

**Division of Academic Enhancement
Promotion and Tenure
Unit's Guidelines
2015**

I. Introduction

This document complements the University of Georgia's *Guidelines for Appointment, Promotion and Tenure*, but specifically outlines procedures and clarifies the Division of Academic Enhancement's expectations for appointment, promotion, and tenure in this academic unit.

In all matters related to promotion and tenure, the Division will carefully adhere to the University of Georgia's *Guidelines*. The standards, expectations, and processes presented in this document are intended to supplement and/or extend the University's *Guidelines*. All faculty members are expected to be familiar with both this promotion and tenure unit's (PTU) document and the University's *Guidelines*. If any inconsistency or discrepancy is found in this PTU document, or if this PTU document does not address a certain issue, the University's *Guidelines* will supersede this document. For up-to-date information pertaining to current promotion and tenure processes at the University of Georgia, please visit

<http://provost.uga.edu/index.php/policies/appointment-promotion-and-tenure/promotion-tenure-criteria>

The Division of Academic Enhancement offers a broad range of courses and academic support services. Faculty members in the Division teach a variety of UNIV-prefixed courses that focus on writing, English as a Second Language (commonly referred to as ESL), reading and study strategies, mathematics, and student development. These courses are open to all University of Georgia students. The Division also offers a broad range of services including tutoring, outreach, academic counseling, and other academic services through its Milledge Hall Academic Resource Center and other campus locations, such as its satellite office in Brumby Hall. Furthermore, the Division is responsible for special programs such as the University's Intensive English Program and four federally-funded TRIO programs, which includes the University's Student Support Services program.

The Division's primary focus centers on teaching. Because of this focus, Division faculty members are encouraged to adopt a research agenda that links directly or indirectly on pedagogy and/or the practical application of research findings. In addition, the majority of journals in which the Division's faculty members publish have traditionally accepted articles that are pedagogical or represent practical applications of research findings.

II. Appointment, Promotion, and Tenure

A. University and Division's Expectations for Promotion and Tenure

The Division's PTU committee and subsequent review committees must consider the candidate's documentation of merits compared to the promotion expectations outlined in the University of Georgia's *Guidelines* and the current document (*refer to sections A, B, and C under "Expected Documentation"*).

Promotion to Associate Professor. Promotion to the rank of Associate Professor with tenure requires a candidate to show clear and convincing evidence of emerging stature as a regional or national authority.

- *Division's Clarification of Terminology.* "Clear and convincing evidence" and "emerging stature" are intended to convey that a candidate's performance in the areas of teaching, research, and service are regarded by those in the Division who hold the rank of Associate or Full Professor as being exemplary and of a quality that reflects the emerging stature of a regional or national authority in the candidate's discipline specific area. In addition, an essential consideration for promotion and tenure is that the evaluative letters received from external reviewers in the candidate's discipline specific area must also support the conclusion that the candidate's contributions to teaching, research, and service are consistent with those of a professional whose accomplishments are exemplary in nature and consistent with a professional who possesses the emerging stature of a regional or national authority.

Promotion to Professor. Promotion to the rank of Professor requires: a candidate to show clear and convincing evidence of high levels of attainment in the expected areas that are appropriate to their specific discipline work assignment and mission of the Division. Unless the candidate's assignment is specifically regional, the candidate should demonstrate national or international recognition in his or her respective field and the likelihood for the candidate to maintain such stature.

- *Division's Clarification of Terminology.* The terms "clear and convincing evidence," "high levels," and "national or international recognition" are intended to convey that a candidate's performance in the areas of teaching, research, and service are regarded by those in the Division who hold the rank of Professor as being exemplary and reflective of a high level of achievement which also provides sufficient evidence to conclude the candidate has established himself or herself as either a national or international authority in his or her discipline specific area. In addition, an essential consideration for promotion to the rank of Professor requires that the external reviewers (Professors who have a obtained a national/international reputation in the candidate's discipline specific area) have also concluded that the candidate has achieved a high level of excellence in the areas of teaching, research, and service and has established himself or herself as either a national or international authority in his or her discipline specific area. Finally, both the Division's Professors and the Professors comprising the external review group have

concluded that there is a high probability the candidate will maintain his or her stature as a national or international authority.

