



Valdosta State University Tenure and Promotion Policies and Procedures

Faculty performance at Valdosta State University (VSU) is expected to be consistent with the mission of the university. It follows from this that evaluation of faculty performance, including the awarding of tenure and promotion, should be conducted according to a set of policies and procedures that are adequate, appropriate and administered fairly across all units, as well as in accordance with VSU and University System of Georgia policies.

Each college or division and its respective academic units are expected to focus on particular aspects of the mission in ways which distinguish their contributions from others. However, the tenure and promotion practices of all academic units must be aligned and consistent with the overall mission of VSU as a University System of Georgia comprehensive university and should position Valdosta State University as a leader among similar universities.

The award of tenure constitutes permanent status as a member of the university faculty. Therefore, in developing standards for tenure, academic units may consider not only the candidate's accomplishments prior to applying for tenure but also what those accomplishments indicate about that candidate's potential future contributions to the mission.

1. University Tenure and Promotion Committee

1.1 Committee Purview

The University Tenure and Promotion Committee (hereafter referred to as the UTPC) is charged with reviewing all tenure and promotion dossiers for **procedural** and **substantive** due-process errors as well as

- To regularly review and assess how tenure and promotion are awarded across campus, by establishing university-wide procedural standards to which all units will be subject, and in this capacity make recommendations to the Provost.
- To act as a process review committee at the university level that evaluates all tenure and promotion dossiers forwarded by a dean or director and makes a formal recommendation to the Provost.

1.2 Committee Membership

The UTPC shall be a standing committee appointed by the Provost in consultation with the Deans' Council and shall be comprised of the following:

- The Dean of the Honors College, or designee, will serve as chair of the committee and only vote in cases to break a tie in the balloting. The chair is responsible for convening meetings, drafting memos, and facilitating the overall work of the committee including maintaining correspondence, reports, and formal records.
- Two members from the College of Science and Mathematics with one member from the Natural/Physical Sciences and one from Mathematics/Computer Science.

- Two members from the College of Humanities and Social Sciences with one member from the Humanities and one from the Social Sciences.
- Two members from the Dewar College of Education and Human Services with one member from the area of Human Services and one from the area of Education.
- Two members from the College of the Arts.
- One member each from the following colleges and divisions: College of Nursing and Health Sciences, the Langdale College of Business Administration, and Odum Library.

To fill a vacancy on the UTPC, the Provost shall appoint the necessary number of committee members from the appropriate college or division from a list of names recommended by the dean or director of the unit in which the vacancy occurs. The procedure for nominating a committee member to replace a vacated seat originates at the college or unit level. Nominees must be tenured with the rank of associate professor or professor and, once appointed, may not render a decision at any level in the tenure and promotion process except at the university level. Suggested qualifications include that the nominee is knowledgeable of unit policies and procedures. Upon the approval of the college executive committee or unit equivalent, the nomination shall be reviewed by the Deans Council with final approval by the Provost.

Terms of committee members shall be three years, with membership changes to be staggered across any three-year period.

All members must be tenured with the rank of associate professor or professor. No member other than the chair may simultaneously hold an administrative appointment.

No individual at the university shall vote in more than one stage of any tenure and promotion review process. UTPC members may participate in discussions at the college or departmental level within their own college or unit. UTPC members vote only at the UTPC level and not at the college or departmental level.

The UTPC is responsible for making recommendations to the Provost to improve or clarify its charge. The Provost, in consultation with the UTPC, will recommend changes to this document at the March meeting of the Faculty Senate. These recommendations will be made available to all faculty via the Academic Affairs Web site and an email shall be sent out, by the Provost, to the faculty listserv informing faculty of the availability of the recommended changes to the UTPC document.

The Faculty Senate will have until its last meeting of the academic year to adopt the changes, modify the changes, or remand to committee for further consideration. If the Faculty Senate fails to vote on these changes within 2 scheduled faculty senate meetings, the Provost will meet with the senate Executive Committee to approve or deny the changes. Faculty will be notified of the changes and the changes will be posted on the Academic Affairs Web site by the start of the fall semester one year before the changes are to be implemented.

2. University Tenure and Promotion Review Process

The chain of official recommendation for tenure and promotion proceeds from the unit and its head, to the college or division committee, to the college or division dean or director, to the

UTPC, to the Provost, to the President.

Each unit is responsible for the composition and requirements of its own tenure and promotion review committee in accordance with its tenure and promotion guidelines and/or by-laws. A review committee at a lower level can be as small as three or as large as the unit.

Where the unit is small, the committee may not be necessary, and the review function can be filled by the college or division committee. The unit head's recommendation, as well as that of the college or division committee and the dean or director, is required in such a case.

If a department's tenure and promotion guidelines allow for the creation of a personnel subcommittee to initially evaluate a candidate's dossier, the same subcommittee shall evaluate all of the candidates for the same rank within the department who are applying for tenure and promotion in a given year.

The UTPC shall review all dossiers under consideration for tenure, promotion or simultaneous tenure and promotion that have been forwarded by a dean or director. The UTPC will then make a recommendation to the Provost. The Provost is not bound to the UTPC's recommendation but is obligated to meet with the UTPC to discuss any differences in judgment which arise within 20 business days of receiving the UTPC's recommendation.

Candidates should be informed in writing at all levels of review about each committee's/individual's recommendation. If candidates do not receive a positive recommendation at the department head or dean level, they have two choices: (1) withdraw their packet from further consideration in a written request to the individual making the recommendation, or (2) request in writing that the packet be forwarded to the next level with further explanation/clarification. This further explanation should not include new material (for example: an additional publication, conference presentation or student opinions of instruction), but may include documentation justifying the reasons for further consideration. Candidates must make this request within 5 working days after notification of non-support. If candidates choose this latter option, their packets will be considered at the next level of review. If candidates make no written request at all, the packet will not be forwarded to the next level of review.

