvement of public higher education.
- Evidence that the faculty member contributes in some way to the public good.

REFERENCES

1. Shulman, Lee. (1998). Course anatomy: The Dissection and Analysis of Knowledge Through Teaching. In P. Hutchings (ed.), *The course portfolio: How faculty can examine their teaching to advance practice and improve student learning.* (pp.5-12). Washington, DC: American Association for Higher Education.
2. Research Universities Consortium for the Advancement of the Scholarship of Teaching and Learning. *Policies and Procedures Supporting the Scholarship of Teaching and Learning in the Research University, Draft.* Carnegie Consortium for the Advancement of the Scholarship of Teaching and Learning, 2005.
3. C.E. Glassick,, M.T.Huber, , and G.I. Maeroff,. *Scholarship Assessed: Evaluation of the Professoriate.* San Francisco, CA: Jossey-Bass Publishers, 1996.

Promotion and Tenure Guidelines

These guidelines are intended to assist the individual faculty member, the chairperson, dean and the promotion and tenure committee members in: (i) selecting the appropriate pathway and track for their appointment, (ii) developing a personal career development plan, (iii) assessing the faculty member's readiness to be considered for promotion, and (iv) preparing the promotion document. Each College has its own guidelines for promotion and tenure aligned with this document that are more specific to the discipline.

An overview of the promotion and tenure processes is outlined in Figures 1 and 2, respectively.

As required by University System of Georgia (USG) Policies, Augusta University (AU) sets forth the following guidelines for the award of promotion and tenure for tenure track faculty. These guidelines specify three areas of assessment:

1. Scholarship
2. Teaching
3. Service

It is expected that faculty will *meet the standards* in all three of these areas. *Outstanding* 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. It is expected that all faculty engage in professional development that will enhance their scholarship, teaching and service responsibilities. General expectations for each of these areas are presented below.

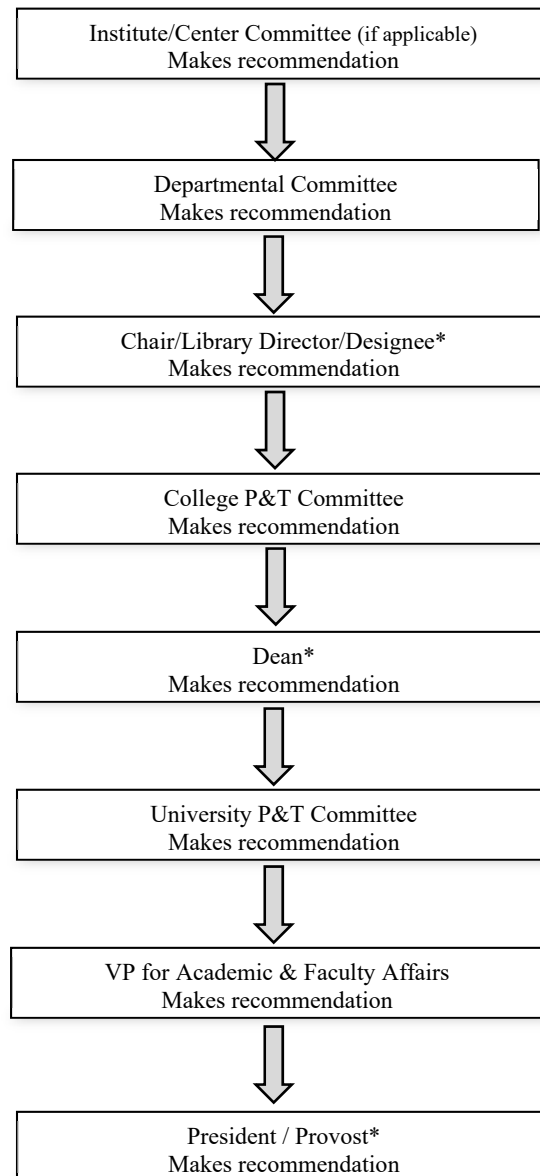
While there is no standard workload assignment across the institution, faculty workload assignment is usually a mix of time assigned to scholarship (including research and creative activity), teaching, and service. It is recognized that a comprehensive university will have faculty with varied areas of expertise and responsibilities and, therefore, the percent of effort in each of these areas will not be consistent within or across units. The evidence put forth by the candidate will be assessed in terms of the candidate's chair-assigned effort distribution in these areas.

Discipline-specific criteria for appointment, promotion and tenure must be generated and consistently applied at the level of the appointment unit and must fit a unit's particular mission within the broader institution. The promotion and tenure guidelines for the various colleges in Augusta University may contain more specific criteria as long as these criteria are consistent with discipline specific norms in each area as well as with these university-wide guidelines. Assessment of scholarly and professional service contributions should be sensitive to the specific norms proper to the given candidate's field or fields of inquiry and creativity. Colleges should strive to generate fair, discipline-sensitive assessment guidelines; while, Promotion and Tenure Committee Members should strive to understand the specific norms of scholarly contribution for that candidate's disciplinary area(s), and therein assess accordingly. At the University level, the criteria for appointment, promotion and tenure follow from these three areas of primary faculty responsibilities and the criteria are described here in general terms. The development of promotion criteria and the process for promotion for Adjunct Faculty will rest with the college.

Promotion Process for Augusta University

Figure 1

The lists of faculty eligible for promotion are generated by HR-Faculty Support Services and are sent to the Deans of the individual colleges. The Dean distributes the list of candidates to the appropriate departments. The department chair, library director or his/her designee 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/library director or designee before making a decision to submit a portfolio for consideration. Appeal of the recommended decision may be made by the candidate at each level of the process.

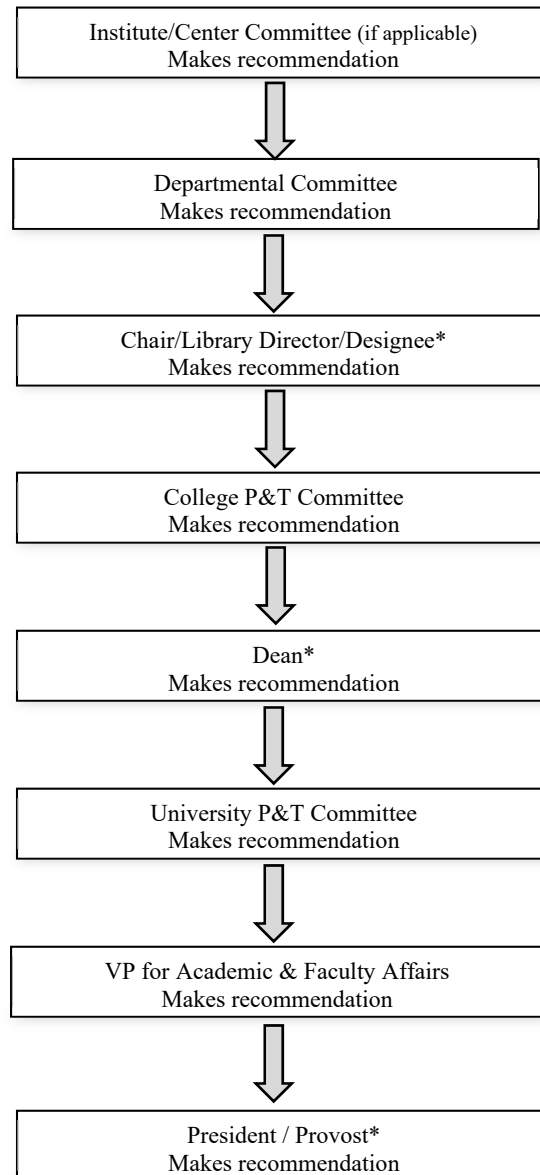


* Decision letters are provided to faculty member (If denied the process is stopped; faculty member may appeal to the next recommendation level)

Tenure Process for Augusta University

Figure 1

The lists of faculty eligible for tenure are generated by HR-Faculty Support Services and are sent to the Deans of the individual colleges. The Dean distributes the list of candidates to the appropriate departments. The department chair, library director or his/her designee informs the faculty member. The faculty member makes the decision to pursue tenure. The faculty member has the right and is encouraged to discuss this decision with his/her chair/library director or designee before making a decision to submit a portfolio for consideration. Appeal of the recommended decision may be made by the candidate at each level of the process.



* Decision letters are provided to faculty member (If denied the process is stopped; faculty member may appeal to the next recommendation level)

Promotion

General Criteria and Expectations for Promotion

There are two tracks for promotion: Tenure Track and Non-Tenure Track. Time in rank for promotion is equal to or greater than the minimum time given below, as described in the USG Academic and Student Affairs Handbook, 4.5 Award of Promotion:

http://www.usg.edu/academic_affairs_handbook/section4/C689

Years of service for promotion and tenure purposes are based on a July 1 to June 30 fiscal year. Faculty hired between July 1 and October 1 will be credited with a year of service on the next July 1. Those hired after October 1 will begin their first year of credited service the following July 1.

Faculty are eligible for and may be reviewed for promotion in rank during their fifth year of service in their current rank. If recommended for promotion, the new rank will go into effect at the beginning of their next contract period.

Under special circumstances, faculty who are performing significantly above the expectations for their current rank may be considered for “early” promotion. However, these cases require strong justification and approval by the president.

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

Achieving years of service in rank is not sole justification for promotion. Part-time appointments do not count towards the minimum time requirement. If a faculty member moves between tracks, only years of service that are negotiated at the time of the move may be counted toward probationary credit towards promotion.

A candidate for promotion who is on the non-tenure track, has a choice of being outstanding in either Teaching or Scholarship and meet the standards in the other, as well as in Service. The area of outstanding focus should be aligned with the candidate’s effort reporting.

A candidate for promotion who is on the tenure track, must be outstanding in both Teaching and Scholarship with and meet the standards in Service.

I. Expectations for Scholarship.

A. *Scholarly Engagement.*

1. Promotion to Senior Lecturer from Lecturer. A candidate for promotion to Senior Lecturer is on the non-tenure track and must be outstanding in Teaching, meet the standards in Scholarly Activity as well as Service consistent with reported effort (Senior Lecturer is the culmination of this track).

2. Promotion to Assistant Professor from Instructor.

a. Non-tenure track candidates for Assistant Professor. A candidate for promotion to Assistant Professor who is on the non-tenure track, has a choice of being outstanding in either Scholarship or Teaching (see Teaching section), meet the standards in the other as well as Service. The area of outstanding engagement in the promotion portfolio should be consistent with reported effort.

To demonstrate outstanding scholarship, s/he should be on a trajectory of local and regional scholastic development. Further, the candidate should follow the expected criteria for Assistant Professor on the tenure track.

To demonstrate meeting the standards in scholarship, the candidate for promotion to Assistant Professor must show that s/he has undertaken a research agenda and is making reasonable progress on that agenda. S/he should be making progress toward publication, or other forms of scholarship, especially in fields where publication of scholarly work is not a mainstream method of dissemination.

b. Tenure track candidates for Assistant Professor. A candidate for promotion to Assistant Professor on the tenure track should be outstanding in both Scholarship and Teaching, meeting the standards in Service. Therefore, the candidate should be on a trajectory of local and regional scholastic development. 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 outstanding level. While the emphasis of the evaluation of a candidate's contributions in the area of scholarship is based upon the dissemination of the individual's scholarly work, consideration will be given to other forms of scholarship as well, especially in fields where publication of scholarly work is not a mainstream method of dissemination.

In order for scholarship, research, and/or creative endeavors to be designated as outstanding, the candidate for Assistant Professor must have demonstrated that s/he has is becoming a scholar and/or artist within his or her appropriate discipline. Scholarship—whether of a creative nature or more traditional publications—must be of high quality appropriate to his or her college and professional affiliation. AU expects its faculty members to establish a role in scholarship, research, and/or creative endeavors. Candidates are also encouraged to collaborate; each individual should make original contributions to collaborative processes.

Scholarly evidence consistent with USG 4.7.2 and BOR 8.3.15 may also apply in this area for all candidates for Assistant Professor, whether or not they are on tenure track. AU values all types of faculty scholarship, including the Scholarship of Discovery, the Scholarship of Teaching and Learning, and the Scholarship of Engagement (see Glossary of Promotion and Tenure Terms).

2. Promotion to Associate Professor from Assistant Professor.

a. Non-tenure track candidates for Associate Professor. A candidate for promotion to Associate Professor who is on the non-tenure track, has a choice of being outstanding in either Scholarship or Teaching (see Teaching section) meeting the standards in the other as well as Service. The area of outstanding engagement in the promotion portfolio should be consistent with reported effort.

To demonstrate outstanding scholarship, s/he should be on a trajectory of regional and national scholastic development. Further, the candidate should follow the expected criteria for Associate Professor on the tenure track.

To demonstrate meeting the standards in scholarship, the candidate for promotion to Associate Professor must show that s/he has undertaken an important research agenda and is making reasonable progress on that agenda. S/he should be making progress toward publication, or other forms of scholarship, especially in fields where publication of scholarly work is not a mainstream method of dissemination.

b. *Tenure track candidates for Associate Professor.* A candidate for promotion to Associate Professor on the tenure track should be outstanding in both Scholarship and Teaching meeting the standards in Service. 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 outstanding level. While the emphasis of the evaluation of a candidate's contributions in the area of scholarship is based upon the dissemination of the individual's scholarly work, consideration will be given to other forms of scholarship as well, especially in fields where publication of scholarly work is not a mainstream method of dissemination.

