



**Georgia College  
School of Nursing**

***Philosophy, Policy, & Procedures  
For  
Faculty Performance Appraisal  
And Promotion  
Non-Tenure Track***

**Revised November 2018**

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**Georgia College  
School of Nursing  
Philosophy, Policy, & Procedures  
For Non-Tenure Faculty Performance Appraisal and Promotion**

**PURPOSE**

The purpose of this document is to provide college-level guidelines to assist individual non-tenure track faculty in applying for promotion. It provides an overview of the philosophy guiding performance appraisal of School of Nursing (SON) non-tenure track faculty members, a review of the processes, delineating criteria, and offers evidence and practical recommendations for the development of compelling portfolios for promotion in the SON. Links to supporting documents offer additional detail. This document should be revised on a regular basis in order to keep the SON in line with College of Health Sciences (COHS), university, and system-wide developments, as well as changes in practices and knowledge of Nursing.

- Section I provides an overview of the way in which promotion is conceptualized for the practice discipline of Nursing. This section includes the following sub-sections:
  - **The Context for Promotion at Georgia College (GC):** frames the processes of promotion within the vision statements for the University System of Georgia (USG), GC, the COHS, and the SON.
  - **Definitions of Superior Teaching, Scholarship and Professional Development, and Service:** definitions that reflect the Boyer model of scholarship
  - **Critical Components of Superior Teaching, Scholarship and Professional Development, and Service:** those components believed to be critical in demonstrating those qualities of teaching, scholarship, and service deserving of promotion. This section also includes Examples of Evaluative Evidence to demonstrate each critical element in a faculty portfolio.
  - **Critical Components for Non-Tenure Ranks When Considering Promotion Materials:** a matrix tracing the critical components across non-tenure ranks. Some components are considered optional.
- Section II guides COHS non-tenure faculty through the policies and procedures for applying for promotion at GC.

## SECTION I

### The Context for Promotion at Georgia College

The process of applying for promotion is a career-defining moment for faculty. Portfolios prepared for promotion applications clarify professional development and document the academic paths of the faculty member. These milestones in the professional journey of the faculty members are opportunities to reflect and synthesize the value of their contributions to GC through Superior Teaching, Scholarship and Professional Development, and Service.

To help guide understanding of the processes of promotion, it is instructive to remember that what drives our efforts at GC is defined by the USG Board of Regents as core characteristics of state universities:

- a commitment to excellence and to being responsive to the needs of the state and region;
- a commitment to a teaching/learning environment that exists in and out of the classroom;
- a high quality general education program;
- a commitment to public service; and
- a commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits (<http://www.usg.edu/inst/mission/stateuniv.phtml>).

The USG core characteristics are translated into the GC unique vision as a public, liberal arts university where faculty are “dedicated to challenging students and fostering excellence in the classroom and beyond,” as well as being “committed to community service and are creatively engaged in their fields of specialization” (<http://www.gcsu.edu/about>).

The COHS’ mission further aligns with the GC vision and the USG core characteristics of state universities in noting that its graduates “emerge with a comprehensive world view that promotes leadership, initiative, accountability, stewardship and a moral and ethical respect for others to effect change in a dynamic society.” Faculty members representing the practice disciplines within the COHS are said to be dedicated to:

- fostering student learning through superior teaching;
- discovering and disseminating knowledge through scholarship and continued professional development; and
- engaging in service to the institution, profession, & community.

In concert with the GC liberal arts mission, the SON is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values. The GC SON aspires to be recognized as a national leader in nursing education. GC nurses will serve at the forefront of the changing healthcare delivery system.

### Promotion

Recognized non-tenure faculty ranks at GC are Instructor, Lecturer, and Senior Lecturer. A minimum of six years in rank of Lecturer is required for consideration of promotion to Senior Lecturer (<https://www.usg.edu/policymanual/section8/C245/>).

Neither the terminal degree nor longevity of service is a guarantee, per se, of promotion. Criteria for promotion to non-tenure tracks focuses primarily on superior teaching. Value to the institution may also be demonstrated in a variety of ways. For non-tenure track faculty, service,

professional growth, and development of scholarly endeavors are possible venues of demonstration. Other role specific responsibilities may also be considered. See university policy regarding promotion at <http://gsu.smartcatalogiq.com/en/Policy-Manual/Policy-Manual/Academic-Affairs/EmploymentPolicies-Procedures-Benefits/Performance-Evaluations-Administrators-and-Faculty/Promotion-and-Tenure/Promotion-Policies>

### **Definitions of Teaching, Scholarship and Professional Development, and Service**

Due to the professional nature of the COHS, the categories of academic achievement and professional growth and development are combined into a single category called “Scholarship and Professional Development” for promotion within the SON.