The final institutional decision rests with the President. Once the President has made a decision and provided a written notification to the candidate, the candidate can exercise the right to appeal. The appeal letter should not include new material (for example: an additional publication, conference presentation or student opinions of instruction), but may include documentation justifying the reasons for the appeal. This appeal must be filed within 20 working days after the candidate received the President's notification.

Further appeals, within the University System of Georgia, where applicable, are governed under the policies and bylaws of the Board of Regents of the University System of Georgia and must be submitted within established timelines in accordance with Board of Regents policy, as published on the Board of Regents website and noted in the application for discretionary review (BoR 6.26).

2.1 Procedural Due-Process Errors

A procedural due-process error refers to a decision that has failed to comply with adequate and appropriate procedural steps or to fulfill procedural requirements stipulated at any level of the formal review process. Thus, these errors pertain to the formal *conduct* of the review.

Procedural due-process errors include but are not limited to:

- A review process that is inconsistent with university-wide procedural standards and practices.
- A recommendation which violates any explicit written criteria for tenure or promotion applicable to the candidate at any level of the review process.
- Any error or default in procedure when such error or default has had a prejudicial effect on the fair consideration of the candidate's case for tenure or promotion.

2.2 Substantive Due-Process Errors

A substantive due-process error refers to a decision made at a lower level where there has been inadequate consideration of the candidate's qualifications for tenure or promotion, or where the decision is deemed to be arbitrary or capricious.

A substantive due-process error may also refer to an illegal or constitutionally impermissible consideration, such as that which has unlawfully taken into consideration a candidate's gender, race, age, nationality, handicap, sexual orientation, or which has violated the candidate's exercise of his or her protected First Amendment rights.

Substantive due-process errors include but are not limited to:

- A failure to give adequate consideration either to the candidate's qualifications or to the relevant criteria for tenure when such failure has had a prejudicial effect on fair consideration of the candidate's case for tenure or promotion.
- A recommendation significantly based on any consideration which violates academic freedom or which involves discrimination on the basis of race, gender, religion, national origin, age, disability, marital status or sexual orientation.
- A recommendation at a lower level that is deemed arbitrary, capricious or not supported by factual data.

3. University-Wide Standards for Tenure and Promotion

Each academic unit is expected to establish its own criteria for reviewing and awarding tenure and promotion. Such criteria, especially in regard to evaluating the quality of a faculty member's teaching and student learning (or alternative for those whose primary faculty assignment is not teaching); research, scholarship, professional growth, and creative production; and service to the university, community, or profession are expected to be specific to and consistent with that unit's discipline and expected contribution to the mission of the

university. Additionally, the faculty member's engagement in student success activities should be emphasized.

Moreover, all policies and procedures for the awarding of tenure and promotion should be adequate, appropriate, and fairly administered. To ensure this, the UTPC is charged with reviewing each tenure and promotion application for procedural and substantive due-process errors as these defined in this document.

In addition to the specific procedural and substantive standards described in sections 3.1 and 3.2 below, the UTPC shall base its decisions in any review on the following general standards:

General Standard I: The focus of any and all tenure and promotion decisions shall be on the evaluation of the following areas of faculty performance only, including engagement in student success activities in each of these areas:

- Teaching and Student Learning (or alternative for those whose primary faculty assignment is not teaching),
- Research, Scholarship, Professional Growth, and Creative Production
- Service to the University, Community, or Profession

General Standard II: All criteria and processes for the review of tenure and promotion shall be consistent with the mission of VSU.

General Standard III: All criteria and processes for review of tenure and promotion shall be consistent with practices at peer institutions at all levels. VSU's list of comparator and aspirational peers is available at <https://www.valdosta.edu/administration/institutional-research/peer-institutions.php>. Units may also have program-specific comparators as well.

General Standard IV: All criteria and processes for review of tenure and promotion shall be based on the expectation that the individual has been assigned workloads in accordance with approved workload policies (teaching--or alternative assignment; research, scholarship, professional growth, and creative production; and service) over the probationary period and these workloads were judged to be conducive to meeting all standards for promotion and tenure.

3.1 Tenure and Promotion Substantive Standards

3.1.1 General Substantive Standards

Substantive Standard I: Mastery of Knowledge and Methods - Faculty members must be well-prepared and knowledgeable about developments in their respective fields. The ability to educate others, conduct meaningful research, produce creative works, and act as an advisor, mentor or supervisor in a professional capacity depends upon mastering existing knowledge in one's area of specialty. In addition, faculty members should use appropriate techniques, methods, and resources in their scholarly work and should subject their ideas to critical inquiry and independent review. In most cases, the latter occurs during the peer-review process.

Substantive Standard II: Effectiveness of Communication - Faculty members should

communicate effectively with their audiences including colleagues, professional peers and students.

Substantive Standard III: Noteworthy Results - Faculty members should demonstrate the extent to which their scholarly or creative accomplishments have had noteworthy professional impact. Customarily, in the academy, such noteworthiness can be evidenced in various ways including the testimony of academic peers or other experts, as well as by published documents such as reviews, citations, acknowledgments, professional correspondence regarding one’s work, and records in such indexes as Google Scholar.

Substantive Standard IV: Consistently Professional Behavior - Faculty members should conduct their work with honesty, integrity, and objectivity. They should foster a respectful relationship with students, colleagues and others who participate in or benefit from their work. Faculty members should uphold recognized standards for academic integrity and professional conduct.

