

**Appointment, Promotion, and Tenure Guidelines for Tenure-track Faculty in the  
UGA COE Department of Language and Literacy Education**

*Approved May, 2015 by vote of the LLED faculty*

**I. Introduction**

The Department of Language and Literacy Education houses three distinct but related program areas: English Education; Literacies and Children's Literature; and TESOL and World Language Education. The mission of LLED includes the imperatives to:

- Develop, promote, advance, and apply knowledge in the broad field of language and literacy education.
- Respect the academic freedom of each faculty member in developing trajectories in the areas of scholarship, teaching, and service.
- Prepare highly skilled teachers and teacher-educators and to provide leadership to the field of language and literacy education at local, state, national, and international levels.
- Prepare teachers and teacher educators who foster inclusion, diversity, and multiculturalism.
- Use research-based theory and practice as the foundation of our preparation of our students.
- Achieve state, national and international eminence for excellence in teaching, research, and service.

In all matters related to the promotion and tenure of tenure-track faculty, the Department of Language and Literacy Education will dutifully adhere to [The University of Georgia Guidelines for Appointment, Promotion and Tenure](#) approved by the University Council on April 22, 2004 and revised, most recently, in spring of 2014. A copy of this document is appended to the **Appointment, Promotion, and Tenure Guidelines for Tenure-track Faculty in the UGA COE Department of Language and Literacy Education** (i.e., this document). The standards, criteria, 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 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 Department of Language and Literacy Education, and must be reviewed and approved by the dean of the College and the Senior Vice President for Academic Affairs

and Provost. 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.

**II. Appointments**

In all matters relating to appointment of new tenure-track faculty members, the Department of Language and Literacy Education will follow the procedures and criteria specified in [The University of Georgia Guidelines for Appointment, Promotion and](#)

[Tenure](#) (see Section V, Procedures for Appointments, p. 23) and will follow the timetables, deadlines, and other procedural routines specified by the College of Education.

Upon appointment, new faculty members will receive [The University of Georgia Guidelines for Appointment, Promotion and Tenure](#) (attached as an Appendix to this document) and a copy of the **Appointment, Promotion, and Tenure Guidelines for the UGA COE Department of Language and Literacy Education** (i.e., this document). The Department Head will discuss with each new faculty member both documents and clarify each faculty member's budgeted and assigned workload in the areas of teaching, research, and/or service. Questions about workload assignment should be addressed first to the Department Head and, if further clarification is needed, then to the Dean of the COE. Each new faculty member will go through the following sequence of appointment and review prior to submitting materials for promotion and tenure:

### Initial Appointment

The Department Head will recommend to new faculty members that they engage in a mentorship program with a committee comprised of tenured faculty that will help them better understand the promotion and tenure process. UGA faculty from outside LLED are eligible to serve on this committee. The faculty member and his or her mentor(s) will outline activities related to this process.

### Annual Evaluation

Each tenure-track faculty member, regardless of rank, must receive a written annual evaluation conducted according to the criteria presented in this document and the University criteria. The Department Head will present the faculty member with a written report that summarizes the individual's performance with respect to budgeted time. The faculty member may respond to the Department Head's evaluation in writing and that response will accompany the original review.

### Third-Year Review

The tenure-track faculty member will prepare a dossier detailing performance and achievements in assigned areas of responsibility. This dossier must be completed in accordance with UGA and College deadlines and should take the form of Sections 4 and 5 in the outline for the promotion and tenure dossier as presented in [The University of Georgia Guidelines for Appointment, Promotion and Tenure](#). The Department Head will appoint a faculty committee consisting of all faculty members at the rank above that of the faculty member being considered. The review will be substantive and will provide the faculty member with critical feedback about his/her progress toward promotion and/or tenure at The University of Georgia. The third-year review committee will vote on whether progress toward promotion and tenure is sufficient and report its findings to the Department Head. The Department Head will provide the faculty member under review with a written report that includes the review committee's vote and any recommendations regarding progress toward promotion and/or tenure. The candidate may reply in writing to the report. The faculty member's reply will then become a part of the report.

### III. Promotion and Tenure

*Candidates for promotion to Senior Lecturer and Senior Academic Professional will be expected to meet the criteria described in the University guidelines specifically relating to the terms of their appointment.*

In all matters relating to the promotion of faculty members from any present rank to a higher rank, LLED will follow the procedures and criteria specified in [The University of Georgia Guidelines for Appointment, Promotion and Tenure](#) and will follow the timetables, deadlines, and other procedural routines specified by the College of Education.