#### **Superior Teaching**

As an institution with a liberal arts mission, GC values teaching above all other faculty accomplishments to the extent that it is a primary and constant consideration in all personnel decisions related to faculty. Superior teaching reflects the art and science of helping students to learn that extends beyond the classroom to include all faculty-student engagement. Superior teaching involves careful planning, continual examination, and learner-centered assessment. It makes use of innovative measures that provide high levels of academic challenge, opportunities for active and collaborative learning, interaction between students and faculty, educationally enriching experiences, and a supportive campus environment (Kuh, 2001).

Within the COHS and SON, intradisciplinary and transdisciplinary interactions and collaboration are the norm as aggregates of faculty make decisions to affect unit operations, program curricula, program evaluation, and in some cases curriculum delivery. An attitude of professionalism and collegial behaviors--such that one has a reputation as a “good citizen” of the unit, college, university and profession--can be critical to effective collaboration. Professional collaboration and collegiality are modeled through establishing relationships that promote a positive work environment, sharing expert knowledge through mentoring/supporting peers and/or students; advocating for programs, unit, and college; and increasing visibility of COHS programs in a positive manner. As such, there is a place in the evaluation of teaching to address evidence of professional collaboration and collegiality.

#### **Scholarship & Professional Development**

Due to the nature of the Nursing profession, faculty members must constantly update their knowledge of best practices in their field, identify new knowledge generated in their disciplines, and take advantage of appropriate professional development opportunities. The work of being a faculty member involves constantly recreating ourselves by integrating new knowledge and practices into our teaching, service and scholarship.

The traditional concept of research as scholarship is too constrictive to represent the wide range of scholarship that characterizes practice disciplines. Thus, the model of scholarship proposed by Ernest Boyer (1990) is used to guide decisions about promotion within the SON at GC.

In concert with Boyer’s conceptualization, we believe that scholarship in its four forms - discovery, application, integration, and teaching - embraces the collective talents of our faculty as they engage in rigorous academic processes with the intent to shape and understand all aspects of holistic health. Scholarship and professional development are defined for our purposes as creative intellectual work that is disseminated and professionally reviewed, and activities that lead to maintenance or improvement of credentials.

*The Scholarship of Discovery* refers to a process of meticulous and thorough inquiry with which faculty engage intentionally to validate and refine existing knowledge and/or to generate new knowledge. Systematic inquiry within the quantitative and qualitative research paradigms is used to contribute to the disciplines. All discovery begins with an element of intellectual curiosity. Further, a spirit of inquiry lends to critiquing the current evidence base and applying best practices to teaching, evaluation, program development, and practice.

*The Scholarship of Application* refers to an integrated and reflective interaction of current knowledge of theory and practice in the respective discipline so that new understandings can occur. Engaging in practice enables faculty to test theory for goodness of fit and usefulness in improving practice itself and the outcomes for patients/clients/families/groups/ communities we serve. Opportunities to apply theory and research to practice abound and include both direct care experiences as well as consultation.

*The Scholarship of Integration* relates to the synthesis of knowledge that incorporates and promotes interdisciplinary collaboration in making meaningful connections and synthesis across disciplines, and seeking broader insights through multiple perspectives.

*The Scholarship of Teaching & Learning* refers to the evolving pedagogical process that is carefully planned and continually examined and revised. This scholarship involves a systematic inquiry into the teaching learning process, examines how learning occurs, and facilitates adjustments to methods to assure that learning is sustained.

Beyond these four forms of scholarship, we believe in the importance of faculty continuing their own professional development. Professional development includes those activities that strengthen teaching, scholarship, or service, and can be documented.

Because Nursing faculty have a diverse interests in research and/or clinical practice, faculty may choose to focus their scholarship activities towards practice, discovery, and/or application. All scholarship foci are valued in the SON. The choice may be based on the faculty's education and/or clinical background, the faculty's teaching assignments, or the faculty's interest. Activities documented in the portfolio should support the faculty's focus on their scholarship interests.

### Service

Universities function in various contexts, and faculty members *serve* in different roles in these contexts. *Service* includes those activities, other than teaching and research, which contribute to the daily operation of the university, as well as those which contribute to the Nursing profession, publicize the programs of the College, enhance the reputation of GC, and contribute to the health and well-being of the public. Thus, "service" includes functions that benefit various constituencies, including the institution, the profession, and the community.

*Service to the institution* includes activities such as academic advising and serving on committees, task forces, commissions, governance, and other groups

that contribute to the daily operation of GC, the COHS, and the SON. Specifically assigned duties such as management and/or leadership in labs, clinics, programs, departments or events may also be included in service. It also includes serving at campus events which publicize the university, the COHS, and the SON.

*Service to the profession* includes activities that contribute to the Nursing profession, such as being active in professional organizations, convening conferences, assuming leadership roles, participation in accreditation activities, and providing continuing education activities to professionals.

*Service as a professional* benefits the community and is related directly to the faculty member's area of expertise. Service as a citizen also benefits the community, but does not flow directly from the faculty's specific skills. For example, a nurse providing health education at local colleges would be doing "service as a professional." The same person serving on a zoning committee in local government would be doing "service as a citizen." While GC values all types of service, service as a professional garners more weight in terms of faculty contribution than service as a citizen.

