

*Guidelines for*  
**Appointment, Promotion, and Tenure**  
**Abraham Baldwin Agricultural College**



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## **ACKNOWLEDGMENTS**

When the University System of Georgia updated its policies related to Appointment, Promotion, and Tenure, and when Abraham Baldwin Agricultural College (ABAC) reorganized the Institution into Schools to reflect its State College status, the Office of Academic Affairs in conjunction with the school deans and the elected representatives of the Faculty Senate researched University System of Georgia policies and other universities' and colleges' Appointment, Promotion, and Tenure Guidelines and created a new document. Much appreciation is owed the University System of Georgia and institutions for their ideas and policies.

These Guidelines provide faculty a more streamlined and holistic Promotion and Tenure process that is reflective of other University System of Georgia institutions, that incorporates the annual evaluation process as part of the Promotion and Tenure process, and that exhibits shared faculty governance in the process. The Faculty Senate at Abraham Baldwin Agricultural College will periodically review the Guidelines and recommend changes to the President's Cabinet for approval.

## **I. PROCEDURES FOR FACULTY RECRUITMENT, EMPLOYMENT, AND APPOINTMENT**

In accordance with BOR Policies ([Faculty Employment, Recruitment and Appointment](#), and [Minimum Qualifications for Employment](#)), the minimum employment qualifications for all institutions and all academic ranks within these institutions will be consistent with the Commission on Colleges Southern Association of Colleges and Schools' (SACSCOC) requirements for institutional accreditation, show evidence of ability as a teacher, show evidence of ability and activity as a scholar in all other aspects of duties assigned, show successful experience (this must necessarily be waived in the case of those just entering the academic profession who meet all other requirements), and reflect desirable personal qualities judged on the basis of personal interview, complete biographical data, and recommendations.

When filling a full-time faculty position, the appointment unit head or dean will appoint a search and screening committee. Members of the search and screening committee will perform their duties according to [Equal Employment Opportunity](#) guidelines, College policy, and discipline-specific criteria and procedures. The responsibilities of a search and screening committee, in consultation with the department head/dean, are as follows:

- prepare a position description;
- prepare an advertisement;
- ensure Human Resources places the advertisement in national media appropriate for the discipline, as well as in media that will facilitate the attraction of a diverse pool of candidates for the position; network with universities and colleges to identify, evaluate, and recruit outstanding candidates prior to the release of the position announcement;
- screen applicants for the position;
- identify a pool of applicants who are qualified for the position; and
- arrange interviews for qualified applicants, evaluate candidates, and provide strengths and weaknesses to unit head.

Each department/school will reimburse reasonable expenses for travel for applicants who come at the College's request. Receipts for travel and overnight accommodations must be kept by the applicant and filed with an expense statement, which will be provided to applicants during the interview.

Candidates must have personal interviews with the department heads, deans, and Provost and Vice President for Academic Affairs prior to a recommendation to the President for nomination for employment by the Board of Regents. Candidates shall not come for an interview until all available information on the application, official transcripts, and letters of recommendation have been reviewed, and it has been determined that the applicant is qualified, desirable, and will fit with and contribute to the overall academic life of the College.

During the interview, the applicant should tour the College, interview with the screening committee, meet as many of the instructors as possible with whom he/she will be working, understand the College program, and have an opportunity to ask questions. Each candidate for a full-time teaching position should be required to present a formal lecture or participate in a colloquium/seminar with a topic created by the search and screening committee.

Information to be solicited from the applicants in the position announcements should include, at a minimum, a letter of interest, current curriculum vitae, three confidential letters of recommendation from those in a position to speak to the applicant's suitability for the vacancy as measured against the minimum requirements, and unofficial or official transcripts of all collegiate work attempted. If unofficial transcripts are requested at this stage, official transcripts and a report for the required background check must be in hand before an offer can be extended.

Screening committees will be appointed by the department head/dean and will consist of at least three faculty members, none of whom may serve in any administrative capacity. Whether the committee is larger than three will be at the discretion of the dean, but in all cases the majority of the committee will be drawn from the department/school in which the vacancy exists. The Provost and Vice President for Academic Affairs or designee may add to each committee one member of the Diversity Affairs Committee. Once the deadline for applications has passed, the screening committee (whose chair, a member of the regular teaching faculty, will have been appointed by the department head/dean) will screen the applicants as to the suitability of their qualifications as measured against the minimum qualifications set forth in the position announcement.

When the pool has been narrowed to finalists, committee members will contact references and any others who can speak to the applicants' backgrounds and will report the contents of these conversations among the committee. At this stage, the committee will also review the folders in their entirety, looking this time for qualitative differences in applicants' experience. In this more intensive review, a group of at least two, but preferably three to five, finalists will be identified. The committee chair will review the finalists' folders with the department head/dean, and the dean will review the folders with the Provost and Vice President for Academic Affairs.

The screening committee, in cooperation with the department head/dean, will contact the finalists and will arrange for interviews to be conducted on the ABAC campus. When the finalists are invited to Tifton for interviews, they should be advised of the salary range of the position. They should also be notified that the College will pay their travel expenses, within reason. The interviews should consist of the following:

- A colloquium/seminar or presentation by the candidate to the screening committee, the department/school, and any other interested parties on campus. The subject matter of the colloquium/seminar shall be left to the discretion of the screening committee. The candidate's presentation should be a minimum of 15 to

20 minutes, with additional time allotted for questions. The candidate's proficiency in oral communication in the language in which the assigned courses will be taught is a requirement for employment. The screening committee will determine that proficiency.

- A formal interview with the screening committee. A core of common questions should be asked of each candidate; additional questions, of course, should be allowed. In addition, time should be reserved for the candidate to ask questions of the committee, and the candidate should be notified in advance that he/she will be expected to ask questions.
- The candidate's submission of at least one sample of his/her writing. Proficiency in written communication in the language in which assigned courses will be taught is a requirement for employment. The screening committee will determine that proficiency.
- A session to meet with other department/school members, if all members are not on the screening committee.
- Lunch or dinner with department head and/or dean and any members of the committee and/or department/school and representative students who may be available to attend.
- A meeting with the department head and/or dean
- A meeting with the Provost and Vice President for Academic Affairs or his/her designee
- A tour of campus and Tifton, including residential areas

Once the interviews have been concluded, the screening committee will determine who among the candidates is considered acceptable for employment in the position. The committee chair will forward a list of acceptable candidates in unranked order to the department head/dean, and the selection will be made from that list in consultation with the Provost and Vice President for Academic Affairs and the President. Before final selection has been approved, an offer has been extended, and the individual is recommended for appointment to the faculty, the department head/dean will make sure all appropriate documentation such as official transcripts and background checks are in place.

## II. REQUIREMENTS FOR RANKS BY APPOINTMENT OR PROMOTION

Each rank has distinct requirements in terms of terminal degree, years in rank, and expected levels of performance, consistent with [Board of Regents policy](#) and the requirements of SACSCOC. “Terminal degree” refers to the highest degree awarded in a discipline; the doctorate is the terminal degree for most disciplines within the College except for a few areas, such as the studio arts.

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. Recommendations for promotion are not normally considered for individuals who are currently on leaves of absence.

Under special circumstances, faculty who are performing significantly above the expectations for their current rank may be considered for “early” promotion. At state universities and state colleges, “early” promotion may only be considered according to the following time table:

- For early promotion from Lecturer to Senior Lecturer, faculty must have served a minimum of three years as a Lecturer
- For early promotion from Instructor to Assistant Professor, faculty must have served a minimum of three years as an Instructor
- For early promotion from Assistant Professor to Associate Professor, faculty must have served a minimum of four years as an Assistant Professor
- For early promotion from Associate Professor to Full Professor, faculty must have served a minimum of four years as an Associate Professor

### **Probationary Credit Towards Promotion**

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. Probationary credit towards promotion must be expressly requested at the time of appointment, approved by the President, and included in the letter of offer. 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.

### **A. Lecturer**

The rank of Lecturer is a non-tenure track position for the College. Requirements include the following:

- Degree: Candidates may or may not have the terminal degrees appropriate for their disciplines.
- Years in Rank: Candidates do not need a minimum number of years in a lower rank.



- Criteria: Candidates should show promise of moving towards excellence in the criteria appropriate to their work assignments.

### **B. Senior Lecturer**

The rank of Senior Lecturer is a non-tenure track position for the College. Requirements include the following:

- Degree: Candidates may or may not have the terminal degrees appropriate for their disciplines.
- Years in Rank: Candidates for Senior Lecturer must have served a minimum of six years at ABAC as a Lecturer.
- Criteria: Candidates must have demonstrated excellence in teaching and effective guidance of students as well as demonstrated ability in service to students, service to the College and/or community, or participation in and/or appointment to positions of leadership in professional organizations.

### **C. Instructor**

The rank of Instructor is an entry-level position for the College and may be tenure or non-tenure track. Requirements include the following:

- Degree: Candidates may or may not have the terminal degrees appropriate for their disciplines.
- Years in Rank: Candidates do not need a minimum number of years in a lower rank.
- Criteria: Candidates should show promise of moving toward excellence in the criteria appropriate to their work assignments.

### **D. Assistant Professor**

The rank of Assistant Professor is the preferred entry-level, tenure-track position for employment as a faculty member at the College. Requirements include the following:

- Degree: Candidates must have a minimum of a Master's degree related to the discipline, terminal degree preferred.
- Years in Rank: Candidates do not need a minimum number of years in a lower rank unless the initial appointment was at the Instructor level at Abraham Baldwin Agricultural College. If the initial appointment was at the Instructor level at ABAC, candidates must serve at least five years as Instructor, including the year when the promotion will be considered at the College level, before they are eligible for promotion to Assistant Professor.
- Criteria: Candidates should show promise of moving toward excellence in the criteria appropriate to their work assignments.

### **E. Associate Professor**

The rank of Associate Professor is the mid-career faculty rank at the College. Requirements include the following:

- Degree: Candidates must have the terminal degrees appropriate for their disciplines.
- Years in Rank: Under usual circumstances, candidates must serve at least five years as Assistant Professor, including the year when the promotion will be considered at

the College level, before they are eligible for promotion to Associate Professor.