In order for scholarship, research, and/or creative endeavors to be designated as outstanding, the candidate for Associate Professor must have demonstrated that s/he has grown from the time of the last promotion or time of hire in scholarship, research, and/or creative endeavor within his or her appropriate discipline. Scholarship—whether of a creative nature or more traditional publications and grantsmanship, as appropriate to the discipline—must be of high quality appropriate to his or her college and professional affiliation. AU expects its faculty members to establish a lead role in scholarship, research, and/or creative endeavors. Candidates are also encouraged to collaborate; each individual should make original contributions to collaborative processes.

Scholarly evidence consistent with USG 4.7.2 and BOR 8.3.15 may also apply in this area for all candidates for Associate Professor, whether or not on tenure track. AU values all types of faculty scholarship, including the Scholarship of Discovery, the Scholarship of Teaching and Learning, and the Scholarship of Engagement (see Glossary of Promotion and Tenure Terms).

Promotion to Professor from Associate Professor.

a. *Non-tenure track candidates for Professor.* A candidate for promotion to Professor who is on the non-tenure track, has a choice of being outstanding in either Teaching or Scholarship and meet the standards in the other as well as Service. The area of outstanding engagement in the promotion portfolio should be consistent with reported effort.

To demonstrate outstanding scholarship, s/he should be on a trajectory of national and international scholastic development. Further, the candidate should follow the expected criteria for Professor on the tenure track.

To demonstrate meeting the standards scholarship, the candidate for promotion to Professor must show that s/he has undertaken an important research agenda, including grantsmanship, and is making good progress on that agenda. S/he should be making progress toward publication, or other forms of scholarship, especially in fields where publication of scholarly work is not a mainstream method of dissemination.

b. *Tenure track candidates for Professor.* A candidate for promotion to Professor, on the tenure track, should be outstanding in both Scholarship and Teaching and meet the standards in Service. Therefore, a candidate for promotion to Professor must 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 creative 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.

This record must be consistent with the norms for excellence associated with the faculty member's college and professional affiliation. 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. 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 creative endeavors.

Scholarly evidence consistent with USG 4.7.2 and BOR 8.3.15 may also apply in this area. AU values all types of faculty scholarship, including the Scholarship of Discovery, the Scholarship of Teaching and Learning, and the Scholarship of Engagement (see Glossary of Promotion and Tenure Terms).

B. Forms of Evidence. The candidate will produce a portfolio, discussed below, that demonstrates s/he has met the criteria for promotion. The portfolio contents should be limited to the time in current rank. Evidence, which should be listed by calendar years with the most recent year first, may include but is not limited to the following

- A list of all of the faculty member's publications that explicitly designates peer-review from others.
- A list of creative endeavors and activities including art exhibitions, professional poetry recitals, theatrical, dance, or music performances, etc.
- A list of all grants, fellowships, and scholarships, as appropriate to the discipline, with funding amounts and time period during which funding was active.
- A list of faculty member's involvement in scholarly, research and creative products of his/her undergraduate, graduate, post-doctoral students and/or residents and other trainees, including but not limited to, conference presentations, publications, and like creative activities.
- A list of invited seminars and presentations.
- A list of refereed conference presentations.
- Scholarship of Teaching and Learning, and the Scholarship of Engagement.
- Any evidence consistent with [USG 4.7.2](#): The Scholarship of Discovery.
- Letters from peers and academic leaders of the same or higher rank for which the faculty member is applying. See portfolio guidelines to determine the number of letters needed.
- List of publications, indicating which are peer-reviewed.
- Any other evidence that highlights peer's recognition of the quality and sustainable contributions of the faculty member's scholarship in the field.

II. Expectations for Teaching.

A. Teaching Engagement. 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 should also be effective and skillful formal and informal advisors to students. Where applicable, faculty should provide educational depth and breadth of opportunities in the clinic, the laboratory, or other hands-on learning environment.

In order for teaching to be designated as outstanding, the candidate must have demonstrated that s/he is an accomplished teacher. Specific expectations concerning outstanding teaching at AU include knowledge of the subject matter, planning and communication of curriculum, supervision of students when applicable, creation of learning environments, fostering of student development and engagement, availability and receptivity to students, and fair evaluation of student performance.

1. *Knowledge of the Subject Matter.* An outstanding teacher will have a command of the subject, demonstrating breadth and depth of knowledge, and will remain current on developments in the field.
2. *Planning and Communication of Curriculum.* An outstanding teacher will be effective in organizing the study of the subject, including defining student learning outcomes and instructional objectives, being well prepared for each class, developing appropriate syllabi and materials, covering material consistently and deliberately with good organizational planning, and structuring classroom discussions in a manner that facilitates learning. An outstanding teacher will stay abreast of new technology and innovation in teaching practices and be familiar with pedagogical tools. Faculty will be diligent in meeting teaching obligations, including generally beginning and ending class on time; submitting grades on time; canceling classes only when necessary due to academic or professional conflicts, religious holidays, illness, or other exigent circumstances; and scheduling make-up classes or by other pedagogical means compensating for missed class time.
3. *Supervision of Students (where applicable).* An outstanding teacher fosters student accomplishment of objectives (services, procedures, or apprenticeships) while, in addition, encouraging critical thinking and analysis.
4. *Creation of Engaging Learning Environments.* An outstanding teacher will create a classroom, laboratory or clinical environment that is conducive to learning and motivates students to learn. S/he will make effective use of different teaching methods and technology as appropriate. Further, the faculty member should be organized and an effective and clear communicator in conveying concepts through content delivery, questioning, and moderation of student discussion, as appropriate.
5. *Fostering of Student Development and Engagement.* An outstanding teacher will foster student engagement in the learning environment, stimulating critical analysis by students.
6. *Availability and Receptivity to Students.* An outstanding teacher will be reasonably available to students, including being receptive to student questions, maintaining regular office hours, offering advice to students on academic and professional matters, and reviewing student work product in a timely manner.
7. *Fair Evaluation of Student Performance.* An outstanding teacher will fairly assess student performance including, when appropriate, creating appropriate examinations; developing guidelines for student papers or presentations; impartially grading student examinations, papers, or presentations; or creating and using appropriate tools for reviewing and evaluating areas of clinical performance, and professional responsibility.

1. *Promotion to Senior Lecturer from Lecturer.* A candidate for promotion to Senior Lecturer is on the non-tenure track and must be outstanding in Teaching meeting the standards in Scholarly Activity as well as Service (Senior Lecturer is the culmination of this track).

2. *Promotion to Assistant Professor from Instructor.*

a. *Non-tenure track candidates for Assistant Professor.* A candidate for promotion to Assistant Professor who is on the non-tenure track, has a choice of being outstanding in either Teaching or Scholarship and meet the standards in the other as well as Service. The area of outstanding engagement in the promotion portfolio should be consistent with reported effort.

To demonstrate outstanding teaching, AU expects the candidate for Assistant Professor to demonstrate 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.

b. *Tenure track candidates for Assistant Professor.* A candidate for promotion to Assistant Professor, on the tenure track, should be outstanding in both Teaching and Scholarship and meet the standards in Service.

To demonstrate outstanding teaching, AU expects the candidate for Assistant Professor to demonstrate 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. Further, the candidate should follow the expected criteria for Assistant Professor on the tenure track.

3. *Promotion to Associate Professor from Assistant Professor.*

a. *Non-tenure track candidates for Associate Professor.* A candidate for promotion to Associate Professor who is on the non-tenure track, has a choice of being outstanding in either Teaching or Scholarship and meet the standards in the other as well as Service. The area of outstanding engagement in the promotion portfolio should be consistent with reported effort.

To demonstrate outstanding teaching, AU 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.

b. *Tenure track candidates for Associate Professor.* Candidates for Associate Professor will demonstrate outstanding Teaching and Scholarship. AU expects candidates for Associate Professor to have a sustained commitment to excellence in teaching.

To demonstrate outstanding teaching, AU 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. Further, the candidate should follow the expected criteria for Associate Professor on the tenure track.

4. *Promotion to Professor from Associate Professor.*

a. *Non-tenure track candidates for Professor.* A candidate for promotion to Professor who is on the non-tenure track, has a choice of being outstanding in either Teaching or Scholarship and meet the standards in the other as well as Service. The area of outstanding engagement in the promotion portfolio should be consistent with reported effort.

To demonstrate outstanding teaching, AU 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.

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 should also be effective and skillful formal and informal advisors to students. Where applicable, faculty should provide educational depth and breadth of opportunities in the clinic, the laboratory, or other hands-on learning environment.

b. Tenure track candidates for Professor. A candidate for promotion to Professor who is tenured or on a tenure track should be outstanding in both Teaching and Scholarship and meet the standards in Service.

To demonstrate outstanding teaching, AU 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. Further, the candidate should follow the expected criteria for Professor on the tenure track.

B. Forms of Evidence. The candidate for promotion will produce a portfolio, discussed below, that demonstrates s/he has met the criteria for promotion. Evidence in the portfolio should be limited to the time period while in the current rank at AU. Evidence may include but is not limited to the following:

- Course evaluations of all classes and other teaching forums from the past 5 years. If only advising graduate student projects or residents, the candidate should include letters from 5 residents, graduate students, advisees, etc.
- Evidence of peer review, including letters from peers that have observed the candidate teaching.
- Evidence that the faculty member assesses whether or not s/he has been successful in increasing student learning outcomes.
- Students' performances on standardized examinations pertinent to the discipline.
- Students' performances in subsequent courses.
- Any other evidence that reflects excellence in these components.

III. Expectations for Service

Faculty members are expected to participate in their communities and professional organizations or institutions, especially when performed in a manner that draws upon the professional expertise of the faculty member and does not significantly impinge on the faculty's ability to fulfill his/her scholarly and teaching duties.

A. Service Engagement.

- 1. Promotion to Senior Lecturer from Lecturer.*** All candidates for promotion to Senior Lecturer should demonstrate service to their department.

2. **Promotion to Assistant Professor from Instructor, regardless of track.** All candidates for promotion to Assistant Professor should demonstrate service to their department and college.
3. **Promotion to Associate Professor from Assistant Professor, regardless of track.** All candidates for promotion to Associate Professor should demonstrate service to their department, college, university and profession.
4. **Promotion to Full Professor from Associate Professor, regardless of track.** All candidates for promotion to Professor should demonstrate a sustained record of service to their department, college, university, and profession.

B. Forms of Evidence. The candidate for promotion will produce a portfolio, discussed below, that demonstrates s/he has met the criteria for promotion. Evidence in the portfolio should be limited to the time period since appointment or the last promotion. Evidence may include but is not limited to the following:

- A list of international, national, or regional professional committees, including any offices held.
- A list of college, and department, college, university and professional committees, organized by level.
- Evidence that the faculty member links his or her work in some way to public contemporary issues and/or to improving quality of life.
- Evidence that the faculty member, either through scholarly work and/or service, applies knowledge toward solutions to complex societal problems and human needs.
- Evidence that the faculty member contributes to the continuous improvement of higher education.
- Evidence that the faculty member contributes in some way to the public good.
- Evidence that the faculty member has served his or her profession through professional organizations and/or other professionally oriented entities.
- Evidence that the faculty member has participated in clinical patient care, when appropriate.

Tenure

Tenure may be granted to those eligible faculty members whose professional accomplishments indicate that they will continue to serve with distinction in their appointed roles and uphold the strategic goals and mission of the university. Eligibility is determined by [BOR 8.3.7.4 “Award of Tenure”](#). The criteria for tenure and the criteria for promotion are similar, but not identical.

Tenure is awarded to those who are appointed to a tenure-track faculty position, and who meet the standards in scholarship, teaching, and service. The award of tenure is based on the achievement of distinction in an area of learning and the prediction of continued distinction throughout the individual’s professional career. AU will not confer tenure unless the instructional faculty member achieves or demonstrates strong promise of achieving promotion in rank.

Tenure may be awarded, upon approval of the president, upon completion of a probationary period of at least five (5) years, and no more than seven (7) years, of full-time service at the rank of assistant professor or higher (BoR Minutes, August 2007).

A maximum of three (3) years’ credit toward the minimum probationary period may be allowed for service in tenure track positions at other institutions or for full-time service at the rank of instructor or lecturer at the same institution. Such credit for prior service shall be approved in writing by the president, or designee, at the time of the initial appointment at the rank of assistant professor or higher.

In exceptional cases an institution president, or designee, may approve, upon recommendation of appropriate promotion and tenure committees and relevant supervisors, an outstanding distinguished senior faculty member for the award of tenure upon the faculty member’s initial appointment; such action is otherwise referred to as tenure upon appointment. Each such recommendation shall be granted only in cases in which the faculty member, at a minimum, is appointed as an associate or full professor, was already tenured at a prior institution, and brings a demonstrably national reputation to the institution. If the person is being appointed to a faculty or administrative position and has not previously held tenure, the award of tenure must also be approved by the Chancellor (BoR Minutes, August 2007).

