

TERRY COLLEGE OF BUSINESS  
CRITERIA AND PROCEDURES FOR PROMOTION AND TENURE  
(Originally adopted November 2004, Revised April 2015)

Supplement to the *University of Georgia Guidelines for Appointment,  
Promotion and Tenure* (April 2015)

The original document supplemented the *University of Georgia Guidelines for Appointment, Promotion and Tenure (University Guidelines)*. The *University Guidelines*, adopted in April 2004, required that the Terry College of Business adopt its own written criteria and procedures for promotion and tenure to supplement the *University Guidelines* with discipline-specific criteria. This document served these purposes. The *Terry College of Business Criteria and Procedures for Promotion and Tenure (Terry Criteria and Procedures)* were adopted by the tenure-track and tenured faculty of all six academic departments of the Terry College of Business (Finance, Management, Management Information Systems, Marketing, Economics, and Insurance, Legal Studies, and Real Estate) and the J.M. Tull School of Accounting, with each of these seven units remaining separate promotion and tenure units.

The revisions herein are being adopted in April, 2015, by the tenure-track and tenured faculty of all six academic departments of the Terry College of Business (Finance, Management, Management Information Systems, Marketing, Economics, and Insurance, Legal Studies, and Real Estate) and the J.M. Tull School of Accounting, with each of these seven units remaining separate promotion and tenure units.

In all matters related to promotion and tenure, the Terry College of Business will carefully adhere to the University of Georgia Guidelines for Appointment, Promotion, and Tenure. The standards, criteria, and processes presented in this document are intended to supplement and/or extend the university's Guidelines. All faculty are expected to be familiar with both this PTU document and the University Guidelines. If any inconsistency or discrepancy is found in this document or if this PTU document does not address a certain issue, the University's Guidelines will supersede this document.

This document and discipline-specific criteria must be accepted by the faculty within the Terry College of Business and must be reviewed and approved by the Dean of the Terry College and the Senior Vice President for Academic Affairs and Provost. New faculty members must be provided with this PTU document and University Guidelines. In addition, any changes or updates to this PTU document must be approved by the faculty, the Dean, and the Provost. All revisions and approval dates must be listed in the PTU document.

The following outlines the material in the *Terry Criteria and Procedures*:

- I. Criteria for Promotion and Tenure
  - A. Contributions to Teaching
  - B. Contributions to Research
  - C. Contributions to Service
- II. Level of Achievement Necessary for Promotion and/or Tenure
- III. Procedures for Promotion and Tenure
- IV. Annual Reviews and Third-Year Reviews

## I. CRITERIA FOR PROMOTION AND TENURE

The *University Guidelines* describe the standards for measuring contributions to teaching, research, and service for candidates for appointment, promotion and tenure and provide extensive details on relevant documentary evidence (see especially Section III). This section of the *Terry Criteria and Procedures* provides additional detail for promotion and tenure for tenure-track and tenured candidates from the Terry College of Business.

The *University Guidelines* limit the Dossier for Promotion and/or Tenure to a maximum of 25 pages. The supplemental material suggested for inclusion by the *Terry Criteria and Procedures* may be included in a separate submission which would not be sent forward from the College. The candidate's Dossier should include summaries of the relevant supplemental information.

### A. Contributions to Teaching

#### *The Criteria:*

The Terry College of Business recognizes that high-quality teaching at the undergraduate, Master's and Ph.D. levels is critical to the mission of the College. Thus, candidates for promotion and tenure must exhibit excellence in teaching, using up-to-date methods to teach current material.

Key considerations in teaching effectiveness include:

- Professional knowledge: Effective teaching depends on the candidate's knowledge of current literature and understanding of research and practice in that field. Courses whose structure and content do not evolve or reflect new developments in the field will not constitute adequate teaching.
- Classroom effectiveness: The candidate must exhibit the ability to communicate effectively with students and provide an atmosphere where ideas and principles of a discipline are transmitted to students. Evidence of effectiveness should be based on more than summarized teaching evaluations. Other evidence may include evaluations by colleagues who have observed the candidate's teaching, student letters, and review of the candidate's teaching materials and grade distributions. Demonstrated or expected effectiveness in executive or off-campus programs is beneficial for the College.
- Course development: The professor has a responsibility for the content and structure of courses taught. Important elements of effectiveness include contributions to course design, development of new courses, and the use of innovative teaching methods. The review, therefore, should look at these as parts of teaching performance, considering, for example, evidence supplied by course syllabi and class notes.