#### **Promotion and Tenure at the Associate Professor Level**

As stated in the University guidelines, candidates seeking promotion to associate professor, must "show clear and convincing evidence of excellence and emerging stature as regional or national authorities unless their work assignments are specifically at the local or state level." This statement guides all criteria for promotion. What follows provides a detailed account of expectations for promotion and tenure in the areas of teaching, research, and service.

Teaching: The departmental expectation is that candidates for promotion and/or tenure must provide evidence such as student evaluations, peer reviews, awards, advising graduate students with distinction, taking on instructional assignments outside the classroom such as mentoring and other high-commitment responsibilities, undertaking teaching-related administrative responsibilities, taking instructional risks, teaching large sections that may not generate high evaluations, participation in departmental and/or college or university activities related to teaching, securing instructional grants and contracts, and other indicators of teaching excellence and/or teaching in service of departmental needs.

The evidence presented must demonstrate that the candidate excels as a teacher in the classroom, in student advisement, in directing the work of graduate students and of independent studies or internships, and/or in other forms of instruction involving students (e.g., field-based or clinical practicum experiences, supervision of college teaching experiences, departmental curriculum development, program development, and administration). Candidates whose record reflects difficulty in teaching that cannot be accounted for by outside factors (e.g., teaching overenrolled sections) must also be able to document steps they have taken to correct these problems such as participation in instructional improvement programs provided by the [UGA Office of Instructional Support and Development](#). Subsequently, evidence such as student evaluations, peer evaluations, documentation of program development and administration, or funded personnel preparation grants must be presented to demonstrate instructional improvement.

Evidence of teaching excellence for tenure and/or promotion to Associate Professor is aligned with the criteria outlined in the LLED annual merit review documents.

1. Teaching evaluations: Given that the Overall Mean and the Overall Mean of the Medians are prime indicators of teaching performance on COE student evaluations, LLED will use the following formula for *Meets Expectations*: The Overall Means for all courses in an academic year (Fall through Summer) are added together & then averaged. The same is done for the Overall Means of the Medians. Those two means are added together and averaged. If the resulting number falls between 3.75 and 4.49, then the faculty member has met expectations. The lone exception would be faculty whose course load is 50% undergraduate or higher. In such cases, *Meets Expectations* would be 3.50-4.25.
2. Evidence of excellence in advising graduate students, including but not limited to mentoring awards, coauthored publications and presentations, taking groups of students to conferences, and other areas that may be difficult to quantify or might not be listed under conventional indicators of teaching quality.
3. Additional evidence: Any two items listed in [The University of Georgia Guidelines for Appointment, Promotion and Tenure](#), including teaching awards, developing new courses, serving as Program Head or Graduate Coordinator, or other exemplary teaching-related activities.

Research: Expectations for demonstrating excellence in research will depend upon a faculty member's appointed time for research. LLED expects that .375 EFT research time tenure-track faculty who qualify for promotion to associate professor must show a record of multiple products, including current, ongoing, and future scholarship such as refereed journal articles, books, and book chapters. In addition, there is an expectation that a portion of such scholarly products describe research studies conceptualized and conducted by the faculty member seeking promotion. These research-based products and other scholarly publications should provide reviewers with a clear indication of the theme or themes chosen by the faculty member that is/are in line with her/his professional goals. External letters of assessment from highly regarded individuals in the field are a requirement. Online publications that demonstrate a rigorous external review process count equally with similarly refereed print publications toward satisfying these criteria. Funded external research grants are not required for promotion to associate professor in LLED, but a record of producing funded grant proposals, or large external proposals not yet funded, is an asset in the evaluation of scholarly products. Finally, it is important to note that LLED values collaborative research equally with individual research, although going up for tenure or promotion without sole-authored and/or first-authored publications is strongly discouraged. Cases that are forwarded with no sole-authored publications are at-risk for being judged at various points in the vetting process as unworthy for promotion and tenure.

Evidence of research excellence for tenure and/or promotion to Associate Professor is aligned with the criteria outlined in the LLED annual merit review documents.

LLED faculty with appointed time for research are reviewed annually for research productivity. Although what are termed "minor" publications in the following descriptions are welcome in a candidate's dossier, cases that do not emphasize products from the "major" scholarly activity listing are likely to result in a denial of tenure and promotion.

*Guidelines for Major Scholarly Activity.*

The following products and activities can be included in this category. (Note that this list is neither exhaustive nor inclusive.)

