FACULTY EVALUATION MANUAL

PROCEDURES AND GUIDELINES FOR ANNUAL EVALUATION, PROMOTION, AND TENURE

APPROVED BY THE FACULTY
APRIL 28, 2017

REVISED BY THE FACULTY
MAY 3, 2024

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INTRODUCTION

In 2002, the faculty of Dalton State College adopted a new model for the annual evaluation of individual faculty performance and the use of such evaluations in making recommendations for awarding tenure and promotion. This action resulted from an undertaking begun in 2000, when the faculty expressed its desire for more clarity and consistency than was apparent in the existing process, while at the same time attaining more flexible accommodation of faculty members' diverse circumstances.

In 2014, the faculty and administration began discussions about revising the annual evaluation system and how annual evaluations related to tenure and promotion while also ensuring as much equity as possible in assessing faculty accomplishments. In 2021, the faculty and administration discussed further changes to the evaluation system, resulting in the current version of the manual, based on changes to the University System of Georgia policies and procedures. The Faculty Senate, immediate supervisors, deans, the Associate/Assistant Provost for Academic Affairs, the Provost and Vice President for Academic Affairs, and the President provided recommendations and modifications throughout the revision process.

The faculty of Dalton State College approved the revised *Faculty Evaluation Manual*, part of the *Dalton State College Faculty Handbook*, at the end of term fall faculty meeting in 2022, with an effective date of August 1, 2023. The provisions outlined in the *Faculty Evaluation Manual* are in line with the *[Dalton State College Statutes](...)* as well as the relevant sections of the *[Bylaws of the Board of Regents](...)*, the *[Board of Regents Policy Manual](...)*, and the USG *[Academic and Student Affairs Handbook](...)* referenced herein.

1.0   OVERSIGHT AND TRAINING

1.1   Oversight

1.1.1   Faculty Evaluation Committee

Operation of the annual evaluation process falls under the general supervision of the Provost and Vice President for Academic Affairs (VPAA), with procedural oversight provided by the Faculty Senate Faculty Evaluation Committee. The committee, per the Faculty Senate Bylaws, shall be composed of one faculty senator, one tenured faculty member from the School of Education, the School of Health Professions, and the Wright School of Business chosen by the faculty of the respective schools, three tenured faculty members from the School of Arts and Sciences chosen by the faculty of the school (one from the Arts, one from the Sciences, and one at-large), and a department chair and dean selected by the VPAA. Members serve a two-year term. The members of the committee will elect a committee chair at the first meeting of the committee held in each fall semester.

The purpose of the Faculty Evaluation Committee is to oversee the faculty evaluation process including tenure and promotion.

- It shall monitor policies concerning faculty evaluation including, but not limited to, college-wide policies relating to annual goals, annual evaluations, tenure, and promotion. It shall review the promotion and tenure process developed by each school to ensure compatibility with the college-wide process. It shall provide guidance on the instruments used for student evaluation and peer evaluation of faculty. It shall recommend all changes to existing policies to the faculty and/or administration through the Faculty Senate.
- It shall assist the Office of Academic Affairs and/or the Center for Excellence in Teaching and Learning in developing resources for and/or facilitating the required annual training for

members of the college-wide Promotion and Tenure Committee, the Faculty Evaluation Committee, members of Individual Review Committees, and administrators who evaluate faculty.

- It shall mediate, as needed, in disagreements between faculty and administrators regarding setting and achieving annual goals and annual evaluations. It shall also mediate disputes in which a faculty member and a chair or dean disagree on the reading of the *Faculty Evaluation Manual* as it applies to eligibility for tenure or promotion. The chair or dean would recuse themselves from such mediation if the faculty member making the appeal comes from the same department or school. In the event of a recusal, the Provost and Vice President for Academic Affairs shall appoint another chair or dean to serve in their position, but solely for the sake of the mediation.

All mediation recommendations reached by the Faculty Evaluation Committee will require a two-thirds majority to be considered official and will be rendered in writing to the Provost and Vice President for Academic Affairs. A record of all proceedings will be maintained, and all discussions within committee meetings are considered private and confidential. The VPAA may choose to accept or modify the recommendations and will provide a written record of their decision to the faculty member, dean of the school, department chair or assistant/associate dean, and Faculty Evaluation Committee chair. The decision of the Provost and Vice President for Academic Affairs will be considered binding on all parties but can be appealed to the President. For more information on the appeals process see Section 8.0 of this manual.

1.1.2   School Committees for Evaluation Standards

The *Faculty Evaluation Manual* provides the overarching guidelines for faculty evaluation. However, each academic school may be held to unique standards for accreditation purposes. Therefore, guidelines for the criteria that must be met to earn Exemplary, Exceeds Expectations, Meets Expectations, Needs Improvement, or Does Not Meet Expectations for the faculty member's annual review should be created within each school. In this way, each school of the college will be responsible for creating a set of standards that will guide the goal-setting and annual evaluation process within that school. This process involves several steps:

- Each school will vote for tenured and non-tenured faculty members to serve on its School Committee for Faculty Evaluation Standards; the dean shall determine the size of the committee to ensure equal representation of departments within the school.
- The committee members will develop a handbook reflecting the provisions of this manual that will clearly define the ways in which the faculty in the specific school set goals, if they are untenured faculty or lecturers, and evidence achievements that will meet the criteria for Exemplary, Exceeds Expectations, Meets Expectations, Needs Improvement, or Does Not Meet Expectations performance.
- After the committee members are satisfied with their product, they will present these standards to the school, and the school members must be afforded the opportunity to vote by secret ballot for or against the recommendations of the School Committee for Faculty Evaluation Standards.
- If the members of the school do not vote for the guidelines by a two-thirds majority, then the committee will make suggested adjustments or begin the process anew. If a majority of the school votes for the guidelines, these guidelines will be submitted to the Faculty Evaluation Committee for review.

- The Faculty Evaluation Committee will review the standards to ensure they are compatible with the *Faculty Evaluation Manual* and comparable across all schools. The committee can approve the proposed guidelines, or it can refer them back to the school with recommendations to improve compatibility or comparability. In the event a school and the Faculty Evaluation Committee cannot agree on the proposed guidelines, the Provost and Vice President for Academic Affairs will aid in determining an equitable resolution to the dispute.
- Upon committee approval, the school guidelines will be sent to the Provost and Vice President for Academic Affairs for review. If the Provost and Vice President for Academic Affairs has no concerns about the proposed standards, the guidelines will be incorporated into each school's policy manual on faculty review.
- In subsequent years, each School Committee for Faculty Evaluation Standards will meet to review the standards, edit the standards, and propose changes to the school members for a vote. All proposed changes will be sent to the Faculty Evaluation Committee for review to ensure that they are compatible with the *Faculty Evaluation Manual* and comparable across schools. The committee can approve the proposed guidelines or refer them back to the school with recommendations to improve compatibility or comparability. In the event a school and the Faculty Evaluation Committee cannot agree on the proposed guidelines, the Provost/VPAA will aid in determining an equitable resolution to the dispute.

1.2   Training

At Dalton State College, the Office of Academic Affairs in coordination with the Center for Teaching and Learning will provide training on annual faculty evaluation, pre-tenure review, tenure review, promotion review, and post-tenure review to ensure administrators and committee members understand the policies and procedures as outlined in the *Board of Regents Policy Manual*, the USG *Academic and Student Affairs Handbook*, and the *Faculty Evaluation Manual*. Training will be provided on an annual basis at the beginning of the academic year to the following groups:

- Faculty serving on the college-wide Tenure and Promotion Committee, the Faculty Evaluation Committee, and Individual Review Committees.
- Deans, associate deans, assistant deans, and chairs (immediate supervisors) who evaluate faculty.

Academic administrators who supervise faculty will also have access to system-wide professional development and resources provided on [MomentumU@USG](). Moreover, deans, associate deans, assistant deans, and chairs will be responsible for ensuring the faculty whom they supervise understand the annual evaluation process and understand how annual evaluation relates to the eligibility for tenure and promotion. For additional information on the training related to faculty evaluation see the Dalton State *Academic Affairs Policy and Procedures Manual*.

1.3   Additional Considerations

Academic Freedom: Pursuant to the *Dalton State College Statutes*, "All employees are entitled to academic freedom. Dalton State College subscribes to the principles of academic freedom expressed in the "Statement on Academic Rights and Responsibilities" issued by the American Council on Education in 2005 (ACE). While members of the College's faculty are entitled to full academic freedom as described there, in their interactions with students they are expected to maintain at all times the highest standards of academic professionalism and to make every effort to assure unimpeded intellectual diversity in their classrooms and other instructional venues." Furthermore, the *Faculty Senate Bylaws*

indicate the Faculty Welfare Committee will mediate any disagreements between faculty and administrators regarding academic freedom. The policies outlined in the *Faculty Evaluation Manual* support these principles and procedures.

Committee Voting: Pursuant to the *Faculty Senate Bylaws*, members of the college-wide Tenure and Promotion Committee must recuse themselves from any portion of a meeting in which their application for tenure or promotion is under review. Furthermore, the *Faculty Evaluation Manual* requires the chair or dean on the Faculty Evaluation Committee to recuse themselves during appeals that involve faculty members from their department or school. Beyond that, members of both committees may abstain from voting on a portfolio, an appeal, or a policy change when they deem a conflict of interest exists. The abstention will neither count as a yes nor a no vote. In all other cases, when committee members do not vote on a portfolio, appeal, or a policy change their votes will count as a no vote.

Confidentiality: Members of the college-wide Tenure and Promotion Committee, the Faculty Evaluation Committee, and the Faculty Hearing Committee should treat all information regarding the review of portfolios or appeals as confidential information. They should only discuss the information with other members of the committee and with the Office of Academic Affairs as warranted by the situation. Breaches of confidentiality may result in one or more members being removed from their respective committee by the Provost and Vice President of Academic Affairs in consultation with the President of the Faculty Senate. In the event of removal, faculty members may not count service on that committee as part of their annual report for the evaluation cycle.

2.0 ANNUAL EVALUATION CRITERIA

The annual evaluation process at Dalton State College is collaborative and goal centered. Calling for "a cooperative spirit," whereby faculty members in consultation with their immediate supervisors or deans set "individual goals which will result in continuous improvement toward accomplishing the mission of the college," the design has a three-point rationale.

- The annual evaluation process allows faculty members the flexibility to conduct their annual evaluation based on their own priorities, within the established evaluation structure, such that a newly hired first-year faculty member could have completely different objectives than a 25-year veteran.
- The process utilizes the Provost and Vice President for Academic Affairs, the Faculty Senate Faculty Evaluation Committee, and the Faculty Senate Promotion and Tenure Committee in conjunction with the immediate supervisors or dean to create an evaluation process with checks and balances.
- Finally, the process includes a direct link between yearly annual evaluation and progress toward tenure as well as promotion. In this way, not only will faculty members be aware of their yearly progress toward tenure and promotion, but those who consistently perform at an exemplary level may receive both tenure and promotion at an accelerated rate.

Academic administrators (deans and chairs) should consult Section 6.0 of this manual for information about annual evaluation criteria.

2.1 Standard Faculty Responsibilities

As part of the Annual Faculty Evaluation Process, immediate supervisors will assess whether a faculty member maintains the "Standard Faculty Responsibilities" (see Appendix E). Detailed faculty

responsibilities, as outlined in the Dalton State *College Faculty Handbook* and the *Academic Affairs Policy and Procedures Manual*, include the following:

- Attends scheduled classes (Teaching)
- Maintains scheduled office hours (Student Success)
- Develops course content and policies that are congruent with the standards of Dalton State College, the School, and/or Department (Teaching)
- Earns satisfactory student evaluations (Teaching)
- Performs advising responsibilities as assigned (Student Success)
- Attends Department/School and General Faculty meetings (unless excused) (Professional Growth/Development or Service)
- Attends graduation at least once a year (unless excused) (Student Success)
- Serves on committees as assigned (Service)
- Completes departmental, school-wide, and college-wide projects, training, and paperwork as assigned (Professional Growth/Development or Service)
- Completes assigned assessments in a timely fashion using the current assessment software (Teaching)
- Maintains departmental, disciplinary, or other standards necessary for program accreditation as appropriate (Professional Growth/Development)
- Behaves in a professional manner that is neither disruptive to the educational process nor contrary to the mission of the college when working with students, colleagues, and administrators (see "On Collegiality as a Criterion for Faculty Evaluation," AAUP). (Professional Growth/Development)

Each standard responsibility correlates to an area of achievement for the purposes of annual evaluation. Faculty members cannot list achievements in their annual reports that meet the standard responsibilities of their job except for achievements related to committee service.

2.2   Areas of Achievement

Faculty workload at Dalton State College consists of the following five components:(1) teaching, (2) student success, (3) service, (4) research (or other form of scholarly or creative achievement), and (5) professional growth/development. Of these, teaching is beyond question the most important, given its central place in the college's mission. Assessment of these five components constitutes the criteria for the annual evaluation.

2.2.1   Teaching

For the purposes of annual evaluation as well as tenure and/or promotion, scholarly teaching is teaching that focuses on student learning and is well grounded in the resources appropriate to the field. Dalton State College recognizes achievement in teaching as demonstrated by effectiveness in the classroom, which includes a review of student evaluations, and by other activities. Faculty under evaluation must provide documentation of achievement in teaching.

2.2.2   Student Success

For the purposes of annual evaluation as well as tenure and/or promotion, the college recognizes facilitation of student success through improved instructional methods, advising, support for students' growth and well-being, and/or engagement in actions that contribute to graduation and retention.

Faculty under evaluation must provide documentation of achievement contributing to student success. Activities aligned with student success are listed in [Appendix D](#).

2.2.3   Professional Service to the Institution or Community

For purposes of annual evaluation as well as tenure/and or promotion, the college recognizes service to the institution as shown by successful, collegial service on departmental, college-wide, institutional, or system-wide committees and other college activities as agreed upon. Service to the community should promote the standing of Dalton State College or the faculty's discipline in the community. Faculty under evaluation must provide documentation of achievement in service.

2.2.4   Research/Scholarship/Creative Activity or Academic Achievement

For purposes of annual evaluation as well as tenure and/or promotion, the college recognizes achievements in Research, Scholarship, Creative Work, or Academic Achievement as activities that promote the faculty member's discipline and/or the Scholarship of Teaching and Learning. Faculty members are also encouraged to engage in cross-disciplinary scholarship or creative work. Faculty under evaluation must provide documentation of achievement in research or other forms of scholarly or creative achievement.

2.2.5   Professional Growth/Development

For purposes of annual evaluation as well as tenure and/or promotion, the college recognizes achievement in professional development as activities that enhance faculty member's skills and effectiveness in their discipline, leadership, or skills as an instructor or advisor. Faculty members are also encouraged to engage in cross-disciplinary professional development. Faculty under evaluation must provide documentation of achievement in professional development.

2.3   Weighting of Components

The primacy of teaching in the evaluation process necessitates the definition of workload components, with teaching receiving the heaviest emphasis. The *Board of Regents Policy Manual* requires demonstration of superior teaching for promotion and tenure and requires that institutions must have criteria "that emphasize excellence in teaching" (Section [8.3.6](#) and [8.3.7.3](#)). This strong commitment to teaching also aligns with the mission of Dalton State College as well as the BOR expectations for state colleges. Concurrently, the *USG Academic and Student Affairs Handbook*, [Section 4.4](#), requires faculty to annually evidence work across all five areas of achievement. All considerations regarding workload must be factored into annual evaluation in a consistent manner across all schools and departments.

Dalton State recognizes that it is desirable to allow a degree of flexibility in the emphasis of the other workload components to allow faculty to focus their efforts outside of teaching in areas best suited for their discipline and for the institution. For tenure-track faculty and tenured faculty, expectations for achieving higher annual performance ratings will be commensurate with their rank. Performance expectations will increase as their rank increases. The workload of lecturers and senior lecturers consists primarily of teaching and student success; however, accomplishments in service, research, and/or professional development should be considered when deciding whether to extend a temporary faculty member's employment. Any divergence from the standard workload distribution requires documented justification and advance written agreement between the faculty member and the immediate supervisor.

2.4   Rating of Performance

Per the USG *Academic and Student Affairs Handbook*, Section 4.4, for each academic year of service, full-time faculty members will be rated on the following scale:

- 5 – Exemplary
- 4 – Exceeds Expectations
- 3 – Meets Expectations
- 2 – Needs Improvement
- 1 – Does Not Meet Expectations

Total points earned on the Annual Evaluation Master Rubric for faculty (see Appendix B) will correspond to one of these ratings. For each area of achievement, a faculty member can earn up to 5 points on the master rubric for a total of 25 points. The overall rating of performance will be based on the point ranges outlined in Section 2.4.1 of this manual. Faculty members who receive less than 3 in an area of achievement must complete a Performance Remediation Plan for that area in the next evaluation cycle as outlined in Section 7.0 of this manual.

In each evaluation period, the faculty member must meet all the Standard Faculty Responsibilities outlined in Section 2.1 of this manual. Supervision of faculty should be developmental. During the academic year, if a faculty member does not meet a Standard Faculty Responsibility, the immediate supervisor will notify the faculty member of a lack of compliance. In most cases this initial communication will serve as a sign for the faculty member to become more diligent in fulfilling their Standard Faculty Responsibilities. If the faculty member continues to fail to meet a Standard Faculty Responsibility, the noncompliance will result in no higher than a "Needs Improvement" rating (2) for the respective area of achievement outlined in Section 2.1 of this manual.

2.4.1   Evaluation of Full-Time Faculty

Annually, tenure-track and tenured faculty will be evaluated based on the criteria listed in the Faculty Evaluation Master Rubric. The level of expected activity in each area will be commensurate with their rank of instructor, assistant professor, associate professor, or professor. Annually, lecturers and senior lecturers will also be evaluated based on the criteria listed in the Faculty Evaluation Master Rubric. The level of expected activity in each area outside of teaching and student success will be commensurate with their status as non-tenure track faculty. The ratings on student evaluations of all full-time faculty will be included in the computation of school averages.

Immediate supervisors will evaluate faculty members on all areas of achievement and provide feedback to them using the Full-time Faculty Evaluation Form (see Appendix E). The following represents an explanation of how the points earned annually on the Master Rubric (see Appendix B) will translate into the overall annual rating.

- **Exemplary (5 points)**
  These faculty members earned 23 to 25 points on the Faculty Evaluation Master Rubric by demonstrating exemplary overall performance in the summative appraisal of the five areas of evaluation: (1) Teaching (including student evaluations), (2) Student Success, (3) Professional Service, (4) Research, Scholarship, Creative Activity, or Academic Achievement, and (5) Professional Development.

- **Exceeds Expectations (4 points)**
  These faculty members earned 19 to 22 points on the Faculty Evaluation Master Rubric by demonstrating superior performance in that expectations were exceeded in the summative appraisal of the five areas of evaluation: (1) Teaching (including student evaluations), (2) Student Success, (3) Professional Service, (4) Research, Scholarship, Creative Activity, or Academic Achievement, and (5) Professional Development.

- **Meets Expectations (3 points)**
  These faculty members earned 14 to 18 points on the Faculty Evaluation Master Rubric by demonstrating that expectations for overall performance were met in the summative appraisal of the five areas of evaluation: (1) Teaching (including student evaluations), (2) Student Success, (3) Professional Service, (4) Research, Scholarship, Creative Activity, or Academic Achievement, and (5) Professional Development.

- **Needs Improvement (2 points)**
  These faculty members achieved 8 to 13 points on the Faculty Evaluation Master Rubric meaning they were partially successful in achieving the expectations for overall performance. These faculty thereby demonstrated a need for improvement in the summative appraisal of the five areas of evaluation: (1) Teaching (including student evaluations), (2) Student Success, (3) Professional Service, (4) Research, Scholarship, Creative Activity, or Academic Achievement, and (5) Professional Development.

- **Does Not Meet Expectations (1 point)**
  These faculty members achieved 0 to 7 points on the Faculty Evaluation Master Rubric meaning they were not successful in achieving the expectations for overall performance. These faculty thereby demonstrated that performance did not meet expectations in the summative appraisal of the five areas of evaluation: (1) Teaching (including student evaluations), (2) Student Success, (3) Professional Service, (4) Research, Scholarship, Creative Activity, or Academic Achievement, and (5) Professional Development.

2.4.2   Evaluation of Part Time Faculty

Unless specific arrangements have been made, part-time faculty members have no non-teaching responsibilities. Their teaching will be evaluated on a yearly basis in a manner similar to the evaluation of teaching and standard responsibilities of full-time faculty. For part-time instructional faculty, deans, immediate supervisors, or their designees, evaluate the faculty member using a minimum of four or more of the following activities and provide feedback to the faculty member using the Part-time Faculty Member Annual Evaluation Form (see Appendix E):

- Review of student evaluations of instructor/course.
- Direct in-class observation of instruction.
- Review of course syllabus.
- Review of grade distributions and/or DWF rates.
- Review of instructional materials.
- Assessment of professional responsibilities.

Part-time faculty members in the nursing program in the School of Health Professions, who are utilized only in the clinical setting, are evaluated each fall by the immediate supervisor using student course evaluations, which include a section with questions pertaining to clinical instruction, course coordinator

feedback, and behaviors associated with applicable Standard Faculty Responsibilities (attends clinical as scheduled, informs chair or dean of absences, receives satisfactory clinical teaching evaluations, completes projects and paperwork as assigned, and acts in a professional manner).

Part-time faculty members in the nursing and radiologic technology programs in the School of Health Professions, whose responsibilities are limited to supervising the clinical education of students in the medical setting (clinical instructors and preceptors), are evaluated by the students at the end of each semester using the Evaluation of DSC Clinical Instructor (CI) or Preceptor Form. The director of the educational program compiles the data and provides feedback to the clinical instructors/preceptors by the following procedures. For the radiologic technology program, feedback is given to the clinical instructors at the annual CI Workshop for the program and includes an annual report for each clinical instructor with a cumulative review of three semesters of student evaluations. For the nursing program, feedback is given to each preceptor at the end of each semester.

Part-time faculty members in the School of Education whose responsibilities are limited to supervising teacher education students in the school setting (clinical supervisors) are assessed each semester using the Candidate's Evaluation of DSC Supervisor Form. At the end of the year, the dean of the School of Education ensures completion of a Part-Time Faculty Evaluation Instrument. Feedback is provided to the clinical supervisors on a yearly basis.