- **Criteria:** Candidates must show clear and convincing evidence of high levels of attainment in the criteria appropriate to their work assignments and the missions of their units.

## **F. Professor**

The rank of Professor is the highest rank at the College. Requirements include the following:

- **Degree:** Candidates must have the terminal degrees appropriate for their disciplines.
- **Years in Rank:** Under usual circumstances, candidates must serve at least five years as Associate Professor, including the year when the promotion will be considered at the College level, before they are eligible for promotion to Professor.
- **Criteria:** Candidates must show clear and convincing evidence of high levels of attainment in the criteria appropriate to their work assignments and the missions of their units.

## **G. Non-Tenure Track Appointments**

In accordance with [BOR Policy 803.08](#), non-tenure track appointments may occur at both the Instructor rank or the Lecturer rank. While neither non-tenure track appointment is eligible for tenure, lecturers are eligible for continuous service up to six years and are eligible for promotion to Senior Lecturer. Instructors, on the other hand, in a non-tenure track capacity are appointed either on a Limited Term appointment or a Temporary appointment. Temporary Faculty are employed on a short term basis through written appointment. They are not employed on an academic year contract. If they are employed for more than one consecutive academic semester for 30 hours or more, except when the Academic semester is combined with Summer semester immediately preceding or following the Academic Semester, they shall be employed as Regular Faculty. Temporary Faculty are non-benefits eligible. An Instructor appointed on a Limited Term appointment may be eligible for reappointment (though not for an indefinite period) and is benefits eligible. For more information on limited term or temporary appointments, please see [BOR classification categories](#).

## **H. Emeritus**

According to [BOR Policy](#), a President may, at his/her discretion, confer the title of emeritus/a on any retired faculty member or administrative officer who, at the time of retirement, had ten or more years of honorable and distinguished USG service. At Abraham Baldwin Agricultural College, after a faculty member retires, he or she may be considered for Professor Emeritus status by fulfilling the following conditions:

- Meets eligibility requirements for retirement
- Attained the rank of Associate Professor or Professor
- Completed twenty years of service to Abraham Baldwin Agricultural College
- Served the College with distinction as demonstrated by his/her record of instruction, scholarship, and/or service

The process for Emeritus requests is included in Appendix A.

### **III. APPOINTMENT, PROMOTION, AND TENURE**

Criteria for appointment, promotion, and tenure at Abraham Baldwin Agricultural College follow the College's mission. Abraham Baldwin Agricultural College's primary mission is instruction. Therefore, to be promoted and tenured, faculty are expected to demonstrate exceptional proficiency in teaching and advising (Area A contributions). In addition to teaching and advising, demonstrated achievement in at least two other contribution areas is required: (B) research, scholarship, creative activity or academic achievement; (C) professional service to the institution and/or the community; or (D) professional growth and development. Sample promotion and tenure forms for committees can be found in Appendix B.

#### **A. Contributions to Teaching and Advising**

##### **The Standard**

Teaching communicates knowledge to students and develops in them the desire and skills necessary to continue learning. The College distinguishes between classroom performance and contributions to teaching that draw upon the teacher's depth and breadth of scholarship. Teaching includes not only formal classroom instruction but also advising and mentoring of students.

##### **Documentation**

Effectiveness in teaching is reflected by student learning and improvements in the learning environment and curriculum. Evidence of teaching effectiveness may include, but is not limited to, any combination of the sources listed below. In joint instructional endeavors, the evidence should specify the extent of each person's contribution.

1. Honors or special recognitions for teaching and/or advising accomplishments
2. Development or significant revision of programs and courses
  - a. Preparation of innovative teaching materials, instructional techniques, curricula, or programs of study
  - b. Collaborative work on interdisciplinary courses, programs, and curricula within the College
3. Effectiveness shown by student evaluations and accomplishments
  - a. A list of courses and information from student questionnaires designed to reflect teaching effectiveness and creativity, rather than popularity. In such cases, information for all courses taught in the previous three years that have been evaluated should be included unless a candidate seeks early promotion, in which case information for two years is sufficient. The candidate should report quantitative data for items that provide summary evaluations of the course and instructor, if collected by the department or school
  - b. Representative student comments that attest to a teacher's abilities to inspire student interest and to stimulate their work should be reported for the previous

- three years. Candidates seeking early promotion may provide this information for the previous two years
- c. Evaluation by students being trained in clinical, laboratory, or field activities
  - d. Letters of evaluation from former students attesting to the candidate's instructional performance both within and beyond the traditional classroom setting
  - e. Performance of students on uniform examinations or in standardized courses
  - f. Accomplishments of the teacher's present and former students, including information to show the students' success both in learning the subject matter of the discipline and in pursuing it to a point of intellectual significance
  - g. Successful direction of individual student work such as independent studies, special student projects, and student seminars
  - h. Student evaluations providing evidence of effective advisement
4. Effectiveness shown by peer evaluation of expertise in instruction
    - a. Peer evaluations by colleagues/supervisors who are familiar with the candidate's teaching, have team-taught with the candidate, used instructional materials designed by the candidate, or have taught the candidate's students in subsequent courses
    - b. Selection for teaching special courses and programs
    - c. Participation in special teaching activities outside the College, including international assignments, special lectureships, international study and development projects, panel presentations, and seminar participation
    - d. Membership on special bodies concerned with teaching, such as accreditation teams and special commissions
    - e. Invitations to testify before academic or governmental groups concerned with educational programs
  5. Publication activities related to teaching or indicating subject matter expertise
    - a. Textbooks, published lecture notes, abstracts, articles, or reviews that reflect a candidate's teaching contributions and scholarship
    - b. Adoption of a candidate's textbooks, especially repeated adoption, by institutions
    - c. Presentation of papers on teaching before learned societies
  6. Grants related to instruction
    - a. Receipt of competitive grants/contracts to fund innovative teaching activities or to fund stipends for students
    - b. Membership on panels to judge proposals for teaching grants/contracts programs
  7. Election to offices, committee activities, and other important service to professional associations and learned societies including editorial work and peer review as related to teaching
  8. Departmental and institutional governance and academic policy and procedure development as related to teaching
  9. Successful integration of teaching and research or teaching and service in ways that benefit students
  10. Certification/re-certification in area(s) of expertise

## **B. Contributions to Research, Scholarship, Creative Activity or Academic Achievement**

### **The Standard**

Research and scholarship (especially critical investigation or experimentation) are studious inquiry or examination that have as their purpose the development, refinement, and application of knowledge. These examinations may include revisions of accepted conclusions, interpretations, theories, or laws in light of newly discovered facts or the practical applications of such new or revised conclusions, interpretations, theories or laws. Creative activities include innovative work in the fine and performing arts: for example, the production of original paintings, sculptures, ceramics, musical compositions, novels, plays, poetry, and films; the development of plans for projects in architecture and landscape design; and fresh interpretations in the performing arts of music, drama and dance. Faculty are to discover new ideas, to fashion new interpretations of enduring ideas, and to participate in the application of these ideas. Consequently, faculty should conduct research or engage in other creative activities appropriate to their disciplines and to the missions of their appointment units, and they should disseminate the results of their work through media appropriate to their disciplines. Interdisciplinary and collaborative works are valid forms of scholarly activity and will be judged as such as long as each candidate gives clear evidence of his/her participation in each instance. Faculty whose work assignments include research, scholarship, or other creative activities should clearly demonstrate high quality in these endeavors. The College distinguishes between the routine and the outstanding as judged by the candidate's peers. The principal standard should always be quality rather than quantity.

### **Documentation**

Evidence of research, scholarship, creative activities or academic achievement includes, but is not limited to, the sources listed below. In joint endeavors, the evidence should specify the extent of each person's contribution (e. g. first author, supervisor).

1. Research and/or scholarly publications (indicate if peer-reviewed)
  - a. Books, parts of books, reviews, book reviews, monographs, bulletins, articles, and other scholarly works published in refereed journals, discipline-specific publications (i.e. law reviews), professional publications, research reports to sponsors, research notes, and bulletins
  - b. Books, parts of books, reviews, book reviews, monographs, bulletins, articles and other scholarly works submitted to refereed journals, discipline-specific publications (i.e. law reviews), professional publications, research reports to sponsors, research notes, and bulletins
  - c. Accepted manuscripts
2. Creative products
  - a. Exhibition, installation, production, or publication of original works, design, electronic media, film, journalism, landscape design, literature, music, theater, and visual arts

- b. Performance, recording, or production of literary, musical, visual arts, or theatrical works from traditional or contemporary repertoires of the performing arts, or other artistic works
3. Membership on editorial boards reviewing publications, juries judging art works, or juries auditioning performing artists
4. Scholarly reviews of the candidate's publications
5. Projects, grants, commissions, and contracts (include source, dates, title and amount) completed or in progress
6. Presentation of research papers before technical and professional meetings
7. Other evidence of research or creative accomplishments as appropriate (e.g. patents, new product development, new art forms, citation index analysis)
8. Record of participation in and description of seminars and workshops (including short descriptions of activity, with titles, dates and sponsor); indication of role in seminar or workshop (e. g. leader, participant)
9. Description of outreach or other activities in which there was significant use of candidate's expertise (e.g. consultant; journal editor; reviewer for refereed journal; peer reviewer of grants; speaker or service to government agencies, professional and industrial associations, or educational institutions)
10. Description of new courses and/or programs developed, including service-learning and outreach courses at home or abroad, where research and new knowledge are integrated
11. Description of new computer software, video, or multimedia programs developed
12. List of honors or awards for scholarship
13. Lists of grants and contracts for improvement of instruction, with an indication of the candidate's role in preparing and administering grants and contracts
14. Application of research scholarship in the field, including new applications developed and tested; new or enhanced systems and procedures demonstrated or evaluated for government agencies, professional and industrial associations, or educational institutions
15. Technology transferred or adapted in the field
16. Technical assistance provided
17. Other evidence of impact on society of research, scholarship, and creative accomplishment
18. Election to offices, committee activities, and important service to professional associations and learned societies, including editorial work and peer review as related to research and other creative activities

### **C. Contributions in Professional Service to the Institution and/or the Community**

#### **The Standard**

Professional Service refers to the function of applying academic expertise to the direct benefit of external audiences in support of unit and College missions. It can include applied research, service-based instruction, program and project management, and technical assistance. A faculty endeavor may be regarded as Professional Service for purposes of promotion and tenure if the following conditions are met:

1. There is utilization of the faculty member's academic and professional expertise.
2. There is a direct application of knowledge to, and a substantive link with, significant human needs and societal problems, issues, or concerns.
3. The ultimate purpose is for the public or common good.
4. New knowledge is generated for the discipline and/or the audience or clientele.
5. There is a clear relationship between the program/activities and an appropriate academic unit's mission.