Peer Reviewed Publication. Major publications are those peer reviewed in scholarly journals, whether hard copy or solely online. Chapters in books that have been peer reviewed are also considered major publications. *Pay-for-publication outlets will not be counted as either major or minor scholarly activities.*

Invited work. Invited publications can count as either major or minor publications. The faculty member should provide a rationale for the decision in the cover letter.

Keynote Presentations. An invited keynote at a conference counts as a major publication. Although keynote addresses at national and international conventions and meetings are prized, candidates may also make the case for keynote addresses at large state or regional conventions for consideration as major publications.

Book. Signing a book contract as the result of a submitted prospectus counts as a major publication. The subsequent publication of the book counts as two major publications. Both edited and authored books qualify.

Funded Grants. Grants that are funded are counted as major publications. For multi-year grants, each year may be counted separately as funded years, such that a 5-year grant may be counted once for each of the 5 years of funding.

Editorship. Editing a quarterly or more frequent journal, counts as four major scholarly activities in each year of the editorship. Editing a semi-annual journal or editing a book series would count as two major scholarly activities in each year of the editorship. Editing a special issue of a journal counts as one major scholarly activity.

Conference Organizer. Organizing a field-related conference or being program chair for a conference counts as a major scholarly activity in the year of the conference.

Creative Work. A faculty member whose research program is oriented to the arts may make the case that published art—including poetry, screenplays, visual art, documentary films, and other forms—may count as a major publication.

Other. Any activity that does not fit into the above categories, but that the faculty member deems worthy of consideration as a major scholarly activity, may be submitted along with an argument concerning its viability as a major publication.

Although this list is necessarily wide in order to capture the rich range of scholarly activity, early career faculty should take care not to broaden their scholarly activities too widely too quickly such that they appear to lose overall focus, should be able to articulate a clear line of inquiry across the range of their scholarly products, and should organize their careers so that they produce a demonstrable record of sole- and first-authored work during their tenure tracks.

Three minor scholarly activities (see below) may count as 1 (and only one) of the total number of major scholarly activities expected. That is, the faculty member can use three minors to count as one major, but not six minors to count for 2 majors.

In addition to these sources of evidence, candidates may include information on the impact of work rather than just the volume. Impact may be indicated by (1) the reputation and impact score of journals published in, and (2) documentation of citation frequency of the candidate's publications through a service such as Google Scholar.

*Guidelines for Minor Scholarly Activity.*

The following products and activities can be included in this category. (Note that this list is neither exhaustive nor inclusive.)

- Article in a non-peer reviewed journal
- Grant proposals that are not funded
- Grant proposals that are submitted, with funding pending review
- Conference presentation
- Book review
- Editorial column
- Editorial in newspapers and elsewhere related to the faculty member's work
- Honor and/or award for research or other creative activities
- Publication activity related to research (e.g., a house technical report, a white paper)
- Article in state or regional journal.
- Acknowledgment of research and creative activities
- Election to offices, committee activities, and important service to professional associations and learned societies, including editorial work and peer reviewing as related to research and other creative activities.
- Organizing a symposium

Service: The departmental expectations for candidates for promotion to associate professor (with tenure) are to (1) attend departmental and program area meetings, (2) serve on student and departmental committees, (3) serve on College or University committees, and (4) serve the broader educational and scholarly communities, which may include local/state/regional organizations but ideally includes national and international organizations, committees, journals, publishers, and other high-impact venues. There are a number of service activities that relate to instruction and research; therefore, departmental expectations recognize that service activities can be broadly interpreted.

Evidence of service excellence for tenure and/or promotion to Associate Professor is aligned with the criteria outlined in the LLED annual merit review documents.

*Meets Expectations*

Early Career Faculty (those faculty not yet promoted with six or fewer years of service): Candidates who meet expectations have provided any combination of service to the

department, college, university, and the profession equal to two service activities. Such activities include but are not limited to participation on ad hoc and standing committees, reviewing for journals and/or conferences, representing the department in the COE Faculty Senate or UGA University Council, undertaking service in the local community that is aligned with one's professional goals, being awarded service-related grants, participating as a mentor in national mentoring programs, heading state or national/international organizations, advising UGA student organizations that are not included in one's teaching load, and related activities that are undertaken to improve the lives of others without personal compensation.

Promoted Faculty: Any combination of service to the department, college, university, and the profession equal to four service activities. Such activities include but are not limited to participation on ad hoc and standing committees, reviewing for journals and/or conferences, representing the department in the COE Faculty Senate or UGA University Council, undertaking service in the local community that is aligned with one's professional goals, being awarded service-related grants, participating as a mentor in national mentoring programs, heading state or national/international organizations, advising UGA student organizations that are not included in one's teaching load, and related activities that are undertaken to improve the lives of others without personal compensation.