2.5　　Special Cases

Application for exclusion of a current year and its acceptance by all parties must be in writing and must be made during the year in which the extenuating circumstances or hardship occurs; retroactive exclusion is not allowed. If a hardship exclusion is granted during a calendar year, that year's exclusion will have no effect on the consecutive sequence of years accrued to that point; it is as though the excluded year did not occur. Pursuant to the BOR *Policy Manual*, Section 8.3.7.4, only the President of an institution can approve an interruption to the timeline. An exception to this provision is the seventh year of credit toward tenure because Board of Regents' policy makes no allowances for hardship exclusion of an employment year.

If during a calendar year extenuating circumstances or hardship should arise and the faculty member feels that the current year should be excluded from the evaluation process for tenure and/or promotion consideration, then the faculty member should discuss the situation with their immediate supervisor who will make a request in writing the appropriate dean on behalf of the faculty member. The dean will make a recommendation in writing to the Provost and Vice President for Academic Affairs. The VPAA will review the request to exclude a year from consideration and make a recommendation in writing to the President. The President will then provide a letter to the faculty member indicating whether or not they will be allowed to exclude a year from consideration.

3.0　　ANNUAL EVALUATION PROCESS

The annual evaluation process for faculty is based on the academic year rather than the calendar year. To provide a full twelve-month period of data collection within the framework of the semester system, any data (i.e., service, student evaluations, or scholarly/creative work/professional development) gathered after the submission of the annual report will be included in the faculty member's following annual evaluation. Information from the summer session prior to the academic year being evaluated may also be included.

By the beginning of the fall semester, faculty members should initiate planning, reflection, and discussion with their immediate supervisors about potential goals for the coming academic year. Any concerns about the appropriateness of a goal should be discussed with the immediate supervisor. At the end of the evaluation cycle, faculty must demonstrate achievements in each of the areas on which faculty members are evaluated, including teaching, student success, service (both to the college and to the community), research/scholarship/creative work and professional growth/development. Faculty members who have administrative responsibilities that do not include the supervision of faculty will report on accomplishments related to those responsibilities under the area of service. Faculty members who have administrative responsibilities that include the supervision of faculty will include a section devoted to their role as an academic administrator.

For the purposes of teaching and student success, all faculty will list the same overarching achievement for their annual report. For teaching, faculty must "demonstrate excellence in teaching." For student success, faculty must "demonstrate a commitment to student success." Untenured faculty and lecturers, in consultation with their immediate supervisors, can set specific preliminary goals to help them define their work in the areas of teaching and student success. For the other areas, untenured faculty and lecturers must set preliminary goals demonstrating how their work in those areas at least meets the expectations for their academic rank.

Untenured faculty and lecturers will submit a final draft of preliminary goals to their immediate supervisor by September 30. Goals will be discussed, with agreement being reached on whether the faculty member's goals during the coming year will potentially rate a Meets Expectations, Exceeds Expectations, or Exemplary level of professional performance. The signatures of both the faculty member and their immediate supervisor on the Statement of Preliminary Goals Form will indicate consensus (see Appendix E). Untenured faculty and lecturers, in consultation with their immediate supervisor, may modify these goals until March 1. Tenured faculty and senior lecturers do not submit preliminary goals though they are strongly encouraged to discuss their plans for the year with their immediate supervisors prior to March 1. If agreement cannot be reached on any part of the preliminary goal-setting process for untenured faculty and lecturers, the matter will be referred to the dean of the school, and if not resolved at that level, to the Faculty Evaluation Committee. Any modifications required from the faculty member based on the appeal will be negotiated in the same fashion with their immediate supervisor. See Section 8.0 of this manual for more information on the appeal process.

By March 1, all faculty will notify their immediate supervisor in writing that they believe their yearly performance is worthy of a Meets Expectations, Exceeds Expectations, or Exemplary rating. This deadline is not intended to be a goal setting process for tenured faculty and senior lectures; rather, it is an opportunity for all faculty to assess their yearly achievements prior to the deadline for submitting their annual report. By April 1, faculty members will submit their written reports, which record their achievements for the reporting cycle, to their immediate supervisor using the Annual Report for Faculty Form or the Annual Report for Academic Administrators Form (see Appendix E). Faculty members are responsible for providing evidence in their narrative for each achievement to support their body of work. The immediate supervisor will then evaluate the reports and complete the Full-time Faculty Member Annual Evaluation Form or the Academic Administrator Annual Evaluation Form. These forms record an individual rating of performance in teaching, student success, professional service, research, professional development, and administration (if applicable) as well as whether the faculty members/academic administrators have fully discharged the obligations listed under the heading of

"Standard Faculty Responsibilities" and "Standard Administrative Responsibilities" (if applicable) as outlined in this manual.

In conferences with the faculty members, the immediate supervisor will discuss faculty performance in each area of evaluation as well as how that performance corresponds to the overall rating for the reporting cycle. Faculty members will then acknowledge receipt of the Full-time Faculty Member Annual Evaluation Form or the Academic Administrator Annual Evaluation Form by signing the form. They can accept the report as is or can respond in writing; any written responses will be attached to their forms and become part of their official records. Only after faculty members have the chance to respond in writing will the immediate supervisor finalize the reports, making note of any changes to the reports which resulted from the conferences with or written responses from faculty members. Differences between faculty members and their immediate supervisor concerning performance and final point value, or allocation of level of expectations, will be referred to the dean, and if not resolved at that level, to the Faculty Evaluation Committee through the Provost and Vice President for Academic Affairs during the close of the spring semester. After the VPAA issues a decision, the faculty member has one week to appeal the decision of the VPAA to the President. See Section 8.0 of this manual for more information on the appeal process. All deadlines on the timetable below require submission by 11:59 PM ET on the due date.

Timetable for Faculty Evaluation Process
April 1 through March 31 Evaluation Period

Components of Faculty Evaluation Process		Deadlines
A. Review of Preliminary Goals for Untenured Faculty and Lecturers		
A1	Lecturers and untenured faculty will submit their preliminary goals for the academic year on the Statement of Preliminary Goals Form. Lecturers and untenured faculty will then meet with their immediate supervisor to discuss their plan for the upcoming academic year. Tenured faculty do not have to submit formal goals.	August 31
A2	Lecturers/untenured faculty and their immediate supervisor sign the form to indicate agreement of preliminary goals for current academic year.	September 30
A3	Deadline for untenured faculty/lecturers to submit appeal in writing to their dean regarding a disagreement on preliminary goals.	October 7
A4	Deadline for dean to respond in writing to faculty member appeal regarding a disagreement on preliminary goals.	October 15
A5	Deadline for faculty member to submit an appeal in writing to VPAA on the Annual Evaluation Appeal Form regarding a disagreement on preliminary goals.	October 20
A6	VPAA charges the Faculty Evaluation Committee to review appeal on preliminary goals.	October 25
A7	Faculty Evaluation Committee will forward its appeal decision to the VPAA on the Review of Annual Evaluation Appeal Form.	October 30
A8	The VPAA will communicate their decisions to the faculty member, the immediate supervisor, the dean, the assistant/associate dean (if applicable), and the Faculty Evaluation Committee chair.	November 10

	B. Review of Annual Reports for All Faculty	
B1	Faculty will notify their immediate supervisor in writing whether they believe their performance is worthy of an Exemplary, Exceeds Expectations, or Meets Expectations rating.	March 1
B2	Faculty member will submit assessment of performance to their immediate supervisor on the Annual Report for Faculty Form or the Annual Report for Academic Administrators Form. (Activities from April 1 through March 31.)	April 1
B3	All 1s and 5s will be reviewed by the Dean of the faculty member's school.	April 10
B4	Faculty member will acknowledge receipt of the Full-time Faculty Member Annual Evaluation Form or the Academic Administrator Annual Evaluation Form during the evaluation conference.	April 15
B5	Deadline for the faculty member to respond in writing to the annual written evaluation.	April 25
B6	Deadline for immediate supervisor to finalize the annual written evaluation noting changes, if any, in the evaluation made because of either the conference or the faculty member's written response.	May 5
B7	Deadline for the faculty member to submit appeal in writing to their dean regarding a disagreement on assessment of performance.	May 10
B8	Deadline for the dean to respond in writing to the faculty member appeal regarding a disagreement on assessment of performance.	May 15
B9	Deadline for the faculty member to submit appeal to VPAA on the Annual Evaluation Appeal Form regarding a disagreement on assessment of performance.	May 20
B10	VPAA charges the Faculty Evaluation Committee to review appeal.	May 25
B11	Faculty Evaluation Committee will forward its appeal decision to the VPAA on the Review of Annual Evaluation Appeal Form.	May 30
B12	The VPAA will communicate their decision to the faculty member, the immediate supervisor, the dean, the assistant/associate dean (if applicable), and the Faculty Evaluation Committee chair.	June 5
B13	Deadline for the faculty member to submit appeal to the President.	June 15

* Deadlines that fall over a weekend will shift to the following Monday. Deadlines that fall on a holiday will shift to the next working day. The Office of Academic Affairs will provide all faculty with an accurate list of the dates for a given academic year by the first day of the fall semester.

4.0 TENURE AND PROMOTION CRITERIA

Tenure and promotion are significant events in the academic career of faculty. Tenure is an affirmation of one's capacity to provide sustained high-quality teaching; a commitment to student success; service to the department, school, and college and community; research, scholarship, creative work, or academic achievement; and professional development. Promotion through successive academic ranks is an opportunity to acknowledge and reward one's contributions and continued development as a teacher, scholar, and colleague.

Dalton State College sets high expectations of its faculty for tenure and promotion. Tenure and promotion are accomplishments that faculty must earn by demonstrating their resolve to make meaningful contributions to the school and their capacity to realize the goals established by their academic department, school, and college.

The college recognizes its obligation to help faculty understand and realize the expectations of tenure and promotion. In the spirit of collaborative support, the faculty and administration have developed the following policies and procedures regarding tenure and promotion. These procedures are designed to select those persons best qualified for promotion and tenure and require the review and approval of the USG chief academic officer (BOR *Policy Manual,* 8.3.6 and 8.3.7).

4.1   General Guidelines

The following guidelines apply to the tenure and promotion process.

- No changes can be made to the tenure and promotion process or criteria after the candidate has been notified of their eligibility for tenure or promotion.
- Candidates for tenure and/or promotion must meet all current University System of Georgia Board of Regents, Dalton State College, and school criteria for tenure and/or promotion. All requirements for tenure and/or promotion are established by the Board of Regents and Dalton State College.
- A candidate may be promoted in rank without being awarded tenure. Tenure and promotion may be awarded concurrently. Tenure is awarded only to faculty members who hold or are eligible for the rank of assistant professor or above.
- Only work completed at Dalton State College may be used in the assessment for tenure or promotion, unless the college awarded years of experience on a probationary basis from a regionally accredited institution at the time of hire for credit toward tenure and/or promotion.
- Faculty members who have been awarded probationary credit toward tenure may decline the use of all or a portion of the credit by informing their immediate supervisor in writing no later than May 1 of their first year of employment. The immediate supervisor must notify the dean of the school, who must notify the Provost and Vice President for Academic Affairs in writing for recording-keeping purposes.
- Faculty members who have been awarded probationary credit toward promotion must request permission to use their probationary credit through their immediate supervisor to the dean of the school prior to preparing the electronic portfolio for early promotion. The dean will make a recommendation and forward the request to the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs will review the request to use the probationary credit and make a recommendation to the President. If the President approves the request to use the years of credit towards promotion, the faculty member may submit the application for early promotion. The deadline for the president to issue decision is August 30.
- Any special consideration negotiated at the time of employment shall be included in the letter of hire and included with the application for tenure or promotion. Regardless of any documented special consideration for tenure or promotion, the candidate will be evaluated using the criteria contained in this manual.
- Candidates who are not recommended for tenure and/or promotion may request further review at subsequent levels.
- Candidates for tenure or promotion may withdraw their applications at any time during the process prior to the recommendation by the Provost and Vice President for Academic Affairs. To do so, candidates must notify the dean of the appropriate school in writing that the candidate is officially withdrawing their application.
- Recommendations for promotion are not normally considered for individuals who are currently on a leave of absence or who hold "temporary" appointments.

Although tenure and promotion are linked to the areas of achievement listed in Section 2.2 of this manual, additional factors may be considered when making a determination. Examples of additional factors may include but are not limited to fulfillment of and problems associated with "Standard Faculty Responsibilities," "Moral Code of Ethics," BOR or Dalton State College's policies and procedures, "Professionalism," etc.

These rules and guidelines shall apply to all full-time tenure-track faculty members at Dalton State College for purposes of evaluation for tenure or promotion. Previous procedures and guidelines are superseded by this document. The final decision for tenure and/or promotion is made by the President of Dalton State College. The Provost and Vice President for Academic Affairs makes recommendations to the President. The VPAA and/or the President may require additional documentation before a final decision is made to grant tenure and/or promotion. Individual schools and departments may have additional requirements that have been approved through the following process as outlined in Section 1.1.2 of this manual.

4.2   Tenure

The awarding of tenure is a serious and significant step for both the faculty member and the institution. It is not awarded merely based on 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. Longevity of service is not a guarantee of tenure.

Tenure is awarded to individual faculty members upon evidence of the capacity and likelihood for continued intellectual, scholarly, and professional vitality; upon evidence of the ability and willingness to perform assigned duties; upon evidence of a sense of responsibility and dedication to make the continuing exemplary performance of duties a reasonable expectation; and upon evidence of maintenance of proper professional ethics. Protected from arbitrary dismissal and from transient political and ideological currents, the individual faculty member assumes a responsibility to make a continuing effort to achieve the expectations upon which the award of tenure was based. Tenure at Dalton State College should be regarded as a most valuable possession, signifying a long-term commitment of resources by Dalton State College, matched by the sincere commitment by the faculty member to continued professional growth and achievement.

Only assistant professors, associate professors, and professors who are normally employed full-time (as defined by BOR Policy) by an institution are eligible for tenure. Faculty members with the rank of lecturer or senior lecturer or with part-time appointments are not eligible for tenure. The term "full-time" is used in these tenure regulations to denote service on a one hundred percent workload basis for at least two of three semesters.

The following criteria lay out the standards by which tenure will be recommended. It is specifically noted that faculty who meet these criteria are not guaranteed tenure, but rather that faculty members will be considered for tenure by their immediate supervisors, Individual Review Committees, deans, college-wide Tenure and Promotion Committee, and the Provost and Vice President for Academic Affairs, for possible recommendation to the President.

4.2.1   Criteria

According to the *Board of Regents Policy Manual*, [Section 8.3.7.3](#), faculty must demonstrate excellence and effectiveness in teaching and instruction; outstanding involvement in student success activities; academic achievement, as appropriate to the institution's mission; outstanding service to the institution, profession, or community; and professional growth and development. The manual further states "noteworthy achievement is required in at least two of the above categories, but is not required in all categories."

At Dalton State College, the following criteria will apply when considering applications for tenure:

- Teaching: Demonstration of excellence and effectiveness in teaching as revealed by the evidence assembled in support of the application for tenure.
- Student Success: Demonstration of an outstanding commitment in student success activities as revealed by the evidence assembled in support of the application for tenure.
- Service to the Institution and/or Community: Same as criteria for promotion to current professorial rank.
- Research/Scholarship/Creative Work/Academic Achievement: Same as criteria for promotion to current professorial rank.
- Professional Growth and Development: Same as criteria for promotion to current professorial rank.
- Administrative Duties: Same as criteria for promotion to current professorial rank.
- Tenure also requires at least the equivalent of two years of full-time study beyond the bachelor's degree.

4.2.2   Time Limitations

Tenure may be awarded upon recommendation by the President upon completion of a probationary period of at least five years of full-time service at the rank of assistant professor or higher. As such, tenure-track faculty who have not been awarded probationary credit toward tenure may apply for tenure at the beginning of their sixth year at the rank of assistant professor or higher. The five-year period must be continuous except that a maximum of two years' interruption because of a leave of absence or of part-time service may be permitted, provided, however, that no probationary credit for the period of an interruption shall be allowed. A maximum of three years of credit toward the minimum probationary period may be allowed for service in tenure-track positions at other institutions or for full-time service at the rank of instructor or lecturer/senior lecturer at Dalton State College. Such credit for prior service shall be defined in writing by the President at the time of the initial appointment at the rank of assistant professor or higher.

Faculty members who have been awarded probationary credit toward tenure may decline the use of all or a portion of the credit by informing their immediate supervisor in writing no later than May 1 of their first year of employment. The immediate supervisor must notify the dean of the school, who must notify the Provost and Vice President for Academic Affairs in writing for recording-keeping purposes.

The maximum time that may be served at the rank of assistant professor or above without the award of tenure shall be seven years, provided, however, that a terminal contract for an eighth year may be proffered if an institutional recommendation for tenure is not approved by the President. The maximum time that may be served in the combination of full-time instructional appointments as instructor and other professorial ranks (excluding lecturers and senior lecturers) without the award of tenure shall be

ten years, provided, however, that a terminal contract for an eleventh year may be proffered if an institutional recommendation for tenure is not approved by the President. The maximum time that may be served at the rank of full-time instructor shall be seven years.

Tenure or probationary credit towards tenure is lost upon written resignation from Dalton State College, upon written resignation from a tenured position to take a non-tenured position at Dalton State College, or upon written resignation from a position for which probationary credit toward tenure is given to take a position for which no probationary credit is given at Dalton State College. In the event such an individual is again employed as a candidate for tenure at Dalton State College, probationary credit for the prior service may be awarded in the same manner as for service at another institution.

4.2.3   Pre-Tenure Review

Per the *Board of Regents Policy Manual*, Section 8.3.5.1 and the *USG Academic and Student Affairs Handbook*, Section 4.4, Dalton State College requires that each school provide a pre-tenure review for all tenure-track faculty members half-way towards the tenure date, typically in the third year. Furthermore, pre-tenure review provides "rigorous analysis and detailed feedback of the faculty member's body of work" as it relates to the criteria for tenue. At the end of the spring semester, deans (or appointed designees) will notify all eligible faculty members of the need to submit a pre-tenure portfolio for review in the following academic year. The dean will invite these faculty members to attend a college-wide meeting hosted by the Office of Academic Affairs to discuss the process for pre-tenure and post-tenure review.

Pre-tenure faculty members must submit their electronic portfolio for review by their Individual Review Committee by the date specified on the pre-tenure review timeline outlined in Section 5.2 of this manual. The chair of the Individual Review Committee will write a review of the faculty member's performance based on the portfolio and feedback from the other committee members. After the faculty member has an opportunity to respond, the chair of the Individual Review Committee will upload the committee's assessment to the electronic portfolio for review by the immediate supervisor. Once immediate supervisors have reviewed the pre-tenure portfolios and the recommendations of the Individual Review Committees, they must meet with faculty members to discuss the committees' recommendations.

After the conference with the faculty member, the immediate supervisor will provide a letter summarizing the faculty member's progression towards achieving tenure. The faculty member will sign the letter to acknowledge they have been apprised of the content of the third-year evaluation. Additionally, the faculty member will have ten business days to respond in writing; the immediate supervisor will acknowledge in writing the receipt of the response within ten business days from its submission. The immediate supervisor will attach the response to the report as well as note any changes made to the report based on the conference with or the written response from the faculty member. The immediate supervisor's letter and any subsequent faculty response will become part of the faculty member's official record and is not subject to discretionary review under current Board of Regents policies.

Non-tenured faculty members who do not meet expectations in any category under review will receive candid feedback as to their area(s) of deficiency. Faculty members will complete a Performance Remediation Plan (PRP) for any of those areas as outlined in Section 7.1 of this manual. Faculty members will then have one year (or the duration of the PRP) to accomplish the goals of the plan. Annual renewal of nontenured faculty is subject to Board of Regents policy.

4.2.4   Post-Tenure Review

Per the *Board of Regents Policy Manual*, [Section 8.3.5.4](#) and the USG *Academic and Student Affairs Handbook*, [Section 4.7](#), Dalton State College requires that each school provide a post-tenure review for all tenured faculty five years after tenure was granted or the most recent promotion and every five years thereafter. The BOR views post-tenure review as serving a dual purpose. First, the process assists "faculty members with identifying opportunities that will enable them to reach their full potential for contribution to the academic discipline, institution, and the institution's mission." Second, the process provides "a longer-term and broader perspective than is usually provided by an annual review," which is both retrospective and prospective.

The post-tenure review should address the faculty member's accomplishments as it relates to teaching, student success, research/academic achievement, service, and professional development. Tenured faculty may voluntarily elect to engage in a post-tenure review before the five-year time limit. In those instances, if the review is successful, the next review will be five years from the voluntary PTR; if unsuccessful, the original PTR date remains in place. At the end of the spring semester, deans (or appointed designees) will notify all eligible faculty members of the need to submit a post-tenure portfolio for review in the following academic year. The dean will invite these faculty members to attend a meeting hosted by the Office of Academic Affairs to discuss the process for pre-tenure and post-tenure review.

Post-tenure faculty members must submit their electronic portfolio for review by their Individual Review Committee by the dates specified on the post-tenure review timeline outlined in [Section 5.2](#) of this manual. The chair of the Individual Review Committee will write a review of the faculty member's performance based on the portfolio and feedback from the other committee members. After the faculty member has an opportunity to respond, the chair of the Individual Review Committee will upload the committee's assessment to the electronic portfolio for review by the immediate supervisor.

The immediate supervisor will write an independent recommendation to the dean, and the dean will write an independent recommendation of the faculty member and provide a copy to the Provost and Vice President for Academic Affairs. Immediate supervisors or deans will meet with faculty members to discuss the results of the post-tenure review, which includes candid feedback as to their area(s) of deficiency. They will also provide faculty members with a letter outlining the findings of the PTR. Pursuant to the USG *Academic and Student Affairs Handbook*, [Section 4.7](#), in instances of an unsuccessful review, "the letter must also include next steps, due process rights, and the potential ramifications if the faculty member does not remediate or demonstrate substantive progress towards remediation in the areas identified as unsatisfactory. The faculty member can provide a written rebuttal" to the final report.

