

College of Family and Consumer Sciences

Department of Financial Planning, Housing and Consumer Economics Supplement to the University Promotion and Tenure Guidelines

Approved 7/8/2015

I. INTRODUCTION

The mission of the Department of Financial Planning, Housing and Consumer Economics (FHCE) is to provide leading-edge teaching, research, and outreach that improves the economic well-being for families, increases the quality of life in communities, and prepares future leaders and entrepreneurs. The scholarship, teaching, and service of FHCE faculty are the foundation for achieving this mission. Continued improvement in these areas is an expectation for promotion. Faculty are selected, appointed, and promoted to faculty ranks for FHCE to carry out the mission of the Department, the College of Family and Consumer Sciences (<http://www.fcs.uga.edu/college/about>), and the University of Georgia (<http://www.uga.edu/profile/mission/>).

In all matters related to promotion and tenure, the Department of Financial Planning, Housing and Consumer Economics 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.

II. DOCUMENTATION OF CONTRIBUTIONS TO TEACHING, RESEARCH, AND SERVICE

FHCE accepts the documentation listed in the UGA Guidelines for Appointment, Promotion and Tenure (pages 14 – 21) with some extensions and modifications, shown in italics in the documentation that follows. Grants/contracts/foundation funding that addresses more than one of the University's missions (research, teaching, and service) may be documented in the section of the candidate's choice. However, funding that addresses more than one mission should be listed in only one of the three sections of the dossier.

A. Contributions to Teaching

The Standard

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

mentoring undergraduate and graduate students.

The University distinguishes between the routine and the outstanding as judged by the candidate's peers at the University of Georgia and elsewhere. *The principal standard should always be quality rather than quantity.*

Interdisciplinary and collaborative work related to teaching is valued. In interdisciplinary and collaborative instructional endeavors, the evidence should specify the extent of each person's contribution.

Documentation

Effectiveness in teaching is reflected by student learning and improvements in the learning environment and curriculum. Evidence of teaching effectiveness may include, but is not limited to, any combination of the sources listed in the University Promotion and Tenure Guidelines as well as the department-specific sources that follow. In the event that a source also appears in the University Guidelines, italics indicate the department-specific information. The indicants are not listed in any priority order of importance.

1. Honors or special recognitions for teaching, advising, and/or mentoring accomplishments.
2. Curriculum-related activity.
 - a. Curricula developed and/or revised within the Department and outside, including courses developed or significantly revised.
 - b. New instructional programs or programs of study created or significantly revised, marketed or promoted, or administered.
 - c. Innovative teaching materials and/or instructional techniques created or significantly revised.
 - d. Evidence of assisting colleagues and students in instructional activities.
 - e. Evidence of guest lectures, sharing materials, or consulting for other instructors.
 - f. Evidence of collaborative work on interdisciplinary courses, programs, and curricula within the University or across institutions.
3. Effective teaching shown by student evaluations and accomplishments.
 - a. A list of courses taught by semester, including course title, number of credit hours, and enrollment. If the course includes clinical instruction or service-learning, describe those components. If the course was team taught, describe the candidate's role. For hybrid courses, describe the online and in-person elements.
 - b. Summary quantitative data from the College of Family and Consumer Sciences instructor evaluation for each course taught in the previous three years that has been evaluated. If a candidate seeks early promotion, information for two years is sufficient. Report means across all mandatory evaluation items for each course by semester.
 - c. A random selection of student comments from instructor evaluations for all courses evaluated in the previous three years. Candidates seeking early promotion