3.1.2 General Substantive Expectations for Faculty Performance Based on Rank

Full-time professors, associate professors, assistant professors, instructors, lecturers, senior lecturers, principal lecturers, and teaching personnel with such other titles as may be approved by the Board, shall be the Corps of Instruction (*BOR Policy Manual* (3.2.1.1)). All members of this corps of instruction have pathways to promotion and/or tenure as outlined in this document and in their unit’s document.

The following policies in section 3.1.2 were added in 2012, and apply only to new hires beginning Fall Semester, 2013: SUMMARY OF MINIMUM YEARS IN RANK AT VSU (Tables 1 and 2), Lecturers, Promotion to Senior and Principal Lecturers, Senior Lecturers, Principal Lectures, Instructors, and Promotion to Assistant Professor.

TENURE-TRACK TO TENURED FACULTY RANKS AND PATHWAYS

TABLE 1: SUMMARY OF MINIMUM YEARS IN RANK AT VSU	
TENURE TRACK FULL-TIME FACULTY	
For Promotion to	Minimum Service in Previous Rank
Instructor	Entry-Level Position
Assistant Professor	Entry-Level Position or promotable from Instructor once terminal degree is earned
Associate Professor	5 Years as Assistant Professor*
Professor	5 Years as Associate Professor*
Note: Minimum Service in Previous Rank meets BoR criteria from <i>4.5 Award of Promotion—USG Academic & Student Affairs Handbook</i> . Only assistant professors, associate professors, and professors are eligible for tenure according to BoR Policy 8.3.7.2. Except for the approved suspension of the probationary period due to a leave of absence, the maximum time that may be served at the rank of assistant professor or above without the award of tenure shall be seven years. The maximum time that may be served in combination of full-time instructional appointments (instructor or professorial ranks) without the award of tenure shall be ten (10) years (BoR Policy 8.3.7.6). *In	

exceptional cases, candidates may apply in 4 years. (Academic and Student Affairs Handbook 4.6). Candidates hired at a date later than August 1st should address to their dean. any requests for slight exceptions to years in rank.

Instructors – The Instructorship is an entry-level position for the University. Candidates do not need a minimum number of years as a Lecturer or Senior Lecturer. Candidates usually do not have the terminal degrees appropriate for their disciplines, but it is presumed that the Instructor is pursuing one in a timely manner. An Instructor’s primary responsibilities are to establish, develop, and refine an effective teaching style (or successfully fulfill an alternative assignment) with evidence of faculty engagement in student success activities and, based on consultation with the unit head, director, and/or dean, to contribute effort to academic achievement and service that is consistent with the responsibilities of the position and the goals of the unit. Candidates should show promise of moving toward excellence in the criteria appropriate to their work assignments. The assumption is that the Instructor is working toward a tenure-track position; and time spent as Instructor may accrue toward tenure as long as such credit for prior service is approved in writing by the president at the time of the initial appointment at the rank of Assistant Professor or higher (BoR 8.3.7.4). The maximum period of time that may be served at the rank of full-time instructor shall be seven (7) years (BoR 8.3.7.6).

Promotion to Assistant Professor – It is expected that the Instructor has earned a terminal degree or unit equivalency in order to be eligible for promotion to Assistant Professor. Typical expectations for assistant professors include: 1) excellence and effectiveness in teaching and instruction (or alternative for those whose primary faculty assignment is not teaching) 2) showing promise in the preparation of and dissemination of scholarship or engagement in creative production grounded in their areas of expertise, and 3) noteworthy professional service to the institution or the community Evidence of noteworthy engagement in student success activities in any of these categories should be emphasized. An eligible candidate must present a portfolio which includes the items outlined in section 3.2 of this document.

Assistant Professors - Assistant professors hold the highest earned terminal/research degree in their field of specialization. Typical of a comprehensive university, a pattern of effective and productive scholarly work or creative production by the assistant professor may include the publication of dissertation research, other scholarly research or peer reviews of creative work. Service may be modest, but must be of value to the unit, college or division, university and/or discipline. Teaching (or alternative assignment) performance should be aligned with standards found in comparable institutions and be demonstrated by engagement in student success activities, student satisfaction, student learning, achievement of outcomes, and peer recognition.

Promotion to Associate Professor – Typical expectations for associate professors include: 1) excellence and effectiveness in teaching and instruction (or alternative for those whose primary faculty assignment is not teaching), 2) preparation of and dissemination of scholarship or creative production grounded in their areas of expertise, and 3) noteworthy professional service to the institution, the discipline, or the community. Evidence of outstanding engagement in student success activities in any of these categories should be emphasized. An eligible candidate must present a portfolio which includes the items outlined in section 3.2 of this

document.

Associate Professors - The areas of expertise and professional activities of associate professors should be more advanced, more clearly-defined, and more widely-recognized as their academic careers progress. Typically, as the faculty member's roles and contributions grow in significance, leadership, and initiative, the faculty member will have established a strong record of accomplishment in at least two of the following three areas: teaching and student learning (or alternative for those whose primary faculty assignment is not teaching); research, scholarship, professional growth, and creative production, and service. Since all three areas are informed by scholarship, the ability to conduct and disseminate scholarship or creative production grounded in their area of expertise are important to the work of associate professors.