To the extent possible, successful post-tenure reviews will be considered in merit raises. Depending on the availability of funding, faculty will be offered a choice between release time for conducting research, development funds for a conference, or an equivalent stipend over the next year. The Office of Academic Affairs will determine availability of funding on an annual basis and ensure faculty in all schools receive the same opportunity for the choices outlined above.

Tenured faculty members who do not meet expectations will complete a Performance Improvement Plan (PIP) for any of those areas as outlined in [Section 7.2](#) of this manual. Faculty members will then have one year (or the duration of the PIP) to accomplish the goals of the plan. If faculty successfully complete the PIP, the next post-tenure review will take place on the regular five-year schedule. If faculty

fail to make sufficient progress in performance, the college may take appropriate remedial action. Per USG Policy, disciplinary actions may include, but are not limited to, "reallocation of effort, salary reduction, and tenure revocation and dismissal." Faculty retain the right to appeal decisions related to their progress in completing a PIP as outlined in Section 8.2 of this manual.

4.2.5   Corrective Post-Tenure Review

Per the *Board of Regents Policy Manual*, Section 8.3.5.4 and the USG *Academic And Student Affairs Handbook*, Section 4.7, Dalton State requires all tenured faculty evaluated as deficient in one of the areas of achievement for two consecutive annual evaluations to participate in a corrective post-tenure review. The deficiency need not be in the same area on the annual evaluation. In the event of a corrective post-tenure review, the dean will notify the faculty member of the need to begin the review process. The faculty member will follow the policies for post-tenure review outlined in Section 4.2.4 of this manual; however, the corrective post-tenure review follows a different timeline as outlined in Section 5.2 of this manual.

In the event of a successful review, the faculty member will reset the post-tenure clock. In the event of an unsuccessful review, the faculty member will complete a Performance Improvement Plan (PIP) for any of those areas as outlined in Section 7.2 of this manual. Faculty members will then have one year (or the duration of the PIP) to accomplish the goals of the plan. If faculty successfully complete the PIP, the next post-tenure review will take place on the regular five-year schedule. If faculty fail to make sufficient progress in performance, the college make take appropriate remedial action. Per USG Policy, disciplinary actions may include, but are not limited to, "reallocation of effort, salary reduction, and tenure revocation and dismissal." Faculty retain the right to appeal decisions related to their progress in completing a PIP as outlined in Section 8.2 of this manual.

4.3   Promotion in Rank

The following criteria lay out the standards by which promotion will be recommended. It is specifically noted that faculty who meet these criteria are not guaranteed promotion, but rather that promotion will be considered by the faculty member's Individual Review Committee. The Individual Review Committee will make a recommendation for or against promotion to the immediate supervisor who will then write a recommendation for the dean. The dean will in turn submit a letter of support or nonsupport to the college-wide Tenure and Promotion Committee for consideration. The college-wide Tenure and Promotion Committee will make recommendations to the Provost and Vice President for Academic Affairs for consideration and possible recommendation to the President. The above recommendations are submitted to the candidate's electronic portfolio (e-Portfolio) pursuant to Section 5.1 of this manual.

4.3.1   Criteria

In all fields, promotion is a recognition of the faculty member's fulfillment of minimum criteria for all professional ranks as outlined in the *Board of Regents Policy Manual*, Section 8.3.6.1, which includes:

- Excellent teaching and effectiveness in instruction
- Noteworthy involvement in student success activities
- Noteworthy professional service to the institution or the community
- Noteworthy research, scholarship, creative activity, or academic achievement
- Continuous professional growth and development

The BOR manual further states that as a minimum "noteworthy achievement in all of the above areas is not required, but should be demonstrated in at least three areas."

4.3.2   Eligibility Requirements

The conditions for promotion take into consideration the level of the faculty member's performance and length of service in current rank. Faculty members can earn points toward promotion each year as outlined in Section 2.4 of this manual. During an academic year, if a faculty member is recommended for and receives a promotion, then that year's promotion points will be applied to the first year in the faculty member's new rank. However, if a faculty member is recommended for promotion but does not receive it, then that year's promotion points will be applied to the faculty member's current rank.

Faculty not eligible for early promotion must earn the minimum number of promotion points in the specified number of completed years in rank to be considered for promotion. Furthermore, eligibility does not guarantee promotion. Per the USG *Academic and Student Affairs Handbook*, Section 4.6, early promotion is restricted to "faculty who are performing significantly above the expectations for their current rank." The eligibility requirements for a recommendation of promotion are listed in the tables below. In counting the minimum points required for promotion, faculty members cannot count any annual evaluation score less than 3 towards their eligibility for promotion. The year will count as a year in rank.

4.3.2.1   Early Promotion

Rank	Minimum Promotion Points	Completed Years in Rank*	Degree Requirement
Lecturer to Senior Lecturer	14 points	3 years	Master's
Instructor to Assistant Professor	14 points	3 years	Master's
Assistant to Associate Professor	20 points	4 years	Master's
Associate to Full Professor	25 points	4 years	Master's

* Faculty must have completed the minimum years in rank before applying for promotion.

4.3.2.2   Regular Promotion

Rank	Minimum Promotion Points	Completed Years in Rank**	Degree Requirement
Lecturer to Senior Lecturer	17 points	4 years	Master's
Instructor to Assistant Professor	17 points	4 years	Master's
Assistant to Associate Professor	20 points	5 years	Master's
Associate to Full Professor	26 points	5 years	Master's

** Faculty must have completed the minimum years in rank before applying for promotion.

5.0   TENURE AND PROMOTION PROCESS

5.1   Timeline for Tenure and Promotion

Before the end of the spring semester, the deans will notify the Provost and Vice President for Academic Affairs (VPAA) of the faculty candidates eligible for tenure and/or promotion in the upcoming academic year. This notification should include a single listing of all the school's candidates for promotion and/or tenure for the upcoming year and must include the candidates' years in rank and points. The VPAA will then notify the candidates. Upon notification, the candidates will provide a letter of intent to the VPAA if they plan to apply. At any point, the candidates may withdraw from the process up until a decision is made by the Provost and Vice President for Academic Affairs.

Once the candidates state their intent, they should begin to work on compiling the paperwork and documentation for their electronic portfolios (e-Portfolios). At the beginning of the fall semester in which they are eligible, the Office of Academic Affairs will hold a training session for all candidates to provide information on the policies and procedures outlined in this manual and provide an opportunity for the candidates to ask questions.

By the deadlines stated in the timetable below, candidates work in consultation with their immediate supervisors to choose members of their Individual Review Committee (IRC). The immediate supervisor chooses two of the three committee members. The candidate chooses the third member as well as the chair. All members of Individual Review Committees must be tenured. For promotion to full professor, at least two members of the committee must be full professors. Then, candidates upload all required materials and any supplemental materials to their e-Portfolios before the deadline stated on the Timetable for the Tenure and Promotion Process. The candidates must also add their IRC committee members, immediate supervisors, and deans to the e-Portfolio as reviewers before the deadline to upload materials. IRC chairs should assist candidates in ensuring all required documentation has been included prior to the deadline.

The college-wide Tenure and Promotion committee chair will review each candidate's portfolio for completeness after which the Provost and Vice President for Academic Affairs informs the candidates of the status of their portfolio. The full IRC reviews the electronic portfolio of candidates moving forward in the process and the committee chair writes a recommendation to the immediate supervisor. Candidates will have the opportunity to review and respond to the Individual Review Committee's report as well as to the recommendation of their immediate supervisor. Based on the candidate's e-Portfolio as well as the recommendations from the Individual Review Committee and the immediate supervisor, the dean writes a letter of support or non-support to the college-wide Tenure and Promotion Committee and submits it to be included in the electronic portfolio. Candidates also will have the opportunity to review and respond to the recommendation of the dean.

The college-wide Tenure and Promotion Committee reviews the portfolios and meets to discuss the recommendation it will make for each candidate to the Provost and Vice President for Academic Affairs. After reviewing the e-Portfolios, including the recommendation of the Tenure and Promotion Committee, the VPAA sends a recommendation to the President for each candidate on whether the college should grant tenure and/or promotion. The President sends a letter to the candidates on the final decision. Candidates not recommended for tenure and/or promotion will receive information on why the college did not award tenure and/or promotion and what steps they can take in order to be considered for tenure (if they have not exceeded the time limitation set by the USG for tenure as outlined in *Board of Regents Policy Manual*, Section 8.3.7.6) and/or promotion in the following year.

Per the *Board of Regents Policy Manual*, [Section 8.3.8](#), non-tenure track faculty serving as lecturers may be considered for promotion to senior lecturers. Like applications from tenure-track and tenured faculty, the promotion must be approved by the President of the college based on the recommendation of the Provost and Vice President for Academic Affairs. However, the VPAA bases their recommendation solely on the letters of support or non-support written by the lecturer's immediate supervisor and dean based on review their review of the e-Portfolio. Lecturers do not have their e-Portfolios reviewed by an Individual Review Committee or the college-wide Tenure and Promotion Committee. All deadlines on the timetables below require submission by 11:59 PM ET on the due date.

5.1.1 Timetable for the Tenure and Promotion Process for Tenure-Track and Tenured Faculty

	Components of the Tenure and Promotion Process	Deadlines*
1	Deans will notify the candidates and the Provost and Vice President for Academic Affairs (VPAA) of the faculty candidates eligible for tenure and/or promotion in the upcoming academic year.	May 1
2	Candidates will provide the VPAA a letter of intent if they plan to apply for tenure and/or promotion.	May 15
3	Individual Review Committees will be set based on department and/or school guidelines.	August 22
4	Candidates will upload ALL review materials in their e-Portfolios for their Individual Review Committees including the individual classroom observations. Candidates using probationary credit for early promotion must secure permission to use their points from the President no later than August 30 so they can include the letter in their portfolio (see [Appendix F](#)).	September 23
5	The Individual Review Committee Chair will review the contents of the candidate's e-Portfolio for completeness (based on the requirements outlined in [Section 5.3](#) of this manual). As part of this review, the IRC Chair will fill out the Tenure and/or Promotion Portfolio Checklist and send it to the candidate for inclusion in the e-Portfolio. The candidate will have seven (7) calendar days to address any deficiencies in the portfolio as noted on the checklist and upload missing materials.	September 27
6	The IRC chair must complete the classroom observation report and provide the signed copy to the candidate for inclusion in the portfolio.	October 1
7	Candidates will upload the signed classroom observation report, the signed portfolio checklist, and any documentation missing from their portfolio as indicated on the checklist. After this date, candidates lose the ability to edit or update their e-Portfolios.	October 3**
8	Based on the Individual Review Committees' findings, the committee chairs will write drafts of their reports and send copies of those reports to the respective candidates. In addition to the comments the candidates' performance, the report will address the completeness of the portfolio as of the October 3 deadline based on the requirements outlined in [Section 5.3](#) of this manual.	October 7
9	Candidates will either accept the report or request a meeting with the Individual Review Committee; they may submit their own written statement to be uploaded in the report.	October 14
10	The Individual Review Committees will upload their final report and candidates' statements (if any) in the e-Portfolio for review by the immediate supervisors.	October 26

11	Immediate supervisors will write their letters of support or nonsupport and send a copy to the respective candidates.	November 11
12	Candidates will either accept their letters or request a meeting with the immediate supervisor. Candidates may submit their own written statement to be uploaded with the letter.	November 18
13	Immediate supervisors will upload their final letters of support or non-support as well as the candidate's written statements (if any). This letter must include the following: • A summary of points earned since hire or the last promotion/tenure action, and • A summary of the faculty member's fulfillment of the faculty responsibilities as outlined in the faculty evaluation guidelines.	November 21
14	Deans will write their letters of support or non-support and will send a copy to the candidates under review.	December 5
15	Candidates will either accept their dean's recommendation or request a meeting with their dean. Candidates may submit their own written statement to be included with their dean's letter.	December 12
16	Deans will upload their letters as well as the candidates' written statements (if any).	December 16
17	The college-wide Tenure and Promotion Committee will make recommendations to the VPAA for all the candidates.	February 13
18	The VPAA will make recommendations to the President on whether the college should grant tenure and/or promotion to the candidates.	March 15
19	The President informs candidates by letter of the final decision regarding their tenure and/or promotion.	April 15

* Deadlines that fall over a weekend will shift to the following Monday. Deadlines that fall on a holiday will shift to the next working day. The Office of Academic Affairs will provide all faculty with an accurate list of the dates for a given academic year by the first day of the fall semester.

** After the candidate loses the ability to edit or update their e-Portfolios on October 3, all additional material including the IRC Final Reports, letters of support, and candidate responses must be sent to the GeorgiaVIEW Administrator prior to the deadline stated on the timetable to ensure they have adequate time to upload the materials. The Office of Academic Affairs will provide guidance to the GeorgiaVIEW Administrator on where to place materials in the e-Portfolios submitted by IRC chairs, immediate supervisors, and deans after the October 3 deadline.

5.1.2   Timetable for the Promotion Process for Non-Tenure Track Faculty

Components of the Promotion Process		**Deadlines***
1	Deans will notify the candidates and the Provost and Vice President for Academic Affairs (VPAA) of the lecturers eligible for promotion in the upcoming academic year.	May 1
2	Candidates will provide the VPAA with a letter of intent if they plan to apply for promotion.	May 15
3	Candidates will upload ALL review materials in their e-Portfolios for their immediate supervisors.	October 14
4	The immediate supervisor will review the contents of the candidate's e-Portfolio for completeness (based on the requirements outlined in Section 5.3 of this manual). As part of this review, the immediate supervisor will fill out the Tenure and/or Promotion Portfolio Checklist and send it to the candidate for inclusion in the e-	October 18

	Portfolio. The candidate will have seven (7) calendar days to address any deficiencies in the portfolio as noted on the checklist and upload missing materials.	
5	Candidates will upload the signed portfolio checklist, the required classroom observations, and any documentation missing from their portfolio as indicated on the checklist. After this date, candidates lose the ability to edit or update their e-Portfolios.	October 25**
6	Immediate supervisors will write their letters of support or nonsupport to the deans and send copies to the candidates. This letter must include the following: • A summary of points earned since hire. • A summary of the lecturer's fulfillment of the faculty responsibilities as outlined in the *Faculty Evaluation Manual*. • A summary of the lecturer's teaching and extraordinary value to the institution as well as their strong record of service and continued professional development. • A statement on the completeness of the portfolio as of the October 25 deadline based on the requirements outlined in Section 5.3 of this manual.	December 1
7	Candidates will either accept the recommendation of the immediate supervisors or request a meeting with the immediate supervisors. They may submit a written statement to be uploaded to the e-Portfolio with their supervisor's letter.	December 10
8	Immediate supervisors will upload their final letters and any responses by the candidates to the e-Portfolio.	December 20
9	Deans will write their letters of support or nonsupport to the VPAA and send copies to the candidates. This letter must include the following: • A summary of points earned since hire. • A summary of the lecturer's fulfillment of the faculty responsibilities as outlined in the *Faculty Evaluation Manual*. • A summary of the lecturer's teaching and extraordinary value to the institution as well as their strong record of service and continued professional development.	January 20
10	Candidates will either accept the recommendation of the dean or request a meeting with the dean. They may submit a written statement to be uploaded to the e-Portfolio with the dean's letter.	January 30
11	Deans will upload their final letters and any responses by the candidates to the e-Portfolio.	February 15
12	The VPAA will make recommendations to the President on whether the college should grant promotion to the candidates.	March 15
13	The President informs candidates by letter of the final decision regarding their promotion.	April 15

* Deadlines that fall over a weekend will shift to the following Monday. Deadlines that fall on a holiday will shift to the next working day. The Office of Academic Affairs will provide all faculty with an accurate list of the dates for a given academic year by the first day of the fall semester.

** After the candidate loses the ability to edit or update their e-Portfolios on October 25, all additional material including letters of support and candidate responses must be sent to the GeorgiaVIEW Administrator prior to the deadline stated on the timetable to ensure they have adequate time to upload the materials. The Office of Academic Affairs will provide guidance to the GeorgiaVIEW Administrator on where to place materials in the e-Portfolios submitted by immediate supervisors and deans after the October 25 deadline.

5.2 Timeline for Pre-Tenure, Post-Tenure Review, and Corrective Post-Tenure Review

Before the end of the spring semester, deans (or appointed designees) will notify faculty members in their respective school who are due for either pre-tenure or post-tenure review in the upcoming academic year or faculty members who must complete a corrective post-tenure review prior to the start of the upcoming academic year. After notification, faculty members should work on compiling the paperwork and documentation for their electronic portfolio (e-Portfolio). For individuals completing pre-tenure review and normal post-tenure review, the Office of Academic Affairs will hold a training session to provide information on the policies and procedures outlined in this manual and provide an opportunity for them to ask questions at the beginning of the fall semester in which they are eligible. For individuals completing a corrective post-tenure review, the VPAA will provide information on policies and procedures outlined in this manual and provide an opportunity for them to ask questions prior to the deadline for setting the Individual Review Committee membership.

By the deadlines stated in the timetable below, faculty members work in consultation with their immediate supervisors to choose members of their Individual Review Committee (IRC). The immediate supervisor chooses two of the three committee members. The faculty member chooses the third member as well as the chair. Then, faculty members submit their e-Portfolios to the chair of their committee including classroom observations and the completed classroom observation report. The IRC reviews the e-Portfolio.

- For faculty undergoing pre-tenure review, the committee chair then writes a recommendation to the immediate supervisor. The faculty member will meet with their immediate supervisor to discuss the committee's recommendations after which the immediate supervisor will finalize their letter on the faculty member's progress and notify the appropriate dean and VPAA of the outcome of the review. If necessary, the faculty member will work with their immediate supervisor and dean to develop a Performance Remediation Plan.
- For faculty undergoing post-tenure review and corrective post-tenure review, the committee chair then writes a recommendation to the immediate supervisor. The immediate supervisor will review the recommendation and write a letter to the dean affirming or not affirming the findings of the post-tenure review committee. The dean will review the portfolio and notify the VPAA of the outcome of the review. If necessary, the faculty member will work with their immediate supervisor and dean to develop a Performance Improvement Plan.

As each stage of review, faculty members will have the opportunity to accept the recommendation, request a meeting with the review committee or immediate supervisor, or request their own written statement be included with the report. All deadlines on the timetables below require submission by 11:59 PM ET on the due date.

5.2.1 Timetable for Pre-Tenure Process

Components of the Pre-Tenure Process		Deadlines*
1	The deans (or appointed designees) will notify faculty members if they are due for pre-tenure review (usually during the third year at DSC).	May 1
2	The pre-tenure Individual Review Committee will be set based on department and/or school guidelines.	August 29

3	Faculty members will upload ALL review materials in their e-Portfolios for their Individual Review Committees. After this date, faculty members lose the ability to edit or update their e-Portfolios.	October 25**
4	Individual Review Committee members will conduct classroom observations after which the committee chair will write an observation report; the committee chair will then provide the faculty member with a copy of the report.	October 25
5	The faculty member will either accept the classroom observation report or will request a third observation.	November 1
6	The Individual Review Committee chair will write the final report based on the committee's findings and send a copy to the faculty member under review.	November 8
7	The faculty member will either accept the report or request a meeting with the review committee. They may ask for their own written statement to be included with the report. If a statement is included, it must be submitted to the chair of the review committee no later than November 20.	November 15
8	The committee chair will upload its report in the e-Portfolio for the immediate supervisor.	November 22
9	The immediate supervisor will meet with the faculty member to discuss the committee's recommendation, after which the supervisor will provide a letter summarizing the faculty member's progression towards achieving tenure.	December 1
10	The faculty member will sign the immediate supervisor's letter to acknowledge receipt. The faculty member may, if desired, respond in writing to the letter. The written statement will be included with the supervisor's report.	December 10
11	If needed, the immediate supervisor will acknowledge in writing the receipt of the faculty member's response.	December 20
12	The immediate supervisor will notify the dean and VPAA of the outcome of the pre-tenure review.	January 17
13	The faculty member under review, the immediate supervisor, and the dean will develop a Performance Remediation Plan, if necessary.	February 1

* Deadlines that fall over a weekend will shift to the following Monday. Deadlines that fall on a holiday will shift to the next working day. The Office of Academic Affairs will provide all faculty with an accurate list of the dates for a given academic year by the first day of the fall semester.

** After the faculty member loses the ability to edit or update their e-Portfolios on October 25, all additional material including classroom observations, observations reports, the IRC's Final Report, letters of support, and faculty member responses must be sent to the GeorgiaVIEW Administrator prior to the deadline stated on the timetable to ensure they have adequate time to upload the materials. The Office of Academic Affairs will provide guidance to the GeorgiaVIEW Administrator on where to place materials in the e-Portfolios submitted by faculty members, IRC chairs, immediate supervisors, and deans after the October 25 deadline.

5.2.2   Timetable for Post-Tenure Process

Components of the Post-Tenure Process		**Deadlines***
1	The deans (or appointed designees) will notify faculty members if they are due for post-tenure review generally.	May 1
2	The post-tenure Individual Review Committee will be set based on department and/or school guidelines.	August 29

3	Faculty members will upload ALL review materials in their e-Portfolios for their Individual Review Committees. After this date, faculty members lose the ability to edit or update their e-Portfolios.	October 25**
4	The Individual Review Committee chair will write the final report based on the committee's findings and send a copy to the faculty member under review.	November 8
5	The faculty member will either accept the report or request a meeting with the review committee. The faculty member may ask for their own written statement to be included with the report. If a statement is included, it must be submitted to the chair of the review committee no later than November 20.	November 15
6	The committee chair will upload its report as well as any written statement provided by the faculty in the e-Portfolio for the immediate supervisor.	November 22
7	The immediate supervisor will review the report, draft a letter to the dean affirming or not affirming the findings of the individual review committee, and meet with the faculty member.	January 17
8	The faculty member will acknowledge acceptance of the letter in writing or acknowledge receipt of the letter in writing and submit a written statement responding to the immediate supervisor's recommendation.	January 27
9	The immediate supervisor will upload their letter (as well as the faculty member's written response, if any) in the e-Portfolio for the dean's review.	February 6
10	The dean will review the e-Portfolio, affirming or not affirming the findings of the review committee and the immediate supervisor; notify the Provost and Vice President for Academic Affairs of the outcome of the review; and provide the faculty member with a copy of the notification.	February 16
11	The faculty member under review, the immediate supervisor, and the dean will develop a Performance Improvement Plan, if necessary.	March 3

* Deadlines that fall over a weekend will shift to the following Monday. Deadlines that fall on a holiday will shift to the next working day. The Office of Academic Affairs will provide all faculty with an accurate list of the dates for a given academic year by the first day of the fall semester.