Extension of Probationary Tenure Periods

A faculty member may request a one-year extension of the probationary period in situations that are qualifying events under the Family and Medical Leave Act, but which do not necessarily result in the faculty member taking a formal leave of absence. Examples of such events include an extended illness, disability, childbirth, adoption of a child, death of an immediate family member, or extended care of an ill child or immediate family member. Extensions of the probationary term will be limited to no more than a total of two years. Requests for extensions of time shall be reviewed and approved by the Dean before submission to the Provost for final consideration. The following written information will be provided by the faculty member:

- date of appointment;
- terminal tenure year decision;
- reason for requesting an extension;
- date of the qualifying event(s);
- explanation of how the nature of the event(s) substantially burdened (or will burden) progress to tenure;
- outline of the specific work for which progress has been (or will be) hampered;
- copy of the curriculum vita.

A faculty member should apply for an extension as soon as it becomes clear that an extenuating circumstance has substantially impeded (or will impede) progress toward tenure in specific ways. Such requests normally

shall be made within three months of the extenuating event. Requests for an extension should not be made prematurely on the basis of speculation about how a coming event might affect progress toward tenure.

Procedures: In addition to the written information provided by the faculty member clearly addressing the seven items listed above, all requests must include a letter of support from the faculty member's Department Head/Director (as applicable) and Dean.

General Criteria and Expectations for Tenure

I. Expectations for Scholarship.

A. *Scholarly Engagement.* Candidates for tenure should be on a trajectory of national and international development. AU expects that its faculty members will participate in scholarship, research, and/or creative endeavors and will disseminate their work through publications or other peer reviewed outlets at an outstanding level. While the emphasis of the evaluation of a candidate's contributions in the area of scholarship is based upon the dissemination of the individual's scholarly work, consideration will be given to other forms of scholarship as well. This is especially true in fields where publication of scholarly work is not a mainstream method of dissemination.

In order for scholarship, research, and/or creative endeavors to be designated as outstanding, the candidate for tenure must have demonstrated that s/he is an accomplished scholar and/or artist within his or her appropriate discipline. Scholarship—whether of a creative nature or more traditional publications—must be of high quality appropriate to his or her college and professional affiliation. AU expects its faculty members to establish a lead role in scholarship, research, and/or creative endeavors. Candidates are also encouraged to collaborate; each individual should make original contributions to collaborative processes.

Scholarly evidence consistent with [USG 4.7.2](#) and [BOR 8.3.15](#) may also apply in this area. AU values all types of faculty scholarship, including the Scholarship of Discovery, the Scholarship of Teaching and Learning, and the Scholarship of Engagement.

B. *Forms of Evidence.* The candidate for tenure will produce a portfolio, discussed below, that demonstrates that s/he has met the criteria for tenure. The portfolio contents should be limited to the time period while on tenure track at AU. Evidence which should be listed by calendar years with the most recent year first, may include but is not limited to the following:

- A list of all of the faculty member's publications that explicitly designates peer-review from others.
- A list of creative endeavors and activities including art exhibitions, professional poetry recitals, theatrical, dance, or music performances, etc.
- A list of all grants, fellowships, and scholarships, as appropriate to the discipline, with funding amounts and time period during which funding was active.
- A list of faculty member's involvement in the scholarly, research and creative products of his/her undergraduate, graduate, post-doctoral students and/or residents and other trainees, including but not limited to, conference presentations, publications, and like creative activities.
- A list of invited seminars and presentations.

- A list of refereed conference presentations.
- Scholarship of Teaching and Learning, and the Scholarship of Engagement.
- Any evidence consistent with [USG 4.7.2](#): The Scholarship of Discovery.
- Letters from external (non-AU) peers and academic leaders of the same or higher rank and tenure as that which the faculty is applying to.
- Copies of significant publications by the faculty member.
- Any other evidence that highlights peer's recognition of the quality and sustainable contributions of the faculty member's scholarship in the field.

II. Expectations for Teaching.

A. Teaching Engagement. Candidates for tenure will demonstrate outstanding teaching. 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. Where applicable, faculty should provide educational depth and breadth of opportunities in the clinic, the laboratory, or other hands-on learning environments.

In order for teaching to be designated as outstanding, the candidate must have demonstrated that s/he is an accomplished teacher. Specific expectations concerning outstanding teaching at AU include knowledge of the subject matter, planning and communication of curriculum, supervision of clinical casework of students when applicable, creation of learning environments, fostering of student development and engagement, receptivity of and availability to students, fair evaluation of student performance, and innovation in educational delivery.

1. *Knowledge of the Subject Matter.* An outstanding teacher will have a command of the subject, demonstrating breadth and depth of knowledge, and will remain current on developments in the field.
2. *Planning and Communication of Curriculum.* An outstanding teacher will be effective in organizing the study of the subject, including defining student learning outcomes and instructional objectives, being well prepared for each class, constructing appropriate syllabi and materials, covering material consistently and deliberately with good organizational planning, and structuring classroom discussions in a manner that facilitates learning. An outstanding teacher will stay abreast of new technology and innovation in teaching practices and be familiar with pedagogical tools. Faculty will be diligent in meeting teaching obligations, including generally beginning and ending class on time; submitting grades on time; canceling classes only when necessary due to academic or professional conflicts, religious holidays, illness, or other exigent circumstances; and scheduling make-up classes or by other pedagogical means compensating for missed class time.
3. *Supervision of Students (where applicable).* An outstanding teacher fosters student accomplishment of objectives (services, procedures, or apprenticeships) while, in addition, encouraging critical thinking and analysis.
4. *Creation of Engaging Learning Environments.* An outstanding teacher will create a classroom, laboratory or clinical environment that is conducive to learning and motivates students to learn. S/he will make effective use of different teaching methods and technologies as appropriate. Further, the faculty member

should be organized and an effective and a clear communicator in conveying concepts through content delivery, questioning, and moderation of student discussion, as appropriate.

5. *Fostering of Student Development and Engagement.* An outstanding teacher will foster student engagement in the learning environment, stimulating critical thinking and analysis by students.

6. *Availability and Receptivity to Students.* An outstanding teacher will be reasonably available to students, including being receptive to student questions, maintaining regular office hours, offering advice to students on academic and professional matters, and reviewing student's work products in a timely manner.

7. *Fair Evaluation of Student Performance.* An outstanding teacher will assess student performance fairly, including when appropriate, creating appropriate examinations; developing guidelines for student papers or presentations; impartially grading student examinations, papers, or presentations; or creating and using appropriate tools for reviewing and evaluating areas of clinical performance, and professional responsibility.

B. Forms of Evidence. The candidate for tenure will produce a portfolio, discussed below, that demonstrates s/he has met the criteria for tenure. Evidence in the portfolio should be limited to the time period while on tenure track at AU including years of credit toward tenure. Evidence may include but is not limited to the following:

- Course evaluations of all classes and other teaching forums from the past 5 years. If only advising graduate student projects or residents, the candidate should include letters from 5 residents, graduate students, advisees, etc.
- Evidence of peer review, including letters from peers that have observed the candidate teaching.
- Evidence that the faculty member assesses whether or not s/he has been successful in increasing student learning outcomes.
- Student's performances on standardized examinations pertinent to the discipline.
- Student's performances in subsequent courses.
- Any other evidence that reflects excellence in these components.

III. Expectations for Service

A. Service Engagement. Candidates for tenure will meet the standards in service. Faculty members at AU are also members of the university community and of communities beyond the institutional boundaries to which they have responsibilities. To be tenured, the candidate must have met the standards in service, including (when appropriate) clinical service, as appropriate to the University, the profession, and the community.

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

B. Forms of Evidence. The candidate for tenure will produce a portfolio, discussed below, that demonstrates s/he has met the criteria for tenure. Evidence in the portfolio should be limited to the time period while on tenure track at AU, including years of credit toward tenure. Evidence may include but is not limited to the following:

- A list of international, national, or regional professional committees, including any offices held.
- A list of USG, AU, college, and department committees, organized by level, indicating leadership roles.
- Evidence that the faculty member links his or her work in some way to public contemporary issues and/or to improving quality of life.
- Evidence that the faculty member, either through scholarly work and/or service, applies knowledge toward solutions to complex societal problems and human needs.
- Evidence that the faculty member contributes to the continuous improvement of higher education.
- Evidence that the faculty member contributes in some way to the public good.
- Evidence that the faculty member has served his or her profession through professional organizations and/or other professionally oriented entities.
- Evidence that the faculty member has participated in clinical patient care, when appropriate.

Promotion and Tenure Committee Guidelines & Procedures

Promotion and Tenure (P&T) committee chairs at each level (department, college and university) will provide a written summary of each committee recommendation for promotion or tenure. The summary will address teaching, scholarship, and service. This summary will be added to the P&T portfolio as it moves to the next level of review.

All faculty shall be notified **in writing** within five business days of the recommended decision, and receive a copy of the written summary, at each step of the promotion process outlined in Figure 1: Promotion Process for Augusta University and tenure process outlined Figure 2: Tenure Process for Augusta University.

Committee Membership

No faculty member can serve on more than one P&T Committee at different levels (department, college, university) that would cause them to evaluate the same individual(s). For the purpose of this document the University Libraries will be considered as a college and the Director of the Libraries as a dean. No faculty member in a position at or above the level of department chair shall serve on any P&T 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.

University P&T Committee

- 1) The policies and procedures (i.e., term limits, quorum rules, membership, voting procedures, etc.) of the University P&T Committee must be approved by the University President, published in the institutional policy library and be readily available to faculty, and be reviewed at least every 3 years.
- 2) Each college that has a P&T committee (see below) will have one representative on the University Senate P&T Committee. The college representative will be elected by the full-time faculty of that College.
- 3) Term limits for University P&T committee membership will be three years. One third of the committee members (as designated by Groups 1, 2, and 3) will roll off each year and new members elected by their respective colleges. Group 1 consists of the Hull College of Business, College of Dental Medicine, and Medical College of Georgia. Group 2 consists of the College of Allied Health, Pamplin College of Arts, Humanities and Social Sciences, and the University Libraries. Group 3 consists of College of Education, College of Nursing, and College of Science and Mathematics. Members may not serve consecutive terms.
- 4) All members of the University P&T Committee will have full-time faculty appointments, be tenured, and hold the rank of Associate Professor or above.
- 5) Colleges that have no tenured associate-level or above faculty eligible to serve on the University P&T Committee are allowed to elect a representative that is an Associate Professor or above who is not tenured to serve on this committee. Such representatives may not vote on tenure applications.
- 6) The Graduate School does not have its own promotion and tenure committee, because all AU faculty in The Graduate School have primary appointments in another college. Therefore, The Graduate School does not meet the criteria for representation and shall not have a representative on the University P&T Committee.
- 7) 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*.
- 8) Duties of the committee include reviewing all prior recommendations for due process and adherence to

each unit's published guidelines. If the committee finds evidence of a violation in due process or inconsistencies in adherence to unit or university guidelines, the committee recommendation shall be accompanied with a detailed explanation.

- 9) Duties of the committee include reviewing all changes to college level P & T Guidelines.
- 10) Appeals of the College P&T committee decisions are to be made in accordance with the AU P&T appeals procedures.

College P&T Committees

1. Each college will establish a standing P&T Committee consisting of an odd number of members with a minimum of 5 members. This committee shall be known as the "Promotion and Tenure Committee" of that college. The policies and procedures (i.e., term limits, quorum rules, membership, voting procedures, etc.) of College P&T Committee shall be established by each College. These policies and procedures must be approved by the College Dean, University Senate Committee on Promotion and Tenure, and the University Provost, be published in the institutional policy library and be readily available to faculty, and be reviewed at least every 3 years.
2. A majority of members of the committee must be tenured. The specific number of members on each College P&T committee will be established by the college. Exceptions to this committee membership policy may be appealed by the Dean to the Provost. The Provost will review college/library committee membership annually.
 - a. In departmentalized colleges, membership on this committee should be proportionally representative of the departments with at least one member from each department in colleges with 5 or fewer departments and no more than two members from any single department in colleges with 6 or more departments.
 - b. Approximately one-third of committee membership will be elected/appointed each year. Members may not serve consecutive terms, except those who were initially appointed to a one-year term.
 - c. All members of the College P&T Committee will have full-time faculty appointments and will hold rank of Associate Professor or above. A majority of committee members must be tenured.
3. All committee members vote on promotion decisions. Only tenured members of the committee shall vote on tenure decisions.
4. 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*.
5. In the event that a sufficient number of qualifying faculty is not available in the college, faculty outside the college shall be appointed by the Dean to serve on the College P&T Committee.
 - a. In the event that sufficient qualified members are not available in a college for service on the College P&T Committee, members from other colleges must be appointed. The manner in which outside members are appointed to the committee must be specified in the college governance documentation.