- may provide this information for the previous two years.
- d. Evaluation by supervisors and students being trained in clinical, laboratory, field/internship or teaching-hospital activities.
 - e. Letters of evaluation from former students attesting to the candidate's instructional performance both within the traditional classroom setting and beyond it.
 - f. Performance of students on uniform examinations or in standardized courses.
 - g. Accomplishments of the teacher's present and former students, including information to show the students' success both in learning the subject matter of the discipline and in pursuing it to a point of intellectual significance.
4. Effectiveness of teaching shown by peer evaluation of expertise in instruction.
 - a. Peer evaluations by colleagues/supervisors who are familiar with the candidate's teaching, have team-taught with the candidate, used instructional materials designed by the candidate, or have taught the candidate's students in subsequent courses.
 - b. Selection to teach special courses and programs.
 - c. Participation in special teaching activities outside the University, including international assignments, special lectureships, panel presentations, curricula development, seminar participation, and international study and development projects.
 - d. Membership on special bodies concerned with teaching, such as accreditation teams and special commissions.
 - e. Invitations to testify before academic or governmental groups concerned with educational programs.
 5. Effectiveness of advisement/mentoring of students.
 - a. Effective direction of graduate students including theses and dissertations.
 - b. Evidence of students coming from other institutions especially to study with the teacher.
 - c. Successful direction of individual student work such as independent studies, special student projects, and student seminars.
 - d. Evidence of effective advisement and/or mentoring of students.
 6. Publication activities related to teaching.
 - a. Publication of test banks, power point presentations, websites, apps, and other supplemental materials to accompany textbooks.
 7. Internal and external funding to support instruction.
 - a. Receipt of competitive grants/contracts/foundation funding for innovative teaching activities or stipends for students.
 - b. Membership on panels to judge proposals for teaching grants/contracts programs.
 8. Departmental and institutional governance and academic policy and procedure development as related to teaching, including serving as undergraduate or graduate coordinator.

Clinical Instruction

Clinical instruction includes both teaching and supervision that involves the transfer of knowledge and skills through coursework, and the mentoring and evaluation of student performance in the applied setting. Clinical instruction commitments may include classroom, laboratory, and clinic experiences for undergraduate and graduate students. Refer to the College of Family and Consumer Sciences Clinical Faculty Appointment and Promotion Criteria for definitions and requirements (http://www.fcs.uga.edu/faculty_staff_resources/policies-and-procedures-performance-reviews).

Examples of indicants of clinical teaching effectiveness may include any combination of the sources listed in the University Promotion and Tenure Guidelines as well as the department-specific sources identified in this document, including the specific indicants that follow. The indicants are not listed in any priority order of importance.

1. Student evaluations of faculty supervision.
2. Evidence of effective observation of students (directly and indirectly) as they conduct evaluation and treatment sessions and evidence of the teacher providing appropriate and effective feedback. The nature and the amount of observation must conform to applicable standards.
3. Evidence of effectively conducting individual and group meetings with students to discuss their clients/cases, their personal goals for clinical learning, their plans for those clients, their performance with those clients, and/or other relevant clinical issues.
4. Evidence of reviewing students' plans, reports, and session notes, and providing appropriate and effective feedback.
5. Evidence of effectively carrying out case management responsibilities.
6. Evidence of overseeing and maintaining client files to meet standards of interested external organizations.
7. Reports to families, other professionals, and external agencies prepared and/or presented in a manner consistent with professional and accreditation standards.
8. Demonstration of exemplary practice (when students serve as co-clinicians with the faculty member).
9. Effectively providing services during periods when students are not available, such as semester breaks.
10. Evidence of maintaining a client load if required by accrediting or certifying agencies.

Service-Learning

The College of Family and Consumer Sciences' *definition of* service-learning is "Service-learning in the College of Family and Consumer Sciences is a philosophy and methodology involving the application of academic skills to address or solve real-life needs or problems in the community, in collaboration with community partners." Service-learning commitments may include classroom learning and community service for undergraduate and graduate students.

Examples of indicants of effectiveness in the service-learning methodology may include any combination of the sources listed in the University Promotion and Tenure Guidelines as well as

the department-specific sources identified in this document, including the specific indicants that follow. The indicants are not listed in any priority order of importance.

1. Evidence that the service-learning contributions relate to the faculty member's area of scholarship.
2. Evidence that the service-learning contributions are responsive to a recognized need of individuals, organizations, or other entities on campus and/or in the community and have significant and lasting impact.
3. Evidence that the service-learning interactions are carried out in partnership with the community being served.
4. Demonstration that the students engaged in service-learning have provided a needed service to members of the community at large, rather than an exclusionary group.
5. Evidence that the service-learning methodology used provides a way for students to process and synthesize the impact of service-learning experiences on their understanding of the subject matter of the class.
6. Demonstration that the service-learning methodology has broadened the student's understanding of civic involvement.

B. Contributions to Research and Other Creative Activities

The Standard

Research and creative accomplishments are the studious inquiry or examination, especially critical investigation or experimentation, that have as their purpose to improve the development, refinement, and application of knowledge. These examinations may include revisions of accepted conclusions, interpretations, theories, or laws in light of newly discovered facts, or the practical applications of such new or revised conclusions, interpretations, theories, or laws. Creative activities include innovative work in the fine and performing arts; for example, the production of original paintings, sculptures, ceramics, musical compositions, novels, plays, poetry, and films; the development of plans for projects in architecture and landscape design; and fresh interpretations in the performing arts of music, drama, and dance.

