Guidelines for University Libraries
Faculty Promotion

Augusta University

June 2017

Table of Contents

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, part-time 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 - 10k - 2010-01-12

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 his/her own classes.
- Evidence that the faculty member assesses whether or not he/she has been successful in increasing student learning by doing some formative evaluation with his/her students, adjusting his/her approach, asking a peer to come into the class to review the changes he/she has implemented.

SCHOLARSHIP

<u>**The Scholarship of Teaching and Learning**</u>

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.

I.   Augusta University 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.
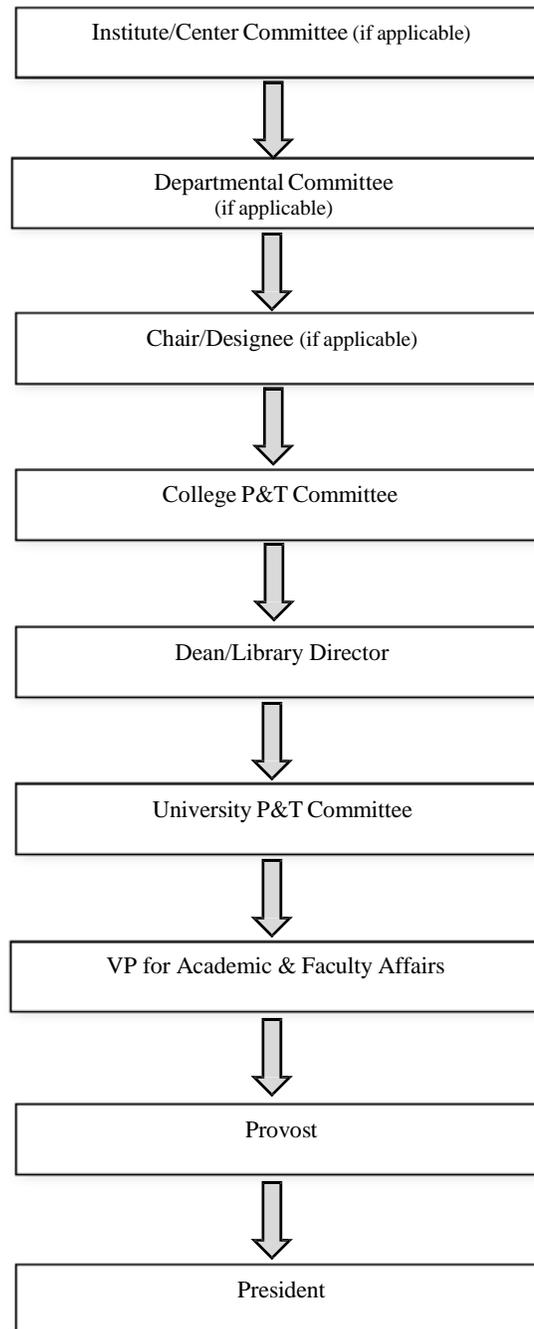
Discipline-specific criteria for appointment, promotion and tenure must be generated and consistently applied at the level of the appointment unit and must fit a unit's particular mission within the broader institution. The promotion and tenure guidelines for the various colleges in Augusta University 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 processes 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.

Institute/Center Committee (if applicable)

↓

Departmental Committee
(if applicable)

↓

Chair/Designee (if applicable)