- b. In the event that a sufficient number of faculty members are not available within a college to make tenure decisions, tenured members outside of the college shall be appointed. The manner in which outside members are appointed to the committee must be specified in the college governance documentation.
 - c. When outside members are appointed to a College P&T Committee, every effort should be made to solicit members who have some understanding of the disciplines contained within the college and some familiarity with those discipline's norms for excellence. The procedures used to place outside members on the committee must be harmonious with the elected/appointed proportions described in 1.
6. Appeals of the College/School P&T committee decisions are to be made in accordance with the AU P&T appeals procedures.

Departmental P&T 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, University Senate Committee on Promotion and Tenure, and the University Provost, 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 (P&T) process begins with a department P&T committee recommendation. Each department in departmentalized colleges 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.
2. Tenure recommendations shall be made by a minimum of three tenured members of the Department P&T Committee. 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 P&T Committee by the department chair or his/her designee.
3. 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.
4. Quorum rules and majority vote percentage standards will be established by the department.
5. Appeals of Department P&T Committee decisions are to be made in accordance with the AU P&T appeals procedures.

Exceptions to these policies

1. In the case of administrators (Chairs and above) being considered for promotion and/or tenure, the individual's superior will appoint a 3-person committee to review the portfolio and make a recommendation. This committee serves in place of the departmental committee. The 3 individuals will have the same or higher rank and tenure status for which the candidate is being considered. The candidate will be reviewed in the areas of scholarship, teaching and service. The recommendation is made to the college P&T Committee.

Pre-Tenure Review

Review Timing

Annually by March 1st, HR-Faculty Support Services will provide each Dean a list of faculty who are not yet tenured and have completed their third year on tenure track by June 30th of the current fiscal year. The (college or academic unit) will provide a comprehensive pre-tenure review of each faculty member on this list. This review shall be completed prior to January of the faculty member's 4th year of non-tenured service. 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 6th year of service, this mid-course review will occur in the year that divides the difference between the years of credited service and year 6 in half (e.g., a person hired with 2 years credit would undergo this review during the second year of institutional service). The purpose of the review shall be to provide the faculty member with a clear understanding of those areas that might need attention if the candidate is to continue his or her progress toward successfully achieving tenure.

Review Process

This review will be conducted by a committee of at least three tenured faculty members from the candidate's department or academic unit. If an insufficient number of tenured faculty members exist within the unit, tenured faculty from a related field may serve on the committee; however, the candidate must consent to the appropriateness of the appointments. This may be, at the department's discretion, the departmental P&T Committee.

Basis of Review

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 and submitted in accordance with the approved Promotion and Tenure calendar.

In reviewing the above 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.

Reporting and Follow-Up

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 chair or unit head. The candidate and chair or unit head will review the report together. This document should also be submitted to the Dean of the College of primary appointment, or responsible administrator to whom the academic unit reports, for consideration and approval. The Dean shall notify the Provost office that the review has been completed.

Post-Tenure Review

All units are required to conduct a periodic, regularly scheduled review of tenured faculty to provide ongoing assessment of teaching, scholarly achievement, and service activities of the individuals after they have been granted tenure. A Post-Tenure Development Plan (PTDP) will be developed if any performance areas are found to be deficient. Review will reside in the college. Each college within the university will develop and implement such a review process according to its organizational structure but consistent with the policies and procedures of Augusta University and the Board of Regents.

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 or personnel action. It shall be completed no later than the end of that 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.

1. All tenured faculty members will be reviewed with the following exception: tenured faculty members with a primary administrative appointment (50% or greater time commitment/effort allocation) will not be subject to post-tenure review. If such an individual leaves that administrative position and returns to a primary academic position, he/she will then become subject to post-tenure review according to the guidelines within his/her college.
2. Review will be conducted by at least three tenured faculty members, all or a majority of those who are in the college of the individual being reviewed. A representative of the individual's department may be included as a non-voting member of the review committee.
3. The review will encompass teaching, research/scholarly achievement, and service. It will be based upon the faculty member's current job description, faculty evaluations, assigned faculty effort, and post-tenure review portfolio. Documentation required will be determined by the college, the other above named reports/forms as appropriate for the last five years, and a Curriculum Vitae consistent with AU format. The portfolio should include evidence of scholarship, teaching and service consistent with chair-assigned effort. It should be noted that competence in all three areas is expected as is excellence in the areas of primary activity. Lack of activity in an area for three years shall be deemed unsatisfactory.
4. Results and recommendations of the review committee will be communicated in writing to both the individual faculty member and the Department Chair.
5. The Chair will then review the findings with the individual faculty member. The individual faculty member will be provided with a written copy of the report at least five working days prior to the meeting. The faculty member and the Chair will sign the document after review. The faculty member, if he/she desires, may prepare a written response. The Chair will then transmit the report and any response to the Dean of the school. In the case of reviews of Department Chairs the results will be communicated directly to the Dean. After review by the Dean, the report and any response will be communicated to the Executive Vice President for Academic Affairs & Provost with a recommendation for further action or no further action.

In instances where areas of deficiency are noted and further action is required, the Chair is responsible, in consultation with the faculty member and Dean, for establishing a Post-Tenure Development Plan (PTDP) directly related to the findings of the post-tenure review and identifying appropriate resources for completion of the PTDP. If a PTDP is required for a Chair, it will be developed by the Dean in consultation with the Chair. The PTDP shall be included with the report and forwarded to the Executive Vice President for Academic Affairs & Provost.

The Post-Tenure Development Plan (PTDP) will:

1. specify goals or outcomes that are required for the faculty member to overcome identified deficiencies;
2. outline specific activities that will be undertaken to achieve the goals or outcomes;
3. set appropriate times within which the goals or outcomes will be accomplished (which should not exceed three years);
4. indicate the criteria by which progress will be monitored; and
5. include a plan to monitor progress and reassess the plan annually as part of the faculty member's annual evaluation.

The Dean will be responsible for financial arrangements associated with the PTDP. If the nature or scope of the PTDP 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.

At the end of the PTDP the individual shall be reviewed by a three-member review committee. If possible, the committee should have the same members who completed the original review. Results of the review will be communicated in writing to the Department Chair. The Chair and the committee will come to an agreement on the content of the review. If they cannot come to an agreement, the Dean will be consulted.

1. Upon satisfactory completion of the PTDP the individual shall continue with five-year reviews, such time commencing with the next academic year after completion of the program.
2. If completion of the PTDP is deemed unsatisfactory by the review committee, the Chairperson, and the Dean, this decision with a recommendation from the Chairperson and the Dean will be referred to the President for further action.

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 Executive Vice President for Academic Affairs & Provost the names of the faculty members reviewed that year, the results, and the names of each member of the review committees.

A faculty member who disagrees with the results of a post-tenure review, a PTDP, or any subsequent actions resulting from the review process has the right to appeal, as outlined below.

Post Tenure Review Appeals

Individual faculty member(s) shall have an avenue for appeal of decisions made from post-tenure review, or for disagreement with a PTDP or any subsequent actions resulting from the evaluation process.

1. Decisions by department chair or equivalent may be appealed to the Dean within 10 days of written notification of a decision, action, or finalization of a PTDP.
2. Decisions by the Dean may be appealed to the Provost within 10 days of written notification from the Dean. The Provost shall refer the appeal to an *ad hoc* Appeals Committee composed of the Chairperson of the Promotion & Tenure subcommittee of the Faculty Senate and four corps of instruction members to be named by the Provost, two of whom must be members of the Faculty Senate, one of whom must be from the College of the appellant, and in the case of post-tenure review appeals, three of whom shall hold tenure. The appellant has the right to strike for cause one member of the *ad hoc* Appeals Committee. The Provost shall inform the Dean and the President 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 appellant will be notified of the Provost's decision with copies to the Dean and President.
3. Decisions by the President may be appealed in writing to the Board of Regents within 20 days of notification of the President's action.

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

Promotion Appeals

All faculty shall be notified **in writing** within five 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: Promotion Process for Augusta University. Formal decisions are made at the Department Chair, Dean, and President/Provost levels.

- I. 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.

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

- a. 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 Director of the Libraries through the Libraries' established channel for appeal.
 - b. Formal decisions by the Dean/Director of the Libraries 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 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 makes 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.
 - c. Decisions of the President may be appealed in writing to the Board of Regents within 20 business days of notification of the President's action.
- II. The procedures for appeal at each level shall be available through the department and through the Dean's office.

Tenure Appeals

All faculty shall be notified **in writing** within five 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 2: Tenure Process for Augusta University. Formal decisions are made at the Department Chair, Dean, and President/Provost levels.

I. 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.

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

- a. Formal decisions by the Department Chairperson may be appealed to the Dean through the college's established channel for appeal.
- b. 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 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 makes 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.
- c. Decisions of the President may be appealed in writing to the Board of Regents within 20 days of notification of the President's action.

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

**Portfolio Guidelines
(Augusta University)**

These guidelines detail the portfolio format and contents that must accompany the request for promotion/tenure as it moves through the approval process. Departments or college committees may require or request additional information to help them make their decisions, but these materials should remain at the respective level.

A. Required Organization and Format of Portfolio.

The applicant will prepare the document electronically as a single PDF file with chapters. The portfolio shall be organized as follows. The details of the following list of items are described in section B below.

1. Application form(s)
2. Curriculum Vitae
3. External Letters of Review or Recommendation (according to College P&T guidelines)
4. Annual Performance Evaluation Forms provided by Human Resources (summary page(s) last five years)
5. Statement of Scholarship (maximum one single-spaced page)
6. Evidence of Scholarship (since the time of last review or promotion)
7. Statement of Teaching (maximum one single-spaced page)
8. Evidence of Teaching (since the time of last review or promotion)
9. Statement of Service (maximum one single-spaced page)
10. Evidence of Service (since the time of last review or promotion)
11. Appendix A – Department P&T committee(s), chair, college P&T committee, and dean letters

No other material shall be included in the portfolio.

B. Details of the Portfolio.

1. **Application form(s).** A candidate for promotion and tenure should complete separate forms. Signatures are required on the form.
2. **Curriculum Vitae.** The candidate should include a CV.
3. **Letters of Review or Recommendation –**

Candidates for promotion to Assistant Professor and above, and the award of tenure, are expected to have a minimum of three external letters of review or recommendation. The candidate shall recommend colleagues from other institutions that have sufficient knowledge of his or her work. Colleges shall specify the format and scope of these letters, including appropriate restrictions on who may author them and a process for identifying and contacting those persons.

External letters are defined as those support letters solicited from outside Augusta University. However, due the multidisciplinary work of many AU faculty, one external letter of support is allowed from outside one's primary college on the AU campuses.

4. Annual Performance Evaluation Form provided by Human Resources (summary page(s) from last 5 years)

5. Statement of Scholarship (maximum 1 single-spaced page Calibri 12 point)

This narrative will highlight the significance of the candidate's scholarship, including publications, presentations and other examples of scholarship. The candidate should explain how his or her scholarship contributes to regional, national or international prominence, appropriate to rank.

6. Evidence of Scholarship Summary (since the time of last review or promotion).

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. faculty member's publications that explicitly designates peer-reviewed material from other publications including the Scholarship of Teaching and Learning, and the Scholarship of Engagement, and any evidence consistent with [USG 4.7.2](#): The Scholarship of Discovery.
- b. creative endeavors and activities including art exhibitions, professional poetry recitals, theatrical, dance, or music performances, etc.
- c. all grants, fellowships, and scholarships, as appropriate to the discipline, with funding amounts.
- d. invited seminars and presentations.
- e. refereed conference presentations.
- f. evidence of up to 10 of the candidate's most significant publications and/or creative endeavors since the time of appointment or the last promotion may be included. This does not imply that every publication/endeavor is of equal intellectual merit. The candidate should define and make the case for what is significant.

7. Statement of Teaching (maximum one single-spaced page Calibri 12 point).

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.

8. Evidence of Teaching (since the time of last review or promotion).

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. Please include the summary sheets of faculty and 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.

9. Statement of Service (maximum one single-spaced page 11 point font).

The candidate will highlight his or her service to the profession, his or her department, college, AU, and/or USG.

10. Evidence of Service (since the time of last review or promotion).

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. USG, AU, 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

Appendix A – Department P&T committee(s), chair, college P&T committee, and dean letters

Scientist/Educator Pathway Tenure Track Promotion to Assistant Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Generally, this is the initial appointment for full-time faculty on this track. Nonetheless, promotion to this rank from Instructor would require 5 years full-time teaching. One year of credit can be counted for completing a residency. Early promotion requires strong justification and exceptional productivity. Movement from any non-tenure track position to the tenure track is considered a new appointment, not a promotion, and initiates the time-based requirements for this position.	
Overall:	Must attain outstanding achievement in BOTH Research and Scholarship and Teaching, and meet standards for Service. Examples of criteria for evaluation may include, but are not limited to, the following:	
Teaching	Teaching % Effort	Typically devotes 10-30% of time to education-related activities in The Dental College of Georgia.
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge, skills, and values. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. Teaching at multiple student levels (undergraduate/graduate/resident adds strength to the application. (See matrix on reporting teaching commitments; page 64)
	Innovations and Improvements	Innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Favorable evaluations by multiple audiences (students, peers, and continuing education participants), compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These items include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator's Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 40-70% of time to scholarship-related activities in The Dental College of Georgia. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	Scholarly productivity is essential for promotion, and outstanding attainment is demonstrated by the candidate providing evidence of developing as a scholar within her/his appropriate discipline. The candidate for promotion to Assistant Professor should exhibit evidence of developing scholarly productivity and collaboration. Assessment involves an evaluation of the following factors:
	Publications	Authorship or co-authorship on at least 2 peer-reviewed scholarly publications or other scholarly products, since date of last appointment. For contribution from MedEd Portal, to publication requirements, please see page 61.

