

PERIMETER COLLEGE

FACULTY HANDBOOK

FOR

EVALUATION,

PROMOTION AND TENURE

2016

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[Markup Faculty Evaluation Handbook](#)

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ANNUAL EVALUATION OF FACULTY
GENERAL INFORMATION

JOB DESCRIPTION
INSTRUCTIONAL FACULTY

Nature of Work

The Instructional Faculty have the responsibility to provide effective instruction, to direct and support the learning process for students, to advise students effectively, to provide service related to the discipline or to the College, to maintain standard departmental and college practices and procedures, and to remain current in their teaching discipline. Instructional Faculty members are expected to devote a minimum of 40 hours per week to the institution. Instructional Faculty must carry out their duties in a professional, ethical, and collegial manner that enhances the mission of the institution. The faculty function under the general direction of Department Chairs.

Illustrative Examples of Work

- Prepares and teaches courses as scheduled, under supervision of a Department Chair or Coordinator. Faculty members are expected to teach 27-32 semester credit hours and a minimum of eight classes per academic year.
- Maintains a weekly on-campus office schedule. Faculty members are expected to maintain an average of 10 office hours per week. The Department Chair may approve variations, based on what is best for the students to be served.
- Advises students about their program of study and selection of courses.
- Counsels students outside of class regarding their academic problems, and provides extra academic help as necessary.
- Maintains laboratory or other equipment applicable to the area of instruction.
- Attends official college functions.
- Assumes committee responsibilities as assigned.
- Participates in evaluating and changing curriculum as necessary.
- Pursues professional activities.
- Maintains appropriate student records.
- Reports grades and other information accurately and promptly.

[Illustrative examples are not meant to be inclusive of all job responsibilities or to imply that all illustrative examples are included in each faculty member's responsibilities].

Desirable Knowledge, Abilities and Skills

1. Thorough knowledge of teaching discipline.
2. Knowledge of available College policies and procedures and applicable Regents' policies and procedures.
3. Ability to provide quality classroom instruction and learning activities.
4. Ability to relate to students, faculty, staff, and administration in a professional manner.
5. Ability to use technology in the instructional process.
6. Ability to make referrals to appropriate college offices.

BOARD OF REGENTS' POLICY ON EVALUATION OF FACULTY

Policy

803.05 Evaluation of Faculty

Each institution shall establish definite and stated criteria, consistent with Regents' policies and the statutes of the institution, against which the performance of each faculty member will be evaluated. The evaluation shall occur at least annually and shall follow stated procedures as prescribed by each institution. Each institution, as part of its evaluative procedures, will utilize a written system of faculty evaluations by students, with the improvement of teaching effectiveness as the main focus of these student evaluations. The evaluation procedures may also utilize a written system of peer evaluations, with emphasis placed on the faculty member's Professional Activities. In those cases in which a faculty member's primary responsibilities do not include teaching, the evaluation should focus on excellence in those areas (e.g., research, administration) where the individual's major responsibilities lie. Institutional policies and procedures shall ensure that each faculty member will receive a written report of each evaluation and that the results of the evaluation will be reflected in the faculty member's annual salary recommendations. Institutions will ensure that the individuals responsible for conducting performance evaluations are appropriately trained to carry out such evaluations (BR minutes, 1979-80, p. 50; 1983-84, p. 36; May, 1996, p. 52).

Each institution shall conduct in-depth pre-tenure reviews of all faculty in their third year of progress toward tenure. The criteria established for promotion and tenure, emphasizing excellence in teaching, shall be used as the focus for these reviews. The Senior Vice Chancellor for Academic Affairs shall review and approve institutional pre-tenure review policies, as well as any subsequent revisions. (BOR Minutes, April 1996, p. 39-47; May 1996, p. 52).

Institutions employing graduate teaching and/or laboratory assistants shall develop procedures to (a) provide appropriate training to support and enhance these assistants' teaching effectiveness, (b) conduct regular assessments, based on written procedures and including results of student and faculty evaluations, of each assistant's teaching effectiveness and performance, and (c) assess competency in English and, if needed, provide training in English language proficiency.

Senior administrators shall be evaluated by the administrator's supervisor, using a performance management instrument which emphasizes leadership qualities, management style, planning and organizing capacities, effective communication skills, accountability for diversity efforts and results, and success at meeting goals and objectives. All senior administrators shall be evaluated by their subordinates (one level down) at least once every five years. Evaluation results will be the basis for the senior administrator's development plan.

Each institution shall conduct post-tenure reviews of all tenured faculty members. Each faculty member is to be reviewed five years after the most recent promotion or personnel action, and reviews shall continue at five-year intervals unless interrupted by a further review for promotion. The Senior Vice Chancellor for Academic Affairs shall review and approve institutional post-tenure review policies, as well as any subsequent revisions. These institutional policies must conform to the institution's mission and to System procedures for post-tenure review.

Institutional policies also shall address cases in which a tenured faculty member's performance is deemed unsatisfactory (BOR Minutes, April 1996, p. 39-47; May 1996, p. 52; February 2007)

Procedure

(Memoranda from Chancellor to Presidents, 6/22/81, 12/15/86)

The following steps should be made a part of all faculty evaluation systems:

1. The immediate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member's annual written evaluation.
2. The faculty member will sign a statement to the effect that he/she has been apprised of the content of the annual written evaluation.
3. The faculty member will be given the opportunity to respond in writing to the annual written evaluation, with this response to be attached to the evaluation.
4. The immediate supervisor will acknowledge in writing his/her receipt of this response, noting changes, if any, in the annual written evaluation made as a result of either the conference or the faculty member's written response. This acknowledgement will also become a part of the records.

Last Updated: 04/02/2002

PERIMETER COLLEGE'S POLICY ON EVALUATION OF FACULTY

In keeping with Board of Regents' Policy, PC has adopted the Annual Performance Review of Faculty described herein. To ensure that faculty are aware of the expectations of their supervisor and are informed of their progress as members of PC faculty, evaluations are completed on an annual basis. This evaluation, which serves as an evaluation of progress and a discussion of expectations for the future, focuses on the objectives and goals of the individual and of the College. Because the results of this evaluation will be the sole determiner of the annual merit pay award made to each faculty member, as well as a basis for promotion, tenure, pre-tenure, and post-tenure decisions made by the institution, the College recognizes the need for a consistent system for evaluating its faculty. However, the College also recognizes the diversity among its faculty and has, therefore, adopted a system of evaluation that values that diversity, asserts that progress may occur in many directions, and recognizes that many types of activities make valuable contributions to the College's success and growth.

All faculty members with teaching responsibilities will be evaluated annually on four components of their performance: teaching effectiveness, practices and performance, service, and professional activities. Faculty members at different points in their academic careers often find that they want or need to direct more effort to one component or another of their responsibilities.

Any academic year in which leave is taken for more than 50% of the number of instructional days for Spring and/or Fall semester cannot count as a year's service for purposes of promotion and/or tenure. Merit pay will not be awarded for any academic year in which leave for more than 50% of the number of instructional days for Spring and/or Fall semester is taken.

ANNUAL PERFORMANCE REVIEW OF FACULTY

EVALUATION OVERVIEW

The Faculty Evaluation establishes criteria for evaluating the performance of each full-time, tenure-track faculty member. The criteria are based on the position description for full-time, tenure-track faculty members. Salary increases for these faculty shall be awarded on merit.

The Faculty Evaluation uses four broad categories:

Teaching Effectiveness
Practices and Performance
Service
Professional Activities.

The Board of Regents receives an annual appropriation from the General Assembly for all phases of its operations. This appropriation may be increased or decreased by the Legislature or the Governor during the period of any fiscal year. Expenditures for operation of the University System are therefore necessarily contingent upon legislative appropriations. In the event that the General Assembly or the Governor at any time reduces the amount of funds appropriated to the Board, the compensation of all employees and other operating expenses may as a consequence be correspondingly reduced. It shall, however, be the intent of the Board to maintain current salary commitments in so far as possible to every employee and the Board will exert its composite influence and best efforts to that end. (*Academic Affairs Handbook, Section 4.14.01*).

TIMETABLES for Faculty Evaluation, Promotion and Tenure*

Timetable for Faculty NOT Seeking Promotion or Tenure

The faculty evaluation period begins January 1 and ends December 31, 2016.
Timetables below go through Spring Semester 2017.

Spring Semester 2016

Completion of evaluation process from previous year is in blue. Beginning of building portfolio for next year's evaluation is in black.