Professional Service also includes, but is not limited to, actively participating in departmental, school/College committee work and/or governance; contributing to administrative support work (such as serving as a College representative on a major College committee or task force); developing, implementing, or managing academic programs or projects; and serving in various accreditation capacities (self-study, visiting teams, etc.).

Finally, Professional Service includes, but is not limited to, offices held and committee assignments performed for professional associations and learned societies; development and organization of professional conferences; editorships and the review of manuscripts in professional association and learned society publications; review of grants applications; and participation with industry/employers.

### **Documentation**

Evidence of the effectiveness of Professional Service includes, but is not limited to, the sources listed below. In joint endeavors, the degree to which each person contributes should be identified.

1. Honors, awards, and other special recognition for service activities
2. Program and project development and other creative activities
  - a. Overview of needs assessment and the objectives, methods, and target audience
  - b. Description of selected activities and/or products that are most illustrative of the candidate's contribution to the program
  - c. Description of how the program is compatible with department, school, and College missions, and how the activities complement the teaching mission of the department, school, and/or College
  - d. Description of the role of the candidate's professional expertise in the design and implementation of the program. Did the activities demonstrate or test the applicability of the candidate's discipline to societal/human problems, require integration with other disciplines, and/or generate new knowledge for the discipline and/or audience? How was this knowledge communicated to broader audiences? Has the program led to increased recognition of the candidate's professional expertise by external audiences?
  - e. Description of impact. Identification of the direct and indirect beneficiaries. What actions did the intended audience take as a result of this work? Both quantitative evidence (e.g. changes in test scores, increased production, or widespread adoption of a product or technique) and qualitative evidence (e.g. testimonials from clients, reviews by knowledgeable scholars/critics) should be included

3. Service-based instructional activities
  - a. Listing of the title or subject of each distinct course or presentation, the type (e.g. curriculum, course, workshop), the duration, the candidate's role in creating each, the target audience, and the method of reaching the audience (e.g. conference presentation, site visit)
  - b. Description of impact. Identification of the direct and indirect beneficiaries. What actions did the intended audience take as a result of this work? Both quantitative and qualitative evidence should be included
4. Consultation and technical assistance
  - a. Listing of each type of assistance, the clientele, the contribution, and the number of times provided
  - b. Description of impact. Identification of the direct and indirect beneficiaries. What actions did the intended audience take as a result of this work? Both quantitative and qualitative evidence should be included
5. Applied research
  - a. Listing of publications relating to service to society including books, book chapters, articles, and scholarly papers (indicate if peer-reviewed)
  - b. Quality and impact of written documents produced, including knowledge integration, creative solutions, technical manuals, or other outcomes of applied research as evaluated by clientele and peers
6. Service products
  - a. Exhibitions: Distinction between juried or invitational exhibits; identification of work(s) and juror (juries); and/or indication of regional, national, or international exhibitions
  - b. Electronic products (e.g. computer programs, web sites, CDs)
7. Copyrights, patents, and inventions related to service activities
8. Contracts, grants, and gifts related to service activities
9. Other service activities
  - a. Selection for special service activities outside the state or nation
  - b. Securing competitive grants and contracts to finance development and delivery of service innovations
  - c. Requests by individuals from outside the state or nation to study the candidate's work and innovations
  - d. Development of patents or instruments useful in solving important problems
  - e. Performance of clinical activities in veterinary hospitals, psychology clinics, reading clinics, clinical pharmacy sites, special education clinics, and other clinical settings
10. Documentation of candidate's role in:
  - a. Committee work at departmental, school/College levels
  - b. College governance bodies and related activities
  - c. Development, implementation, or management of academic programs, projects, or study-abroad initiatives
  - d. Professional and learned societies, including election to offices, committee activities, editorial work, peer review, and other important service
  - e. Development and organization of professional conferences
  - f. Review of grant applications



- g. Editing and reviewing of manuscripts for professional association and learned society publications

## **D. Contributions in Professional Growth and Development**

### **The Standard**

Professional Growth and Development allows faculty members to be actively engaged in their profession and offers them the intellectual skills necessary to be up to date in their respective academic areas.

### **Documentation**

Evidence of the effectiveness of Professional Growth and Development includes, but is not limited to, the sources listed below. In joint endeavors, the extent of each person's involvement should be identified.

1. Attendance at professional meetings or conferences
2. Presentation of papers on teaching before learned societies
3. Grants
  - a. Receipt of competitive grants/contracts to fund innovative teaching activities, fund stipends for students, or fund development activities
4. Membership on panels to judge proposals for teaching grants/contracts programs
5. Election to offices, committee activities, and other important service to professional associations and learned societies including editorial work and peer review as related to teaching
6. Certification/re-certification in area(s) of expertise
7. Participation in special teaching activities outside the College, including international assignments, special lectureships, panel presentations, seminar participation, and international study and development projects
8. Membership on special bodies concerned with teaching, such as accreditation teams and special commissions
9. Creative products
  - a. Exhibition, installation, production, or publication of original works, electronic media, film, journalism, landscape design, literature, music, theater, and visual arts
  - b. Performance, recording, or production of literary, musical, visual arts, or theatrical works from traditional or contemporary repertoires of the performing arts, or other artistic works
10. Membership on editorial boards reviewing publications, juries judging art works, or juries auditioning performing artists
11. Funded projects, grants, commissions, and contracts (include source, dates, title, and amount) completed or in progress
12. Presentation of research papers before technical and professional meetings
13. Other evidence of research or creative accomplishments as appropriate (e.g. patents, new product development, new art forms, citation index analysis)

14. Record of participation in and description of seminars and workshops (including short descriptions of activity, with titles, dates, and sponsor); indication of role in seminar or workshop (e. g. leader, participant)
15. Election to offices, committee activities, and important service to professional associations and learned societies, including editorial work and peer review as related to research and other creative activities
16. Program and project development and other creative activities
  - a. Overview of needs assessment, and the objectives, methods and target audience
  - b. Description of selected activities and/or products that are most illustrative of the candidate's contribution to the program
  - c. Description of how the program is compatible with department, school, and College missions, and how the activities complement the teaching mission of the department, school, and/or College
  - d. Description of the role of the candidate's professional expertise in the design and implementation of the program. Did the activities demonstrate or test the applicability of the candidate's discipline to societal/human problems, require integration with other disciplines and/or generate new knowledge for the discipline and/ or audience? How was this knowledge communicated to broader audiences? Has the program led to increased recognition of the candidate's professional expertise by external audiences?
  - e. Description of impact. Identification of the direct and indirect beneficiaries. What actions did the intended audience take as a result of this work? Both quantitative evidence (e.g. changes in test scores, increased production or widespread adoption of a product or technique) and qualitative evidence (e.g. testimonials from clients, reviews by knowledgeable scholars/critics) should be included
17. Service products
  - a. Exhibitions: Distinction between juried or invitational exhibits; identification of work(s) and juror (juries); and/or indication of regional, national or international exhibitions
  - b. Electronic products (e.g. computer programs, web sites, CDs)
18. Copyrights, patents, and inventions related to service activities
19. Contracts, grants, and gifts related to service activities
20. Development, implementation, or management of academic programs, projects or study-abroad initiatives
21. Professional and learned societies, including election to offices, committee activities, editorial work, peer review, and other important service
22. On or off campus training seminars related to enhancing skills needed to better perform duties associated with teaching, advising, or service

#### **IV. PROMOTION AND TENURE UNIT**

The PTU as defined by the College is usually a department. However, in schools without departments or schools with extremely small departments, the PTU may be the School. The dean will make the determination of whether there are insufficient personnel qualified to meet requirements for a departmental PTU.

##### **A. Advisement about Promotion and Tenure**

When a new faculty member is employed, the appropriate department head or dean will give the faculty member a copy of these *Guidelines*. The head of the PTU (department head/dean) will meet with the new faculty member to discuss these *Guidelines* and PTU criteria and specifically advise the new faculty member about promotion and tenure at ABAC. However, it is ultimately the responsibility of the individual faculty member to be aware of the promotion and tenure criteria in his/her appointment unit, as well as in these *Guidelines*.

##### **B. Annual Evaluation in Promotion and Tenure**

Every Lecturer, Senior Lecturer, Instructor, Assistant Professor, Associate Professor, and Professor must receive a written annual evaluation conducted according to the defined criteria of the PTU, consistent with Board of Regents policy. This evaluation will include consultation by the PTU head with the faculty member and preparation of a written report to the faculty member, who may respond to the report in writing.

As outlined in BOR Policy 803.05, each institution, as part of its evaluative procedures, will utilize a written system of faculty evaluations by students, with the improvement of teaching effectiveness as the main focus of these student evaluations.

The evaluation procedures may also utilize a written system of peer evaluations, with emphasis placed on the faculty member's professional development. In those cases in which a faculty member's primary responsibilities do not include teaching and advising, the evaluation should focus on excellence in those other contribution areas where the individual's major responsibilities lie. Institutional policies and procedures shall ensure that each faculty member will receive a written report of each evaluation and that the results of the evaluation will be reflected in the faculty member's annual salary recommendations.