	Research and Funding	Participation in ongoing research studies. Funding adds strength to application.
	Presentations	Presentation of scholarly work at the local or state levels or better adds strength to the application.
	Other Scholarly Activities	Participation in/pursuit of graduate education would be conducive to further professional development. Development of patents adds strength to the application.
Service	Service % Effort	Typically 5-20% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Service on at least one Dental College of Georgia committee.
	Patient Care	If qualified, the candidate should perform patient care within the context of job description.
	Service to the Profession	Service in professional committees/organizations at the local level. Participation in non-AU-sponsored continuing education.
	Continuing Education	Participation in AU-sponsored continuing education programs adds strength to application.
Recognition	Preamble	Evidence of developing skills necessary to contribute to the mission of the college in the areas of teaching, scholarship, and service.
	Professional Development	Participation in/completion of academic/professional fellowships adds strength to the application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Executive Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Progress toward receiving specialty board certification, where applicable, adds strength to application.
	Referrals, Invited Presentations and Reviews	Local, regional, or national presentations, and invitations to speak at professional meetings add strength to the application. Invitations to provide peer review for journals or submission to them add strength. Patient referrals from other clinical professionals indicate growing clinical reputation.
	Honors and Awards	Recognition adds strength to application.
	Reference letters (minimum of three)	Generally 3 external letters of references would be required, one of which may be from an evaluator at AU but outside of the DCG. The letters should be from peers and academic leaders of the same or higher rank on tenure-track. Letter(s) should address personal knowledge of the candidate to include insights and evidence of personal awareness of the candidate's performance and its significance.

Scientist/Educator Pathway Tenure Track Promotion to Associate Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Promotion to this rank from Assistant Professor would require 5 years of full-time service in the current rank. Early promotion requires strong justification and exceptional productivity. Movement from any non-tenure track position to the tenure track is considered a new appointment, not a promotion, and initiates the time-based requirements for this position.	
Overall:	Must attain outstanding achievement in BOTH Scholarship and Teaching, and meet standards for Service. Must demonstrate potential for leadership in scholastic and academic roles. Examples of criteria for evaluation may include, but are not limited to, the following:	
Teaching	Teaching % Effort	Typically devotes 10-30% of time to education-related activities in The Dental College of Georgia.
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. Appointment in The Graduate School, as well as participation at multiple levels (undergraduate/graduate/resident student; course directorship/co-directorship), add strength to the application. (See matrix on reporting teaching commitments; page 64)
	Innovations and Improvements	Innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Consistently favorable evaluations by multiple audiences (students, peers, and continuing education participants), compared with other course faculty, if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator’s Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 40-70% of time to scholarship-related activities in The Dental College of Georgia. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	Effectiveness in scholarly productivity in a well-focused area is essential for promotion, exhibiting a commitment to and depth of scholarly productivity. Assessment involves an evaluation of the following factors:
	Publications	Authorship or co-authorship on at least 2 peer-reviewed publications per year, since date of last promotion or appointment at AU. For contribution from MedEd Portal, to publication requirements, please see page 61. Factors considered in evaluating publications: <ul style="list-style-type: none"> • Journal quality (impact factor). • Type of publication (review, original research, etc.). • Role in multi-authored publications (corresponding author, first author, etc.). • Consistency of output. • Proportion of research-based publications.

	Research and Funding	Funding consistently sought from national federal, foundation, or industrial funding agencies. Funding obtained as principal investigator. Funding should support research focus and provide salary support.
	Presentations	Presentations at national or international meetings.
	Other Scholarly Activities	Participation in/pursuit of graduate education would be conducive to further professional development. Emerging leadership: e.g., mentoring students or faculty; leadership of research-oriented committees. Development of patents adds strength to the application.
Service	Service % Effort	Typically 5-20% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Service on Departmental and/or Dental College of Georgia committees with evidence of active role. Service on at least one AU campus-wide committee. Participation in leadership role adds strength.
	Patient Care	If qualified, the candidate should perform patient care within the context of job description.
	Service to the Profession	Service on professional committees at the state or regional level. Participation in leadership role adds strength, Participation in non-AU-sponsored continuing education.
	Continuing Education	Participation in AU-sponsored continuing education programs adds strength to application.
Recognition	Preamble	Evidence of contributions to the college in the areas of teaching, scholarship, and service. Sustained efforts to secure extramural funding are required. Additional evidence of a developing national reputation is required.
	Professional Development	Participation in/completion of academic/professional fellowships adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Executive Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Progress toward receiving specialty board certification, where applicable, adds strength to application.
	Referrals, Invited Presentations and Reviews	Invitations to present in local, state, or national venues or to author review articles/abstracts in the area of scholarship focus. Invitations to provide peer review for journals or submission to them adds strength. Patient referrals from other clinical professionals indicate growing clinical reputation. Requests to provide review articles/editorials/book chapters add strength to the application.
	Honors and Awards	Recognition adds strength to application.
	Reference letters (minimum of three)	Generally 3-5 external letters of references would be required, one of which may be from an evaluator at AU but outside of the DCG. The letters should be from peers and academic leaders of the same or higher rank with tenure or on tenure-track. Letter(s) should address personal knowledge of the candidate to include insights and evidence of personal awareness of the candidate's performance and its significance.

Scientist/Educator Pathway Tenure Track Promotion to Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Promotion to this rank from Associate Professor would require at least 5 years of service in the current rank. Early promotion requires strong justification and exceptional productivity. Movement from any non-tenure track position to the tenure track is considered a new appointment, not a promotion, and initiates the time-based requirements for this position.	
Overall:	Must attain outstanding achievement in BOTH Scholarship and Teaching, and meet standards for Service. Evidence of sustained academic maturity, leadership, and productivity is required. National and international recognition in the candidate’s field of expertise is an expectation. Examples of criteria for evaluation may include, but are not limited to, the following:	
Teaching	Teaching % Effort	Typically devotes 10-30% of time to education-related activities in The Dental College of Georgia
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. Appointment in The Graduate School, as well as participation at multiple levels (undergraduate/graduate/resident students), add strength to the application. (See matrix on reporting teaching commitments; page 64). Participation as course/program director is expected.
	Innovations and Improvements	Provide the lead role in innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Consistently favorable evaluations by multiple audiences (students, peers, and continuing education participants), compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These items include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in the Educator’s Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 40-70% of time to scholarship-related activities in The Dental College of Georgia. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	A consistent, focused, and ongoing program of scholarly productivity in the chosen discipline over the faculty member’s entire academic career is essential in consideration for promotion. Assessment involves an evaluation of the following factors:
	Publications	Authorship or co-authorship on more than 2 peer-reviewed publications per year, since date of last promotion or appointment at AU. For contribution from MedEd Portal, to publication requirements, please see page 61.

		<p>Factors considered in evaluating publications:</p> <ul style="list-style-type: none"> • Journal quality (impact factor). • Type of publication (review, original research, etc.). • Role in multi-authored publications (corresponding author, first author, etc.). • Consistency of output. • Proportion of research-based publications.
	Research and Funding	Evidence that funding is consistently sought from national federal, foundation, or industrial funding agencies. Funding should be obtained as principal investigator, should support research focus, and provide salary support.
	Presentations	Presentations at national or international meetings. Invitations to speak add strength to the application.
	Other Scholarly Activities	Participation in/pursuit of graduate education would be conducive to further professional development. Demonstrated leadership roles: mentoring of students or faculty; officer of research-oriented committees. Development of patents adds strength to the application.
Service	Service % Effort	Typically 5-20% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Leadership (chair or other major role) in one or more Departmental, Dental College of Georgia, or AU campus-wide committees.
	Patient Care	If qualified, the candidate should perform patient care within the context job description.
	Service to the Profession	Service on professional committees/organizations at the national or international level. Participation in non-AU-sponsored continuing education.
	Continuing Education	Participation and leadership in AU-sponsored continuing education programs adds strength to application.
Recognition	Preamble	Evidence of contributions to the school in the areas of teaching, scholarship, and service. Securing of extramural funding is expected. Evidence of a national/international reputation as a clinician or educator is required.
	Professional Development	Participation in/completion of academic/professional fellowships adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Executive Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Achievement of specialty board certification, where applicable, adds strength to application.
	Referrals, Invited Presentations and Reviews	Recognition of research expertise by invitations to present at national or international venues or to provide peer review articles/abstracts in the area of scholarship focus as well as invitation to contribute to peer-reviewed journals. Patient referrals from other clinical professionals indicate growing clinical reputation.
	Honors and Awards	Nominated or elected membership/leadership positions in professional organizations. Awards given by organizations recognizing professional or academic excellence.
	Reference letters (minimum of three)	Generally 3-5 external letters of references would be required, one of which may be from an evaluator at AU but outside of the DCG. The letters should be from peers and academic leaders of the same or higher rank with tenure. Letter(s) should address personal knowledge of candidate to include insights and evidence of personal awareness of candidate's performance and its significance.

Scientist/Educator Pathway Non-tenure Track Promotion to Assistant Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Generally, promotion to this rank from Instructor would require 5 years of full-time teaching. Early promotion requires strong justification and exceptional productivity. One year of credit can be counted for completing a residency.	
Overall:	Must maintain outstanding achievement in area of primary responsibility and meet standards in other areas. Should demonstrate potential for leadership in academic roles. Examples of criteria for evaluation may include, but are not limited to, the following:	
Teaching	Teaching % Effort	Typically devotes 20-60% of time to education-related activities in The Dental College of Georgia.
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge, skills and values. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. Appointment in The Graduate School, as well participation at multiple levels, adds strength to the application. (See matrix on reporting teaching commitments; page 64)
	Innovations and Improvements	Innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video) that can be shared with the campus community.
	Teaching Evaluations	Favorable evaluations by multiple audiences (students, peers, and continuing education participants)—compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator’s Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 20-60% of time to scholarship-related activities in The Dental College of Georgia. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	Effectiveness in scholarly productivity is essential for promotion. The candidate for promotion to Assistant Professor should exhibit evidence of developing scholarly productivity and collaborations. Assessment involves an evaluation of the following factors:
	Publications	Authorship or co-authorship on at least 2 peer-reviewed scholarly publications or other scholarly products since appointment. For contribution from MedEd Portal, to publication requirements, please see page 61.
	Research and Funding	Participation in ongoing research studies. Funding adds strength to application.
	Presentations	Presentation of scholarly work at the local or state levels or better adds strength to the application.

	Other Scholarly Activities	Participation in/pursuit of graduate education would be conducive to further professional development. Service on thesis or research committees adds strength to application. Development of patents adds strength to the application.
Service	Service % Effort	Typically 5-20% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Service on at least one Dental College of Georgia committee.
	Patient Care	If qualified, the candidate should perform patient care within the context of job description.
	Service to the Profession	Service on professional committees at the local level. Participation in non-AU-sponsored continuing education.
	Continuing Education	Participation in AU-sponsored continuing education programs adds strength to application.
Recognition	Preamble	Evidence of developing skills necessary to contribute to the mission of the college in the areas of teaching, scholarship, and service
	Professional Development	Participation in/completion of academic/professional fellowships adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Executive Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Progress toward receiving specialty board certification, where applicable, adds strength to application.
	Referrals, Invited Presentations and Reviews	Local, regional, or national presentations, and invitations to speak at professional meetings add strength to application. Patient referrals from other clinical professionals indicate growing clinical practice.
	Honors and Awards	Recognition adds strength to application.
	Reference letters (minimum of three)	Generally 3 external letters of references would be required, one of which may be from an evaluator at AU but outside of the DCG. The letters should be from peers and academic leaders of the same or higher rank. Letter(s) should address personal knowledge of candidate to include insights and evidence of personal awareness of candidate's performance and its significance.

