FACULTY
HANDBOOK

ABAC

Preface

The *Faculty Handbook* is a guide to the faculty and is designed to provide faculty with a resource for relevant Abraham Baldwin Agricultural College (ABAC) and University System of Georgia (USG) policies and procedures. The Faculty Senate at ABAC will periodically review the *Faculty Handbook* and may recommend changes to the President's Cabinet. The final Cabinet-approved *Faculty Handbook* is published by the Office of the Provost and Academic Affairs.

The *Faculty Handbook* outlines for ABAC faculty an appointment, promotion, and tenure (APT) process that is reflective of other USG institutions. The process incorporates the annual evaluation as part of the promotion and tenure process and exhibits shared faculty governance in the process. As a State College within the University System of Georgia, ABAC's mission is to provide excellent education by engaging, teaching, coaching, mentoring, and providing relevant experiences that prepare the graduate for life. Primary responsibilities of faculty at ABAC are generally assigned in four broad areas: (1) teaching; (2) student success; (3) scholarship and professional growth; and (4) professional service to society, the College, and the profession. All faculty members will have an annual report which will codify teaching, student success, scholarship, and service expectations**.**

The *Faculty Handbook* is not intended to provide an exhaustive list of policies and practices that apply to ABAC faculty. Effort has been made to avoid unnecessary duplication of policies and procedures which are available on the ABAC website; in other College publications, such as the Statutes, Bylaws, and Policy Manual; and the policies of the Board of Regents (BOR) of the University System of Georgia ([Board of Regents Policy Manual | 8.3 Additional Policies for Faculty | University System of Georgia](#)).

The policies and procedures contained in this handbook are not to be interpreted as a contract of employment nor do they guarantee any individual the right to employment. This handbook is not to be construed as an official publication of the Board of Regents. In case of any divergence from or conflict with the policies of the Board of Regents, the policies of the Board of Regents shall prevail.

This Faculty Handbook is effective August 1, 2025. Questions concerning the interpretation or meaning of any information in this handbook should be referred to the Provost and Vice President for Academic Affairs (Provost/VPAA).

Table of Contents

1   History, Mission, Vision, and Core Values

1.1   Brief History of Abraham Baldwin Agricultural College

The Second District Agricultural and Mechanical School opened in 1908 as an area high school for 27 students in Tifton, Georgia. In 1924, the South Georgia Agricultural and Mechanical College (SGAMC) was organized, and the physical property of the high school was adapted for college use. Change occurred again in 1929 when the institution's name was changed to the Georgia State College for Men (GSCM). Both SGAMC and GSCM offered bachelor's degrees.

The University System of Georgia (USG) was formed in 1933, and the College joined the USG with a new name and a new mission. GSCM became Abraham Baldwin Agricultural College (ABAC), a two-year college offering associate degree programs only. It was named for Abraham Baldwin, one of two Georgia signers of the U.S. Constitution.

The USG granted ABAC status as a State College in 2006, allowing the College to expand its curriculum to include bachelor's degrees. ABAC began offering junior and senior level classes in 2008 and awarded its first bachelor's degrees in 2009. In 2010, the Georgia Agrirama, which opened as an historical site in 1976, became a part of the ABAC campus, and it was renamed the Georgia Museum of Agriculture. On January 1, 2018, all students at Bainbridge State College became ABAC students after a consolidation process was approved by the USG Board of Regents.

During the 2023 fall semester, ABAC enrolled 3,774 students from 26 countries, 14 states, 151 of Georgia's 159 counties, and 53 of Florida's 67 counties. Those students pursued bachelor's degrees in Agribusiness, Agriculture, Agricultural Communication, Agricultural Education, Agricultural Technology Management, Biology, Business, Criminal Justice, Environmental Horticulture, History and Government, Natural Resource Management, Nursing, Rural Community Development, and Writing and Communication. ABAC also continues to offer four associate degree programs. Nearly 1,400 students live on campus.

ABAC's eight intercollegiate sports include men's baseball, golf, tennis, and cross country and women's soccer, tennis, softball, and cross country. ABAC teams have won five national championships, three in women's softball and two in men's tennis. ABAC also operates its own nine-hole golf course, the Forest Lakes Golf Club. Men's and women's basketball will be added to the intercollegiate sports lineup in 2024 when ABAC begins an affiliation with the National Association of Intercollegiate Athletics (NAIA).

Music program performing groups include the Concert Band, Jazz Band, Jazz Choir, Concert Choir, and Chamber Singers. The student newspaper, The Stallion, and the literary magazine, Pegasus, enjoy a rich history of literary excellence. Students also enjoy the Baldwin Players Theatre Troupe, the on-campus radio station, WPLH, and over 50 clubs and organizations.

ABAC alumni include George T. Smith, the only person in history to win contested elections to all three branches of Georgia state government. Smith served as Lieutenant Governor, Speaker of the House, and as a Georgia Supreme Court Justice. Other alumni include Medal of Honor recipient Harold Bascom Durham, Jr., former Georgia Governor George Busbee, Georgia's first female Secretary of State Cathy Cox, Georgia Supreme Court Justice John Ellington, PGA Tour member Boo Weekley; and Major League baseball player Tom Cheney. **10-25-2023**

1.2   Mission

Abraham Baldwin Agricultural College is a State College within the University System of Georgia. ABAC's mission is to provide excellent education by engaging, teaching, coaching, mentoring, and providing relevant experiences that prepare the graduate for life.

1.3   Vision

ABAC aspires to an institutional destination of greatness, where committed students seek a life-changing experience and are prepared to contribute positively to the communities in which they live and work.

1.4   Core Values

Integrity:	We guide by strong moral and ethical principles in all actions and decisions.
Stewardship:	We use our resources responsibly to serve our students while continuing to hone and expand our competitive uniqueness.
Excellence:	We prioritize continuous improvement strategies in our daily work that exemplify quality.
Innovation:	We provide an environment of creative change by supporting and encouraging new ideas.
Community:	We engage internal and external stakeholders by fostering an interconnected environment.

2   Institutional Organization for Governance

2.1   President

Per University System of Georgia (USG) Board of Regents (*BOR Policy 2.6.1*):

The President of each University System of Georgia (USG) institution shall be the executive head of the institution and all its departments and shall exercise supervision and direction to promote the efficient operation of the institution. The President is responsible to the Chancellor for the operation and management of the institution and for the execution of all directives of the Board of Regents and the Chancellor.

Per BOR Policy 2.6.2, the President is the Ex-Officio Faculty Chair.

The President shall be the ex-officio chair of the faculty and a member of all faculties and other academic bodies within the institution. The President may preside at faculty meetings. The President may call meetings of any council, senate, assembly, committee, or governance body at his or her institution at any time, may chair the governance body, and may preside at the meetings. The President shall decide all questions of jurisdiction, not otherwise defined by the Chancellor, of the several councils, faculties, and officers.

The President may veto any act of any council, faculty, or committee of his or her institution but, in doing so, shall transmit to the proper officer a written statement of the reason for such veto. A copy of each veto statement shall be transmitted to the Chancellor.

The President shall be the official medium of communication between the faculty and the Chancellor and between the council, senate, assembly, committee, or governance body and the Chancellor.

2.2 Vice Presidents

To accomplish the mission of the College, ABAC is organized into four areas of responsibility under the supervision of the President and under the leadership of the following administrators:

- Provost and Vice President for Academic Affairs
- Vice President for Finance and Operations
- Vice President for Student Affairs
- Vice President for Enrollment, Marketing, and Communications

2.3 Councils

Councils function as operational groups that refine procedures, identify problems, and suggest solutions. Councils serve the office to which they respond in advisory capacity and as a means of communication. Recommendations from the councils are for the sole use of the administrator concerned as deemed appropriate by that administrator. ABAC Policy Manual 2.7.1 Councils

2.4 Standing Committees

The function of a standing committee is to administer the duties assigned to each. Faculty and staff members are recommended, providing appropriate representation from all campus locations for committee assignments, as indicated in the committee's description. The composition, purpose, policy, procedures and recommendations for membership of each standing committee shall be presented in writing to the President's Cabinet for review and approval. ABAC Policy Manual 2.7.2 Standing Committees

3 Organization for Instruction

3.1 Faculty Membership

Per BOR Policy 3.2.1:
In all University System of Georgia (USG) institutions, the faculty will consist of the Corps of Instruction and the administrative officers.

3.2 The Corps of Instruction

Per BOR Policy 3.2.1.1,
Full-time professors, associate professors, assistant professors, instructors, lecturers, senior lecturers, principal lecturers, and teaching personnel with such other titles as may be approved by the Board, shall be the Corps of Instruction. Full-time research and extension personnel and duly certified librarians will be included in the Corps of Instruction on the basis of comparable training. Persons holding part-time and adjunct appointments or other honorary titles shall not be considered to be members of the faculty.

Per BOR Policy 3.2.1.2,
A faculty member who has academic rank and rights of tenure in the Corps of Instruction and who accepts an appointment to an administrative office, other than President, shall retain the responsibilities and privileges of faculty membership, his or her academic rank, and rights of tenure as an ex officio member

of the Corps of Instruction, but shall have no rights of tenure in the administrative office to which he or she has been appointed.

The additional salary, if any, for the administrative position shall be stated in the employment contract and shall not be paid to the faculty member when he or she ceases to hold the administrative position.

At ABAC, the Corps of Instruction consists of Professors, Associate Professors, Assistant Professors, Senior Lecturers, Lecturers, and Instructors. The faculty are organized under the following schools and departments.

School of Agriculture & Natural Resources
- Department of Agriculture
- Department of Forest Resources
- Department of Agricultural Education and Communication

School of Nursing, Health, and Natural Science
- Department of Nursing
- Department of Science & Math

Stafford School of Business

School of Social Sciences, Education, and Arts
- Department of Fine Arts
- Department of Education and Wellness
- Department of English & Communication
- Department of History & Political Science
- Department of Community & Behavioral Sciences

3.3   Provost and Vice President for Academic Affairs

The Provost & Vice President for Academic Affairs (Provost/VPAA) is the College's chief academic officer. The Provost/VPAA works in liaison with the President and the University System of Georgia to lead the campus in issues pertaining to academic matters and is responsible for: providing leadership for the faculty, the planning and implementation of academic policies, providing guidance in the development of the curriculum, fostering academic excellence, and overseeing the overall budget for all academic units. The Provost/VPAA holds office at the pleasure of the President without tenure as Provost/VPAA but retains the rights of tenure that may be held in the Corps of Instruction.

3.4   Assistant Vice Presidents

Assistant Vice Presidents (AVPs) shall be appointed by the President, or designee, at the President's discretion. These positions report directly to the Provost and Vice President for Academic Affairs (Provost/VPAA), Vice President for Student Affairs (VPSA), Vice President for Finance and Operations, or Vice President for Enrollment, Marketing, and Communication. AVPs hold office at the pleasure of the direct supervising executive without tenure as AVPs but retain the rights of tenure that they may have in the Corps of Instruction.

3.5 Academic Deans

Academic Deans are responsible to the Provost/VPAA for administering and supervising the total work of their respective school, including the annual evaluation of all faculty members in the school. Deans hold office at the pleasure of the President without tenure as deans but retain the rights of tenure that they may have in the Corps of Instruction.

3.6 Department Heads

Department Heads are responsible to the Academic Deans for assisting in the administration and supervision of their respective department, including preparing the annual evaluation of all faculty members (full-time and part-time) in the department. The Department Head is responsible for the management of all department operations and represents the department in official capacities. The Department Heads hold office at the pleasure of the Provost/VPAA without tenure as Department Heads but retain the rights of tenure that they may have in the Corps of Instruction.

4   Faculty Recruitment, Employment, and Appointment

4.1   Search and Screen Process

In accordance with the Official Policies of the University System of Georgia (USG) Board of Regents (BOR) Policy Manual (BOR Policy 8.3.1.2), the minimum qualifications for employment for all institutions and all academic ranks within these institutions shall be:

- Consistent with applicable requirements for institutional accreditation ;
- Evidence of ability as a teacher;
- Evidence of activity as a scholar and ability in all other duties assigned;
- Successful experience (which will necessarily be waived for those just entering the academic profession who meet all other requirements); and
- Desirable personal qualities judged on the basis of the personal interview, complete biographical data, and recommendations.

Prior to filling a full-time faculty position, the Dean must submit a request to fill the position with the Provost and Vice President for Academic Affairs (Provost/VPAA) and receive written approval. The Dean/Department Head, in partnership with Human Resources, will prepare the position description and advertisement. When filling a full-time faculty position, the Department Head (Dean, if no Department exists) will appoint a Search and Screen Committee. Members of the Search and Screen Committee will perform their duties according to Equal Employment Opportunity guidelines (BOR Policy 8.2.1), College policy, and discipline-specific criteria and procedures.

The responsibilities of a Search and Screen Committee, in consultation with the Dean/Department Head, are as follows:

- Finalize the ABAC Faculty Candidate Rubric Template.
- Aid in recruiting qualified applicants by ensuring 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 applicants for the position.
- Network with universities and colleges to identify, evaluate, and recruit outstanding applicants through the release of the position announcement.

- Screen applicants for the position.
- Identify qualified candidates from the pool of applicants.
- Arrange interviews for qualified candidates, evaluate candidates, and provide strengths and weaknesses to the Dean/Department Head.
- Use Faculty Candidate Rubric to evaluate the acceptability of interviewed candidates.

Candidates must have personal interviews with the appointment Department Head and Dean, as well as with the Provost/VPAA, prior to a recommendation to the President for employment. Candidates should not come for a campus interview until all available information on the application, unofficial transcripts, and three professional references have been received and reviewed, and the applicant has been determined to be qualified, desirable, and capable of aligning with and contributing to the overall academic life of the College. Information to be solicited from the applicants in the position announcements should include, at a minimum, a letter of interest, current curriculum vitae, three professional references, an ABAC application, and unofficial or official transcripts of all collegiate work attempted. The report on the required background check must be complete and transcripts (official or unofficial) should be reviewed by the Office of Academic Affairs before an offer can be extended. If unofficial transcripts are provided during the screening process, official transcripts must be on file in the Office of Academic Affairs as prescribed in the offer letter. All applications will be submitted online through the portal provided by Human Resources.

Search and Screen Committees for faculty positions will be appointed by the Dean/Department Head and will consist of at least three faculty members. Neither the Department Head nor Dean for the position to be filled may serve on the Search and Screen Committee. Whether the committee is larger than three will be at the discretion of the Dean/Department Head. If possible, the majority of the committee should be drawn from the Department/School in which the vacancy exists. The Dean/Department Head will appoint a Committee Chair from the teaching faculty members of the committee. The committee will screen the applicants as to the suitability of their qualifications, as measured against the minimum qualifications set forth in the position announcement.

The Search and Screen Committee will review the applicants and identify the finalist(s). This stage may also include telephone or virtual interviews by the committee to aid in refining the list. When the pool has been refined to applicants for a campus interview, committee members will contact references and any others who can speak to the applicant's background. The Committee Chair will review the finalists' portfolios with the Dean/Department Head, and the Dean will review the Committee's assessment with the Provost/VPAA.

The Search and Screen Committee, in cooperation with the Dean/Department Head, will contact the finalists and may arrange for interviews to be conducted on campus. When the finalists are invited for interviews, they should be advised of the salary range of the position. They should also be notified that the College may pay their travel expenses in accordance with state, federal, and institutional guidelines for travel reimbursement. Receipts for travel and overnight accommodation must be kept by the candidate and filed with an expense statement, which will be provided to candidates during the interview.

The campus interview may consist of:

- A colloquium/seminar or presentation by the candidate to the Search and Screen Committee, the Department/School, and any other interested parties on campus. The subject matter of the

colloquium/seminar shall be determined by the Search and Screen Committee. The candidate's presentation should be a minimum of twenty 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 Search and Screen Committee will determine that proficiency. Students, faculty, and staff should be invited to submit input on the alignment of the candidate for the position.

- A formal interview with the Search and Screen Committee. A core of comparable questions should be asked of each candidate. In addition, time should be reserved for the candidate to ask questions of the committee, and the candidate should be notified in advance that they will be expected to ask questions.
- A session to meet with other Department/School members, if all members are not on the Search and Screen 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/VPAA or designee.
- A tour of campus and the local community, including residential areas.

After the interviews have concluded, the Search and Screen Committee will assess the acceptability of each interviewed candidate using the Faculty Candidate Rubric that was developed alongside the position description. The Committee Chair will upload the completed rubrics per the instructions and training provided by ABAC Human Resources. The Committee Chair will then create a list of acceptable candidates, as evidenced by their score on the Faculty Candidate Rubric and forward a list of acceptable candidates to the Dean/Department Head. The selection will be made from that list in consultation with the Provost/VPAA.

The Office of the Provost/VPAA will review the candidate documentation to ensure the candidate satisfies all credentialing requirements necessary for institutional compliance with all governing, licensing, accrediting, and certification bodies. The Dean/Department Head will make sure all appropriate documentation such as transcripts and background checks is in place before final selection has been approved, an offer (verbal or written) has been extended, and the individual is recommended for appointment to the faculty. The offer letter must include the signature of the Provost/VPAA.