Due Date	Action
Jan. 22, 2016	The faculty member submits a copy of the syllabus for each course section to the Department Chair. Syllabi for all courses for the current semester shall be on file in the departmental office.
Feb. 1- Mar. 25, 2016	<p>The Department Chair completes the Faculty Evaluation form from the previous evaluation year. S/he also completes a first semester review for new tenure-track faculty. Department Chairs may meet jointly to discuss all the annual reviews for the faculty members in the division to ensure consistency in evaluation.</p> <p>The Department Chair holds individual discussions with each faculty member concerning performance. The Department chair sends faculty evaluations to the Dean for signature.</p> <p>Student evaluations are administered during spring semester.</p>
April 1, 2016	<p>The Dean signs and submits evaluations to the Director of Faculty Services. Recommendations for merit increases should be sent to the Vice Provost of the college.</p> <p>The faculty member submits to Dept. Chair the FACULTY SEMESTER PROFILE with Teaching, Service and Professional Activities for the semester.</p> <p>The faculty member updates the Course Materials Portfolio that is maintained in the faculty member's office by adding copies of course materials that were used during the semester.</p>
May-Aug. 2016	Department Chairs complete a faculty mid-year review and hold individual discussions with faculty members. This document remains in the department (except if applying for promotion and/or tenure)

**Timetables and activities are subject to change based on Georgia State University evaluation, promotion and tenure timelines and activities.*

Summer Semester 2016 (if applicable)

Due Date Action

Jun. 10, 2016	The faculty member submits a copy of the syllabus for each course section to the Department Chair. Syllabi for all courses for the current semester shall be on file in the departmental office.
Jul. 15, 2016	<p>The faculty member submits to Dept. Chair the FACULTY SEMESTER PROFILE with Service, Professional Activities for the semester.</p> <p>The faculty member updates the Course Materials Portfolio that is maintained in the faculty member's office by adding copies of course materials that were used during the semester.</p>

Fall Semester 2016

Due Date Action

Sept. 2, 2016	The faculty member submits a copy of the syllabus for each course section to the Department Chair. Syllabi for all courses for the current semester shall be on file in the department office.
Oct. 7, 2016	The faculty member completes and submits the FACULTY SEMESTER PROFILE to the Department Chair.
Nov. 4, 2016	(Optional) Faculty evaluation of Department Chair due to Dean. (Form can be obtained from Human Resources Website).
Dec. 2, 2016	<p>If there are changes, faculty member submits an updated FACULTY SEMESTER PROFILE.</p> <p>The faculty member updates the Course Materials Portfolio that is maintained in file in the faculty member's office by adding copies of course materials that were used during the semester.</p>

Spring Semester 2017

Completion of evaluation process from previous year is in blue. Beginning of building portfolio for next year's evaluation is in black.

Jan. 20, 2017	The faculty member submits a copy of the syllabus for each course section to the Department Chair. Syllabi for all courses for the current semester shall be on file in the departmental office.
Feb. 3- Mar. 24, 2017	<p>The Department Chair completes the Faculty Evaluation form from the previous evaluation year. S/he also completes a first semester review for new tenure-track faculty. Department Chairs may meet jointly to discuss all the annual reviews for the faculty members in the division to ensure consistency in evaluation.</p> <p>The Department Chair holds individual discussions with each faculty member concerning performance. The Department chair sends faculty evaluations to the Dean for signature.</p> <p>Student evaluations are administered during spring semester.</p>
Mar. 31, 2017	<p>The Deans signs and submits evaluations to the Director of Faculty Services. Recommendations for merit increases should be sent to the Vice Provost of the college.</p> <p>The faculty member submits to Dept. Chair the FACULTY SEMESTER PROFILE with Teaching, Service, and Professional Activities for the semester.</p> <p>The faculty member updates the Course Materials Portfolio that is maintained in the faculty member's office by adding copies of course materials that were used during the semester.</p>
May-Aug. 2017	Department Chairs complete a faculty mid-year review and hold individual discussions with faculty members. This document remains in the department (except if applying for promotion and/or tenure).

Due Date	Action
April 2016	Selection of Promotion and Tenure Panel members for 2016 – 2017 academic year. Selection of Peer Committee Members and Committee Chair by departments.
April 22, 2016	Eligibility lists for promotion and tenure sent to Deans and Department Chairs.
May 2, 2016	Deadline to submit Intent to Apply for Promotion and/or Tenure form to Academic Affairs for faculty seeking promotion and/or tenure is May 6, 2016 is 5 p.m.
Aug 1- Aug. 19, 2016	Sharepoint access is open to faculty to upload promotion and/or tenure portfolios (details begin on pgs 41 & 55 of faculty handbook for evaluation, promotion and tenure). Faculty Sharepoint access CLOSES at 5 pm on Aug. 19, 2016.
Aug.19, 2016	Meeting for members of the Peer Committees
Aug. 22-26, 2016	Department Chairs upload letters of recommendation into Sharepoint for faculty seeking promotion and /or tenure
Aug. 29-Sept. 9, 2016	Peer review of portfolios. Department- or Campus-based Peer Committee makes recommendations of support or denial. Chair of Peer Committee uploads all reports into SharePoint no later than 5 p.m.
Sept. 16, 2016	The Promotion and Tenure Panel reviews criteria and elects a chair.
Sept. 12-23, 2016	Department Chair reviews promotion and/or tenure portfolios and writes letters of support or denial. All reports are loaded in Sharepoint no later than 5pm on Sept. 23, 2016.
Sept. 26 – Nov. 11	Promotion and Tenure Panel reviews portfolios. Panel may request an interview with candidate to clarify issues of concern. The Panel makes a recommendation of support or denial and adds recommendations to the files. Promotion and Tenure Panel completes work and uploads reports to Sharepoint no later than 5 p.m. on Nov. 11, 2016.
Nov. 14-Dec. 2, 2016	Dean/Vice Provost reviews portfolios, writes letters of support or denial, and uploads letters into SharePoint. DEADLINE for uploading letter to recommend or not recommend for promotion and/or tenure is Dec. 9, 2016 at 5pm. Dean notifies faculty and Provost in writing of intention to recommend or not recommend for promotion and/or tenure.
Dec. 9, 2016	Final date for faculty appeal of Dean’s decision. This must be submitted in writing to the Dean. Dean/Vice Provost will write a letter endorsing the appeal or explaining a denial within 5 working days after receipt of the appeal. Dean uploads letter of appeal and response into SharePoint, as well as sends a copy to the faculty member.
Dec. 9, 2016	P&T dossiers (portfolios) due to Faculty Affairs (Atlanta campus)
	GSU-Atlanta campus TIMETABLE followed from this point.

**Timetable for Faculty Undergoing
Pre-Tenure or Post-Tenure Review**

Jan. 13, 2017	Department Chair completes annual review for 2016 for faculty up for pre- and post-tenure review.
Jan. 16 – Feb. 10	Candidates for pre- and post-tenure review upload files into SharePoint. All files must be uploaded into SharePoint by 5 p.m. on Feb. 10.
Feb. 13 – March 24	Promotion and Tenure Panel reviews files in SharePoint and prepares reports. Reports must be uploaded into SharePoint by 5 p.m. on March 24.
March 27- April 7	Department Chair reviews the contents of the report with faculty member.
Apr. 14	Last day for faculty member to submit a written response to Pre-Tenure Report (optional). Appeal of a finding of Unsatisfactory Performance in a Post-Tenure Report due to Appeals Panel. In the event of a finding of Unsatisfactory Progress, faculty member and his/her Department Chair will prepare a pre- or post-tenure development plan to correct deficiencies. Development plan is due to the Dean by April 14.
Apr. 21	Appeal Panel submits report of Unsatisfactory Performance Review to the Dean.
April 28	Dean forwards all documentation and his/her recommendation to the Provost.
May 12	The Provost will make the final decision.

Updated 5/10/16

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ANNUAL PERFORMANCE REVIEW OF FACULTY

FACULTY SEMESTER PROFILE

NAME: _____ SEMESTER: _____ YEAR: _____

DEPARTMENT: _____ CAMPUS: _____

TEACHING SCHEDULE

COURSE REFERENCE NO. (CRN)	COURSE NUMBER (Ex. ENGL 1101-101)	COURSE MEETING DAYS	COURSE MEETING TIME	
			FROM	TO

POSTED OFFICE HOURS*

DAY	FROM	TO	FROM	TO	TOTAL HOURS
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
TOTAL					

*Indicate if hours are online or on a different campus than listed above

SERVICE

List committees and other service, including involvement with students, and advising and/or registration duties performed.

Use extra sheet if needed

PROFESSIONAL DEVELOPMENT

List professional organizations, conferences attended, presentations given, presentations attended, workshops, courses and other discipline-related activities.

Use extra sheet if needed

PRACTICES AND PERFORMANCE

List campus, departmental, discipline, and official college functions attended.

DEPARTMENT CHAIR'S COMMENTS

GOALS FOR THE COMING YEAR

Attach a separate sheet of paper and describe your goals for the coming year. In each area describe the goal you plan to attain, the activities that you will undertake to achieve that goal, the methods you will use to evaluate your efforts, and the resources that you require to achieve the goals. All faculty members must prepare a plan that includes teaching effectiveness and either service or professional development.

BEGINNING OF SEMESTER

Faculty Member's signature

Date

Department Chair's signature

Date

END OF SEMESTER

Faculty Member's signature

Date

COURSE MATERIALS

Each faculty member shall maintain a Course Materials Portfolio on file in his or her office that provides examples of teaching style and course materials. The course materials should be kept in a three-ring binder. Each faculty member shall update the Course Materials Portfolio at least once each semester to keep it current. Faculty members need to retain materials that they intend to submit in their tenure or promotion portfolios. Faculty members are required to give their Department Chair a current syllabus of each course they teach at the beginning of each term. Department Chairs have the prerogative to ask to see the portfolio whenever they have a need.

Examples of course materials that might be included are:

(For any course materials that are not original, the source should be stated)

- Course syllabi for all courses for current academic year - mandatory
- Assignments
- Projects
- Writing activities
- Case studies
- Laboratory activities
- Problem-solving sets
- Examples of exercises using active learning
- Study guides
- Concept maps
- Quizzes and exams
- Support materials
- Annotated bibliographies
- Web page addresses – or first pages of pertinent web addresses
- CD-ROMs
- Samples of grading and feedback to students
- Description of uses of instructional technology
- Description of revisions of materials
- Brief explanations of materials and their uses

The Course Materials Portfolio will be reviewed by the Department Chair at the Mid-Year Review and at the Annual Review. It may also be reviewed by the Promotion and Tenure Committee.

ANNUAL PERFORMANCE REVIEW OF FACULTY

CLASSROOM OBSERVATION

Because Perimeter College values excellence in teaching, all faculty will have their classroom teaching observed periodically. Satisfactory classroom observations are expected. Classroom observations will be an important component of the Faculty Review Process. Classroom observations and the discussions associated with them should also be used as an opportunity for faculty development.