Inquiry and originality are central functions of the University. Faculty are to discover new ideas, to fashion new interpretations of enduring ideas, and to participate in the application of these ideas. Consequently, faculty should conduct research or engage in other creative activities appropriate to their disciplines and to the missions of their appointment units and they should disseminate the results of their work through media appropriate to their disciplines. Interdisciplinary and collaborative works are valid forms of scholarly activity and will be judged as such as long as each candidate gives clear evidence of his/her participation in each instance.

Faculty whose work assignments include research or other creative activities should clearly demonstrate high quality in these endeavors. The University distinguishes between the routine and the outstanding as judged by the candidate's peers at the University of Georgia and elsewhere. *The principal standard should always be quality rather than quantity.*

Documentation

Evidence of research or other creative activities may include, but is not limited to, any combination of the sources listed in the University Promotion and Tenure Guidelines as well as the department-specific sources that follow. In the event that a source also appears in the University Guidelines, italics indicate the department-specific information. (The numbers correspond to the numbering used in the University Guidelines.)

- #4. Scholarly reviews of publications *written by the candidate*.
- #5. Funded projects, grants, foundation gifts, commissions, and contracts (include source, dates, title, and amount) completed or in progress.
- #12. List of honors or awards for research scholarship.
- #18. Evidence of effective mentoring of graduate and post-doctoral students, resulting in their professional and scholarly achievements (e.g., publications, awards, grants).

In addition, the Department considers three items in the University Promotion of Tenure Guidelines as indicants of something other than research or creative activities.

- #3. Membership on editorial boards reviewing publications, juries judging art works or juries auditioning performing artists is an indicant of service to the profession.
- #13. Grants and contracts for improvement of instruction is an indicant of teaching effectiveness.
- #19. Election to offices, committee activities, and important service to professional associations and learned societies, including editorial work and peer review, is an indicant of service to the profession.

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

The Standard

Service to society refers to the function of applying academic expertise to the direct benefit of external audiences in support of unit and University missions. It can include, but is not limited to, extension and outreach programs and/or projects, applied research, service-based instruction, program and project management, and technical assistance. A faculty endeavor may be regarded as service to society for purposes of promotion and tenure if the following conditions are met:

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

Service to the University includes, but is not limited to, participating in departmental, college, and/or University committee work and/or governance; contributing to administrative support

work (such as serving as a college representative on a major University committee or task force); and developing, implementing, or managing academic programs or projects.

Service to the profession includes, but is not limited to, offices held and committee assignments performed for professional associations and learned societies; involvement in development and organization of professional conferences; editorships and the review of manuscripts in professional association and learned society publications; and review of grant applications.

Documentation

Contributions to service should generally be considered in the context of the candidate's EFT (*i.e.*, time allocation to teaching, research, and/or service). For example, a candidate with EFT dedicated only to teaching and research is still expected to participate in service to the university and profession, in ways consistent with one's appointment.

The University distinguishes between the routine and the outstanding as judged by the candidate's peers at the University of Georgia and elsewhere. *The principal standard should always be quality rather than quantity.*

Interdisciplinary and collaborative work related to service is valued. In interdisciplinary and collaborative instructional endeavors, the evidence should specify the extent of each person's contribution.

Evidence of the effectiveness of service to society, the University, and the profession may include any combination of the sources listed in the University Promotion and Tenure Guidelines. The indicants are not listed in any priority order of importance.

III. APPLICATION OF THE CRITERIA TO FACULTY WITH ASSIGNED TIME IN ONLY ONE AREA

Some faculty members may have all of their effort level assigned to teaching. If faculty members with this load wish to be promoted and/or be tenured, they are expected not only to engage in excellent teaching, but they also should produce a record of sustained scholarship that is unique, peer validated, and disseminated. The scholarship can be scholarship of engagement (public service/outreach), discovery (research), application, or integration (teaching). The scholarship of teaching may be demonstrated by publications in appropriate venues, presentations at or organization of conferences on teaching, writing grants and other funding proposals that promote teaching, development of teaching materials, including books, and/or active participation in instructional leadership conferences. These efforts should be allocated to include scholarship that will lead to a national or international reputation in the scholarship of teaching, which typically means publications in refereed journals or other reputable sources with national or international stature.