4.2 Applicable Policies

4.2.1 Nondiscrimination and Anti-Harassment Policy

Per BOR Policy 6.6,

Equal opportunity and decisions based on merit are fundamental values of the University System of Georgia (USG). The Board of Regents prohibits discrimination on the basis of an individual's age, color, disability, genetic information, national origin, race, religion, sex, or veteran status ("protected status"). No individual shall be excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination, harassment, or retaliation under, any USG program or activity because of the individual's protected status; nor shall any individual be given preferential treatment because of the individual's protected status, except that preferential treatment may be given on the basis of veteran status when appropriate under federal or state law.

4.2.2 Equal Employment Opportunity Policy

ABAC is an Equal Employment Opportunity Employer within the University System of Georgia. See, BOR Policy 8.2.1.

Equal opportunity and decisions based on merit are fundamental values of the University System of Georgia (USG). The Board of Regents prohibits discrimination on the basis of an individual's age, color, disability, genetic information, national origin, race, religion, sex, or veteran status ("protected status"). No individual shall be excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination, harassment, or retaliation under, any USG program or activity because of the individual's protected status; nor shall any individual be given preferential treatment because of the individual's protected status, except that preferential treatment may be given on the basis of veteran status when appropriate under federal or state law.

All employment processes and decisions, including but not limited to hiring, promotion, and tenure, shall be free of ideological tests, affirmations, and oaths, including diversity statements. The basis and determining factor for all such decisions should be that the individual possesses the requisite knowledge, skills, and abilities associated with the role, and is believed to have the ability to successfully perform the essential functions, responsibilities, and duties associated with the position for which the individual is being considered. At the core of any such decision is ensuring the institution's ability to achieve its mission and strategic priorities in support of student success.

5 Requirements for Faculty Ranks by Appointment or Promotion

Faculty ranks at ABAC are as follows.

- Instructor
- Lecturer
- Senior Lecturer
- Assistant Professor
- Associate Professor
- Professor

Each rank has distinct requirements in terms of terminal degree, years in rank, and expected levels of performance, consistent with Board of Regents (BOR) Policy and the requirements of the institutional accrediting agency. "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. See BOR Policy 8.3

5.1 FACULTY RANKS

Instructor

The rank of Instructor is an entry-level academic faculty position (BOR Policy 8.3.4.2), which can be a limited-term appointment. Requirements include the following.

- Degree: Candidates may have the terminal degree appropriate for their discipline.

- 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.
- Per BOR Policy 8.3.7.4 and Section 7.5.2.1, Tenure Eligibility, of this *Handbook*, Instructors are not eligible to be considered for tenure.

Lecturer

The rank of Lecturer is a non-tenure track faculty position (BOR Policy 8.3.4.3). Requirements include the following.

- Degree: Candidates may have the terminal degree appropriate for their discipline.
- Years in Rank: Candidates do not need a minimum number of years in a lower rank. (BOR Policy 8.3.8)
- Criteria: Candidates should show promise of moving toward excellence in the criteria appropriate to their work assignments.

Senior Lecturer

The rank of Senior Lecturer is a non-tenure track faculty position (BOR Policy 8.3.4.3). Requirements include the following:

- Degree: Candidates may have the terminal degree appropriate for their discipline.
- Years in Rank: Candidates must have served a minimum of six years at the Lecturer rank. (BOR Policy 8.3.8.3) Criteria: Candidates must have demonstrated, as appropriate to the rank, excellence in teaching and effective involvement in student success activities, or appropriate scholarship/professional growth, or service to the College and/or community, or participation in and/or appointment to positions of leadership in professional organizations.

Assistant Professor

The rank of Assistant Professor is the preferred entry-level, tenure track academic faculty position (BOR Policy 8.3.4.2) for employment as a faculty member at the College. Requirements include the following:

- Degree: Candidates must have a terminal degree appropriate for their discipline.
- Years in Rank: Candidates do not need a minimum number of years in a lower rank.
- Criteria: Candidates must show clear and convincing evidence of noteworthy levels of attainment in the criteria appropriate to their rank, which should include excellence in teaching, effective involvement in student success activities, scholarship/professional growth, and service to the College and/or profession.

Associate Professor

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

- Degree: Candidates must have a terminal degree appropriate for their discipline.
- 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 noteworthy levels of attainment in the criteria appropriate to their rank, which should include excellence in teaching, effective involvement in student success activities, scholarship/professional growth, and service to the College and/or profession.

Professor

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

- Degree: Candidates must have a terminal degree appropriate for their discipline.
- 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 noteworthy levels of attainment in the criteria appropriate to their rank, which should include excellence in teaching, effective involvement in student success activities, scholarship/professional growth, and service to the College and/or profession.

Full-time faculty are eligible for and may be reviewed for promotion in rank during their fifth year of service in their current rank. Prior service as tenure track faculty at other colleges/universities may qualify for consideration in meeting the requirements for years in rank for promotion and tenure. A maximum of three years' probationary credit, as defined in Section 7.4.2.1, Probationary Credit Toward Promotion, of this *Handbook*, may be granted for this service. Probationary credit must be expressly requested at the time the offer letter is written, or prior to appointment, and must be approved by the President or designee.

If recommended for promotion, the new rank will go into effect at the beginning of the next contract period. Recommendations for promotion are not considered for individuals who are on leave of absence.

5.2 NON-TENURE TRACK APPOINTMENTS

In accordance with BOR Policy 8.3.8, non-tenure track appointments at ABAC may occur at the Lecturer and Senior Lecturer ranks. Neither non-tenure track appointment is eligible for tenure. However, Lecturers are eligible for promotion to Senior Lecturer after a minimum of six years of continuous service. In no case will service as Lecturer or Senior Lecturer imply any claim upon tenure or reappointment. (See BOR Policy 8.3.42)

Per USG Employee Categories Policy, *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.*

Further, *Regular Faculty who are not hired through a competitive search will typically be given a "term" appointment for one academic or fiscal year and may be reappointed for one (1) additional year, not to exceed a total duration of 2 years.* For more information on limited-term or temporary appointments and

non-tenure track appointments, please see [USG Employee Categories Policy](#) and [BOR Policy 8.3.7 and 8.3.8](#).

5.3 EMERITUS/A

According to [BOR Policy 2.11 and USG Academic and Student Affairs Handbook 4.5.4](#), *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.*

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

5.3.1 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;
- Attained the rank of Assistant Professor, Associate Professor, Professor;
- Completed ten years of service to the USG; and
- Served the College with distinction as demonstrated by their record of instruction, student success, scholarship, and/or service.

5.3.2 PROCESS

A retiring or retired faculty member desiring to be considered for the title of Emeritus/a should write a letter of request to the Department Head (Dean if no Department exists). Accompanying the request shall be a copy of the faculty member's portfolio and three letters of support from faculty peers. In cases of administrators with faculty rank who retired prior to the implementation of this Handbook, the administrator with faculty rank may be eligible to apply for Professor Emeritus/a review without providing a dossier (portfolio), per the discretion of his/her Department/School.

The Dean/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 (Dean, if no Department exists). The eligible faculty shall be provided access to the dossier and letters of recommendation prior to the vote. In case of a failure to obtain a simple majority in favor of conferring the title of Professor Emeritus/a, the request does not move forward. In the case of Schools without Departments, the process of review for conferring the title of Professor Emeritus/a shall begin at the School level.

If a simple majority of the votes recorded are in favor, the Department Head (Dean, if no Department exists) 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 Faculty of the School. In the case of a failure to obtain a simple majority in favor of conferring the title of Professor Emeritus/a, the request does not move forward. In the case of at least a simple majority of the votes recorded in favor, the Dean shall transmit a letter of recommendation for the faculty member's request for emeritus/a status to the Provost/VPAA, who shall present the request, along with a recommendation, to the President of the College.

5.3.3 PRIVILEGES

Rights and privileges extended to emeritus/a faculty include the following.

- Faculty listing in the College catalog.
- 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.

6   Areas of Faculty Evaluation

ABAC's faculty evaluation system (based on [USG 4.4 Faculty Evaluation System](#)) is comprised of annual evaluation, three-year pre-tenure evaluation, tenure evaluation, promotion evaluation, and post-tenure evaluation. For faculty hired as a Lecturer, Senior Lecturer, or Instructor, the evaluation system is comprised of annual evaluations and promotion evaluation.

Criteria for review, promotion, and tenure at ABAC align with the College's mission and strategic plan. The mission of the College is "to provide excellent education by engaging, teaching, coaching, mentoring, and providing relevant experiences that prepare the graduate for life."

The categories for faculty evaluation for promotion and tenure follow.

- Teaching
- Student Success
- Scholarship and Professional Growth
- Professional Service

The areas of teaching and student success are tied directly to the mission of ABAC. Faculty provides an instrumental role in creating and implementing academic programs that attract students and offer opportunities for a life-changing educational experience. Faculty have a vital role in ensuring students graduate on time and are prepared for life and work by providing effective advising that includes a focus on timely completion of degree requirements and guidance on educational goals and career interests. The faculty's work to engage students by mentoring them in innovative projects, internships, undergraduate research, or other academic enrichment experiences is critical to career and post- graduate success. Faculty are expected to remain professionally current within their disciplines, teaching pedagogies, and knowledge that informs their own professional work and the work they engage in with students. All faculty are encouraged to be actively engaged in their profession. Growth and development of intellectual skills are necessary for them to be up to date in their respective academic disciplines.

6.1 TEACHING

Abraham Baldwin Agricultural College's primary mission is instruction. Therefore, faculty are expected to demonstrate proficiency in teaching. Teaching communicates knowledge to students and the desire and skills necessary to continue learning. Proficient teaching is not based solely on classroom performance

but also employs the teacher's depth and breadth of scholarship that engages students in the learning process.

Demonstration of contributions in this area are expected to include:

- effectiveness shown by student evaluations and accomplishments and
- systematic reviews of teaching by supervisors or designee.

An additional demonstration of contributions in this area is expected and *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.

- Systematic reviews of teaching by peers inside and/or outside the Department/School.
- Evidence of response to peer review, student evaluations, student achievement of course outcomes, and other means of assessment to improve student learning and teaching quality.
- Development of degree programs, course proposals, or significant revision of courses and curriculum.
- Preparation of innovative teaching materials and instructional techniques.
- Collaborative work on interdisciplinary courses, programs, and curricula within the College.
- Selection for teaching special courses and programs at the College.
- Participation in special teaching activities outside the College, including international assignments, special lectureships, international study and development projects, panel presentations, and seminar participation.
- Honors awarded or special recognitions received for teaching accomplishments.

6.2 STUDENT SUCCESS

ABAC prepares students for life and work. As a part of its mission, the College is committed to engaging students in learning activities that enrich and develop students' life and work skills. The College is also committed to students graduating on time and with minimum debt. Evaluation of the Student Success component will include an assessment of the faculty member's involvement in activities inside and outside the classroom that deepen student learning and engagement for all learners. These aspects may include effective advising and mentoring; undergraduate research; other forms of experiential learning; engagement in other high impact practices; the development of student success tools and curricular materials; strategies to improve student career success; involvement in faculty development activities; and other activities identified by the institution to deepen student learning. Examples include, but are not limited to, engagement with Centers for Teaching and Learning, STEPS Undergraduate Research Symposium, Faculty Learning Communities, and MomentumU@USG.

Academic advising is an important part of the faculty workload. Faculty advise in their area of expertise and are assigned advisees according to the student's major. Due to numerous variables, advising loads are not equitable across the disciplines; however, each school's administration should attempt to equalize advisee assignments for their faculty. ABAC Advisor Handbook

Demonstration of contributions in this area *may* include, but is not limited to, any combination of the sources listed below.

- Availability to advisees.
- Monitoring of student progress toward academic and/or career goals.
- Mastery of institutional regulations, policies, and procedures.
- Engagement in holistic advising versus simply class selection.
- Appropriate referral activity for students (e.g., Academic Support, Early Alert, Tutoring Center, Counseling, etc.)
- Leadership positions with student clubs and organizations.
- Appropriate assistance to student engagement in experiential learning through internships, cooperative study abroad programs, or undergraduate research to enhance the educational experience.
- Attendance at and support of advisor development programs.
- Evidence of success and/or response to student evaluations of advising.
- Supporting advisees through written recommendations for internship positions, awards and scholarships, graduate or professional school applications, and job placement.
- Honors awarded or special recognitions received for advising and/or student engagement accomplishments.
- Development and involvement of students in innovative projects that extend beyond the classroom.
- Mentoring activities that encourage career and professional development, which allow students to build their professional networks.
- Tutoring services or training for student tutors.
- Interdisciplinary collaborations across campus between students, faculty, and/or the community.
- Engagement activities as part of the learning process, which may involve service learning; educational programming and outreach activities; and cross-cultural engagement through education, service, and/or research.

6.3 SCHOLARSHIP AND PROFESSIONAL GROWTH

Scholarship is the studious inquiry or examination with the purpose of the development, refinement, and application of knowledge in the faculty member's discipline, teaching, or student learning.

Professional growth and development allow faculty members to be actively engaged in their profession and offers the intellectual skills necessary to be up to date in their respective academic areas.

Demonstration of contributions in this area *may* include, but is not limited to, any combination of the sources listed below.

- Scholarly, discipline-specific publications including books, book chapters, law reviews, book reviews, monographs, research articles, and other scholarly works published in refereed journals, professional publications, patents, and research reports to sponsors.
- Exhibition, installation, production, or publication of creative works, design, electronic media, film, journalism, landscape design, literature, music, theater, and visual arts.
- Scholarly reviews of the candidate's publications.
- Projects, grants, commissions, and contracts completed or in progress.
- Presentation of research before technical and professional meetings.
- Delivery of seminars, workshops, and panels, including ABAC CTL events.

- Outreach or other activities with significant use of candidate's expertise (e.g., consultant, testimony before academic or governmental groups, journal editor, reviewer for refereed journal.)
- Honors awarded or special recognitions received for accomplishments in scholarship.
- Application of research scholarship in the field.
- Evidence of participation in professional development activities to improve student learning and teaching quality.
- Attendance at professional meetings or conferences, including ABAC CTL events.
- Presentation of papers on teaching before learned societies.
- Certification/re-certification in area(s) of expertise.
- Participation in special teaching activities outside the College, including, but not limited to, international assignments, special lectureships, panel presentations, seminar participation, and international study and development projects.

6.4 PROFESSIONAL SERVICE

Professional service refers to the function of applying academic expertise to the direct benefit of internal and external audiences in support of unit and College missions. This component considers activities that include institutional service, service to the discipline, or community involvement as a College representative. Professional service includes, but is not limited to, offices held, committee assignments performed for professional associations, and the organization of professional conferences.

Demonstration of contributions in this area *may* include, but is not limited to, any combination of the sources listed below.

- Active participation in Department, School, College, or University System of Georgia (USG) Committee work and/or governance.
- Leadership in College governance bodies and related activities.
- Election to offices, committee activities, or important service to professional associations and learned societies.
- Membership on panels to judge proposals for grants, contracts, programs.
- Appointment to accreditation teams and special commissions.
- Service to civic, charitable, professional, or educational organizations.
- Honors awarded or special recognitions received for accomplishments for professional service.
- Development and organization of professional conferences.
- Contribution to administrative support work (such as serving as a College or USG representative on a major College or USG committee or task force.)
- Developing, implementing, or managing academic programs or projects.
- Active participation in program assessment, institutional assessment, or institutional effectiveness activities.
- Active participation in securing and maintaining program and College accreditation.

7 Procedures for Faculty Evaluation

The faculty evaluation system for tenure track faculty is comprised of annual evaluations, a three-year pre-tenure evaluation, a tenure evaluation, promotion evaluations, and post-tenure evaluations. For

faculty hired as non-tenure track, the evaluation system is comprised of annual evaluations and promotion evaluations.

Faculty are expected to demonstrate achievement in each of the evaluative areas listed in Section 6, Areas of Faculty Evaluation, of this *Handbook*. The primary focus and attention of ABAC Faculty is directed toward the area of teaching, and this should encompass the bulk of any given faculty's workload and achievements. However, tenure track faculty are expected to demonstrate achievement by meeting expectations or greater in each of the three remaining evaluative categories. Non-tenure track faculty are expected to demonstrate achievement by meeting expectations or greater in at least one of the remaining three evaluative categories. For Academic Administrators, see the discussion in Section 7.7, Academic Administrators.

7.1 Faculty Workload, Assignments, and Development

Faculty workload refers to all faculty activities that contribute to the accomplishment of unit-related endeavors and responsibilities in the categories of Teaching, Student Success, Scholarship and Professional Growth, and Professional Service.

The workload for faculty (tenure and non-tenure track) is considered the equivalent of a forty-hour week and consists of numerous duties. All teaching faculty are responsible for preparing and teaching their courses, grading, holding office hours, preparing syllabi, keeping accurate records, evaluating students, etc. Tenure-track faculty are also expected to engage in academic advising as assigned, sponsor student activities, attend faculty meetings, participate in committee work, engage in scholarly and professional growth activities as appropriate to the discipline, and provide service to the College and the profession.