The Department Chair or designee must evaluate part-time instructors during their first term of teaching and once per year following. Part-time instructors can be evaluated as often as the department deems necessary. All full-time faculty not on a tenure-track appointment (term-to-term or year-to-year) will be evaluated on the same schedule as the part-time faculty.

During the first term of employment, all full-time, tenure-track faculty members will be observed by their department chair. The Department Chair should also check the course syllabi, course materials, and other information and documentation as necessary.

Beginning in the second term of employment, faculty will be observed at least annually by their Department Chair until the successful completion of a pre-tenure review.

After the successful completion of a tenure review, faculty members will be observed at least once every three years.

Tenured faculty members will be observed at least once every three years and at least twice before any personnel action (such as promotion or tenure). Faculty members applying for a personnel action (promotion, tenure, post-tenure review) must be observed within the year prior to the application for that personnel action.

Classroom observations should not occur during the first or last week of any term except in extenuating circumstances. The Department Chair will give faculty a range of dates and ask which are not acceptable in that time period. Classroom observations should last an appropriate amount of time for the Department Chair to effectively evaluate the faculty member and should not be less than fifteen minutes.

The observations should be discussed with the faculty member within two weeks of the observation. At that time, all forms dealing with the observation should be signed and copies provided to the faculty member. The originals should remain on file in the department in a secured location.

If a faculty member wants additional observations, the Department Chair should make arrangements for those observations.

Distance learning classes must be observed in addition to face-to-face classes. Online Department Chairs will observe a distance learning class for faculty who teach both. For distance learning courses, at numbers 11 and 12 on the classroom observation form, “communicates” should be substituted for “speaks”.

CLASSROOM OBSERVATION FORM

Instructor: _____ Time: _____ Date: _____

Observer: _____ Course : _____

Number of students present: _____ Number of students enrolled: _____

Topic Covered: _____

Type of class: _____ Face-to-face _____ On-line _____ Hybrid

	Descriptors	Needs-improvement	Expected	Exceptional	Not Observed	Comments
Course Design and Delivery	1. Presents material appropriate to course objectives					
	2. Presents material appropriate to student knowledge					
	3. Includes examples or illustrations to clarify concepts					
	4. Uses instructional aids where appropriate					
	5. Uses instructional time efficiently					
	6. Delivers lesson in a logical manner					
	7. Summarizes major concepts and checks for understanding					
	8. Provides up-to-date goals/objectives					
	9. Uses instructional methods effectively					
	10. Communicates the material with a sense of enthusiasm					
	11. Speaks about content with authority					
	12. Speaks clearly					
Interaction	13. Encourages student involvement					
	14. Demonstrates respect for students					
	15. Clarifies content when students fail to understand					
	16. Responds constructively to students					

Attach additional comments on separate sheets if necessary.

Faculty member's signature*: _____ Date: _____

Department Chair's signature: _____ Date: _____

**Faculty member's signature indicates that this review form has been discussed with the faculty member and does not imply agreement with the conclusions.*

POST-CLASSROOM OBSERVATION REVIEW

Name: _____ Date: _____

Observer: _____ Course: _____

Topic covered: _____

Date of post-observation review: _____

Summary of observation (add additional pages as necessary)

Attachments:

Faculty Member's Signature*: _____ Date: _____

Observer's Signature: _____ Date: _____

Department Chair's Signature: _____ Date: _____

** Faculty member's signature indicates that this review has been discussed with the faculty member and*

does not imply agreement with the conclusions.

MID-YEAR and ANNUAL FACULTY REVIEW

The Mid-Year Faculty Review, to be held by the end of the spring semester, provides an opportunity for the faculty member and the Department Chair to discuss Teaching Effectiveness, Practices and Performance, Service, and Professional Activities. At this meeting, the faculty member's course materials portfolio should also be reviewed and discussed.

Using the PC evaluation form as a guide, each faculty member will submit to his or her Department Chair a description of teaching, service, and professional activities during that semester. The Department Chair will write a brief narrative (one paragraph or so) for each area, teaching effectiveness, practices and performance, service, and professional activities, to indicate his or her assessment of the faculty member's performance at this point. That is, does the faculty member appear to be on target for what is expected? Are there any areas that need improvement? Does it appear at this point that a faculty member's work in some area(s) may lead to an exceptional rating during the final review?

The mid-year review process is intended to provide a forum for discussion about any potential areas of concern, helping the faculty member to make improvements before the end of the calendar year.

After the discussion, the Department Chair will complete the PC Faculty Evaluation form. This document remains in the department files and provides a reference for the annual faculty review. A copy is also given to the faculty member. For faculty applying for promotion and/or tenure, the mid-year review will be submitted at the time of application to complete the number of semesters of review required.

A. TEACHING EFFECTIVENESS

In order to demonstrate teaching effectiveness, faculty members need to show not only what they do, but how what they do enhances student learning. Effective teaching results in students developing thinking processes and learning skills and information that will lead to mastery of the course outcomes.

Suggested topics for discussion regarding teaching effectiveness at the mid-year review are listed below. Topics may include, but are not limited to:

1. Syllabi
Course syllabi are clearly written, complete, accurate, distributed on time and cover content as specified by the Common Course Outline.
2. Course Materials
Assignments are designed to enable the students to master the course outcomes. Assessments are designed to demonstrate that students have developed thinking processes and have learned skills and information that show mastery of the course content.

3. Student Evaluations and Feedback
 Student evaluations are satisfactory.
 Student comments, if received, show that the students believe the course and professor have made a positive impact on their learning.
4. Classroom Observations
 Classroom observations reveal satisfactory classroom management skills.
 Faculty-student interactions are appropriate and encourage learning.
 Classroom environment/atmosphere is conducive to learning.
 Discussions are designed to enhance student learning of the course outcomes.
5. Enrollments
 Class enrollments are within norms for courses taught.
 Drops and withdrawals are within norms.
6. Grades
 Grade distributions are within norms for courses taught
7. Office hours
 Faculty member is available to students during posted office hours.
8. Faculty member uses appropriate teaching methodology in the instruction process
9. Advising
 Faculty member performs advising duties assigned.

B. SERVICE

Suggested topics for discussion regarding service at the mid-year review are listed below. Topics may include, but are not limited to:

1. Faculty member participates in committees and service to the College, Campus, and/or Discipline.
2. Faculty member contributes to the academic development of students outside the classroom.

C. PROFESSIONAL ACTIVITIES

Suggested topics for discussion regarding professional activities at the mid-year review are listed below. Topics may include, but are not limited to:

1. Faculty member participates in professional organizations.
2. Faculty member attends conferences.
3. Faculty member participates in discipline-related activities.
4. Faculty member participates in educational opportunities such as workshops or courses.

D. PRACTICES AND PERFORMANCE

Suggested topics for discussion regarding practices and performance at the mid-year review are listed below. Topics may include, but are not limited to:

1. Faculty member responds to requests for information.
2. Faculty member reports grades, no-shows, early alerts, and other student records on time.

3. Faculty member follows established college and Board of Regents' policies and procedures.
4. Faculty member attends campus, departmental, and discipline meetings.
5. Faculty member attends official college functions.
6. Faculty member relates to students, faculty, staff and administrators in a professional manner.
7. Faculty member maintains accurate and timely records.

The Annual Faculty Review is held after the end of fall semester. This is the final evaluation for the year that will provide information for merit raises, promotion, and tenure decisions.

Using the PC evaluation form as a guide, each faculty member will submit to his or her Department Chair a description of teaching, service, and professional activities during that year.

The Department Chair completes the Faculty Evaluation form after the end of the fall semester. All Department Chairs and the Associate Dean meet jointly to discuss all the annual reviews for the faculty members in the division to ensure consistency in evaluation. Department Chairs then hold individual discussions with each faculty member concerning performance.

EVALUATION OF FIRST-YEAR TENURE-TRACK FACULTY

Because the Faculty Annual Review covers a calendar year and is completed at the end of fall term, faculty joining the institution in the fall will not have worked during the spring portion of that evaluation period and, therefore, will not have a complete report. However, the Department Chair must evaluate the performance of new faculty to support a recommendation for contract renewal. New tenure-track faculty members will be required to turn in a Faculty Semester Profile at the beginning of their first semester and will begin a course materials portfolio. Department Chairs will conduct a classroom observation during the fall semester of the first year. New tenure-track faculty members will be evaluated by the Department Chair at the end of fall semester.

ALIGNMENT OF THE FACULTY EVALUATION WITH PC'S STRATEGIC PLAN

In each category for evaluation (Teaching Effectiveness, Practices and Performance, Service, and Professional Activities), what is expected in faculty performance is aligned with PC's Strategic Goals as indicated at the top of each section. A faculty member can, however, address additional action items under these goals by choices they make in activities they pursue as a faculty member. Following is a comprehensive guide of what faculty activities support each of the strategic goals of the College:

WE WILL STRENGTHEN STUDENT SUCCESS

- Implement the Complete College Georgia (CCG) Plan.
- Improve academic advising.
- Implement the five-year QEP.

WE WILL MAINTAIN AND STRENGTHEN OUR MISSION AS AN ACCESS INSTITUTION

- Increase enrollment in support of our access mission, CCG goals, the new funding formula for the University System of Georgia, and the financial health of the college.
- Prepare to implement the two four-year programs authorized by the Board of Regents.
- Request Board of Regents approval for a BSN Completion program.
- Strengthen online education.

WE WILL INCREASE OUR AGILITY IN THE VERY COMPETITIVE HIGHER EDUCATION ARENA

- Review class sizes and teaching loads over time and review ratios of tenured, tenure-track, temporary, and adjunct faculty members.
- Re-examine operating processes and procedures in light of existing staffing levels and review existing staffing ratios. Improve processes and efficiencies.
- Communicate and cultivate relationships with external constituencies.