Scientist/Educator Pathway Non-tenure Track Promotion to Associate Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Promotion to this rank from Assistant Professor would require 5 years of service in the current rank. Early promotion requires strong justification and exceptional productivity.	
Overall:	Must maintain outstanding achievement in area of primary responsibility and meet standards for other areas. Must demonstrate potential for leadership in academic roles. Examples of criteria for evaluation may include, but are not limited to, the following:	
Teaching	Teaching % Effort	Typically devotes 20-60% of time to education-related activities in The Dental College of Georgia
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. Appointment in The Graduate School, as well participation at multiple levels, add strength to the application. (See matrix on reporting teaching commitments; page 64)
	Innovations and Improvements	Innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video) that can be shared with the campus community.
	Teaching Evaluations	Consistently favorable evaluations by multiple audiences (students, peers, and continuing education participants)—compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator’s Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 20-60% of time to scholarship-related activities in The Dental College of Georgia. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	Effectiveness in scholarly productivity is essential for promotion. The candidate should exhibit a commitment to and depth of scholarly productivity. Assessment involves an evaluation of the following factors:
	Publications	Authorship or co-authorship on more than 1 peer-reviewed publication per year since last promotion or appointment at AU. For contribution from MedEd Portal, to publication requirements, please see page 61. Factors considered in evaluating publications: <ul style="list-style-type: none"> • Journal quality (impact factor). • Type of publication (review, original research, etc.). • Role in multi-authored publications (corresponding author, first author, etc.). • Consistency of output. • Proportion of research-based publications.

	Research and Funding	Participation in ongoing research studies Participation in funded projects
	Presentations	Presentation at national or international meetings.
	Other Scholarly Activities	Participation in/pursuit of graduate education would be conducive to further professional development. Service on thesis or research committees and mentoring adds strength to application. Development of patents adds strength to the application.
Service	Service % Effort	Typically 5-20% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Service on several Dental College of Georgia committees with evidence of active role. Service on at least one AU campus-wide committee. Participation in leadership roles adds strength.
	Patient Care	If qualified, the candidate should perform patient care within the context of job description.
	Service to the Profession	Service on professional committees at the state or regional level. Participation in non-AU-sponsored continuing education.
	Continuing Education	Participation in AU-sponsored continuing education programs adds strength to application.
Recognition	Preamble	Evidence of contributions to the school in the areas of teaching, scholarship, and service. Sustained efforts to secure extramural funding add strength. Additional evidence of a developing national reputation is required.
	Professional Development	Participation in/completion of academic/professional fellowships or institutes adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Executive Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Progress toward receiving specialty board certification, where applicable, adds strength to application.
	Referrals, Invited Presentations and Reviews	Regional and state-wide presentations, and invitations to speak. Invitations to provide peer review for journals or submissions to them. Patient referrals from clinical professionals indicate growing clinical practice.
	Honors and Awards	Recognition adds strength to application.
	Reference letters (minimum of three)	Generally 3-5 external letters of references would be required, one of which may be from an evaluator at AU but outside of the DCG. The letters should be from peers and academic leaders of the same or higher rank. Letter(s) should address personal knowledge of candidate to include insights and evidence of personal awareness of candidate's performance and its significance.

Scientist/Educator Pathway Non-tenure Track Promotion to Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Promotion to this rank from Associate Professor would require 5 years of full-service in the current rank. Early promotion requires strong justification and exceptional productivity.	
Overall:	Must maintain outstanding achievement in area of primary responsibility and meet standards in other areas. Evidence of sustained academic maturity, leadership, and productivity is required. National and international recognition in the candidate's field of expertise is an expectation for promotion to the rank of Professor. Examples of criteria for evaluation may include, but are not limited to, the following:	
Teaching	Teaching % Effort	Typically devotes 20-60% of time to education-related activities in The Dental College of Georgia
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. College of Graduate Studies appointment, as well participation at multiple levels, adds strength to the application. (See matrix on reporting teaching commitments; page 64)
	Innovations and Improvements	Provide the lead role in innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video) that can be shared with the campus community.
	Teaching Evaluations	Consistently favorable evaluations by multiple audiences (students, peers, and continuing education participants)—compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in the Educator's Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 20-60% of time to scholarship-related activities in The Dental College of Georgia. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	A consistent and ongoing program of scholarly productivity in the chosen discipline over the faculty member's entire academic career is essential in consideration for promotion to Professor. Assessment involves an evaluation of the following factors:
	Publications	Authorship or co-authorship on at least 2 peer-reviewed publications per year since last promotion or appointment at AU. For contribution from MedEd Portal, to publication requirements, please see page 61. Factors considered in evaluating publications: <ul style="list-style-type: none"> • Journal quality (impact factor). • Type of publication (review, original research, etc.). • Role in multi-authored publications (corresponding author, first author, etc.).

		<ul style="list-style-type: none"> • Consistency of output. • Proportion of research-based publications.
	Research and Funding	Participation in ongoing research studies Participation in funded projects Funding for education-related projects (i.e. student scholarships, off-campus experiences)
	Presentations	Presentations at national or international meetings. Invitations to speak add strength to the application.
	Other Scholarly Activities	Participation in/pursuit of graduate education would be conducive to further professional development. Service on thesis or research committees and mentoring adds strength to application. Development of patents adds strength to the application.
Service	Service % Effort	Typically 5-20% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Leadership (chair or other major role) in one or more Dental College of Georgia committees or AU campus-wide committees.
	Patient Care	If qualified, the candidate should perform patient care within the context of job description.
	Service to the Profession	Service on professional committees at the national or international level. Participation in non-AU-sponsored continuing education.
	Continuing Education	Participation and leadership in AU-sponsored continuing education programs adds strength to application.
Recognition	Preamble	Evidence of contributions to the school in the areas of teaching, scholarship, and service. Significant evidence of a national/international reputation as a researcher or educator is required.
	Professional Development	Participation in/completion of academic/professional fellowships or institutes adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Executive Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Achievement of specialty board certification, where applicable, adds strength to application.
	Referrals, Invited Presentations and Reviews	Presentations, invitations to speak at national and/or international meetings Invitations to provide peer review, qualification for elected membership in professional organizations. Patient referrals from other clinical professionals add strength to application.
	Honors and Awards	Nominated or elected positions in professional organizations. Awards given by organizations recognizing professional or academic excellence.
	Reference letters (minimum of three)	Generally 3-5 external letters of references would be required, one of which may be from an evaluator at AU but outside of the DCG. The letters should be from peers and academic leaders of the same or higher rank. Letter(s) should address personal knowledge of candidate to include insights and evidence of personal awareness of candidate's performance and its significance.

Clinician/Educator Pathway Tenure Track Promotion to Assistant Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Generally this is the initial appointment for full-time faculty on this track. However, promotion to this rank from Instructor would require 5 years full-time service. Early promotion requires strong justification and exceptional productivity. One year of credit can be counted for completing a residency. Movement from any non-tenure track position to the tenure track is considered a new appointment, not a promotion, and initiates the time-based requirements for this position.	
Overall:	Must attain outstanding achievement in BOTH areas of primary responsibilities (e.g., Teaching and Research and Scholarship) and meet standard in the other area (i.e., Service). Examples of criteria for evaluation may include, but are not limited to, the following:	
Teaching	Teaching % Effort	Typically devotes 40-70% of time to clinical/ education-related activities in The Dental College of Georgia
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. Participation at multiple levels adds strength to the application. (See matrix on reporting teaching commitments; page 64).
	Innovations and Improvements	Innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Favorable evaluations by multiple audiences (students, graduate students, residents, advisees, peers, and continuing education participants) compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator's Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 10-30% of time to scholarship-related activities in The Dental College of Georgia. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	Effectiveness in scholarly productivity is essential for promotion. The candidate for promotion to Assistant Professor should exhibit evidence of developing scholarly productivity. Assessment involves an evaluation of the following factors:
	Publications	The candidate must show that s/he has undertaken a research agenda and is making reasonable progress on that agenda. S/he should be making progress toward publication, or other forms of scholarship. Authorship or co-authorship on at least 2 peer-reviewed scholarly publications or other scholarly products since appointment. For contribution from MedEd Portal, to publication requirements, please see page 61.
	Research and Funding	Securing intramural funds adds strength to application.

	Presentations	Presentation of scholarly work at the local or regional levels or better adds strength to the application.
	Other Scholarly Activities	Participation in/pursuit of graduate education would be conducive to further professional development. Development of patents adds strength to the application.
Service	Service % Effort	Typically 10-40% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Service on at least one Departmental or Dental College of Georgia committee.
	Patient Care	If qualified, the candidate should perform patient care within the context of job description.
	Service to the Profession	Service on professional committees at the local level. Participation in non-AU-sponsored continuing education.
	Continuing Education	Participation in AU-sponsored continuing education programs adds strength to application.

Recognition	Preamble	Evidence of developing skills necessary to contribute to the mission of the school in the areas of teaching, scholarship, and service.
	Professional Development	Participation in/completion of academic/professional fellowships or institutes adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Executive Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Progress toward receiving specialty board certification, where applicable.
	Referrals, Invited Presentations and Reviews	Local, regional, or national presentations, and invitations to speak at professional meetings add strength to application. Patient referrals from other clinical professionals indicate growing clinical practice.
	Honors and Awards	Recognition adds strength to application.
	Reference letters (minimum of three)	Generally 3 external letters of references would be required, one of which may be from an evaluator at AU but outside of the DCG. The letters should be from peers and academic leaders of the same or higher rank with tenure or on tenure-track. Letter(s) should address personal knowledge of candidate to include insights and evidence of personal awareness of candidate's performance and its significance.

Clinician/Educator Pathway Tenure Track Promotion to Associate Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Promotion to this rank from Assistant Professor would require 5 years full-time service in the current rank. Early promotion requires strong justification and exceptional productivity. Movement from any non-tenure track position to the tenure track is considered a new appointment, not a promotion, and initiates the time-based requirements for this position.	
Overall:	Must attain outstanding achievement in BOTH areas of primary responsibilities (e.g., Teaching and Research and Scholarship) and meet standard in the other area (i.e., Service). Demonstrated potential for leadership in academic roles. Examples of criteria for evaluation may include, but are not limited to, the following.	
Teaching	Teaching % Effort	Typically devotes 40-70% of time to clinical/ education-related activities in The Dental College of Georgia
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. Appointment in The Graduate School, and participation at multiple levels, adds strength to the application. (See matrix on reporting teaching commitments, page 64)
	Innovations and Improvements	Innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Consistently favorable evaluations by multiple audiences (students, graduate students, residents, advisees, peers, and continuing education participants)—compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in the Educator’s Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 10-30% of time to scholarship-related activities in Dental College of Georgia. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	Effectiveness in scholarly productivity is essential for promotion. The candidate should exhibit a commitment to and depth of scholarly productivity. Assessment involves an evaluation of the following factors:
	Publications	Authorship or co-authorship on more than 1 peer-reviewed publication per year since last promotion or appointment at AU. For contribution from MedEd Portal, to publication requirements, please see page 61. Factors considered in evaluating publications: <ul style="list-style-type: none"> • Journal quality (impact factor). • Type of publication (review, original research, etc.). • Role in multi-authored publications (corresponding author, first author, etc.).

		<ul style="list-style-type: none"> • Consistency of output. • Proportion of research-based publications.
	Research and Funding	Funding (e.g. grant support) is expected, at least to the level as a co-investigator.]
	Presentations	Presentation at regional or national meetings.
	Other Scholarly Activities	Participation in/pursuit of graduate education would be conducive to further professional development. Emerging leadership: e.g., mentoring students or faculty; leadership of research-oriented committees. Development of patents adds strength to the application.

Service	Service % Effort	Typically 10-40% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Service on several Dental College of Georgia committees with evidence of active role. Service on at least one AU campus-wide committee.
	Patient Care	If qualified, the candidate should perform patient care within the context of job description.
	Service to the Profession	Service on professional committees at the state or regional level. Participation in non-AU-sponsored continuing education.
	Continuing Education	Participation in AU-sponsored continuing education programs adds strength to the application.
Recognition	Preamble	Evidence of contributions to the school in the areas of teaching, scholarship, and service. Efforts to secure extramural funding are expected. Additional evidence of a developing national reputation is required.
	Professional Development	Participation in/completion of academic/professional fellowships or institutes adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Executive Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Progress toward receiving specialty board certification, where applicable.
	Referrals, Invited Presentations and Reviews	Regional and state-wide presentations, and invitations to speak Invitations to provide peer review for journals or submissions to them. Strong referral base from state or region adds strength to application.
	Honors and Awards	Recognition adds strength to application.
	Reference letters (minimum of three)	Generally 3-5 external letters of references would be required, one of which may be from an evaluator at AU but outside of the DCG. The letters should be from peers and academic leaders of the same or higher rank with tenure or on tenure-track. Letter(s) should address personal knowledge of candidate to include insights and evidence of personal awareness of candidate's performance and its significance.