Faculty class assignments are made by the respective deans, department heads, or program chairs who are responsible for adjusting faculty workloads (including teaching loads) to obtain equitable distribution of work while ensuring that sufficient courses are scheduled to meet student needs.

The following percentages are the baseline faculty assignments for the related categories:

- Tenure-Track Faculty:
  - Teaching Load: 4/4 (interpreted to mean four 3-credit hour courses per semester, per fall and spring semester, as determined by the faculty member's 10-month contract period)
  - Baseline Percentage of Assigned Time:
    - 70% = activities that support the evaluative category of Teaching,
    - 30% = activities that support the other three evaluative categories (i.e., Student Success, Scholarship and Professional Growth, and Professional Service)
- Non-tenure Track Faculty:
  - Teaching Load: 5/5 (interpreted to mean five 3-credit hour courses per fall and spring semester, as determined by the faculty member's 10-month contract period and unless otherwise supported by additional assignments as per agreement between the faculty member and the department head/dean)
  - Baseline Percentage of Assigned Time:
    - 80% = activities that support the evaluative category of Teaching,
    - 20% = activities that support the other three evaluative categories (i.e., Student Success, Scholarship and Professional Growth, and Professional Service)

- Academic Administrators:
  - o [See Section 7.7, Academic Administrators](#).

7.1.1 FACULTY TEACHING LOAD

7.1.1.1 PURPOSE OF TEACHING LOAD GUIDELINES

A component of faculty workload is teaching load. Teaching load is the number of course sections or credits assigned to a faculty member during an academic term as a portion of their workload. Assigning teaching load is a systematic process to accomplish a balance of three factors: student course requirements, variation in instructional modality, and management of instructional costs.

7.1.1.2 GUIDELINES FOR CALCULATING TEACHING LOAD

The targeted *minimum* undergraduate teaching load for full-time faculty varies depending on each school's instructional assignments. Weighted credit hours (WCH) are a simple product of course credit hours *times* the number of students enrolled. For faculty teaching 12 credit hours, the weighted credit hours are 336 per semester (fall and spring); for faculty teaching 15 credit hours, the weighted credit hours are 420 per semester (fall and spring).

> Faculty teaching load: 12 credit hours each semester (4 classes x 3 credit hours) with 28 students in each class = 336 WCH

> Faculty teaching load: 15 credit hours each semester (5 classes x 3 credit hours) with 28 students in each class = 420 WCH

Note that this is the minimum; the maximum is purposefully not addressed as there are considerable variations across campus disciplines and course designs. Department heads and deans shall make reasonable attempts to have all faculty in teaching load. When faculty are under the desired teaching load, other work assignments shall be used to balance workload. These assignments, made by the dean and/or department head, are discipline specific and vary, depending on the needs of the school and/or department.

Low-enrollment sections should be cancelled when possible, meaning if other sections are available, when students will not be negatively impacted, and when it will not impede progression and graduation. This will allow course reassignment to optimize the use of full-time faculty and reduce the number of part-time faculty. Department heads and deans should plan schedules in advance that include required and elective courses associated with low-enrollment programs. For example, offering courses once per academic year or once in alternating years is acceptable.

Courses with embedded labs, clinicals, or studio components, vary by discipline and adjustments are managed by the deans and department heads.

Due to disciplinary specialty, credentials, accreditation, and other workload assignments, there will be variations in actual teaching load within and across departments and schools. Workloads are discipline specific with numerous variables considered. Some faculty may teach less than the target minimum and other faculty may teach more. Depending on student demand, and the existence of low enrollment sections, faculty may be asked to teach more than 12 or 15 semester credits without consideration for overload pay.

Department heads and deans are expected and empowered to manage faculty teaching assignments and workloads to achieve, on the average, the expected credit hour production for the department/school each semester. Individual and department/school credit hour production will be used to inform instruction management decisions, such as use of overload pay, part-time faculty, new hires, etc.

Because there are so many variables considered and much that is uncontrollable, often unknown, these are *general* guidelines in an attempt to make workloads equitable across campus. To the extent possible, considering enrollment, availability of faculty, and financial constraints, the College will adhere to guidelines issued by accrediting agencies.

7.1.2 TEACHING OVERLOADS

7.1.2.1 PURPOSE OF TEACHING OVERLOADS GUIDELINES

The purpose of teaching load guidelines is to provide clarity on matters related to instructional management. The College's desire is to provide affordable, high-quality instruction across the curriculum. Doing so requires balancing the fiscal requirements of the College and predictable and reasonable expectations for members of the Corps of Instruction. Teaching loads will vary from time to time as student demand, faculty numbers, and the fiscal environment are constantly changing.

7.1.2.2 ELIGIBILITY

Under certain circumstances, a faculty member may be asked to take on additional teaching or other administrative duties. However, to qualify for overload pay, faculty must first meet the targeted *minimum* undergraduate teaching load for the academic year (based on weighted credit hours). The faculty member should then also meet the expected full-time commitment to teaching, supervising, and mentoring duties, professional service, scholarly endeavors, academic achievement, and professional development *before* the department head/dean makes a request for overload pay.

If additional work assignments can be reduced, rearranged, or reassigned to achieve the desired outcome, then overload pay is not justified. Every effort should be made to avoid assigning degree credit courses on an overload basis, and especially if faculty are given release time for other duties.

Faculty, department heads, and deans on 12-month contracts are <u>not</u> eligible for overload pay.

7.1.2.3 APPROVAL

Request for overload pay shall be made by the dean in writing to the Provost and Vice President for Academic Affairs (Provost/VPAA) <u>*prior*</u> to the start of spring semester classes.

7.1.2.4 PAYMENT

All overload pay for an academic year (fall plus spring semester) shall be paid after roster verification is completed for the spring semester and after balancing considerations for the academic year have been made by the dean/department head.

7.1.3 Course Release

7.1.3.1   Purpose of Course Release Guidelines

An instructional course release permits a faculty member to have a reduced teaching load within a standard academic year appointment. The faculty member is therefore released from part of their teaching obligation while still being paid their regular full-time salary.

7.1.3.2   Eligibility

While course releases should be used sparingly, the following situations may warrant consideration:

1. Pursuit of an additional degree or credential that enhances the College's ability to deliver quality instruction in areas that support the College's mission.
2. An essential work assignment that cannot be accomplished in another way (i.e., by staff, administration, a faculty member who is not in teaching load, a contractor, or a volunteer).
3. Development of a new, required course that has been previously approved by the College Curriculum Committee, should involve a group of credentialed faculty, depending heavily on the faculty member receiving a course release.
4. Buyout for the purpose of fulfilling obligations associated with sponsored scholarly work (see following details).

7.1.3.3   Conditions

Instructional course releases do not relieve the faculty member from other responsibilities to the College, such as advising, serving on committees, or participating in departmental business. Faculty members are expected to continue to be in residence and carry out their other duties during the term in which they have a course release. A reduced load is possible only when the needs of the class schedule can be met by other means.

7.1.3.4   Approval

Course releases proposed by a department head or dean must be approved in writing by the Provost/VPAA and should be submitted prior to publishing the course schedule for the period requested. The written request should specify the faculty member's name, the reason(s) for the request, the timeframe for which the release is requested and how the released teaching load will be met.

7.1.4 Buyout for Conduct of Scholarly Work

7.1.4.1   Purpose

Faculty are encouraged to engage in various forms of scholarly activities. In some situations, scholarly work may have been deemed sufficiently important to attract external public or private funding. This type of scholarly work is often to the benefit of faculty, students, and the College, and warrants consideration for a reduction in workload, including teaching load.

7.1.4.2   Eligibility / Conditions

The following conditions shall normally apply when considering adjustments to workload in support of sponsored scholarly work:

1. The nature of the work to be performed is directly related to the discipline of the faculty member and is consistent with the mission of the College.
2. A contract, award letter, or other written form or agreement is in place between the sponsor, the College, the ABAC Foundation, Inc., or the ABAC Advancement Foundation. Said agreement shall:

a. Have been reviewed and approved by the Provost/VPAA *prior* to submission to the sponsor.
b. Explicitly allow, permit, or approve the use of sponsor's funds for the payment of compensation to the principal investigator and/or the investigator's designee.
3. Compensation for the faculty member from regular institutional funds shall be reduced in proportion to the reduced workload. This reduction in salary and benefits shall be replaced with sponsored funds in an amount equal to, but not to exceed a factor of 1.25. In other words, as a means of incentive to faculty, compensation for the portion of their compensation paid from sponsored funds may be 1.25 times higher than their normal compensation, except where sponsor agreement prohibits such. In effect, the sponsor is "buying out" the faculty member's time.
4. The department or school can meet the work requirements, including teaching load.

7.1.4.3 **Approval**

A faculty member who wishes to reduce their teaching load during any given term should request a reduction in writing at least one term *prior* to that for which the reduced teaching load is being requested. The request shall be sent to the department head, who shall consult with the dean regarding the request. If the department/school can meet the demands of students and the schedule without a full load being taught by the faculty member, the dean shall seek approval by the Provost/VPAA, who will consult with the Director of Sponsored Programs and appropriate budgetary authorities.

7.1.5 Faculty Compensation for Summer Teaching

Faculty on a fiscal year appointment (12 months) are paid on a monthly basis on the last working day of each month July through June. Faculty employed on an academic year contract (10 months) receive one-tenth of their contract gross salary on the last working day of each month August through May.

ABAC performs an annual salary study using reputable sources such as The American Association of University Professors (AAUP) and The College and University Professional Association for Human Resources (CUPA-HR). Compensation targets for 10-month faculty are established for each discipline, highest earned degree, and rank.

Annual adjustments are considered during budget development each spring (ABAC 7.2 Budgets) and take effect with the start of the next contract period. Adjustments can be based on the annual salary study, equity analysis (non-performance related), or performance (merit), depending on the availability of funds.

Compensation for summer teaching for faculty employed on an academic year contract is based on faculty rank. Summer session is managed as an independent, self-sustaining enterprise, and to that end, summer enrollment and costs must be monitored closely. The Cabinet will determine compensation rates for summer teaching during budget development each spring. The Provost and Vice President for Academic Affairs will communicate decisions about summer pay to Deans prior to summer school each year. (ABAC 8.3.12.3 Compensation for Summer Teaching) The rate of compensation for each rank is determined on an annual basis during the budget development process. Rates for summer until changed by action of the Cabinet are as follows in the table below:

Rank	Dollar ($)/credit hour
Adjunct	$ 700
Lecturer	$1,200
Instructor	$1,200
Assistant Professor	$1,400
Associate Professor	$1,400
Professor	$1,400

7.1.6 Faculty Responsibilities

Responsibilities required of all full-time faculty at ABAC are listed and described in the ABAC Policy Manual in the following sections:

- ABAC 3.2.7.1 Instructional Responsibilities
  - ABAC 3.2.7.1.1 Reporting of Grades
  - ABAC 3.2.7.1.2 Student Dishonesty
  - ABAC 3.2.7.1.3 Official Office Hours
  - ABAC 3.2.7.1.4 Textbook Adoption and Orders
  - ABAC 3.2.7.1.5 Classroom Control
  - ABAC 3.2.7.1.6 Field Trips
  - ABAC 3.2.7.1.7 Student Engagement
- ABAC 3.2.7.2 Non-Instructional Responsibilities
  - ABAC 3.2.7.2.1 Student Privacy
  - ABAC 3.2.7.2.2 Academic Freedom and Responsibilities
  - ABAC 3.2.7.2.4 Professional Development
  - ABAC 3.2.7.2.6 Student Counseling Referral Procedure
  - ABAC 3.2.7.2.7 Use of Institutional Buildings and Equipment
  - ABAC 3.2.7.2.8 College Publications
  - ABAC 3.2.7.2.9 Graduation
  - ABAC 3.9.1 Academic Advisement

7.1.7 Freedom of Expression and Academic Freedom

ABAC adheres to BOR Policy 6.5 Freedom of Expression and Academic Freedom. Faculty members are entitled to full freedom of expression in research, teaching, and publishing, subject only to those restrictions that are imposed by professional ethics and respect for the rights of others. Faculty have the right to criticize and seek alteration of both academic and non-academic University policies, whether those policies affect them directly. Faculty are free from institutional censorship, discipline, or reprisal affecting their professional careers for exercising freedom of expression.

The confidentiality and security of Faculty files in offices throughout the campus shall be preserved and always protected, insofar as is consistent with state and federal law. A Faculty member shall have the right to examine his/her official records as provided under state and federal law.

Faculty are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matters which has no relation to their subject.

7.2   ANNUAL EVALUATION

Faculty are evaluated annually by their appropriate supervisor as defined by the College against the minimum criteria listed in the BOR Policy 8.3.5.1. The annual evaluation process is the primary process for assessing and encouraging performance. It is an integral part of the promotion and tenure process to establish a record of performance over time. At ABAC, the annual evaluation is the precursor to the pre-tenure, promotion, tenure, and post-tenure review process. At the end of every academic year in which the faculty member is not up for an expansive review (i.e., pre-tenure, promotion, tenure, or post-tenure), every faculty member must complete an annual report assessing the faculty member's state of accomplishments in each area of evaluative criteria for the current year (Section 6, Areas of Faculty Evaluation). During their final year of employment, retiring faculty, who have given timely notice of their retirement, are exempt from the faculty evaluation process.

Each faculty member's annual report will include the following items:

- an assessment of the faculty member's contributions in the evaluative categories,
- a reflection on their accomplishments, and
- a statement of goals and objectives for the upcoming academic year for the evaluative categories.

The categories for reflection and planning included in the annual faculty report and evaluation (Section 6, Areas of Faculty Evaluation) are: (1) Teaching; (2) Student Success; (3) Scholarship and Professional Growth; (4) Professional Service. Categories addressed in the annual report will be dependent upon faculty assignments as defined in Section 7.1, Faculty Workload, Assignments, and Development. The overall evaluation must indicate whether the faculty member is making adequate progress toward the next level of review appropriate to the faculty member's rank, tenure status, and career stage as noted in the Likert scale presented below in Section 7.2.1.2 Faculty Annual Evaluations.

7.2.1 System of Faculty and Course Evaluations by Students
7.2.1.1   Course Evaluations by Students

As outlined in BOR Policy 8.3.5.1, the College, as part of its evaluative procedures, utilizes a written system of faculty and course evaluations by students, with the improvement of teaching effectiveness and student learning as the focus. Effectiveness in teaching is documented through faculty use of these evaluations, which are administered each semester via the Office of Academic Affairs. The instrument, administered through an electronic survey platform, contains questions regarding student perceptions of the course, the learning environment, the instruction they received, and general satisfaction. Faculty should use the data collected from these evaluations to continuously improve teaching effectiveness and consistently work to increase student learning and success.

In cases in which a faculty member's primary responsibilities do not include teaching, the evaluation should focus on excellence in those evaluative areas (student success, scholarship and professional growth, and professional service) where the individual's major responsibilities reside.

7.2.1.2 **Faculty Annual Evaluations**

The following Common Likert Scale, with descriptions, will be used in annual evaluations for both tenure-track and non-tenure track faculty, as applicable. Noteworthy achievement, as referenced in USG Academic Affairs Handbook Section 4.4 , is reflective of a 4 or 5 on the Common Likert Scale below. Deficient and unsatisfactory, as referenced throughout this document, is reflected by a 1 or a 2 on the Common Likert Scale below. The chart below reflects the USG Academic Affairs Handbook.

Common Likert Scale for USG Faculty Evaluations					
	Satisfactory			Unsatisfactory	
	Noteworthy				
	Exemplary = 5	Exceeds Expectations = 4	Meets Expectations = 3	Needs Improvement = 2	Does Not Meet Expectations = 1
Description	This rating indicates that a faculty member far exceeds the performance level expected and required of the position. This rating demonstrates a level of performance that is an example of exceptional achievement that is outstanding to all.	This rating indicates that a faculty member has exceeded the performance level expected and required of the position.	This rating indicates that a faculty member is meeting proficiency expectations of the evaluative criteria. The faculty member is performing at the level expected and required of the position and demonstrates satisfactory achievement.	This rating indicates that a faculty member is performing close to the requirements of the evaluative criteria but has not satisfactorily met those requirements. The faculty member needs to further develop performance in the highlighted area(s) of unsatisfactory performance.	This rating indicates a faculty member is failing to demonstrate proficiency in meeting the evaluative criteria. The faculty member is required to improve performance in the highlighted area(s) of deficient performance.

7.2.2 Procedures for Annual Evaluation

The faculty member is responsible for providing documentation and materials as part of the annual evaluation. The appropriate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member's annual written evaluation and progression toward achieving future milestones.

General procedures for the Annual Evaluation are as follows:

- The faculty member completes the individual annual evaluation and submits the report within the electronic evaluation system.
- The faculty member's direct supervisor will complete the evaluation within the electronic evaluation system, using the Likert scale with five performance indicators shown in Section 7.2.1.2 Faculty Annual Evaluations.