## **Annual Performance Evaluation**

All faculty are evaluated by the SON Director annually for the purpose of providing direction and advice to the faculty member regarding their performance and/or promotion progress. All judgments must be documented with supportive evidence. All judgments indicating "Unsatisfactory" or "Needs Improvement" must be documented with supportive comments and these comments should indicate specific actions in which the faculty member needs to be engaged to bring his/her rating to a higher level. This evaluation must be signed and dated by the chairperson and the faculty member. Signature on this evaluation means that the faculty member has seen this document; it does not necessarily indicate agreement with the content of the evaluation. Faculty may appeal the department chair evaluation by complying with the procedures described in the Academic Affairs Handbook:

<http://gcsu.smartcatalogiq.com/en/Policy-Manual/Policy-Manual/Academic-Affairs/EmploymentPolicies-Procedures-Benefits/Performance-Evaluations-Administrators-and-Faculty/Faculty-Performance-Evaluation/Appeal-of-Department-Chair-Faculty-Evaluation-Process-for>

## **Definitions of Ratings**

Excellent: Rating for faculty whose performance far exceeds requirements in principal professional responsibilities on a consistent basis. Normally reserved for those few individuals whose performance is outstanding to all.

Commendable: Rating for faculty whose performance clearly and consistently exceeds requirements in principal professional responsibilities.

Fully Acceptable: Rating for faculty whose performance consistently meets requirements in principal professional responsibilities. This rating recognizes satisfactory accomplishment and achievement.

Needs Improvement: Rating for faculty whose performance has approached, but not yet met, requirements in principal professional responsibilities. The need for further development is definitely recognizable.

Unsatisfactory: Rating for faculty whose performance clearly fails to meet requirements in principle professional responsibilities. Improved performance is expected and required as a condition of continued employment in the position.

It is expected that all faculty, regardless of rank, will perform the minimum activities as listed below to earn a “Fully Acceptable” rating on the annual performance evaluation. Missing activities listed as minimum requirements will earn a rating of “Unsatisfactory” or “Needs Improvement”. Activities completed beyond these requirements as listed below are to be used in the self-evaluation to earn a rating of “Commendable” or “Excellent”. Please note that these activities alone do not meet promotion expectations, and do not guarantee a continued contract.

**Teaching:**

- Syllabi that reflect learning outcomes, methods, and delivery system
- Preparation for classes
- Attendance at classes
- Grading of student assignments
- Completion of course report using template
- Clinical or field-based arrangements for individual courses as appropriate
- Formative and summative assessments to include the analysis of data and proposed changes
- Self-reflection and course changes documented based on student evaluations
- Minutes from team, unit, or college meetings related to course planning or redesign

**Scholarship:**

- Incorporation of evidence-based teaching methods into classes
- Minimum of one Scholarship of Teaching and Learning activity per year
- Terminal degree in the appropriate discipline earned if applicable as per employment contract
- All current information entered into Digital Measures
- Curriculum Vitae printed from Digital Measures and attached to annual performance evaluation

**Service:**

- Attendance at Nursing Faculty Organization (NFO) Meetings
- Attendance at NFO Sub-Committee Meetings
- Attendance at COHS Meetings
- Attendance at least one graduation ceremony per year
- Attendance at School of Nursing Celebration Ceremonies



## Critical Components of Superior Teaching, Scholarship and Professional Development, and Service

When non-tenure track faculty members apply for promotion, they are primarily evaluated based on Superior Teaching. Non-tenure track faculty are expected to show exceptional teaching ability and add value to the institution. It is expected that they meet all critical components of superior teaching that are congruent with their role description.

Acquisition and maintenance of professional credentials or training and /or recognition at the state, regional, or national level (elements of Scholarship and Professional Development), are required for promotion. Other activities related to Scholarship, Professional Development, and Service may also be considered. Critical components for all areas of the faculty role are presented in this document as conceptualized by the COHS and SON. Although non-tenure track faculty may not complete components in all three areas, the components listed below may provide a guide for possible career advancement. *Non-tenure track faculty are evaluated based on their specific role assignments.*

A description of both **required evidence** and **suggested evidence** for a faculty member to provide in the promotion portfolio is listed below:

**Required evidence:** the Chairperson evaluation from the annual individual faculty report for all years under the period of review.

**Suggested evidence:** Individual faculty will not be expected to provide all types of possible evidence listed for the areas of superior teaching, scholarship and service. Neither is the list of examples provided exhaustive. Certain activities may fit under more than one of the three areas or under multiple critical components of a specific area. In such cases, it is the faculty member's task to explain this throughout their application materials. Faculty members will use the evidence to craft a narrative that makes the argument addressing the critical components. The following tables outline the critical components of each of these areas and provide suggested evidence that may be used to support the application.

### Critical Components of Superior (Commendable and/or Excellent) Teaching

The purpose of teaching is to improve/impact learning. The evidence presented should be used to indicate that teaching has positively impacted student learning in the cognitive, affective, and/or psychomotor domains.

