

Augusta University

Policy Library

Tenure Guidelines

Policy Manager:

The purpose of tenure is safeguarding academic freedom. Tenure serves to promote distinction among faculty and may be granted to eligible faculty members whose professional accomplishments indicate they will continue to make outstanding contributions in teaching, research, and professional service.

With the award of tenure, the university aims to

- Protect academic freedom for high-achieving faculty in their teaching, research, and other professional duties
- Foster a climate of trust and academic workforce retention within the university
- Grant a measure of professional stability for faculty who have served with distinction
- Increase the university's ability to attract and retain the highest quality faculty members

To those ends, these guidelines for tenure at Augusta University seek to

- Establish standards for quality by which to assess faculty professional achievement
- Promote fairness and disclosure of information to candidates in the tenure process
- Establish clear and consistent expectations for candidates, department chairs, deans, and tenure committees

While colleges and departments have their own amplifications of the Augusta University Tenure Guidelines, the university guidelines, in alignment with BOR policies, serve as the institution's definitive statement of criteria, measures, evidence, and processes relating to tenure evaluation.

These guidelines are intended to assist the individual faculty member, the department chair, dean, and the 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 tenure, and (iv) preparing the tenure document. Each college has its own guidelines for tenure aligned with this document that are more specific to the discipline.

An overview of the tenure processes is outlined in **Figure 1**.

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Overview of Tenure Process for Augusta University

The Associate Provost for Faculty Affairs sends the lists of faculty eligible for tenure to the Deans of the individual academic colleges/schools. The Dean distributes the list of candidates to the appropriate departments. The department chair (or their 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 their chair or designee before making a decision to submit a portfolio for consideration. Appeal of formal decisions may be made by the candidate at each level of the process.