WE WILL FOCUS ON THE COLLEGE CULTURE

- Improve employee and student satisfaction and engagement.
- Foster and maintain a college culture that reflects our mission and values.

EVALUATION OF REASSIGNED TIME ACTIVITIES

Faculty members may on occasion be given reassigned time for certain activities or duties that support the College and are above and beyond the normal job expectations. For such reassigned activities, the faculty should provide a narrative that describes these activities not to exceed 200 words:

Name _____

Reassigned Time Activity _____

Supervisor of the Reassigned Time _____

Faculty member's signature _____ Date _____

Department Chair's signature _____ Date _____

PC Faculty Evaluation

The evaluation of faculty will draw on multiple sources of information that may include, but are not limited to, classroom observations, student evaluations, and course materials. Note: Each area in which faculty members are evaluated supports the College's Strategic Plan.

Mid-year review Final review

Name _____

Date _____

Teaching Effectiveness					
PC Strategic Goal #1 We will strengthen student success (supports teaching excellence, addresses goals and actions in Academic Master Plan)					
Elements	Needs Improvement	Expected Performance (examples)	Exceeds Expectations	Exceptional (examples)	Comments
Course Design		<p>Organizes instruction in a logical sequence in accordance with identified course outcomes.</p> <p>Articulates progression of concepts effectively to students.</p> <p>Develops clear syllabus; pro-actively and clearly communicates to students if changes are made to syllabus.</p> <p>Designs assignments to enable students to master concepts.</p> <p>Designs appropriate delivery technique.</p> <p>Updates and improves course materials to maximize learning.</p>		<p>Establishes dynamic course framework leading to new and innovative ways to provide instruction including specific plans to evaluate the effectiveness of the course design.</p>	

Elements	Needs Improvement	Expected Performance (examples)	Exceeds Expectations	Exceptional (examples)	Comments
Course Delivery		<p>Establishes clear expectations for the students.</p> <p>Uses appropriate delivery methods & materials to enhance student learning.</p> <p>Promotes or facilitates learning including ability to motivate students, generate enthusiasm, and encourage critical thinking.</p> <p>Creates an atmosphere that fosters a respectful and open learning environment.</p> <p>Summarizes major concepts and checks for understanding.</p>		<p>Engages students in learning beyond established expectations.</p> <p>Employs a variety of teaching methods to accommodate individual differences to meet course outcomes appropriately.</p> <p>Implements innovative learning materials for an assigned course.</p>	
Assessment		<p>Aligns assessment with course objectives.</p> <p>Administers assessments in an effective manner.</p> <p>Conducts assessments that effectively measure the attainment of intended course outcomes.</p> <p>Provides relevant, timely feedback, including suggestions for improvement.</p> <p>Maintains high academic expectations and grading standards.</p>		<p>Goes beyond the scope of expected in evaluating student progress on a continuous basis.</p> <p>Increases understanding of student learning outcomes; increases retention/course pass rates – makes a difference, without compromising academic standards.</p>	

Practices and Performance

- PC Strategic Goal #1 We will strengthen student success (supports improving academic advising processes)
- PC Strategic Goal #2 We will create and foster a culture of teamwork, leadership, quality service, and continuous improvement (supports fostering a supportive culture)
- PC Strategic Goal #3 We will enhance the economic, social, and cultural vitality of our communities (supports Transfer Admission Guarantees)
- PC Strategic Goal #4 We will expand access and enrollment capacity (supports services to students that promote their success)

Elements	Needs Improvement	Expected Performance (examples)	Exceeds Expectations	Exceptional (examples)	Comments
Advising		<p>Serves as an effective academic advisor.</p> <p>Meets regularly with advisees.</p> <p>Possesses requisite knowledge of own discipline and awareness of others in order to appropriately direct students.</p> <p>Provides comprehensive advice in one's area of expertise beyond PC degree program.</p>			
Availability/ Access		<p>Meets assigned classes and labs promptly at the scheduled times.</p> <p>Is available to students during posted office hours.</p> <p>Responds to requests for information in a timely manner.</p>		Devotes significant time beyond scheduled class/lab/office hours to provide students additional instruction.	
Record Management		<p>Maintains appropriate student records and reports required student information according to posted deadlines.</p> <p>Submits course-related reports or other documents on or before due dates.</p>			

Elements	Needs Improvement	Expected Performance (examples)	Exceeds expectations	Exceptional (examples)	Comments
Collegiality		<p>Attends campus, departmental and discipline meetings, and official college functions.</p> <p>Relates to students, faculty, staff, and administrators in a professional manner.</p>		<p>Voluntarily assumes additional responsibilities as needed by the department, discipline, college, etc. (without reassigned time)</p>	

Service					
PC Strategic Goal #1		We will strengthen student success (supports expanding awareness of opportunities for students and faculty to become involved in college life, civically engaged in the community)			
PC Strategic Goal #2		We will create and foster a culture of teamwork, leadership, quality service and continuous improvement (supports the services we offer to our students)			
PC Strategic Goal #3		We will enhance the economic, social, and cultural vitality of our communities (supports effectively communicating to the community the role and contributions made by the college)			
Elements	Needs Improvement	Expected Performance (examples)	Exceeds Expectations	Exceptional (examples)	Comments
College Committee Participation		Actively contributes to committees and service at the College.		Devises and submits actionable, innovative solutions to address problems discussed during meetings. Chairs major college-wide committee or taskforce, ensuring that tasks are completed in a timely manner. Leads an assessment project for the discipline.	
Student and Community Service		Contributes to the academic development of students outside the classroom by attending events honoring or recognizing students, serving as club advisor, or by other involvement with students. Participates in community service related to the discipline or to the College mission when possible.		Leads and coordinates student and/or community events related to the discipline or to the College mission. Regularly and actively participates in community service related to the discipline or to the College mission.	

Professional Activities					
PC Strategic Goal #1		We will strengthen student success: (supports evaluating relevancy and responsiveness of our curriculum)			
PC Strategic Goal #2		We will create and foster a culture of teamwork, leadership, quality service, and continuous improvement (supports quality professional and faculty development)			
Elements	Needs Improvement	Expected Performance (examples)	Exceeds Expectations	Exceptional (examples)	Comments
Current knowledge in discipline		<p>Stays abreast of latest topics and changes related to discipline.</p> <p>Maintains membership in professional organizations.</p> <p>Attends professional conferences and/or gives presentations at local or state professional conferences.</p> <p>Participates in other discipline-related activities (e.g., performances and exhibits) to expand relevant knowledge base.</p> <p>Participates in educational opportunities such as faculty development workshops or courses, attends presentations etc.</p>		<p>Holds office in professional associations related to discipline.</p> <p>Works in conjunction with Grants Office, Office of Institutional Advancement, and discipline to secure funding for advancement of discipline.</p> <p>Gives presentations at regional, national or international professional conferences.</p> <p>Publishes books or professional papers in refereed journals to expand relevant knowledge base.</p> <p>Develops and leads international study opportunities.</p> <p>Recognized by professional association for contributions to discipline.</p>	

Faculty signature

Date

Evaluator signature

Date

Reviewer signature

Date

REBUTTAL OF ANNUAL PERFORMANCE REVIEW OF FACULTY

Faculty evaluations by Department Chairs (under oversight of the Associate Dean) must be signed and dated by the faculty member and the Department Chair at the time of evaluation. The faculty member's signature indicates review of the evaluation only. (Failure to sign the evaluation by the faculty member could become grounds for disciplinary action.) A faculty member who wishes to rebut an evaluation by a Department Chair should follow the procedure outlined below.

1. The faculty member should review and discuss the evaluation with the Department Chair before the evaluation is placed in the personnel file.
2. If the faculty member disagrees with the evaluation, the faculty member may write a memorandum of rebuttal or explanation of any parts of the evaluation with which there is disagreement. **Within five (5) working days** of the evaluation conference, the faculty member should send the memorandum to the Department Chair with copies to the appropriate Associate Dean.
3. Upon receipt of a memorandum of rebuttal from a faculty member, the Department Chair will acknowledge receipt in writing.
4. The faculty member, in addition, may request a joint conference with the Associate Dean and the Department Chair. Any changes in the annual evaluation made as a result of either the conference or the faculty member's written rebuttal will be a joint decision of the Department Chair and the Associate Dean and must be noted in writing by the Department Chair. This written acknowledgment of change will be appended to the original evaluation, and all copies become a part of the evaluation record along with the memorandum of rebuttal. The faculty member will be notified of the decision within five (5) working days.
5. If the faculty member is dissatisfied with the outcome of the rebuttal, the faculty member has five working days to appeal the evaluation and any changes that have been noted to the Vice Provost and Dean. The decision of the Vice Provost and Dean is final.
6. The evaluation, the memorandum of rebuttal, the Department Chair's response, and a summary of the conference/decision with the Associate Dean, if any, and any changes to the evaluation that have been noted, will become a part of the faculty member's portfolio.
7. In addition to signing and dating the evaluation form, the faculty member is required to sign and date any attachments and return the signed evaluation and any attachments to the Department Chair.
8. The Department Chair will provide the faculty member with a copy of the evaluation, including any changes that have been noted. The Department Chair will keep a copy of the evaluation and submit the original files through the Associate Dean to the Vice Provost/Dean.
9. The Vice Provost/Dean will submit all completed annual evaluations of faculty to the Human Resources Department where they will become a part of the faculty member's permanent file.

**PERIMETER COLLEGE'S
PHILOSOPHY ON TENURE**

The awarding of tenure is a serious and significant step for both the faculty member and the College. It is not awarded merely on the basis of time in service or minimal effectiveness. Retention throughout a probationary period of service, regardless of faculty academic rank held, is by itself insufficient to guarantee the success of a candidate for tenure.