At ABAC, the annual evaluation is a precursor to the promotion and tenure process. Contributions to teaching and advising; contributions to research, scholarship, creative activity or academic achievement; contributions in professional service to the institution and/or the community; and contributions in professional growth and development make up the evaluation instrument used by faculty and their department head/dean (see Section VIII, Appendices). Faculty evaluations will be conducted by the dean only in cases where the PTU unit is the School. Sample forms can be found in Appendix B.

Deans/department heads shall be evaluated by their administrative supervisor, using a performance management instrument which emphasizes leadership qualities, management style, planning and organizing capacities, effective communication skills, accountability for diversity efforts and results, and success at meeting goals and objectives. Deans/department heads shall also be evaluated by their subordinate faculty. Evaluation results will be the basis for the administrator's development plan.

### **C. Pre-Tenure Review**

According to Board of Regents policy, each institution shall conduct in-depth pre-tenure reviews of all faculty in their third year of progress toward tenure. The criteria established for promotion and tenure, emphasizing excellence and contributions outlined in Section III of these *Guidelines*, shall be used as the focus for these reviews.

If an Assistant Professor comes to ABAC with two or three years' credit towards tenure and requests to be considered for promotion and/or tenure in the third year of appointment, preliminary consideration for promotion and/or tenure will replace the third-year review.

Faculty members undergoing third-year review will prepare their portfolios detailing their achievements and performance in their assigned area(s) of responsibility. Suggested portfolio sections can be found in Appendix C. The head of the PTU will appoint a faculty committee to provide a thorough review of the individual's portfolio. This committee will contain no fewer than three eligible faculty members. The review will be substantive and will provide the faculty member with critical feedback about his/her progress toward promotion and/or tenure at ABAC. The third-year review committee will report its findings to the PTU, and the tenured faculty will vote to recommend whether progress toward promotion and tenure is sufficient. The committee will then report its recommendations, along with the vote, to the PTU head. The PTU head will provide the faculty member under review with a written report regarding his/her progress toward promotion and/or tenure. The candidate may reply in writing to the report, and any reply becomes part of the report. The PTU head's letter, and any response by the candidate, will be included in the promotion and/or tenure portfolio when it is developed.

### **D. Non-Renewal of Non-Tenured Faculty**

In any year, a department head/dean may determine not to extend a contract to a non-tenured faculty member. This determination may be made following a recommendation by the department head/dean to the Provost and Vice President for Academic Affairs, and such decisions must follow the schedule noted in Board of Regents Policy 803.04 Notice of Employment and Resignation, except in the case of Limited Term and Temporary appointments as defined in Section II G of these *Guidelines*.

### **E. Preliminary Consideration for Promotion and Tenure**

In order to receive preliminary consideration for promotion and tenure, the candidate must request that she/he be considered. Such a request suffices to receive preliminary consideration, which typically occurs in the spring prior to the academic year in which the promotion review process would occur. Each year, the PTU head will convene the

unit faculty eligible to vote so they may consider those individuals who are being evaluated for promotion and tenure. Based on an updated vitae and other materials deemed relevant by the unit, the eligible faculty will decide whether or not to proceed with the promotion and/or tenure process for those faculty requesting preliminary consideration. The unit head is responsible for informing the candidate within three business days of the vote of the unit's recommendation on whether or not he/she will be reviewed for promotion and/or tenure. The PTU head's vote need not be revealed at this point. Preliminary consideration is not a formal part of the promotion and/or tenure process. Therefore, the outcome of the vote for preliminary consideration will not appear in the portfolio.

If the preliminary consideration is positive, and unless the candidate requests in writing otherwise, then the unit head proceeds with the review process. If the preliminary consideration is negative, the PTU head will not proceed, except as follows:

*Assistant Professors who are in their sixth probationary year will be reviewed for promotion and/or tenure if they so request. Assistant Professors who are in their seventh or subsequent probationary year must be reviewed unless they request not to have the review. Accordingly, in these cases, the unit head will proceed with the review regardless of the preliminary consideration vote.*

The review process will proceed for faculty seeking promotion from Associate Professor to Professor the first year in which an eligible candidate wishes to be reviewed.

## V. PROCEDURES FOR PROMOTION

BOR Policy 803.06 Criteria for Promotion outlines minimal criteria for promotion. At Abraham Baldwin Agricultural College, faculty are expected to demonstrate exceptional proficiency in teaching and advising (area A contributions). In addition to teaching and advising, demonstrated achievement in at least two other contribution areas is required: (B) research, scholarship, creative activity, or academic achievement; (C) professional service to the institution and/or the community; or (D) professional growth and development. A written recommendation should be submitted by the department head/dean setting forth the reasons for promotion. The faculty member's length of service with the Institution shall be taken into consideration in determining whether the faculty member should be promoted.

The procedures for promotion include four major activities:

- advising faculty on promotion
- initiating the promotion process
- evaluating and making recommendations from the PTU
- reviewing the portfolio and making recommendations at higher levels.

Except at the discretion of the unit head, following consultation with the appropriate faculty, those faculty members who have been informed in writing that their contracts will not be renewed following a specified year will not be reviewed for promotion or tenure.

Generally, activities should occur within a time frame appropriate for faculty on academic-year schedules to complete the process and for the President to receive the promotion recommendations by a date in March to be determined annually by the Office of Academic Affairs. It is important for the candidate and the Institution that the portfolios be well prepared and that review committees evaluate each recommendation for promotion on the merits of the case presented following these *Guidelines*.

### **Promotion in Rank**

A faculty member must meet the minimum requirements listed in Section III on rank in order to be considered for promotion at Abraham Baldwin Agricultural College. These requirements are in addition to the policies established by the Board of Regents.

#### **A. Preparing for Promotion and/or Tenure Unit Evaluation**

Preparation for evaluation is the responsibility of the PTU head and the candidate. A portfolio must be prepared for evaluation by the appropriate PTU faculty. Preparation and verification of the contents of the portfolio is a cooperative endeavor between the PTU head and the candidate, with the candidate having the final say about the portfolio's contents.

For purposes of the PTU's evaluation, only contents of the portfolio need to be included. Recommendation for Promotion and Tenure Forms and Cover Letters are prepared following the PTU's evaluation. The faculty member is responsible for assuring that all relevant and salient information is available and prepared in a succinct and factual manner.

If the unit head is an Associate Professor, then the head, following consultation with the PTU, will appoint a Professor to chair the committee to review candidates for promotion to the rank of Professor. If the unit head is untenured, then the head, following consultation with the PTU, will appoint a tenured faculty member to chair the committee to review candidates for tenure. The unit head will retain responsibility for working with the candidate to prepare the portfolio for review, although the appointed chair will take responsibility for preparing Recommendation for Promotion and Tenure Forms and Cover Letters after the unit evaluation is completed.

## **B. Reviews**

Normally, the promotion and tenure portfolio will be subject to four levels of review: the first review takes place within the PTU, when it renders its recommendation concerning promotion and/or tenure. Following this review by the PTU, the portfolio will be reviewed at the School level. Next, the portfolio will be reviewed by the dean of the School. Finally, the portfolio will be reviewed at the College level. This four-level review process will take place in those schools with departments. However, in schools without departments, there will generally be three levels of review: the first is at the School level, the second at the dean of School level, and the third is at the College level. In these units, the School serves as the PTU. All reviews must be conducted in a rigorous and equitable manner and must be free of political influence.

### 1. Promotion/Tenure Unit-Level Review

*Voting Procedures for PTU:* All eligible voting faculty (defined below) are expected to participate in the PTU evaluation process by voting yes or no.

- *Quorum* – Consists of at least two-thirds of those faculty members eligible to vote on a given candidate. Therefore, a quorum must be computed individually for each candidate.
- *Abstentions* – No abstentions are allowed.
- *Recusal* – Only allowed if a conflict of interest exists. Faculty members who recuse themselves are not considered eligible voters and may not participate in the discussion or consideration of the candidate's portfolio.
- *Absentee Ballots* – Absentee ballots are allowed but do not count toward the quorum. They must be cast in writing so long as they are received by the PTU head before the meeting begins. Absentee ballots received after the meeting begins will be disregarded.
- *Recommendations* – Determined based upon a simple majority vote of the participating eligible faculty. A tie is interpreted as a null decision and will be sent forward to the next level of evaluation without recommendation.

The PTU head convenes the appropriate faculty to conduct the PTU evaluation. Faculty eligible to vote within their promotion and tenure units are as follows:

- On promotion to Assistant Professor, all Assistant, Associate, and Professors;
- On promotion to Associate Professor, all Associate Professors and Professors;
- On promotion to Professor, all Professors;
- On tenure, all tenured faculty members.

*Exception: If there are no peers eligible to vote, the dean will determine the composition of the committee.*

Eligible faculty within the PTU will vote by secret ballot, except for the PTU head. The total number of yes and no votes must be recorded. More yes than no votes must be recorded in order for the candidate to be approved. The PTU head's vote must be revealed at the time the votes are counted. All absentee and regular ballots must be counted by two faculty members, with the results presented to the faculty before adjournment. The candidate must be informed of the results of the vote, including the tally, within three working days of the meeting.

Consistent with the principle of flow, all promotion and tenure portfolios move to the next level of review, regardless of the vote, unless the candidate indicates he/she does not wish to be considered further.

*Recommendation Forms and Cover Letter of the portfolio:* The PTU head is responsible for preparation of Promotion and Tenure Forms and Cover letter. If the PTU head voted against the promotion, then the candidate may designate a senior faculty member from the PTU to substitute for the PTU head. This person prepares Promotion and Tenure Forms and Cover Letter of the portfolio. Before a portfolio goes forward, the candidate should review for accuracy. Since Promotion and Tenure Recommendation Forms and Cover Letter represent a synthesis of faculty judgment, the candidate may correct only manifest errors in reported facts. Unless the PTU head voted against the candidate, the portfolio goes forward with a cover letter from the PTU head (or his/her designee). The candidate will have five working days to read and respond in writing to any cover letter or rationale before it goes forward. The candidate must have access to this information, which includes the summary vote of the eligible PTU faculty. Whether or not the PTU head prepares the cover letter, he/she (or designee) is responsible for preparing a summary of the procedural steps followed by the PTU in reaching its vote, including relevant dates where appropriate. This statement is to be forwarded with the portfolio.