- The faculty member's direct supervisor schedules and meets with the faculty member to review the results of the evaluation. Faculty will receive a rating for each category of evaluation and an overall rating using the Likert scale shown in [Section 7.2.1.2 Faculty Annual Evaluations](#).
  - In schools with departments, the faculty member's direct supervisor is the Department Head.
    - After review by the Department Head, the faculty member's annual evaluation is subsequently reviewed by the School Dean (i.e., the Department Head's direct supervisor).
    - The School Dean is responsible for the annual performance evaluation of each Department Head in the Department Head's role as a faculty member as well as their role as an administrator. ([See Section 7.7 Academic Administrators](#)).
  - In schools without departments, the faculty member's direct supervisor is the School Dean.
    - After review by the School Dean, the faculty member's annual evaluation is subsequently reviewed by the Provost/VPAA (i.e., the School Dean's direct supervisor).
- After the conclusion of the annual performance review, the faculty member will sign a statement to the effect that he/she has been apprised of the content of the annual evaluation.
  - Signing the statement only indicates that the faculty member has been apprised of the content of the annual evaluation. The signature of the faculty member does not indicate that the faculty member agrees with the content of the annual evaluation.
- The faculty member will be given ten working days to respond within the electronic evaluation system to the annual evaluation. The faculty member's response will be attached to the evaluation. Department Heads, Deans, and other administrators who have faculty duties are given the same opportunity and time frame to respond to the evaluation.
- The appropriate supervisor will acknowledge receipt of the response, noting changes, if any, in the annual evaluation made because of either the conference or the faculty member's response. The specific period for this response is ten working days from the faculty member's rebuttal/response. This acknowledgement will also become a part of the official personnel records. Annual evaluations are not subject to discretionary review.
- If the performance in any of the categories under evaluation is judged to be a 1 (Does Not Meet Expectations) or a 2 (Needs Improvement), the faculty member must be provided with a Performance Remediation Plan (PRP) to remediate the faculty member's performance during the next year. The appropriate supervisor will develop the PRP in consultation with the faculty member. This PRP will become part of the official personnel records. For more information on the PRP, refer to [Section 7.8 Plans for Addressing Faculty Performance](#).

Final annual evaluation packets must be completed and submitted in time for review for decisions involving merit salary increases, retention, pre- and post-tenure, tenure, and promotion. Faculty members have the right to (a) review their own personnel files that are used by department heads, deans, and the Provost/VPAA in personnel decisions and (b) place in the file information that explains their position on any matter contained in the file.

The completed annual evaluations from the supervisor, when available, are expected to be included in pre-tenure, tenure, post-tenure, and promotion reviews.

7.3 PROMOTION AND TENURE COMMITTEES

7.3.1 PROMOTION AND TENURE UNIT (PTU) AND FACULTY REVIEW COMMITTEE

The Promotion and Tenure Unit (PTU) is the organization of tenure track faculty responsible for conducting votes on promotion and/or tenure decisions. The PTU is constituted of eligible faculty within the School of the faculty member to be evaluated.

The head of the PTU (School Dean) will appoint a faculty review committee to provide a thorough review of the individual's portfolio. This committee will contain no fewer than three eligible faculty members. The head of the PTU will appoint a Committee Chair.

The Committee Chair is responsible for:

- reminding standing committee members to review candidate documents prior to discussion;
- coordinating standing committee meetings/discussion of candidate(s);
- completing the Committee Summary Report with input from standing committee members, and sharing completed Committee Summary Report with standing and ad hoc committee members, if applicable; and
- recording votes of all faculty eligible to vote.

In selecting the members of the faculty review committee, the Dean may, but is not required to, give priority to those eligible faculty who serve in the same department as the candidate. Deans may also use their discretion to select members from among the eligible faculty across the school or college to serve on the review committee.

The criteria established for annual evaluations, pre-tenure review, promotion, tenure, and post-tenure reviews, emphasizing excellence and contributions outlined in Section 6 Areas of Faculty Evaluation shall be used as the focus for the review committees.

7.3.2 College Promotion and Tenure Committee

The College Promotion and Tenure Committee is defined in the ABAC Policy Manual, Standing Committees.

7.4 PROMOTION

At ABAC, faculty are expected to demonstrate proficiency in teaching. In addition to teaching, demonstrated achievement in other contribution areas, as described in the annual evaluation (Section 6 Areas of Faculty Evaluation) are required.

7.4.1 ELIGIBILITY

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 the next contract period. Recommendations for promotion are not considered for individuals who are on leave of absence.

Under exceptional circumstances, faculty who are performing significantly above expectations for their current rank may be considered for early promotion. Early promotion may only be considered as follows:

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

7.4.2 REGULATIONS

7.4.2.1 Probationary Credit Toward Promotion

At the time of an individual's initial appointment, a maximum of three years of probationary credit toward promotion may be awarded for service at other institutions or service in a faculty rank within the institution. Probationary credit toward promotion must be expressly requested at the time of appointment, approved by the President, and included in the letter of offer. Faculty given probationary credit toward promotion may not use their years of credit toward consideration for early promotion, unless the President approves.

Individuals serving in part-time, temporary, or limited-term positions are not eligible for probationary credit toward promotion.

7.4.3 CRITERIA FOR PROMOTION

BOR Policy 8.3.6.1 outlines minimum criteria for all institutions in all professorial ranks. The minimum criteria for promotion are demonstrating:

1. Excellent teaching and effectiveness in instruction;
2. Noteworthy involvement in student success activities;
3. Noteworthy professional service to the institution or the community;
4. Noteworthy research, scholarship, creative activity, or academic achievement; and,
5. Continuous professional growth and development.

Noteworthy achievement in all the above areas is not required but should be demonstrated in at least three areas. Noteworthy is recognized as demonstrating a pattern of exceeding expectations or exemplary performance in a category. For purposes of evaluation under these criteria, excellence and effectiveness in teaching and instruction are under the umbrella of noteworthy and are also recognized as demonstrating a pattern of exceeding expectations or exemplary performance in a category.

In accordance with BOR Policy 8.3.6.3, in addition to the minimum requirements above, promotion to the rank of professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, or experience. Neither the possession of a doctorate nor longevity of service is a guarantee of promotion.

A written recommendation will be submitted by the faculty member's direct supervisor setting forth the reasons for promotion. The faculty member's length of service with the Institution shall be taken into consideration but is not a guarantee in determining whether the faculty member should be promoted.

7.4.4 MAJOR PROCEDURES FOR PROMOTION

The procedures for promotion include the following major activities.

- Initiation of the promotion process
  - o Occurs in the spring prior to the academic year in which the promotion review process would occur.
- Submission of the promotion portfolio for official review
  - o Occurs in the fall of the academic year in which the promotion review occurs.
- Evaluation and recommendations (summary report) from the PTU Faculty Review Committee.
- Immediate supervisor reviews the portfolio and PTU summary report and writes a letter of recommendation.
- The PTU Head (School Dean) reviews the portfolio, PTU summary report, and immediate supervisor letter, and writes a letter of recommendation.
- Evaluation and recommendations at the College level by the College Promotion and Tenure Committee.
- Evaluation and recommendation by the Provost/VPAA and President.

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 promotion recommendations by a date in the spring semester to be determined annually by the Office of Academic Affairs.

For more detail on the procedures for promotion, see Section 7.4 Promotion.

7.5 TENURE

Tenure is a status which serves the best interests not only of the individual but also of the College as it provides the faculty member with protection of limited rights of academic freedom: that is, expression of opinion on matters related to the discipline, without fear of undue administrative scrutiny or termination without cause. In our society and within the academy, we regard the search for knowledge to be of paramount importance. Further, tenure for faculty members provides protection for scholars to broadly discover and apply knowledge in their discipline. The decision to grant tenure to a faculty member is an enduring commitment that affects the future and continued growth in stature of ABAC and is a process which must be handled rigorously, fairly, and objectively. In compliance with BOR Policy 8.3.7, ABAC has outlined its procedures for tenure as described below.

7.5.1 PRE-TENURE REVIEW

Faculty employed on an annual tenure track contract will undergo a third-year pre-tenure review. The goal of pre-tenure review is to promote faculty development by providing probationary faculty an opportunity for a more in-depth, formative review than is provided by the annual evaluation. Pre-tenure review is a formal step in the continuous evaluation of faculty performance. Pre-tenure review is part of an integrated system of pre-tenure, promotion, tenure, and post-tenure review. Pre-tenure review takes the place of the annual evaluation in the faculty member's third year and serves to guide probationary faculty toward successful promotion and tenure review. In cases where the evaluators conclude that adequate progress has not yet been achieved, then the faculty member and the lead evaluator shall create a development plan and identify resources necessary for improvement. However, neither

adequate performance on the review nor fulfillment of the development plan can be construed as a guarantee of promotion or tenure.

If an Assistant Professor comes to ABAC with probationary credit toward 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 pre-tenure review. In cases where faculty received probationary credit toward tenure at the time of initial appointment, faculty must complete the pre-tenure review prior to consideration for tenure.

7.5.1.1 **Procedures for Pre-Tenure Review**

Faculty members in the pre-tenure review cycle will prepare their portfolios detailing their achievements and performance in their assigned area(s) of responsibility. The head of the Promotion and Tenure Unit (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 tenure at ABAC. The Pre-Tenure Review Committee will report its findings to the PTU. All tenured faculty in the PTU will vote to recommend whether progress toward 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 tenure. The candidate may reply in writing to the report, and any reply becomes part of the report. Feedback from the Pre-Tenure Review Committee should be returned to the faculty member and the immediate supervisor within an appropriate time frame for budgetary decisions related to merit salary increases for the upcoming academic year. Confidentiality of the results of all pre-tenure reviews is the ethical responsibility of the members of the Pre-Tenure Review Committee. The results are to be shared only with the non-tenured individual and his/her supervisor.

7.5.2 TENURE

7.5.2.1 **Eligibility**

Tenure may be awarded, upon approval of the President, upon completion of a probationary period of at least five continuous years of full-time service at the rank of Assistant Professor or higher. (BOR Policy 8.3.7.2)

Academic administrators chosen from the tenured faculty may 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 as faculty, unless awarded at the time of the appointment to the administrative position. The tenure, if awarded, would be tenured as a faculty member but not as an administrator. In this case, the Hiring Committee Chair will make a request to the Provost/VPAA for consideration of the tenure request. Faculty members eligible to vote in the PTU shall vote by secret ballot to recommend the candidate(s) for tenure. This vote will be reported to the faculty of the PTU, as well as to the Provost/VPAA, who after review, will submit the result of the vote to the President for final approval. Candidates for tenure must have a noteworthy record in performance of duties as assigned (See Section 7.5.2.6 Criteria for Tenure). 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 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.

7.5.2.2 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.

7.5.2.3 Employment Status

Faculty at the rank of Associate Professor and Professor at another Institution 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/VPAA, and the President. Each recommendation of tenure upon appointment shall be granted only in cases in which the faculty, at a minimum, (1) is appointed as an Associate or Full Professor, (2) was already tenured at a prior institution, and (3) brings a demonstrably national reputation to the Institution. (BOR Policy 8.3.7.4).

If the person being appointed to an administrative position has not previously held tenure, the award of tenure must be approved by the Chancellor or the Chancellor's designee. When a President hires a chief academic officer, the award of tenure upon appointment shall not vest until the completion of any applicable probationary period. (BOR Policy 8.3.7.4).Per BOR Policy cited above, 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.

7.5.2.4 Maximum Time without Award of Tenure

Except for the approved suspension of the probationary period due to a leave of absence, the maximum time that may be served at the rank of Assistant Professor or above without the award of tenure shall be seven years, but a terminal contract for an eighth year may be proffered, if a recommendation for tenure is not approved by the President.

Except for the approved suspension of the probationary period due to a leave of absence, the maximum period of time that may be served at the academic rank of full-time Instructor shall be seven years. (See BOR Policy 8.3.7.6)

7.5.2.5 Probationary Period

To be eligible for tenure, the candidate must complete a probationary period at ABAC of at least five years of continuous full-time service at the rank of Assistant Professor or higher, including the year when tenure will be considered at the College level. A maximum of two years of interruption because of a leave of absence or part-time service may be permitted and credit for the probationary period of an interruption may be given at the discretion of the President. In all cases in which a leave of absence,

approved by the President, is based on birth or adoption of a child, or disability or prolonged illness of the employee or immediate family member, the five-year probationary period may be suspended during the leave of absence.

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 full-time service at the rank of Instructor or Lecturer at the same institution. Such credit for prior service shall be approved in writing by the President at the time of the initial appointment at the rank of Assistant Professor or higher. BOR Policy 8.3.7.4 Non-tenured faculty who are in their sixth probationary year of employment and who have not been denied tenure in their fifth year must be reviewed for tenure. Upon recommendation of the PTU Head, the Dean, and the Provost/VPAA, 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: (1) upon resignation from the Institution; (2) written resignation from a tenured position to take a non-tenured position; or (3) written 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. (BOR Policy 8.3.7.7) 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 BOR Policy 8.3.7.4.

7.5.2.6   Criteria for Tenure

BOR Policy 8.3.7.3 outlines minimum criteria for tenure. The minimum criteria for obtaining tenure are demonstrating the following.

1.   Excellence and effectiveness in teaching and instruction;
2.   Outstanding involvement in student success activities;
3.   Academic achievement, as appropriate to the institution's mission;
4.   Outstanding service to the institution, profession, or community; and
5.   Professional growth and development.

Noteworthy achievement is required in at least two of the above categories but is not required in all categories. Noteworthy is recognized as demonstrating a pattern of exceeding expectations or exemplary performance in a category. For purposes of evaluation under these criteria, excellence and effectiveness in teaching and instruction are under the umbrella of noteworthy and are also recognized as demonstrating a pattern of exceeding expectations or exemplary performance in a category. A written recommendation will be submitted by the faculty member's direct supervisor setting forth the reasons for tenure. The faculty member's length of service with the Institution shall be considered in determining whether the faculty member should be tenured, but neither the possession of a doctorate nor longevity of service is a guarantee of tenure.

7.5.2.7   Major Procedures for Tenure

The procedures for awarding tenure include the following major activities.

•   Pre-tenure review.
•   Initiating the tenure process

- An optional review can be requested in the spring prior to the academic year in which the tenure review process will occur.
- Submission of the tenure portfolio for official review
  - Occurs in the fall of the academic year in which the tenure review occurs.
- Evaluation and recommendations (summary report) from the PTU Faculty Review Committee.
- Immediate supervisor reviews the portfolio and PTU summary report and writes a letter of recommendation.
- The PTU Head (School Dean) reviews the portfolio, PTU summary report, and immediate supervisor letter, and writes a letter of recommendation.
- Evaluation and recommendations at the College level by the College Promotion and Tenure Committee.
- Evaluation and recommendation by the Provost/VPAA and President.

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 the spring semester to be determined annually by the Office of Academic Affairs.

For more detail on the procedures for tenure, see Section 7.6 Procedures for Promotion and Tenure.

7.5.3 POST-TENURE REVIEW

The post-tenure review process shall support the career development of tenured faculty members as well as ensure accountability and continued strong performance from faculty members after they have achieved tenure.

The primary purpose of the post-tenure review process is to assist faculty members with identifying opportunities that will enable them to reach their full potential for contribution to system institutions. Post-tenure review is one of several types of faculty performance reviews (e.g., annual evaluation, promotion, and tenure reviews) and is intended to provide a longer-term perspective than is usually provided by an annual review. The review should be both retrospective and prospective, encouraging a careful look at possibilities for different emphases at different points of a faculty member's career. Post-tenure review is not the venue to address misconduct covered under BOR Policy 8.3.9.1 "Grounds for Removal" regarding the discipline and removal of faculty members for cause.

All tenured faculty members who have rank and tenure with an academic unit must complete post-tenure review five years after the award of tenure and subsequently every five years unless it is interrupted by a further review for promotion to a higher academic rank (Associate/Full Professor) or academic leadership promotion (e.g., Department Head, Dean, Associate Provost, etc.). (See USG Academic Affairs Handbook 4.7)

Administrators who have retained their faculty rank and have been awarded tenure for their faculty position will undergo post-tenure reviews. The reviews shall reflect the distinctive nature of administrators' work and leadership roles, include constituent feedback, and reflect that tenure is held in faculty positions not in administrative positions.

A tenured faculty member may voluntarily choose to participate in a post-tenure review sooner than five years. If this voluntary review is successful, then the faculty member's next scheduled post-tenure review

will take place five years after this voluntary review. If the faculty member is unsuccessful, the five-year post-tenure review date remains in place.

7.5.3.1   Procedures for Post-Tenure Review (PTR)

Post-tenure review shall include evaluation of teaching, student success activities, scholarship and professional growth, and professional service. The post-tenure review will also incorporate findings from the faculty member's annual reviews from the years since the last post-tenure review or, if completed subsequently to the last post-tenure or tenure review, since the most recent review for promotion to a higher academic rank or academic leadership promotion.

The post-tenure review will include, at a minimum, feedback from the faculty member's Department Head or Dean and a committee of faculty colleagues from the PTU. The results of the post-tenure review shall be conveyed to the faculty member. The results of the post-tenure review shall be considered in subsequent decisions on promotion, merit pay, and other rewards and recognition.

Upon recommendation from the Office of Academic Affairs, the Department Head or Dean (i.e., the direct supervisor of the faculty member) will initiate the initial post-tenure review process by written notification to the faculty member in the spring of the year before a faculty member's fifth year of tenure and at subsequent five-year intervals.