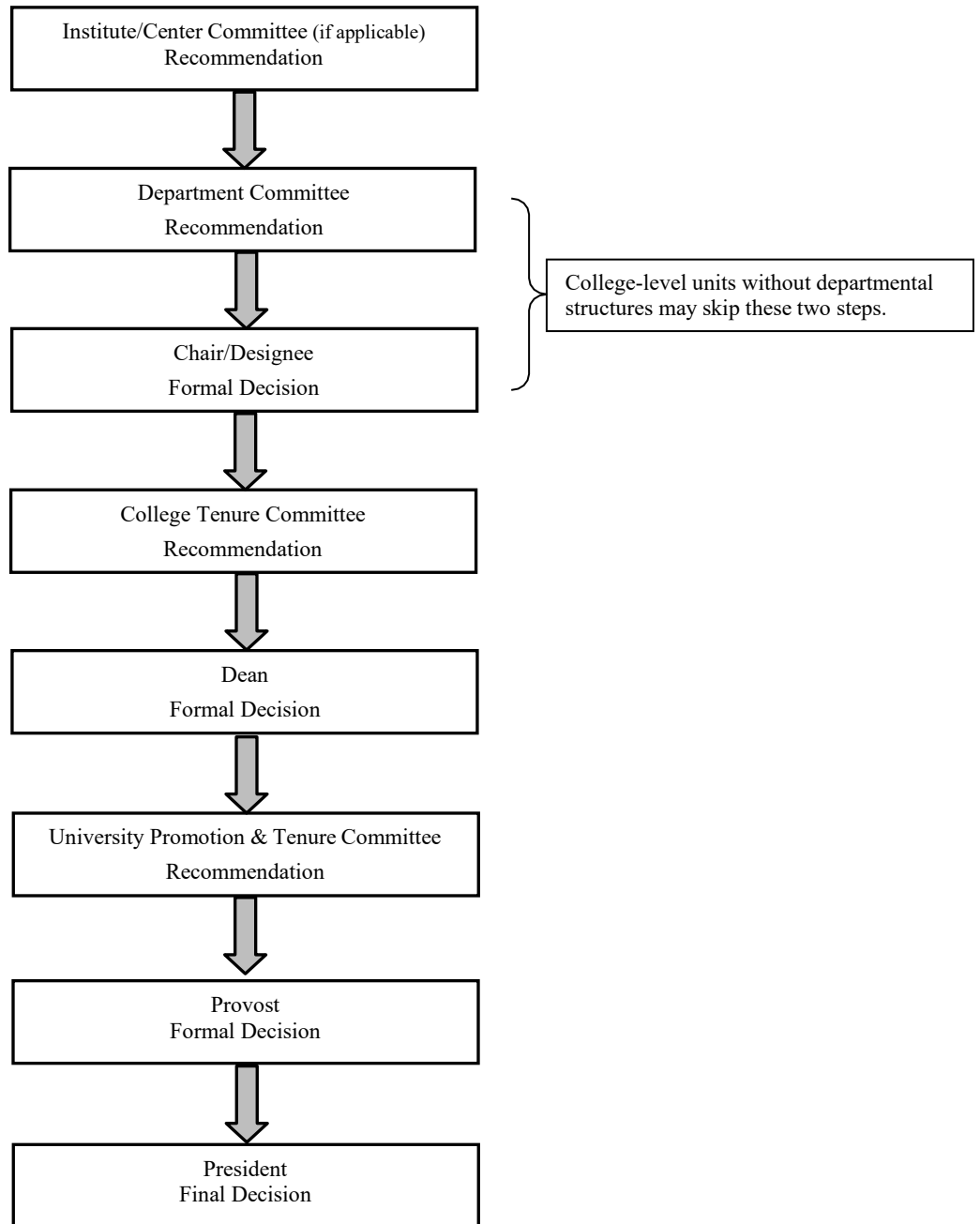


Figure 1: Tenure Process at Augusta University

Tenure Procedures

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, including any years of credit awarded at time of hire.

Accordingly, an applicant might apply during fifth, sixth, or seventh years.

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. Probationary credit awarded on appointment may be used toward determining an individual's eligibility for tenure, but the individual is not required to do so (ASA 4.5). A candidate may decline to use probationary credit on a year-by-year basis. The decision to decline probationary credit must be made prior to submission of the tenure application and portfolio. The decision to decline probationary credit may not be revoked.

If, due to an error of omission, a request for awarding of probationary credit toward tenure was not made at the time of the initial appointment, the President should consider a request only if it is submitted within the first **full semester** of employment (ASA 4.5).

In exceptional cases an institution president, or designee, may approve, upon recommendation of appropriate 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 maximum of two years of interruption because of a leave of absence or part-time service may be permitted and credit for the probationary period of an interruption may be given at the discretion of the President. ([BOR 8.3.7.4](#))

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 vitae.

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 Chair (as applicable) and Dean.

General Criteria and Expectations for Tenure

As required by University System of Georgia (USG) Policies, Augusta University (AU) sets forth the following guidelines for the award of tenure for tenure track faculty. These guidelines specify 5 areas of assessment:

1. Scholarship
2. Teaching
3. Service
4. Professional development
5. Contributions to student success activities

Candidates for tenure are evaluated in the areas of Scholarship, Teaching, and Service, according to their workload; professional development and contributions to student success are evaluated within the categories of Scholarship, Teaching, and/or Service. A faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be tenured, but neither the possession of a doctorate degree nor longevity of service is a guarantee of tenure.

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 necessarily 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 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 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 and the [USG BOR Policy 8.3.7 Tenure and Criteria for Tenure Policy](#). 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; 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 tenure follow from these three areas of primary faculty responsibilities and the criteria are described here in general terms.

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 according to [USG BOR 8.3.7.4 Policy Award of Tenure Policy](#).

Each academic unit shall establish written criteria and procedures governing tenure expectations to ensure transparency in the review process and that workload percentages for faculty roles and responsibilities are factored into the review in a consistent manner. In addition, the expectations associated with each category should be appropriately scaled to reflect differences in assigned workload allocation.

Tenure is awarded to those who are appointed to a tenure-track faculty position and who demonstrate **noteworthy achievements** in at least two of the three review categories (Teaching, Research, and Service) and who **meet the standard** in the third category. For all teaching faculty, tenure requires excellence in teaching and involvement in student success activities warranting recognition as noteworthy achievement. Unit level tenure criteria and procedures shall be approved by the appropriate shared governance process and Provost (or designee) before implementation.

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.

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 they are an accomplished scholar and/or artist within their appropriate discipline. Scholarship—whether of a creative nature or more traditional publications—must be of high quality appropriate to their college and professional affiliation. AU expects its faculty members to establish a lead role in scholarship, research, and/or creative endeavors. Candidates are encouraged to collaborate with colleagues within and external to AU. Collaboration and co-authorship with undergraduate, graduate, post-doctoral students and/or residents and other trainees is encouraged. Candidates should clearly describe their original contributions to collaborative processes. The unit level criteria should clearly identify discipline- and workload-appropriate metrics for the evaluation of scholarship.