Clinician/Educator Pathway Tenure Track Promotion to Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Promotion to this rank from Associate Professor would require at least 5 years full-time service in the current rank. Early promotion requires strong justification and exceptional productivity. Movement from any non-tenure track position to the tenure track is considered a new appointment, not a promotion, and initiates the time-based requirements for this position.	
Overall:	Must attain outstanding achievement in BOTH areas of primary responsibilities (e.g., Teaching and Research and Scholarship) and meet standard in the other area (i.e., Service). Must be board-certified if eligible in ADA-recognized specialty. National and international recognition in the candidate’s field of expertise is an expectation for promotion to the rank of Professor. Examples of criteria for evaluation may include, but are not limited to, the following.	
Teaching	Teaching % Effort	Typically devotes 40-70% of time to clinical/ education-related activities in The Dental College of Georgia
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. Appointment in The Graduate School, and participation at multiple levels, adds strength to the application. (See matrix on reporting teaching commitments; page 64)
	Innovations and Improvements	Lead role in innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Consistently favorable evaluations by multiple audiences (students, graduate students, residents, advisees, peers, and continuing education participants)—compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator’s Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 10-30% of time to scholarship-related activities in The Dental College of Georgia. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	A consistent and ongoing program of scholarly productivity in the chosen discipline over the faculty member’s entire academic career is essential in consideration for promotion to Professor. Assessment involves an evaluation of the following factors:
	Publications	Authorship or co-authorship on at least 2 peer-reviewed publications per year since last promotion or appointment at AU. For contribution from MedEd Portal, to publication requirements, please see page 61. Factors considered in evaluating publications: <ul style="list-style-type: none"> • Journal quality (impact factor). • Type of publication (review, original research, etc.).

		<ul style="list-style-type: none"> • Role in multi-authored publications (corresponding author, first author, etc.). • Consistency of output. • Impact of publications (e.g., number of citations, H-index, etc.) • Proportion of research-based publications.
	Research and Funding	Funding (e.g. grant support) is expected, at least to the level as a co-investigator.
	Presentations	Presentations at national or international meetings. Invitations to speak add strength to the application.
	Other Scholarly Activities	Participation in/pursuit of graduate education would be conducive to further professional development. Demonstrated leadership roles: mentoring of students or faculty; officer of research-oriented committees. Development of patents adds strength to the application.
Service	Service % Effort	Typically 10-40% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Leadership (chair or other major role) in one or more Dental College of Georgia committees or AU campus-wide committees.
	Patient Care	If qualified, the candidate should perform patient care within the context of job description.
	Service to the Profession	Service on professional committees at the national or international level. Participation in non-AU-sponsored continuing education.
	Continuing Education	Participation and leadership in AU-sponsored continuing education programs adds strength to application.
Recognition	Preamble	Evidence of contributions to the school in the areas of teaching, scholarship, and service. Efforts to secure extramural funding are required. Evidence of a national/international reputation as a clinician or educator is required.
	Professional Development	Participation in/completion of academic/professional fellowships or institutes adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Executive Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Achievement of specialty board certification, where applicable.
	Referrals, Invited Presentations and Reviews	Presentations, invitations to speak at national and/or international meetings Invitations to provide peer review or submissions to peer-reviewed journals, qualification for elected membership in professional organizations. Strong referral base from region or nation adds strength to application.
	Honors and Awards	Nominated or elected positions in professional organizations. Awards given by organizations recognizing professional or academic excellence.
	Reference letters (minimum of three)	Generally 3-5 external letters of references would be required, one of which may be from an evaluator at AU but outside of the DCG. The letters should be from peers and academic leaders of the same or higher rank with tenure. Letter(s) should address personal knowledge of candidate to include insights and evidence of personal awareness of candidate's performance and its significance.

Clinician/Educator Pathway Non-tenure Track Promotion to Assistant Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Promotion to this rank from Instructor would require 5 years full-time teaching. Early promotion requires strong justification and exceptional productivity. One year of residency can be counted for completing a residency program.	
Overall:	Must maintain outstanding achievement in area of primary responsibility and meet standards in other areas. Examples of criteria for evaluation may include, but are not limited to, the following:	
Teaching	Teaching % Effort	Typically devotes 50-80% of time to clinical/ education-related activities in The Dental College of Georgia
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. Participation at multiple levels adds strength to the application. (See matrix on reporting teaching commitments; page 64)
	Innovations and Improvements	Innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Favorable evaluations by multiple audiences (students, peers, and continuing education participants)—compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator’s Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 5-30% of time to scholarship-related activities in The Dental College of Georgia. Percent effort allotted to scholarship specified in the position job description will affect how a faculty member is evaluated in this category.
	Preamble	Effectiveness in scholarly productivity is essential for promotion at all levels. The candidate for promotion to Assistant Professor should exhibit evidence of developing or progressive scholarly productivity.
	Publications	Assessment involves an evaluation of the following factors: The candidate must show that s/he has undertaken a research agenda and is making reasonable progress on that agenda. S/he should be making progress with publications, or other forms of scholarship. Authorship or co-authorship on at least 1 peer-reviewed scholarly publication or other scholarly product since appointment. For contribution to MedEd Portal, to count for publication requirements, please see page 61.

	Research and Funding/ Presentations/ Other Scholarly Activities	The following scholarly activities add strength to the candidate’s application: <ul style="list-style-type: none"> • Applying for / pursuing intramural grants or awards • Presenting scholarly work at local or state professional meetings • Pursuing graduate education (degrees or certificates) • Preparation for accredited board certifications, if applicable • Service on graduate student thesis / research committees • Developing patents and other protected intellectual properties
Service	Service % Effort	Typically 10-40% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	All candidates for promotion to Assistant Professor should demonstrate service to their department and college. The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Service on at least one Dental College of Georgia committee.
	Patient Care	If qualified, the candidate should perform patient care within the context of job description.
	Service to the Profession	Service on professional committees at the local level. Participation in non-AU-sponsored continuing education.
	Continuing Education	Participation in AU-sponsored continuing education programs adds strength to application.
Recognition	Preamble	Evidence of developing skill necessary to contribute to the mission of the school in the areas of teaching, scholarship, and service
	Professional Development	Participation in/completion of academic/professional fellowships or institutes adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Executive Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Progress toward receiving specialty board certification, where applicable.
	Referrals, Invited Presentations and Reviews	Local, regional, or national presentations, and invitations to speak at professional meetings add strength to application.
	Honors and Awards	Recognition adds strength to application.
	Reference letters (minimum of three)	Generally 3 external letters of references would be required, one of which may be from an evaluator at AU but outside of the DCG. Letter(s) should address personal knowledge of candidate to include insights and evidence of personal awareness of candidate’s performance and its significance.

Clinician/Educator Pathway Non-tenure Track Promotion to Associate Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Promotion to this rank from Assistant Professor would require 5 years of full-time in the current rank. Early promotion requires strong justification and exceptional productivity.	
Overall:	Must maintain outstanding achievement in area of primary responsibility and meet standards in other areas. Demonstrated potential for leadership in academic roles. Examples of criteria for evaluation may include, but are not limited to, the following.	
Teaching	Teaching % Effort	Typically devotes 50-80% of time to clinical/ education-related activities in The Dental College of Georgia
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. Appointment in The Graduate School, as well participation at multiple levels, adds strength to the application. (See matrix on reporting teaching commitments; page 64)
	Innovations and Improvements	Innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Consistently favorable evaluations by multiple audiences (students, peers, and continuing education participants)—compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator’s Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 5-30% of time to scholarship-related activities in The Dental College of Georgia. Percent effort allotted to scholarship specified in the position job description will affect how a faculty member is evaluated.
	Preamble	Effectiveness in scholarly productivity is essential for promotion at all levels. The candidate for promotion to Associate Professor should exhibit evidence of developing scholarly productivity.
	Publications	Assessment involves an evaluation of the following factors: Authorship or co-authorship on peer-reviewed publications since last promotion or appointment at AU. Productivity is based on the assigned research/scholarship effort assigned to the faculty: <ul style="list-style-type: none"> • 20% = at least 1 peer-reviewed publication per year; • 10% = at least 0.75 peer-reviewed publication per year; • 5% = at least 0.50 peer-reviewed publication per year. (Calculations rounded up at the 0.5 mark – for example: <ul style="list-style-type: none"> • 20% Effort = 1 manuscript per year (5 per 5 yr time-in-service (TIS) promotion period); • 10% Effort = 0.75 manuscript per year (4 per 5 yr TIS promotion period);

		<ul style="list-style-type: none"> • 5% Effort = 0.5 manuscript per year (3 per 5 yr TIS promotion period) <p>For contribution from MedEd Portal, to publication requirements, please see page 61. Factors typically considered in evaluating publications:</p> <ul style="list-style-type: none"> • Journal quality (impact factor) for research-based publications • Type of publication (literature review, original research, case report, etc.). • Role in multi-authored publications (corresponding author, first author, etc.). • Consistency of output, taking into consideration other essential faculty development activities such as preparation and attempts at board certification (faculty development) or mission essential assignments by the Department Chair. (Chair’s letter will describe any mitigating circumstances.)
	Research and Funding/ Presentations/ Other Scholarly Activities	<p>The following scholarly activities add strength to the candidate’s application:</p> <ul style="list-style-type: none"> • Securing / applying for intramural or extramural grants or awards • Presenting scholarly work at national or international professional meetings • Pursuing graduate education (degrees or certificates) • Preparation for accredited board certifications, if applicable • Service on graduate student thesis / research committees • Developing patents and other protected intellectual properties
Service	Service % Effort	Typically 10-40% effort. Percent effort specified in job description will affect how a faculty member is evaluated. Development of patents adds strength to application.
	Preamble	All candidates for promotion to Associate Professor should demonstrate service to their department, college, university and profession. The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Service on several Dental College of Georgia committees with evidence of active role. Service on at least one AU campus-wide committee.
	Patient Care	If qualified, the candidate should perform patient care within the context of job description.
	Service to the Profession	Service on professional committees at the state or regional level. Participation in non-AU-sponsored continuing education.
	Continuing Education	Participation in AU-sponsored continuing education programs adds strength to application.
Recognition	Preamble	Evidence of contributions to the school in the areas of teaching, scholarship, and service. Additional evidence of a developing national reputation is required.
	Professional Development	Participation in/completion of academic/professional fellowships or institutes adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Executive Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Progress toward receiving specialty board certification, where applicable.
	Referrals, Invited Presentations and Reviews	Invitations to provide peer review for journals or submissions to them. Active participation in professional organizations committees, presentations
	Honors and Awards	Recognition adds strength to application.
	Reference letters (minimum of three)	Generally 3-5 external letters of references would be required, one of which may be from an evaluator at AU but outside of the DCG. Letter(s) should address personal knowledge of candidate to include insights and evidence of personal awareness of candidate’s performance and its significance as well as developing national reputation.

Clinician/Educator Pathway Non-tenure Track Promotion to Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Promotion to this rank from Associate Professor would require 5 years of full-time service in the current rank. Early promotion requires strong justification and exceptional productivity.	
Overall:	Must maintain outstanding achievement in area of primary responsibility and meet standards in other areas. Evidence of sustained academic maturity, leadership, and productivity is required. National and international recognition in the candidate's field of expertise is an expectation for promotion to the rank of Professor. Must be board-certified if eligible in ADA recognized specialty. Examples of criteria for evaluation may include, but are not limited to, the following.	
Teaching	Teaching % Effort	Typically devotes 50-80% of time to clinical/ education-related activities in The Dental College of Georgia
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. Appointment in the Graduate School, as well participation at multiple levels, adds strength to the application. (See matrix on reporting teaching commitments; page 64)
	Innovations and Improvements	Lead role in innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Consistently favorable evaluations by multiple audiences (students, peers, and continuing education participants)—compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator's Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 5-30% of time to scholarship-related activities in The Dental College of Georgia. Percent effort allotted to scholarship specified in the position job description will affect how a faculty member is evaluated.
	Preamble	A consistent and ongoing program of scholarly productivity in the chosen discipline over the faculty member's entire academic career is essential in consideration for promotion to Professor. All assignments and efforts toward successful departmental and school mission should also be heavily weighted.
	Publications	Assessment involves an evaluation of the following factors: Authorship or co-authorship on peer-reviewed publications since last promotion or appointment at AU. Productivity is based on the assigned research/scholarship effort assigned to the faculty: <ul style="list-style-type: none"> • 20% = at least 1 peer-reviewed publication per year; • 10% = at least 0.75 peer-reviewed publication per year; • 5% = at least 0.50 peer-reviewed publication per year. (Calculations rounded up at the 0.5 mark – for example: <ul style="list-style-type: none"> • 20% Effort = 1 manuscript per year (5 per 5 yr time-in-service (TIS) promotion period); • 10% Effort = 0.75 manuscript per year (4 per 5 yr TIS promotion period);

		<ul style="list-style-type: none"> • 5% Effort = 0.5 manuscript per year (3 per 5 yr TIS promotion period). <p>For contribution to MedEd Portal, to count for publication requirements, see page 61.</p>
	Research and Funding/ Presentations/ Other Scholarly Activities	<p>Factors considered in evaluating publications:</p> <ul style="list-style-type: none"> • Journal quality (impact factor) for research-based publications. • Type of publication (literature review, original research, case report, etc.). • Role in multi-authored publications (corresponding author, first author, etc.). • Consistency of output, taking into consideration other essential faculty development activities such as preparation and attempts at board certification or mission essential assignments by the Department Chair (Chair’s letter will describe any mitigating circumstances.) <p>The following scholarly activities add strength to the candidate’s application:</p> <ul style="list-style-type: none"> • Securing/applying for intramural grants or awards • Presenting scholarly work at national or international professional meetings • Invited professional presentations • Completion of graduate education (degrees or certificates) • Accredited board certification is expected, if applicable at the Professor level • Service on graduate student thesis / research committees • Developing patents and other protected intellectual properties
Service	Service % Effort	Typically 10-40% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	All candidates for promotion to Professor should demonstrate a sustained record of service to their department, college, university, and profession. The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Leadership (chair or other major role) in one or more Dental College of Georgia committees or AU campus-wide committees.
	Patient Care	If qualified, the candidate should perform patient care within the context of job description.
	Service to the Profession	Service on professional committees at the national or international level. Participation in non-AU-sponsored continuing education.
	Continuing Education	Participation and leadership in AU-sponsored continuing education programs adds strength to application.
Recognition	Preamble	Evidence of contributions to the school in the areas of teaching, scholarship, and service. Significant evidence of a national/international reputation as a clinician/educator is required.
	Professional Development	Participation in/completion of academic/professional fellowships or institutes adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Executive Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Achievement of specialty board certification, where applicable.
	Referrals, Invited Presentations and Reviews	Presentations, invitations to speak and participation (instructor) in continuing education (continuing education). Referrals from other clinical professionals. Invitations to provide peer review for journals.
	Honors and Awards	Nominated or elected positions in professional organizations. Awards given by organizations recognizing professional or academic excellence.
	Reference letters (minimum of three)	Generally 3-5 external letters of references would be required, one of which may be from an evaluator at AU but outside of the DCG. The letters should address significance of national/international reputation of the candidate and address personal knowledge of candidate to include insights and evidence of personal awareness of candidates’ performance and its significance.