*Joint Appointments:* If a faculty member has a joint appointment with 50% assigned to each of two promotion- and tenure-granting academic units, then either unit may initiate consideration for promotion and prepare the documentation. The documentation will be made available to the appropriate faculties of the two academic units concerned. The vote of each unit should be recorded in the portfolio and provided to the candidate. If both units vote to grant promotion, the portfolio flows to the next higher level for review. However, if one unit votes to promote the candidate and the other unit votes to deny, the portfolio is forwarded to the College Promotion and Tenure Committee for action.



## 2. School-Level Review

*Schools without Departments:* In those schools without departments, the first level of review takes place within the School, which serves as the PTU, and follows all procedures for the PTU review as outlined in the previous section. This review takes place in accordance with the College's written criteria for promotion and/or tenure, and in a manner that is consistent with these *Guidelines*. In these units, the dean will not serve as the PTU head. The School will establish written procedures for the selection of the PTU head.

*Schools with Departments:* In those schools with departments, the first level of review takes place in the PTU in accordance with its criteria for promotion and/or tenure. Upon completion of that first-level review, the PTU will transmit the candidate's portfolio to the School review committee in accordance with the procedures outlined above. At that time, the candidate, PTU head, or senior faculty member designated by the candidate may supplement the record with claims regarding procedural error, if necessary.

In all cases, at the School committee review, the committee will review the case to ensure that no procedural error exists. The committee also will ensure that the candidate meets the criteria specified in these *Guidelines*, as well as criteria specified by the PTU.

- a. *Deference to Initial Determination:* The burden of evaluating the qualifications and suitability of the candidate for promotion and/or tenure is greatest at the first level of review. Significant weight will be given at the higher levels of review to the judgments and recommendations of lower-level review committees (particularly at the PTU level) and to the principle of peer review.
- b. *Appointment and Composition of the School Committees:* The dean appoints the members of the School review committee(s); these *Guidelines* recommend that such committees consist of at least five eligible faculty members of the School. The chair is elected from among the tenured faculty of the committee.
- c. *Voting Procedures for Schools with Departments:* Committee members are expected to participate in the School evaluation process by voting yes or no. Committees will operate under the following conditions:
  - *Quorum* – Of the committee members eligible to vote on a given candidate, no more than one may be absent in order to constitute a quorum. Therefore, a quorum must be computed individually for each candidate.
  - *Abstentions* – No abstentions are allowed.
  - *Recusal* – Only allowed if a conflict of interest exists. Faculty members who recuse themselves are not considered eligible voters and may not participate in the discussion or consideration of the candidate's portfolio. The committee chair will appoint a replacement for recused members. No committee member may vote twice on a candidate's application for promotion and/or tenure, and must therefore be recused from voting on any candidate from the member's own PTU.
  - *Absentee Ballots* – Absentee ballots are allowed but do not count toward the quorum. They must be cast in writing so long as they are received by the PTU

head before the meeting begins. Absentee ballots received after the meeting begins will be disregarded.

- *Recommendations* – The PTU's recommendation may be reversed only if a 2/3 majority of the eligible committee members who are present at the meeting vote to reverse the outcome at the lower level (Refer to the next section regarding cases where a School Promotion and Tenure Committee concludes that a procedural error exists that has not been properly evaluated or remedied at the PTU level). Voting will be conducted by secret ballot with two designated faculty members assigned to count the ballots.
- d. *Additional Procedures for School Promotion and Tenure Committees:* Where a School Review Committee concludes that procedural error(s) exist that have not been properly evaluated or remedied at the lower level of review, the School Review Committee may take one of the following actions:
- (1) Remand the case to the PTU if such error can be corrected within the current promotion/tenure cycle, with instructions concerning how to proceed thereafter.
  - (2) Find that the procedural error was fatal to the candidate's ability to achieve a fair evaluation of the record at the PTU level or a record worthy of promotion and/or tenure. A finding of such fatal procedural error by a 2/3 majority vote of the eligible school review committee members will nullify a negative PTU vote. The committee will then vote, based on all available information, including knowledge that a fatal procedural error occurred, on the candidate's application for promotion and/or tenure. The resulting recommendation of the School Promotion and Tenure Committee, based upon a simple majority vote of the participating eligible faculty, will be forwarded to the College Promotion and Tenure Committee in the place of the nullified PTU vote. A tie vote is interpreted as a null decision and will be sent forward to the next level of evaluation without recommendation.
  - (3) With the candidate's participation and cooperation, supplement the record in any way necessary to allow for the fullest substantive review possible.
  - (4) Determine that any procedural error was harmless because it had no substantive impact on the candidate's application for promotion and/or tenure, in which case the committee may proceed to consider the substance of the candidate's application.
- e. Regardless of the outcome of the School vote (favorable or unfavorable), the portfolio will be forwarded for a review at the College level. In addition, the committee must record the rationale for its decision to affirm or reverse the lower-level decision. This rationale must be in writing and must be transmitted, along with the tally of the vote, to the candidate, who will have the opportunity to respond to the committee's rationale within seven working days. The rationale of the Department/School vote and any such response of the candidate will be included in the portfolio for consideration at the College level.
- f. *Role of the dean:* All promotion and tenure decisions (including both positive and negative decisions) must be sent to the dean of the School for review. The dean (or his/her designee) will provide a thorough, independent evaluation of each candidate for promotion and/or tenure. By this means, the dean will achieve several important objectives of the promotion and/or tenure process. These

include (1) ensuring consistency in the application of the standards for promotion and tenure within the School; (2) promoting fairness in the promotion and/or tenure process; and (3) seeing to it that candidates for tenure are central to the mission of the School and College. The dean (or his/her designee) will be an ex-officio, non-voting member of the School review committee(s). After the vote has been taken at the School level, the dean (or his/her designee) will write a letter evaluating the candidate, introducing the portfolio as it goes forward to the Promotion and Tenure Committee. The letter will include the vote of the appropriate faculty of the PTU, as well as the vote of the School review committee. The candidate will have five working days to read and respond in writing to the dean's letter before the portfolio moves forward to the College Promotion and Tenure Committee. To that end, the candidate must be given timely access to the dean's letter. The candidate's response will be included in the portfolio as it moves forward.

### 3. College-Level Review

- a. *Appointment and Composition of the Promotion and Tenure Committee:* The Promotion and Tenure committee will provide recommendation to the Provost and Vice President for Academic Affairs for or against tenure and/or promotion and provide reasons for such decisions. This committee, to be formed each year in August, will consist of one tenured faculty, preferably at the Professor rank, selected from each School. Faculty members who are eligible for a promotion or tenure will be ineligible to serve on this committee for that year. The School deans are ineligible to serve on this committee. In order for a positive decision to be reached, a simple majority of the quorum is necessary. A tie will be considered a negative vote. The Chair will have voting privileges. Schools must replace during the year any member who cannot complete the year.
- b. *Procedures for Promotion and Tenure Committee:* Consistent with the principle of flow, the Promotion and Tenure Committee considers both positive and negative recommendations from the School review committees. In making its recommendation, the Promotion and Tenure Committee will evaluate cases
  - (1) to assess the strength of the substantive evaluation of the candidate made by the PTU, thus ensuring that the prior evaluation meets the criteria embodied in these *Guidelines*,
  - (2) to assure uniformity of standards across the disciplines represented, and
  - (3) to determine whether the School committees properly evaluated any claims of procedural error when such error has properly been raised. The purpose of the Promotion and Tenure Committee is to review generally the quality of evidence in the portfolio and determine whether the portfolio as presented meets Institutional standards. Where the Promotion and Tenure Committee concludes that procedural error(s) exist that have not been properly evaluated or remedied at the lower-level of review, the Promotion and Tenure Committee may take one of the following actions:
    - (i) Remand the case to the PTU or the School committee, if such error can be corrected within the current promotion/tenure cycle, with instructions concerning how to proceed thereafter.

- (ii) Find that the procedural error was fatal to the candidate's ability to achieve a fair evaluation of the record at the lower level(s) of review or a record worthy of promotion and/or tenure. A finding of such fatal procedural error by a 2/3 majority vote of the eligible Promotion and Tenure Committee members will nullify a negative recommendation from the previous level of review. The committee will then vote, based on all available information, including knowledge that a fatal procedural error occurred, on the candidate's application for promotion and/or tenure. The resulting recommendation of the Promotion and Tenure Committee, based upon a simple majority vote of the participating eligible faculty, will be forwarded to the Provost and Vice President for Academic Affairs in the place of the nullified vote from the previous level of review. A tie vote is interpreted as a negative vote.
  - (iii) With the candidate's participation and cooperation, supplement the record in any way necessary to allow for the fullest substantive and fair review possible.
  - (iv) Determine that any procedural error was harmless because it had no substantive impact on the candidate's application for promotion and/or tenure, in which case the committee may proceed to consider the substance of the candidate's application.
- c. *Voting Procedures for Promotion and Tenure Committees:*
- *Quorum* – Of the committee members eligible to vote on a given candidate, no more than one may be absent in order to constitute a quorum. Therefore, a quorum must be computed individually for each candidate.
  - *Abstentions* – No abstentions are allowed.
  - *Recusal* – Only allowed if a conflict of interest exists. Faculty members who recuse themselves are not considered eligible voters and may not participate in the discussion or consideration of the candidate's portfolio. Faculty from the candidate's PTU will refrain from participating in any form of evaluation at higher levels of review.
  - *Absentee Ballots* – No absentee ballots are allowed.
  - *Recommendations* – The recommendation before the College Review Committee may be reversed only if a 2/3 majority of the eligible committee members who are present at the meeting vote to reverse the outcome at the lower level (Refer to the above section regarding cases where a College Review Committee concludes that a procedural error exists that has not been properly evaluated or remedied at the lower level of review). The Promotion and Tenure Committee will vote by secret ballot and record the total number of yes and no votes. The result of the vote, including the tally, must be reported to the committee before the meeting adjourns. In addition, the committee must record the rationale for its decision to grant or deny the candidate's application for promotion or tenure. All such statements must be in writing and must be transmitted, along with the tally of the vote, to the candidate, who will have the opportunity to respond to the committee's statement within seven working days. Such a statement will be included in the portfolio as it moves forward. The Promotion and Tenure Committee transmits its written recommendations and accompanying rationale to the Provost and Vice President for Academic Affairs.