Critical Components of Superior Teaching	Evidentiary Support
1.1 Demonstrates professionalism and collegiality such that one has a reputation as a "good citizen" of the unit, college, and university.	<ul style="list-style-type: none"> <li>• Private communication (emails, letters, cards from peers, colleagues, students)</li> <li>• Public communication and recognition, such as news article or informal presentation</li> <li>• Formal mentorship and orientation of new faculty</li> </ul>
1.2 Develops course materials and pre-course planning documents that demonstrate effective planning and develops measures to assess instructional design and implementation.	<ul style="list-style-type: none"> <li>• Active participation in major course revision or new course planning (beyond routine planning)</li> <li>• Active participation in planning, implementing and evaluating learning that ties didactic course with clinical experiences</li> </ul>

Critical Components of Superior Teaching	Evidentiary Support
	<ul style="list-style-type: none"> <li>• Development of new contracts or community clinical partnerships</li> <li>• Proposal development for a new course</li> <li>• Utilization of formal peer evaluation to improve course(s)</li> <li>• Award for teaching excellence received</li> </ul>
<p>1.3 Demonstrates responsiveness to learner needs through reflective innovation in course delivery methods.</p>	<p>Uses reflection from evaluation findings to implement and/or revise high impact educational practices and/or creative teaching strategies such as:</p> <p><i>High Impact</i></p> <ul style="list-style-type: none"> <li>• Service Learning (registered with the University)</li> <li>• Study Abroad</li> <li>• Student-faculty research</li> <li>• Collaborative assignments and projects</li> <li>• Diversity/global learning</li> <li>• Simulation development utilizing National League for Nursing Standards with student evaluation of the simulation experience</li> </ul> <p><i>Creative Teaching Strategies</i></p> <ul style="list-style-type: none"> <li>• Writing across the curriculum</li> <li>• Speaking to Learn</li> <li>• Reader’s Theater</li> <li>• Flipped Classroom</li> <li>• Problem-based learning (new problem development)</li> <li>• Case study development</li> </ul> <p><i>Uses best practices in designing course within Learning Management System (LMS)</i></p> <ul style="list-style-type: none"> <li>• Course is Quality Matter Certified</li> <li>• LMS reflects best practices (peer review required)</li> <li>• Other – you will need to define and evaluate</li> </ul>
<p>1.4 Engage in curriculum or program planning design, revision and/or program evaluation to reflect current trends in evidence-based educational practice or accreditation requirements.</p>	<ul style="list-style-type: none"> <li>• Curriculum content mapping to outcomes and professional standards</li> <li>• Active participation in curriculum, evaluation, and assessment committee</li> <li>• Documented course revision based on student feedback and outcomes</li> <li>• Participation in elements of program evaluation or self-study such as writing a self-study, progress and planning reports, etc.</li> <li>• Participation in multi-course teams to improve curriculum</li> <li>• Other– you will need to define and evaluate</li> </ul>

Critical Components of Superior (Commendable and/or Excellent) Scholarship and Professional Development

Professional development includes those activities that strengthen teaching, scholarship or service and can be documented.

Critical Components of Scholarship and Professional Development	Evidentiary Support
<p>2.1 Development and dissemination of knowledge through any of Boyer's four forms of scholarship. Knowledge may take the form of empirical, historical, basic, applied, conceptual, theoretical, or philosophical scholarship.</p>	<ul style="list-style-type: none"> <li>• Peer reviewed or edited book, book chapter, journal article or monograph published or accepted for publication</li> <li>• Grant award for research</li> <li>• Reviewed or invited presentation at professional conference or public lecture on scholarly topic</li> <li>• Award for scholarship excellence received</li> </ul>
<p>2.2 Review or editing of scholarly work and professional consulting.</p>	<ul style="list-style-type: none"> <li>• Evidence of editing or review of books, creative activities, professional journal, conference presentations</li> <li>• Mentorship of undergraduate student research</li> <li>• Mentorship of graduate student research Summary or communication documenting consultation contribution</li> </ul>
<p>2.3 Acquisition and maintenance of professional credentials or training and/or recognition at the state, regional, or national level.</p>	<ul style="list-style-type: none"> <li>• Current license, certificate, or proof of training</li> <li>• Proof of state, regional, or national recognition</li> <li>• Professional certification earned</li> <li>• Professional certification maintained</li> <li>• Maintains clinical competency in area of clinical expertise</li> <li>• Attendance at conference/training or completion of online training to expand clinical expertise</li> <li>• Attendance at conference/training or completion of online training to expand teaching expertise</li> </ul>
<p>2.4 Other (as determined by faculty or Chairperson).</p>	

Critical Components of Superior (Commendable and/or Excellent) Service

Supporting documents for service should include not only membership in a given organization, but should indicate active engagement, commitment, and overall impact of service.