** After the faculty member loses the ability to edit or update their e-Portfolios on October 25, all additional material including classroom observations, observations reports, the IRC Final Report, letters of support, and faculty member responses must be sent to the GeorgiaVIEW Administrator prior to the deadline stated on the timetable to ensure they have adequate time to upload the materials. The Office of Academic Affairs will provide guidance to the GeorgiaVIEW Administrator on where to place materials in the e-Portfolios submitted by faculty members, IRC chairs, immediate supervisors, and deans after the October 25 deadline.

5.2.3 Timetable for Corrective Post-Tenure Process

Components of the Corrective Post-Tenure Process		**Deadlines***
1	The dean or appointed designee will notify faculty members if they must complete a corrective post-tenure review based on their annual evaluations for the previous two years.	May 6
2	The post-tenure Individual Review Committee will be set based on department and/or school guidelines.	May 15
3	Faculty members will upload ALL review materials in their e-Portfolios for their Individual Review Committee. After this date, faculty members lose the ability to edit or update their e-Portfolios.	June 1**
4	The Individual Review Committee chair will write the final report based on the committee's findings and send a copy to the faculty member under review.	June 10

5	The faculty member will either accept the report or request a meeting with the review committee. The faculty member may ask for their own written statement to be included with the report. If a statement is included, it must be submitted to the chair of the review committee no later than June 18.	June 15
6	The committee chair will upload its report as well as any written statement provided by the faculty in the e-Portfolio for the immediate supervisor.	June 20
7	The immediate supervisor will review the report, draft a letter to the dean affirming or not affirming the findings of the individual review committee, and meet with the faculty member.	June 25
8	The faculty member will acknowledge acceptance of the letter in writing or acknowledge receipt of the letter in writing and submit a written statement responding to the immediate supervisor's recommendation.	July 5
9	The immediate supervisor will upload their letter (as well as the faculty member's written response, if any) in the e-Portfolio for the dean's review.	July 15
10	The dean will review the e-Portfolio, affirming or not affirming the findings of the review committee and the immediate supervisor; notify the Provost and Vice President for Academic Affairs of the outcome of the review; and provide the faculty member with a copy of the notification.	August 1
11	The faculty member under review, the immediate supervisor, and the dean will develop a Performance Improvement Plan, if necessary	August 15

* Deadlines that fall over a weekend will shift to the following Monday. Deadlines that fall on a holiday will shift to the next working day. The Office of Academic Affairs will provide all faculty with an accurate list of the dates for a given academic year by the first day of the fall semester.

** After the faculty member loses the ability to edit or update their e-Portfolios on June 1, all additional material including classroom observations, observations reports, the IRC Final Report, letters of support, and faculty member responses must be sent to the GeorgiaVIEW Administrator prior to the deadline stated on the timetable to ensure they have adequate time to upload the materials. The Office of Academic Affairs will provide guidance to the GeorgiaVIEW Administrator on where to place materials in the e-Portfolios submitted by faculty members, IRC chairs, immediate supervisors, and deans after the June 1 deadline.

5.3   Tenure and Promotion Portfolios

All recommendations regarding tenure and promotion reflect the careful review of the electronic portfolio. Therefore, the e-Portfolio must reflect a degree of thoroughness, detail, and substantiation to justify tenure and/or promotion. Lack of thorough documentation and lack of clarity in presenting the information and supporting evidence for the application are liabilities for the candidate. The e-Portfolio should emphasize the impact the faculty member has had on students and the institution. For candidates seeking promotion, the e-Portfolio must include only those materials that represent the candidate's achievements since their last successful application for promotion to their current rank. As such, candidates must include materials for all years in which they earned points toward their next promotion pursuant to Section 4.3.2 of this manual.

5.3.1   General Instructions

Candidates are solely responsible for securing all items and keeping complete and accurate records of the evidence required to support their application. They must also present a well-organized, well-documented, and clear e-Portfolio. All materials presented in the portfolio must accurately reflect their records. The candidate's portion of the e-Portfolio must include the required documentation outlined in Section 5.3.2 for tenure track faculty and Section 5.3.3 for non-tenure track faculty.

Candidates upload their sections of the tenure and/or promotion e-Portfolio to the appropriate online system used for tenure and promotion review by the deadline stated in Section 5.1 of this manual. Individual Review Committees will then access and review the e-Portfolios. Once the Individual Review Committees make their recommendations to the immediate supervisor, no other changes can be made to the candidate sections. Letters from the immediate supervisors should include the following information: a summary of points earned since hire or the last promotion/tenure action and a summary of the faculty member's fulfillment of the faculty responsibilities as outlined in the faculty evaluation guidelines.

5.3.2   Organization and Contents of Portfolio for Tenure and Promotion for Tenure-Track and Tenured Faculty

The following information is required in each submitted portfolio to ensure all candidates are evaluated on the same evidentiary material. All materials must be submitted (uploaded) by the approved dates in Section 5.1.1. Failure to submit a complete portfolio may affect the recommendations of the IRC, the immediate supervisor, the dean, the Tenure and Promotion Committee, and the Provost, which in turn may impact the President's decision on awarding tenure or promotion. Candidates submit incomplete portfolios at their own risk. These items are specifically identified in the list below.

SECTION I – General Information
- Letter from the college-wide Tenure and Promotion Committee. This is the letter the committee puts in for the Provost and Vice President for Academic Affairs (VPAA).
- Letter from the dean of the school.
- Letter from the immediate supervisor. This letter **MUST** include a summary of points earned since hire or the last promotion/tenure action and a summary of the faculty member's fulfillment of the faculty responsibilities as outlined in the faculty evaluation guidelines. The letter should also mention any accepted probationary tenure or promotion credit earned from another institution.
- Report from the Individual Review Committee.
- Portfolio Checklist—The IRC chair will review the contents of the portfolio after the initial candidate deadline to submit required materials and provide the checklist to the candidate who can upload any missing materials as well as the checklist. **(Candidate is responsible for uploading this document.)**
- Letter of application—In the letter of application, please include the time spent in rank and any years of credit toward tenure, promotion, or other extras that were part of your initial contract and your points earned. If applying for tenure, then include a statement on your future worth to the institution. **(Candidate is responsible for uploading this document.)**
- Letter on probationary credit—Candidates using probationary credit for early promotion **MUST** include a copy of the letter from the President grating them permission to use the credit. See Section 4.1 or Appendix F for more information on probationary credit. **(Candidate is responsible for uploading this document.)**
- Curriculum Vitae—The curriculum vitae must be in the approved SACS format (see Appendix A). **(Candidate is responsible for uploading this document.)**

- Annual Reports (Annual Report for Faculty Forms)—Candidates **MUST** include signed copies of these reports for every year that is being considered in this application. **(Candidate is responsible for uploading these documents.)**[1]
- Annual Performance Reviews (Full-Time Faculty Member Annual Evaluation Forms)—Candidates **MUST** include signed copies of these reviews for every year that is being considered in this application. **(Candidate is responsible for uploading these documents.)**[2]
- Credit Hour/Workload Equivalency—Candidates from the School of Education and the School of Health Professions should include their department's or school's agreed upon credit hour equivalency for clinicals, in-service work, or other similar responsibility for their school or department. **(Candidate is responsible for uploading this document.)**
- Letters of Support—Candidates **MUST** include at least two letters but no more than five letters. These letters can come from colleagues or students; from people familiar with work done on a special project on campus or off, research, service, teaching, etc.; or from anyone else that may be appropriate. These letters must specifically reference your application for tenure and/or promotion. **(Candidate is responsible for uploading these documents.)**

SECTION II – Teaching

Teaching Narrative—A statement about your teaching, including teaching philosophy. A narrative is an informal description of what you have to say to describe your experiences over the relevant period. You can organize it chronologically or by class but discuss your teaching experiences and what you have learned. Be sure to mention courses you created, making note of hybrid or online classes. Supervisions, practicums, etc. should be included. The philosophy of teaching is the philosophical framework that underlies your teaching. What do you think is important about teaching? Why do you teach the way that you do? What does it mean to you to be a teacher? You can do these together or separately, whatever feels most natural; just be sure to include everything that you've done. List your classes if that appeals to you. **(Candidate is responsible for uploading this document.)**

Classroom Observations—You must include individual classroom observations from at least two members of the IRC as well as the Classroom Observation Report prepared by the IRC chair; you can choose to have others. **(Candidate is responsible for uploading these documents.)**

Student Evaluations of Teaching—In this section, include a summary and analysis of your student evaluations. This analysis needn't be scientific with tables and graphs but do discuss and reflect on your successful and not-so-successful classroom experiences. A narrative is fine. **Candidate must include the actual evaluations for each individual course from the period under review. (Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the campus-wide Tenure and Promotion Committee. They do not need to be uploaded to your e-Portfolio unless requested by the committee. The campus-wide Tenure and Promotion Committee Chair will notify the faculty member, in writing, if supplemental materials are needed for committee review. The candidate will have seven (7) calendar days to provide the appropriate documents to the committee.

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[1] Prior to Fall 2023, for annual reports faculty used the Annual Evaluation: Statement of Goals and Assessment Form.

[2] Prior to Fall 2023, for annual performance reviews immediate supervisors used the Full-time Faculty Member Annual Evaluation Form (sometimes known as the chair summary).

Failure to respond to this request will result in the disqualification of the submitted portfolio. Examples of supplemental materials may include the following:

- Syllabi—Syllabi of courses taught during the evaluation period–if the same course has been taught over several semesters/years, just use the most recent one unless you wish to do a comparison to illustrate improvements you have made.
- Other Materials—Supplemental materials to support excellence in teaching (e.g., notes from students, awards, interesting classroom activities/materials, documentation of use of technology, sample PowerPoints, problem sets, description of games you made up or even just found, etc. What have you done to improve your class?).

SECTION III – Student Success

Student Success Narrative—Just as in the teaching narrative, summarize what you have done to promote student success and reflect on what went into it and what came of it. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the campus-wide Tenure and Promotion Committee. They do not need to be uploaded to your e-Portfolio unless requested by the committee. The campus-wide Tenure and Promotion Committee Chair will notify the faculty member, in writing, if supplemental materials are needed for committee review. The candidate will have seven (7) calendar days to provide the appropriate documents to the committee. Failure to respond to this request will result in the disqualification of the submitted portfolio. Examples of supplemental materials may include the following:

- Materials corroborating your student success activities. Examples include results from the annual advisor evaluation, testimonials from students or colleagues highlighting effective advising and/or mentoring, evidence of the implementation of a experiential learning or service learning activities in courses and programs, proof of the award of an ALG or other student-success related grant, creating an honors or perspectives course for the first time, evidence of supervising undergraduate research that results in a paper or presentation outside of the normal classroom, and/or evidence of organizing or participating in student recruitment activities and career fairs.

SECTION IV – Research AND Professional Development

Research AND Professional Development Narrative—Just as in the student success narrative, summarize what you have done in terms of research/scholarship/creative work/academic achievement AND professional development; reflect on what went into it and what came of it. Faculty who want to count research and professional development separately for the purposes of tenure and promotion must clearly indicate their intention to do so in their narrative. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the campus-wide Tenure and Promotion Committee. They do not need to be uploaded to your e-Portfolio unless requested by the committee. The campus-wide Tenure and Promotion Committee Chair will notify the faculty member, in writing, if supplemental materials are needed for committee review. The candidate will have seven (7) calendar days to provide the appropriate documents to the committee. Failure to respond to this request will result in the disqualification of the submitted portfolio. Examples of supplemental materials may include the following:

- Materials supporting your research/scholarship/creative works or academic achievement such as certificates from seminars/courses/etc., papers accepted for presentation and/or publication, documentation of office(s) held in professional organizations, copies of funded grants, abstracts of papers you presented, special projects, letters regarding professional work, awards, professional consulting work, copies of published papers or other works, etc. For books, include copies of title page, publication page, and table of contents.
- Materials corroborating your professional development activities, such as activities/events in which you have participated, certificates of completion of continuing education units and coursework, or letters showing attendance at workshops and professional development seminars, etc.

SECTION V – Service

Service Narrative—Just as in the research and professional development narrative, summarize what you have done in terms of service. Service to the college includes participating on committees, advising clubs or campus organizations, assisting with special assignments, volunteering for Faculty Hot Seats, tutoring in labs, etc. Service to the community includes charitable works, working in K-12, giving presentations in the community—anything that enhances the standing of Dalton State College in the community or promotes your field. Be sure to be reflective about the impact of your contributions. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the campus-wide Tenure and Promotion Committee. They do not need to be uploaded to your e-Portfolio unless requested by the committee. The campus-wide Tenure and Promotion Committee Chair will notify the faculty member, in writing, if supplemental materials are needed for committee review. The candidate will have seven (7) calendar days to provide the appropriate documents to the committee. Failure to respond to this request will result in the disqualification of the submitted portfolio. Examples of supplemental materials may include the following:

- Materials that corroborate excellence in service. For example, this section could include a list of committees served on and/or chaired and a description of the significant work of the committee, a list of board(s) served on or membership in community organizations, involvement in campus projects, involvement with student organizations, etc. This section could also include letters of appointment, letters of thanks for your contribution, announcements of talks or performances you have given, or copies of your contributions.

5.3.3   Organization and Contents of Portfolio for Promotion for Non-Tenure Track Faculty

The following information is required in each submitted portfolio to ensure candidates are evaluated on the same evidentiary material. All materials must be submitted (uploaded) by the approved dates in Section 5.1.2. Failure to submit a complete portfolio may affect the recommendations of the immediate supervisor, the dean, and the Provost, which in turn may impact the President's decision on awarding tenure or promotion. Candidates submit incompletes portfolio at their own risk. These items are specifically identified in the list below.

SECTION I – General Information
- Letter from the dean of the school.
- Letter from the immediate supervisor. This letter **MUST** include years in rank and number of points earned.

- Portfolio Checklist—The immediate supervisor will review the contents of the portfolio after the initial candidate deadline to submit required materials and provide the checklist to the candidate who can upload any missing materials as well as the checklist. **(Candidate is responsible for uploading this document.)**
- Letter of application—In the letter of application, please include the time spent in rank and the number of points you have earned.
- Curriculum Vitae—The curriculum vitae must be in the approved SACS format (see Appendix A). **(Candidate is responsible for uploading this document.)**
- Annual Reports (Annual Report for Faculty Forms)—Candidate **MUST** include signed copies of these reports for every year that is being considered in this application. **(Candidate is responsible for uploading these documents.)**[3]
- Annual Performance Reviews (Full-Time Faculty Member Annual Evaluation Forms)—Candidate **MUST** include signed copies of these reviews for every year that is being considered in this application. **(Candidate is responsible for uploading these documents.)**[4]
- Letters of Support—Candidate **MUST** include at least two letters but no more than five letters. The letters can come from colleagues or students; from people familiar with work done on a special project on campus or off, research, service, teaching, etc.; or from anyone else that may be appropriate. These letters should specifically reference your application for tenure and/or promotion. (Candidate is responsible for uploading these documents.)

SECTION II – Teaching

Teaching Narrative—A statement about your teaching, including teaching philosophy. A narrative is an informal description of what you have to say to describe your experiences over the relevant period. You can organize it chronologically or by class but discuss your teaching experiences and what you have learned. Be sure to mention courses you created, making note of hybrid or online classes. Supervisions, practicums, etc. should be included. The philosophy of teaching is the philosophical framework that underlies your teaching. What do you think is important about teaching? Why do you teach the way that you do? What does it mean to you to be a teacher? You can do these together or separately, whatever feels most natural; just be sure to include everything that you've done. List your classes if that appeals to you. **(Candidate is responsible for uploading this document.)**

Classroom Observations—You must include individual classroom observations from at least two peers from within your school if possible; you can choose to have others. **(Candidate is responsible for uploading these documents.)**

Student Evaluations of Teaching—In this section, include a summary and analysis of your student evaluations. This analysis needn't be scientific with tables and graphs but do discuss and reflect on your successful and not-so-successful classroom experiences. A narrative is fine. **Candidate must include the actual evaluations for each individual course from the period under review. (Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the campus-wide Tenure and Promotion Committee. They do not need to be uploaded to your e-Portfolio

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[3] Prior to Fall 2023, for annual reports faculty used the Annual Evaluation: Statement of Goals and Assessment Form.

[4] Prior to Fall 2023, for annual performance reviews immediate supervisors used the Full-time Faculty Member Annual Evaluation Form (sometimes known as the chair summary).

unless requested by the immediate supervisor or dean who will notify the faculty member, in writing, if supplemental materials are needed for review. The candidate will have seven (7) calendar days to provide the appropriate documents. Failure to respond to this request will result in the disqualification of the submitted portfolio. Examples of supplemental materials may include the following:

- Syllabi—Syllabi of courses taught during the evaluation period–if the same course has been taught over several semesters/years, just use the most recent one unless you wish to do a comparison to illustrate improvements you have made.

- Other Materials—Supplemental materials to support excellence in teaching (e.g., notes from students, awards, interesting classroom activities/materials, documentation of use of technology, sample PowerPoints, problem sets, description of games you made up or even just found, etc. What have you done to improve your class?).

SECTION III – Student Success

Student Success Narrative—Just as in the teaching narrative, summarize what you have done to promote student success and reflect on what went into it and what came of it. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the campus-wide Tenure and Promotion Committee. They do not need to be uploaded to your e-Portfolio unless requested by the immediate supervisor or dean who will notify the faculty member, in writing, if supplemental materials are needed for review. The candidate will have seven (7) calendar days to provide the appropriate documents. Failure to respond to this request will result in the disqualification of the submitted portfolio. Examples of supplemental materials may include the following:

- Materials corroborating your student success activities. Examples include results from the annual advisor evaluation, testimonials from students or colleagues highlighting effective advising and/or mentoring, evidence of the implementation of a experiential learning or service learning activities in courses and programs, proof of the award of an ALG or other student-success related grant, creating an honors or perspectives course for the first time, evidence of supervising undergraduate research that results in a paper or presentation outside of the normal classroom, and/or evidence of organizing or participating in student recruitment activities and career fairs.

SECTION IV – Research AND Professional Development

Research AND Professional Development Narrative— Just as in the student success narrative, summarize what you have done in terms of research/scholarship/creative work/academic achievement AND professional development; reflect on what went into it and what came of it. Faculty who want to count research and professional development separately for the purposes of promotion must clearly indicate their intention to do so in their narrative. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the campus-wide Tenure and Promotion Committee. They do not need to be uploaded to your e-Portfolio unless requested by the immediate supervisor or dean who will notify the faculty member, in writing, if supplemental materials are needed for review. The candidate will have seven (7) calendar days to provide the appropriate documents. Failure to respond to this request will result in the disqualification of the submitted portfolio. Examples of supplemental materials may include the following:

- Materials supporting your research/scholarship/creative works or academic achievement such as certificates from seminars/courses/etc., papers accepted for presentation and/or publication, documentation of office(s) held in professional organizations, copies of funded grants, abstracts of papers you presented, special projects, letters regarding professional work, awards, professional consulting work, copies of published papers or other works, etc. For books, include copies of title page, publication page, and table of contents.

- Materials corroborating your professional development activities, such as activities/events in which you have participated, certificates of completion of continuing education units and coursework, or letters showing attendance at workshops and professional development seminars, etc.

SECTION V – Service

Service Narrative—Just as in the research and professional development narrative, summarize what you have done in terms of service. Service to the college includes participating on committees, advising clubs or campus organizations, assisting with special assignments, volunteering for Faculty Hot Seats, tutoring in labs, etc. Service to the community includes charitable works, working in K-12, giving presentations in the community—anything that enhances the standing of Dalton State College in the community or promotes your field. Be sure to be reflective about the impact of your contributions. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the campus-wide Tenure and Promotion Committee. They do not need to be uploaded to your e-Portfolio unless requested by the immediate supervisor or dean who will notify the faculty member, in writing, if supplemental materials are needed for review. The candidate will have seven (7) calendar days to provide the appropriate documents. Failure to respond to this request will result in the disqualification of the submitted portfolio. Examples of supplemental materials may include the following:

- Materials that corroborate excellence in service. For example, this section could include a list of committees served on and/or chaired and a description of the significant work of the committee, a list of board(s) served on or membership in community organizations, involvement in campus projects, involvement with student organizations, etc. This section could also include letters of appointment, letters of thanks for your contribution, announcements of talks or performances you have given, or copies of your contributions.

5.4   Pre-Tenure, Post-Tenure, and Corrective Post-Tenure Portfolios (Old 3.4)

All recommendations regarding pre-and post-tenure reflect the careful review of the electronic portfolio. Therefore, the e-Portfolio must reflect a degree of thoroughness, detail, and substantiation to demonstrate the qualities expected from tenured faculty members per the *Board of Regents Policy Manual*, Section 8.3.7.2. Lack of thorough documentation and lack of clarity in presenting the information and supporting evidence for the application are liabilities for the candidate. The e-Portfolio should emphasize the impact the faculty member has had on students and the institution.

5.4.1   General Instructions

Candidates are solely responsible for securing all items and keeping complete and accurate records of the evidence required to support their application. They must also present a well-organized, well-documented, and clear e-Portfolio. All materials presented in the e-Portfolio must accurately reflect their records. The candidate's portion of the e-Portfolio must include the required documentation

outlined in Section 5.4.2 for pre-tenure review or Section 5.4.3 for post-tenure review and corrective post-tenure review.

Candidates upload their sections of the pre- or post-tenure e-Portfolio to the appropriate online system used for tenure and promotion review by the deadline stated in Section 5.2 of this manual. The Individual Review Committee will then access and review the e-Portfolios. Once the Individual Review Committees make their recommendations to the immediate supervisor, no other changes can be made to the candidate sections.

5.4.2   Organization and Contents for Pre-Tenure Portfolio

The following information is required in each submitted portfolio to ensure all faculty are evaluated on the same evidentiary material. Schools may require the inclusion of additional materials. All materials must be submitted (uploaded) by the approved dates in Section 5.2.1. Failure to submit a complete portfolio may affect the findings of the IRC and the immediate supervisors. Faculty members submit incomplete portfolios at their own risk.