↓

College P&T Committee

↓

Dean/Library Director

↓

University P&T Committee

↓

VP for Academic & Faculty Affairs

↓

Provost
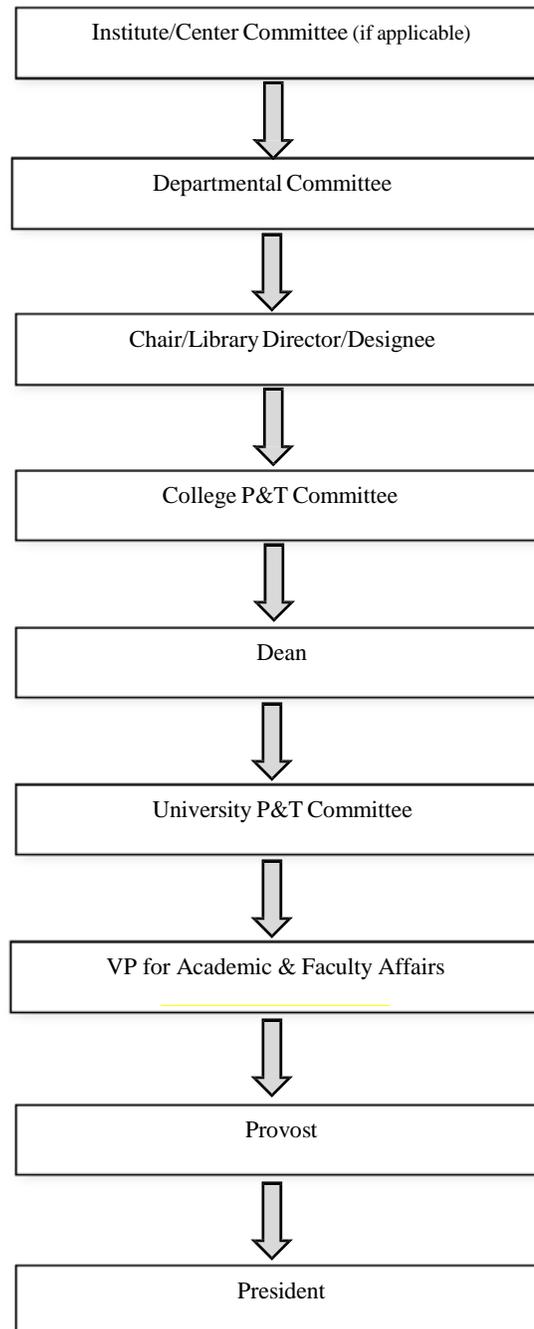
↓

President

Tenure Process for Augusta University – Figure 2

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.

Institute/Center Committee (if applicable)

↓

Departmental Committee

↓

Chair/Library Director/Designee

↓

College P&T Committee

↓

Dean

↓

University P&T Committee

↓

VP for Academic & Faculty Affairs

↓

Provost

↓

President

II. University Libraries Promotion

A. General Criteria and Expectations for Promotion

All University Libraries Faculty are on the Non-Tenure Promotion 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 expectation s 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.

B. Library-Specific Factors Guiding Evaluation of Promotion Criteria

The following points of emphasis should be shared with non-librarians to more fully understand Library Faculty Promotion criteria; these points are not exhaustive.

- The terminal degree for librarianship is the Master's degree.
- Librarianship is an academic discipline.

- The basis of librarianship is organization, evaluation, and provision of access to information.
- Librarianship is a service profession.
- Librarianship is an applied field; its laboratory is the library itself.
- Librarianship is characterized by cooperative practice and joint scholarship, often carried out in the context of organizations.
- Librarianship depends on cooperative development of and adherence to standards.
- Librarianship is carried on primarily in and through libraries; librarians may or may not participate in classroom teaching.
- Some librarians have administrative or supervisory responsibilities that may include managing materials and budgets.
- Librarians work a twelve-month contract; some may have an inflexible daily schedule.

(*Based on* Hill JS. Wearing our own clothes: Librarians as faculty. Journal of Academic Librarianship. 1994;20(2):71-6.)

III. **Expectations for Scholarship.**

   A. **Examples of Library-Specific Scholarship -** The list below is not exhaustive or prescriptive, but designed to guide the candidate and Director of Libraries in making the decision to go forward with promotion:

- Research article, systematic review, literature review.
- Book or book chapter.
- Editorial work.
- Creative endeavors.
- Exhibit curation.
- Funded research.
- Unfunded research.
- Commercial or open source software development and media preparation.
- Online developer/content creator/reviewer/writer.
- Grants, fellowships, and scholarships, as appropriate to the discipline.
- Invited seminars and presentations.
- Contributed seminars and presentations.
- Scholarship of Teaching and Learning, the Scholarship of Engagement, or the Scholarship of Discovery. (See Glossary).
- Involvement in scholarly and creative products with faculty and/or undergraduate, graduate, post-doctoral students and residents as co-authors in conference presentations, publications or like creative activities.