Scholarly evidence consistent with [USG BOR 4.7.2](#) and [USG BOR 8.3.14](#) 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 they achieve 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 invited seminars and presentations.
- A list of refereed conference presentations.
- 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.
- Any other evidence that highlights peer's recognition of the quality and sustainable contributions of the faculty member's scholarship in the field.

I. Expectations for Teaching.

- ***Teaching Engagement.*** Candidates for tenure will demonstrate achievement in 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 excellent, the candidate must have demonstrated that

they are 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.

- *Knowledge of the Subject Matter.* An excellent teacher will have a command of the subject, demonstrating breadth and depth of knowledge, and will remain current on developments in the field.
- *Planning and Communication of Curriculum.* An excellent 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. A noteworthy 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.
- *Supervision of Students (where applicable).* An excellent teacher fosters student accomplishment of objectives (services, procedures, or apprenticeships) while, in addition, encouraging critical thinking and analysis.
- *Creation of Engaging Learning Environments.* An excellent teacher will create a classroom, laboratory or clinical environment that is conducive to learning and motivates students to learn. They 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.
- *Fostering of Student Development and Engagement.* An excellent teacher will foster student engagement in the learning environment, stimulating critical thinking and analysis by students.
- *Availability and Receptivity to Students.* An excellent 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.
- *Fair Evaluation of Student Performance.* An excellent 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.

Forms of Evidence. The candidate for tenure will produce a portfolio, discussed below, that demonstrates they have met the criteria for tenure. The unit level criteria should clearly identify discipline- and workload-appropriate metrics for the evaluation of teaching. 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 (quantitative and qualitative) 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 up to 5 residents, graduate students, advisees, etc.
- A list of faculty member's involvement in the scholarly, research and creative products of their undergraduate, graduate, post-doctoral students and/or residents and other trainees, including but not limited to, conference presentations, publications, and like creative activities.
- Evidence of peer review, including letters from peers that have observed the candidate teaching.
- Evidence that the faculty member assesses whether or not they have 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.

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 they have met the criteria for tenure. The unit level criteria should clearly identify discipline- and workload-appropriate metrics for the evaluation of service. 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 their 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 their profession through professional organizations and/or other professionally oriented entities.
- Evidence that the faculty member has participated in clinical patient care, when appropriate.

Tenure Committee Guidelines & Procedures

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

Candidates shall be notified **in writing** within 5 business days of recommendations and formal decisions and receive a copy of the written summary at each step of the tenure process outlined in **Figure 1: Tenure Process for Augusta University**. Tenure committee chairs at each level (department, college, and university), department chairs, deans, and the Provost will provide a written summary of their recommendations and formal decisions for tenure. The summary will address how the candidate demonstrates noteworthy achievement in two categories and meets the standard in the third category. This summary will be added to the tenure portfolio as it moves to the next level of review.

A candidate may withdraw their application at any point in the process. If a candidate chooses to withdraw their application, no records related to the application will be retained.

Committee Membership

Committee Membership

No faculty member can serve on more than one Tenure Committee at different levels (department, college, university) that would cause them to evaluate the same individual(s). No faculty member in a position at or above the level of department chair shall serve on any Tenure Committee. Any faculty member with responsibility for directly supervising the candidate shall not be present or participate in any manner in the discussion of the candidate, including not voting. All committee members shall adhere to the Augusta University (AU) Individual Conflicts of Interest Policy.

University Tenure and Promotion Committee

- 1) The policies and procedures (i.e., term limits, quorum rules, membership, voting procedures, etc.) of the University Tenure and Promotion 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 tenure committee (see below) will have one representative on the University Senate Promotion and Tenure Committee. The college representative will

be elected by the full-time faculty of that College.

- 3) Term limits for University Promotion and Tenure 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, College of Science and Mathematics, and School of Computer and Cyber Sciences. Members may not serve consecutive terms.
- 4) All members of the University Promotion and Tenure 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 Promotion and Tenure 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 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 Promotion and Tenure 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 tenure guidelines.