B. Composite Descriptions for an Associate Professor and a Full Professor in the Division

Composite Description for a Associate Professor with Tenure. Keeping in mind that both quality and quantity are important contributors to the areas of instruction, research, and service performed, this composite description is provided to illustrate the types of accomplishments that have typically led to a candidate's promotion and tenure. In general, those who have been promoted to Associate Professor in the Division of Academic Enhancement have obtained between 10 and 15 publications, most of which have been in first and second tier professional journals tied directly to the candidate's profession (i.e., counseling, English, mathematics, and reading/study strategies). Typically, these individuals have also garnered recognition for teaching superiority (e.g., selected as the Division's outstanding teacher for the year; have consistently received high teacher ratings on *preparation, organization, clarity of presentation, knowledge of subject, enthusiasm, willingness to help, and overall teaching ability*); have publications that are tied directly or indirectly to pedagogy and/or practical application of research findings that pertain to teaching; have received a grant that pertains to instruction; and have developed new class materials or created a new course or a new offering (e.g., the Division's Intensive English Program). Finally, such individuals have made tangible and significant contributions to Division level committees and have participated in the governance of professional organizations.

Composite Description for a Full Professor. Keeping in mind that both quality and quantity are important contributors to the areas of instruction, research, and service performed, this composite description is provided to illustrate the types of accomplishments that have typically led to a candidate's promotion. In general, those who have been promoted to Professor in the Division of Academic Enhancement have acquired between 35 to 50 publications, most of which have been in first and second tier professional journals tied to the candidate's profession (counseling, English, mathematics, and reading/study strategies). The single most important distinction between these individuals and others in the Division is that they have clearly made contributions on a national and/or international level, an achievement often accomplished through a combination of widely recognized publications and strong, ongoing involvements in professional organizations in their discipline specific area. In addition to having made key-note presentations, or their equivalent, at national and international conferences, these individuals often have established a long history of service to widely recognized professional organizations in their field and have made substantial contributions to the editorial boards affiliated with those organizations. Their body of published work typically includes the following: books; chapters in books, and edited books. Often they have served as an editor or associate editor of a prominent journal in their field. These individuals have proven they are capable of maintaining a level of excellence in their teaching, and they have sustained an interest in improving instruction and sharing what they have learned about effective instruction through their publications. These individuals have continued to develop new instructional materials throughout their career and often have been involved in the creation of new courses or new academic programs. They have typically received some type of federal or state grant support directly related to instruction. Such

individuals have also made numerous and ongoing contributions to the University and to the Division through their active role in committees.

III. Contributions to Teaching, Research, and Service

A. Contributions to Teaching

The Standard

While the Division adheres to The Standard for contributions to teaching outlined in the University's *Guidelines*, the Division is especially interested in both the effectiveness of the instruction it provides to students and whether or not the instructional methods it utilizes can be improved upon. In this section of the annual Faculty Activity Report, the Division expects a candidate to provide the following types of documentation to demonstrate excellence in teaching.

Expected Documentation

Documentation Used to Demonstrate Excellence in Teaching. The following list includes the documentation of teaching required to provide clear and convincing evidence for promotion and tenure: (1) refereed publications related to teaching in national/international journals; (2) supportive peer evaluations of national/international conference presentations that pertain to pedagogy; (3) supportive peer evaluations of training workshops/demonstrations; (4) student evaluations of teaching performance. Specifically, high mean ratings for seven instructional areas that the Division considers critical indicators of teacher effectiveness, i.e., *preparation, organization, clarity of presentation, knowledge of subject, enthusiasm, willingness to help, and overall teaching ability*. A candidate for promotion and tenure is expected to have an overall mean rating above 5.00 on the six-point rating scale utilized to assess teaching excellence ; (5) grants related to instruction; (6) document that indicates the faculty member served as a chair or was an active participant who made substantially contributions to University or Division committees whose mission pertained directly to instruction; (7) development of a new course, new online academic support service, or service/experiential learning component added to an existing course; and (8) participation in professional development activity which can be demonstrated to have led to improvements in the faculty member's primary area of teaching. The above eight areas reflect activities related to teaching that pertain to all four teaching disciplines (i.e., counseling, English, mathematics, or reading/study strategies).