   1. *Promotion to Assistant Professor from Instructor.*

   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. 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.

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. 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 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. 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.

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).

3. *Promotion to Professor from Associate 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. 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.

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 for Library Faculty Scholarship**. - 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, research projects, 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 and creative products with faculty and/or undergraduate, graduate, post-doctoral students and residents as co-authors in conference presentations, publications or like creative activities.
- A list of invited seminars and presentations.
- A list of refereed conference presentations.
- Evidence of the Scholarship of Teaching and Learning, the Scholarship of Engagement, and the Scholarship of Discovery. USG 4.7.2 (See Glossary).
- 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.
- Demonstration of the quality and readership of publication and substantiality of participation as an editor, co-editor, or associate editor.
- Any other evidence that highlights peer's recognition of the quality and sustainable contributions of the   faculty member's scholarship in the field.

IV. **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.

a) *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.

b) *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.

c) *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.

d) *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.

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

f) *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.

g) *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 Assistant Professor from Instructor***.

   a. 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.

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

   a. 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.

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

a. 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. **Forms of Evidence for Library Faculty Teaching.** 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.
- Documentation of instructional services provided to either faculty or students (e.g., tutorials, development or curation of open educational resources, library guides, syllabi, course/lecture outlines).
- Documentation of office/reference hours and reference/research consultations.
- Learning materials or assessments that have been peer-reviewed and disseminated to the public (e.g., MedEdPortal, PRIMO, DREAM).
- Online Content developer/content creator/reviewer/writer.
- Creation, maintenance, updating of institutional repository.
- Participation, consultation and/or leadership in curriculum development, support or implementation.
- Evidence of innovative approaches in education and support services.
- Website assessment, usability surveys, and other user studies.

- Statistics which support evidence of use of materials and resources selected.
- Evidence of knowledge of area of Librarianship and major accomplishments in that area.
- Awards for excellence or contributions to teaching.
- Work on thesis or dissertation committees.
- Documents related to mentoring or advising of faculty, students, and peers.
- Exhibit curation at the Library or on or off the university campus.
- Scholarship of Engagement - http://www.usg.edu/academic_affairs_handbook/docs/cases_of_faculty_work.pdf
- Any other evidence that reflects excellence in these components.

V.   **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 Assistant Professor from Instructor*. All candidates for promotion to Assistant Professor should demonstrate service to their department and college.

2. *Promotion to Associate Professor from Assistant Professor*. All candidates for promotion to Associate Professor should demonstrate service to their department, college, university and profession.

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

B. Library-Specific Forms of Evidence for Service. 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, regional, and state professional committees, including any offices held.
  - Quantity and types of meetings organized and/or chaired.
- A list of USG, Augusta University, Libraries, 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.
  - Serving on boards or committees for community organizations and/or medical facilities.
  - Volunteering for community and/or service organizations and/or medical facilities.

- o Providing educational presentations and/or workshops related to public contemporary issues and/or improving the quality of life.
- Evidence that the faculty member, either through scholarly work and/or service, applies knowledge towards solutions to complex societal problems and human needs.
    - o Initiating, promoting, and/or participating in information literacy, digital literacy, or health literacy initiatives.
    - o Participating in outreach efforts in an area of expertise.
- Evidence that the faculty member contributes to the continuous improvement of higher education.
    - o Participating in projects, committees, working groups, or task forces that result in transformative programs, services, and/or processes.
    - o Participating in and/or advising student programming, groups, or individuals.
    - o Mentoring other librarians, such as new library faculty, librarians at other institutions, or librarians applying for AHIP (Academy of Health Information Professionals) status.
    - o Serving on thesis or dissertation committees.
- Evidence that the faculty member contributes in some way to the public good.
    - o Ongoing participation in community activities.
    - o Providing educational presentations and/or workshops to the general public.
    - o Documentation of service awards.
- Evidence that the faculty members has served his or her profession through professional organizations and/or other professionally oriented entities.
    - o Participating in special projects performed under the auspices of professional organizations and/or other professionally-oriented entities.
    - o Organizing conferences and/or workshops sponsored by professional organizations and/or other professionally-oriented entities.
    - o Examples of contributions to professional organization scholarship.
- Evidence that the faculty member has participated in clinical patient care, when appropriate.