Critical Components of Service	Evidentiary Support
3.1 Service to the Institution or the University System of Georgia.	<ul style="list-style-type: none"> <li>• Chair, Secretary or special assignment in School of Nursing committee</li> <li>• Chair, Secretary or special assignment in College of Health Sciences committee</li> <li>• Active participation in University-Wide committee such as Senate, Faculty Recognition, etc.</li> <li>• Active participation in University Senate sub-committee</li> <li>• Active participation in campus programs of short duration, such as circle leader, research conference, training, others</li> <li>• Active participation in councils or task forces</li> <li>• Major coordinator role (no course reduction or extra compensation) such as School of Nursing Accreditation, COHS International Coordinator, GCANS</li> <li>• Award for service excellence received</li> </ul>
3.2 Service to the Profession.	<p>Involvement in professional organizations such as:</p> <ul style="list-style-type: none"> <li>• Committee membership</li> <li>• Leadership role</li> <li>• Board of Directors</li> <li>• Task force</li> <li>• Conference planning</li> <li>• Accreditation site-visitor</li> </ul>
3.3 Service to the Community (as a professional or as a *citizen).	<ul style="list-style-type: none"> <li>• Participation in a community non-profit organization or governmental agency in a capacity that requires professional nursing expertise. Participation may include committee membership, leadership role, member of Board of Directors, or task force member</li> <li>• Leadership in a professional organization performing a service to the community</li> <li>• Delivery of direct nursing care or educational services requiring nursing expertise to a community organization</li> <li>• Involvement in any community service as a citizen (something that does not require nursing expertise)</li> </ul>

\* Please note the "citizen" service receives less weight than as a professional.

### Critical Components for Non-Tenure Ranks When Considering Promotion Materials

To earn promotion, non-tenure track faculty provide evidence of noteworthy achievement in teaching. Maintenance of professional credentials is required. Evidence of other achievement in Service, Professional Development/Scholarship will also be considered. Non-tenure track faculty evidence will be reviewed with consideration of responsibilities of their specific role.

LECTURER	SENIOR LECTURER
<b>1. Superior Teaching:</b>	
<i>A lecturer demonstrates superior teaching resulting in learning, evidenced by positive documented changes in learners' growth in cognitive/ psychomotor/ affective domains. <b>This must be demonstrated in <u>all</u> of the following criteria:</b></i>	<i>A senior lecturer demonstrates consistent superior teaching resulting in learning evidenced by positive documented changes in learners' growth in cognitive/ psychomotor/ affective domains. <b>This must be demonstrated in <u>all</u> of the following criteria:</b></i>
1.1 Demonstrates developing professionalism and collegiality through private and public communications from a variety of stakeholders.	1.1 Demonstrates consistent professionalism and collegiality through private and public communications from a variety of stakeholders.
1.2 Demonstrates development of course materials and pre-course planning documents that reflect effective planning and assessment of instructional design and implementation.	1.2 Demonstrates consistent development of course materials and pre-course planning documents that demonstrate effective planning and assessment of instructional design and implementation.
1.3 Demonstrates innovation in instructional design and delivery that results in improved learning.	1.3 Demonstrates consistent implementation of innovation of instructional design and delivery that results in improved learning.
1.4 Demonstrates engagement in curriculum or program planning design, revision or evaluation that reflects current trends in evidence-based educational practice or accreditation requirements.	1.4 Demonstrates consistent engagement in curriculum or program planning design, revision or evaluation that reflects current trends in evidence-based educational practice or accreditation requirements.

LECTURER	SENIOR LECTURER
<b>2. Scholarship and Professional Development:</b>	
<i>A Lecturer demonstrates successful professional development in area of specialization and may demonstrate scholarly productivity. This may be demonstrated by the following criteria, (2.1 is required).</i>	<i>A Senior Lecturer demonstrates established professional development in area of specialization and may demonstrate scholarly productivity. This may be demonstrated by the following criteria, (2.1 is required; 2.2 through 2.4 are optional).</i>
2.1 Acquisition of professional credentials or training and/or recognition at the state or regional level.	2.1 Acquisition and maintenance of professional credentials or training and/or recognition at the state, regional, or national level.
<b><u>Optional Scholarly Activities for Lecturer Role:</u></b>	
2.2 Review or editing of scholarly work through the	2.2 Review or editing of scholarly work through the

submission of reviews of other work, informal mentorship of student research, and professional consulting on a state and regional level.	publication of reviews of other work, service as a reviewer of professional journals and presentations, formal mentorship of student research, and professional consulting on a state, regional, or national level.
2.3 Development and dissemination of knowledge through the submission of peer-reviewed scholarly efforts, presentation at state and regional level conferences, and/or submission of internal or external funding of research initiatives.	2.3 Development and dissemination of knowledge through the publication of peer-reviewed scholarly efforts, presentation at state, regional, and national level conferences, and/or receipt of internal or external funding of research initiatives.