If the recommendation is positive, the Provost will forward the recommendation to the President for final approval. If the recommendation is negative, the Provost and Vice President for Academic Affairs will notify the School dean of denial at the College level.

4. Definition of Procedural Errors.

In evaluating cases for promotion and/or tenure, the PTU, School, and College Review Committees may consider claims of procedural error. Such claims include the following:

- Failure to conduct a third-year review or yearly performance evaluations
- Failure of the PTU to vote in accordance with mandated procedures
- Failure to evaluate a candidate in accordance with the Unit criteria
- Any other claims regarding failure of the PTU to meet established procedural requirements as mandated by these *Guidelines* or Unit criteria

In evaluating such claims, review committees must also consider the candidate's responsibility in the promotion and/or tenure process.

## **VI. PROCEDURES FOR TENURE**

Tenure is a status which serves the best interests not only of the individual but also of the College in its role as an instrument of a democratic society. In our society and within the academy, we regard the search for knowledge to be of paramount importance, and tenure for faculty members provides protection for scholars to broadly discover and apply knowledge. The decision to grant tenure to a faculty member is an enduring commitment that affects the future and continued growth in stature of Abraham Baldwin Agricultural College and is therefore a process which must be handled rigorously and fairly.

In compliance with [Board of Regents Policy 803.07 Tenure and Criteria for Tenure](#), ABAC has outlined its procedures for tenure as described below.

### **A. Definition**

The College grants tenure to faculty members after a probationary period in the profession to protect faculty from dismissal except for cause. The probationary period is five years, including the year in which a faculty member is being reviewed for tenure. As indicated earlier, a request for probationary credit toward tenure is made at the time of appointment and noted in the letter of offer.

For administrators whose appointment includes faculty status (e.g. department head, dean, Provost and Vice President for Academic Affairs, President), tenure may be awarded as a faculty member, not as an administrator. Requests will be made to the school dean/department head; and faculty members eligible to vote in the appointment unit shall vote by secret ballot to recommend candidates for full-time, tenure-track appointments in the unit. This vote will be reported to the faculty of the appointment unit, as well as to the department head or dean. The dean (or his/her designee) reviews the vote of the appointment unit and any recommendations developed by the search committee, and forwards his/her recommendation to the Provost and Vice President for Academic Affairs and/or the President for final approval.

### **B. Standard**

Candidates for tenure must have a record of exemplary performance in the discharge of their primary responsibilities in teaching; research or other creative activities; and service to society, the College, and the profession. In addition, a recommendation for tenure must also address a fundamental consideration: the College's continuing and long-range need for what the candidate for tenure may be expected to do. Tenure review committees are responsible for considering whether candidates are likely to continue to be active and productive scholars over the extended period of time that tenure supposes.

The decision to grant tenure is one of the most important decisions that faculty members and administrators make as stewards of the Institution.

## C. Regulations

Tenure resides at the institutional level. Institutional responsibility for employment of a tenured person is to the extent of continued employment on a full-time basis.

### 1. Employment Status

Faculty at the rank of Associate Professor and Professor may be tenured at the time of their appointment to the College, if their established records are exemplary and merit tenure upon appointment. This recommendation may be made by the PTU and approved by the dean of the School, the Provost and Vice President for Academic Affairs, and the President. Each such recommendation of tenure upon appointment shall be granted only in cases in which the faculty at 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.

At ABAC, Instructors and Assistant Professors are not eligible for tenure upon appointment. Assistant Professors may apply for tenure, if the minimum years of service have been attained, and if the record of accomplishments merits tenure.

Non-tenured faculty are employed on a year-to-year basis and may be terminated with timely notice. Faculty with temporary or visiting appointments are not eligible for tenure and are bound by the time limits specified. Persons with adjunct appointments, academic professional appointments, public service appointments, and honorific appointments are not eligible for tenure and are not bound by time limits.

### 2. Time Limits

- a. *Instructor*: Tenure is not awarded at the rank of Instructor. A faculty member may serve no more than seven years at the rank of full-time Instructor.
- b. *Assistant Professor*: Tenure is awarded at the rank of Assistant Professor. A maximum of seven years may be served without the award of tenure when the initial appointment is made at the rank of Assistant Professor. The maximum length of time served is up to ten years if the initial appointment was made at the Instructor level.
- c. *Associate Professor and Professor*: A maximum of seven years may be served without the award of tenure when the initial appointment is made at the rank of Assistant Professor, Associate Professor or Professor. The maximum length of time served is up to ten years if the initial appointment was made at the Instructor level. If the President does not receive and approve an Institutional recommendation for tenure following the seventh year (or tenth year for individuals initially appointed as Instructors) of full-time employment, the College may offer a terminal contract for one additional year.

### 3. Probationary Period

To be eligible for tenure, the candidate must complete a probationary period of at least five years of full-time service at the rank of Assistant Professor or higher, including the year when tenure will be considered at the College level. The five year period must be continuous, except that the College may permit a maximum of two years interruption provided that no probationary credit for the period of an

interruption is allowed. Requests for extension of the tenure probationary period are made in writing to the Office of the Provost and Vice President for Academic Affairs. A maximum of three years credit toward the minimum probationary period may be allowed for service in tenure-track positions at other institutions, or for service as an Instructor at Abraham Baldwin Agricultural College, or prior service in other appropriate professional activities (as defined by the PTU and approved by the dean). Such credit for prior service shall be approved in writing by the President at the time of the initial appointment to the rank of Assistant Professor or higher and noted in the letter of offer.

Non-tenured faculty who are in their sixth probationary year and who have not been turned down for tenure in their fifth year must be reviewed for tenure unless they request not to be reviewed. Upon recommendation of the unit head, the dean, and the Provost and Vice President for Academic Affairs, and with convincing justification, the President may make an exception to the sixth year rule.

A faculty member loses tenure, or probationary credit toward tenure, under certain circumstances: upon resignation from the Institution; resignation from a tenured position to take a non-tenured position; or resignation from a position for which probationary credit toward tenure is given to take a position for which no probationary credit toward tenure is given. In the event the faculty member is again employed in a position eligible for tenure, probationary credit for the prior service may be considered in the same manner as service at another institution, consistent with the Board of Regents Policy on Tenure.

#### **D. Tenure Process**

The procedures for awarding tenure extend over several activities: advising about the tenure process, initiating the tenure process, making recommendations from the tenure units, and performing reviews of documentation and the tenure unit's recommendations.

Generally, the College should schedule activities so that faculty on academic year appointments can complete the process in time for the President to receive the tenure recommendations by a date in March to be determined annually by the Office of Academic Affairs.

##### **1. Initiation of the Tenure Process**

The candidate, PTU head or tenured faculty of the PTU may initiate the tenure process. A faculty member who has served the probationary period may request consideration for tenure and provide evidence to support that request. At such a request, the head of the PTU will convene the tenured faculty who would make the preliminary consideration concerning tenure review. Based upon an updated vitae and any other materials deemed relevant by the unit, the unit faculty will decide whether to proceed with the tenure process for those faculty who have requested tenure. This consideration should follow the same procedures as for preliminary consideration of promotion.



At this point, the tenure review process parallels the process for promotion. A portfolio must be prepared for evaluation by the PTU. Preparation and verification of the contents of the portfolio is a cooperative endeavor between the unit head and the faculty member. Appendix C supplies a list of recommended elements for the portfolio.

In accordance with the principle of flow, all recommendations will go forward to the next level of review and ultimately to the Provost and Vice President for Academic Affairs. The PTU head and the dean must document the College's continuing and long-range need for what the candidate for tenure may be expected to do. This is a critical component of the tenure review process.

*Joint Appointments:* If a faculty member has a joint appointment with partial assignment to each of two promotion/tenure-granting academic units, then either unit may initiate consideration for tenure and prepare the documentation. The documentation will be made available to the appropriate tenured faculties of the two academic units concerned. The vote of each unit should be recorded in the portfolio and provided to the candidate and forwarded to the next higher level of review, as described in Section VII. Since tenure resides at the institutional level, a candidate who is recommended for tenure in one unit, but not in a second, may be granted tenure if the record of achievements and need for services merit tenure at the Institution.

2. Recommendation by the PTU

Recommendations for promotion and recommendations for tenure are separate actions and require separate votes. However, the same procedures and materials (portfolio) are used for each. These *Guidelines* specify the procedures. Portfolios for candidates for tenure who are not also candidates for promotion may include past letters of evaluation used for promotion if they have been obtained within the last two years. Otherwise, new letters are required.

3. Reviews

The same committees at the School/College levels that review promotion recommendations also will review recommendations for tenure, using the same PTU criteria, to ensure that the tenure criteria, regulations, and procedures have been correctly observed. The tenure review should parallel the promotion review in procedural steps. Each review committee will consider tenure recommendations after it has considered promotion recommendations. Separate votes on each are required.

4. Tenure for Administrative Positions

Faculty who serve as academic administrators may be tenured in their academic PTU, but are not tenured as administrators per se. Academic administrators are faculty who carry Board of Regents appointments as administrators. Academic administrators may have faculty rank and tenure within PTU affiliations.

Academic administrators chosen from the tenured faculty retain their academic tenure as faculty, but are not tenured as administrators. Academic administrators chosen from non-tenured faculty or from outside the College do not have academic tenure.

Tenured faculty will vote on an academic administrator's eligibility for academic tenure in the PTU, preceding his/her appointment, or after appointment depending on agreement at the time of hire. Assuming the candidate's qualifications merit appointment as an Associate Professor or Professor and the vote of the faculty is positive, a tenured faculty appointment may be extended to an administrator, consistent with Board of Regents policy.