Some faculty members may have all of their effort level assigned to outreach. If faculty members with this load wish to be promoted and/or be tenured, they are expected not only to engage in

excellent outreach, but they also should produce a record of sustained scholarship that is unique, peer validated, and disseminated. The scholarship can be scholarship of engagement (public service/outreach), discovery (research), application, or integration (teaching). The scholarship of outreach may be demonstrated by publications in appropriate venues, presentations at or organization of conferences on outreach, writing grants and other funding proposals that promote outreach, development of outreach materials, and/or active participation in outreach leadership conferences. These efforts should be allocated to include scholarship that will lead to a national or international reputation in the scholarship of outreach, which typically means publications in refereed journals or other reputable sources with national or international stature.

IV. REQUIREMENTS FOR RANKS

Professor

The rank of Professor signifies that an individual has attained the status of senior scholar and therefore has a well-established national or international reputation for his or her expertise in a particular specialty area of Financial Planning, Housing and/or Consumer Economics. To qualify for promotion and/or tenure at the rank of Professor, a candidate must:

- be rated as **superior** in at least one area (teaching, research, service) and have established a national or international reputation in that area,
- be rated at least **satisfactory** in the second of the two previous categories,
- be rated at least **satisfactory** in service to society, the University, and the profession,
- have earned the doctorate degree.

Associate Professor

The rank of Associate Professor signifies that an individual is an emerging scholar who is developing a national and/or international reputation in a particular specialty area of Financial Planning, Housing and/or Consumer Economics. To qualify for promotion and/or tenure at the rank of Associate Professor, a candidate must:

- be rated as at least **satisfactory** in all areas for which s/he has an assigned effort level.
- be rated as **satisfactory** in service to the University and the profession,
- have earned the doctorate degree,
- demonstrate activity that indicates a developing national and/or international reputation, indicating strong potential for future promotion to Professor.

Definitions of superior and satisfactory for research, teaching, and service appear elsewhere in this document.

A. Evaluation of Teaching Activity

Definitions and Specifications

Teaching is a multifaceted activity that is composed of classroom teaching, working with students outside the formal classroom setting, advising students, and developing courses, curricula, and teaching materials.

The ways in which a candidate should document contributions to teaching are spelled out in Section II of this document.

Candidates' teaching contributions will be evaluated based on the following criteria:

Quantity. Amount of teaching relative to EFT as reflected by course load (number of courses taught per year), method and location of delivery (on-campus, study-tour, online), course level (undergraduate, masters, or doctoral), number of students (class size), and number of different courses taught.

Quality. Quality is defined in terms of (1) teaching effectiveness, (2) incorporation of and/or development of new courses, curriculum, and/or teaching methods or materials that improve student learning, (3) effective direction of student research, and (4) publications, presentations, and/or conference leadership that deal with pedagogy, curricula, or similar educational issues.

Evidence of a candidate's **teaching activity** includes the following: (1) Evaluations of a candidate's teaching performance by members of the faculty (if available); (2) Evaluations of a candidate's teaching performance by students; (3) Acquisition of peer-reviewed grants/contracts/foundation funding from outside the University; (4) Designing and delivering experiential learning activities; (5) Receiving honors and awards for one's teaching; (6) Developing new courses and curricula; (7) Development of instructional material and methods including, but not limited to, textbooks, workbooks, cases and exercises, visual media, and computer software that are directly related to the candidate's teaching; (8) Chairing dissertation and thesis committees; (9) Service on dissertation and thesis committees; (10) Involvement with students in non-dissertation research projects; (11) Publications and presentations that deal with pedagogy, curricula, or similar educational issues; (12) Student counseling and advisement; (13) Providing leadership to student organizations and service learning experiences; and (14) Reviewing textbooks. A successful candidate need not provide evidence of all 14 types of teaching activity.

Contributions to teaching in the roles of Undergraduate and Graduate Coordinator will be recognized and evaluated appropriately.

Satisfactory Evidence that the faculty member is developing a portfolio of courses to teach that matches expectations based on EFT and that his/her classroom performance meets the specific standard to be rated satisfactory. Contributions to development or revision in curricula, courses, teaching methods, and/or new student learning experiences. Engagement with undergraduate and/or graduate students in independent study or research projects. *For faculty with all of their time assigned*

to teaching, evidence that the faculty member is developing an area of scholarship that is focused, unique, peer validated, and disseminated in the area of engagement (public service/outreach), discovery (research), application, or integration (teaching) that is contributing to an emerging national or international reputation.