All materials submitted for review should reflect only the period since the most recent successful review.

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, but are not limited to, those mentioned in Section 6 Areas of Faculty Evaluation. A standardized feedback instrument will be utilized by the committee to ensure a consistent and equitable process in each case.

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/VPAA.

7.5.3.2   Outcomes

The appropriate supervisor must meet with each faculty member to discuss the results of PTR. Each faculty member must receive a letter documenting the summary of the findings of the PTR. The results of a positive post-tenure review should be linked to recognition or reward. Faculty members who are performing at noteworthy levels will receive recognition for their achievements. In the event of an unsuccessful PTR, the letter must also include next steps, due process rights, and the potential ramifications if the faculty member does not remediate or demonstrate substantive progress toward remediation in the areas identified as deficient or unsatisfactory. The faculty member can provide a written rebuttal that will be attached to the final document; however, no action is required by the appropriate supervisor.

In the event of a post-tenure review that does not meet expectations or needs improvement, the faculty member's supervisor and the faculty member will work together to develop a formal Performance Improvement Plan (PIP) in consultation with the review committee based on the deficiencies identified by the committee. Consistent with the developmental intent of the post-tenure review, the PIP must be

designed to assist the faculty member in achieving progress toward remedying the deficiencies identified in the post-tenure review. The PIP must contain clearly defined goals or outcomes, an outline of activities to be undertaken, a timetable, available resources and support, and an agreed-upon monitoring strategy. The PIP's goals or outcomes must be reasonable, achievable within the timeframe, and reflect the essential duties of the faculty member. The PIP must be approved by the Dean and submitted to the institution's Office of Academic Affairs. Formal meetings between the faculty member and their supervisor for assessing progress on the PIP should be scheduled no less than twice per semester during the fall and spring semesters.

The assessment of the PIP will take the place of that year's annual review. Failure to successfully remediate the identified deficiencies, or demonstrate substantive progress toward remediation, within one year subjects the faculty member to disciplinary actions up to and including, but not limited to, reallocation of effort, salary reduction, and tenure revocation and dismissal. The College will follow appropriate due process mechanisms for a faculty member to appeal the final assessment of the faculty member's PIP and the resulting remedial actions as outlined below.

7.5.3.3   *Corrective Post-Tenure Review*
A tenured faculty member evaluated as deficient (rating of 1), or unsatisfactory (rating of 2), in any one of the elements of teaching, student success activities, research/scholarship, and/or service for two consecutive annual evaluations will be required to participate in a corrective post-tenure review. Note that the deficiency does not have to be in the same area; but could be a different area from one year to the next. This review will be initiated prior to the normally scheduled five-year review. The faculty member will follow the College's guidelines and procedures for post-tenure review. If the outcome of the Corrective Post-Tenure Review is successful, the faculty member will reset the post-tenure review clock. If the outcome of a corrective post-tenure review does not meet expectations (rating of 1) or needs improvement (rating of 2), the same process for an unsuccessful PTR will be followed. The College will follow appropriate due-process mechanisms for a faculty member to appeal a corrective post- tenure review as outlined below.

7.5.3.4   *Due Process*
If, after conducting a final review of appropriate materials and allowing the faculty member an opportunity to be heard at the conclusion of the PIP, the department head and/or dean determine that the faculty member has failed to make sufficient progress in performance as outlined in the PIP (or has refused to engage reasonably in the process), the department head and/or dean will propose appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies. Upon request by the faculty member, the PTU committee will review the materials that attest to the PIP progress and the proposed remedial action and make a recommendation.

The faculty member has ten business days from receiving the recommendation of the Department Head/Dean and to request the PTU committee review. Upon request to review the recommended action by the faculty member, further due process will include the following.
1.   The PTU committee will review the recommendation of the department head (if applicable) and dean. The PTU committee may exercise its judgment as to whether an in-person hearing is necessary. The recommendation of the PTU committee may be based solely on a review of the records. The PTU committee will issue its recommendation to the Provost/VPAA and the faculty member within twenty business days of the request for review by the faculty member.

2. Within five business days of receiving the recommendation(s) from the PTU committee, the Provost/VPAA shall send an official letter to the faculty member notifying him or her of the decision.
3. The faculty member may appeal to the President within five business days of receiving the decision from the Provost/VPAA. The President's final decision shall be made within ten business days and should notify the faculty member of his or her decision and the process for discretionary review application as provided in Board of Regents' Policy.
4. If the remedial action taken is dismissal by the President, the faculty member may complete the current semester faculty assignment at the discretion of the College; however, the semester during which a final decision is issued will be the last semester of employment in the faculty member's current role.
5. An aggrieved faculty member may seek discretionary review of the College's final decision pursuant to BOR Policy 6.26, Application for Discretionary Review .

7.6 PROCEDURES FOR PROMOTION AND TENURE

The promotion and tenure portfolios will be subject to the levels of review described below. All reviews must be conducted in a rigorous and equitable manner and must be free of political influence. The first review takes place within the PTU. Following a review by the PTU, the portfolio will be reviewed by the immediate supervisor and the Dean of the School. The second level of review takes place at the College level. Finally, the portfolio will be reviewed by the Provost/VPAA and President. Decision points will occur at the PTU, College, and Cabinet levels.

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 and tenure recommendations by a date in the spring semester to be determined annually by the Office of Academic Affairs, in accordance with USG and BOR Guidelines.

The Office of Academic Affairs will notify the school deans of all faculty members who are eligible for promotion by the end of the spring semester prior to the academic year in which the promotion review process would occur. The faculty member should present his/her best case for promotion by preparing a portfolio for evaluation. The contents of the portfolio should follow the guidelines outlined within this *Handbook*, with the candidate having the final say about the portfolio's contents. The faculty member is responsible for assuring that all relevant and important information is available and prepared in a succinct and factual manner.

7.6.1 PTU REVIEW

The burden of evaluating the qualifications and suitability of the candidate for promotion and tenure is greatest at this 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 and to the principle of peer review.

The head of the PTU (School Dean) will appoint a faculty review committee to provide a thorough review of the individual's portfolio. If the School Dean is up for review, then the Provost/VPAA will appoint a faculty review committee to provide a thorough review of the individual's portfolio. Faculty eligible to vote within their promotion and tenure units are as follows:

- On promotion to Senior Lecturer: all Assistant Professors, Associate Professors, and Professors;

- On promotion to Associate Professor: all Associate Professors and Professors;
- On promotion to Professor: all Professors;
- On tenure: all tenured faculty within the PTU are eligible to vote on candidates recommended for tenure.

7.6.1.1 VOTING PROCEDURES FOR PTU REVIEW

All committee members are expected to participate in the PTU 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 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.
- *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 by 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.

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 in the committee's summary report. More yes than no votes must be recorded for the candidate to be recommended. 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 summary vote will be transmitted on the official form for promotion. The summary report of the PTU Committee must be transmitted separately from the portfolio and filed in the Office of Academic Affairs. The PTU Head must inform the candidate of the results of the summary vote within three working days of the meeting.

Consistent with the principle of flow, all promotion 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.

The PTU Head (School Dean) is responsible for preparation of the promotion form and his/her letter summarizing the candidate's strengths and weaknesses in each area of contribution.

If the PTU Head voted against the promotion and/or tenure, then the candidate may request a senior faculty member from the PTU to write a letter of support. Before a portfolio goes forward, the candidate should review for accuracy. The candidate will have five working days to read and respond in writing to any letter or rationale before it goes forward. Because the PTU Review Committee's summary report represents a synthesis of faculty judgment, the candidate may correct only manifest errors in reported facts. The candidate must have access to the report and letter, which includes the summary vote of the eligible PTU faculty. The PTU Head 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-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.

7.6.2 Dean Review

The Dean will provide a thorough, independent evaluation of each candidate for promotion. By this means, the Dean will achieve two important objectives of the promotion process. These include (1) ensuring consistency in the application of the standards for promotion and tenure within the School and (2) promoting fairness in the promotion and/or tenure process. After the vote has been taken at the School level, the Dean will write a letter evaluating the candidate, introducing the portfolio as it goes forward to the College Promotion and Tenure Committee. The letter will include the vote of the PTU Faculty 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. If the candidate chooses to respond to the Dean's review, his/her response will be included in the portfolio as it moves forward.

7.6.3 College-Level Review

The purpose of the College Promotion and Tenure Committee is to review generally the quality and sufficiency of evidence in the portfolio and determine whether the portfolio as presented meets institutional standards.

The Promotion and Tenure Committee will provide a recommendation to the Provost/VPAA for or against tenure and/or promotion and provide reasons for such decisions. This Standing Committee, to be formed each year by Office of Academic Affairs, will consist of seven tenured faculty members at rank of Professor, one from each School and three at large. The committee will elect a chair, who will have voting privileges. The School Deans and Department Heads are ineligible to serve on this committee. For a positive decision to be reached, a simple majority is necessary. A tie will be considered a negative vote. Any vacancies which occur during the year will be filled.

Consistent with the principle of flow, the Promotion and Tenure Committee considers both positive and negative recommendations from the PTU Review Committees. In making its recommendation, the College Promotion and Tenure Committee will:

- Receive all portfolios for review and independently assess that each prior evaluation meets the criteria according to this *Handbook.*
- Evaluate cases to determine whether the School Committees properly evaluated any claims of procedural error when such error has been raised. Where the College Promotion and Tenure Committee concludes that procedural errors exist that have not been properly evaluated or

remedied at the lower level of review, the College Promotion and Tenure Committee may take one of the actions indicated in [Section 8 Procedural Errors and Appeals](#).

7.6.3.1   Voting Procedures for College Promotion and Tenure Committee

All committee members are expected to participate in the evaluation process by voting yes or no. Committees will operate under the following conditions:

- *Quorum* – All committee members must be present.
- *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 Promotion and Tenure Committee may be reversed only if a two-thirds majority of the eligible committee members vote to reverse the outcome at the lower level. (Refer to [Section 8.1 Procedural Errors](#) regarding cases where a College Promotion and Tenure Committee concludes that a procedural error exists that has not been properly evaluated or remedied at the lower level of review.) The College 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. 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 College Promotion and Tenure Committee transmits its written recommendations and accompanying rationale to the Provost/VPAA.

The Committee Chair is responsible for preparation of the promotion form and submission of minutes of the College Promotion and Tenure Committee to the Office of Academic Affairs. If the recommendation is positive, the Provost/VPAA will forward the recommendation to the President for final approval. If the recommendation is negative, the Provost/VPAA will notify the School Dean of denial at the College level. The candidate has a right to appeal according to [Section 8.2 Appeals](#).

7.7 ACADEMIC ADMINISTRATORS
7.7.1 DEFINITION

Academic administrators are those administrators who hold faculty rank and are tenured or tenure- track at the College. At ABAC this may include the Provost/VPAA, Assistant Vice Presidents, Deans, Department Heads, Directors, and Coordinators.

The following percentages are the baseline assignments for the related categories:

- Department Heads:
  - Teaching Load: 2/2 (interpreted to mean two 3-credit hour courses per semester, as determined by the faculty member's contract period.)

- o Baseline Percentage of Assigned Time:
  - ▪ 35% = activities that support the evaluative category of Teaching.
  - ▪ 65% = activities that support the other three evaluative categories (i.e., Student Success, Scholarship and Professional Growth, and Professional Service), including responsibilities delegated to the Department Head.

- All other Academic administrators are expected to devote 80% of their time to appropriate administrative duties and service. Academic administrators should distribute 20% of their effort in one, or a combination of, the remaining three evaluative areas listed in Section 6 Areas of Faculty Evaluation. Activities reported toward this 20% should be evaluated cumulatively as a body of work to determine if the standard of satisfactory performance has been achieved.

7.7.2 ANNUAL EVALUATION

Academic administrators who hold faculty rank and are tenured at the College aligned with an academic unit will receive an annual review (as described in Section 7.2 Procedures for Annual Evaluation) by their appropriate supervisor.

The evaluation of their administrative duties should emphasize, but is not limited to, leadership qualities, management style, planning and organizing capacities, effective communication skills, accountability for efforts and results, and success at meeting goals and objectives.

7.7.3 COMPREHENSIVE REVIEW

In addition, all academic administrators shall be evaluated by their peers and direct reports (one level down) at least once every five years (BOR Policy 8.3.5.3).

7.7.4 PROMOTION, TENURE, AND POST-TENURE

Academic administrators who hold faculty rank and tenure at the College aligned with an academic unit will follow the same procedures outlined in Section 7.4 Promotion and Section 7.5 Tenure.

7.8 PLANS FOR ADDRESSING FACULTY PERFORMANCE

USG Academic Affairs Handbook, Section 4.7 outlines two different plans for addressing faculty performance, as listed in the table below:

Plans for Addressing Faculty Performance	Description
Performance Remediation Plan (PRP) -- falls within the *Annual Review* Process	For faculty who do not meet annual performance expectations, a PRP is put in place. The purpose of this plan is to scaffold faculty growth and development and to strengthen tenure and promotion possibilities.
Performance Improvement Plan (PIP) -- falls within the *Post-Tenure Review* (PTR) Process	The PIP is developed after an unfavorable Post-Tenure Review (PTR) or corrective post-tenure review.

The components of the PIP and the PRP must include the following:
1. Clearly defined goals or outcomes;
2. An outline of activities to be undertaken;
3. A timetable;
4. Available resources and support;
5. Expectations for improvement; and
6. Monitoring strategy.

The Performance Remediation Plan is used to document faculty deficiencies based on the outcomes from the annual review. The purpose of the PRP is to enable the faculty member to correct unsatisfactory performance in some aspect of the faculty member's role or responsibilities. The plan must be approved by the School Dean and submitted to ABAC's Office of Academic Affairs. Two meetings during the fall semester and two during the spring semester must be held between the faculty member and the faculty member's direct supervisor to review progress, document additional needs or resources, and plan accomplishments for the upcoming semester. After each meeting, the faculty member's direct supervisor should summarize the meeting and indicate if the faculty member is on track to complete the PRP. The consequences for failure to meet the expectations of the PRP must be stated at the conclusion of each meeting. The faculty member will have one year from the date of the initiation of the PRP to show significant improvement and progress toward the goals and outcomes of the PRP.

7.8.1 PERFORMANCE IMPROVEMENT PLAN

The Performance Improvement Plan is used to document deficiencies based on an unfavorable Post-Tenure Review. The plan must be approved by the School Dean and submitted to ABAC's Office of Academic Affairs. Two meetings during the fall semester and two during the spring semester must be held between the faculty member and the faculty member's direct supervisor to review progress, document additional needs or resources, and plan accomplishments for the upcoming period. After each meeting, the faculty member's direct supervisor should summarize the meeting and indicate whether the faculty member is on track to complete the PIP. The assessment of the PIP will take the place of that year's annual review. At the conclusion of the academic year, the faculty member's progress will be determined by the faculty member's Department Head (when applicable) and School Dean after considering feedback from a committee of faculty colleagues. This committee of faculty colleagues will be comprised of the respective Post-Tenure Unit (PTU) for the faculty member's School or Department.

If the faculty member successfully completes the performance improvement plan, then the faculty member's next post-tenure review will take place on the regular five-year schedule. If the faculty member

fails to make sufficient progress in performance, then the College shall take appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies. The President will make the final determination on behalf of the College regarding appropriate remedial action. An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to BOR Policy 6.26, Application for Discretionary Review.

8   Procedural Errors and Appeals

8.1   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:

1.   Failure to conduct a pre-tenure review in the third year;
2.   Failure to conduct annual performance evaluations;
3.   Failure of the PTU or School Review Committee to vote in accordance with mandated procedures;
4.   Failure to evaluate a candidate in accordance with this *Handbook* criteria; or
5.   Any other claims regarding failure of the PTU or School Review Committee to meet established procedural requirements as mandated by this *Handbook.*

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

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:

a.   Remand the case to the PTU, if such error can be corrected within the current tenure cycle, with instructions concerning how to proceed thereafter.
b.   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 tenure or expected long-range contributions to the College. A finding of such fatal procedural error by a two-thirds 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.
c.   With the candidate's participation and cooperation, supplement the record in any way necessary to allow for the fullest substantive review possible.
d.   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.

8.2 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 from the candidate and within thirty (30) days of notification, be forwarded to the Provost/VPAA, who will appoint the College Appeals Committee to examine the candidate's appeal and make a recommendation. The College Appeals Committee is chaired by the Provost/VPAA or his/her designee (who is an ex-officio and non-voting member.) The College Appeals Committee will consist of seven tenured faculty members at the rank of Professor, one from each School and three at large. 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 this *Handbook*.
- Significant procedural irregularities at the Department Head, if applicable, level.
- Significant procedural irregularities at the Dean level.
- The responsibility of the candidate (or 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 and (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 able to provide useful information about the review.

By a simple majority vote of eligible voters present at the meeting, the College Appeals Committee will advise (with supporting rationale) the Provost/VPAA in one of two ways:

1. that no material failures, inaccuracies, or irregularities 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.

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/VPAA will so

inform the candidate, PTU Head, and Dean; and the negative recommendation will stand. If there is a further request for review, that request is made to the President.