Promotion to Professor - Appointment to associate professor does not entail eventual promotion to Professor. The rank of Professor is reserved for those who have demonstrated continuous intellectual development and academic leadership. Candidates for promotion to professor shall have established themselves as leaders, mentors, and scholars, and contributed to the discipline. Typical expectations for professors include: 1) excellence and effectiveness in teaching and instruction (or alternative for those whose primary faculty assignment is not teaching), 2) preparation of and dissemination of significant scholarship or creative production grounded in their areas of expertise, and 3) noteworthy professional service to the institution, discipline, or the community. Evidence of outstanding engagement in student success activities in any of these categories should be emphasized. An eligible candidate must present a portfolio which includes the items outlined in section 3.2 of this document.

Professors - As faculty members whose careers have advanced to extremely high levels of effectiveness and productivity, professors are typically characterized as leaders, mentors, scholars, experts, and distinguished colleagues.

NON-TENURE TRACK FACULTY RANKS AND PATHWAYS

Promotion for Non-Tenure Track Faculty – While tenure is not an option for faculty members in these positions, the possibility of promotion is available through two possible pathways: for those hired as lecturers or for those hired in the non-tenured professorial ranks.

Pathways and Timelines for Lecturers

TABLE 2: SUMMARY OF MINIMUM YEARS IN RANK AT VSU NON-TENURE TRACK FULL-TIME FACULTY RANKED AS LECTURERS	
For Promotion to	Minimum Service in Previous Rank
Lecturer	Entry-Level Position
Senior Lecturer	6 Years as Lecturer*
Principal Lecturer	6 Years as Senior Lecturer
	*In exceptional cases, candidates may apply in 3 years. (Academic and Student Affairs Handbook 4.6). Candidates hired at a date later than August 1 st t should address to their dean any requests for slight exceptions to years in rank.

Lecturers – The units of VSU are permitted to employ full-time lecturers “to carry out special instructional functions such as basic skills instruction.” Lecturers are an integral part of the teaching corps of many VSU departments, teaching primarily core and lower-division courses. The Lecturer position is not a tenure-track position, and the holder is not eligible for consideration for the award of tenure. Full-time lecturers are appointed by the institution on a year-to-year basis. Each unit must establish a policy that governs the review of Lecturer as well as procedures for retention and possible promotion of a Lecturer to Senior Lecturer and Senior Lecturer to Principal Lecturer. These policies must include two types of reviews: an initial third-year review and subsequent and recurring fifth-year reviews, if not interrupted by an application for promotion. In these reviews, the primary consideration will be contributions in instruction and service, including the faculty member’s engagement in student success activities. Lecturers whose reviews do not demonstrate exceptional teaching ability and extraordinary value may be terminated at the end of their sixth year. (BoR 8.3.8.1).

Promotion to Senior Lecturer –Lecturers who are reappointed after the fifth-year review may be considered for promotion to Senior Lecturer, to begin in their seventh year of service. The promotion of Lecturer to Senior Lecturer at VSU is based upon the experience and academic background of the candidate as well as the instructional needs for the position. To apply, candidates must demonstrate excellence and effectiveness in teaching and instruction as well as noteworthy achievement either in service or research, scholarship, professional growth, and creative production. Evidence of outstanding engagement in student success activities in any of these categories should be emphasized. An eligible candidate must submit an application for promotion which includes a portfolio with the appropriate items outlined in section 3.2 of this document. Promotion to Senior Lecturer requires approval of the president. (BoR 8.3.8).

Promotion to Principal Lecturers –Senior Lecturers who have served in rank for a minimum of six years may be considered for promotion to Principal Lecturer. To apply, candidates must have demonstrated a sustained level of excellence and effectiveness in teaching and instruction as well as noteworthy achievement either in service or research, scholarship, professional growth, and creative production. Evidence of outstanding engagement in student success activities in any of these categories should be emphasized. The promotion of Senior Lecturer to Principal Lecturer at VSU is based upon the experience and academic background of the candidate as well as the instructional needs for the position. An eligible candidate must submit an application for promotion which includes a portfolio with the appropriate items outlined in section 3.2 of this document. Promotion to Principal Lecturer requires approval of the president. (BoR 8.3.8). Reappointment procedures for Principal Lecturers follow the same reappointment procedures as those for lecturers.

Pathways and Timelines for Non-Tenure Track Professorily-Ranked Faculty

Non-tenure track professorily-ranked faculty are typically educator-practitioners in professional departments who have a background in their disciplinary area and who practice the discipline in the work setting. Faculty in the professorial ranks must have an appropriate degree or qualification on the basis of demonstrably successful related experience, which exception is expressly approved by the Provost. Faculty must also meet various standards for professional employability, depending on the discipline, to teach in the professional setting and maintain an appropriate balance between teaching, scholarship and service as defined in their unit’s policy.

The non-tenure track ranks of associate or full professor requires a terminal degree in the appropriate discipline or its equivalent in training, ability, or experience. In cases with clear and convincing evidence, promotion based on training, ability, or experience would serve as an equivalent terminal degree in the discipline. Equivalency is judged on a variety of factors outlined by the unit and the individual achievements of the faculty member pursuing promotion to a higher rank. Required criteria for equivalency of a terminal degree include:

- Demonstration of broad and in-depth knowledge in the discipline beyond the master’s level.
- Demonstration of one’s ability in the academic field and scholarship that meets the standards outlined in unit guidelines for the appropriate rank at the time of application for promotion.