### **E. Post-Tenure Review**

The purpose of Post-Tenure Review, which will be conducted at five-year intervals following tenure with the College, is to ensure that contributions to teaching; contributions to research, scholarship, creative activities, or academic achievements; contributions in service to society, the College, and the profession; and contributions in professional growth and development are taking place post-tenure.

Administrators who have tenure and who also have some teaching responsibilities will not be subject to post-tenure review as long as a majority of their duties are administrative in nature. At such time as an administrator may return full-time to the faculty, she/he will be placed into the post-tenure review cycle and will be evaluated under those guidelines in the fifth year following the return to the faculty and at subsequent five-year intervals.

The President shall review and approve Institutional post-tenure review policies, as well as any subsequent revisions. Institutional policies also shall address cases in which a tenured faculty member's performance is deemed unsatisfactory.

1. The department head/dean will initiate the post-tenure review process in the spring of the year before a faculty member's sixth year of tenure.
2. The Department/School Promotion and Tenure Committee will conduct an intensive review during the fall of the sixth year following tenure and report its results to the dean. Documents to be considered in the review process will include those mentioned in Section 1 of these *Guidelines*. A standardized feedback instrument will be utilized by the Committee to ensure a consistent and equitable process in each case. The Committee will rate the faculty as satisfactory or unsatisfactory.
3. Utilizing the report from the Department/School Promotion and Tenure Review Committee, and after interviewing the candidate, the department head/dean will rate the faculty as follows: exemplary or good, with no deficiencies; satisfactory, with minor deficiencies; or unsatisfactory, with major, severe, or chronic deficiencies.
4. The dean will then summarize the results of the Committee's report and prepare his/her own report, including both strengths and areas needing attention. The faculty member may respond to any of the findings in the report in a letter which will be attached to the report. The report will be communicated by the dean to the Provost and Vice President for Academic Affairs.

In the case of an unsatisfactory rating, the faculty member, in consultation with the department head/dean, and using the report as a resource, will respond to the specific objectives and prepare an individual Action Plan to address problems. The plan will become a part of the post-tenure review and will include

- specific goals to be reached to overcome the deficiencies
- an outline of specific activities to be undertaken by the faculty member
- a timetable and criteria for accomplishing the goals
- a means for identifying any funds needed to address deficiencies, where available.

A faculty member who disagrees with the findings of the evaluation may appeal following *Guidelines* in Section VII.

## VII. APPEALS

When a candidate receives a negative recommendation from the College Promotion and Tenure Committee (either because the Promotion and Tenure Committee fails to overturn a negative recommendation from a School committee, or because the Promotion and Tenure Committee overturns a positive lower-level recommendation), the portfolio can, upon request and within thirty days of notification, be forwarded to the College Appeals Committee. The College Appeals Committee is chaired by the Provost and Vice President for Academic Affairs (who is an ex-officio, non-voting member) and consists of tenured Professors (or highest ranking eligible faculty member), one representing each of the Schools of the College, appointed by the Provost and Vice President for Academic Affairs. The College Appeals Committee is not a standing committee, but is constituted as needed for the promotion and/or tenure review cycle.

At the time the portfolio is forwarded to the College Appeals Committee, the candidate must be notified of his/her opportunity to further supplement the record. Supplements must be in writing and must be based on one or more of the following allegations of error:

- Significant procedural irregularities in periodic review and advisement or in the review process at the PTU level.
- Significant procedural irregularities or inadequacies in the process of review by the Department/School Committee or College Promotion and Tenure Committee, including the failure to vote in accordance with mandated procedures or to operate in accordance with procedures mandated in these *Guidelines*. The responsibility of the candidate (or his/her designee) is to document in writing that the negative recommendation is principally a consequence of one or more of the grounds listed above, and that the candidate's qualifications did not receive a fair review. Therefore, no further letters of support can be added to the portfolio when the portfolio is forwarded to the College Appeals Committee.

The responsibility of the College Appeals Committee is to make its best judgment as to (1) the existence of material failures, inaccuracies, or procedural irregularities; (2) whether these failures, inaccuracies, or irregularities significantly impaired an appropriate review of the candidate's qualifications for promotion and/or tenure. At its option, the committee may interview the candidate, the PTU head or the dean, as well as any other individuals who are in a position to provide useful information about the review.

*Voting Procedures for College Appeals:* Faculty from the candidate's PTU will refrain from participating in any form of evaluation at all higher levels of review.

- *Quorum* – Consists of at least two-thirds of the membership.
- *Abstentions* – No abstentions are allowed.

- *Recusal* – Only allowed if a conflict of interest exists. Faculty members who recuse themselves are not considered eligible voters and may not participate in the discussion or consideration of the candidate’s portfolio.
- *Absentee Ballots* – No absentee ballots are allowed.
- *Recommendations* – A simple majority vote of eligible voting faculty members present at the meeting. A tie vote of eligible voting members present at the meeting is considered a negative recommendation.

By a simple majority vote of eligible voters present at the meeting, the College Appeals Committee will advise (with supporting rationale) the Provost and Vice President for Academic Affairs in one of two ways:

1. that there appear to be no material failures, inaccuracies, or irregularities which played a significant or controlling role in the negative vote; or
2. that identified failures, inaccuracies, or irregularities did exist and may have interfered, or did in fact interfere, with an appropriate vote on the performance record.

If the recommendation of the College Appeals Committee is that the grounds for appeal were insufficient to have had an adverse effect on the results of the prior committee's vote, then the Provost and Vice President for Academic Affairs will so inform the candidate, PTU head, and dean; and the negative recommendation will stand. If there is a further request for review, it is made to the President.

If the recommendation of the College Appeals Committee is that the appeal has merit, then the Provost and Vice President for Academic Affairs will take steps designed to address the matter. These may include, but are not limited to, referral to the original committee or formation of an ad hoc committee to make a substantive review and recommendation, a direct recommendation for promotion and/or tenure to the President, or consultation with internal or external authorities.

The recommendations of the College Appeals Committee and the steps to be taken by the Provost and Vice President for Academic Affairs should be communicated to the candidate, PTU head, and dean within five working days of receipt of the Committee's recommendation. When these steps are completed, the Provost and Vice President for Academic Affairs will make his/or her judgment and accordingly inform the candidate, PTU head, and dean.

Any candidate who wishes to appeal to the Office of the President must do so in writing. The appeal must be made within seven working days of the receipt of the letter from the Provost and Vice President for Academic Affairs communicating the decision. In any appeal to the President, the candidate must include a copy of the recommendation of the College Appeals Committee. The President's recommendation will be based on a review of the record. There will be no oral presentations by or on behalf of the candidate. Accordingly, it is the responsibility of the candidate to inspect the record to ensure that it is complete.

## **VIII. APPENDICES**

## Appendix A

### EMERITUS POLICY

Professor Emeritus/a is an honorary title conferred by the President.

#### Eligibility

After a faculty member retires, the faculty member may be considered for Professor Emeritus/a status by fulfilling the following conditions:

- Meets eligibility requirements for retirement, and
- Attained the rank of Associate Professor or Professor, and
- Completed 20 years of service to the College, and
- Served the College with distinction as demonstrated by their record of instruction, scholarship and/or service.

#### Process

1. A faculty member desiring to be considered should write a letter of request to the department head (dean if there is no department). Accompanying the request shall be a copy of the faculty member's most recent dossier (portfolio) and three letters of support from faculty peers.
2. The Department Head shall call for a vote of eligible faculty, which shall consist of the tenured Associate Professors and Professors of the candidate's department. The eligible faculty shall be provided access to the dossier and letters of recommendation prior to the vote. In cases of a negative vote, the request does not move forward.
3. If there is a positive department vote, the Department Head shall forward the request, the dossier, the supporting letters and a record of the vote to the Dean, who shall call for a vote of the eligible faculty of the school, which shall include tenured Associate Professors and Professors of the candidate's School. In the case of a negative vote, the request does not move forward.
4. In the case of a positive School vote, the Dean shall transmit a letter of request/recommendation for consideration of the faculty member's request for emeritus status to the Provost and Vice President for Academic Affairs, who shall present the request, along with a recommendation, to the President of the College.

#### Privileges

Rights and privileges extended to emeritus/a faculty include:

- Faculty listing in the College catalogue
- Faculty privileges in the College library
- Faculty privilege of attending all College-wide faculty meetings, without voting rights or committee membership
- Faculty office space, if available
- Faculty privilege to attend College's social, cultural, and athletic events
- Faculty privilege to obtain a free parking permit upon request

## Appendix B

### SAMPLE PROMOTION AND TENURE FORMS

(DEPARTMENT/SCHOOL NAME)

REVIEW COMMITTEE FOR

PROMOTION    PRE-TENURE    TENURE    POST-TENURE

*Summary Report*

<i>Faculty member:</i>		
Contributions to Teaching and Advising	Identified strengths (be specific):	
	Identified deficiencies (be specific):	
Contributions to Research, Scholarship, Creative Activity, or Academic Achievement	Identified strengths (be specific):	
	Identified deficiencies (be specific):	
Contributions in Professional Service to the Institution and/or the Community	Identified strengths (be specific):	
	Identified deficiencies (be specific):	
Contributions in Professional Growth and Development	Identified strengths (be specific):	
	Identified deficiencies (be specific):	

<i>School Promotion and Tenure Review Committee</i>	
Member:	Date:
Member:	Date:
Member:	Date:

<i>Faculty Acknowledgement</i>	
I acknowledge that I have reviewed this document. My signature does not imply that I agree or disagree with its contents.	
Faculty member:	Date:



**Appendix B**

**(DEPARTMENT/SCHOOL NAME) ACTION PLAN**

PRE-TENURE    POST-TENURE    TENURE    PROMOTION

\*Pre/Post-tenure action plan is required only if faculty member is given an unsatisfactory rating.