A candidate for tenure must not only meet the designated minimum criteria and period of service, but must also show a history of evaluations that merits the award of tenure.

Tenure may be awarded to individual faculty members upon evidence of:

- the capacity and likelihood for continued intellectual, scholarly, and professional vitality
- the ability and willingness to perform assigned duties
- a sense of responsibility and dedication to make the continuing exemplary performance of duties a reasonable expectation, and
- adherence to proper professional ethics

The tenured faculty member is protected from arbitrary dismissal and from transient political and ideological currents, but the tenured faculty member must assume a responsibility to make a continuing effort to achieve the expectations upon which the award of tenure was based.

Tenure at Perimeter College should be regarded as a most valuable possession, signifying a long-term commitment of the faculty member to continued excellence in teaching, service, and professional growth and achievement.

While there is some relationship between tenure and measures of performance as reflected in annual evaluations, the award of tenure is not based only on these evaluations and is not guaranteed by specific annual ratings. Rather, the awarding of tenure should indicate that a faculty member has demonstrated a long-term commitment to the institution and the profession. The faculty member should provide demonstrable evidence of significant accomplishments in both service to the institution and professional activity. Above all, the faculty member must demonstrate excellence in the classroom and a strong commitment to effective teaching. The College recognizes that such qualitative measures place a great deal of responsibility in the hands of the College's reviewing bodies. This responsibility is an affirmation of the duties and responsibilities granted to the tenured body at Perimeter College.

PERIMETER COLLEGE'S CRITERIA FOR TENURE

Tenure will be recommended only for faculty with the rank of Assistant Professor, Associate Professor, and Professor. Tenure may be recommended upon a faculty member's completion of five or more years of satisfactory full-time service at the rank of Assistant Professor or higher.

The maximum time that may be served on tenure track at the rank of Assistant Professor or above without the award of tenure is seven years. The maximum time that may be served on tenure track in any combination of full-time instructional appointment (Instructor or professorial ranks) without the award of tenure is ten years.

The Vice Provost /Dean may consider granting a maximum of one year of probationary credit toward tenure for faculty hired at the rank of Assistant Professor or higher. Faculty promoted from the rank of instructor to Assistant Professor may be granted up to three years probationary credit toward tenure.

Probationary credit may be awarded when a faculty member at one of the three professional ranks is hired in accordance with Board of Regents' policy. Upon recommendation of the president, the Board of Regents may approve tenure upon initial appointment of a person at the rank of Associate Professor or Professor (Board of Regents' policy 803.09). Starting with the 1993-94 academic year, those who attain the rank of Assistant Professor at Perimeter College may be awarded probationary credit toward tenure.

The award of tenure is based on the instructional and institutional needs of the college, which include programs, enrollment, and fiscal considerations. When these needs warrant, tenure may be awarded if the faculty member meets criteria as described below.

A candidate for tenure must not only meet the designated minimum criteria and period of service, but must also show a history of performance that merits the award of tenure.

Tenure may be awarded to individual faculty members upon evidence of:

- the capacity and likelihood for continued intellectual, scholarly, and professional vitality
- the ability and willingness to perform assigned duties
- a sense of responsibility and dedication to make the continuing exemplary performance of duties a reasonable expectation, and
- maintenance of proper professional ethics

Designated minimum criteria and period of service:

1. Rank

The faculty member must hold the rank of Assistant Professor, Associate Professor, or Professor.

2. Length of Service

Tenure may be recommended upon a faculty member's completion (before application for tenure) of five years of full-time service at the rank of Assistant Professor or higher including any probationary credit earned toward tenure.

3. Ratings from Annual Evaluation

The award of tenure is based on the faculty member having been awarded "expected" ratings in each category for five consecutive years of full-time service at the rank of Assistant Professor or higher. Any probationary credit given will count toward these five years.

Since the award of tenure is not based solely on these evaluations and is not guaranteed by specific annual ratings, the number of Exceptional ratings is not a factor. Rather, the awarding of tenure should indicate that a faculty member has demonstrated a long-term commitment to the institution and the profession. The faculty member should provide demonstrable evidence of significant accomplishments in both service to the institution and professional activity. Above all, the faculty member must demonstrate excellence in the classroom and a strong commitment to effective teaching.

TENURE APPLICATION PROCESS

To apply for tenure, the faculty member must submit a tenure portfolio providing primary and secondary evidence of excellence in teaching, service, and professional activities. At a minimum the portfolio should contain:

1. A letter of application making the case for tenure
2. Signed copies of the previous five annual evaluations and the most recent mid-year evaluation.
3. A current curriculum vitae
4. Documentation showing evidence of:
 - a. Excellence in teaching (such as syllabus, course materials, assessments, with explanatory notes)
 - b. Excellence in service (such as committee work and other service to the department, college, and community)
 - c. Excellence in Professional Activities/Development (such as examples of publications, presentations, grants, performances, projects, etc.)
5. At least three letters of support, including at least one from a tenured faculty member in the discipline at PC, and at least one from another peer inside of Perimeter College, are required. Faculty members may also include letters from peers outside of PC. Faculty members should inform their colleagues of the criteria that should be addressed in the letters. The authors of the letters should send their letters to the faculty member in a sealed envelope with their signature across the closure at the back of the envelope.

Colleagues writing letters of support should address how the faculty member demonstrates some or all (as appropriate) of the following:

- the capacity and likelihood for continued intellectual, scholarly, and professional vitality
 - the ability and willingness to perform assigned duties
 - a sense of responsibility and dedication to make the continuing exemplary performance of duties a reasonable expectation, and
 - maintenance of proper professional ethics
 - excellence in teaching
 - excellence in service
 - excellence in professional activities/development
6. Qualitative evaluation of teaching (student evaluations and classroom observations)
 7. Goals for the next five years

The faculty member's tenure portfolio should call attention to an understanding of the responsibilities that come with the granting of tenure.

The promotion and tenure reviewing bodies will place considerable emphasis on a candidate's classroom performance and commitment to teaching effectiveness, as evidenced by classroom observation, qualitative commentary by students and peers, and supporting documentation of teaching methodology. The reviewing bodies should also look for evidence of a faculty member's ability to balance excellence in the classroom with an ongoing commitment to service and professional activities, as demonstrated by noteworthy scholarship and service.

Whereas consistent, satisfactory teaching, service, and professional activity do not guarantee tenure, faculty should have every opportunity to receive guidance, training, and feedback to help them attain tenure, in the form of workshops, retreats, and mentor programs.

TENURE REVIEW PROCESS

Once the tenure portfolio is submitted, the faculty member will be evaluated by a layered process. The reviewers include a Peer Committee, Department Chair, the Promotion and Tenure Panel, and the Vice Provost/Dean. Their recommendations are forwarded to the Provost who reviews the recommendations and submits a recommendation to the President.

In preparation for the tenure review process, members of the Peer Committee and the Promotion and Tenure Panel must be selected. The department- or campus-based Peer Review Committee is comprised of a minimum of three (3) and a maximum of five (5) tenured faculty members chosen by the faculty member's department or campus. If there is not a member on the committee familiar with the specific discipline of the faculty member being reviewed, then the Chair of the Committee may ask a discipline-specific person from another campus to serve.

The Promotion and Tenure Panel is formed as follows: Faculty will vote for all tenured faculty at PC whom they would find acceptable serving on the panel. The Associate Deans and Vice Provost/Dean will select twenty (20) faculty from the group voted by the faculty as a whole to serve on the panel.

The reviewing bodies will place considerable emphasis on a candidate's classroom performance and commitment to teaching effectiveness, as evidenced by classroom observation, qualitative commentary by students and peers, and supporting documentation of teaching methodology. The reviewing bodies should also look for evidence of a faculty member's ability to balance excellence in the classroom with an ongoing commitment to service and professional activities, as demonstrated by noteworthy scholarship and service.

Whereas consistent, satisfactory teaching, service, and professional activity do not guarantee tenure, faculty should have every opportunity to receive guidance, training, and feedback to help them attain tenure, in the form of workshops, retreats, and mentor programs.

The procedure for the review will follow the established University schedule and is as follows:

1. The faculty member uploads the documents for consideration into an electronic file-sharing site.
2. The department- or campus-based Peer Committee reviews the portfolio and makes a recommendation of support or denial to the Department Chair. The Peer Review Committee report is uploaded to the file-sharing site.
3. The Department Chair, in consultation with Associate Department Chairs as appropriate, writes a letter of support or denial. The Department Chair's letter is uploaded to the file-sharing site. The letter will include specific reasons for support or denial.
4. The Promotion and Tenure Panel reviews the portfolio. At this point, the Panel may request individual or joint interviews with the candidate and Chair to clarify issues of concern. The Panel makes a written recommendation of support or denial to the Vice Provost and Dean. A copy of the letter will be uploaded to the file-sharing site.