Those non-tenured faculty seeking promotion must provide support and evidence of factors demonstrating the equivalence to a terminal degree in their dossier materials. In addition to the minimum criteria above, promotion to specific ranks requires faculty to have the degree qualifications or the equivalent in training, ability, or experience associated with either the institution’s primary or secondary functional sectors, depending on which functional sector of the blended function the faculty member is supporting

In the cases of all non-tenured faculty members, neither the possession of a doctorate nor longevity of service is a guarantee of promotion (BoR 8.3.6.2)

TABLE 3: SUMMARY OF MINIMUM YEARS IN RANK AT VSU	
NON-TENURE TRACK FULL-TIME PROFESSORIAL RANKS	
For Promotion to	Minimum Service in Previous Rank
Assistant Professor (Non-Tenure Track)	Entry-Level Position
Associate Professor (Non-Tenure Track)	5 Years as Assistant Professor*
Professor (Non-Tenure Track)	5 Years as Associate Professor*
	*In exceptional cases, candidates may apply in 4 years. (Academic and Student Affairs Handbook 4.6), Candidates hired at a date later than August 1 st should address to their dean any requests for slight exceptions to years in rank .

Assistant Professors (Non-Tenure Track) - Assistant professors must have an appropriate degree in their field of specialization or equivalent as determined by other factors such as evidence of outstanding achievements or professional recognition in one’s field. The goal of these positions is to enhance the academic and professional development of students in the mission of the institution primarily in the performance areas of teaching (or alternative professional assignment) and professional service. Teaching performance should be aligned with standards found at comparable institutions and be demonstrated by engagement in student success activities, student satisfaction, student learning, achievement of outcomes and peer recognition. Service may be modest, but must be of value to the unit, college or division, university, and/or discipline.

Promotion to Associate Professor (Non-Tenure Track) – Typical expectations for associate

professors include: excellence and effectiveness in teaching and instruction (or alternative faculty assignment) as well as noteworthy achievement either in service or in research, scholarship, professional growth, and creative production. Evidence of outstanding engagement in student success activities in any of these categories should be emphasized.

Specific standards are outlined in unit documents that might include, but are not limited to, professional-based practice. An eligible candidate must present a portfolio which includes the items outlined in section 3.2 of this document.

Associate Professors (Non-Tenure Track) - The areas of expertise and professional activities of associate professors should be more advanced, more clearly-defined, and more widely-recognized as their academic careers progress. Typically, as the faculty member's roles and contributions grow in significance, leadership, and initiative, the faculty member will have established a strong record of excellence and effectiveness in teaching and instruction (or alternative faculty assignment) as well as noteworthy achievement in service and/or or research, scholarship, professional growth, and creative production. Since all three areas are informed by scholarship, the ability to conduct and disseminate scholarship and creative production grounded in their area of expertise are important to the work of associate professors.

Promotion to Professor (Non-Tenure Track) - Appointment to associate professor does not entail eventual promotion to Professor. The rank of Professor is reserved for those who have demonstrated continuous intellectual development and academic leadership. Candidates for promotion to professor shall have established themselves as leaders, mentors, and scholars, and contributed to the discipline. Typical expectations for professors include: sustained excellence and effectiveness in teaching and instruction as well as noteworthy achievement in service; and research, scholarship, professional growth, and creative production. Evidence of outstanding engagement in student success activities in any of these categories should be emphasized.

Specific standards are outlined in unit documents that might include, but are not limited to, professional-based practice. An eligible candidate must present a portfolio which includes the items outlined in section 3.2 of this document.

Professors (Non-Tenure Track) - As faculty members whose careers have advanced to extremely high levels of effectiveness and productivity, professors are typically characterized as leaders, mentors, scholars, experts, and distinguished colleagues.

3.2 Tenure and Promotion Procedural Standards and Guidelines

3.2.1 Guidelines for the Contents of the Dossier for Tenure, Promotion, or Simultaneous Tenure and Promotion

Section I: Cover Page and Vita

- A. Cover page – tenure and promotion application cover forms appropriate to each college or division
- B. Vita

- C. If applicable, the college or unit application form for tenure and promotion which has been completed by the candidate.

Section II: Evaluations of the Candidate by Review Committees and Administrators

- A. Relevant sections of the unit and college or division tenure and promotion guidelines for the appropriate job action.
- B. Annual Faculty Evaluations for each year under review.
- For a dossier accompanying an application for early promotion, or tenure, or simultaneous tenure and promotion, documents for all years the candidate has been at VSU should be included.
 - For a dossier accompanying an application for promotion to full professor, documents for all years since the last job action should be included.
- C. Pre-Tenure Review Committee letter and unit head letter if applicable (for a dossier accompanying an application for tenure only).
- D. Unit Tenure and/or Promotion review letter(s) (by both the T and P Committee and head if applicable to that unit).
- E. College or division Tenure and/or Promotion review letter(s) (by both the T and P Committee and Dean or Director).

Section III: Teaching and Student Learning (or alternative primary faculty assignment)

This section of the dossier contains illustrative evidence of the quality and significance of the faculty member's teaching and student learning (or alternative for those whose primary faculty assignment is not teaching), supervision and mentoring.

For faculty teaching courses for which they are the instructor of record, these materials must include the following types of evidence:

- SOI (Student Opinion of Instruction) Results. These results should include summary information regarding the numerically-scored questions for each class section the faculty member has taught, including the total number of students and the number of respondents. They should also include summary information about the contents of the student narrative comments but *not* a complete listing of all narrative comments received.
- Peer evaluations of teaching. Each unit will create processes and procedures for peer evaluations of teaching. If a candidate includes evidence of peer evaluations of teaching in the dossier, at least two peer evaluations of teaching across multiple years must be included for a given personnel action such as tenure or promotion. In applications for tenure, a candidate is strongly encouraged to have at least one peer evaluation documented prior to pre-tenure review and at least one additional peer evaluation documented after pre-tenure review. A resource guide on best practices, a literature

review, and sample instruments for conducting peer evaluations of teaching can be found at the Academic Affairs website.