- Contributions to teaching beyond the classroom: An important measure of teaching contributions is the success and placement of Ph.D. students with whom the candidate has worked. Another measure is the ability to work effectively with Master's degree and Ph.D. students to develop research skills, as appropriate for the rank of the candidate. Faculty members are expected to participate on departmental or college teaching policy committees, in teaching program committees or recruiting and placement activities, and in developing new courses and changes to curriculum as necessary and appropriate.

*Evidence of Excellence in Teaching:*

In addition to the possible sources of documentary evidence suggested in the *University Guidelines*, the candidate should include the following as evidence of his or her teaching effectiveness:

- Statement on teaching contributions, detailing the candidate's personal philosophy of teaching, major accomplishments in teaching effectiveness, and other contributions to the instructional program.
- Teaching assignments, including descriptions of courses taught, student enrollments, and grade distributions for each class.
- Graduate students supervised, and placement and success of Ph.D. students.
- Samples of course materials such as syllabi, exams, or class notes, highlighting innovations in content that reflect incorporation of new developments in the field.
- Description of teaching materials developed such as textbooks, case studies, teaching pedagogy articles and similar contributions.
- Summaries of classroom evaluations from students, and other sources of evaluation such as peer-review and unsolicited letters from students, as feasible.

*B. Contributions to Research*

*The Criteria:*

Scholarly research productivity, high-quality research, and research that has an impact on the candidate's field are necessary for promotion. The candidate must present evidence of scholarly work that has been published in peer-reviewed leading research journals of national standing.

For successful promotion to Associate Professor, a candidate must show clear and convincing evidence that peer-reviewed publications have contributed to his/her emerging stature as a national authority.

For successful promotion to Professor, a candidate must show clear and convincing evidence that peer-reviewed publications have contributed to his/her national or international recognition.

No specific number of publications or pages of publication will satisfy the criterion. Instead, the quality of the research and the candidate's total research accomplishment should provide evidence of significant contribution to the literature in the relevant field or fields and a record that is comparable to those of faculty of similar rank in the field at peer units. Judgment about research must be based on the analysis of the candidate's ongoing research record. The College will also consider the consistency and durability of the faculty member's performance over time and his or her ability to generate an identifiable stream of high-quality research in the future. In those disciplines where external funding for research is available, receipt of grants will also be considered in evaluating research productivity.

Additional evidence to support emerging status as a national authority (for candidates for promotion to Associate Professor) or national or international recognition (for candidates for promotion to Professor) can also be indicated by the editorship of important research journals, publication of high-quality books or monographs, external funding of research projects, presentations at leading academic meetings, contributions to research seminars and workshops, service on editorial boards of important research journals, reviewing manuscripts submitted to journals and academic meetings, advising Ph.D. students and so forth. However, these contributions must be accompanied by a strong record of scholarly work that has been successfully published in leading research journals following a rigorous peer-review process, as described in the preceding paragraph.

Several key considerations in determining the quality of scholarly research include:

- For published articles, the reputation of the journal; for conference papers, the nature and type of conference; and for books, the publisher and critical reviews. An important aspect of scholarly activity is the submission of one's work to peer review. When evaluating specific research, the nature of the relevant peer review process should be considered.
- The opinions of colleagues in the Terry College of Business, especially those of the candidate's department, as to the quality of the work produced, particularly in the appraisal of working papers.
- The opinions of external reviewers from peer institutions and the profession in general. A citation analysis will help to assess the impact of a candidate's research. External evaluations of research must be sought in all cases.