If the recommendation of the College Appeals Committee is that the appeal has merit, then the Provost/VPAA will take steps designed to address the matter. These may include, but are not limited to, (1) referral to the original committee or formation of an Ad hoc Committee to make a substantive review and recommendation; (2) a direct recommendation for promotion and/or tenure to the President; or (3) consultation with internal or external authorities.

The recommendations of the College Appeals Committee and the steps to be taken by the Provost/VPAA should be communicated to the candidate, PTU Head, and Dean within seven workdays of receipt of the committee's recommendation. When these steps are completed, the Provost/VPAA will make his/or her judgment and accordingly inform the candidate, PTU Head, and School 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 workdays of the receipt of the letter from the Provost/VPAA 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.

9   Glossary

Academic Rank Faculty – per the University System of Georgia BOR Policy Manual, Instructors, Assistant Professors, Associate Professors, and Professors are awarded academic rank. BOR Policy 8.3.4.2

Appointment Unit – an administrative unit within the College authorized to recommend the hiring of tenure track faculty. Usually, such units are Departments within a School. However, in Schools without Departments, the appointment unit may be defined by the School faculty as a whole, at the discretion of the School Dean and/or Provost/VPAA.

Appointment Unit Head – the designated person who is responsible for the administration of an appointment unit. Usually, this person is the Department Head. For Schools without Departments, this person is the Dean of the School.

Assistant Professor – the preferred entry-level rank for tenure track academic faculty at Abraham Baldwin Agricultural College. Assistant Professors must have the terminal degree appropriate for their disciplines.

Associate Professor – the mid-career rank for tenure track academic faculty at Abraham Baldwin Agricultural College. Associate Professors must have the terminal degree appropriate for their disciplines.

Candidate – a person being considered for appointment to a faculty position, or a faculty member under review for promotion and/or tenure, or an Assistant Professor during the third-year review.

College Appeals Committee – the College-level Committee that reviews negative recommendations for promotion and/or tenure from the College Promotion and Tenure Review Committee. The Appeals Committee is chaired by the Provost/VPAA or his/her designee (who is an ex-officio non-voting member) and consists of tenured full Professors, one representing each of the Schools of Abraham Baldwin Agricultural College. A quorum follows the rules of the College Promotion and Tenure Review Committee.

College Level Review – is conducted by the College Promotion and Tenure Review Committee, which reviews recommendations concerning promotion and/or tenure from the School Review Committee and Dean.

College Promotion and Tenure Review Committee -- The Promotion and Tenure Committee provides a recommendation to the Provost/VPAA for or against tenure and/or promotion and provides reasons for such decisions.

Conflict of Interest – a faculty member with a conflict of interest that would preclude his/ her ability to render a fair and objective review of a candidate's appointment or a fair and objective review of a request for promotion and/or tenure must recuse himself/herself from participation in the recommendation/review.

Eligible Voting Faculty – those tenure track faculty who may vote on appointments, promotions, or tenure. Tenured and tenure-track faculty vote on appointments. Associate Professors and Professors vote on candidates for promotion from Assistant Professor to Associate Professor. Only Professors vote on candidates for promotion from Associate Professor to Professor. Tenured faculty, regardless of rank, vote on candidates for tenure and candidates under third-year review. All eligible faculty are expected to participate in the PTU evaluation process and to vote, except those who are required to recuse

themselves. Eligible faculty may not abstain; however, they must not participate or vote if there is a conflict of interest. Faculty who recuse themselves are not considered eligible voters.

Full-time –this term denotes a 100% workload during either an academic or fiscal-year contract when used in conjunction with employment.

Instructor – the rank of Instructor is an entry-level academic faculty position for Abraham Baldwin Agricultural College. According to BOR Policy 8.3.7.4, Instructors are not eligible for tenure.

Lecturer – the rank of Lecturer is an entry-level non-tenure track faculty position for Abraham Baldwin Agricultural College.

Levels of Review – recommendations for promotion and/or tenure may be made and reviewed in multiple procedural stages of review. These levels of review will encompass reviews by the Promotion and Tenure Unit, Department Head and/or Dean, and College Promotion and Tenure Review Committee, before forwarding to the Provost/VPAA and President for a final decision.

Preliminary Consideration – Under exceptional circumstances, faculty who are performing significantly above expectations for their current rank may be considered for early promotion.

Principle of Flow – a candidate's promotion and/or tenure dossier will move to the next higher-level Review Committee regardless of whether the recommendation at a lower level was positive or negative, unless the candidate indicates he/she does not wish to be considered further.

Probationary Period – the time-period that tenure track faculty must serve, except for receiving tenure upon appointment, prior to becoming eligible for tenure at Abraham Baldwin Agricultural College. The probationary period is five years, counting the year in which a faculty member may be reviewed for promotion and/or tenure.

Professor – the highest faculty rank at Abraham Baldwin Agricultural College. Professors should have the terminal degree appropriate for their discipline.

Professional Service – the area of faculty evaluation that involves applying academic expertise to the direct benefit of internal and external audiences in support of unit and College missions.

Promotion/Tenure Unit (PTU) Criteria – the written documentation created by the tenure track faculty that describes in detail the expectations that must be met before a candidate may earn tenure or be promoted to Associate Professor or Professor. These criteria must be in writing and must be accepted by the Provost/VPAA and approved by the President's Cabinet. Any revisions to these criteria must be reviewed and recommended by the faculty senate and by the Provost/VPAA. The PTU must use the written criteria that have been established for promotion and/or tenure reviews.

Promotion and Tenure Unit (PTU) Head – the School Dean. The PTU Head is responsible for appointing the faculty review committee.

Promotion and Tenure Unit (PTU) – the organization of eligible tenure track faculty responsible for conducting votes on promotion and/or tenure decisions. The PTU is appointed by the PTU Head.

Review Committees – includes the Review Committees for Schools with Departments and College Level Review Committees.

Scholarship and Professional Growth – the area of faculty evaluation that involves the level of intellectual activities expected of every tenure track faculty at Abraham Baldwin Agricultural College as he/she carries out the College's mission in teaching, undergraduate research, and service.

School Level Review – consideration of the PTU recommendation (positive or negative) by the School Committee, except in Schools without Departments and reporting directly to the Provost/VPAA, in which case the School operates as the PTU and its recommendations are reviewed by the Dean. Of the committee members eligible to vote on a given candidate, no more than one may be absent to constitute a quorum. Therefore, a quorum must be computed individually for each candidate.

Senior Faculty – Associate Professors and Professors at Abraham Baldwin Agricultural College.

Senior Lecturer -- the rank of Senior Lecturer is a senior-level non-tenure track faculty position for Abraham Baldwin Agricultural College. Candidates for this position must have served a minimum of six years at the Lecturer rank.

Student Success – the area of faculty evaluation that involves the combination of academic advising and student engagement activities in support of the College's mission to engage students in learning activities that enrich and develop students' life and work skills.

Teaching – Abraham Baldwin Agricultural College's primary mission is instruction. Therefore, faculty are expected to demonstrate proficiency in the teaching area of faculty evaluation.

Tenure – the status granted by the President of Abraham Baldwin Agricultural College to Associate Professors or Professors, either upon appointment or after a probationary period, ensuring protection against dismissal except for cause.

Tenure-Track Faculty – faculty members at Abraham Baldwin Agricultural College who hold the positions of Assistant Professor, Associate Professor or Professor. This term often is used in an inclusive fashion and may describe both untenured and tenured faculty members.

Terminal Degree – the highest degree awarded in a discipline. For most disciplines, the doctorate is the terminal degree, except for a few areas such as studio arts.

Third-Year Review – The intent of this review is to provide Assistant Professors with feedback (in writing) regarding progress toward promotion and/or tenure, including the vote on the candidate's progress toward promotion and tenure. The letter from the PTU Head to the candidate documenting feedback from the third-year review and any written response from the candidate must be included in the promotion and/or tenure dossier at the time of the review.

Years in Rank – the time a tenure-track faculty member has served in a particular position. For tenure considerations, prior service as faculty at other colleges/universities or prior service in other appropriate professional activities may qualify for consideration in meeting the requirements for years in rank.
According to Board of Regents' policies, faculty members must meet the standard of being full-time employees during two semesters for a year to count toward tenure under the semester system. Questions about fractional years should be referred to the Office of Academic Affairs.

10 Appendix

10.1 FACULTY HIRING EVALUATION RUBRIC

The following faculty hiring evaluation rubric is a general guideline. This may be and is encouraged to be further developed by the faculty of the individual Departments and Schools.

Abraham Baldwin Agricultural College

ABAC Faculty Candidate Evaluation Rubric

Instructions

An evaluation rubric is a useful tool in evaluating candidates in relation to the criteria previously established for faculty. This evaluation rubric, which is aligned to our promotion and tenure guidelines, can be a useful tool for organizing feedback used to evaluate faculty candidates.

The rubric was designed to provide institutional consistency but also to afford hiring committees the flexibility to weigh and prioritize categories as appropriate for specific positions. The rubric template should be updated as needed to reflect the current standards in the ABAC Promotion and Tenure Handbook.

The rubric should be:
- Utilized by all faculty position search committees.
- Customized and developed at the same time as each position description by deciding (1) whether additional categories would be appropriate and (2) the value of the multipliers for each category based on how each category will be prioritized.
- Completed for each interviewed candidate by the search committee, who should work together to create one document that represents the committee's feedback regarding category acceptability of the candidate.
- Utilized in informing the search committees recommendations regarding candidate acceptability.

The set of rubrics completed by the committee on the candidates should be submitted to the ABAC Department of Human Resources (or uploaded into Careers) at the conclusion of the faculty search process.

Abraham Baldwin Agricultural College

School: _____
Department: _____
Position Title: _____
Candidate's Name: _____ Date: _____
Candidate's Relevant Degree(s): _____

For each of the categories below, use the following scale to rate the faculty candidate:

4- More than acceptable, 3- Acceptable, 2- Less than Acceptable, 1- Not Acceptable, NA- Not Observed/Applicable

Evaluation Criteria	Category Rating (4, 3, 2, 1, NA)	Multiplier (Predetermined numerical level of importance)	Category Total (Category Rating x Multiplier)
Teaching Skills Potential for or demonstrated commitment to student focus, active learning, or other discipline appropriate pedagogy			
Academic Advising Potential for or demonstrated skills in advising			
Scholarship/Creativity Potential for and/or commensurate with level of experience and departmental needs			
Engagement Potential for or demonstrated commitment to engaging students beyond the classroom			
Service Potential for actively engaging in service opportunities or demonstrated history of service			
Department/Position Specific Categories (i.e., outreach, leadership, etc.) *Add rows as needed to the table for each additional category*			
Recommendation Letters			
Total Faculty Candidate Score			

Comments:

_____

In conclusion: _____

Please provide the overall recommendation for this candidate.

○ Strong

○ Acceptable

○ Not Acceptable

10.2 FACULTY PROMOTION AND TENURE CYCLE RUBRIC

The following faculty promotion and tenure cycle rubric is designed to follow the ABAC *Faculty Handbook* guidelines. This may be and is encouraged to be further developed by the faculty of the individual Departments and Schools to better reflect the needs and requirements of the disciplines. The rubric should follow the Candidate's dossier to better inform each level of review.

Choose an item.

PTU Faculty Review Committee Report

Instructions

An evaluation rubric is a useful tool in evaluating candidates in relation to the criteria previously established for faculty. This evaluation rubric, which is aligned to ABAC's Faculty Handbook, can be a useful tool for organizing feedback that is used to evaluate faculty candidates for pre-tenure review, promotion, tenure, and post-tenure review.

The rubric template should be updated as needed to reflect the current standards in USG BOR Policy and the guidelines for appointment, promotion, and tenure as outlined in the ABAC *Faculty Handbook*. Individual schools should adapt to their specific needs and standards.

The rubric should be:

- Utilized by the Promotion and Tenure Unit Committees in evaluating faculty candidates for pre-tenure, tenure, post tenure, and promotion.
- Customized, developed, and approved by the School / Departmental faculty (A majority vote of approval by the faculty is required to implement changes to the Rubric.)
- Completed by the Chair of the PTU Committee for each candidate for pre-tenure, promotion, tenure, and post-tenure. The Chair should work together with the PTU Committee to create one document that represents the Committee's feedback regarding category acceptability of the candidate for pre-tenure, tenure, post tenure, and promotion.
- For Candidates for Promotion or Tenure, the Rubric will be loaded into the electronic file by the Chair together with the Committee's Final Report. The purpose is for the Rubric to follow the Candidate's Portfolio to the next stage(s) of review to better inform subsequent reviewers of the acceptable standards for faculty as determined by the School/Department level(s) of Review.

Candidate's Name:

Date of Review Report:

School: Choose an Item

Department:

Faculty Review Committee Chair:

Faculty Review Committee Members:

Candidate's Current Faculty Position Title: Choose an Item.

Is the Candidate Tenured? Choose an Item.

Purpose of Review: Choose an Item.

If Review for Promotion, to which Rank is the Candidate applying? Choose an Item.

For each of the categories below, the USG requires the use of the following Common Likert Scale to rate faculty candidates (See, BOR Faculty Evaluation System): 5=Exemplary, 4=Exceeds Expectations, 3=Meets Expectations, 2=Needs Improvement, 1=Does Not Meet Expectations.

The Committee will rank each category under the Common Likert Scale **and** take a vote of Satisfactory or Unsatisfactory (S/U) in accordance with the procedures of the ABAC *Faculty Handbook* and USG Policy.

*Please Note: BOR Policy 8.3.6 for the minimum criteria to qualify for promotion, BOR Policy 8.3.7 for the minimum criteria to qualify for tenure, and BOR Policy 8.3.5.4 for BOR Policy on post tenure review.

Evaluation Criteria	Category Rating (5, 4, 3, 2, 1)	Committee Vote per Category (S/U)	Additional Committee Notes, if Needed to Justify Vote.
Teaching *(For Promotion:* BOR Policy 8.3.6.1*. For Tenure:* BOR Policy 8.3.7.3*. For Post-Tenure Review:* BOR Policy 8.3.5.4*.)* **Expected Per ABAC Faculty Handbook:** • Effectiveness shown by student evaluations and accomplishments • Systematic reviews of teaching by supervisors or designee. **Suggested per ABAC:** *Please Note that the following list is NOT exhaustive.* • Candidate's Teaching Philosophy • Candidate's Reflective Statement -- Teaching. • Statement of Teaching Responsibilities for the Review Period, which includes descriptions of courses taught, student enrollments, and grade distributions for each class. • At least one (two preferred) Peer Review(s) of Teaching (one peer review should be from within the SSB and one from another School/Department on Campus). Peer Reviews should be from within the time frame of the Review Period. • Evidence of Candidate's response to supervisor's review(s), peer review(s), student evaluations, student achievement of course outcomes, and other means of assessment to continuously improve student learning and teaching quality. (This does not need to be a formal written response. May be provided via evidence of striving for continuous improvement, with appropriate clarification of the evidence provided by the Candidate.) • Development of degree programs, course proposals, or significant revision of courses and curriculum • Preparation of innovative teaching materials and instructional techniques • Collaborative work on interdisciplinary courses, programs, and curricula within the College • Selection for teaching special courses and programs at the College • Participation in special teaching activities outside the College, including international assignments, special lectureships, international study and development projects, panel presentations, and seminar participation • Honors awarded or special recognitions received for teaching accomplishments	**Choose an Item.**	**Choose an Item.**	**Key Positives Noted by Committee:** **Reservations Noted by Committee:**

Evaluation Criteria	Category Rating (5, 4, 3, 2, 1)	Committee Vote per Category (S/U)	Additional Committee Notes, if Needed to Justify Vote.
Student Success *(For Promotion: BOR Policy 8.3.6.1. For Tenure: BOR Policy 8.3.7.3. For Post-Tenure Review: BOR Policy 8.3.5.4.)* **Suggested per ABAC:** *Please Note that the following list is NOT exhaustive.* • Candidate's Student Success Philosophy. • Candidate's Statement of Advising/Mentoring Responsibilities. • Candidate's Reflective Statement of Contributions to Student Success. • Utilize best practices as suggested by ABAC/USG Policies: Availability to advisees; Monitoring of student progress toward academic and/or career goals; Mastery of institutional advising regulations, policies, and procedures; Engagement in holistic advising versus simply class selection. (Note: This information may be referenced in the Statement of Responsibilities or Reflective Statement above.) • Leadership positions with student clubs and organizations • Mentoring activities that encourage career and professional development, which allow students to build their professional networks • Appropriate referral activity for students (e.g., Academic Support, Early Alert, Tutoring Center, Counseling, etc.) • Appropriate assistance to student engagement in experiential learning through internships, cooperative study abroad programs, or undergraduate research to enhance the educational experience • Attendance at and support of advisor development programs • Evidence of success and/or response to student evaluations of advising • Supporting advisees through written recommendations for internship positions, awards and scholarships, graduate or professional school applications, and job placement • Honors awarded or special recognitions received for advising and/or student engagement accomplishments • Development and involvement of students in innovative projects that extend beyond the classroom • Tutoring services or training for student tutors • Interdisciplinary collaborations across campus between students, faculty, and/or the community • Engagement activities as part of the learning process, which may involve service learning; educational programming and outreach activities; and cross-cultural engagement through education, service, and/or research ***Note I:** *Candidate may provide evidence through any combination of advising evaluations, student notes/observation, supervisor observation, peer observation, or any other evidence the Candidate may deem essential to the review process.* • ***Note II:** *If for any reason, a Candidate for promotion or tenure has not been assigned advisees, the Candidate may meet the standards for Student Success by an appropriate combination of other key indicators such as those provided in the examples listed above.*	**Choose an Item.**	**Choose an Item.**	**Key Positives Noted by Committee:** **Reservations Noted by Committee:** *(Committee May Note Positives or Reservations Here.)*