- Evidence of excellence and effectiveness in teaching and instruction as defined by the faculty member's unit, which should also include the faculty member's engagement in student success activities.

Some evidence in this section of the dossier may include, but is not limited to the following:

- Evidence of student advising/mentoring activities
- Evidence of effective implementation of High-Impact Practices and experiential learning activities
- Evidence of engagement in teaching practices supporting diversity, equity, and inclusion.
- Evidence from student assessment activities or results from licensure/certification exams.
- Selected examples of course syllabi and/or course outlines, exams, and other assignments to illustrate high impact, innovative, or experiential practices.
- Evidence of course or curriculum development activities
- Evidence of innovative instruction.

It is the faculty member's responsibility to provide documentation of teaching effectiveness (or primary faculty assignment) based on unit criteria. For more detailed examples, consult unit guidelines. In particular, some units may prefer some activities to appear in the teaching category or in the service category. Candidates should follow those guidelines to maintain consistency.

Section IV: Research, Scholarship, Professional Growth, and Creative Production.

This section contains evidence of the quality and significance of the faculty member's public dissemination or performance in their disciplinary or professional field. If applicable evidence of engagement in student success activities should be emphasized. All tenure and promotion committees and administrators shall examine the same factual record of scholarly or creative achievement regardless of at which level such review occurs. Copies of all publications and similar materials documenting professional growth and development activities will be kept in a file open to all members of the UTPC.

The materials in this part of the dossier must include item A and B listed below and may include item C:

- A. A chronological reference list of peer-reviewed articles or creative accomplishments beginning with the most recent. If the applicant's academic unit allows for it, this list may include works that are unconditionally accepted, in press, or forthcoming. The candidate must provide supporting documentation from the editor or publisher.
 - Scholarly activity may be published in any medium. General guidelines for evaluating scholarship are available in Appendix A.
 - For applications for tenure, if the list includes accomplishments that occurred prior to

the candidate's appointment at VSU, the list should be organized in a fashion that clearly distinguishes accomplishments prior to the candidate's appointment at VSU from those which have occurred since that time. Copies of these materials should be maintained by the Provost's Office for review by committee members.

- For applications for promotion, the list should clearly distinguish activities that occurred prior to the candidate's last job action from those which have occurred since that time.
- B. A separate chronological reference list of other scholarly or creative accomplishments, beginning with the most recent.
- For tenure applications, if the list includes accomplishments which occurred prior to the candidate's appointment at VSU, the list should be organized in a fashion that clearly distinguishes accomplishments prior to the candidate's appointment at VSU from those which have occurred since that time.
 - For promotion applications, this list should clearly distinguish activities which occurred prior to the candidate's last job action from those which have occurred since that time.
 - Examples of other scholarly or creative accomplishments may include but are not limited to the following:
 - Professional presentations
 - Excerpts from conference proceedings
 - Evidence of submission and receipt of grants
 - Published book, chapter, and article reviews
 - Published encyclopedia articles
 - Copies of exhibit and performance programs
 - Photographs of commissioned or exhibited art works
- C. Works-in-Progress including works submitted, conditionally accepted, or under contract should continue to be listed in all dossiers, if the applicant's academic unit permits.

For more detailed examples, consult unit guidelines.

Section V: Service

This section contains evidence of the quality and significance of the faculty member's service. Evidence of engagement in student success activities should be emphasized. Service activities fall into categories such as institutional (department, college, unit, university, university system); community-based (where faculty typically utilize their professional expertise or serve as representative of the university); or professional (where faculty members utilize their disciplinary or professional knowledge in service of the profession or discipline) These materials must include the first item listed below and may include appropriate additional types of evidence as listed thereafter.

- A. List of service activities, starting with the most recent, specifying the dates of each activity, designating the type of activity and one's role in the service (e.g., positions held).
- B. Additional types of evidence for faculty not holding administrative positions:

- Committee assignment documentation
 - Copies of meeting minutes or year-end reports, if permissible to share
 - Copies of products developed (including items such as the following: copies of non-published reviewing and peer editing; curriculum development and assessment paperwork; accreditation reports, internship reports);
 - Recognition by others of the faculty member's contributions
 - Evidence of campus, local, statewide, regional, national, or international professional service
- C. Additional types of evidence for faculty holding administrative positions:
- Documentation of leadership assignments
 - Evidence of program evaluation
 - Supervisor, peer, and employee evaluations
 - Copies of products developed

For more detailed examples, consult unit guidelines.

3.2.2 General Guidelines for Dossier Documents

- A. Prior Review Materials – Tenure and promotion decisions require different documentation.
- For tenure, the letters specified in section 3.2.1 section II C, D, and E should be included in the dossier where applicable.
 - For promotion, only the letters specified in 3.2.1 section II D and E pertinent to the current promotion action are to be included. The letters specified in 3.2.1 section II D and E from prior promotion reviews and from prior tenure reviews are *not* to be included.
 - If actions to consider a tenure decision and a promotion decision are simultaneous, one dossier should be prepared with two cover pages, one to document decisions on the tenure consideration and the other to document decisions on the promotion consideration. In such cases, the dossier should include the letters specified in 3.2.1 section II C, D, and E should be included in the dossier, where applicable, in addition to the evaluative statements pertinent to the current promotion action.
- B. Support Materials (e.g., books, reprints, syllabi and/or course outlines, and teaching portfolios) must be collected along with the dossier at the unit and college levels, and it is expected that they will have been reviewed at those steps in the review process. Dossiers prepared for the UTPC should *not* contain the following items unless unusual circumstances prevail, and the committee requests them.
- Evaluative statements written by the candidate unless they are germane to the quality of the candidate's work.
 - Statements about a candidate's personal life unless they are germane to the quality of the candidate's work.
- C. The department and college tenure and promotion committees may request additional materials or documentation to be added to the dossier by the candidate. Once the dossier has reached the academic dean of the college or unit, and for the remainder of the review

process, no additional materials can be added to the dossier except for recommendation memos and appeal letters.