5. The Vice Provost/Dean, in consultation with Associate Deans as appropriate, reviews all documentation and writes a letter of support or denial to the faculty member. A copy of the letter is uploaded to the file-sharing site. The letter will include specific reasons for support or denial. The procedure in cases of non-recommendation by the Vice Provost/Dean is as follows:
 - a. The Vice Provost/Dean notifies the faculty member in writing of his/her intention not to recommend the faculty member for tenure.
 - b. The faculty member may appeal the decision in writing following these guidelines:
 - i) The faculty member must submit a written appeal to the Vice Provost/ Dean by the date in the Timetable for Faculty Seeking Promotion and/or Tenure for the current academic year.
 - ii) The written appeal (in the form of a summary statement with supporting evidence) must identify the specific criteria to be reconsidered.
 - c. (Note: This now includes the material found in steps 10 and 11 below.) In the event of a written appeal, the Vice Provost and Dean must review the letter and documentation. The Vice Provost and Dean will form a Promotion and Tenure Review Panel consisting of an Associate Dean, the Department Chair, the Chair of the Promotion and Tenure Panel and two other faculty members. The appellant shall submit a name for one of the faculty members. The appellant may appear before the Promotion and Tenure Review Panel and/or submit written documentation that relates to the reasons given for the non-recommendation. The purpose of the Promotion and Tenure Review Panel is to provide additional information to the Vice Provost and Dean concerning a faculty member's appeal of an adverse recommendation regarding tenure. The Vice Provost and Dean will respond in writing to the faculty member either endorsing the appeal or explaining a denial. In the case of a denial, the letter to the faculty member will include specific reasons for the denial.
6. The Vice Provost/Dean forwards the recommendation to the Provost.
7. The Provost, in accordance with policies according to that office, will review the material and make a recommendation to the President. The faculty member will be notified in writing of the recommendation of the Provost. Appeals of negative recommendations made by the Provost are outlined in the GSU Promotion and Tenure Manual. (http://faculty.gsu.edu/files/2014/01/Univ_PT_Manual.pdf)
8. The President will review the material and approve or deny tenure.

TENURE GUIDELINES FOR ACADEMIC ADMINISTRATORS

The Academic Affairs area has people in tenure-track positions who serve in the unique capacity of both administrators and faculty members. This condition applies to Department Chairs, Associate Deans, and Vice Presidents. It is universally recognized that people in administrative positions should not hold tenure in the administrative position. It is also true that people whose primary function is academics and whose background is in academics should be tenured in the academic area.

The College would place people in the position of leading and supervising academic disciplines only if they would be considered for tenure in these disciplines. Academic administrators, by definition, should be among the best and most qualified faculty.

Tenure for administrators in the Academic Affairs area is awarded based upon the following requirements:

1. Administrator's record of performance that must include superior teaching
2. Recommendation for tenure by the Promotion and Tenure Panel and his or her immediate supervisor
3. Guidelines for eligibility are:
 - a. Five or more years of continuous service at Perimeter College to include any probationary credit granted at the time of hire.
 - b. One of the following:
 - i) Is actively teaching in discipline, or
 - ii) Has taught as a full-time faculty member or has taught a reduced load while carrying out administrative responsibilities at the post-secondary level for five consecutive years.
4. Instructional and institutional needs of the College that include program needs, enrollment, and fiscal considerations
5. Other criteria
 - a. Involvement and improvement in one's area of responsibility
 - b. Support of other faculty, other departments, other campuses, and institutional goals
 - c. Active sharing of professional expertise with the community.

**Report of Peer Committee
Tenure Review**

Faculty member _____

By majority vote, the panel finds that the faculty member is:

_____ Recommended for tenure

_____ Not recommended for tenure

Attach a summary of the faculty member's performance in each of the following areas:

1. Excellence in Teaching
2. Excellence in Service
3. Excellence in Professional Activities and Development

Also indicate how the faculty member gives evidence of the following:

- the capacity and likelihood for continued intellectual, scholarly, and professional vitality
- the ability and willingness to perform assigned duties
- a sense of responsibility and dedication to make the continuing exemplary performance of duties a reasonable expectation, and
- adherence to proper professional ethics.

Attach a narrative statement of one to two pages in length, addressing each of the seven items above with regard to meeting the criteria for tenure. A summary statement related to the overall recommendation should also be included. A non-recommendation requires a statement describing deficiencies and recommendations for improvement.

Signatures of Members of Peer Committee:

Date

Date

Date

Date

Chair of Committee

Date

**Report of the Promotion and Tenure Panel
Tenure Review**

Faculty member _____

By majority vote, the panel finds that the faculty member is:

_____ Recommended for tenure

_____ Not recommended for tenure

Attach a summary of the faculty member's performance in each of the following areas:

1. Excellence in Teaching
2. Excellence in Service
3. Excellence in Professional Activities and Development

Also indicate how the faculty member gives evidence of the following:

- the capacity and likelihood for continued intellectual, scholarly, and professional vitality
- the ability and willingness to perform assigned duties
- a sense of responsibility and dedication to make the continuing exemplary performance of duties a reasonable expectation, and
- adherence to proper professional ethics.

Attach a narrative statement of one to two pages in length, addressing each of the seven items above with regard to meeting the criteria for tenure. A summary statement related to the overall recommendation should also be included. A non-recommendation requires a statement describing deficiencies and recommendations for improvement.

Chair of Promotion and Tenure Panel

Date

(Members of Panel sign attached pages)

Name of Faculty Member: _____

Signatures of Members of the Promotion and Tenure Committee:

_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date

Name of Faculty Member: _____

Signatures of Members of the Promotion and Tenure Committee:

_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date

**PERIMETER COLLEGE'S
PHILOSOPHY ON PROMOTION**

Rank at Perimeter College is not merely an indication of a faculty member's length of service at the institution, but a reflection of the contributions of the faculty member to the College's mission and values. As stated in the Board of Regents' guidelines for promotion:

POLICY

803.06 CRITERIA FOR PROMOTION

Each University System 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 Senior Vice Chancellor for Academic Affairs for review.

Minimum for all three types of institutions in all professorial ranks:

- a. Superior teaching.
- b. Outstanding service to the institution.
- c. Academic achievement.
- d. Professional growth and development.

Noteworthy achievement in all four of the above need not be demanded, but should be expected in at least two. 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.

Last Updated: 04/15/2002

These guidelines set out qualitative measures for faculty performance. While placing a priority on excellence in teaching, they allow for variances in a faculty member's emphasis on service, scholarship, and ongoing professional activities.

It is important to distinguish between eligibility criteria and the criteria used for recommending a faculty member for promotion. Eligibility implies a base level of performance allowing a faculty member to apply for promotion. Furthermore, eligibility should be based on completed years. Criteria for promotion should be based upon standards of excellence appropriate to the rank in question and should increase with increasing rank. In addition to meeting the eligibility requirements, at least one of the following degree/experience requirements must be met.

PERIMETER COLLEGE'S CRITERIA FOR PROMOTION

Promotion to Assistant Professor

Criteria for Promotion: Although the College promotes Instructors to the rank of Assistant Professor, the rank of Assistant Professor is de facto an entry-level rank. As such, promotion to Assistant Professor should be based upon evidence of significant growth and development as an Instructor.

Eligibility: Candidates should have three (3) or more consecutive* years as a full-time tenure track instructor at PC, and three (3) or more years of “expected” performance at PC. When a faculty member receives a doctorate he/she is immediately considered **eligible** for promotion to Assistant Professor and may apply at the next review date.

Degree/experience requirements:

Earned doctorate in the teaching field granted by a regionally accredited university.

OR

Master's degree plus thirty (30) semester graduate hours in the teaching field, and six fully-evaluated semesters of full-time teaching experience at PC as an Instructor in a full-time tenure-track position.

OR

Master's degree and award of at least two “exceptional” ratings in teaching effectiveness over a period of ten fully-evaluated, consecutive* semesters at PC as an Instructor in a full-time tenure-track position.

Full-time teaching is defined as teaching an entire academic year on a tenure-track contract.

Promotion to Associate Professor

Criteria for Promotion: While tenure and promotion to Associate Professor are separate events at PC, such a rank indicates a faculty member's long-term commitment to the institution, and the institution's recognition of that faculty member's senior status. As such, promotion to Associate Professor should be based upon evidence of sustained accomplishment and demonstrated commitment to the institution and profession.

Eligibility: Candidates should have six years of full-time tenure-track college teaching experience. At least five years must be at the Assistant Professor rank at PC in consecutive* years as a full-time tenure-track faculty member at PC, and ten (10) or more semesters at PC of “expected” performance in all four categories for all items, with no stipulation of “needs improvement” as an Assistant Professor. The candidate must already have earned tenure or must be eligible for tenure review concurrent with review of the application for promotion to Associate Professor.

All faculty applying for promotion to Associate Professor should have received at least two ratings of “exceptional” within the 10 semesters under review in any of the following evaluation categories: teaching effectiveness, service, and professional activities.

Degree/Experience Requirements:

Earned doctorate in the teaching field granted by a regionally accredited university. The degree requirement must be met by the date on which formal request for consideration is submitted to the Department Chair.

OR

Master’s degree plus thirty (30) semester graduate hours in the teaching field

OR

Master’s degree and award of two or more “exceptional” ratings in teaching effectiveness for the three most recent evaluations.

Full-time teaching is defined as teaching an entire academic year on a tenure-track contract.

Promotion to Professor

Criteria for Promotion: Achieving the rank of Professor is a highly distinguished accomplishment for a senior faculty member, in recognition of truly exceptional performance beyond the expectations of the Associate Professor. As such, promotion to Professor should be based upon evidence of attaining the status of master teacher, notable scholar, and distinguished leader in the profession or at the institution.

Eligibility: Because of the exceptional nature of promotion to Professor, the criteria for eligibility should be more rigorous than criteria for other ranks. Candidates should have eight years of successful full-time tenure-track college teaching experience, with at least five (5) or more consecutive* years at the Associate Professor rank at PC as a full-time tenured faculty member. Candidates must have ten or more semesters of above average performance (two or more ratings of “exceptional” for each of the five most recent evaluations in teaching effectiveness, service, and professional activities, and “expected” in practices and performance).

Faculty applying for promotion to Professor should have received ratings of “exceptional” in teaching effectiveness, service, and professional activities that help to demonstrate attainment of the status of master teacher, notable scholar, and distinguished leader in the profession or at the institution.