Evaluation Criteria	Category Rating (5, 4, 3, 2, 1)	Committee Vote per Category (S/U)	Additional Committee Notes, if Needed to Justify Vote.
Scholarship and Professional Growth *(For Promotion: BOR Policy 8.3.6.1. For Tenure: BOR Policy 8.3.7.3. For Post-Tenure Review: BOR Policy 8.3.5.4.)* **Suggested per ABAC:** *Please Note that the following list is NOT exhaustive.* • Candidate's Reflective Statement of Scholarship and Professional Growth within the Review Period. Please reference Contributions in one or more of the ACBSP Scholarly or Professional Activities listed below. Scholarly, discipline-specific publications including books, book chapters, law reviews, book reviews, monographs, research articles, and other scholarly works published in refereed journals, professional publications, patents, and research reports to sponsors • Exhibition, installation, production, or publication of creative works, design, electronic media, film, journalism, landscape design, literature, music, theater, and visual arts • Scholarly reviews of the candidate's publications • Projects, grants, commissions, and contracts completed or in progress • Presentation of research before technical and professional meetings • Delivery of seminars, workshops, and panels, including ABAC CTL events • Outreach or other activities with significant use of candidate's expertise (e.g., consultant, testimony before academic or governmental groups, journal editor, reviewer for refereed journal) • Honors awarded or special recognitions received for accomplishments in scholarship • Application of research scholarship in the field • Evidence of participation in professional development activities to improve student learning and teaching quality • Attendance at professional meetings or conferences, including ABAC CTL events • Presentation of papers on teaching before learned societies • Certification/re-certification in area(s) of expertise • Participation in special teaching activities outside the College, including, but not limited to, international assignments, special lectureships, panel presentations, seminar participation, and international study and development projects	**Choose an Item.**	**Choose an Item.**	**Key Positives Noted by Committee:** **Reservations Noted by Committee:** *(Committee May Note Positives or Reservations Here.)*

Evaluation Criteria	Category Rating (5, 4, 3, 2, 1)	Committee Vote per Category (S/U)	Additional Committee Notes, if Needed to Justify Vote.
Professional Service *(For Promotion: BOR Policy 8.3.6.1. For Tenure: BOR Policy 8.3.7.3. For Post-Tenure Review: BOR Policy 8.3.5.4.)* **Suggested per ABAC:** *Please Note that the following list is NOT exhaustive.* • Candidate's Reflective Statement of Professional Service within the Review Period. • Active participation in Department, School, College, or University System of Georgia (USG) Committee work and/or governance • Leadership in College governance bodies and related activities • Election to offices, committee activities, or important service to professional associations and learned societies • Membership on panels to judge proposals for grants, contracts, programs • Appointment to accreditation teams and special commissions • Service to civic, charitable, professional, or educational organizations • Honors awarded or special recognitions received for accomplishments for professional service • Development and organization of professional conferences • Contribution to administrative support work (such as serving as a College or USG representative on a major College or USG committee or task force) • Developing, implementing, or managing academic programs or projects • Active participation in program assessment, institutional assessment, or institutional effectiveness activitiesActive participation in securing and maintaining program and College accreditation	**Choose an Item.**	**Choose an Item.**	**Key Positives Noted by Committee:** **Reservations Noted by Committee:** *(Committee May Note Positives or Reservations Here.)*
Candidate Documents Suggested by ABAC: • Curriculum Vita (2-4 pages) • Candidate's Statement to Committee (1-2 pages)	**Choose an Item**	**Choose an Item**	
Overall Rating **Conclusion:** The Faculty Review Committee has completely and thoroughly reviewed the Candidate. The Committee Chair will record the Committee vote and upload this document into the Candidate's electronic file.	**Choose an Item**	**Choose an Item**	

	Common Likert Scale for USG Faculty Evaluations				
	Satisfactory			Unsatisfactory	
	Noteworthy				
	Exemplary = 5	Exceeds Expectations = 4	Meets Expectations = 3	Needs Improvement = 2	Does Not Meet Expectations = 1
Description	This rating indicates that a faculty member far exceeds the performance level expected and required of the position. This rating demonstrates a level of performance that is an example of exceptional achievement that is outstanding to all.	This rating indicates that a faculty member has exceeded the performance level expected and required of the position.	This rating indicates that a faculty member is meeting proficiency expectations of the evaluative criteria. The faculty member is performing at the level expected and required of the position and demonstrates satisfactory achievement.	This rating indicates that a faculty member is performing close to the requirements of the evaluative criteria but has not satisfactorily met those requirements. The faculty member needs to further develop performance in the highlighted area(s) of unsatisfactory performance.	This rating indicates a faculty member is failing to demonstrate proficiency in meeting the evaluative criteria. The faculty member is required to improve performance in the highlighted area(s) of deficient performance.

10.3 FACULTY ANNUAL REVIEW RUBRIC

The following annual review rubric is designed to follow the ABAC *Faculty Handbook*. This may be and is encouraged to be further developed by the faculty of the individual Departments and Schools to better reflect the needs and requirements of the disciplines.

![Abraham Baldwin Agricultural College logo]

Choose an Item.

Annual Faculty Review Report

Instructions

An evaluation rubric is a useful tool in evaluating candidates in relation to the criteria previously established for faculty. This evaluation rubric, which is aligned to our promotion and tenure guidelines, can be a useful tool for organizing feedback that is used to evaluate faculty candidates for annual review.

The rubric template should be updated as needed to reflect the current standards in USG BOR Policy and the guidelines for appointment, promotion, and tenure, as outlined in the ABAC *Faculty Handbook*. Individual schools/departments should adapt to their specific needs and standards.

The rubric should be:

- Completed by the Direct Supervisor (i.e., Dean or Department Head) in evaluating faculty for annual review.
- Customized, developed, and approved by the School / Departmental faculty (A majority vote of approval by the faculty is required to implement changes to the Rubric.)
- The Rubric should be loaded into the electronic file by the Dean/ Department Head and shared with the faculty member in the Annual Review Evaluation. The purpose is for the Rubric to follow the Candidate's Portfolio to the next stage(s) of review to better inform subsequent reviewers of the acceptable standards for faculty as determined by the School/Department level(s) of Review.

Faculty Member's Name:

Date of Annual Review Report:

School: Choose an Item.

Department:

Faculty Annual Review Completed by Direct Supervisor:

Candidate's Current Faculty Position Title: Choose an Item.

Is the Candidate Tenured? Choose an Item.

For each of the categories below, the USG requires the use of the following Common Likert Scale to rate faculty candidates (See, BOR Faculty Evaluation System): 5=Exemplary, 4=Exceeds Expectations, 3=Meets Expectations, 2=Needs Improvement, 1=Does Not Meet Expectations.

The Dean/Department Head will rank each category under the Common Likert Scale and note whether the faculty member's performance within that review period is Satisfactory or Unsatisfactory (S/U), in accordance with the procedures of the ABAC *Faculty Handbook* and USG Policy.

Please Note the following language from the ABAC Faculty Handbook: Faculty are evaluated annually by their appropriate supervisor as defined by the College against the minimum criteria listed in the BOR Policy 8.3.5.1. The annual evaluation process is the primary process for assessing and encouraging performance. It is an integral part of the promotion and tenure process to establish a record of performance over time. At the end of every academic year in which the faculty member is not up for an expansive review (i.e., pre- tenure, promotion, tenure, or post-tenure), every faculty member must complete an annual report assessing the faculty member's state of accomplishments in each area of evaluative criteria for the current year.

Each faculty member's annual report will include the following items:
- *an assessment of the faculty member's contributions in the evaluative categories,*
- *a reflection on their accomplishments, and*
- *a statement of goals and objectives for the upcoming academic year for the evaluative categories.*

The categories for reflection and planning included in the annual faculty report and evaluation are: (1) Teaching; (2) Student Success; (3) Scholarship and Professional Growth; (4) Professional Service.

Categories addressed in the annual report will be dependent upon faculty assignments. The overall evaluation must indicate whether the faculty member is making adequate progress toward the next level of review appropriate to the faculty member's rank, tenure status, and career stage as noted in the Likert scale.

Evaluation Criteria	Category Rating (5, 4, 3, 2, 1)	S/U Rating	Additional Direct Supervisor Notes.
Teaching Narrative & Evidence Supporting Abraham Baldwin Agricultural College's primary mission is instruction. Therefore, faculty are expected to demonstrate proficiency in teaching. Teaching communicates knowledge to students and the desire and skills necessary to continue learning. Proficient teaching is not based solely on classroom performance but also employs the teacher's depth and breadth of scholarship that engages students in the learning process. Demonstration of contributions in this area are expected to include: • effectiveness shown by student evaluations and accomplishments; and • systematic reviews of teaching by supervisors or designee. An additional demonstration of contributions in this area is expected and *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. • Systematic reviews of teaching by peers inside and/or outside the Department/School • Evidence of response to peer review, student evaluations, student achievement of course outcomes, and other means of assessment to improve student learning and teaching quality • Development of degree programs, course proposals, or significant revision of courses and curriculum • Preparation of innovative teaching materials and instructional techniques • Collaborative work on interdisciplinary courses, programs, and curricula within the College • Selection for teaching special courses and programs at the College • Participation in special teaching activities outside the College, including international assignments, special lectureships, international study and development projects, panel presentations, and seminar participation • Honors awarded or special recognitions received for teaching accomplishments	**Choose an Item.**	**Choose an Item.**	**Key Positives Noted by Direct Supervisor:** **Reservations Noted by Direct Supervisor:** *(Dean/Dept Head May Note Positives or Reservations Here.)*

Student Success Narrative and Evidence Supporting	Choose an Item.	Choose an Item.	Key Positives Noted by Direct Supervisor:
ABAC prepares students for life and work. As a part of its mission, the College is committed to engaging students in learning activities that enrich and develop students' life and work skills. The College is also committed to students graduating on time and with minimum debt. Evaluation of the Student Success component will include an assessment of the faculty member's involvement in activities inside and outside the classroom that deepen student learning and engagement for all learners. These aspects may include effective advising and mentoring; undergraduate research; other forms of experiential learning; engagement in other high impact practices; the development of student success tools and curricular materials; strategies to improve student career success; involvement in faculty development activities; and other activities identified by the institution to deepen student learning. Examples include, but are not limited to, engagement with Centers for Teaching and Learning, STEPS Undergraduate Research Symposium, Faculty Learning Communities, and MomentumU@USG. Demonstration of contributions in this area *may* include, but is not limited to, any combination of the sources listed below. • Availability to advisees • Monitoring of student progress toward academic and/or career goals • Mastery of institutional regulations, policies, and procedures • Engagement in holistic advising versus simply class selection • Appropriate referral activity for students (e.g., Academic Support, Early Alert, Tutoring Center, Counseling, etc.) • Leadership positions with student clubs and organizations • Appropriate assistance to student engagement in experiential learning through internships, cooperative study abroad programs, or undergraduate research to enhance the educational experience • Attendance at and support of advisor development programs • Evidence of success and/or response to student evaluations of advising • Supporting advisees through written recommendations for internship positions, awards and scholarships, graduate or professional school applications, and job placement • Honors awarded or special recognitions received for advising and/or student engagement accomplishments • Development and involvement of students in innovative projects that extend beyond the classroom • Mentoring activities that encourage career and professional development, which allow students to build their professional networks • Tutoring services or training for student tutors • Interdisciplinary collaborations across campus between students, faculty, and/or the community • Engagement activities as part of the learning process, which may involve service learning; educational programming and outreach activities; and cross-cultural engagement through education, service, and/or research • Development and involvement of students in innovative projects that extend beyond the classroom • Tutoring services or training for student tutors • Interdisciplinary collaborations across campus between students, faculty, and/or the community			**Reservations Noted by Direct Supervisor:** *(Dean/Dept Head May Note Positives or Reservations Here.)*

Evaluation Criteria	Category Rating (5, 4, 3, 2, 1)	S/U Rating	Additional Direct Supervisor Notes.
• Engagement activities as part of the learning process, which may involve service learning; educational programming and outreach activities; and cross-cultural engagement through education, service, and/or research ***Note I:** *Faculty Member may provide evidence through any combination of advising evaluations, student notes/observation, supervisor observation, peer observation, or any other evidence the Faculty Member may deem essential to the review process.* ***Note II:** *If for any reason, a Faculty Member has not been assigned advisees, the Faculty Member may meet the standards for Student Success by an appropriate combination of other key indicators such as those provided in the examples listed above.*			

Evaluation Criteria	Category Rating (5, 4, 3, 2, 1)	S/U Rating	Additional Direct Supervisor Notes.
Scholarship and Professional Growth Narrative and Evidence Supporting Scholarship is the studious inquiry or examination with the purpose of the development, refinement, and application of knowledge in the faculty member's discipline, teaching, or student learning. Professional growth and development allow faculty members to be actively engaged in their profession and offers the intellectual skills necessary to be up to date in their respective academic areas. Demonstration of contributions in this area *may* include, but is not limited to, any combination of the sources listed below. - Scholarly, discipline-specific publications including books, book chapters, law reviews, book reviews, monographs, research articles, and other scholarly works published in refereed journals, professional publications, patents, and research reports to sponsors - Exhibition, installation, production, or publication of creative works, design, electronic media, film, journalism, landscape design, literature, music, theater, and visual arts - Scholarly reviews of the candidate's publications - Projects, grants, commissions, and contracts completed or in progress - Presentation of research before technical and professional meetings - Delivery of seminars, workshops, and panels, including ABAC CTL events - Outreach or other activities with significant use of candidate's expertise (e.g., consultant, testimony before academic or governmental groups, journal editor, reviewer for refereed journal) - Honors awarded or special recognitions received for accomplishments in scholarship - Application of research scholarship in the field - Evidence of participation in professional development activities to improve student learning and teaching quality - Attendance at professional meetings or conferences, including ABAC CTL events - Presentation of papers on teaching before learned societies - Certification/re-certification in area(s) of expertise - Participation in special teaching activities outside the College, including, but not limited to, international assignments, special lectureships, panel presentations, seminar participation, and international study and development projects	Choose an Item.	Choose an Item.	**Key Positives Noted by Direct Supervisor:** **Reservations Noted by Direct Supervisor:** *(Dean/Dept Head May Note Positives or Reservations Here.)*

Evaluation Criteria	Category Rating (5, 4, 3, 2, 1)	S/U Rating	Additional Direct Supervisor Notes.
Professional Service Narrative and Evidence Supporting Professional service refers to the function of applying academic expertise to the direct benefit of internal and external audiences in support of unit and College missions. This component considers activities that include institutional service, service to the discipline, or community involvement as a College representative. Professional service includes, but is not limited to, offices held, committee assignments performed for professional associations, and the organization of professional conferences. Demonstration of contributions in this area *may* include, but is not limited to, any combination of the sources listed below. • Active participation in Department, School, College, or University System of Georgia (USG) Committee work and/or governance • Leadership in College governance bodies and related activities • Election to offices, committee activities, or important service to professional associations and learned societies • Membership on panels to judge proposals for grants, contracts, programs • Appointment to accreditation teams and special commissions • Service to civic, charitable, professional, or educational organizations • Honors awarded or special recognitions received for accomplishments for professional service • Development and organization of professional conferences • Contribution to administrative support work (such as serving as a College or USG representative on a major College or USG committee or task force) • Developing, implementing, or managing academic programs or projects • Active participation in program assessment, institutional assessment, or institutional effectiveness activities • Active participation in securing and maintaining program and College accreditation	**Choose an Item.**	**Choose an Item.**	**Key Positives Noted by Direct Supervisor:** **Reservations Noted by Direct Supervisor:** *(Dean/Dept Head May Note Positives or Reservations Here.)*
Overall Rating **Conclusion:** The Dean/Department Head has completely and thoroughly evaluated the Faculty Member's Annual Performance and communicated the evaluation to the Faculty Member in accordance with BOR Policy and the ABAC *Faculty Handbook*. *Per the ABAC Faculty Handbook: After the conclusion of the annual performance review, the faculty member will sign a statement to the effect that he/she has been apprised of the content of the annual evaluation. Signing the statement only indicates that the faculty member has been apprised of the content of the annual evaluation. The signature of the faculty member does not indicate that the faculty member agrees with the content of the annual evaluation.*	**Choose an Item.**	**Choose an Item.**	