An additional 1-2 points could be added to the faculty member's total number of points earned in the research and instruction categories. See [The University of Georgia Guidelines for Appointment, Promotion and Tenure](#) for information about outreach. Note that exceptional service can add value to the entire dossier and move a faculty member into the *exceeds expectations* category for the entire dossier.

### **Promotion to Professor or Professor with Tenure**

As stated in the University guidelines, candidates submitting materials for promotion to Full Professor or professor with tenure 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 candidate's assignments are specifically regional, they should demonstrate national or international recognition in their fields and the likelihood of maintaining that stature."

Teaching: The departmental expectation is that candidates for promotion to professor (with tenure) must provide evidence such as student evaluations, peer reviews, evidence of outstanding graduate mentoring, awards, and participation in departmental and/or college or university activities related to teaching. The evidence presented must demonstrate that the candidate excels as a teacher in the classroom, in student advisement, in directing the work of graduate students and of independent studies or internships, or in other forms of instruction involving students (e.g., field-based or clinical practicum experiences). Candidates whose record reflects difficulty in teaching must also be able to document steps they have taken to correct these problems such as participation in instructional improvement programs provided by the [UGA Office of Instructional Support and Development](#). Subsequently, evidence such as student

evaluations, peer evaluations, and other means, must be presented to demonstrate instructional improvement has occurred.

Evidence of teaching excellence for tenure and/or promotion to Full Professor is aligned with the criteria outlined in the LLED annual merit review documents. Specific examples are detailed in the previous section on promotion to Associate Professor.

Research: The departmental expectation is that faculty who qualify for promotion to full professor (with tenure) must show a record of multiple published scholarly products, including current, ongoing and future products such as refereed articles, chapters, and book reviews. In addition, there is an expectation that a portion of such scholarly products must describe research studies conceptualized and conducted by the faculty member seeking promotion. These research-based products and other scholarly publications should provide reviewers with a clear indication of the line(s) of inquiry chosen by the faculty member that is (are) in line with her/his professional goals.

LLED values collaborative research equally with individual research. However, a portion of the candidate's scholarly products must clearly demonstrate intellectual primacy by the faculty member applying for promotion as indicated by the ratio of first-authorships to the total number of publications. It is difficult to designate a cutoff percentage point for this ratio out of the context of any individual candidate's dossier. Being the principal investigator of funded grants, or a researcher responsible in part for the proposal that produces a grant, is a major asset to a faculty member seeking promotion to full professor. *This is not to say that grant activity is absolutely required of a candidate for full professor, given that some areas of inquiry have little funding available to them. Our dedication to the principle of academic freedom leads us to allow each faculty member to identify his or her personal research trajectory, regardless of the potential for that work being funded.* Candidates with little or no funding should address this limitation through such means as having produced a high volume of publications in elite journals and other publication outlets, with demonstrated impact of this work through such indicators as citation frequencies, awards, etc.

In addition, candidates for promotion to Professor must present evidence of an established national and an emerging international reputation for research (e.g., publications in high-impact and internationally distributed scholarly journals, research grants, papers at international conferences, reviews, citations, awards, and other forms of scholarly products). External letters of assessment from highly regarded full professors in the field are a requirement. Online publications that demonstrate a rigorous professional review process count equally with print publications towards satisfying these criteria.

Evidence of research excellence for tenure and/or promotion to Full Professor is aligned with the criteria outlined in the LLED annual merit review documents. Specific examples are detailed in the previous section on promotion to Associate Professor.

Service: The departmental expectations for candidates for promotion to professor (with tenure) are to attend departmental/program meetings, serve on student and departmental committees, provide some service to College or University committees, and to provide professional service to national/international organizations. There are a number of service

activities that relate to instruction and research (e.g., service grants and contracts); therefore, departmental expectations recognize that service activities can be broadly interpreted. Activities that can demonstrate that the faculty member has engaged in professional activities that improve the lives of citizens of the state, nation, and in some cases the international community are in line with the mission of LLED.

Evidence of service excellence for tenure and/or promotion to Full Professor is aligned with the criteria outlined in the LLED annual merit review documents. Specific examples are detailed in the previous section on promotion to Associate Professor.

The University of Georgia Guidelines for Appointment, Promotion, and Tenure, referred to throughout this text, can be accessed at this link:

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