SECTION I – General Information

- Letter from the immediate supervisor.
- Report from the Individual Review Committee.
- Curriculum Vitae—The curriculum vitae must be in the approved SACS format (See sample at the end of this document). **(Candidate is responsible for uploading this document.)**
- Annual Reports (Annual Report for Faculty Forms)—Candidate **MUST** include signed copies of these reports for every year that is being considered in the review. **(Candidate is responsible for uploading these documents.)**[5]
- Annual Performance Reviews (Annual Evaluation Forms)—Candidate **MUST** include signed copies of these reviews for every year that is being considered in the review. **(Candidate is responsible for uploading these documents.)**[6]

SECTION II – Teaching

Teaching Narrative—A statement about your teaching, including teaching philosophy. A narrative is an informal description of what you have to say to describe your experiences over the relevant period. You can organize it chronologically or by class but discuss your teaching experiences and what you have learned. Be sure to mention courses you created, making note of hybrid or online classes. Supervisions, practicums, etc. should be included. The philosophy of teaching is the philosophical framework that underlies your teaching. What do you think is important about teaching? Why do you teach the way that you do? What does it mean to you to be a teacher? You can do these together or separately, whatever feels most natural; just be sure to include everything that you've done. List your classes if that appeals to you. **(Candidate is responsible for uploading this document.)**

Classroom Observations—You must include individual classroom observations from at least two members of the IRC as well as the Classroom Observation Report prepared by the IRC chair; you can choose to have others.

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[5] Prior to Fall 2023, for annual reports faculty used the Annual Evaluation: Statement of Goals and Assessment Form.

[6] Prior to Fall 2023, for annual performance reviews immediate supervisors used the Full-time Faculty Member Annual Evaluation Form (sometimes known as the chair summary).

Student Evaluations of Teaching—In this section, include a summary and analysis of your student evaluations. This analysis needn't be scientific with tables and graphs but do discuss and reflect on your successful and not-so-successful classroom experiences. A narrative is fine. **Candidate must include the actual evaluations for each individual course during the period under review. (Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the Individual Review Committee. They do not need to be uploaded to your e-Portfolio unless requested by the committee. Examples of supplemental materials may include the following:

- Syllabi—Syllabi of courses taught during the evaluation period–if the same course has been taught over several semesters/years, just use the most recent one unless you wish to do a comparison to illustrate improvements you have made.
- Other Materials—Supplemental materials to support excellence in teaching (e.g., notes from students, awards, interesting classroom activities/materials, documentation of use of technology, sample PowerPoints, problem sets, description of games you made up or even just found, etc. What have you done to improve your class?).

SECTION III – Student Success
Student Success Narrative—Just as in the teaching narrative, summarize what you have done to promote student success and reflect on what went into it and what came of it. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the campus-wide Tenure and Promotion Committee. They do not need to be uploaded to your e-Portfolio unless requested by the committee. Examples of supplemental materials may include the following:

- Materials corroborating your student success activities. Materials corroborating your student success activities. Examples include results from the annual advisor evaluation, testimonials from students or colleagues highlighting effective advising and/or mentoring, evidence of the implementation of a experiential learning or service learning activities in courses and programs, proof of the award of an ALG or other student-success related grant, creating an honors or perspectives course for the first time, evidence of supervising undergraduate research that results in a paper or presentation outside of the normal classroom, and/or evidence of organizing or participating in student recruitment activities and career fairs.

SECTION IV – Research AND Professional Development
Research AND Professional Development Narrative—Just as in the student success narrative, summarize what you have done in terms of research/scholarship/creative work/academic achievement AND professional development; reflect on what went into it and what came of it. Faculty who want to count research and professional development separately for the purposes of tenure and promotion must clearly indicate their intention to do so in their narrative. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the Individual Review Committee. They do not need to be uploaded to your e-Portfolio unless requested by the committee. Examples of supplemental materials may include the following:

- Materials supporting your research/scholarship/creative works or academic achievement such as certificates from seminars/courses/etc., papers accepted for presentation and/or publication, documentation of office(s) held in professional organizations, copies of funded grants, abstracts of papers you presented, special projects, letters regarding professional work, awards, professional consulting work, copies of published papers or other works, etc. For books, include copies of title page, publication page, and table of contents.
- Materials corroborating your professional development activities, such as activities/events in which you have participated, certificates of completion of continuing education units and coursework, or letters showing attendance at workshops and professional development seminars, etc.

SECTION V – Service

Service Narrative—Just as in the research and professional development narrative, summarize what you have done in terms of service. Service to the college includes participating on committees, advising clubs or campus organizations, assisting with special assignments, volunteering for Faculty Hot Seats, tutoring in labs, etc. Service to the community includes charitable works, working in K-12, giving presentations in the community—anything that enhances the standing of Dalton State College in the community or promotes your field. Be sure to be reflective about the impact of your contributions. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the Individual Review Committee. They do not need to be uploaded to your e-Portfolio unless requested by the committee. Examples of supplemental materials may include the following:

- Materials that corroborate excellence in service. For example, this section could include a list of committees served on and/or chaired and a description of the significant work of the committee, a list of board(s) served on or membership in community organizations, involvement in campus projects, involvement with student organizations, etc. This section could also include letters of appointment, letters of thanks for your contribution, announcements of talks or performances you have given, or copies of your contributions.

5.4.3   Organization and Contents for Post-Tenure Portfolio and Corrective Post-Tenure Portfolio

The following information is required in each submitted portfolio to ensure all faculty are evaluated on the same evidentiary material. Schools may require the inclusion of additional materials. All materials must be submitted (uploaded) by the approved dates in Section 5.2.2 and Section 5.2.3 respectively. Failure to submit a complete portfolio may affect the findings of the IRC and the immediate supervisors. Faculty members submit incomplete portfolios at their own risk.

SECTION I – General Information
- Letter from the dean of the school.
- Letter from the immediate supervisor.
- Report from the Individual Review Committee.
- Curriculum Vitae—The curriculum vitae must be in the approved SACS format (See sample at the end of this document). **(Candidate is responsible for uploading this document.)**

- Annual Reports (Annual Report for Faculty Forms)—Candidate **<u>MUST</u>** include signed copies of these reports for every year that is being considered in the review. **(Candidate is responsible for uploading these documents.)**[7]
- Annual Performance Reviews (Full-Time Faculty Member Annual Evaluation Forms)—Candidate **<u>MUST</u>** include signed copies of these reports for every year that is being considered in the review. **(Candidate is responsible for uploading these documents.)**[8]

SECTION II – Teaching

Teaching Narrative—A statement about your teaching, including teaching philosophy. A narrative is an informal description of what you have to say to describe your experiences over the relevant period. You can organize it chronologically or by class but discuss your teaching experiences and what you have learned. Be sure to mention courses you created, making note of hybrid or online classes. Supervisions, practicums, etc. should be included. The philosophy of teaching is the philosophical framework that underlies your teaching. What do you think is important about teaching? Why do you teach the way that you do? What does it mean to you to be a teacher? You can do these together or separately, whatever feels most natural; just be sure to include everything that you've done. List your classes if that appeals to you. **(Candidate is responsible for uploading this document.)**

Classroom Observations—You have the **option** to include individual classroom observations from members of the IRC.

Student Evaluations of Teaching—In this section, include a summary and analysis of your student evaluations. This analysis needn't be scientific with tables and graphs but do discuss and reflect on your successful and not-so-successful classroom experiences. A narrative is fine. **Candidate must include the actual evaluations for each individual course from the period under review. (Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the Individual Review Committee. They do not need to be uploaded to your e-Portfolio unless requested by the committee. Examples of supplemental materials may include the following:

- Syllabi—Syllabi of courses taught during the evaluation period–if the same course has been taught over several semesters/years, just use the most recent one unless you wish to do a comparison to illustrate improvements you have made.
- Other Materials—Supplemental materials to support excellence in teaching (e.g., notes from students, awards, interesting classroom activities/materials, documentation of use of technology, sample PowerPoints, problem sets, description of games you made up or even just found, etc. What have you done to improve your class?).

SECTION III – Student Success

Student Success Narrative—Just as in the teaching narrative, summarize what you have done to promote student success and reflect on what went into it and what came of it. **(Candidate is responsible for uploading this document.)**

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[7] Prior to Fall 2023, for annual reports faculty used the Annual Evaluation: Statement of Goals and Assessment Form.
[8] Prior to Fall 2023, for annual performance reviews immediate supervisors used the Full-time Faculty Member Annual Evaluation Form (sometimes known as the chair summary).

Supplemental Materials—Supplemental materials should be prepared and available upon request of the campus-wide Tenure and Promotion Committee. They do not need to be uploaded to your e-Portfolio unless requested by the committee. Examples of supplemental materials may include the following:

- Materials corroborating your student success activities. Materials corroborating your student success activities. Examples include results from the annual advisor evaluation, testimonials from students or colleagues highlighting effective advising and/or mentoring, evidence of the implementation of a experiential learning or service learning activities in courses and programs, proof of the award of an ALG or other student-success related grant, creating an honors or perspectives course for the first time, evidence of supervising undergraduate research that results in a paper or presentation outside of the normal classroom, and/or evidence of organizing or participating in student recruitment activities and career fairs.

SECTION IV – Research AND Professional Development

Research AND Professional Development Narrative—Just as in the student success narrative, summarize what you have done in terms of research/scholarship/creative work/academic achievement AND professional development; reflect on what went into it and what came of it. Faculty who want to count research and professional development separately for the purposes of tenure and promotion must clearly indicate their intention to do so in their narrative. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the Individual Review Committee. They do not need to be uploaded to your e-Portfolio unless requested by the committee. Examples of supplemental materials may include the following:

- Materials supporting your research/scholarship/creative works or academic achievement such as certificates from seminars/courses/etc., papers accepted for presentation and/or publication, documentation of office(s) held in professional organizations, copies of funded grants, abstracts of papers you presented, special projects, letters regarding professional work, awards, professional consulting work, copies of published papers or other works, etc. For books, include copies of title page, publication page, and table of contents.
- Materials corroborating your professional development activities, such as activities/events in which you have participated, certificates of completion of continuing education units and coursework, or letters showing attendance at workshops and professional development seminars, etc.

SECTION V – Service

Service Narrative—Just as in the research and professional development narrative, summarize what you have done in terms of service. Service to the college includes participating on committees, advising clubs or campus organizations, assisting with special assignments, volunteering for Faculty Hot Seats, tutoring in labs, etc. Service to the community includes charitable works, working in K-12, giving presentations in the community—anything that enhances the standing of Dalton State College in the community or promotes your field. Be sure to be reflective about the impact of your contributions. **(Candidate is responsible for uploading this document.)**

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- Materials that corroborate excellence in service. For example, this section could include a list of committees served on and/or chaired and a description of the significant work of the committee, a list of board(s) served on or membership in community organizations, involvement in campus projects, involvement with student organizations, etc. This section could also include letters of appointment, letters of thanks for your contribution, announcements of talks or performances you have given, or copies of your contributions.

6.0   ADMINISTRATOR EVALUATION AND REVIEW

6.1   Annual Evaluation Criteria

The annual evaluation process at Dalton State College is collaborative and goal centered. Calling for "a cooperative spirit," whereby academic administrators in consultation with their immediate supervisors or deans set "individual goals which will result in continuous improvement toward accomplishing the mission of the college," the design has a three-point rationale.

- The annual evaluation process allows academic administrators the flexibility to conduct their annual evaluation based on their own goals, within the established evaluation structure, such that a newly hired first-year administrator could have completely different objectives than a 25-year veteran.
- The process utilizes the Provost and Vice President for Academic Affairs, the Faculty Senate Faculty Evaluation Committee, and the Faculty Senate Promotion and Tenure Committee in conjunction with the immediate supervisors or dean to create an evaluation process with checks and balances.
- Finally, the process includes a direct link between yearly annual evaluation and progress toward tenure as well as promotion. In this way, not only will academic administrators be aware of their yearly progress toward tenure and promotion, but those who consistently perform at an exemplary level may receive both tenure and promotion at an accelerated rate.

6.1.1   Standard Administrative Responsibilities

As part of the Annual Evaluation Process, immediate supervisors will assess whether an academic administrator maintains the "Standard Administrative Responsibilities" as well as any relevant "Standard Faculty Responsibilities" associated with their position. Detailed administrative responsibilities include the following:

- Leadership Qualities: Leads as part of the team, motivated, dependable, supports cooperation, encourages creativity
- Management Style: Enthusiastic, adaptable, maintains a positive attitude, and is diplomatic and discrete in the work environment
- Planning and Organizing Capacities: Forward-thinking, organized, efficient with time and resources
- Effective Communication Skills: Clearly and tactfully communicates with all stakeholders
- Accountability for Diversity Efforts and Results: Supports diversity efforts, follows up and follows through with diversity initiatives, assesses results
- Success at Meeting Goals and Objectives: Persistent, flexible, cooperative, and creative-thinking when it comes to goals and objectives
- Job Knowledge: Familiar with information, procedures, materials, and equipment required for job completion

- Attendance: Reports to work daily and conforms to work schedule

6.1.2   Areas of Achievement

Academic administrator workload at Dalton State College consists of the following six components: (1) teaching, (2) student success, (3) service, (4) research (or other form of scholarly or creative achievement), (5) professional growth and development, and (6) administration. Assessment of five of these six components—student success, administration, and three other areas of the administrator's choice—constitutes the criteria for the annual evaluation.

6.1.2.1   Teaching

For the purposes of annual evaluation as well as tenure and/or promotion, scholarly teaching is teaching that focuses on student learning and is well grounded in the sources and resources appropriate to the field. Dalton State College recognizes achievement in teaching as demonstrated by effectiveness in the classroom, which includes a review of student evaluations when applicable, and by other activities. Faculty under evaluation must provide documentation of achievement in teaching.

6.1.2.2   Student Success

For the purposes of annual evaluation as well as tenure and/or promotion, the college recognizes facilitation of student success through improved instructional methods, advising, support for students' growth and well-being, and/or engagement in actions that contribute to graduation and retention. Faculty under evaluation must provide documentation of achievement contributing to student success. Activities aligned with student success are listed in Appendix D.

6.1.2.3   Professional Service to the Institution or Community

For purposes of annual evaluation as well as tenure/and or promotion, the College recognizes service to the institution as shown by successful, collegial service on departmental, college-wide, institutional, or system-wide committees and other college activities as agreed upon. Service to the community should be service that promotes the standing of Dalton State College or the faculty's discipline in the community. Faculty under evaluation must provide documentation of achievement in service.

6.1.2.4   Research/Scholarship/Creative Activity or Academic Achievement

For purposes of annual evaluation as well as tenure and/or promotion, the College recognizes achievement in Research, Scholarship, Creative Work, or Academic Achievement as activities that promote the faculty member's discipline and/or the Scholarship of Teaching and Learning. Faculty members are also encouraged to engage in cross-disciplinary scholarship or creative work. Faculty under evaluation must provide documentation of achievement in research or other form of scholarly or creative achievement.

6.1.2.5   Professional Growth/Development

For purposes of annual evaluation as well as tenure and/or promotion, the College recognizes achievement in professional development as activities that enhance the candidate's skills and effectiveness in his/her discipline, leadership, or skills as a teacher or advisor. Faculty members are also encouraged to engage in cross-disciplinary professional development. Faculty under evaluation must provide documentation of achievement in professional development.

6.1.2.6   Administrative Duties

Faculty members may be asked to serve in administrative positions, including department chair, assistant/associate dean, dean, or assistant/associate provost. While serving in those positions, the

individuals maintain their faculty status as well, and in most cases, continue to perform many of their regular faculty duties. When reviewing these individuals for promotion and/or tenure, it is important to clarify the percentage of their time spent on regular faculty duties and the time spent on administrative responsibilities and weight the review accordingly. In considering how to evaluate the administrative tasks, the following should be taken into consideration:

- Scope of administrative responsibilities, which can include but is not limited to budgetary oversight, supervision of personnel, management of facilities, oversight of programs/projects/centers, required reports, and managing schedules (the broader the scope, the more weight the administrative work should be given);
- Administrative goals and performance evaluation data for the administrative portion of their job, if available, such as self-reflection, annual reviews from supervisors, peer reviews, subordinate reviews;
- Innovative projects/programs/processes/activities initiated by administrator and assessment of outcomes (if available);
- Professional development as an administrator;
- Impact administrator has had on direct area(s) of responsibility, department, school, or college;
- Significant accomplishments as an administrator;
- Awards or other recognition received as an administrator;
- Scholarship or other professional contributions related to the administrative role;
- Service related to the administrative role.

6.1.3   Rating of Performance

Per the USG *Academic and Student Affairs Handbook,* Section 4.4, for each academic year of service, academic administrators will be rated on the following scale:

- 5 – Exemplary
- 4 – Exceeds Expectations
- 3 – Meets Expectations
- 2 – Needs Improvement
- 1 – Does Not Meet Expectations

Total points earned on the Annual Evaluation Master Rubric for administrators (see Appendix B) will correspond to one of these ratings. For each area of achievement, a faculty member can earn up to 5 points on the master rubric for a total of 25 points. The overall rating of performance will be based on the point ranges outlined in Section 6.1.3.1 of this manual. Academic administrators who receive less than 3 points in an area of achievement must complete a Performance Remediation Plan for that area in the next evaluation cycle as outlined in Section 7.0 of this manual.

In each evaluation period, the academic administrator must meet the relevant Standard Faculty Responsibilities outlined in Section 2.1 of this manual as well as all the Standard Administrative Responsibilities outlined in Section 6.1.1 of this manual. Supervision of academic administrators should be developmental. During the academic year, if an administrator does not meet a Standard Responsibility, the immediate supervisor will notify the administrator of a lack of compliance. In most cases this initial communication will serve as a sign for the administrator to become more diligent in fulfilling their Standard Responsibilities. If the administrator continues to fail to meet a Standard

Responsibility, the noncompliance will result in no higher than a "Needs Improvement" rating (2) for the respective area of achievement.

6.1.3.1 Evaluation of Administrators

Annually, administrators will be evaluated based on the criteria listed in the Administrator Evaluation Rubric. Ratings on student evaluations will be included in the computation of school averages.

Immediate supervisors will evaluate administrators on five of six areas of achievement: Student Success, Administration, and three other areas of the administrator's choice (the administrator being evaluated will negotiate this with their immediate supervisor). The supervisor will provide feedback to administrators using the Administrator Evaluation Form (see Appendix E). The following represents an explanation of how the points earned annually on the Administrator Evaluation Rubric (see Appendix B) will translate into the overall annual rating.

- **Exemplary (5 points)**
  These administrators achieve 23 to 25 points on the Administrator Evaluation Rubric by demonstrating exemplary overall performance in the summative appraisal of the five areas of evaluation: (1) Student Success, (2) Administration, and three (3) other areas of the administrator's choice.

- **Exceeds Expectations (4 points)**
  These administrators achieve 19 to 22 points on the Administrator Evaluation Rubric by demonstrating superior performance in that expectations were exceeded in the summative appraisal of the five areas of evaluation: (1) Student Success, (2) Administration, and three (3) other areas of the administrator's choice.

- **Meets Expectations (3 points)**
  These administrators are successful in achieving 14 to 18 points on the Administrator Evaluation Rubric by demonstrating that expectations for overall performance were met in the summative appraisal of the five areas of evaluation: (1) Student Success, (2) Administration, and three (3) other areas of the administrator's choice.

- **Needs Improvement (2 points)**
  These administrators are emerging or partially successful as evidenced by 8 to 13 points achieved on the Administrator Evaluation Rubric. These administrators have thereby demonstrated a need for improvement in the summative appraisal of the five areas of evaluation: (1) Student Success, (2) Administration, and three (3) other areas of the administrator's choice.

- **Does Not Meet Expectations (1 point)**
  These administrators are not satisfactory or unsuccessful as evidenced by 0 to 7 points on the Administrator Evaluation Rubric. These administrators have thereby demonstrated that performance did not meet expectations in the summative appraisal of the five areas of evaluation: (1) Student Success, (2) Administration, and three (3) other areas of the administrator's choice.

6.1.3.2 Annual Evaluation Process (See Section 3.0)

6.2   Tenure and Promotion Process

Before the end of the spring semester, the deans will notify the Provost and Vice President for Academic Affairs (VPAA) of the academic administrator candidates eligible for tenure and/or promotion in the upcoming academic year. This notification should include a single listing of all the school's candidates for promotion and/or tenure for the upcoming year and must include the candidates' years in rank and points. The VPAA will then notify the candidates. Upon notification, the candidates will provide a letter of intent to the VPAA if they plan to apply. At any point the candidates may withdraw from the process up until a decision is made by the Provost and Vice President for Academic Affairs.

Once the candidates state their intent, they should begin to work on compiling the paperwork and documentation for their electronic portfolios (e-Portfolios). At the beginning of the fall semester in which they are eligible, the Office of Academic Affairs will hold a training session for all candidates to provide information on the policies and procedures outlined in this manual and provide an opportunity for the candidates to ask questions.

By the deadlines stated in the timetable below, candidates work in consultation with their immediate supervisor to choose members of their Individual Review Committee (IRC). The immediate supervisor chooses two of the three committee members. The candidate chooses the third member as well as the chair. All members of Individual Review Committees must be tenured. For promotion to full professor, at least two members of the committee must be full professors. Then, candidates upload all required materials and any supplemental materials to their e-Portfolios before the deadline stated on the Timetable for the Tenure and Promotion Process. The candidates must also add their IRC committee members to the e-Portfolio and immediate supervisors as reviewers before the deadline to upload materials. IRC chairs should assist candidates in ensuring all required documentation has been included prior to the deadline.

The college-wide Tenure and Promotion committee chair will review each candidate's portfolio for completeness after which the Provost and Vice President for Academic Affairs informs the candidate of the status of their portfolio. The full IRC reviews the electronic portfolio of candidates moving forward in the process and the committee chair writes a recommendation to the immediate supervisor. Candidates will have the opportunity to review and respond to the Individual Review Committee's report as well as to the recommendation of their immediate supervisor. Based on the candidate's e-Portfolio as well as the recommendations from the Individual Review Committee and the immediate supervisor, the dean writes a letter of support or non-support to the college-wide Tenure and Promotion Committee and submits it to be included in the electronic portfolio (in instances where the dean is not the immediate supervisor). Candidates also may review and respond to the recommendation of the dean.