Degree/Experience Requirements:

Earned doctorate in the teaching field granted by a regionally accredited university.

The degree requirement must be met by the date on which formal request for consideration is submitted to the Department Chair.

Full-time teaching experience is defined as teaching an entire academic year on a tenure-track contract.

Criteria for promotion should be based upon standards of excellence appropriate to the rank in question and should increase with increasing rank. Thus there is no set number of “exceptional” ratings required. Instead, a faculty member’s ratings and portfolio for promotion must demonstrate that he or she has earned the rank for which application is being made.

* Consecutive years/semesters may include years/semesters before and after approved medical leaves, leaves of absence without pay, and professional enhancement leaves.

PROMOTION APPLICATION PROCESS

To apply for promotion, the faculty member must submit a promotion portfolio. Promotion portfolios should provide primary and secondary evidence of excellence in teaching, service, and professional activities. At a minimum they should contain:

1. A letter of application making the case for promotion
2. Signed copies of the previous five annual evaluations *and* the most recent mid-year evaluation.
3. A current curriculum vitae
4. Documentation consisting of evidence of:
 - a. Excellence in teaching (such as syllabus, course materials, assessments, with explanatory notes)
 - b. Excellence in service (such as committee work and other service to the department, college, and community)
 - c. Excellence in Professional Activities/activities (such as examples of publications, presentations, grants, performances, projects, etc.)
5. At least three letters of support, including at least one from a tenured faculty member in the discipline at PC, and at least one from another peer inside of Perimeter College, are required. Faculty members may also include letters from peers outside of PC. Faculty members should inform their colleagues of the criteria that should be addressed in the letters. The authors of the letters should send their letters to the faculty member in a sealed envelope with their signature across the closure at the back of the envelope.

Colleagues writing letters of support should address how the faculty member demonstrates some or all (as appropriate) of the following:

- Superior teaching
 - Outstanding service to the institution
 - Academic achievement
 - Professional growth and development
6. Qualitative evaluation of teaching (student evaluations/classroom observations)
 7. Goals for the next five years

PROMOTION REVIEW PROCESS

1. Once the promotion portfolio is submitted, the faculty member will be evaluated by a layered process. The reviewers include a Peer Committee, Department Chair, the Promotion and Tenure Panel and the Vice Provost/Dean. Their recommendations are forwarded to the Provost, who reviews the recommendations and submits a recommendation to the President.

The department- or campus-based Peer Review Committee is comprised of a minimum of three (3) and a maximum of five (5) tenured faculty members chosen by the faculty member's department or campus. If there is not a member on the committee familiar with the specific discipline of the faculty member being reviewed, then the Chair of the Committee may ask a discipline-specific person from another campus to serve.

The Promotion and Tenure Panel is formed as follows: Faculty will vote for all tenured faculty at PC whom they would find acceptable serving on the panel. The Associate Deans and Vice Provost/Dean will select 20 faculty from the group voted by the faculty as a whole to serve on the panel.

2. The faculty member uploads the documents for consideration into an electronic file-sharing site.
3. The department- or campus-based Peer Committee reviews the portfolio and makes a recommendation of support or denial to the Department Chair. The Peer Review Committee report is uploaded to the file-sharing site.
4. The Department Chair, in consultation with Associate Department Chairs as appropriate, writes a letter of support or denial. The Department Chair's letter is uploaded to the file-sharing site. The letter will include specific reasons for support or denial.
5. The Promotion and Tenure Panel reviews the portfolio. At this point, the Panel may request individual or joint interviews with the candidate and Department Chair to clarify issues of concern. The Panel makes a written recommendation of support or denial to the Vice Provost/ Dean. A copy of the letter will be uploaded to the file-sharing site.
6. The Vice Provost/Dean, in consultation with Associate Deans as appropriate, reviews all documentation and writes a letter of support or denial to the faculty member. A copy of the letter is uploaded to the file-sharing site. The letter will include specific reasons for support or denial.

Procedure for non-recommendation:

- a. The Vice Provost/Dean notifies the faculty member in writing of his/her intention not to recommend the faculty member for promotion.
- b. The faculty member may appeal the decision in writing following these guidelines:
 - i) Faculty member must submit a written appeal to the Vice Provost/Dean by the date in the Timetable for Faculty Seeking Promotion and /or

- Tenure for the current academic year.
- ii) The written appeal (in the form of a summary statement with supporting evidence) must identify the specific criteria to be reconsidered.
- c. In the event of a written appeal, the Vice Provost and Dean must review the letter and documentation. The Vice Provost/ Dean will form a Promotion and Tenure Review Panel consisting of the Department Chair, the Chair of the Promotion and Tenure Panel and a faculty representative (from the same discipline group as the appellant). The appellant shall submit a name to serve as the faculty representative. The appellant may appear before the Promotion and Tenure Review Panel and/or submit written documentation that relates to the reasons given for the non-recommendation. The purpose of the Promotion and Tenure Review Panel is to provide additional information to the Vice Provost and Dean concerning a faculty member's appeal of an adverse recommendation regarding tenure. The Vice Provost/Dean will respond in writing to the faculty member either endorsing the appeal or explaining a denial. In the case of a denial, the letter to the faculty member will include specific reasons for the denial.
6. The Vice Provost forwards the recommendation to the Provost.
 7. The Provost, in accordance with policies according to that office, will review the material and make a recommendation to the President. The faculty member will be notified in writing of the recommendation of the Provost. Appeals of negative recommendations made by the Provost are outlined in the GSU Promotion and Tenure Manual. (http://faculty.gsu.edu/files/2014/01/Univ_PT_Manual.pdf)
 8. The President will review the material and approve or deny promotion.
 9. After considering the evidence presented in the review, the President will make a decision within five (5) working days of the review and write a letter to the faculty member, the chair of the Promotion and Tenure Committee, the Associate Dean, and the Vice Provost and Dean informing them of the President's final decision.
 10. A faculty member dissatisfied with the decisions of the President may appeal to the Board of Regents in accordance with the policies of the Board.

**Report of the Peer Committee
Promotion Review**

Faculty member _____

By majority vote, the panel finds that the faculty member is:

_____ Recommended for promotion to _____

_____ Not recommended for promotion to _____

Attach a summary of the faculty member's performance in each of the following areas:

1. Superior teaching
2. Outstanding service to the institution
3. Academic achievement
4. Professional growth and development

Attach a narrative statement of one page in length, addressing each of the four areas above with regard to meeting the criteria for promotion to the rank for which the applicant is applying. A non-recommendation requires a statement describing deficiencies and recommendations for improvement.

Signatures of the Peer Committee:

Date _____

Date _____

Date _____

Date _____

Chair of Committee Date _____

Report of the Promotion and Tenure Panel Promotion Review

Faculty member: _____

By majority vote, the panel finds that the faculty member is

_____ Recommended for promotion to _____

_____ Not recommended for promotion to _____

Attach a summary of the faculty member's performance in each of the following areas:

1. Superior teaching
2. Outstanding service to the institution
3. Academic achievement
4. Professional growth and development

Attach a narrative statement of one page in length, addressing each of the areas with regard for meeting the criteria for promotion to the rank for which the applicant is applying. A non-recommendation requires a statement describing deficiencies and recommendations for improvement.

Chair of Promotion and Tenure Panel

Date

(Members of Panel sign attached pages)

Name of Faculty Member: _____

Signatures of Members of the Promotion and Tenure Committee:

_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
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_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
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_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date

Name of Faculty Member: _____

Signatures of Members of the Promotion and Tenure Committee:

_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date

PRE- AND POST- TENURE REVIEW

Perimeter College's Process for Pre-Tenure Review

1. New faculty members will undergo a pre-tenure review during their third year. Faculty hired with probationary credit will undergo a pre-tenure review during their second year. Pre-tenure review and promotion applications are separate processes that may occur simultaneously. The promotion application process does not exempt a faculty member from pre-tenure review.
2. The Promotion and Tenure Panel will conduct the review. In any given year there are normally many faculty members submitting portfolios for promotion and tenure review and a large number of faculty who submit portfolios for pre- and post-tenure review. If two panels are necessary to handle the number of reviews, a second panel of faculty will be selected from the same group of tenured faculty voted by the divisions and will comprise the pre- and post-tenure review panel.
3. According to the published Georgia State University Timetable, the faculty member will submit a packet containing the following materials (Note: The packet will be uploaded into a file-sharing site):
 - a. A current curriculum vitae
 - b. A statement (not to exceed three pages) prepared by the faculty member detailing accomplishments in the areas of teaching effectiveness, procedures and practices, service, and professional activities since being hired by the College
 - c. All faculty evaluations. The Promotion and Tenure Panel will consider the faculty member's performance in the areas of teaching effectiveness, practices and performance, service, and professional activities during the evaluation period. By majority vote, the panel will reach one of the findings outlined in the next section (#4 below, Possible findings and criteria). The report of the panel must be submitted to the appropriate Department Chair by the date described in the Timetable for Faculty Undergoing Pre-Tenure or Post-Tenure Review.
4. Possible findings and criteria:

Satisfactory Progress: The faculty member earned a minimum of "expected" in all areas of evaluation and there is evidence that the faculty member is demonstrating a long-term commitment to the institution and the profession. If a faculty member has an area with a rating that is less than "expected" but in every subsequent evaluation, the rating has increased to "expected" or better, then a finding of "satisfactory progress" may be issued by the Promotion and Tenure Committee.

Unsatisfactory Progress: The faculty member did not earn a minimum of “expected” in all areas of evaluation or there is insufficient evidence to demonstrate a long-term commitment to the institution and the profession.

A favorable result does not bind an institution to recommend the individual for promotion and/or tenure when the requisite years in rank or requisite years of probationary service have been met.