Superior

Evidence that the faculty member has developed a portfolio of courses to teach that matches expectations based on EFT and that his/her classroom performance meets the specific standard to be rated superior. Significant contributions to development or revision in curricula, courses, teaching methods, and/or new student learning experiences. Direction of undergraduate and/or graduate students in independent study or research projects. *For faculty with all of their time assigned to teaching*, evidence that the faculty member has developed an area of scholarship that is focused unique, peer validated, and disseminated in the area of engagement (public service/outreach), discovery (research), application, or integration (teaching) and established a national and/or international reputation.

Candidates for promotion and/or tenure are evaluated to determine whether their performance is either satisfactory or superior with respect to the following expectations:

<p>Candidate Status</p> <p><i>Promotion from associate to professor and/or tenure at the rank of professor</i></p>	<p>To be rated at a satisfactory level of performance, all of the following criteria must be met:</p> <ol style="list-style-type: none"> 1. A record of teaching a full load of courses (as defined by the individual’s appointment) for the last three to five years unless exempted by administrative assignments. 2. A record of receiving a minimum mean score of 4.0 (on a 5.0 scale)¹ across all items on the College of Family and Consumer Sciences instructor evaluation. 3. Positive peer evaluations, when available. 4. Significant contributions to and/or leadership for development or revision in curricula, courses, teaching methods, use of technology in the classroom, and/or new learning experiences for students. 5. Demonstration of the ability to mentor undergraduate and/or graduate students, including supervising students in independent study projects and active service chairing M.S. and Ph.D. committees. 6. <i>For faculty with all of their time assigned to teaching</i>, a record of successful grant/contract/foundation funding related to teaching and related activity. 7. <i>For faculty with all of their time assigned to teaching</i>, a sustained record of scholarship that is unique, peer validated, and disseminated in the area of engagement
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¹ The minimum score of 4.0 will be reevaluated by the Department Head on a periodic basis to ensure it remains in line with an indication of excellent teaching.

	(public service/outreach), discovery (research), application, or integration (teaching), with most of medium to high-quality, that collectively has merited the instructor stature in an national and/or international scholarly community.
<i>Promotion from assistant to associate professor and/or tenure at the rank of associate professor</i>	<ol style="list-style-type: none"> 1. A record of teaching a full load of courses (as defined by the individual's appointment) for the last three to five years unless exempted by administrative assignments. 2. A record of receiving a minimum mean score of 4.0 (on a 5.0 scale)¹ across all items on the College of Family and Consumer Sciences instructor evaluation. 3. Positive peer evaluations, when available. 4. Contributions to development or revision in curricula, courses, teaching methods, use of technology in the classroom, and/or new learning experiences for students. 5. Demonstration of the ability to mentor undergraduate and/or graduate students, including supervising independent study projects and actively serving on and/or chairing graduate students' committees. 6. <i>For faculty with all of their time assigned to teaching</i>, a record of competitively seeking grant/contract/foundation funding to support teaching and related activity. 7. <i>For faculty with all of their time assigned to teaching</i>, a sustained record of scholarship that is unique, peer validated, and disseminated in the area of engagement (public service/outreach), discovery (research), application, or integration (teaching), with most of medium- to high-quality, and collectively that are contributing to an emerging stature in a national and/or an international scholarly community.

B. Evaluation of Research, Scholarship and Other Creative Activities

Definitions and Specifications

Academic research in Financial Planning, Housing and Consumer Economics (FHCE) assumes a variety of forms and represents contributions in the theoretical/conceptual, methodological, or applied domains. Contributions to academic FHCE research and scholarship include generating theories, methods, and reporting substantive findings; validating theories or testing methods; and analyzing and synthesizing existing knowledge.

Other products of scholarship that require collection of data, synthesis of data, or interpretation of data may count as contribution to research. Together with the Department Head, the candidate for tenure and promotion should make the case for each product of scholarship that is specifically listed in the documentation.