The college-wide Tenure and Promotion Committee reviews the portfolios and meets to discuss the recommendation it will make for each candidate to the Provost and Vice President for Academic Affairs. After reviewing the e-Portfolios, including the recommendation of the Tenure and Promotion Committee, the VPAA sends a recommendation to the President for each candidate on whether the college should grant tenure and/or promotion. The President sends a letter to the candidates on the final decision. Candidates not recommended for tenure and/or promotion will receive information on why the college did not award tenure and/or promotion and what steps they can take in order to be considered for tenure (if they have not exceeded the time limitation set by the USG for tenure as outlined in *Board of Regents Policy Manual*, Section 8.3.7.6) and/or promotion in the following year. See

for the timetable for the promotion and tenure process; see for the timetable for the pre-tenure review process.

All recommendations regarding tenure and promotion reflect the careful review of the electronic portfolio. Therefore, the e-Portfolio must reflect a degree of thoroughness, detail, and substantiation to justify tenure and/or promotion. Lack of thorough documentation and lack of clarity in presenting the information and supporting evidence for the application are liabilities for the candidate. The e-Portfolio should emphasize the impact the faculty member has had on students and the institution. For candidates seeking promotion, the e-Portfolio must include only those materials that represent the candidates' achievements since their last successful application for promotion to their current rank. As such, candidates must include materials for all years in which they earned points toward their next promotion pursuant to of this manual.

6.2.1   General Instructions

Candidates are solely responsible for securing all items and keeping complete and accurate records of the evidence required to support their application. They must also present a well-organized, well-documented, and clear e-Portfolio. All materials presented in the portfolio must accurately reflect their records. The candidate's portion of the e-Portfolio must include the required documentation outlined in Section 6.2.2.

Candidates upload their sections of the tenure and/or promotion e-Portfolio to the appropriate online system used for tenure and promotion review by the deadline stated in of this manual. Individual Review Committees will then access and review the e-Portfolios. Once the Individual Review Committees make their recommendations to the immediate supervisor, no other changes can be made to the candidate sections. Letters from the immediate supervisors should include the following information: a summary of points earned since hire or the last promotion/tenure action and a summary of the faculty member's fulfillment of the faculty responsibilities as outlined in the faculty evaluation guidelines.

6.2.2   Organization and Contents of Portfolio for Tenure and Promotion

The following information is required in each submitted portfolio to ensure all candidates are evaluated on the same evidentiary material. All materials must be submitted (uploaded) by the approved dates in . Failure to submit a complete portfolio may affect the recommendations of the IRC, the immediate supervisor, the dean, the Tenure and Promotion Committee, and the Provost, which in turn may affect the President's decision on awarding tenure or promotion. Candidates submit incomplete portfolios at their own risk. These items are specifically identified in the list below.

SECTION I – General Information
- Letter from the college-wide Tenure and Promotion Committee. This is the letter the committee puts in for the Provost and Vice President for Academic Affairs (VPAA).
- Letter from the dean of the school.
- Letter from the immediate supervisor. This letter **MUST** include a summary of points earned since hire or the last promotion/tenure action and a summary of the faculty member's fulfillment of the faculty responsibilities as outlined in the faculty evaluation guidelines. The letter should also mention any accepted probationary tenure or promotion credit earned from another institution. See or of this manual for more information on probationary credit.

- Report from the Individual Review Committee.
- Letter of application—In the letter of application, please include the time spent in rank and any years of credit toward tenure, promotion, or other extras that were part of your initial contract and your points earned. If applying for tenure, then include a statement on your future worth to the institution. **(Candidate is responsible for uploading this document.)**
- Letter on probationary credit—Candidates who are using probationary credit for early promotion **MUST** include a copy of the letter from the President granting them permission to use the credit. See Section 4.1 or Appendix F for more information on probationary credit. **(Candidate is responsible for uploading this document.)**
- Curriculum Vitae—The curriculum vitae must be in the approved SACS format (see Appendix A). **(Candidate is responsible for uploading this document.)**
- Annual Reports (Annual Report for Faculty Forms)—Candidate **MUST** include signed copies of these reports for every year that is being considered in this application. **(Candidate is responsible for uploading these documents.)**[9]
- Annual Performance Reviews (Academic Administrator Annual Evaluation Forms)—Candidate **MUST** include signed copies of these reviews for every year that is being considered in this application. **(Candidate is responsible for uploading these documents.)**[10]
- Credit Hour/Workload Equivalency—Candidates from the School of Education and the School of Health Professions should include their department's or school's agreed upon credit hour equivalency for clinicals, in-service work, or other similar responsibility for their school or department. **(Candidate is responsible for uploading this document.)**
- Letters of Support (solicited or unsolicited)—Candidate **MUST** include at least two letters but no more than five letters. The letters can come from colleagues or students; from people familiar with work done on a special project on campus or off, research, service, teaching, etc.; or from anyone else that may be appropriate. These letters should specifically reference your application for tenure and/or promotion. **(Candidate is responsible for uploading these documents.)**

SECTION II – Teaching

Teaching Narrative—A statement about your teaching, including teaching philosophy. A narrative is an informal description of what you have to say to describe your experiences over the relevant period. You can organize it chronologically or by class but discuss your teaching experiences and what you have learned. Be sure to mention courses you created, making note of hybrid or online classes. Supervisions, practicums, etc. should be included. The philosophy of teaching is the philosophical framework that underlies your teaching. What do you think is important about teaching? Why do you teach the way that you do? What does it mean to you to be a teacher? You can do these together or separately, whatever feels most natural; just be sure to include everything that you've done. List your classes if that appeals to you. **(Candidate is responsible for uploading this document.)**

Classroom Observations—You must include individual classroom observations from at least two members of the IRC as well as the Classroom Observation Report prepared by the IRC chair; you can choose to have others.

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[9] Prior to Fall 2023, for annual reports faculty used the Annual Evaluation: Statement of Goals and Assessment Form.

[10] Prior to Fall 2023, for annual performance reviews immediate supervisors used the Full-time Faculty Member Annual Evaluation Form (sometimes known as the chair summary).

Student Evaluations of Teaching—In this section, include a summary and analysis of your student evaluations. This analysis needn't be scientific with tables and graphs but do discuss and reflect on your successful and not-so-successful classroom experiences. A narrative is fine. **Candidate must include the actual evaluations for each individual course from the period under review. (Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the campus-wide Tenure and Promotion Committee. They do not need to be uploaded to your e-Portfolio unless requested by the committee. The campus-wide Tenure and Promotion Committee Chair will notify the faculty member, in writing, if supplemental materials are needed for committee review. The candidate will have seven (7) calendar days to provide the appropriate documents to the committee. Failure to respond to this request will result in the disqualification of the submitted portfolio. Examples of supplemental materials may include the following:

- Syllabi—Syllabi of courses taught during the evaluation period–if the same course has been taught over several semesters/years, just use the most recent one unless you wish to do a comparison to illustrate improvements you have made.
- Other Materials—Supplemental materials to support excellence in teaching (e.g., notes from students, awards, interesting classroom activities/materials, documentation of use of technology, sample PowerPoints, problem sets, description of games you made up or even just found, etc. What have you done to improve your class?).

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Student Success Narrative—Just as in the teaching narrative, summarize what you have done to promote student success and reflect on what went into it and what came of it. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the campus-wide Tenure and Promotion Committee. They do not need to be uploaded to your e-Portfolio unless requested by the committee. The campus-wide Tenure and Promotion Committee Chair will notify the faculty member, in writing, if supplemental materials are needed for committee review. The candidate will have seven (7) calendar days to provide the appropriate documents to the committee. Failure to respond to this request will result in the disqualification of the submitted portfolio. Examples of supplemental materials may include the following:

- Materials corroborating your student success activities. Examples include results from the annual advisor evaluation, testimonials from students or colleagues highlighting effective advising and/or mentoring, evidence of the implementation of a experiential learning or service learning activities in courses and programs, proof of the award of an ALG or other student-success related grant, creating an honors or perspectives course for the first time, evidence of supervising undergraduate research that results in a paper or presentation outside of the normal classroom, and/or evidence of organizing or participating in student recruitment activities and career fairs.

SECTION IV – Research AND Professional Development
Research AND Professional Development Narrative— Just as in the student success narrative, summarize what you have done in terms of research/scholarship/creative work/academic achievement AND professional development; reflect on what went into it and what came of it. Faculty who want to

count research and professional development separately for the purposes of tenure and promotion must clearly indicate their intention to do so in their narrative. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the campus-wide Tenure and Promotion Committee. They do not need to be uploaded to your e-Portfolio unless requested by the committee. The campus-wide Tenure and Promotion Committee Chair will notify the faculty member, in writing, if supplemental materials are needed for committee review. The candidate will have seven (7) calendar days to provide the appropriate documents to the committee. Failure to respond to this request will result in the disqualification of the submitted portfolio. Examples of supplemental materials may include the following:

- Materials supporting your research/scholarship/creative works or academic achievement such as certificates from seminars/courses/etc., papers accepted for presentation and/or publication, documentation of office(s) held in professional organizations, copies of funded grants, abstracts of papers you presented, special projects, letters regarding professional work, awards, professional consulting work, copies of published papers or other works, etc. For books, include copies of title page, publication page, and table of contents.
- Materials corroborating your professional development activities, such as activities/events in which you have participated, certificates of completion of continuing education units and coursework, or letters showing attendance at workshops and professional development seminars, etc.

SECTION V – Service

Service Narrative—Just as in the research and professional development narrative, summarize what you have done in terms of service. Service to the college includes participating on committees, advising clubs or campus organizations, assisting with special assignments, volunteering for Faculty Hot Seats, tutoring in labs, etc. Service to the community includes charitable works, working in K-12, giving presentations in the community—anything that enhances the standing of Dalton State College in the community or promotes your field. Be sure to be reflective about the impact of your contributions. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the campus-wide Tenure and Promotion Committee. They do not need to be uploaded to your e-Portfolio unless requested by the committee. The campus-wide Tenure and Promotion Committee Chair will notify the faculty member, in writing, if supplemental materials are needed for committee review. The candidate will have seven (7) calendar days to provide the appropriate documents to the committee. Failure to respond to this request will result in the disqualification of the submitted portfolio. Examples of supplemental materials may include the following:

Materials that corroborate excellence in service. For example, this section could include a list of committees served on and/or chaired and a description of the significant work of the committee, a list of board(s) served on or membership in community organizations, involvement in campus projects, involvement with student organizations, etc. This section could also include letters of appointment, letters of thanks for your contribution, announcements of talks or performances you have given, or copies of your contributions.

SECTION VI – Administrative Responsibilities

Administrative Narrative—Include a statement about administrative responsibilities and the impact of your work on campus. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the immediate supervisor. They do not need to be uploaded to your e-Portfolio unless requested by the supervisor. The candidate will have seven (7) calendar days to provide the appropriate documents to the supervisor. Examples of supplemental materials may include the following:

- Materials that support significant work in an administrative capacity (for example, projects initiated and outcomes, responsibilities, activities/events conducted, external funding requested/received, accomplishments, etc.).

6.2.3   Organization and Contents for Pre-Tenure Portfolio

The following information is required in each submitted portfolio to ensure all academic administrators are evaluated on the same evidentiary material. Schools may require the inclusion of additional materials. All materials must be submitted (uploaded) by the approved dates in Section 5.2.1. Failure to submit a complete portfolio may affect the findings of the IRC and the immediate supervisors. Academic administrators submit incomplete portfolios at their own risk.

SECTION I – General Information
- Letter from the immediate supervisor.
- Report from the Individual Review Committee.
- Curriculum Vitae—The curriculum vitae must be in the approved SACS format (See Appendix A). **(Candidate is responsible for uploading this document.)**
- Annual Reports (Annual Report for Faculty Forms)—Candidate **MUST** include signed copies of these reports for every year that is being considered in this application. **(Candidate is responsible for uploading these documents.)**[11]
- Annual Performance Reviews (Academic Administrator Annual Evaluation Forms)—Candidate **MUST** include signed copies of these reviews for every year that is being considered in this application. **(Candidate is responsible for uploading these documents.)**[12]

SECTION II – Teaching

Teaching Narrative—A statement about your teaching, including teaching philosophy. A narrative is an informal description of what you have to say to describe your experiences over the relevant period. You can organize it chronologically or by class but discuss your teaching experiences and what you have learned. Be sure to mention courses you created, making note of hybrid or online classes. Supervisions, practicums, etc. should be included. The philosophy of teaching is the philosophical framework that underlies your teaching. What do you think is important about teaching? Why do you teach the way that you do? What does it mean to you to be a teacher? You can do these together or separately, whatever feels most natural; just be sure to include everything that you've done. List your classes if that appeals to you. **(Candidate is responsible for uploading this document.)**

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[11] Prior to Fall 2023, for annual reports faculty used the Annual Evaluation: Statement of Goals and Assessment Form.

[12] Prior to Fall 2023, for annual performance reviews immediate supervisors used the Full-time Faculty Member Annual Evaluation Form (sometimes known as the chair summary).

Peer Reviews of Teaching—You must include individual classroom observations from members of the IRC as well as the Classroom Observation Report prepared by the IRC chair; you can choose to have others.

Student Evaluations of Teaching—In this section, include a summary and analysis of your student evaluations. This analysis needn't be scientific with tables and graphs but do discuss and reflect on your successful and not-so-successful classroom experiences. A narrative is fine. **Candidate must include the actual evaluations for each individual course from the period under review. (Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the Individual Review Committee. They do not need to be uploaded to your e-Portfolio unless requested by the committee. Examples of supplemental materials may include the following:

- Syllabi—Syllabi of courses taught during the evaluation period–if the same course has been taught over several semesters/years, just use the most recent one unless you wish to do a comparison to illustrate improvements you have made.
- Other Materials—Supplemental materials to support excellence in teaching (e.g., notes from students, awards, interesting classroom activities/materials, documentation of use of technology, sample PowerPoints, problem sets, description of games you made up or even just found, etc. What have you done to improve your class?).

SECTION III – Student Success
Student Success Narrative—Just as in the teaching narrative, summarize what you have done to promote student success and reflect on what went into it and what came of it. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the campus-wide Tenure and Promotion Committee. They do not need to be uploaded to your e-Portfolio unless requested by the committee. Examples of supplemental materials may include the following:

- Materials corroborating your student success activities. Materials corroborating your student success activities. Examples include results from the annual advisor evaluation, testimonials from students or colleagues highlighting effective advising and/or mentoring, evidence of the implementation of a experiential learning or service learning activities in courses and programs, proof of the award of an ALG or other student-success related grant, creating an honors or perspectives course for the first time, evidence of supervising undergraduate research that results in a paper or presentation outside of the normal classroom, and/or evidence of organizing or participating in student recruitment activities and career fairs.

SECTION IV – Research AND Professional Development
Research AND Professional Development Narrative—Just as in the student success narrative, summarize what you have done in terms of research/scholarship/creative work/academic achievement AND professional development; reflect on what went into it and what came of it. Faculty who want to count research and professional development separately for the purposes of tenure and promotion must clearly indicate their intention to do so in their narrative. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the Individual Review Committee. They do not need to be uploaded to your e-Portfolio unless requested by the committee. Examples of supplemental materials may include the following:

- Materials supporting your research/scholarship/creative works or academic achievement such as certificates from seminars/courses/etc., papers accepted for presentation and/or publication, documentation of office(s) held in professional organizations, copies of funded grants, abstracts of papers you presented, special projects, letters regarding professional work, awards, professional consulting work, copies of published papers or other works, etc. For books, include copies of title page, publication page, and table of contents.
- Materials corroborating your professional development activities, such as activities/events in which you have participated, certificates of completion of continuing education units and coursework, or letters showing attendance at workshops and professional development seminars, etc.

SECTION V – Service
Service Narrative—Just as in the research and professional development narrative, summarize what you have done in terms of service. Service to the college includes participating on committees, advising clubs or campus organizations, assisting with special assignments, volunteering for Faculty Hot Seats, tutoring in labs, etc. Service to the community includes charitable works, working in K-12, giving presentations in the community—anything that enhances the standing of Dalton State College in the community or promotes your field. Be sure to be reflective about the impact of your contributions. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the Individual Review Committee. They do not need to be uploaded to your e-Portfolio unless requested by the committee. Examples of supplemental materials may include the following:

- Materials that corroborate excellence in service. For example, this section could include a list of committees served on and/or chaired and a description of the significant work of the committee, a list of board(s) served on or membership in community organizations, involvement in campus projects, involvement with student organizations, etc. This section could also include letters of appointment, letters of thanks for your contribution, announcements of talks or performances you have given, or copies of your contributions.

SECTION VI – Administrative Responsibilities
Administrative Narrative—Include a statement about administrative responsibilities and the impact of your work on campus. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the immediate supervisor. They do not need to be uploaded to your e-Portfolio unless requested by the supervisor. The candidate will have seven (7) calendar days to provide the appropriate documents to the supervisor. Examples of supplemental materials may include the following:

- Materials that support significant work in an administrative capacity (for example, projects initiated and outcomes, responsibilities, activities/events conducted, external funding requested/received, accomplishments, etc.)

6.3 Five-Year Administrative Comprehensive Evaluation Process

Dalton State College requires that each administrator undergo an Administrative Comprehensive Evaluation, including a 360° feedback assessment, five years after tenure was granted or five years after the most recent promotion and every five years thereafter. Per the Board of Regents Policy Manual, Section 4.7, academic administrators who hold faculty rank and are tenured at the institution aligned with an academic unit will receive an annual review by their appropriate supervisor and will undergo a comprehensive evaluation, including a 360° feedback assessment every five years. It is intended that an academic administrator's comprehensive evaluation include a review of traditional faculty activities that align with the responsibilities of the administrator.

Those undergoing a Five-Year Administrative Comprehensive Evaluation must submit their electronic portfolio for review by their immediate supervisor by the dates specified on the evaluation timeline. The immediate supervisor will write a review of the administrator's performance in the form of a letter to the candidate and Provost. The review will be based upon the portfolio and the 360° feedback assessment. After the administrator has an opportunity to respond, the immediate supervisor will upload the letter to the electronic portfolio and will email a copy of the letter to the Provost. The Provost will conduct the Five-Year Administrative Comprehensive Evaluation for the assistant or associate provost position, while the President will conduct the Five-Year Administrative Comprehensive Evaluation for the Provost position.

To the extent possible, successful Five-Year Administrative Comprehensive Evaluations will be considered in merit raises. For administrators who do not achieve successful Five-Year Administrative Comprehensive Evaluations, a Performance Improvement Plan (PIP) will be put in place. This plan will include defined goals, an outline of activities, a timetable, available resources and supports, and expectations for improvement. The administrator will develop the plan in coordination with the immediate supervisor, and a copy will be submitted to the Office of Academic Affairs. The administrator will then meet with the supervisor twice in the fall and twice in the spring to review progress, document additional needs/resources, and plan goals to achieve before the next meeting. After each meeting, the immediate supervisor will summarize the meeting and indicate whether the faculty member is on track to complete the PIP. At the conclusion of the academic year, the administrator will undergo another 360° feedback assessment. The immediate supervisor will determine the administrator's progress using the most recent 360° feedback assessment and PIP achievements.

If the administrator successfully completes the performance improvement plan, then the administrator's next Five-Year Administrative Comprehensive Review will take place on the regular five-year schedule.

If the immediate supervisor determines that the administrator failed to make sufficient progress in performance, the administrator may be relieved of administrative duties. As per Article IV of the Dalton State Statutes, an administrator has no rights of tenure in the administrative office to which he or she has been appointed. Please see Article IV of the Dalton State Statutes.

6.3.1 Timeline for Five-Year Administrative Comprehensive Evaluation

Before the end of the spring semester, the dean (or appointed designee) will notify any department chairs or assistant/associate deans in their respective school who is due for Five-Year Administrative Comprehensive Evaluation in the upcoming academic year. Likewise, the Provost will notify any deans and the assistant/associate provost if they are due for a Five-Year Administrative Comprehensive

Evaluation in the upcoming academic year, and the President will notify the Provost if he or she is due for a Five-Year Administrative Comprehensive Evaluation in the upcoming academic year.

After notification, the candidates should work on compiling the paperwork and documentation for their electronic portfolio (e-Portfolio). At the beginning of the fall semester in which they are eligible, the VPAA, deans, and representatives of the college-wide Tenure and Promotion Committee will hold a meeting for all candidates to provide information on the policies and procedures outlined in this manual and provide an opportunity for the candidates to ask questions.

Administrators under evaluation will have the opportunity to accept the immediate supervisor's evaluation, request a meeting with the immediate supervisor, and request his/her own written statement be included in the immediate supervisor's report. All deadlines on the timetable below require submission by 11:59 PM ET on the due date.

6.3.1.1 Timetable for Five-Year Administrative Comprehensive Evaluation Process

	Components of the Five-Year Administrative Comprehensive Evaluation Process	Deadlines*
1.	The deans (or appointed designees) will notify department chairs or assistant/associate deans, the Provost will notify deans and the assistant/associate provost, and the President will notify the Provost if they are due for Administrative Comprehensive Evaluation.	May 1
2.	The administrators will upload ALL review materials, including the 360° feedback assessment, to their e-Portfolios for their immediate supervisor. After this date, candidates lose the ability to edit or update their e-Portfolios.	October 25**
3.	The immediate supervisor will write the final report based on the portfolio contents and the 360° feedback assessment and send a copy to the administrator under review.	November 8
4.	The administrator will either accept the report or request a meeting with the immediate supervisor. The administrator may ask for their own written statement to be included with the report. If a statement is included, it must be submitted to the immediate supervisor no later than November 20.	November 15
5.	The immediate supervisor will upload the report as well as any written statement provided by the administrator to the e-Portfolio and will email copies to the Provost. If the Provost is the administrator under review, the report and any written statement will be emailed to the President.	November 22
6.	The administrator under review and their immediate supervisor will develop a Performance Improvement Plan, if necessary, and send a copy to the Office of Academic Affairs. If the Provost is the administrator in need of a Performance Improvement Plan, a copy must be sent to the Office of the President.	January 24
7.	For administrators on Performance Improvement Plans, the administrator and their immediate supervisor will meet twice during the next fall semester. The first meeting should be conducted before fall break.	December 1
8.	For administrators on Performance Improvement Plans, the administrator and their immediate supervisor will meet twice during the next spring semester. The first meeting should be conducted before spring break.	May 1

*Deadlines that fall over a weekend will shift to the following Monday. Deadlines that fall on a holiday will shift to the next working day. The Office of Academic Affairs will provide all faculty with an accurate list of the dates for a given academic year by the first working day of the fall semester.