College Tenure Committees

1. Each college will establish a standing Tenure Committee consisting of an odd number of members with a minimum of 5 members. This committee shall be known as the tenure committee of that college. The policies and procedures (i.e., term limits, quorum rules, membership, voting procedures, etc.) of college tenure 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 tenure 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 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 Tenure Committee will have full-time faculty appointments.
 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*.
3. 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 Tenure Committee.
 - a. In the event that sufficient qualified members are not available in a college for service on the college tenure 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 Tenure 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.

Departmental Tenure Committees

The policies and procedures (i.e., term limits, quorum rules, membership, voting procedures, etc.) of the departmental tenure 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 tenure process begins with a department tenure committee recommendation. Each department in departmentalized colleges will establish a standing departmental tenure 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. A majority of committee members must be tenured. 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 their designee.
2. Tenure recommendations shall be made by a minimum of three tenured members of the department tenure 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 tenure committee by the department chair or their designee.
3. When outside members are appointed to a department tenure 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.

Exceptions to these policies

In the case of administrators (chairs and above) being considered for tenure, the individual's superior will appoint a 3-person committee to review the portfolio. This committee will serve in place of the departmental committee and make the recommendation. The 3 individuals will have the same or higher tenure status or rank for which the candidate is being considered. The candidate will be reviewed in the areas of scholarship, teaching and service. Final recommendation will be made to the college tenure committee.

Tenure Appeals

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

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

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

- Formal decisions by the Department Chairperson may be appealed to the Dean through the college's established channel for appeal.
- Formal decisions by the Dean may be appealed to the Provost. The Provost shall refer the appeal to the University Promotion and Tenure Committee. The Provost shall inform the Dean that an appeal has been submitted and is under review. The findings and recommendations of the Appeals Committee shall be made to the Provost. The Provost will make a recommendation to the President who makes the final decision for the AU. The appellant will be notified of the President's decision, through the delegated authority of the Executive Vice President for Academic Affairs and Provost, with copies to the Dean.

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

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

Portfolio Guidelines

These guidelines detail the portfolio format and contents that must accompany the request for tenure as it moves through the approval process. Department, school, or college committees may require or request additional information to help them make their decisions, but these materials should remain at the respective level. Schools and colleges should include directions for any mandatory additions in their tenure documents.

A. Required Organization and Format of Portfolio.

Candidates will submit a completed and signed Application Form* to accompany the full portfolio.

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

1. University Tenure Committee Portfolio Attestation*
2. Summary of Annual Evaluations and Assigned Contract Effort Form*
3. Curriculum Vitae (follow the documentation style guide appropriate to discipline)
4. Statement of Teaching (maximum one single-spaced page Calibri 12 point)
5. Statement of Scholarship (maximum one single-spaced page Calibri 12 point)

6. Statement of Service (maximum one single-spaced page Calibri 12 point)
7. Appendix A – Copies of the Annual Performance Evaluation Forms (provided by Human Resources - last 5 years)
8. Appendix B – Evidence of Teaching (course evaluation summary sheets and peer observations required)
9. Appendix C – Evidence of Scholarship/Research
10. Appendix D – Evidence of Service
11. Appendix E – Pre-tenure Review Letter or Report (for tenure candidates)

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

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

B. Details of the Portfolio.

1. Portfolio Attestation

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

3. Summary of Annual Evaluations and Assigned Contract Effort Form

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

4. Curriculum Vitae.

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

5. 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 and other activities that contribute to student success.

6. Statement of Scholarship (maximum one single-spaced page Calibri 12 point)

This narrative will highlight the significance of the candidate’s scholarship, using criteria from the candidate’s discipline as evidence. The candidate should expound on the relevance of publications, presentations, and other examples of scholarship listed on the CV. The candidate should explain how their scholarship contributes to regional, national or international prominence, appropriate to rank. If the candidate’s scholarship includes

activities that contribute to student success, the candidate should explain those contributions.

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

This narrative will highlight the candidate’s service to the profession; their department, college, AU, and/or USG; and/or community. The candidate should identify any service activities that contribute to student success.