Portfolio Guidelines (The Dental College of Georgia)

These guidelines detail the portfolio format and contents that must accompany the request for promotion/tenure, as it moves through the approval process. Departments may require or request additional information to help them make their decisions, but these materials should remain at the department level.

I. Required Organization of Portfolio:

The applicant will prepare the document electronically. The portfolio shall be organized as follows. The details of the following list of items are described below. **Information presented must not be redundant (i.e., do not report the same information in multiple places in the portfolio).**

1. Required application form (e.g., Promotion or Tenure Application Form)
Prior to a faculty member submitting their portfolio to the department, s/he should forward her/his forms (promotion and/or tenure) for review to HUMANRESOURCES_FACULTYSUPPORTSVCS@augusta.edu. This will ensure that tenure status, academic rank, and probationary credit toward promotion/tenure are accurate before the review begins.
2. Curriculum Vitae – in the most current DCG-recommended format (see below for link)
3. External Letters of Recommendation (according to the DCG P&T Guidelines)
4. Annual Performance Evaluation Forms provided by Human Resources (summary page(s) from last 5 years)
5. Statement of Scholarship (maximum one single-spaced page)
6. Evidence of Scholarship (since hire or last promotion; maximum of 10 pages)
7. Statement of Teaching (maximum one single-spaced page)
8. Evidence of Teaching (since hire or last promotion; maximum of 10 pages)
9. Statement of Service (maximum one single-spaced page)
10. Evidence of Service (since hire or last promotion; maximum of 10 pages)
11. Evidence of Recognition (maximum of 5 pages)
12. Three-year pre-tenure Review report, for candidates being considered for tenure.
13. Appendix A – (Department P&T committee(s), chair, college P&T committee, and dean letters)

No other material shall be included in the portfolio.

II. Format of the Portfolio: All page margins of the portfolio must be one inch, with right and left alignments (full justification). The font type shall be Calibri 12 point; lines should be single-spaced, and double-spaced between paragraphs.

1. Application form

A candidate for promotion and tenure will complete separate forms. Signatures are required for all forms. The forms may be downloaded at <http://www.augusta.edu/hr/faculty-support-ser/procedures/promotionandtenure.php>

2. Curriculum Vitae

The candidate will include a CV in the prescribed DCG format.

<http://www.augusta.edu/dentalmedicine/resources/facultyresources.php>

3. Letters of Review or Recommendation

It is expected that candidates for promotion to Assistant Professor and above, and for the award of tenure will have a minimum of three (and no more than 5) external letters of review or recommendation; one letter may be from someone at AU, but outside of the DCG. The candidate is encouraged to recommend colleagues with national or international standing from other institutions that have sufficient knowledge of his or her work who can add personal insight and comments about the candidate; the suggestions are given to the Chair of the DCG P&T Committee, who will solicit the letters.

4. Annual Performance Evaluation Form provided by Human Resources (summary page(s) from last 5 years)

5. Statement of Scholarship (maximum 1 single-spaced page)

This narrative will concisely and strategically highlight the significance of the candidate's scholarship, including publications, presentations and other examples of scholarship. The candidate should explain how his or her scholarship contributes to regional, national or international prominence, as appropriate to rank.

6. Evidence of Scholarship (since the time of hire or last promotion; Maximum of 10 pages)

To demonstrate meeting the standards in scholarship, the candidate must show that s/he has undertaken an important research agenda and is making progress on that agenda. To demonstrate outstanding scholarship, s/he should be on a trajectory of national and international scholastic development. The candidate should directly and strategically present information that best supports her/his 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 may be included:

- a)** Faculty member's publications that explicitly designates peer-reviewed material, and from other publications, including the Scholarship of Teaching and Learning, and the Scholarship of Engagement, and any evidence consistent with [USG 4.7.2](#): The Scholarship of Discovery.
- b)** Complete citation information for each publication including Journal's impact factor should be reported. Citation information include: authors' names (e.g., Smith, SS, etc.), manuscript title, journal's name, journal volume, page numbers and the year of publication. Accepted manuscripts can be cited in the P and/or T portfolio with the understanding that journal's acceptance letter can/may be requested by the Chair of the Department Committee and/or DCG P&T Committee Chair. Articles in preparation or under consideration must not be included in the P and/or T portfolio but can be included in the CV. The contribution of the applicant to each publication should be clarified using symbols (e.g. * to denote address for correspondence) and journal's impact provided.

- c) When available, please provide bibliometric information such as number of citations, number of downloads/views, H-index, etc.
- d) All *funded* research grants, clearly reporting grant title, funding agency/association, the applicant’s role in each, funds available to the candidate and time period for funding.
- e) All fellowships, and scholarships, as appropriate to the discipline, with funding amounts, clearly defining the applicant’s role in each and the time period for funding.
- f) Invited seminars and presentations, listing dates, location, and description of audience.
- g) Refereed conference presentations.

The following is a summary of expectations regarding publications

PATHWAY	TRACK	PROMOTION TO:	PEER-REVIEW PUBLICATION REQUIREMENT
SCIENTIST / EDUCATOR	TENURE	ASSISTANT PROFESSOR	At least 2 since appointment
		ASSOCIATE PROFESSOR	At least 2/year since last promotion
		PROFESSOR	More than 2/year since last promotion
	NON-TENURE*	ASSISTANT PROFESSOR	At least 2 since appointment
		ASSOCIATE PROFESSOR	More than 1/year since last promotion
		PROFESSOR	At least 2/year since last promotion
CLINICIAN / EDUCATOR	TENURE*	ASSISTANT PROFESSOR	At least 2 since appointment
		ASSOCIATE PROFESSOR	More than 1/year since last promotion
		PROFESSOR	At least 2/year since last promotion
	NON-TENURE*	ASSISTANT PROFESSOR	At least 1 since appointment
		ASSOCIATE PROFESSOR	Please see pages 55-56.
		PROFESSOR	Please see pages 57-58.

*** MedEd Portal-type publications count towards 50% of required publications for 20% or less FTE in Scholarly Activity and topic(s) are within the same major research/teaching area focus; if more than 20% FTE in Research and Scholarly Activity, then MedEd Portal-type publications count towards 25% of required publications.**

Examples:

- “More than 1/year” means if 5 years are required for the next promotion, then a minimum of 6 publications is required during the five years on a regular basis of approximately 1/year.
- “At least 2/year” means if 5 years are required for the next promotion, then a minimum of 10 publications is required during the five years on a regular basis of approximately 2/year.
- “More than 2/year” means if means if 5 years are required for the next promotion, then a minimum of 11 publications are required during the five years on a regular basis of approximately 2/year.

7. Statement of Teaching (maximum one single-spaced page)

This narrative will concisely and strategically 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.

8. Evidence of Teaching (since the time of last review or promotion; maximum of 10 pages)

To demonstrate outstanding teaching, AU expects the candidate 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. The candidate should present only that information which 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 may be included:

- a) Contact hour table for the past 5 years as described on page 64.
- b) Summary sheets of faculty and student course evaluations of each course for the past 5 years. (required)
- c) Evidence of peer-review, including evaluation forms or letters from peers that have observed the candidate teaching. (required)
- d) If advising graduate student projects or residents, include evaluations from up to 5 (total) residents, graduate students, advisees, etc. that address the quality of supervision that the student perceived they received.
- e) A list of examples of student achievements, such as projects, awards, honors, theses, publications, presentations, time to degree for graduate students.
- f) List of course and program development activities. Include role in course, such as course faculty, course director, or co-course director.
- g) Evidence of the candidate's ability to successfully impact student learning outcomes.
- h) List of peer-reviewed or non-peer-reviewed materials with an education focus, including manuscripts, books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc.
- i) Complete citation information for each publication including Journal's impact factor should be reported. Citation information include: authors' names (e.g., Smith, SS, etc.), manuscript title, journal's name, journal volume, page numbers and year of publication. Accepted manuscripts can be cited in the P and/or T portfolio with the understanding that journal's acceptance letter can/may be requested by the Chair of the department committee and/or DCG P&T Committee Chair. Articles in preparation or under consideration must not be included in the P and/or T portfolio but can be included in the CV. The contribution of the applicant to each publication can be clarified using symbols (e.g. * to denote address for correspondence) and journal's impact factor.

9. Statement of Service (maximum one single-spaced page)

The candidate will concisely and strategically highlight his or her service to the profession, his or her department, college, AU, and/or USG.

10. Evidence of Service (since the time of last review or promotion; maximum of 10 pages)

The candidate should present only that information which best supports their candidacy. This information should be presented in the most concise and informative manner possible, using lists, tables, and diagrams. The following are examples that may be included:

- a) Participation in international, national, or regional professional committees, including offices held and description of associated duties.

- b) Participation in USG, AU, college, and department committees, organized by level, and description of specific role within each committee
- c) Evidence that the faculty member contributes to the continuous improvement of public higher education
- d) Evidence that the faculty member contributes in some way to public service.
- e) Extent to which the faculty member has participated in clinical patient care, when appropriate.

11. Evidence of Recognition (maximum of 5 pages)

The candidate will provide evidence to support attainment of a local/regional, regional/national, or national/international reputation for promotion to Assistant Professor, Associate Professor, or Professor, respectively.

12. Three-year Pre-tenure Review Report

A copy of the third year, pre-tenure review report and development plan will be included and considered in the faculty member's tenure portfolio.

13. Appendix A

Letters from the Department P&T Committee(s), Chair, College P&T Committee, and Dean shall be included. No other information should be provided in the Appendix.

Reporting Direct Student Contact Hours

A large amount of faculty time and effort is spent toward the education of dental students, residents, and graduate students in research as well as additional time spent by clinical faculty outside of formal sessions. All candidates for promotion and tenure who teach must provide a table, in the format of the table below, to indicate the hours spent in direct student contact. Preparation time is not to be included in this table. The table should represent 5 years of teaching, unless the period for promotion and/or tenure is less than 5 years.

It is estimated that a 50% teaching appointment represents approximately 908 hours per year of direct student contact time. This calculation is based on 1816 available hours per year (excluding annual leave, scheduled holidays and un-scheduled holidays) considered as full time appointment. The following data provide a standardized method of accounting for this time:

Clinical Faculty

908 hr/year contact time = 50% time

Add 10% to actual hours to account for time spent with students outside of normal, scheduled sessions.

Mentoring Graduate Students or Residents in research

Major Adviser for a PhD Student 200 hr/year or 67 hr/semester

Major Adviser for an MS student 150 hr/year or 50 hr/semester

Major Adviser for an AU resident 60 hr/year or 20 hr/semester

Major Adviser for a Fort Gordon resident 48 hr/year or 16 hr/semester

(Working primarily at Fort Gordon) 60 hr/year or 20 hr/semester

Thesis/Research Committee member directly working with the student (i.e. teaching a technique)

Thesis / Research Committee member only: 30 hr/year or 10 hr/ semester

Accounted activity is limited to a maximum of three student equivalents. These values represent maximum estimates. Faculty should report the time spent in direct student contact and should **not** exceed these estimates.

Course ^{abc}	2012-13		2013-14		2014-15		2015-16		2016-17	
	Lecture	#Lab/ Clinic	Lecture	#Lab/ Clinic	Lecture	#Lab/ Clinic	Lecture	#Lab/ Clinic	Lecture	#Lab/ Clinic
Dental Student Research/Training*										
Graduate Student Training*, †, ‡										
Subtotal										
Total Contact Hours										

^a Course Director

^b Co-course Director

^c Assistant Course Director

* Major advisor for Graduate Student

† Thesis/Research Committee member directly working with a student

‡ Thesis /Research Committee member only

#Lab/Clinic: Pre-clinic, Clinic, Research Lab