**After the candidates lose the ability to edit or update their e-Portfolios on October 25 all additional materials including the immediate supervisor's Final Report and candidate responses must be sent to the GeorgiaVIEW administrator prior to the deadline stated on the timetable to ensure they have adequate time to upload materials. The Office of Academic Affairs will provide guidance to the GeorgiaVIEW administrator on where to place materials in the e-Portfolios submitted by candidates and immediate supervisors after October 25.

6.3.2 Organization and Contents for Five-Year Administrative Comprehensive Evaluation Portfolio

The following information is required in each submitted portfolio to ensure all academic administrators are evaluated on the same evidentiary material. All materials must be submitted (uploaded) by the approved dates in Section 6.3.1. Failure to submit a complete portfolio may affect the findings of the immediate supervisors. Academic administrators submit incomplete portfolios at their own risk.

SECTION I – General Information
- Letter from immediate supervisor to candidate and Provost. The letter to the Provost must also be emailed to the Provost.
- Curriculum Vitae—The curriculum vitae must be in the approved SACS format (see sample). **(Candidate is responsible for uploading this document.)**
- Annual Reports (Annual Report for Faculty Forms)—Candidate **MUST** include signed copies of these reports for every year that is being considered in this application. **(Candidate is responsible for uploading these documents.)**[13]
- Annual Performance Reviews (Academic Administrator Annual Evaluation Forms)—Candidate **MUST** include signed copies of these reviews for every year that is being considered in this application. **(Candidate is responsible for uploading these documents.)**[14]
- 360° Feedback Assessment—Candidate **MUST** include the assessment and a statement about the feedback received and its value to them as an administrator. **(Candidate is responsible for uploading these documents.)**

For the 360° feedback assessment, the following individuals will be asked to serve as reviewers of each respective administrator:

Chairs
Reviewers:
- Faculty and administrative assistants in the Department
- Fellow Department Chairs
- Office of Academic Affairs

Associate/Assistant Deans
Reviewers:

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[13] Prior to Fall 2023, for annual reports faculty used the Annual Evaluation: Statement of Goals and Assessment Form.

[14] Prior to Fall 2023, for annual performance reviews immediate supervisors used the Full-time Faculty Member Annual Evaluation Form (sometimes known as the chair summary).

- o Faculty and administrative assistants in the departments that fall under the associate/assistant deans
- o Chairs in the departments that fall under the associate/assistant deans
- o Fellow associate/assistant deans in the same school
- o Office of Academic Affairs

Deans
Reviewers:
- o Faculty and administrative assistants in the departments that fall under the dean
- o Chairs in the departments that fall under the dean (if any)
- o Associate/assistant deans who fall under the dean (if any)
- o Other deans
- o Office of Academic Affairs

Assistant/Associate Provost
Reviewers:
- o Faculty in general
- o Chairs, deans, associate/assistant deans in general
- o Other administrative department heads as relevant
- o VPs in other departments

Provost
Reviewers:
- o Full faculty
- o Deans, associate/assistant deans, chairs, associate provost
- o Other VPs
- o Other administrative unit heads across campus

SECTION II – Teaching (IF APPLICABLE)
Teaching Narrative – A statement about your teaching, including teaching philosophy. A narrative is an informal description of what you have to say to describe your experiences over the relevant period. You can organize it chronologically or by class but discuss your teaching experiences and what you have learned. Be sure to mention courses created, making note of hybrid or online courses. Supervisions, practicums, etc., should be included. The philosophy of teaching is the philosophical framework that underlies your teaching. What do you think is important about teaching? Why do you teach the way you do? What does it mean to you to be a teacher? You can do these together or separately, whatever feels most natural; just be sure to include everything that you've done. List your classes if that appeals to you. **(Candidate is responsible for uploading this document.)**

Classroom Observations – You have the **option** to include individual classroom observations from members of the review committee.

Student Evaluations of Teaching – In this section, include a summary and analysis of the student evaluations. This analysis needn't be scientific with tables and graphs but do discuss and reflect on your successful and not-to-successful classroom experiences. A narrative is fine. **Candidate must include the**

actual evaluations for each individual course from the period under review. (Candidate is responsible for uploading this document.)

Supplemental Materials – Supplemental materials should be prepared and available upon request of the immediate supervisor. They do not need to be uploaded to your e-Portfolio unless requested by the supervisor. The candidate will have seven (7) calendar days to provide the appropriate documents to the supervisor. Examples of supplemental materials may include the following:

- Syllabi—Syllabi of courses taught during the evaluation period—if the sane course has been taught over several semester/years, just use the most recent one unless you wish to do a comparison to illustrate improvements you have made.
- Other Materials—Supplemental materials to support excellent in teaching (e.g., notes from students, awards, interesting classroom activities/materials, documentation of use of technology, sample PowerPoints, problem sets, description of games you made up or even just found, etc. What have you done to improve your class?).

SECTION III – Student Success
Student Success Narrative—Just as in the teaching narrative, summarize what you have done to promote student success and reflect on what went into it and came of it. **(Candidate is responsible for uploading this document).**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the immediate supervisor. They do not need to be uploaded to your e-Portfolio unless requested by the supervisor. The candidate will have seven (7) calendar days to provide the appropriate documents to the supervisor. Examples of supplemental materials may include the following:

- Materials corroborating your student success activities. Examples include results from the annual advisor evaluation, testimonials from students or colleagues highlighting effective advising and/or mentoring, evidence of the implementation of a experiential learning or service learning activities in courses and programs, proof of the award of an ALG or other student-success related grant, creating an honors or perspectives course for the first time, evidence of supervising undergraduate research that results in a paper or presentation outside of the normal classroom, and/or evidence of organizing or participating in student recruitment activities and career fairs.

SECTION IV – Research and Professional Development
Research AND Professional Development Narrative—Just as in the student success narrative, summarize what you have done in terms of research/scholarship/creative work/academic achievement AND professional development; reflect on what went into it and came of it. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the immediate supervisor. They do not need to be uploaded to your e-Portfolio unless requested by the supervisor. The candidate will have seven (7) calendar days to provide the appropriate documents to the supervisor. Examples of supplemental materials may include the following:

- Materials that support your research/scholarship/creative works or academic achievement. Examples include certificates from seminars/courses/etc., papers accepted for presentation and/or publication, documentation of office(s) held in professional organizations, copies funded

by grants, abstracts of papers you presented, special projects, letters regarding professional work, awards, professional consulting work, copies of published papers or other works, etc. For books, include copies of title page, publication page, and table of contents.

- Materials corroborating your professional development activities, such as activities/events in which you have participated, certificates of completion of continuing education units and coursework, or letters showing attendance at workshops and professional development seminars, etc.

SECTION V – Service

Service Narrative—Just as in the research and professional development narrative, summarize what you have done in terms of service. Service to the College includes participating in committees, advising clubs or campus organizations, assisting with special assignments, volunteering for Faculty Hot Seats, tutoring in labs, etc. Service to the community includes charitable works, working in K-12, giving presentations in the community—anything that enhances the standing of Dalton State College in the community or promotes your field. Be sure to be reflective about the impact of your contributions. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the immediate supervisor. They do not need to be uploaded to your e-Portfolio unless requested by the supervisor. The candidate will have seven (7) calendar days to provide the appropriate documents to the supervisor. Examples of supplemental materials may include the following:

- Materials that corroborate excellence in service. For example, this section could include a list of committees served on and/or chaired and a description of the significant work of the committee, a list of board(s) served on or membership in community organizations, involvement in campus projects, involvement with student organizations, etc. This section could also include letters of appointment, letters of thanks for your contribution, announcements of talks or performances you have given, or copies of your contributions.

SECTION VI – Administrative Responsibilities

Administrative Narrative—Include a statement about administrative responsibilities and the impact of your work on campus. **(Candidate is responsible for uploading this document.)**

Supplemental Materials—Supplemental materials should be prepared and available upon request of the immediate supervisor. They do not need to be uploaded to your e-Portfolio unless requested by the supervisor. The candidate will have seven (7) calendar days to provide the appropriate documents to the supervisor. Examples of supplemental materials may include the following:

- Materials that support significant work in an administrative capacity (for example, projects initiated and outcomes, responsibilities, activities/events conducted, external funding requested/received, accomplishments, etc.).

7.0   PERFORMANCE REMEDIATION PLANS AND PERFORMANCE IMPROVEMENT PLANS

Based on the policies for post-tenure review outlined in the *Board of Regents Policy* Manual, Section 8.3.5.4 and pursuant to the USG *Academic and Student Affairs Handbook*, Section 4.7, there are two plans for addressing concerns about faculty performance. Faculty who have not met annual performance expectations or who have an unfavorable pre-tenure review complete a Performance

Remediation Plan (PRP) in conjunction with their immediate supervisors. Faculty who have an unfavorable post-tenure review or corrective post-tenure review complete a Performance Improvement Plan (PIP) in conjunction with their immediate supervisors. All PRPs and PIPs must include the following elements:

- A clear statement on defined goals or outcomes
- An outline of activities to be undertaken
- A timetable for completion
- An indication of available resources and supports to assist faculty in their development
- A clear statement of expectations for improvement
- A monitoring strategy

7.1　Performance Remediation Plans

Pursuant to the USG policies referenced above, the purpose of a Performance Remediation Plan is "to document faculty deficiencies based on the outcomes of the annual review" or based on the outcome of the pre-tenure review. The goal of a PRP is "to scaffold faculty growth and development," so as to provide an opportunity to correct unsatisfactory performance.

- Faculty earning either a 1 or 2 on their annual evaluations for teaching, student success, service, research, or professional development must complete a PRP during the next evaluation cycle.
- Faculty who have an unfavorable pre-tenure must also complete a PRP during the next evaluation cycle for the areas of achievement deemed insufficient.

Faculty retain the right to appeal the findings of their immediate supervisor as laid out on the Annual Evaluation Form. If faculty appeal the findings, a PRP will be developed after the Provost and Vice President for Academic Affairs renders a decision.

When faculty need to complete a PRP, they will work with their immediate supervisors to complete a plan containing all the elements listed above (see Performance Remediation Plan Form). Once developed, the appropriate dean must approve the plan and submit a copy to the Office of Academic Affairs. While the plan is in effect, faculty must meet with their immediate supervisor four times—twice in the fall and twice in the spring—to review progress toward achieving the stated goals and outcomes, to discuss any additional support or resources the faculty may need to achieve the stated goals and outcomes, and any planned activities for the next phase of the PRP.

At the conclusion of each meeting, the immediate supervisor will add a written summary of the meeting to the Performance Remediation Plan Form where indicated. The summary must clearly indicate whether or not the faculty member is on track to complete the plan prior to the end of the reporting cycle. Additionally, the immediate supervisor must make clear at the end of each meeting any consequences for the failure to meet expectations in the next phase of the plan as well as by the end of the plan.

Upon completion of the Performance Remediation Plan, the immediate supervisor will indicate on the form whether or not the faculty member completed the defined goals/outcomes, partially completed the defined goals/outcomes, or did not complete the defined goals/outcomes. The immediate supervisor will also write an explanation of their determination based on the progress or lack thereof evidenced in the summaries of each meeting as well as state any consequences related to promotion and tenure eligibility. The faculty member, the immediate supervisor, and the appropriate dean will

then sign the completed report on the faculty member's progress, and the dean will submit a copy to the Office of Academic Affairs.

7.2   Performance Improvement Plans

Pursuant to the USG policies referenced above, the purpose of a Performance Improvement Plan is "to document deficiencies based on an unfavorable post-tenure review," which could follow a normal five-year review or a corrective review resulting from two consecutive years where faculty earned either a 1 or 2 on their annual evaluations for teaching, student success, research, or service. The goal of a PIP is to provide faculty an opportunity to correct any performance deficiencies so as to help them "reach their full potential for contribution to the academic discipline, institution, and the institution's mission."

When faculty need to complete a PIP, they will work with their immediate supervisors to complete a plan containing all the elements listed above (see Performance Improvement Plan Form). Once developed, the appropriate dean must approve the plan and submit a copy to the Office of Academic Affairs. While the plan is in effect, faculty must meet with their immediate supervisor four times—twice in the fall and twice in the spring—to review progress toward achieving the stated goals and outcomes, to discuss any additional support or resources the faculty may need to achieve the stated goals and outcomes, and any planned activities for the next phase of the PIP.

At the conclusion of each meeting, the immediate supervisor will add a written summary of the meeting to the Performance Improvement Plan Form where indicated. The summary must clearly indicate if the faculty member is on track to complete the plan prior to the end of the reporting cycle. At the end of the academic year, the immediate supervisor in consultation with the appropriate dean will determine the faculty member's progress; in deciding on faculty progress, they will also consider feedback from the members of the Individual Review Committee which conducted the normal or corrective post-tenure review. The faculty member, the immediate supervisor, and the appropriate dean will then sign the completed report on the faculty member's progress, and the dean will submit a copy to the Office of Academic Affairs.

According to the USG *Academic and Student Affairs Handbook*, Section 4.7, if faculty successfully complete the PIP, the next post-tenure review will take place on the regular five-year schedule. If faculty fail to make sufficient progress in performance, "then the institution shall take appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies." The Provost will make the final determination on behalf of the institution regarding remedial action. Faculty retain the right to appeal the decision of their immediate supervisor with regards to their progress on completing the PIP or the decision of the Provost in the event the recommendation is separation from employment as outlined in Section 8.0 of this manual.

8.0   APPEALS AND DUE PROCESS

8.1   Annual Evaluation

The Faculty Evaluation Committee considers circumstances in which faculty members and their immediate supervisors and deans have reached an impasse regarding setting annual goals (for untenured faculty and lecturers who set preliminary goals in August) or an impasse in the assessment of faculty performance in the annual evaluation process based on the documentation of accomplishments. It shall also consider situations in which a faculty member and an immediate supervisor or dean disagree on the reading of the *Faculty Evaluation Manual* as it applies to eligibility for tenure or promotion. The chair or dean who serves on this committee will recuse himself or herself from any mediation if the

faculty member making the appeal comes from the same department or school. In the event of a recusal, the Provost and Vice President for Academic Affairs shall appoint another chair or dean to serve in their position, but solely for the sake of the mediation. An impasse on the setting of goals or in the assessment of faculty performance will be considered to have arisen when agreement between a faculty member and their immediate supervisor has not been reached by the end of two meetings within a period of one week.

The faculty member is responsible for initiating the appeal process. Appeals regarding a disagreement on preliminary goals as submitted by untenured faculty and lecturers in August must be submitted to the dean by October 7, and if needed, to the VPAA before October 20. Appeals regarding a disagreement on faculty performance in the annual evaluation process must be submitted to the dean by May 10 and, if needed, to the VPAA by May 15. For all other deadlines related to appeals related to the annual evaluation process, review the Timetable for Faculty Evaluation Process (see Section 3.0).

All appeals to the deans must be made in writing. Deans must likewise respond in writing to convey their decision to the faculty member. All appeals to the VPAA must be made in writing, using the Annual Evaluation Appeal Form (see Appendix E). The VPAA will forward the appeal to the immediate supervisor, the appropriate dean, and the Faculty Evaluation Committee chair. If the immediate supervisor wishes to respond in writing to the appeal, they must send a written response to the Faculty Evaluation Committee chair within five working days of receipt of the appeal. The committee may request a meeting with both the faculty member and the immediate supervisor, either together or separately. The faculty member and/or the immediate supervisor may decline the request to meet with the Faculty Evaluation Committee.

Decisions by the Faculty Evaluation Committee require a majority of at least two-thirds of the committee membership to be considered official. They will be rendered in writing using the Review of Faculty Evaluation Appeal Form and will be communicated as soon as possible to the Provost and Vice President for Academic Affairs. When considering appeals regarding a disagreement on preliminary goals, the VPAA will communicate their decision in writing to the faculty member, immediate supervisor, dean, and Faculty Evaluation Committee chair by November 10. When considering appeals regarding a disagreement on assessment of goals, the Provost and Vice President for Academic Affairs will communicate their decision in writing to the faculty member, the immediate supervisor, dean, and Faculty Evaluation Committee chair by June 5. The decision of the VPAA can be appealed to the President by June 15. Annual reviews are not subject to discretionary review under the current Board of Regents policies.

8.2   Tenure and Promotion

Within the tenure and promotion process, candidates have a right to respond to the report of the Individual Review Committee as well as to the letters of their immediate supervisor and dean. They also have a right to meet with the committee, immediate supervisor, or dean to discuss their recommendations. Candidates written responses to reports and letters will be included in their e-portfolio, which is reviewed by the college-wide Tenure and Promotion Committee, the Provost and Vice President for Academic Affairs, and the President. Decisions of the President on tenure and promotion may be appealed to the Board of Regents of the University System of Georgia according to procedures found in the *Board of Regents Policy Manual*, Section 6.26 and Section 8.2.21. In the event IRC chairs do not upload the required classroom observation reports by the deadline stated in the Timetable for the Tenure and Promotion Process, candidates can appeal their disqualification to the VPAA in writing.

Candidates must be able to demonstrate their good faith effort to encourage a timely submission of the report.

8.2.1   Due Process for Faculty Completing a Performance Improvement Plan

Per the USG *Academic and Student Affairs Handbook*, Section 4.7, at the conclusion of a performance improvement plan, if a faculty member has not made sufficient progress in addressing concerns or has not seriously engaged reasonably in the process, then the immediate supervisor and dean "will propose appropriate remedial action corresponding to remedial action corresponding to the seriousness and nature of the faculty member's deficiencies." At that point, the faculty member can request the Faculty Evaluation Committee review "the materials that attest to performance improvement plan progress and the proposed remedial action and make their recommendation."

Faculty members who want a review of the recommendation must notify Provost and Vice President of Academic Affairs in writing within ten calendar days of receiving the recommendation from their immediate supervisors. The VPAA will then inform the immediate supervisor and the Faculty Evaluation Committee chair. Upon notification, the Faculty Evaluation Committee will review the recommendation for remedial action as well as other documentation related to the post-tenure review and performance improvement plan. The committee may request a meeting with both the faculty member and the immediate supervisor, either together or separately. The faculty member and/or the immediate supervisor may decline the request to meet with the Faculty Evaluation Committee.

Decisions by the Faculty Evaluation Committee require a majority of at least two-thirds of the committee membership to be considered official. The chair or dean who serves on the Faculty Evaluation committee will recuse themselves from any mediation if the faculty member making the appeal comes from the same department or school. In the event of a recusal, the VPAA shall appoint another chair or dean to serve in their position, but solely for the sake of the mediation. The Faculty Evaluation Committee Chair will inform the VPAA and the faculty member of the committee's determination in writing within twenty calendar days of the request for review by the faculty member.

Within five calendar days of receiving the recommendation from the Faculty Evaluation Committee, the Provost and Vice President for Academic Affairs will notify the faculty member via an official letter of their recommendation regarding the remedial action. In the event the remedial action is separation from employment, according to the USG Academic and Student Affairs Handbook, Section 4.7, "the faculty member has the right to request a final faculty hearing for the purpose of confirming that due process was followed in reaching the decision of separation of employment." The faculty member must make the request within five calendar days of receiving the Provost's official letter using the Performance Improvement Plan Due Process Appeal Request Form.

The Provost will notify the chair of the Faculty Hearing Committee within five calendar days that a faculty member has made a due process appeal. Additionally, the Provost will provide the chair with the following documents completed as part of the faculty member's post-tenure review process: the Report of Faculty Individual Review Committee, the letters written by the immediate supervisor and the dean, and the completed copy of the Performance Improvement Plan. Within thirty days of receiving the request for a hearing and relevant materials, the Faculty Hearing Committee will follow the procedures listed below:

- The committee chair will notify the faculty member in writing at least fifteen calendar days prior to the hearing.

- The committee members will review the relevant documentation provided by the Provost related to the appeal.
- During the hearing, the faculty member will be provided with an opportunity to make a statement to the committee, respond to the documentation reviewed by the committee, and answer any questions from the committee.
- The committee chair will notify the President and the faculty member in writing within ten calendar days of the hearing of their advisory recommendation along with the supporting reasons for said recommendation using the Performance Improvement Plan Due Process Appeal Response Form.

The President must make a final decision on the proposed remedial action within ten calendar days of receiving the recommendation from the Faculty Hearing Committee. The President will notify the faculty member and the committee of the decision along with the supporting reasons for said decision. In communicating their decision, the President must notify the faculty member of the process for discretionary review as provided in the *Board of Regents Policy Manual*, Section 6.26. Lastly, pursuant to the USG *Academic and Student Affairs Handbook*, Section 4.7, "if the remedial action taken is dismissal by the President, the faculty member may complete their faculty assignment for the current semester at the discretion of the institution; however, the semester during which a final decision is issued will be the last semester of employment in their current role."

9.0 CONVERSION OF POINTS

All permanent full-time members of the Dalton State College faculty who were hired prior to October 15, 2022 will be granted promotion points for a maximum of seven-years of in-rank service earned prior to the implementation of the Faculty Evaluation Process in Fall 2023. The number of points granted for each year will be determined according to the chart below.

Annual Faculty Evaluation Conversion Chart

Old Annual Faculty Evaluation System	New Annual Faculty Evaluation System
N/A	Does Not Meet Expectations (1)
Needs Improvement (1)	Needs Improvement (2)
Satisfactory (2)	Meets Expectations (3)
Very Good (3)	Exceeds Expectations (4)
Excellent (4)	Exemplary (5)

Immediate supervisors will calculate the conversion of points from the old system to the new system when the new annual evaluation procedures take effect. By August 31, 2023, immediate supervisors will complete an Annual Faculty Evaluation Conversion Chart for each faculty member in their department. After faculty members sign the form, the supervisors will submit the forms to their respective deans who will forward copies to the Office of Academic Affairs. In the annual performance review for that year, immediate supervisors will also include the new total number of points on the form under "Total Points in Rank." The number of total points for the year will be the baseline for determining if a faculty member has earned the minimum number of points to be eligible for promotion to a higher rank going forward.