Appendices

Appendix A– Copies of Annual Performance Evaluation Forms

(provided by Human Resources - last 5 years)

Appendix B – Evidence of Teaching (since the time of last review or appointment)

The candidate should present the information that best supports their candidacy based on expectations of their discipline. This information should be presented in the most concise manner possible using lists, tables, and diagrams. The following are examples that can be included:

- a. Summary sheets of quantitative and qualitative course evaluations for the past 5 years. (required)
- b. Evidence of peer review, including letters from peers that have observed the candidate teaching. (required)
- c. If advising graduate student projects or residents include communications from up to 5 residents, graduate students, advisees, etc. that address the quality of the supervision that the student received.
- d. A list of examples of student achievements such as projects, awards, honors theses, publications, presentations, time to degree for graduate students.
- e. A list of course and program development activities.
- f. Evidence that the candidate assesses whether or not they have 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 their classes and instructional strategies.
- h. Other evidence that the faculty member makes noteworthy contributions to student success.

Appendix C – Evidence of Scholarship/Research (since the time of last review or appointment)

The candidate should present the information that best supports their candidacy based on expectations of their discipline. This information should be presented in the most concise manner possible using lists, tables, and diagrams. The following are examples that can be included:

- a. 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 BOR 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 interdisciplinary collaborations across departments, centers, institutes, or colleges.
- g. Evidence that the faculty member's research or scholarship makes noteworthy contributions to student success.
- h. Evidence of the candidate's most significant publications and/or creative endeavors (e.g., abstracts, first pages with DOI's, or complete publication, as appropriate)

Appendix D – Evidence of Service (since the time of last review or appointment)

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

- a. International, national, or regional professional committees, including any offices held
- b. 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 makes noteworthy contributions to student success.
- f. Evidence that the faculty member contributes in some way to the public good.
- g. Evidence that the faculty member has served their profession through professional organizations and/or other professionally oriented entities.
- h. Evidence that the faculty member has participated in clinical patient care, when appropriate

Appendix E – Pre-tenure Review Letter or Report and Plan of Action

Review and Recommendation Documents

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

Attachment 1 – Application Form (Please see forms on the [Promotion & Tenure website](#))

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

Appended by the Chair or designee prior to the department tenure committee review.

Candidates for the award of tenure are expected to have a minimum of three external letters of review. The candidate shall recommend external reviewers who have sufficient knowledge of their work. The majority of external review letters should be from reviewers of the same or higher rank and tenure status as that to which the candidate is applying. 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 review letters solicited from outside Augusta University. However, due the multidisciplinary work of many AU faculty, one letter of review is allowed from outside one's primary college on the AU campuses.

Attachment 3 – Internal Letters of Review

Appended by reviewers at each level of review: department tenure committee, Chair, college tenure committee, and Dean

Tenure Portfolio Reviewers' Rubric

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

A recommendation for tenure requires the candidate demonstrate noteworthy achievement in two categories, and meet the standard in the third. The candidate must meet the standard in Service.

The candidate must demonstrate noteworthy contributions to Student Success, evaluated within the three categories. The candidate does not have to demonstrate contributions to Student Success in more than one category.

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

<p>Research, Scholarship, and Creative Activity A candidate whose achievements are noteworthy and demonstrates a trajectory of national and international development. They disseminate their work through publications or other avenues appropriate for their discipline, and have evidence of its impact in their discipline. Productivity in research, scholarship, and creative activity is noteworthy and aligned with the candidate’s workload allocation.</p>		
<p>Noteworthy Achievement</p>	<p>Meets the Standard</p>	<p>Does Not Meet the Standard</p>
<p>Noteworthy Contributions to Student Success</p>		

<p>Teaching A candidate whose achievements are noteworthy will demonstrate excellence and effectiveness in teaching and instruction. They create engaging learning environments, both in and out of the classroom; demonstrate knowledge of the subject matter; advise and mentor; and contribute to curricular and instructional innovation. The candidate’s specific teaching activities and contributions to student learning demonstrate noteworthy achievement appropriate to their assigned workload and discipline.</p>		
<p>Noteworthy Achievement</p>	<p>Meets the Standard</p>	<p>Does Not Meet the Standard</p>
<p>Noteworthy Contributions to Student Success</p>		

<p>Service A candidate whose achievements meet the standard will demonstrate contributions to the institution, professional organizations, and communities appropriate to their workload, discipline, and rank. Their service activities draw upon their professional expertise to support the greater good of the institution, the profession, or the community.</p>		
Noteworthy Achievement	Meets the Standard	Does Not Meet the Standard
<p>Noteworthy Contributions to Student Success</p>		
Empty space for contributions to student success		

APPROVED BY:

Executive Vice President for Academic Affairs and Provost, Augusta University
Date: 3/29/2023

President, Augusta University

Date:3/29/2023