Not all publications will be considered as research output. For example, textbooks do not usually represent a contribution to knowledge or theory, but rather are a synthesis of existing knowledge and therefore should be judged as evidence of teaching material development. Similarly, some articles, books, or papers presented at conferences may represent little or no research contribution if they do not add to the field and are primarily pedagogical in nature.

*Evidence of Excellence in Research:*

In addition to the possible sources of documentary evidence suggested in the *University Guidelines*, the candidate should include the following as evidence of his or her research effectiveness and its impact on the candidate's discipline:

- Statement of research contributions and directions for future research, detailing the impact of the research. The candidate should describe how his or her research has fostered the development of knowledge or theory in the field and provide a list of publications and papers by major streams of research, showing how his or her research has developed to contribute to specific research areas. Much of this material may be included in the two-page letter supplementing the vita, as described in Appendix C, Section 4 of the *University Guidelines*, or the candidate may prepare a separate statement for review by the departmental and college committees.
- Analysis of citations of the candidate's work, including benchmarking against others of similar rank in the field. The citation analysis should include a list of all cited publications and, for each cited publication, where it was cited and by whom.
- Statement of the candidate's contributions in co-authored research. Statements from the co-authors may be included, though these are not necessary.

Additional information that may provide evidence of research excellence might include:

- Receipt of extramural research support.
- Receipt of awards and honors for the candidate's research.
- Editorial and referee services for academic journals.
- Research awards and honors granted by scholarly societies.

*C. Contributions in Service to Society, the University and the Profession*

*The Criteria:*

The Terry College of Business recognizes that its faculty members are responsible to a variety of stakeholders, including their departmental and college colleagues, to the University community, to the academic profession, to professional organizations and to the business community at large. Faculty members should have contributed to Terry's service mission and exhibited a high level of professionalism in their service activities.

### *Evidence of Excellence in Service:*

The candidate should provide a statement of service activities, detailing contributions at the departmental, college, and university levels, and to the academic and business communities. Service as an elected or appointed officer of leading academic organizations, service to professional organizations, and other professional outreach activities are examples of service outside the department, college or university.

## II. LEVEL OF ACHIEVEMENT NECESSARY FOR PROMOTION AND/OR TENURE

University guidelines state that “candidates must show clear and convincing evidence of emerging stature as regional and national authorities unless their work assignments are specifically at the local or state level.” Candidates must also show clear and convincing evidence of excellence in teaching and participate in appropriate service and perform such activities professionally.

Promotion to any rank recognizes past achievement and is a sign of confidence that the individual is capable of continued accomplishments and greater responsibilities in the future. This section provides additional details on the Terry College’s requirements for promotion to associate professor and professor. This material supplements the *University Guidelines*.

In general, faculty being considered for promotion to associate professor, for promotion to professor, and for tenure must demonstrate excellence in both research and teaching and good citizenship in service activities. In addition, the individual’s record should indicate evidence of expectations of continued excellence in scholarly contributions. As noted in the *University Guidelines* (Section X.B.) with respect to tenure, “Tenure review committees are responsible for considering whether or not candidates are likely to continue to be active and productive scholars over the extended period of time that tenure supposes. The decision to grant tenure is one of the most important decisions that faculty members and administrators make as stewards of the institution.”

### *A. Promotion to the Rank of Associate Professor*

University guidelines state that “candidates must show clear and convincing evidence of emerging stature as regional and national authorities unless their work assignments are specifically at the local or state level.” Candidates must also show clear and convincing evidence of excellence in teaching and research and perform such activities professionally. The candidate must show evidence of continuing productivity and professional growth, and continuing contributions to the overall teaching, research and service missions of the Terry College of Business and the University of Georgia. Section I provides unit-specific guidelines for meeting these criteria.

### *B. Promotion to the Rank of Professor*

University guidelines state that, in order to achieve promotion to the rank of Professor, “candidates must show clear and convincing evidence of high levels of attainment in the criteria appropriate to their work assignments and the missions of their units. Unless the candidates’ assignments are specifically regional, they should demonstrate national or international recognition in their fields and the likelihood of maintaining that stature.”