Candidates' research contributions will be evaluated based on the following criteria:

- Evidence of a **focused area of research**. Does the candidate make a convincing case that the majority of the research contributions relate to one or at most a limited number of areas of research?
- **Quality**. Quality is defined in terms of (1) importance of the information revealed, (2) conceptual/theoretical sophistication, and (3) methodological rigor. Original work in conceptual frameworks, conclusions, and methods are considered of higher quality than works exhibiting minor variations or those repeating familiar themes in the literature. Applied work shall demonstrate that the research is relevant in addressing emerging or important issues that affect society, families, and/or consumers. Evidence of a candidate's **research contributions** ranked in order of impact on the candidate's national and/or international reputation includes the following: (1) Publication of articles in refereed journals, with emphasis placed on high-quality research journals; (2) Acquisition of peer-reviewed research grants/contracts/foundation funding from outside the University; (3) Publication of scholarly books; (4) Publication of scholarly book chapters or reports; (5) Publication of papers in refereed proceedings; (6) Presentation of research papers at meetings of professional associations; (7) Publication of articles in non-refereed or professional journals; (8) Chairing research sessions and discussing research papers at conferences.

A successful candidate need not provide evidence of all eight types of research contributions. A candidate for full professor would be expected to demonstrate the preponderance of their research contributions in the first five items in the preceding list, as those activities are more likely to lead to demonstrated national and/or international recognition. A candidate for associate professor may have more variety in their research contributions, as long as the collective record demonstrates an emerging national and/or international reputation in a particular specialty area in the Department.

Most publications are expected to be medium- to high-quality. It is the responsibility of the candidate to provide evidence of the quality of the research contributions; the Department Head should consult with the faculty regarding the evaluation of quality.

- **Quantity**. The ways in which a candidate shall document contributions to research are listed in Section II of this document. Factors that should guide all parties when scholarly work is reviewed include these:
 - Authored books, edited books, book chapters, funded grant/contract/foundation funding proposals, and similar products may all be considered for equivalence to one or more research articles. The reputation of the publisher will be considered in these decisions.
 - On occasion, an unfunded grant/contract/foundation funding proposal that is of demonstrably high quality (e.g., it was ranked in a national competition) may be accepted as equivalent to one or more articles. However, no faculty member can

expect to achieve tenure and/or promotion solely on the basis of high quality but unfunded proposals.

- In general, presentations at professional venues can provide evidence of a sustained program of research, but they do not substitute for publication. Similarly, unfunded grant/contract/foundation funding proposals, other than those for which equivalence to an article is established, can be seen as providing evidence of a sustained program of research.
 - In general, external funding will be more highly valued than internal funding. Funding from competitive national or international agencies will be valued more than local or regional funding.
- Evidence that the research has had or has the potential to have a **practical or applied use** in society.
 - A record of **collaborative and/or interdisciplinary research** endeavors in which the candidate has made significant contributions. Recognition of the ability to pursue or direct an independent program of inquiry does not diminish the high value placed on collaborative scholarly efforts within the College or the University. In collaborative endeavors, the degree of the faculty member's contributions should be identified and must reflect qualities of leadership and significance. Similarly, interdisciplinary research efforts are valued.

In the case of a candidate for promotion to the rank of professor, the evaluating faculty will look for evidence of a sustained and high-quality program of research with national and/or international impact and consistent productivity. If the candidate has been at the associate professor level for much longer than the minimum number of years before one is allowed to apply for promotion, the evaluating faculty also will look for recent evidence of productive research effort.

Candidates' dossiers are evaluated based on whether they are satisfactory or superior. Definitions follow.

Satisfactory Evidence that the faculty member is developing a program of research that is focused and is contributing original inquiry or unique interpretations or syntheses that are important additions to the body of knowledge. Progress beyond research conducted for the doctoral dissertation should be evident.

Superior Evidence that the faculty member has established a national and/or international reputation through original research contributions. The faculty member's work should be focused and contribute original inquiry or unique interpretations or syntheses that are important additions to the body of knowledge. To be rated as superior, there should be evidence that the candidate is contributing to an area in at least one of the following ways:

- Methodological originality - developing research methods that break new

- ground or offer new solutions to problems encountered in the field.
- Substantive illumination - adding new critical insights to a subject so that others working in the field now view the subject with greater clarity or with new perspectives.
- Integration and synthesis - placing large amounts of knowledge or empirical data or technique in a new, usually more comprehensive, framework so as to clarify how pieces of knowledge may relate.
- Conceptual and theoretical innovation - generating new ways of thinking about existing topics or problems through new concepts, uses of logic, or schemata.