5. After the completion of the pre-tenure review, the chair of the Pre- and Post-Tenure Promotion and Tenure Panel will upload a copy to the file-sharing site. The Department Chair (Note: this role may be delegated to an Associate Department Chair for this process) will then meet with the faculty member to review the contents of the report. After the Department Chair and the faculty member have signed the report, the Department Chair will upload a signed copy to the file-sharing site. The faculty member at their option, may elect to submit a written response to the report. This should be submitted to the Department Chair within the time frame allotted by the University. The Department Chair will upload the response to the file-sharing site.
6. In the event of a finding of Unsatisfactory Progress, the faculty member and his/her Department Chair will prepare a pre-tenure development plan to correct the deficiencies. This plan will be completed within a time frame that is clearly established in the plan. The Department Chair will prepare a progress report on this plan periodically during the time frame in which the plan remains in effect. The Department Chair will submit both the pre-tenure development plan and the progress report to the Vice Provost/Dean at the end of the following academic year.
7. Pre-tenure review is designed to assist new faculty members in determining their progress toward earning tenure and to help them identify deficiencies that should be addressed prior to applying for tenure. Because of the advisory nature of the review, the findings are not subject to appeal. The report of the Promotion and Tenure Panel and any written response by the faculty member will become a part of the faculty member’s personnel file; however, neither document will be a part of any packet examined by later Promotion and Tenure Panels considering promotion and/or tenure decisions.
8. Any faculty member who is required to submit a pre-tenure packet and fails to do so will receive a finding of “Unsatisfactory Progress Toward Tenure” and must follow the procedures to remediate that rating.

Report of the Promotion and Tenure Panel Pre-Tenure Review

Faculty member: _____

By majority vote, the panel finds that the faculty member is making:

- _____ Satisfactory Progress toward Tenure
- _____ Unsatisfactory Progress toward Tenure

Attach a summary of the faculty member's performance in each of the following areas:

1. Teaching Effectiveness
2. Service
3. Professional Activities
4. Practices and Procedures

Attach a narrative statement, of one page in length, addressing each of the three areas, teaching effectiveness, service, and professional/ scholarly activities with regard to meeting the criteria for pre-tenure. A summary statement related to the overall recommendation should also be included. A non-recommendation requires a statement describing deficiencies and recommendations for improvement.

Chair of Promotion and Tenure Panel

Date

Faculty Member's Acknowledgement: My signature indicates that I have reviewed this report with my Department Chair. If I disagree with this report, I may submit a written response and submit it to my Department Chair and Associate Dean within ten working days. This response must be signed and dated.

Faculty Member

Date

Associate/Department Chair

Date

Name of Faculty Member: _____

Signatures of the Members of the Pre- and Post-Tenure Promotion and Tenure Committee:

_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
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_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date

Name of Faculty Member: _____

Signatures of Members of the Pre- and Post-Tenure Promotion and Tenure Committee:

_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date

Pre-Tenure Development Plan

- I. Specific goals of the development plan:

- II. Activities that will be undertaken to achieve the desired goals:

- III. Timeline for achieving the goals of the plan:

- IV. Criteria for determining whether the goals have been achieved:

- V. Resources required to implement the development plan:

Faculty Member's Acknowledgement: I have received a copy of this development plan from my Department Chair. I understand that my supervisor will evaluate my progress on this plan on an annual basis.

Faculty Member

Date

Associate/Department Chair

Date

Copy to Vice Provost and Dean

Progress Report on the Pre-Tenure Development Plan

(Attach additional sheets if necessary)

I. Provide a summary of the activities completed during the previous academic year in the Pre-Tenure Development Plan.

II. Assess the status of each of the goals as achieved, partially achieved, or no progress made.

Faculty Member's Acknowledgement: My signature indicates that I have reviewed this report with my Department Chair. If I disagree with this report, I may attach a written response to this report sent to my Department Chair and Associate Dean within ten working days. This response must be signed and dated.

Faculty Member

Date

Associate/Department Chair

Date

Copy to the Vice Provost and Dean

Perimeter College's Process for Post-Tenure Review

1. Tenured faculty members will undergo a post-tenure review every five years beginning five years after the award of tenure or the most recent promotion. Tenured faculty members, whose primary assignment is administrative, without major teaching responsibilities, will not be subject to post-tenure review. When that person returns to a faculty position, he or she will undergo a post-tenure review five years after returning to faculty status. Faculty members who have formally committed to retirement will not undergo post-tenure review during their last year of employment. If a faculty member is due for both promotion and post-tenure review in the same year, post-tenure review will be waived. However, if the application for promotion is denied, the faculty member will undergo post-tenure review the following year.
2. The Promotion and Tenure Panel will conduct the review. In any given year there are normally many faculty members submitting portfolios for promotion and tenure review and a large number of faculty who submit portfolios for pre- and post-tenure review. If two panels are necessary to handle the number of reviews, a second panel of faculty will be selected from the same group of tenured faculty voted by the divisions and will comprise the pre- and post-tenure review panel.
3. According to the published Georgia State University Timetable, the faculty member will submit a packet containing the following materials:
 - a. A current curriculum vitae
 - b. A statement (not to exceed three pages) prepared by the faculty member detailing accomplishments in the areas of teaching effectiveness, performance and practice, service, and professional activities during the previous five years
 - c. The five most recent faculty annual evaluations, as well as the most recent mid-year evaluation.
 - d. Goals for the next five years

(Note: The packet will be uploaded into a file-sharing site.)

4. The Promotion and Tenure Panel will consider and discuss the faculty member's performance in the areas of teaching effectiveness, performance and practice, service, and professional activities for the previous five years. By majority vote, the panel will reach one of the findings outlined below. The report of the panel is due on the date stipulated each year in the Timeline for Faculty Undergoing Pre-or Post-Tenure Review.
5. Possible findings and criteria:

Satisfactory Performance

Five years of ratings of "expected" in teaching, service and professional activities are required, and there must be evidence that the faculty member is

demonstrating a long-term commitment to the institution and the profession.

Unsatisfactory Performance:

Faculty members who do not meet the criteria for a rating of “expected performance” in teaching, service and professional activities for five years, and who present insufficient evidence to demonstrate a long-term commitment to the institution and the profession, will be rated as Unsatisfactory.

6. After the completion of the post-tenure review, the chair of the Promotion and Tenure Panel will upload a copy of the report into the file-sharing site. The Department Chair (Note: this role may be delegated to an Associate Department Chair for this process) will then meet with the faculty member to review the contents of the report. After the Department Chair and the faculty member have signed the report, the Department Chair will upload a signed copy into the file-sharing site. The faculty member may appeal an Unsatisfactory rating. If the faculty member disagrees with any of the findings, he or she may elect to submit a written response to the report. This should be submitted to the Department Chair within the time frame allotted by the University. The Department Chair will upload the response to the file-sharing site.
7. A faculty member may appeal a finding of Unsatisfactory performance to an appeals panel composed of Vice Provost/Dean, the appellant’s Department Chair, and a member of the faculty selected by the appellant from the appellant’s discipline group (as defined for the Promotion and Tenure Panels), and the chair of the Promotion and Tenure Panel. Such an appeal must be submitted within the time frame published in the University schedule. This Panel will submit a recommendation to the Provost, who will forward this recommendation, along with his or her own recommendation, to the President. The President will make a final determination.
8. A tenured faculty member who receives an “Unsatisfactory performance” rating and does not appeal will meet with the Department Chair and Associate Dean to work together to develop a formal plan for faculty development. The plan must include clearly-defined goals or outcomes, an outline of activities to be undertaken, a timetable, and an agreed-upon monitoring strategy. After a period of one year, the Department Chair will meet with the faculty member to assess progress. The Department Chair will prepare a progress report each year until the deficiencies are remedied. This report will be attached to the annual evaluation of the faculty member. Lack of improvement will result in no pay increase in all future contracts until the “Unsatisfactory” rating is removed. Copies of both the development plan and progress reports will be sent to the Vice Provost/Dean and will be kept on file in the faculty member’s personnel record in the Office of Human Resources. When the Department Chair determines that the faculty member’s performance has improved sufficiently a notation will be made to this effect in the faculty member’s personnel file.

If after three years the faculty member has not been successful with remedying the identified deficiencies, he or she will be subject to dismissal for cause (regular, independent dismissal processes will apply). (Board of Regents’ Policy 803.09)

9. Any tenured faculty member who does not submit a post-tenure review packet as required, will receive a rating of “Unsatisfactory performance.”

Report of the Promotion and Tenure Panel Post-Tenure Review

Faculty member: _____

By majority vote, the panel finds that the faculty member's performance is

_____ Satisfactory

_____ Unsatisfactory

Attach a summary of the faculty member's performance in each of the following areas:

1. Teaching Effectiveness
2. Service
3. Professional Activities
4. Practices and Procedures

Attach a narrative statement of one page in length, addressing each of the three areas, teaching effectiveness, service, and professional/ scholarly activities with regard to the criteria for post-tenure. A summary statement related to the overall recommendation should also be included. A non-recommendation requires a statement describing deficiencies and recommendations for improvement.

Chair of Promotion and Tenure Panel

Date

Faculty Member's Acknowledgement: My signature indicates that I have reviewed this report with my Department Chair. If I disagree with this report, I may submit a written response and to my Department Chair within the time frame allotted by the University schedule. This response must be signed and dated.

Faculty Member

Date

Associate/Department Chair

Date

Name of Faculty Member: _____

Signatures of Members of the Pre- and Post-Tenure Promotion and Tenure Committee:

Signature	Date
Signature	Date
Signature	Date
Signature	Date
Signature	Date
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Signatures of Members of the Pre- and Post-Tenure Review Committee:

_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date
_____ Signature	_____ Date