Candidates must also demonstrate consistent excellence in teaching and, if feasible in a particular department, effective mentoring of Ph.D. students. The candidate should also demonstrate significant contributions to both the college’s and the profession’s service missions. In addition, candidates must provide evidence of continued research, teaching, and service achievement subsequent to the promotion to associate professor. Section I provides unit-specific guidelines for meeting these criteria.

### III. PROCEDURES FOR PROMOTION AND TENURE

Terry College procedures for promotion and tenure conform to Sections VI through X of the *University Guidelines*. The following paragraphs provide additional details about portions of these procedures.

**Probationary Period for Tenure.** A maximum of three years credit toward the minimum probationary period may be allowed for service in tenure-track positions at other institutions, or for service as an instructor at the University of Georgia. Other forms of professional activity cannot be counted toward the minimum probationary period for tenure candidates in the Terry College.

**Preliminary Consideration.** A candidate in the Terry College wishing to receive preliminary consideration for promotion and/or tenure must submit a written request and updated vitae to his or her unit head by March 15 in the spring preceding the next promotion and tenure cycle. No additional materials are required from candidates requesting preliminary consideration. The unit head convenes eligible department faculty, usually in April, to decide whether to proceed with the promotion and/or tenure process for those faculty requesting preliminary consideration. All other aspects of the preliminary consideration process shall conform to *University Guidelines*, Section VI C.

**Dossiers.** Only Sections 3 (Unit Criteria), 4 (Vita), 5 (Achievements), and 6 (External Evaluations) must be included in the dossier for consideration at the departmental level. To allow sufficient time to obtain the external evaluations, unit heads should normally begin soliciting such evaluations in May. All other aspects of the dossier preparation process shall conform to *University Guidelines*, Section VII A.

**Reviews.** Dossiers of candidates in the Terry College are subject to three levels of review: departmental, college, and university. The departmental review process is conducted according to *University Guidelines*, Section VII B1. Consistent with the principle of flow described in the *University Guidelines*, dossiers of all candidates

considered at the department level are forwarded to the College's Promotion and Tenure Advisory Committee, regardless of the outcome of the departmental vote.

The College's Promotion and Tenure Advisory Committee shall be appointed by the dean, following consultation with the chairperson of the College's Educational Policy Committee. Members of the Promotion and Tenure Advisory Committee must be full professors with tenure and in residence during the academic year of their service. One person from each department and school shall serve on this Committee. If an individual department or school has no full professors, that unit will not have a representative on the Committee. An associate dean may not be appointed to the Committee, except in the role of the dean's designee as described in *University Guidelines*, Section VII B2e. The heads of departments and schools may not serve on the Committee unless they represent units in which no other full professors are available. Faculty holding other types of administrative appointments in the Terry College are eligible for appointment to the Promotion and Tenure Advisory Committee. No person shall serve on the Committee for more than two successive years unless he or she represents a department or school for which no other full professor is available. The Committee shall elect its chairperson annually from its members. No committee member shall vote on a recommendation from his/her department or school.

The College may reverse a departmental or school recommendation only if at least 2/3 of the eligible voting members vote to reverse the outcome at the lower level. Thus, if there are seven academic departments in the Terry College, there will be seven regular members of the College committee. However, one of the seven will usually abstain from voting due to being in the same department/school as the candidate, leaving only six eligible Committee members to vote. A 2/3 majority in this case requires that four of the six voting members vote to reverse the outcome of the departmental or school vote. Regardless of the outcome of the College vote, the dossier will be forwarded for review at the University level in accordance with the principle of flow.

#### IV. ANNUAL REVIEWS AND THIRD-YEAR REVIEWS

Consistent with University Guidelines for Tenure and Promotion, annual reviews are conducted in writing at the department level (Finance, Marketing, Management, Management Information Systems, Economics, the J.M. Tull School of Accounting, and Insurance, Legal Studies, and Real Estate) using discipline-specific criteria. Any substantive changes in EFTs that impact performance expectations are incorporated into the annual review process at that time.

In the Terry College of Business, third-year reviews in all academic units follow the process outlined in the University of Georgia Guidelines for Tenure and Promotion (cf. pages 25-26).