The research record of candidates for promotion and/or tenure are evaluated to determine whether their performance is either satisfactory or superior with respect to the expectations that follow:

<p>Candidate Status <i>Promotion from associate to professor and/or tenure at the rank of professor</i></p>	<p>To be rated at a satisfactory level of performance, all of the following criteria must be met:</p> <ol style="list-style-type: none"> 1. A sustained record of peer-reviewed research contributions, most of which are medium- to high-quality, that contribute original inquiry or unique interpretations or syntheses that are important additions to the body of knowledge and collectively establish a cohesive body of work that has merited the researcher stature in a national and/or international community. 2. A record of successful external grant/contract/foundation funding for research. Teaching and service grants that contain a research component may be reported under research. 3. A record of effective engagement with undergraduate and/or graduate students in research, including chairing and serving on graduate student committees. 4. A record of collaborative and/or interdisciplinary research initiatives in which the candidate has assumed leadership roles. 5. Evidence that the research has had or has the potential to have a practical or applied use in society.
<p><i>Promotion from assistant to associate professor and/or tenure at the rank of associate professor</i></p>	<ol style="list-style-type: none"> 1. A sustained record of peer-reviewed research contributions, most of which are of medium to high-quality, that contribute original inquiry or unique interpretations or syntheses that are important additions to the body of knowledge that collectively are contributing to an emerging stature in a national and/or an international scholarly community. 2. A record of competitively seeking grant/contract/foundation funding for research. Teaching

	<p>and services grants that contain a research component may be reported under research.</p> <ol style="list-style-type: none"> 3. A record of effective engagement with undergraduate and/or graduate students in research, including chairing or serving on graduate student committees. 4. A record of collaborative and/or interdisciplinary research initiatives to which the candidate has made significant contributions. 5. Evidence that the research has had or has the potential to have a practical or applied use in society.
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C. Evaluation of Service to Society, the University, and the Profession

Definitions and Specifications

Service to Society, the University, and the Profession is a multifaceted activity. The ways in which a candidate should document contributions in service are spelled out in Section II of this document.

Additional guidance for tenure-track Extension faculty can be found in the *Expectation Rubric for Department-Based Tenure Track Extension Faculty in Family and Consumer Sciences at UGA* (http://www.fcs.uga.edu/faculty_staff_resources/policies-and-procedures-performance-reviews).

Candidates' service contributions will be based on not only the quantity but the quality. As in all other areas, quality is more important than quantity.

Evidence used to evaluate the quality of a candidate's contributions to *Service to Society, the University, and the Profession* includes the following:

For Society: (1) Evaluations of a candidate's instruction performance by extension and/or outreach faculty and other audiences; (2) Evaluations of a candidate's outreach performance by other in-state and out-of-state peers; (3) Receiving honors and awards for one's programs; (4) Documentation of the impact on target populations of peer-reviewed programs, curricula, and teaching media; (5) Internal and/or external grants/contracts/foundation funding secured to support extension and/or outreach programs; (6) Peer-reviewed applied research publications, curricula, and other scholarly outcomes; (7) Involvement with students in outreach programs, projects or applied research with implications for extension and/or outreach; (8) Consultations and technical assistance that help resolve issues; (9) Service on state, regional, national or international boards and committees; (10) Peer-reviewed publications and presentations that deal with extension and/or outreach educational issues; and (11) Scholarly reviews of extension and/or outreach work.

For the University of Georgia: (1) Service and leadership on committees at the University, College, and Department level, including dissertation and thesis committees by faculty with no

teaching appointment; (2) Providing leadership for or participating in continuing education programs; (3) Administrative responsibilities and functions; and (4) Special projects for the University and agencies of Georgia state government.

For the Profession, Business, and Not-for-Profit Organizations: (1) Leadership roles in the administration of professional organizations; (2) Editorial review board membership and review work for academic journals; (3) Reviews of papers for academic organizations; (4) Service on government committees or task forces; (5) Service as an external reviewer for promotion and tenure decisions at other colleges and universities; (6) Pro bono consulting work; and (7) Presentations to business and professional groups.

Satisfactory Engagement in departmental, College, and, as available, University Committees. Participation in other departmental activity as requested including development of policies, procedures, new programs of studies, and marketing departmental programs. Active participation in and service to at least one professional association. *For faculty with all or a significant portion of their time assigned to service*, effective program development and delivery in the state and the region, peer-reviewed scholarly work that adds to the knowledge base, and competitive applications for external grants, contracts, and/or foundation funding.