Appendix A: Scholarship and Juried Creative Accomplishments

Each academic unit shall define the types of peer reviewed and other scholarly/juried creative accomplishments that are acceptable for consideration for tenure and promotion. However, each unit must establish specific written standards regarding both the type and quantity of such works it will accept.

Further, any such standard must be demonstrably consistent with the standards of peer institutions, other units at VSU, and the overall mission of Valdosta State University as a University System of Georgia regional university. Scholarly/juried creative accomplishments should be evaluated according to the standards of the medium (e.g. journal article, painting, musical composition, etc.) and discipline, and academic unit. The Unit's statement on standards of scholarship must be approved by the Provost. The Provost may request the advice of the UTPC.

Appendix B: Timeline for VSU Tenure and Promotion Review Process

TENURE AND PROMOTION Submission and Review Timeline		
Action	Responsible	Recommended Completion Date*
<ul style="list-style-type: none"> Attend institutional training seminars about the tenure and promotion process at VSU; Review department, college, and institutional tenure and promotion policies and procedures 	Faculty Member	Prior to Application
<ul style="list-style-type: none"> Remind faculty of upcoming application due date 	Department Head	2 nd Monday in April
<ul style="list-style-type: none"> Provide application and supporting materials to department tenure and promotion advisory committee 	Faculty Member	4 th Wednesday in August
<ul style="list-style-type: none"> Review applications for tenure and promotion; Provide report/recommendation for tenure and/or promotion to candidate and Department Head 	Department Tenure and Promotion Advisory Committee	2 nd Wednesday in Sept. (~3 weeks)
<ul style="list-style-type: none"> Review applications for tenure and promotion; Review department advisory committee's recommendations; Provide report/recommendation for tenure and/or promotion to candidate and college tenure and promotion advisory committee; Meet with any faculty who will not receive departmental approval for the personnel action under consideration; If there is a non-support of the candidate's action, the candidate can withdraw the dossier or submit further explanation/clarification (without including additional review materials), that may include documentation justifying reasons for further consideration to the next level. 	Department Head	1 st Wednesday in October (~2 weeks)

TENURE AND PROMOTION Submission and Review Timeline		
Action	Responsible	Recommended Completion Date*
<ul style="list-style-type: none"> Review applications for tenure and promotion; Provide report/recommendation for tenure and/or promotion to candidate and Dean 	College Tenure and Promotion Advisory Committee	4 th Wednesday in October (~3 weeks)
<ul style="list-style-type: none"> Review applications for tenure and promotion; Review committees' recommendations; Provide report/recommendation for tenure and/or promotion to candidate and Provost and VPAA; Forward all materials to Academic Affairs; Meet with any faculty who will not receive college approval for the personnel action under consideration; If there is a non-support of the candidate's action, the candidate can withdraw the dossier or submit further explanation/clarification (without including additional review materials), that may include documentation justifying reasons for further consideration to the Dean. 	Dean	4 th Friday in November (~4 weeks)
<ul style="list-style-type: none"> Receive electronic materials for University Tenure and Promotion Committee (UTPC) 	Office of Academic Affairs	2 nd Wednesday in December (~2 weeks)
<ul style="list-style-type: none"> Review applications for tenure and promotion; Provide report/recommendation for tenure and/or promotion to candidate and Provost and VPAA; 	University Tenure and Promotion Committee	1 st Monday in February (~7 weeks)
<ul style="list-style-type: none"> Review applications for tenure and promotion; Review University T&P Committee's recommendations; Confer with UTPC Chair, Dean, and/or Department Head as needed; Provide recommendations for tenure and/or promotion to President; 	Provost and VPAA	1 st Monday in March (~4 weeks)

TENURE AND PROMOTION Submission and Review Timeline		
Action	Responsible	Recommended Completion Date*
<ul style="list-style-type: none"> If there is a non-support of the candidate's action, the candidate can withdraw the dossier or submit further explanation/clarification (without including additional review materials), that may include documentation justifying reasons for further consideration. 		
<ul style="list-style-type: none"> Review applications for tenure and promotion; Review Provost's recommendations; Confer with Provost/VPAA; Approve or disapprove. If there is a non-support of the candidate's tenure application, the candidate can submit an appeal to the USG in an application for discretionary review. 	President	3 rd Monday in March (~2 weeks)

*If completion date falls on a holiday, submit the next business day.

Posted at <https://www.valdosta.edu/academics/academic-affairs/documents/tenure-promotion-timeline.pdf>

Appendix C: University System of Georgia Board of Regents Criteria for Tenure and Promotion

The following information is excerpted from the USG BOR Policy Manual sections 8.3.6 and 8.3.7

8.3.6 Criteria for Promotion

Each USG institution shall establish clearly stated promotion criteria and procedures that emphasize excellence in teaching for all teaching faculty. These policies will be submitted to the USG chief academic officer for review and approval.

8.3.6.1 Minimum for All Institutions in All Professorial Ranks

The minimum criteria are:

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

Noteworthy achievement in all of the above areas is not required, but should be demonstrated in at least three areas. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for promotion. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted.