VII. Library Faculty Promotion Committee Structures

There are two promotion and tenure committees for the Library Faculty to participate in: University and College. As the University Libraries is considered a College for the purpose of promotion, the Director of Libraries will be considered the Dean. The Provost, the Director of the Libraries, and the Library Faculty Assembly will review all Committee membership annually. The policies and procedures of the Promotion and Tenure committees must be approved by the Director of the Libraries and the Provost; be published in the institutional policy library made readily available to Faculty; and be reviewed at least every three years.

A. **University Promotion and Tenure Committee**
   a. A full-time Associate Professor or Professor of the Library Faculty will serve on the University Promotion and Tenure Committee. This representative on the University committee will be elected by the Library Faculty and serve a three year term.
   b. The Library Faculty representative will only be eligible to vote on promotion decisions and will be recused from any tenure review or voting.

c. In order to sustain Library Faculty representation on this committee, this elected representative is permitted to serve consecutive terms. [NOTE: the Consolidated University Promotion and Tenure Work Group, on behalf of the University Promotion and Tenure Committee, approved this exception to the GRU Promotion and Tenure Guidelines on May 22, 2013.]

d. Should the Library Faculty representative on the University committee have responsibility for directly supervising any Library Faculty up for promotion consideration before the committee, they shall not be present or participate in any manner in the discussion of the Library Faculty candidate including not voting. This committee member shall adhere to the Augusta University (AU) Individual Conflicts of Interest Policy: https://augusta.policytech.com/dotNet/documents/?docid=568&public=true

B. University Libraries Promotion Committee

a. The Library Faculty will establish an ad hoc College-level Promotion Committee consisting of five members.

b. The primary responsibility of the University Libraries Promotion Committee is to provide recommendations on portfolios to candidates and ensure portfolios adhere to all promotion guidelines.

c. All members must be full-time Associate Professors or Professors.

d. Members will first be elected from the Library Faculty, in the event not enough eligible faculty are available in the University Libraries the remaining members will be outside faculty appointed by the Director of Libraries. Exceptions to this committee membership policy may be appealed by the Director of the Libraries to the Provost. The Provost will review the University Libraries Promotion Committee membership.

  i. The Library Faculty will elect eligible Library Faculty to the committee. In the event that sufficient qualified Library Faculty are not eligible to serve, the Director of Libraries will appoint faculty from outside the library to the committee.

  ii. Library Faculty applying for promotion can submit a list of possible outside candidates to the Director of Libraries for consideration.

  iii. A University Libraries Promotion Committee will be created on an ad hoc basis as needed for Library Faculty going up for promotion. Library Faculty members may serve consecutive terms of any term length, and outside faculty who were initially appointed to a one-year term may also serve a consecutive term. [NOTE: the Consolidated University Promotion and Tenure Work Group, on behalf of the University Promotion and Tenure Committee, approved this exception to the AU Promotion and Tenure Guidelines on May 22, 2013.]

  iv. When developing a slate of eligible outside Faculty, every effort will be made to solicit members who have some understanding of the discipline of library science and some familiarity with librarians' norms for excellence.

e. All committee members vote on promotion decisions.

f. A quorum will consist of 80% of those eligible to vote who must be physically or virtually present at the meeting. A 60% majority vote of those present physically and virtually will be required to pass a motion to promote. Since the vote required is 60% of the members *present*, an abstention will have the same effect as a *no vote*.

g. Appeals of the Library Faculty Promotion and Tenure committee's decisions are to be made in accordance with the AU promotion and tenure appeals procedures in this document.

C. **Ad Hoc Portfolio Review Committee**
   a. The Library Faculty will not organize a voting Departmental Committee for the purposes of Promotion because the University Libraries is not departmentalized.
   b. The Director of Libraries may appoint an ad hoc group of Library Faculty and outside Faculty for the purpose of organizing, editing, and vetting candidate portfolios.
   c. The ad hoc committee will not vote on promotion.