<i>Faculty undergoing review:</i>	
SPECIFIC GOALS of the action plan:	
ACTIVITIES that will address the action plan:	
TIMELINE for achieving the goals of the plan:	
OBJECTIVE CRITERIA for determining the fulfillment of the action plan:	
RESOURCES REQUIRED to implement the action plan:	

<i>School Promotion and Tenure Review Committee</i>	
Member:	Date:
Member:	Date:
Member:	Date:

<i>Faculty Acknowledgement</i>	
As indicated by my signature, I have reviewed this development plan with my department head/school dean and have received a copy of this plan. I understand that my progress on this plan will be evaluated annually.	
Faculty member:	Date:

## Appendix B

### ABAC COLLEGE-WIDE PROMOTION REVIEW COMMITTEE *Summary Report*

<i>Faculty member:</i>		
Contributions to Teaching and Advising	Identified strengths (be specific):	
	Identified deficiencies (be specific):	
Contributions to Research, Scholarship, Creative Activity, or Academic Achievement	Identified strengths (be specific):	
	Identified deficiencies (be specific):	
Contributions in Professional Service to the Institution and/or the Community	Identified strengths (be specific):	
	Identified deficiencies (be specific):	
Contributions in Professional Growth and Development	Identified strengths (be specific):	
	Identified deficiencies (be specific):	

<i>College-Wide Promotion and Tenure Review Committee</i>	
Member:	Date:
Member:	Date:
Member:	Date:
Member:	Date:
Member:	Date:
Member:	Date:

<i>Faculty Acknowledgement</i>	
I acknowledge that I have reviewed this document. My signature does not imply that I agree or disagree with its contents.	
Faculty member:	Date:

## Appendix B

### ABAC COLLEGE-WIDE TENURE REVIEW COMMITTEE *Summary Report*

<i>Faculty applying for tenure:</i>		
Contributions to Teaching and Advising	Identified strengths (be specific):	
	Identified deficiencies (be specific):	
Contributions to Research, Scholarship, Creative Activity, or Academic Achievement	Identified strengths (be specific):	
	Identified deficiencies (be specific):	
Contributions in Professional Service to the Institution and/or the Community	Identified strengths (be specific):	
	Identified deficiencies (be specific):	
Contributions in Professional Growth and Development	Identified strengths (be specific):	
	Identified deficiencies (be specific):	

<i>College-Wide Promotion and Tenure Review Committee</i>	
Member:	Date:
Member:	Date:
Member:	Date:
Member:	Date:
Member:	Date:
Member:	Date:

<i>Faculty Acknowledgement</i>	
I acknowledge that I have reviewed this document. My signature does not imply that I agree or disagree with its contents.	
Faculty member:	Date:

**Appendix B**

**RECOMMENDATION FOR TENURE**  
Abraham Baldwin Agricultural College

<i>Faculty member:</i>		
Current Rank and Title (Please note a recommended promotion for the current year if applicable)		
Total Number of Years at <i>Abraham Baldwin Agricultural College</i> at rank of Assistant Professor or higher		
Total Number of Years at <i>Abraham Baldwin Agricultural College</i>		
Years of Probationary Credit granted (if applicable)		
List of degrees and dates they were obtained	degree and major	year

Summary of Action			
SIGNATURE	DATE	APPROVED	NOT APPROVED*
<i>Department Committee Chair (if applicable)</i>		<input type="checkbox"/>	<input type="checkbox"/>
<i>Department Head (if applicable)</i>		<input type="checkbox"/>	<input type="checkbox"/>
<i>School Committee Chair</i>		<input type="checkbox"/>	<input type="checkbox"/>
<i>Dean of School</i>		<input type="checkbox"/>	<input type="checkbox"/>
<i>College-Wide Committee Chair</i>		<input type="checkbox"/>	<input type="checkbox"/>
<i>Vice President</i>		<input type="checkbox"/>	<input type="checkbox"/>
<i>President</i>		<input type="checkbox"/>	<input type="checkbox"/>

\*Requires submission of Tenure Action Plan.

## Appendix B

### RECOMMENDATION FOR PROMOTION

#### Abraham Baldwin Agricultural College

<i>Faculty member:</i>	
Present rank and title	
Years in present rank and title at <i>Abraham Baldwin Agricultural College</i>	
Highest degree earned	
Total number of years teaching experience	
Total Number of Years at <i>Abraham Baldwin Agricultural College</i>	
Type of tenure track	<input type="checkbox"/> Non-tenure type position OR <input type="checkbox"/> Non-tenured, on track OR <input type="checkbox"/> Tenured
Probationary credit toward tenure (for promotions to Assistant Professor only) recommended for prior service at the rank of Instructor at <i>Abraham Baldwin Agricultural College</i>	
Recommended rank and title	

Summary of Action			
SIGNATURE	DATE	APPROVED	NOT APPROVED*
<i>Department Committee Chair (if applicable)</i>		<input type="checkbox"/>	<input type="checkbox"/>
<i>Department Head (if applicable)</i>		<input type="checkbox"/>	<input type="checkbox"/>
<i>School Committee Chair</i>		<input type="checkbox"/>	<input type="checkbox"/>
<i>Dean of School</i>		<input type="checkbox"/>	<input type="checkbox"/>
<i>College-Wide Committee Chair</i>		<input type="checkbox"/>	<input type="checkbox"/>
<i>Vice President</i>		<input type="checkbox"/>	<input type="checkbox"/>
<i>President</i>		<input type="checkbox"/>	<input type="checkbox"/>

\*Requires submission of Promotion Action Plan.

## Appendix B

### FACULTY EVALUATION FORMAT

1. Portfolios (or annual reports, for those who have not yet had to prepare portfolios) will serve as the faculty member's self-evaluation as well as a reporting device. For those who have previously submitted Portfolios, the Annual Update (covering activities since the Portfolio) should be submitted to cover activities up to the present date.
2. Criteria listed under each major area are not all-inclusive; other elements which fit the major categories may be added.
3. Department heads/deans will complete the evaluation form in writing and will schedule a conference with each faculty member to review the document. The written evaluation will be based upon the faculty member's portfolio/annual report, the faculty member's student evaluations of instructor for the review period, and the department head/dean's observation of the faculty member. In each evaluation category, and as an overall evaluation "grade," the department head/dean will assign the following ratings:
  - Exemplary
  - Good
  - Satisfactory
  - Unsatisfactory

## Appendix B

### ABRAHAM BALDWIN AGRICULTURAL COLLEGE

#### FACULTY SELF-EVALUATION PERFORMANCE CRITERIA

Faculty Member: \_\_\_\_\_ Year: \_\_\_\_\_

Faculty members will be evaluated on the basis of performance in Contributions to Teaching and Advising and achievements in at least two other contribution areas.

Note: Elements listed under each major category are not intended to be all-inclusive, but rather to illustrate the major criteria. Other elements may be added as appropriate. For each of the Contribution areas below, please see examples of documentation in Section III of the *Guidelines for Appointment, Promotion, and Tenure*

1. Contributions to Teaching and Advising
2. Contributions to Research, Scholarship, Creative Activity, or Academic Achievement
3. Contributions in Professional Service to the Institution and/or the Community
4. Contributions in Professional Growth and Development
5. Summary

Evaluate your overall performance this year. Include a description of your strengths and weaknesses as a faculty member.

**Appendix B**

**ABRAHAM BALDWIN AGRICULTURAL COLLEGE**

**FACULTY PERFORMANCE EVALUATION  
IMMEDIATE SUPERVISOR'S EVALUATION OF FACULTY**

Faculty Member: \_\_\_\_\_ Year: \_\_\_\_\_

1. Contributions to Teaching and Advising
2. Contributions to Research, Scholarship, Creative Activity, or Academic Achievement
3. Contributions in Professional Service to the Institution and/or the Community
4. Contributions in Professional Growth and Development

**OVERALL RATING OF FACULTY MEMBER:**

\*Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(Faculty Member)

\*Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(department head)

\*Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(dean)

\*The faculty member's signature represents only the fact that the faculty member has reviewed his/her evaluation with the department head/dean; it does not necessarily mean that the faculty member is in complete agreement with the evaluation.



## Appendix C

### Example Sections for Faculty Portfolio

#### **Area A: Contributions to Teaching and Advising**

- 1) Honor/Recognitions
- 2) Development
- 3) Evaluations
- 4) Advising
- 5) Peer/Supervisor Evaluations
- 6) Publication Activities
- 7) Grants Related to Instruction
- 8) Elections to Offices/Committee Activities
- 9) Academic Policy/ Procedure Dev
- 10) Integration of Teaching/Research
- 11) Certification

#### **Area B: Contributions to Research, Scholarship, Creative Activity, or Academic Achievement**

- 1) Research and/or Publications
- 2) Creative Products
- 3) Board Memberships
- 4) Reviews
- 5) Project/Grants
- 6) Presentation
- 7) Other Evidence
- 8) Record of Participation
- 9) Expertise
- 10) Program Development
- 11) Computer Program Development
- 12) Scholarly Honor/Awards
- 13) Grants/Contracts for Instruction
- 14) Application of Research
- 15) Technology Transferred
- 16) Technical Assistance Provided
- 17) Other Evidence
- 18) Elections

#### **Area C: Contributions in Professional Service to the Institution and/or the Community**

- 1) Honors Service-based Activities
- 2) Program/Project Development
- 3) Service-Based Instructional Activities
- 4) Consultation and Technical Assistance
- 5) Applied Research
- 6) Service Products
- 7) Copyright, Service Activities
- 8) Contracts, Grants, Gifts

## Appendix C

- 9) Other Service Activities
- 10) Documentation of Participation

### **Area D: Contributions in Professional Growth and Development**

- 1) Professional Conferences
- 2) Presentations
- 3) Grants
- 4) Panel Membership
- 5) Teaching Related Elections
- 6) Certification of Expertise
- 7) Special Teaching Activities
- 8) Membership Special Bodies
- 9) Creative Products
- 10) Membership on Editorial Boards
- 11) Funded Project
- 12) Presentation of Research Papers
- 13) Other Evidence of Research
- 14) Record of Participation
- 15) Research related Election