8.3.6.2 Research and Comprehensive Universities

In addition to the minimum requirements above, promotion to the rank of associate or full professor requires the earned doctorate or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee of promotion.

8.3.6.3 State Universities

In addition to the minimum requirements above, promotion to the rank of professor requires the earned doctorate or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee of promotion.

8.3.6.4 State Colleges

In addition to the minimum requirements above, promotion to the rank of professor requires a master's degree in the teaching discipline, or, in rare cases, the equivalent of two (2) years of full-time graduate or first professional study beyond the bachelor's degree. Longevity of service is not a guarantee of promotion.

8.3.7.1 General Information Regarding Tenure

Each University System of Georgia (USG) institution, with the exception of GGC, shall establish

clearly- stated tenure criteria and procedures that emphasize excellence in teaching and involvement in student success activities for all teaching faculty, conform to the requirements listed below, and are approved by the USG Chief Academic Officer. The requirements listed below are the minimum standard for award of tenure, but shall be sufficiently flexible to permit an institution to make individual adjustments appropriate to its mission. While the Board of Regents has delegated authority for tenure decisions to institution presidents, if an institution is not carrying out its faculty review process in a sufficiently rigorous manner the Board of Regents may move the authority to award tenure to the Board level until institutional processes have been remediated.

8.3.7.2 Tenure Requirements

Tenure resides at the institutional level. Institutional responsibility for employment of a tenured individual is to the extent of continued employment on a 100 percent workload basis for two out of every three consecutive academic terms until retirement, resignation, separation as remedial action related to post-tenure review, dismissal for cause, or release because of financial exigency or program modification as determined by the Board of Regents.

Only assistant professors, associate professors, and professors are eligible for tenure. Normally, only faculty who are employed full-time, defined as service on a 100 percent workload basis for at least two out of three consecutive academic terms, by an institution are eligible for tenure. Faculty members holding these professorial ranks who are employed by a USG institution on less than a full-time basis and who are assigned by the USG institution to or hold an appointment at a non-USG corporate or governmental entity shall, subject to the approval of the Chancellor, be eligible for promotion and the award of tenure by the institution President.

The award of tenure is limited to the above academic ranks and shall not be construed to include honorific appointments such as adjunct appointments. Faculty with non-tenure track appointments shall not acquire tenure.

8.3.7.3 Criteria for Tenure

Minimum for All Institutions in All Professorial Ranks

The minimum criteria for tenure are demonstrating:

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

Noteworthy achievement is required in at least two of the above categories, but is not required in all categories. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for tenure. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be tenured, but neither the possession of a doctorate degree nor longevity of service is a guarantee of tenure

Research and Comprehensive Universities

In addition to the minimum criteria above, tenure at the rank of associate or full professor requires the

earned doctorate or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee of tenure.

State Universities

In addition to the minimum criteria above, tenure requires the earned doctorate or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee of tenure.

State Colleges

In addition to the minimum criteria above, tenure requires at least the equivalent of two years of full-time study beyond the bachelor's degree. Longevity of service is not a guarantee of tenure.

8.3.7.4 Award of Tenure

Tenure may be awarded, upon approval of the institution President upon completion of a probationary period of at least five continuous years of full-time service at the rank of assistant professor or higher. A maximum of two years of interruption because of a leave of absence or part-time service may be permitted and credit for the probationary period of an interruption may be given at the discretion of the President. In all cases in which a leave of absence, approved by the President, is based on birth or adoption of a child, or disability or prolonged illness of the employee or immediate family member, the five-year probationary period may be suspended during the leave of absence.

A maximum of three years' credit toward the minimum probationary period may be allowed for service in tenure track positions at other institutions or for full-time service at the rank of instructor or lecturer at the same institution. Such credit for prior service shall be approved in writing by the President at the time of the initial appointment at the rank of assistant professor or higher.

Notwithstanding anything to the contrary in this Policy Manual, in exceptional cases, an institution President may approve an outstanding distinguished senior faculty member for the award of tenure upon the faculty member's initial appointment, which is referred to as "tenure upon appointment." Each recommendation shall be granted only when the faculty member, at a minimum, is appointed as an associate or full professor, was already tenured at a prior institution, and brings a demonstrably national reputation to the institution. If the person being appointed to an administrative position has not previously held tenure, the award of tenure must be approved by the Chancellor.

8.3.7.5 Notification of Tenure Award

Upon approval of the award of tenure to an individual by the institution President, the individual shall be notified in writing by the President with a copy of the notification forwarded to the USG Chief Academic Officer.

8.3.7.6 Maximum Times without Award of Tenure

Except for the approved suspension of the probationary period due to a leave of absence, the maximum time that may be served at the rank of assistant professor or above without the award of tenure shall be seven (7) years, but a terminal contract for an eighth year may be proffered if a recommendation for tenure is not approved by the president.

The maximum time that may be served in combination of full-time instructional appointments (instructor or professorial ranks) without the award of tenure shall be ten (10) years, but a terminal contract for the 11th year may be proffered if a recommendation for tenure is not approved by the president.

Except for the approved suspension of the probationary period due to a leave of absence, the maximum period of time that may be served at the rank of full-time instructor shall be seven (7) years.

8.3.7.7 Loss of Tenure or Probationary Credit Towards Tenure

Tenure or probationary credit towards tenure is lost upon:

1. Resignation from an institution; or
2. Written resignation from a tenured position in order to take a non-tenured position; or,
3. Written resignation from a position for which probationary credit toward tenure is given in order to take a position for which no probationary credit is given.

In the event such an individual is again employed as a candidate for tenure, probationary credit for the prior service may be awarded in the same manner as for service at another institution.