Discipline Specific Documentation. The above mentioned documentation *must be related* to a faculty member's discipline. This would include any documentation that specifically pertains to applied or theoretical issues related to teaching.

Quality and Quantity Factors. Various factors play a significant role in determining the merits of how achievements in teaching are weighed – two such factors are *quality* and *quantity* attributes of an achievement. A difference in quality becomes apparent when measured against other achievements of a similar kind; for example, a small instructional grant funded by the University will carry less weight toward promotion and tenure than a relatively large grant funded by the state or federal government.

A difference in quantity always involves a consideration of amount. For example, the merits of judging the development of a new approach to teaching will hinge upon assessing the amount of learning that has taken place compared to the learning outcomes of the teaching approach that it replaced. Thus, it is a mistake to assume “new” always means better.

B. Contributions to Research, Scholarship, and Other Creative Activities

The Standard

While the Division follows The Standard for contributions to research and other creative activities outlined in the University’s *Guidelines*, because the Division is a unit that comprises multiple disciplines, the Division’s research mission is *multifaceted yet integrated* and represents the academic fields of counseling, English, mathematics, and reading/study strategies. The Division’s faculty members engage in primary research that investigates and contributes to learning theory, intervention strategies, learner development, and methods of instruction related to their specific discipline. In addition to these contributions in pedagogy and quantitative and qualitative research, the Division’s faculty members also pursue traditional scholarly activities in their respective disciplines. In all of their professional and creative endeavors, the Division’s faculty members are expected to provide significant contributions to the field of education, to their individual disciplines, and to their students by serving as exemplars of intellectual inquiry and integrity.

Expected Documentation

Documentation Used to Demonstrate Excellence in Research. The following list includes the documentation of research required to provide clear and convincing evidence for promotion and tenure: (1) articles in refereed national/international journals; (2) evidence of direct involvement in the publication of a refereed national/international journal (e.g., invited to serve as an adjunct/special topic reviewer or serving as an editorial board member, associate editor, or editor); (3) invited editor of a special issue of a refereed national/international journal; (4) books published by established publication houses or monographs published that contribute substantially to one’s discipline; (5) serve as an editor of discipline specific books with multiple contributors; (6) book chapters related to one’s discipline; (7) published research instruments; (8) research grants funded; (9) editorials in a national/international refereed journal; (10) published book reviews appearing in a national/international journal in one’s discipline; (11) national/international conference presentations; (12) published national/international conference proceedings; and (13) national/international recognition for one’s research (e.g., high frequency of one’s publications being cited by others in one’s discipline or awards received for scholarly contributions made to one’s discipline).

Discipline Specific Documentation. Documentation used to determine promotion and tenure *must be related* to a faculty member’s discipline. This would include any documentation that specifically pertains to applied or theoretical issues related to the faculty member’s specific discipline.

Quality and Quantity Factors. As required for teaching, *quality* and *quantity* play a significant role in determining the merits of how research achievements are weighed. Simply stated, the general rule is “more is better,” but this is where quality becomes an important factor since research quality serves to temper research quantity. It is the degree of quality that denotes either the strength or weakness of a candidate’s body of research. For example, 20 articles accepted for publication in third tier and nonrefereed journals do not carry the meritorious weight of 10 articles published in top tier or refereed journals. Also, most often a national award from a widely recognized professional organization in a candidate’s field will be viewed more favorably than an award received from a regional or state organization.

Of course exceptions do exist and the significance of such exceptions must be considered when a candidate seeks promotion and tenure. For example, such states as California, where membership in a state-wide professional organization can rival a national organization in terms of professional reputation, influence, and membership. An award received from such an organization may be comparable to the receipt of a national award. When a candidate is uncertain about how an accomplishment may be evaluated, the candidate should consult with the Division’s Director for clarification.

The following list provides several achievements of what has been considered meritorious compared to lower quality accomplishments. Thus, the following considerations should be held in mind when a candidate is seeking promotion and tenure: (1) refereed publications over nonrefereed; (2) international and national over regional and state; (3) research-based (qualitative and quantitative) over non-research based publications; (4) publications over presentations; (5) peer-reviewed publications over invited publications, unless an invited publication is documented as more prestigious by a discipline; (6) key-note presentations and prestigious invited presentations over peer-reviewed; (7) peer-reviewed presentations in one’s discipline over invited presentations in one’s discipline that are not key-note or otherwise more highly valued than peer-reviewed (e.g., panel member); (8) journals with low acceptance rates over journals with high acceptance rates; (9) publications with wide impact over publications with narrow impact; (10) national grants over state and local; (11) large grants (in terms of funding/impact) over small grants; and (12) substantive publications over short overviews or publications with narrow foci.