LECTURER	SENIOR LECTURER
<b>3. Service (based upon responsibilities/job description and may include any of the following):</b>	
<i>A Lecturer demonstrates record of service that positively reflects on the department, college, institution, and/or USG. This may be demonstrated by the following criteria, <b>although not all areas are required:</b></i>	<i>A Senior Lecturer demonstrates established record of service that positively reflects on the department, college, institution, and/or USG. This may be demonstrated by the following criteria, <b>although not all areas are required:</b></i>
3.1. Demonstrates effective management and/or leadership in labs, clinics, programs, departments or events as pertinent to role responsibilities.	3.1. Demonstrates a consistent record of effective management and/or leadership in labs, clinics, programs, departments or events as pertinent to role responsibilities.
3.2. Demonstrates involvement in committees, task forces, or initiatives at the department, college or institution level; effective academic advising; volunteering with special campus events; mentoring student organizations or students; and/or submission of internal or external funding of non-research initiatives (i.e., academic programming).	3.2. Demonstrates involvement in committees, task forces, or initiatives at the department, college or institution level and/or leadership at the department and college level; effective academic advising and work as representative at orientation and recruitment events; mentorship of faculty peers within department; regular volunteering with special campus events; and/or receipt of internal or external funding of non-research initiatives (i.e., academic programming).
3.3. Demonstrates commitment to their profession through active participation in organization activities and initiatives at the community, state or regional level.	3.3 Demonstrates strong commitment to their profession through active participation in organization activities and initiatives at the state, regional and national level and/or leadership in organization activities and initiatives at the state or regional level, and/or work as an accreditation reviewer.
3.4 Demonstrates ability to provide service to the community, district, or state.	3.4 Demonstrates ability to provide leadership in service work to the community, district, or state.

## **SECTION II**

### **General Information on the Promotion Process for Non-Tenure Faculty**

The process through which personnel advice is submitted to duly appointed academic authorities and ultimately to the university President, is grounded in the belief that faculty members comprising the university's academic departments are best qualified to determine their own composition and to evaluate the evidence for promotion of the individuals within the unit. The

process of promotion for the non-tenure faculty begins with the Chairperson of the unit conducting faculty evaluations. Then, the Chairperson of the unit makes a recommendation. The COHS Non-Tenure Track Promotion Committee also makes a recommendation. Both of these recommendations are sent to the COHS Dean, whose recommendation is submitted for university-level review by the Provost and Vice President for Academic Affairs and the President. These personnel reviews for promotion prepared at the department/unit, then college level, are subject to review by all appropriately designated higher levels of institutional administration to afford due process, including recourse, when disputes between applying faculty and committees or institutional administrators arise.

### Guiding Principles

Personnel review for purposes of recommending promotion are conducted according to rigorous, documented standards/criteria which are fairly and consistently applied by each advisory body and each decision-making authority at every level of the evaluation process. At each level, reviews are conducted in an atmosphere of fairness and professional integrity. To that end, the following guiding principles are in effect across all units of evaluation for the purposes of promotion decisions:

*Supporting Materials* – the quantity of supporting materials provided in Binder 2 are limited to a single 3-ring binder of reasonable size (approximately 4 inches) (See Appendix B for guidelines for preparing the portfolio). Materials provided should focus on exemplars from areas under review, not an exhaustive inclusion of every example of all possible items. If necessary, exceptions can be made with sufficient justification for materials not easily presented in a binder.

*Confidentiality* - all deliberations, records, and recommendations of Department Chairpersons and departmental entities formed for the purposes of evaluating, reviewing, and recommending personnel actions are strictly confidential. Disclosure of such information is permissible only for use by appropriate authorities.

*Voluntary Recusal from Deliberations* - faculty members related to a party being evaluated in any personnel matter must recuse themselves from all evaluation procedures. Any faculty member of the Non-Tenure Track Promotion Committee who believes their involvement in a personnel decision would be a conflict of interest, is advised to voluntarily recuse themselves from participation in the review process. Those who have voluntarily recused themselves from the review may not review documents and shall not vote or offer advice, either directly or indirectly, to other committee members.

*Procedural Rules* – all SON advisory bodies making personnel recommendations are encouraged to adopt procedural rules to guide their deliberations, using the following definitions:

- proxy – authority, conferred in writing by a qualified voter to another qualified voter, empowering the latter to vote on behalf of the former. *Use of proxy votes is **highly discouraged** in deliberations involving personnel recommendations.*
- absentee vote – a vote cast *in absentia* in writing by a qualified voter and delivered in a sealed envelope to the chair of the deliberating committee. *Use of absentee votes is **highly discouraged** in deliberations involving personnel recommendations.*
- quorum – a majority of eligible voters within unit or college committee that is duly authorized to conduct personnel evaluations or reviews and tender personnel recommendations to a higher administrative authority. *A quorum is **required** of all*

- *committees whose purview involves personnel evaluations and recommendation.*
- A faculty member may only serve at one level (department or college).
- Once a portfolio is submitted by faculty for review, it should remain intact, except for the addition of new publications or information (since the portfolio was submitted).

### **Committee Involved in Personnel Evaluations in the SON**

One standing committee is used to evaluate promotion requests of non-tenure faculty within the SON and COHS. The composition and criteria for eligibility for service on this committee is described below.