D. **Exceptions to the policies of the Library Faculty's College and Departmental Promotion and Tenure committees**
   a. In the case of administrators (Director of Libraries; Head Librarian, Reese Library; and Associate Director of Research) being considered for promotion, the Provost will appoint a three-person committee to review the portfolio and make a recommendation to the AU University Promotion and Tenure Committee. This committee serves in place of the University Libraries Promotion committee. The appointed three-person committee will be full-time Faculty of the same or higher rank for which the candidate is being considered. The candidate will be reviewed in the areas of scholarship, teaching and service. The Library Faculty representative on the AU University Promotion and Tenure Committee shall not be present or participate in any manner in the discussion of the Library administrator candidate up for consideration, and will not vote on the candidate. The Library Faculty representative on the AU University Promotion and Tenure committee shall adhere to the Augusta University (AU) Individual Conflicts of Interest Policy:
   https://augusta.policytech.com/dotNet/documents/?docid=568&public=true

VIII. Pre-Tenure Review

Since University Libraries have no tenured faculty or faculty on tenure track, this section will not apply.

XI. Post-Tenure Review

Since University Libraries have no tenured faculty or faculty on tenure track, this section will not apply.

XI. Promotion Appeals

A. 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 outlines in Figure 1: Promotion for Augusta University. 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 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 body will be made electronically as well as in written form. The letter of notification must include the rationale for the decision.

a. For the Libraries faculty members' appeals may be made to the Director of Libraries through the Libraries' established channel for appeal.

b. Decisions by the Director of 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 AU. The appellant will be notified of the President's decision with copies to the Director of Libraries and Executive Vice President for Academic Affairs and Provost.

c. Recommendations to the President may be appealed in writing to the Board of Regents within 20 business days of notification of the President's action.

B. The procedures for appeal at each level shall be available through the Director of Libraries' office. The appeal decision must be returned to the recommending body.

XII. Tenure Appeals

Since University Libraries have no tenured faculty or faculty on tenure track, this section will not apply.

XIII. Portfolio Guidelines

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

1. **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 promotion)
    7. Statement of Teaching (maximum one single-spaced page)
    8. Evidence of Teaching (since the time of last promotion)
    9. Statement of Service (maximum one single-spaced page)
    10. Evidence of Service (since the time of last promotion)
    11. Appendix A - Supervisor, college P&T committee, and Director of Libraries letters
    No other material shall be included in the portfolio.

B. *Details of the Portfolio.*

    A. **Application form(s).** A candidate for promotion should complete the form found here: http://www.augusta.edu/hr/faculty-support-ser/procedures/documents/promotionandtenure/promotionapplicationform_03-2016.pdf

    B. **Curriculum Vitae.** The candidate should include a CV in the prescribed format http://www.augusta.edu/hr/faculty-support-ser/procedures/documents/curriculumvitae.pdf

    C. **Letters of Review or Recommendation.** It is expected that candidates for promotion to Assistant Professor and above will 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. Candidates will submit names and contact information for letters to the Chair of the University Libraries Promotion Committee. The Chair of the University Libraries Promotion Committee will solicit all letters of recommendation and review. External letters should be completed by faculty or professional colleagues who hold academic rank at the same level or higher for which the candidate is applying for promotion. External letters may be completed by a professional colleague who does not hold an academic appointment. In these cases, the reviewer should hold a high-level position within an organization that demonstrates that they are qualified to present and provide an informed review within the context of the discipline or profession.

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

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

    E. **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.

    F. **Evidence of Scholarship Summary (since the time of last 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, with peer-reviewed material explicitly designated, and 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. 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.

G. 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.

H. Evidence of Teaching (since the time of last 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.

I. Statement of Service (maximum one single-spaced page Calibri 12 point).

The candidate will highlight his or her service to the profession, his or her department and other AU departments, University Libraries and other AU colleges, AU, and/or USG.

J. Evidence of Service (since the time of last 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

K. **Appendix A –External support, supervisor, University Libraries Promotion Committee, and Director of Libraries letters**
    Additional letters of support will be submitted by the candidate's supervisor, the chair of the University Libraries Promotion Committee, and the Director of Libraries.