Superior Leadership in departmental, College, and, as available, University Committees. Leadership in other departmental activity as requested including development of policies, procedures, new programs of studies, and marketing departmental programs. Active participation in and leadership for at least one professional association. *For faculty with all or a significant portion of their time assigned to service*, effective program development and delivery in the state and the region, peer-reviewed scholarly work that adds to the knowledge base, and successful applications for external grants, contracts, and/or foundation funding.

Candidates for promotion and/or tenure are evaluated to determine if their performance is either satisfactory or superior with respect to the expectations that follow:

<p>Candidate Status</p> <p><i>Promotion from associate to professor and/or tenure at the rank of professor</i></p>	<p>To be rated at a satisfactory level of performance, all of the following criteria must be met:</p> <ol style="list-style-type: none"> 1. A record of service on university, college, and department committees. 2. A record of significant service to the profession in some capacity (e.g., serving in the leadership of one or more organizations in roles such as program chair, committee chair, editor, or on an editorial board). <p><i>For faculty with all or a significant portion of their time assigned to service:</i></p> <ol style="list-style-type: none"> 3. A sustained record of scholarship that is unique, peer
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	<p>validated, and disseminated in the area of engagement (public service/outreach), discovery (research), application, or integration (teaching), with most in medium to high-quality outlets, that collectively has merited the researcher stature in a national and/or international scholarly community.</p> <ol style="list-style-type: none"> 4. A record of program development and delivery that effectively addresses relevant issues for the state of Georgia and that demonstrates significant impact for targeted audiences. Programs are widely recognized and/or adopted beyond state borders. 5. A record of extension and outreach service at the state, regional, national, and international levels. 6. A record of applied peer-reviewed scholarly work that adds to the knowledge base to resolve issues and fosters knowledge acquisition and behavioral change. 7. A record of external grants/contracts/foundation funding secured to support extension and/or outreach programs.
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<p>Candidate Status</p> <p><i>Promotion from assistant to associate professor and/or tenure at the rank of associate professor</i></p>	<p>Expectations for a satisfactory level of performance, all of the following criteria must be met:</p> <ol style="list-style-type: none"> 1. A record of service on departmental and college committees. 2. A record of involvement in professional organizations, including attendance at conferences and service to the profession in some capacity (e.g., reviewing papers, serving on professional organization committees). <p><i>For faculty with all or a significant portion of their time assigned to service:</i></p> <ol style="list-style-type: none"> 3. A sustained record of scholarship that is unique, peer validated, and disseminated in the area of engagement (public service/outreach), discovery (research), application, or integration (teaching), with most in medium to high-quality outlets, that collectively are contributing to emerging stature in a regional and/or national scholarly community. 4. A record of program development and delivery that addresses relevant issues for the state of Georgia and that demonstrates significant impact for targeted audiences. 5. A record of extension and/or outreach service in the state and the region. 6. A record of applied peer-reviewed scholarly work that adds to the knowledge base to resolve issues and fosters
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	<p>knowledge acquisition and behavioral change.</p> <p>7. A record of competitively applying for external grants/contracts/foundation funding to support extension and/or outreach programs</p>
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V. Procedures for Promotion and Tenure

FHCE will follow the *UGA Guidelines for Appointment, Promotion and Tenure* for advisement about promotion and tenure, annual evaluation of faculty, third-year review for assistant professors, renewal of non-tenured faculty, and preliminary consideration. FACS guidelines for annual reviews, third year review, post tenure review, clinical faculty appointment and criteria, public service promotion guidelines, guidelines for appointment and promotion of lecturers, and guidelines for appointment and promotion of academic professionals can be found online: http://www.fcs.uga.edu/faculty_staff_resources/policies-and-procedures-performance-reviews

The following are additional requirements for the Department.

Candidates for preliminary consideration, post tenure review, and third year review are expected to have the necessary materials made available to all voting faculty for inspection at least two weeks prior to the scheduled committee meeting.

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

These procedures and criteria will apply to all faculty in the PTU in the annual cycle of promotion and tenure from the approved date forward. Upon approval, this document will be publicly available at: <http://provost.uga.edu/index.php/policies/appointment-promotion-and-tenure/promotion-tenure-criteria>

References:

Portions of these guidelines were adapted from *Criteria and Procedures for Promotion and Tenure, Marketing Area, The Darla Moore School of Business, University of South Carolina, February 2, 1998*; Indiana University Bloomington School of Education *2002 Promotion and Tenure Criteria*; University of Missouri-St. Louis *Evaluating Service-Learning as a Component of Teaching in the Tenure Process*.

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