#### **COHS Non-Tenure Track Faculty Promotion Committee**

The COHS Non-Tenure Track Promotion Committee shall consist of:

Three (3) faculty members, one (1) from the School of Nursing, one (1) from the School of Health and Human Performance, and one (1) from the Department of Creative Arts Therapies. Eligible faculty members are Senior Lecturers (preferred) and previously promoted or tenured faculty members. Additionally, Department Chairs, Division Directors, and Deans are ineligible for service on the committee.

At the beginning of each fall semester, the Dean's office will solicit from each unit head a list of eligible faculty members for this committee with the unit head's recommendation. After receiving the lists, the Dean will ultimately assign the appropriate faculty member from each unit to serve on the committee, considering input from unit heads.

*Portfolio Contents* – The following materials are submitted for the review; no additional materials are accepted:

- Summary in narrative form of major accomplishments achieved during the interval under review related to teaching, service and professional development, and scholarship as appropriate to role.
- Evidence to support the summary narrative
- Copies of the Individual Faculty Reports and the Department Chairperson's evaluations for the interval under review
- Results of student and peer evaluations for the interval under review
- Current curriculum vita

### **Academic Promotion at Georgia College**

Academic Promotion is defined as advancement in rank or position based on meeting requisite criteria for the respective advancement. Recognized non-tenured faculty ranks at GC are Instructor, Lecturer and Senior Lecturer. Promotion from Lecturer to Senior Lecturer requires six (6) years in Lecturer rank. Although six years of service in the Lecturer rank is a necessary requirement for consideration for promotion, it is not sufficient. Noteworthy achievement in teaching is also required. Accomplishments in professional growth, service and scholarship may also be considered.

#### **Guidelines for Award of Promotion**

The faculty member's length of service is considered in determining whether or not an individual should be promoted. Faculty should be eligible for promotion consideration from Lecturer to Senior Lecturer during the 6<sup>th</sup> year of service.

Promotion to Senior Lecturer is accompanied by a salary supplement over and beyond merit



raises received by faculty.

<http://gcsu.smartcatalogiq.com/Policy-Manual/Policy-Manual/Office-of-Human-Resources/Classification-and-Compensation/Salary-Increase-Administration-Process>

### Procedures for Promotion at Georgia College

1. The Office of the Provost and Vice President for Academic Affairs shall make available a list of eligible faculty to the “line of authority” supervisors when faculty are eligible for promotion and shall specify the dates when recommendation is due to the appropriate GC officials.
2. The promotion-eligible faculty member submits a written portfolio supporting the candidacy for promotion to the Department Chairperson. The Standard Format for Application for Promotion, available from the Office of Academic Affairs, is to be used for this purpose and provides guidelines for portfolio content as well as instructions for presentation of materials supporting promotion. Moreover, the faculty member should be guided by Section I of this document which specifies criteria and a matrix related to promotion across professorial ranks.
3. After a review of the portfolio supporting candidacy, the COHS Non-Tenure Faculty Promotion Committee convened by the respective Department Chairperson, formally recommends for or against promotion in writing and submits their recommendation, accompanied by the faculty member’s supporting documents, to the Department Chairperson. The written recommendations are to include the rationale for the recommendation and vote of the committee. Acting on behalf of the faculty, the committee chair signs the recommendation. A written copy of the recommendation also is provided to the faculty member being considered for promotion. If the recommendation is made against promotion, the faculty member has ten (10) calendar days from receipt of such notice to submit a written statement to the Department Chairperson in support of his/her candidacy for promotion.
4. In all cases, this committee must base their deliberations on the standards and criteria for promotion approved and adopted by the COHS. The committee may consider recommendations and evaluations of the applicant's portfolio submitted by external sources, using the committee's own specified process for collecting such external reviews; however, external reviews are not required.
5. The Department Chairperson shall next provide an independent written formal recommendation for or against promotion, either concurring or disagreeing with the COHS Non-Tenure Faculty Promotion Committee, accompanied by the faculty member’s portfolio, to the COHS Dean. A copy of this recommendation also shall be submitted to the faculty member seeking promotion. If the Department Chairperson recommends against promotion, the faculty member has ten (10) calendar days from receipt of the notice, to submit a written statement to the COHS Dean in support of candidacy for promotion.
6. Further duties of the Department Chairperson include the following: (a) assuring that the applicant’s portfolio is delivered by the specified time and copies of the COHS Non-Tenure Faculty Promotion Committee and Department Chairperson’s recommendations and any official transmittal paperwork are retained in departmental personnel files; and (b) assuring that copies of the recommendation submitted to the Dean are given to the applicant prior to submission to the Dean.
7. The COHS Dean next provides a formal written recommendation for or against promotion, and submits the recommendation with the supporting portfolio to the Vice President for Academic Affairs; a copy of the recommendation also is sent to the faculty member being considered for promotion. If the Dean recommends against promotion, the

faculty has ten (10) calendar days from receipt of notice, to submit to the Vice President for Academic Affairs a written statement in support of candidacy.