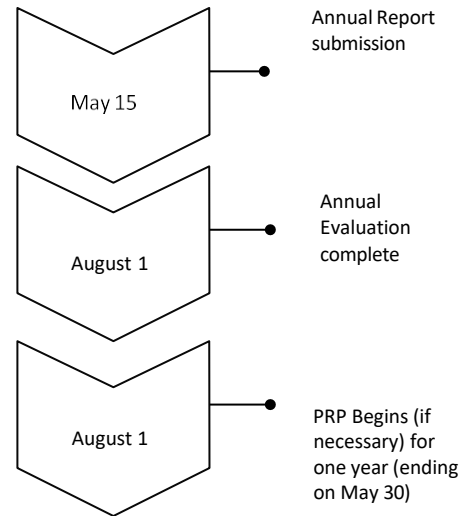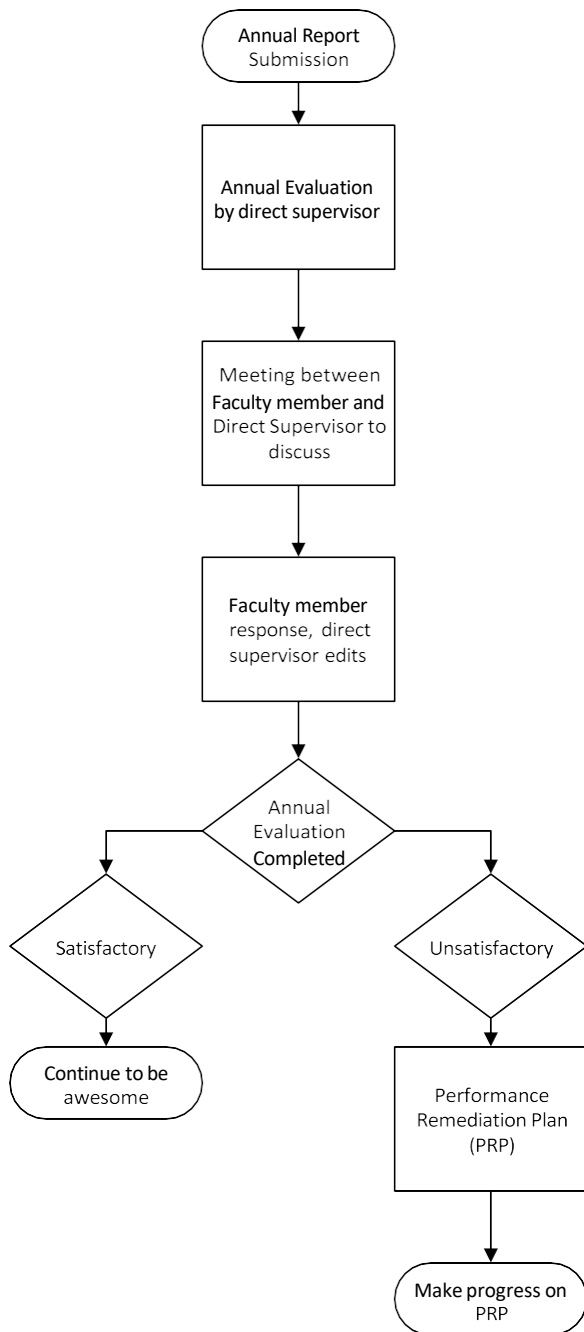|	Common Likert Scale for USG Faculty Evaluations				
	Satisfactory			Unsatisfactory	
	Noteworthy				
	Exemplary = 5	Exceeds Expectations = 4	Meets Expectations = 3	Needs Improvement = 2	Does Not Meet Expectations = 1
Description	This rating indicates that a faculty member far exceeds the performance level expected and required of the position. This rating demonstrates a level of performance that is an example of exceptional achievement that is outstanding to all.	This rating indicates that a faculty member has exceeded the performance level expected and required of the position.	This rating indicates that a faculty member is meeting proficiency expectations of the evaluative criteria. The faculty member is performing at the level expected and required of the position and demonstrates satisfactory achievement.	This rating indicates that a faculty member is performing close to the requirements of the evaluative criteria but has not satisfactorily met those requirements. The faculty member needs to further develop performance in the highlighted area(s) of unsatisfactory performance.	This rating indicates a faculty member is failing to demonstrate proficiency in meeting the evaluative criteria. The faculty member is required to improve performance in the highlighted area(s) of deficient performance.

10.4　　Promotion and Tenure Workflow

The Promotion and Tenure Unit (PTU) is the organization of tenure track faculty responsible for conducting votes on promotion and/or tenure decisions. The PTU is constituted of eligible faculty within the School of the faculty member to be evaluated. The head of the PTU (School Dean) will appoint a faculty review committee to provide a thorough review of the individual's portfolio. This committee will contain no fewer than three eligible faculty members.
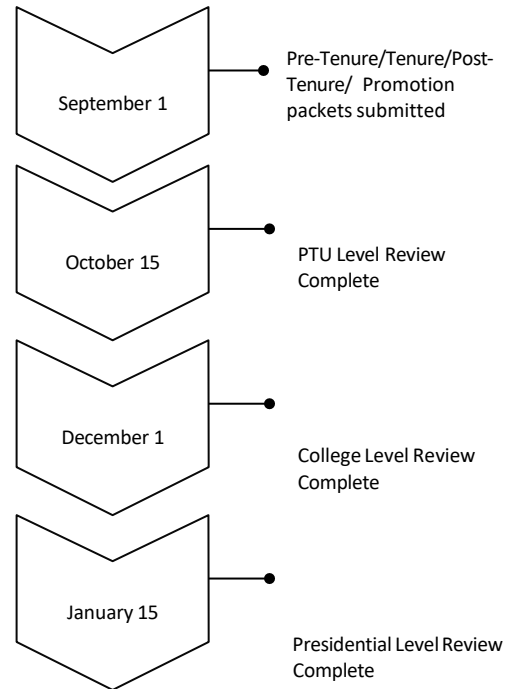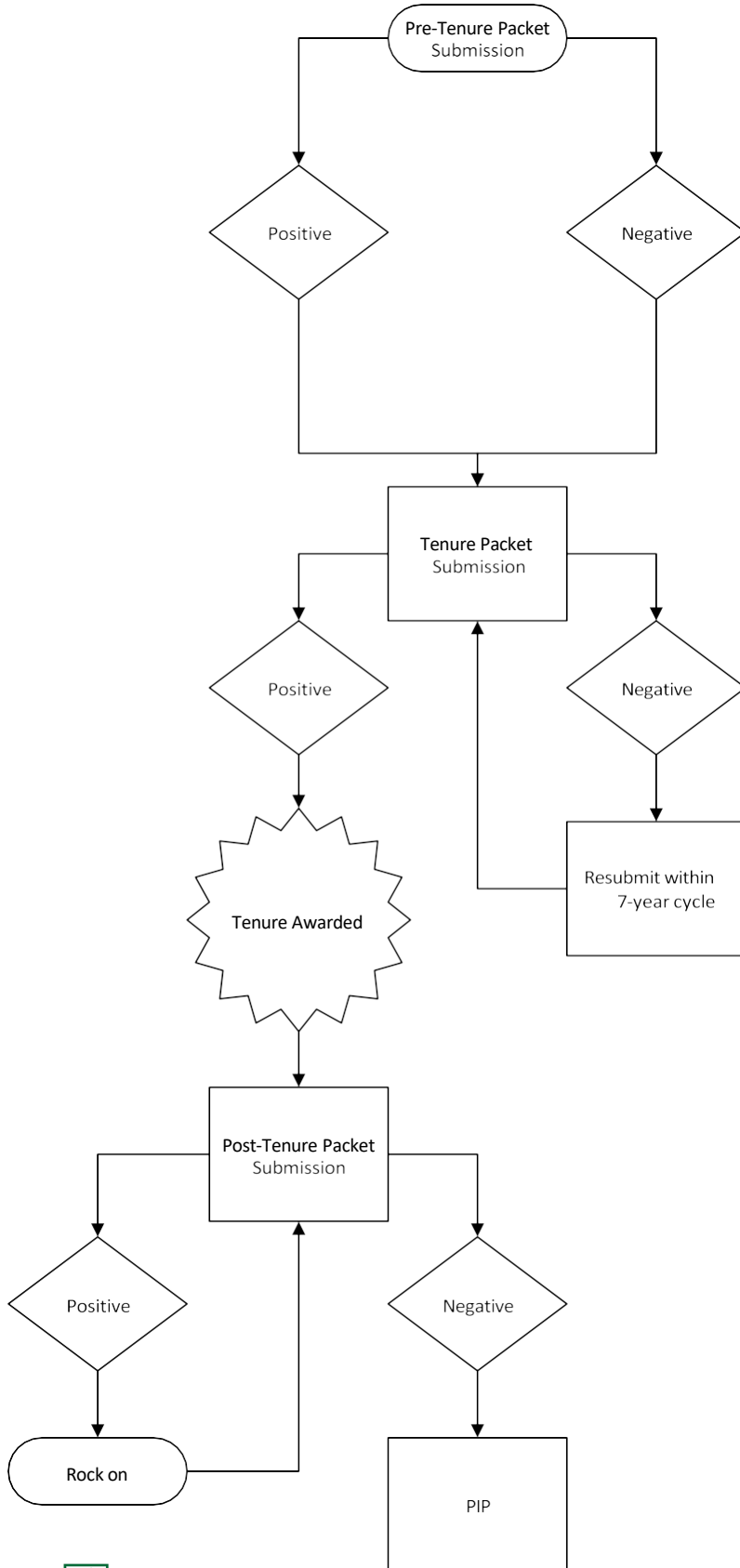
In selecting the members of the faculty review committee, the Dean may, but is not required to, give priority to those eligible faculty who serve in the same department as the candidate. Deans may also use their discretion to select members from among the eligible faculty across the school or college to serve on the review committee. The criteria established for annual evaluations, pre-tenure review, promotion, tenure, and post-tenure reviews, emphasizing excellence and contributions outlined in Section 6 Areas of Faculty Evaluation shall be used as the focus for the review committees.
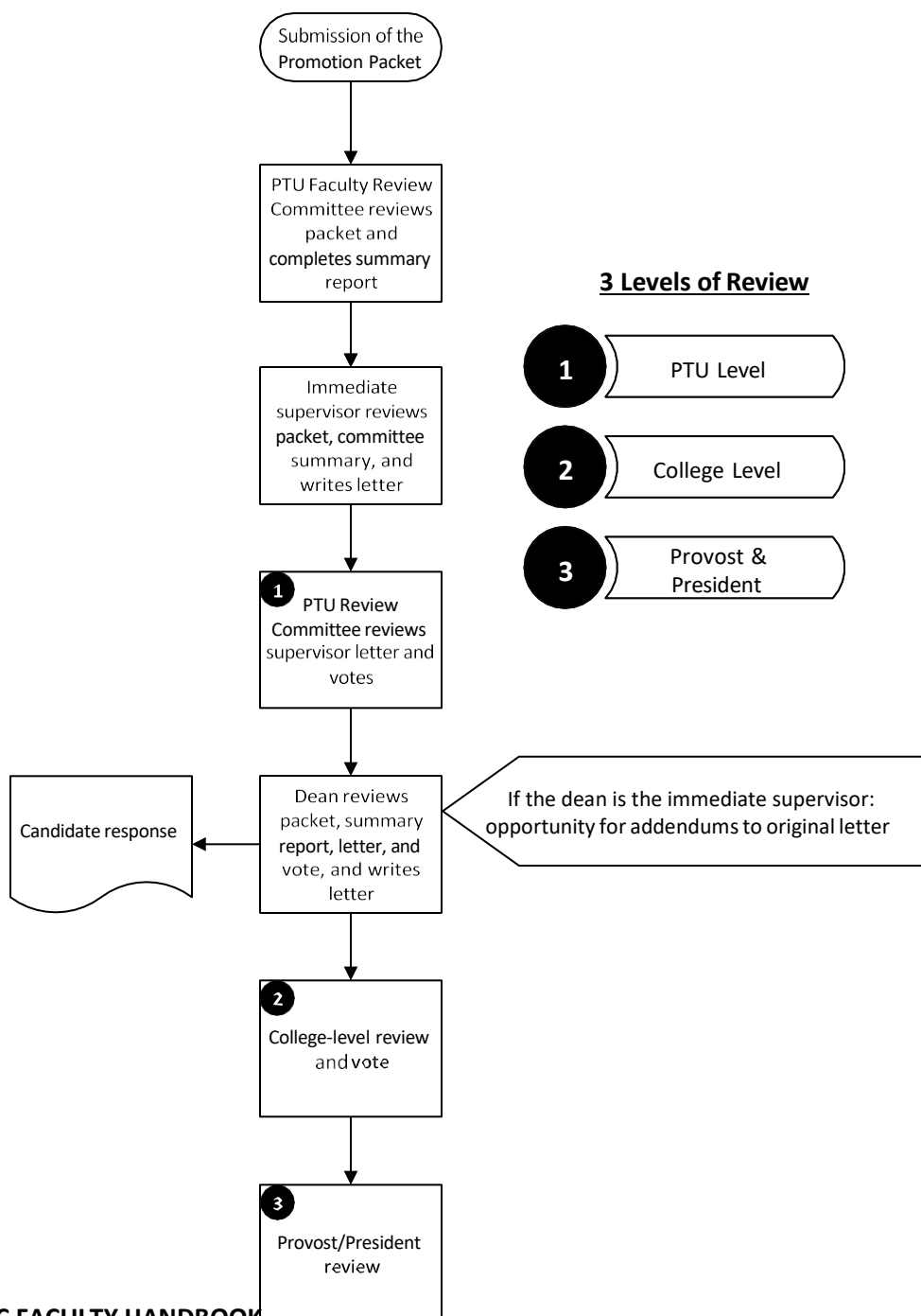
10.5 Annual Review Workflow

10.6 Tenure Process

Flowchart: Pre-Tenure Packet Submission → Positive / Negative → Tenure Packet Submission → Positive (Tenure Awarded) / Negative (Resubmit within 7-year cycle) → Post-Tenure Packet Submission → Positive (Rock on) / Negative (PIP)

Timeline:
- September 1 — Pre-Tenure/Tenure/Post-Tenure/ Promotion packets submitted
- October 15 — PTU Level Review Complete
- December 1 — College Level Review Complete
- January 15 — Presidential Level Review Complete

11 Additional Resources

11.1 ABAC Libraries

The ABAC Libraries, comprised of the ABAC Baldwin Library (Tifton Campus) and the Bainbridge Library, offer support to students and faculty by providing access to library services through both physical and digital collections. ABAC Libraries reflect the curriculum, objectives, and functions of the College and are administered within the policies of the College. The ABAC Libraries serve the College faculty and student body as the central location of the College's resource materials.

The ABAC Libraries website ([libraries | Abraham Baldwin Agricultural College](#)) provides information on available resources and instructions on assessing them. Each school's faculty representative on the College Library Committee [ABAC 2.7.2 Standing Committees](#) is also a valuable resource regarding holdings and collection development for each discipline. Student representatives from the Student Government Association (SGA) also offer valuable support on the College Library Committee.

11.2 Center for Teaching and Learning (CTL)

The Center for Teaching and Learning fosters academic excellence by supporting and advancing collaborative, innovative, and engaged evidence-based teaching and learning experiences in and beyond the classroom.

11.3 Emergency Procedures

Each faculty office should have a copy of the Emergency Quick Reference Guide. This quick reference guide lists crisis situations which may occur (bomb threats, civil disturbance, fire or explosion, medical emergency, etc.) and provides basic procedures for responding to each situation. Faculty should familiarize themselves with information contained in the Emergency Quick Reference Guide and keep the guide in a visible and easily accessible location in their office. Faculty who do not have an Emergency Quick Reference Guide in their office should ask the school's administrative assistant to obtain one for them.

ABAC employees and students are encouraged to download the LiveSafe app, a mobile two-way safety communications platform and risk mitigation tool. Emergency information is available with the app and updated frequently for the most current information.

11.4 Personnel Policies and Procedures

Questions regarding personnel policies and procedures not covered in this handbook are referred to:
- University System of Georgia Board of Regents Policy:
  - [Board of Regents Policy Manual | Overview | University System of Georgia](#)
- University System of Georgia Academic Affairs Handbook:
  - [Academic & Student Affairs Handbook | University System of Georgia](#)
- ABAC Policy Manual:
  - [ABAC Policy Manual Table of Contents | Abraham Baldwin Agricultural College Calendar](#)
- ABAC Office of Human Resources:
  - Website: https://www.abac.edu/about/administration/human-resources.html
  - ABAC Employee Handbook available through the HR Office and via HR Sharepoint.

12   Historical Updates

Approved by President's Cabinet: December 11, 2024

Approved by Faculty Senate December10, 2024
Updated: Fall 2024
Approved by President's Cabinet July 30, 2024

Received from Faculty Senate May 2, 2024
Updated: Spring 2024

Updated: Spring 2013
Updated: Summer 2015
Updated: May 2017
Approved by the President's Cabinet April 15, 2019

Reviewed by Faculty Senate October 26, 2018
Revisions Reviewed and Approved by Faculty Ad hoc Committee May 25, 2018

Approved by Faculty Senate February 10, 2010