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

The Standard

The Division follows The Standard for contributions to society, the University, and the profession outlined in the University’s *Guidelines*. Whenever faculty members are assigned service time, the amount or percentage should be specified at the appropriate place in the candidate’s promotion and tenure dossier.

Expected Documentation

The Division adheres to the documentation requirement in the University’s *Guidelines* with the proviso that the Division’s faculty members are rarely assigned service time as part of their

expected workload. When considering this section of their dossier, candidates should consider the impact their instruction and research have had on society, the University, and their profession.

Documentation Used to Demonstrate Excellence in Service. The following list includes documentation that a faculty member is expected to provide for promotion and tenure: (1) service to the Division (e.g., committees and participation in outreach efforts); (2) service to the University (e.g., membership in campus professional groups, membership on university-wide committees, and teaching courses in other departments above regular teaching load); (3) service to the community (e.g., consulting that directly relates to the candidate's profession and volunteer efforts that directly relate to the candidate's profession); and (4) service to the candidate's discipline (e.g., membership in committees in national/international professional organizations and holding professional office in such organizations).

Discipline Specific Documentation. Documentation used to determine promotion and tenure *must be related* to a faculty member's discipline.

Quality and Quantity Factors. Generally, the level of merit attributed to a particular service-related activity is based on time spent, impact of participation, and degree of visibility garnered for the candidate among his or her peers.

IV. Annual Evaluations and Third-Year Review

The procedures that the Division uses for its annual evaluations and third-year reviews for Assistant Professors do not differ from those established in the University's *Guidelines*. The third-year review requirement is a formative process that occurs at the end of the third year of appointment for an Assistant Professor on tenure track.

V. Time Line for the Promotion/Tenure Process

The Division's time line for the tenure/promotion process will be as follows:

- Early Spring Semester: PTU Committee convened for preliminary vote on candidate
- Mid Spring Semester: External letters requested for candidate
- July 1: Candidate's external letters due
- Mid-August: Candidate's dossier completed and ready for the PTU Committee
- Late August: PTU Committee convened for vote on candidate
- Early September: Candidate's dossier forwarded to College Level Committee

VI. The Division as a Promotion and Tenure Unit

The Division of Academic Enhancement is unique in that it does not reside within any school or college, nor does it report directly to the Senior Vice President for Academic Affairs and Provost. Instead, the Division is a distinct academic unit that reports directly to the Vice President for Instruction. Thus, as a promotion and tenure unit, the Division follows the processes and procedures that reflect the specific mission of the Division and the University's *Guidelines*.

The Division's Director serves as the unit's head, and the Vice President for Instruction serves as the dean. In the event that too few Division faculty members of the appropriate rank are available for any PTU level review committee, the Director will consult with the candidate for promotion and tenure and with the Vice President for Instruction to recruit qualified faculty members from appropriate University departments to serve on the PTU level review committee. For committee reviews at the college level, the Vice President for Instruction, in consultation with the Division's Director, will create a review committee that includes faculty members from appropriate departments that represent the candidate's academic field. Finally, the candidate's dossier will be forwarded to the appropriate University level committee.

VII. Revisions and Updates

The Division's PTU document must be approved by eligible faculty members within the Division of Academic Enhancement, Director of the Division, Vice President for Instruction, and the Senior Vice President for Academic Affairs and Provost. The Division must provide new faculty members with a copy of this PTU document and a copy of the University of Georgia's *Guidelines*. In addition, any revisions to this PTU document must be approved by the Division's faculty and its Director, the Office of the Vice President for Instruction, and the Office of the Senior Vice President for Academic Affairs and Provost.

Approved by DAE Faculty on September 18, 2015

Approved by DAE Director on September 18, 2015

Approved by the Vice President for Instruction on October 19, 2015

Approved by the Provost on October 22, 2015