8. The Vice President for Academic Affairs next provides a formal written recommendation for or against promotion and supporting documentation in support of the faculty member's candidacy to the President of GC. A copy of the Vice President for Academic Affairs' recommendation to the President also is provided to the faculty member seeking promotion. If the recommendation is against an award of promotion, the faculty member has ten (10) calendar days from receipt of notice, to submit to the President a written statement in support of candidacy.
9. After a review of documentation supporting the faculty member's candidacy for promotion, recommendations, consultation with supervisors and/or other appropriate faculty, the President of GC may approve promotion. The President's decision shall be provided to the faculty member once determined and to the faculty member's immediate supervisor and the COHS Dean.
10. An unsuccessful promotion application shall have no bearing on subsequent promotion decisions, annual performance evaluations, or other personnel decisions.

## Appendix A: Portfolio Preparation Guidelines

**Candidates applying for Promotion consideration should follow these format guidelines in preparation and assembly of their Folios (Binders).**

- Candidates for promotion must use two different 3-hole punch binders for each decision they are requesting.
- Binder A should have an inside pocket feature. The College promotion document should be placed in this inside pocket sleeve – separate from other materials.
- Both binders should clearly identify the candidate and the application (promotion to \_\_) on the front cover.
- The binders should also have the external spine labeled with the candidate’s name and “promotion to Senior Lecturer”.
- Binder A should be no more than 1.5-2 inches in width. Binder B should be no more than 3 inches in width.
- Tabbed dividers should be used to designate the separate sections of Binders A & B.
- Documents should be 3-hole punched and placed in the relevant section of the binders.
- **Under no circumstances should plastic sleeves be used in any binder.**

**For Binder A (1.5 - 2 inches in width), the candidate will prepare a table of contents and dividers for the following content:**

1. Most Current COHS Performance Appraisal Guidelines placed on inside cover pocket.
2. GC Cover Sheet with specific Candidate Information & signature section, i.e. The Board of Regent’s prescribed Cover Sheet.
3. Dean’s recommendation letter.
4. COHS Non-Tenure Faculty Committee recommendation letter.
5. Department/School Chair/ Director’s recommendation letter.
6. **Candidate self-evaluation/narrative.** The candidate will provide a narrative self-evaluation, not to exceed six single-spaced pages. The narrative shall document and evaluate the candidate’s achievements and aspects of their professional performance that address the criteria for tenure or promotion in the areas of teaching; scholarly/creative activity and professional development; and institutional, professional, and/or community service. The candidate should also address the time and material resources available to support his or her work. If this is the candidate’s second promotion, he or she will also address ways in which his or her work is qualitatively better than that which earned the previous promotion and specify what activities or achievements since the last action merit the current action.
7. **Candidate Academic / Professional Vita.**
8. **Performance Reviews**  
Director/Department Chairperson’s Evaluation of Faculty Performance reports.  
(Inclusive of first employment year of tenure track appointment and each year until present; or all annual evaluation since award of rank/tenure).

**For Binder B of the portfolio (no more than 3 inches in width), candidates will include a table of contents with dividers separating the supporting documentation in the following order:**

**1. Teaching Materials**

Student Evaluations of the candidate's courses. These must comprise two evaluations per semester over the past three years. The quantitative summaries will be provided for two courses each semester over the past three years. In addition, the candidate and the department chair will select three representative courses for which all student comments will be photocopied for inclusion in the portfolio. The director/chair and candidate shall each initial the pages of these photocopies, to certify that they are complete.

Course Materials Representative syllabi, class handouts, assignments, examinations, and other documentation for a maximum of three courses. The courses used may be chosen by the candidate but should reflect the spectrum of levels at which the candidate teaches, such as core courses, upper division courses for majors, and graduate courses. The materials selected shall reflect the candidate's teaching objectives, organization, and style.

**2. Scholarly/Creative Activity and Professional Development**

Evidence of the candidate's scholarly/creative activity: tables of contents of books, reprints or copies of articles or chapters, published copies of abstracts, presentations, slides or CDs of creative work. Candidates may also include reviews of their work, such as book reviews, reviews of creative performances, or reviews of grant proposals. Works in progress may also be submitted. Departmental policies shall provide more detail on acceptable documentation for scholarly/creative activity and professional development. The amount of "evidence" included should be determined in consultation with the departmental chair/director.

**3. Service**

Evidence of the candidate's service activity: documentation of candidate's university, professional, and/or community service. This shall include brief descriptions of the scope of the work, frequency of meetings, leadership responsibilities on committees and special projects, outcomes of the work, and the like. Letters or certificates of appreciation might also be included in this documentation.

**4. External letters of support (acceptable but not mandatory)**

The portfolio will include this section **ONLY** if the candidate chooses to solicit these letters. The letters may be added by the candidate or by the department chairperson/director. Must be completed prior to time of folio submission.