10.0 IMPLEMENTATION TIMELINE

The provisions of this *Faculty Evaluation Manual* will go into effect for the 2023-2024 academic year. Furthermore, the provisions for annual evaluation, promotion and tenure applications, and pre-tenure/post-tenure review are not retroactive. Annual evaluations for the 2023-2024 academic year will follow the new model where faculty demonstrate achievement in (1) teaching, (2) student success, (3) service, (4) research (or other form of scholarly or creative achievement), and (5) professional development. Faculty undergoing promotion, tenure, pre-tenure review and post-tenure review during the 2023-2024 and 2024-2025 academic years will have some flexibility when developing their portfolios (pursuant to the provisions below). Beginning in the 2025-2026 academic year, all faculty completing promotion and tenure applications and pre-tenure/post-tenure review must include sections covering (1) teaching, (2) student success, (3) service, (4) research (or other form of scholarly or creative achievement) AND professional development, and (5) administrative responsibilities (if applicable).

10.1 Interruptions to the Post-Tenure Review Timeline

Per the USG *Academic and Student Affairs Handbook*, Section 4.7, all tenured faculty with rank in an academic unit "must undergo a post-tenure review five years after the award of tenure and subsequently every five years unless it is interrupted by a further review for promotion to a higher academic rank (Associate/Full Professor) or academic leadership promotion (e.g. department chair, Dean, Associate Provost)." Tenured faculty do have the option to undergo post-tenure review prior to the five-year time limit. If successful, the next post-tenure review will occur five years from the voluntary review date. If unsuccessful, the five-year post-tenure review date remains in place.

10.2 Flexibility for Post-tenure Review

Faculty undergoing post-tenure review during the 2023-2024 and 2024-2025 academic years will be allowed to choose between the following two options when developing their portfolios:

- Documenting and completing narratives on all four of the newly required areas—teaching, student success, professional service, research AND professional development, and administrative responsibilities (if applicable)—the new standards.

- Documenting and completing narratives that address teaching (required), service (required), professional development (required), research and scholarship (if applicable), and administrative responsibilities (if applicable). These are the areas required under the policies in place prior to the adoption of the new expectations for post-tenure review. Faculty may address one of the new standards (e.g., student success) at their discretion. If a faculty member chooses this option, the narrative tabs for the new required expectations should include a statement such as "I have exercised my right to be evaluated under the standards that were in place during the first four years of my post-tenure review period; thus, there is no narrative for X or for Y." This flexibility pertains only to the *preparation* of the portfolios. Unsuccessful post-tenure reviews will follow the new procedures for all unsuccessful post-tenure reviews and will result in a formal Performance Improvement Plan.

10.3 Flexibility for Promotion, Tenure, and Pre-tenure Review

Faculty undergoing promotion, tenure, and pre-tenure review during the 2023-2024 and 2024-2025 academic years will be allowed to choose between the following two options when developing their portfolios:

- Documenting and completing narratives on all four of the newly required areas—teaching, student success, professional service, research AND professional development, and administrative responsibilities (if applicable)—the new standards.

- Documenting and completing narratives that address teaching (required), service (required), professional development (required), research and scholarship (if applicable), and administrative responsibilities (if applicable). These are the areas required under the policies in place prior to the adoption of the new expectations for post-tenure review. Faculty may address one of the new standards (e.g., student success) at their discretion. If a faculty member chooses this option, the narrative tabs for the new required expectations should include a statement such as "I have exercised my right to be evaluated under the standards that were in place during the majority of my review period; thus, there is no narrative for X or for X and Y." This flexibility pertains only to the *preparation* of the portfolios. Unsuccessful pre-tenure reviews will follow the new procedures for all unsuccessful pre-tenure reviews and will be subject to completing a Performance Remediation Plan.

APPENDIXES

Appendix A: Academic Vita Form

Date of Preparation

1. **PERSONAL INFORMATION:**
   - Name in full
   - Academic rank

2. **EDUCATION:**
   - Only post-secondary, including honors (please give most recent first). List thesis title(s).

3. **ACADEMIC APPOINTMENTS AND OTHER SIGNIFICANT WORK EXPERIENCE:**
   - Please give most recent first, listing institution, rank, dates, and include Dalton State College.
   - Please specify full-time and part-time. For relevant non-academic experience, please also give full description of position and duties.

4. **SPECIAL AWARDS, FELLOWSHIPS, AND OTHER HONORS:**
   - Include dates

5. **PROFESSIONAL ACTIVITIES:**
   List in the following order, beginning with most recent, using a standard format:
   - Publications
   - Conference Presentations
   - Exhibitions and performances
   - Consulting work
   - Grants
   - Other

6. **OTHER PROFESSIONAL GROWTH AND DEVELOPMENT ACTIVITIES THAT CONTRIBUTE TO YOUR PROFESSIONAL CREDENTIALS:**
   List significant scholarly, professional, research, or administrative experience not covered above.

7. **SERVICE TO THE CAMPUS/COMMUNITY/PROFESSION THAT CONTRIBUTES TO YOUR PROFESSIONAL CREDENTIALS**
   List group or organization, offices, projects, dates.

8. **MAJOR COMMITTEES: (in last 10 years)**
   List college, state, regional, national, and international and including offices held (with dates).

9. **MEMBERSHIPS:**
   List scientific, honorary, and professional societies (list each category separately and include offices held and dates).

Appendix B: Annual Evaluation Master Rubrics

Faculty

Category/Scale	Exemplary (5 points)	Exceeds Expectations (4 points)	Meets Expectations (3 points)	Needs Improvement (2 points)	Does Not Meet Expectations (1 point)
Teaching	Exemplary teaching should demonstrate the following: • Achieves teaching evaluations that are above a 4.0 with overwhelmingly positive comments. • Provides evidence of reflection process and impact of results on future teaching effectiveness. • Evidences significant teaching performance that pertains to the college's strategic initiatives or that represents genuine effort to improve student learning.	Superior teaching should demonstrate the following: • Earns very good student evaluations with no patterns of concern. • Presents detailed annual reports addressing teaching innovation. • Evidences notable teaching performance that pertains to the college's strategic initiatives or that represents genuine effort to improve student learning.	Successful teaching should demonstrate the following: • Earns good student evaluations with no pattern of concern. • Presents brief annual reports addressing teaching innovation. • Achieves ordinary goals that pertain to the college's strategic initiatives or that represents effort to improve student learning.	Partially successful or emerging teaching activities include the following examples, but not limited to: • Teaching evaluations average with some areas or patterns of concerns. • Meets all standard faculty responsibilities related to teaching. • Achieves few or weak goals that pertain to the college's strategic initiatives or that represents effort to improve student learning.	Not successful or not satisfactory teaching activities include the following examples, but not limited to: • Teaching evaluations poor with major areas or patterns of concern • No innovative teaching methods used or developed. • Achieves no goals that pertain to the college's strategic initiatives or that represents effort to improve student learning.
Student Success	Exemplary contributions to student success should provide evidence of the faculty member's outstanding involvement in activities inside and outside the classroom that deepen learning and engagement for all students. To achieve exemplary assessment in	Superior contributions to student should provide evidence of the faculty member's commendable involvement in activities inside and outside the classroom that deepen learning and engagement for all students. To achieve exceeds expectations in	Successful contributions to student success should provide evidence of the faculty member's involvement in activities inside and outside the classroom that deepen learning and engagement for all students. To achieve "meets expectations" in	Partially successful or emerging contributions to student success recognize when a faculty member's contribution to student success needs improvement in terms of helping to facilitate student success inside and outside the classroom to deepen learning	Not successful or not satisfactory contributions to student success show a faculty member does not meet expectations in terms of helping to facilitate student success inside and outside the classroom and thus fails to deepen student learning and engagement. At

	student success, a faculty member must achieve a minimum of level 4 in Teaching, in addition to demonstrating excellence in activities related to student success as outlined in the college's ongoing strategic initiatives.	student success, a faculty member must achieve a minimum of level 3 in Teaching, in addition to demonstrating superior performance related to student success activities as outlined in the college's ongoing strategic initiatives.	student success, a faculty member must achieve a minimum of level 3 in Teaching and provide evidence of student success activities as outlined in the college's ongoing strategic initiatives.	and engagement for all students. At this level, a faculty member must achieve a minimum of level 3 in Teaching, although evidence may be lacking related to student success activities as outlined in the college's ongoing strategic initiatives.	this level, a faculty member fails to achieve at least a level 3 in Teaching, and/or little or no evidence of accomplishment was presented related to related to student success activities as outlined in the college's ongoing strategic initiatives.
Professional Service	Exemplary service should demonstrate the following: • Significant leadership, effort, or impact to their department and the college. • Efforts to furthering the strategic initiatives of the college. • Significant service to the community as a whole.	Superior service should demonstrate the following: • Actively serving on committees that meet frequently and achieve significant objectives. • Attending the committee meetings served on and actively participating (documenting activities initiated and completed on the committees served on). • Volunteering for campus events, supporting campus labs (Writing/Math/Science/ Performance), may supervise or sponsor campus clubs, and are often active in their communities, participating in service activities that span multiple occasions rather than one-time events.	Successful service should demonstrate the following: • Limited service on committees. • Partial attendance at committee meetings. • Volunteering for a few campus events, minimally supporting campus labs (Writing/Math/Science/ Performance). • Some club sponsorship. • Some community activities and/or service.	Partially successful or emerging service demonstrates a pattern of activities and accomplishments best described as minimal in terms of the contribution and impact to the department, the college, or the community.	Not successful or not satisfactory service demonstrates a pattern of activities and accomplishments described as very limited in terms of the contribution and impact to the department, the college, or the community.

Research, Scholarship, Creative Activity, or Academic Achievement	Exemplary research scholarship, creative and/or academic achievement activities demonstrate a commendable pattern of activities and accomplishments in keeping with the conventions of their discipline.	Superior research, scholarship, creative and/or academic achievement activities demonstrate a pattern of high-level activities and accomplishments in keeping with the conventions of their discipline.	Successful research, scholarship, creative and or academic achievement activities demonstrate a pattern of activities and accomplishments in keeping with the conventions of their discipline.	Partially successful or emerging research, scholarship, creative and or academic achievement activities demonstrate a pattern of activities and accomplishments best described as minimal in keeping with the conventions of their discipline.	Not successful or not satisfactory research, scholarship, creative and or academic achievement activities demonstrate a pattern of activities and accomplishments best described as limited in keeping with the conventions of their discipline.
Professional Growth and Development	Exemplary professional growth achievements demonstrate an outstanding pattern of activities and accomplishments in keeping with the conventions of their discipline.	Superior professional growth achievement activities demonstrate a pattern of high-level activities and accomplishments in keeping with the conventions of their discipline.	Successful professional growth achievement activities demonstrate a pattern of significant activities and accomplishments in keeping with the conventions of their discipline.	Partially successful or emerging professional growth achievement activities demonstrate a pattern of minimal activities and accomplishments, but also shows some professional development efforts in keeping with the conventions of their discipline.	Not successful or not satisfactory professional growth achievement activities demonstrate a pattern of very limited activities and accomplishments in keeping with the conventions of their discipline.
Points Range	**23 points to 25 points**	**19 points to 22 points**	**14 points to 18 points**	**8 points to 13 points**	**0 points to 7 points**

Administrators (Deans and Chairs)

Even though six categories are listed, administrators are evaluated in five categories: student success, administration, and three other areas of their choice.

Category/Scale	Exemplary (5 points)	Exceeds Expectations (4 points)	Meets Expectations (3 points)	Needs Improvement (2 points)	Does Not Meet Expectations (1 point)
Teaching	Exemplary teaching should demonstrate the following: • Achieves teaching evaluations that are above a 4.0 with	Superior teaching should demonstrate the following: • Earns very good student evaluations with no patterns of concern.	Successful teaching should demonstrate the following: • Earns good student evaluations with no pattern of concern.	Partially successful or emerging teaching activities include the following examples, but not limited to:	Not successful or not satisfactory teaching activities include the following examples, but not limited to:

	overwhelmingly positive comments. • Provides evidence of reflection process and impact of results on future teaching effectiveness. • Evidences significant teaching performance that pertains to the college's strategic initiatives or that represents genuine effort to improve student learning.	• Presents detailed annual reports addressing teaching innovation. • Evidences notable teaching performance that pertains to the college's strategic initiatives or that represents genuine effort to improve student learning.	• Presents brief annual reports addressing teaching innovation. • Achieves ordinary goals that pertain to the college's strategic initiatives or that represents effort to improve student learning.	• Teaching evaluations average with some areas or patterns of concerns. • Meets all standard faculty responsibilities related to teaching. • Achieves few or weak goals that pertain to the college's strategic initiatives or that represents effort to improve student learning.	• Teaching evaluations poor with major areas or patterns of concern • No innovative teaching methods used or developed. • Achieves no goals that pertain to the college's strategic initiatives or that represents effort to improve student learning.
Student Success	Exemplary contributions to student success should provide evidence of the faculty member's outstanding involvement in activities inside and outside the classroom that deepen learning and engagement for all students. To achieve exemplary assessment in student success, a faculty member must achieve a minimum of level 4 in Teaching, in addition to demonstrating excellence in activities related to student success as outlined in the college's ongoing strategic initiatives.	Superior contributions to student should provide evidence of the faculty member's commendable involvement in activities inside and outside the classroom that deepen learning and engagement for all students. To achieve exceeds expectations in student success, a faculty member must achieve a minimum of level 3 in Teaching, in addition to demonstrating superior performance related to student success activities as outlined in the college's ongoing strategic initiatives.	Successful contributions to student success should provide evidence of the faculty member's involvement in activities inside and outside the classroom that deepen learning and engagement for all students. To achieve "meets expectations" in student success, a faculty member must achieve a minimum of level 3 in Teaching and provide evidence of student success activities as outlined in the college's ongoing strategic initiatives.	Partially successful or emerging contributions to student success recognize when a faculty member's contribution to student success needs improvement in terms of helping to facilitate student success inside and outside the classroom to deepen learning and engagement for all students. At this level, a faculty member must achieve a minimum of level 3 in Teaching, although evidence may be lacking related to student success activities as outlined in the college's ongoing strategic initiatives.	Not successful or not satisfactory contributions to student success show a faculty member does not meet expectations in terms of helping to facilitate student success inside and outside the classroom and thus fails to deepen student learning and engagement. At this level, a faculty member fails to achieve at least a level 3 in Teaching, and/or little or no evidence of accomplishment was presented related to related to student success activities as outlined in the college's ongoing strategic initiatives.
Professional Service	Exemplary service should demonstrate the following: • Significant leadership, effort, or impact to their	Superior service should demonstrate the following: • Actively serving on committees that meet	Successful service should demonstrate the following: • Limited service on committees.	Partially successful or emerging service demonstrates a pattern of activities and accomplishments best described as minimal in terms	Not successful or not satisfactory service demonstrates a pattern of activities and accomplishments described as very limited in terms of the

	department and the college. • Efforts to further the strategic initiatives of the college. • Significant service to the community as a whole.	frequently and achieve significant objectives. • Attending the committee meetings served on and actively participating (documenting activities initiated and completed on the committees served on). • Volunteering for campus events, supporting campus labs (Writing/Math/Science/ Performance), may supervise or sponsor campus clubs, and are often active in their communities, participating in service activities that span multiple occasions rather than one-time events.	• Partial attendance at committee meetings. • Volunteering for a few campus events, minimally supporting campus labs (Writing/Math/Science/ Performance). • Some club sponsorship. • Some community activities and/or service.	of the contribution and impact to the department, the college, or the community.	contribution and impact to the department, the college, or the community.
Research, Scholarship, Creative Activity, or Academic Achievement	Exemplary research scholarship, creative and/or academic achievement activities demonstrate a commendable pattern of activities and accomplishments in keeping with the conventions of their discipline.	Superior research, scholarship, creative and/or academic achievement activities demonstrate a pattern of high-level activities and accomplishments in keeping with the conventions of their discipline.	Successful research, scholarship, creative and or academic achievement activities demonstrate a pattern of activities and accomplishments in keeping with the conventions of their discipline.	Partially successful or emerging research, scholarship, creative and or academic achievement activities demonstrate a pattern of activities and accomplishments best described as minimal in keeping with the conventions of their discipline.	Not successful or not satisfactory research, scholarship, creative and or academic achievement activities demonstrate a pattern of activities and accomplishments best described as limited in keeping with the conventions of their discipline.
Professional Growth and Development	Exemplary professional growth achievements demonstrate an outstanding pattern of activities and accomplishments in keeping	Superior professional growth achievement activities demonstrate a pattern of high-level activities and accomplishments in keeping	Successful professional growth achievement activities demonstrate a pattern of significant activities and	Partially successful or emerging professional growth achievement activities demonstrate a pattern of minimal activities and	Not successful or not satisfactory professional growth achievement activities demonstrate a pattern of very limited

	with the conventions of their discipline.	with the conventions of their discipline.	accomplishments in keeping with the conventions of their discipline.	accomplishments, but also shows some professional development efforts in keeping with the conventions of their discipline.	activities and accomplishments in keeping with the conventions of their discipline.
Administration	Exemplary administrators demonstrate exceptional performance in leadership, management, planning and organizing, communication, diversity, meeting goals and objectives, job knowledge, and attendance.	Superior administrators demonstrate superior performance in leadership, management, planning and organizing, communication, diversity, meeting goals and objectives, job knowledge, and attendance.	Successful administrators demonstrate successful performance in leadership, management, planning and organizing, communication, diversity, meeting goals and objectives, job knowledge, and attendance.	Partially successful or emerging administrators demonstrate partially successful and/or weak performance in areas of leadership, management, planning and organizing, communication, diversity, meeting goals and objectives, job knowledge, and attendance.	Administrators in this area demonstrate unsatisfactory leadership skills, weak management, poor planning and organizing, poor communication, lack of accountability for diversity efforts and results, failure to meet goals and objectives, lack of job knowledge, and poor attendance.
Points Range	**23 points to 25 points**	**19 points to 22 points**	**14 points to 18 points**	**8 points to 13 points**	**0 points to 7 points**

Appendix C: Areas of Achievement Lists

The following lists provide more information on the types of activities in each area of achievement faculty can work toward during an annual evaluation cycle which might demonstrate different levels of performance outlined in the Faculty Evaluation Master Rubric. In any annual report, faculty must provide ample evidence to justify the points earned on the Master Rubric. These examples are not meant to be an exhaustive list of activities which faculty can engage in. Faculty should also discuss their goals and/or accomplishments with their immediate supervisor to better understand how their accomplishment might factor into their annual evaluation.

- Teaching
- Student Success
- Professional Service
- Research, Scholarship, Creative Activity, or Academic Achievement
- Professional Development
- Administration

Appendix D: List of Activities Aligned with Student Success[15]

ACADEMIC ACHIEVEMENT
- Evidence performance improvement correlated with faculty facilitated tutoring sessions
- Collaborate with SI program (faculty facilitator for supplemental instruction)
- Evidence monitoring and lowering DWF rates correlated with enhanced course design despite rigorous curriculum

SUCCESS AFTER GRADUATION
- Confirmed acceptance of students who received letters of reference: i.e., thank you note(s)
- Incorporate soft-skills development and teamwork in course design
- Incorporate assignments that facilitate the civil exchange of ideas and opinions
- Assist a student in preparation for licensure/certification required for entry into chosen profession by tutoring, arranging for mentoring, or paying for or otherwise providing exam preparation resources.

CITIZENSHIP & COMMUNITY
- Engage with students in community service assignment(s) and/or build community service activities into a course
- Evidence course facilitation of student-community that extends beyond the classroom/semester
- Facilitate students' application of knowledge of governmental and judicial processes (GA, US, &/or World) and participation in those processes.

JOB MARKET PREPARATION
- Collaborate with career services to assist student(s) in goal development
- Collaborate with students' current/future employers
- Evidence pedagogical enhancements to prepare students for certifications, licensure exams, or other resume enhancing activities (presentations, research, engagement with politicians, etc.)

DEGREE COMPLETION
- Facilitate first year or perspectives course(s) with evidence of student perceptions that the course contributed to overall semester success and/or future academic success.
- Evidence individual academic counseling of at-risk students in a course
- Evidence excellence in faculty advisor role (Adviser evaluation $\geq$4.6, student referrals for advising, student requests for faculty advisor, excellence in faculty advising award, etc.)

ACADEMIC CHALLENGE
- Develop and evaluate an honors course that is approved by the Honors Program council
- Facilitate, mentor, or guide student research or publication/presentation
- Evidence pedagogy designed to challenge student learning outside of classroom/course assignments

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[15] The activities outlined below align with the definition of student success outlined in the college's current strategic plan (https://www.daltonstate.edu/skins/userfiles/files/Strategic%20Plan%20030921.pdf).

LEADERSHIP
- Evidence pedagogy designed to develop leadership skills
- Evidence mentoring relationships designed to develop leadership skills
- Publication and/or presentation related to leadership in one's discipline
- Evidence identifying and mentoring student leaders as RSO advisor

ONLINE LEARNING OPPORTUNITIES
- Develop a new course or program offered at a distance
- Evidence best practice implementation or Quality Matters certification of course/course components
- Facilitate faculty development/education related to best practices in distance education
- Incorporate remote assignments/heavy use of LMS in F2F courses that will promote student success in future distance education opportunities.

NEW PROGRAMS
- Collaborate in the development of a new program or degree pathway
- Author/Co-author successful grant application to support new initiative(s)
- Collaborate in developing an articulation agreement with another institution to aid students in completing a master's degree or a bachelor's degree not currently offered at DSC.

SOCIAL & EMOTIONAL SUPPORT
- Collaborate with family/support systems of student(s) in promotion of degree attainment
- Connect at-risk students with communities of learning
- Collaborate with student health/counseling center/care team/disability access & student support services for students' wellbeing

AVAILABILITY OF FUNDS & RESOURCES FOR COLLEGE
- Provide housing and/or transportation for a student who is otherwise unable to attend classes on campus
- Pay student's tuition balance to prevent purge due to non-payment
- Consistent support for and collaboration with the Dalton State Foundation to fund and distribute scholarships
- Evidence aiding student(s) in successfully obtaining scholarship funding
- Author Affordable Materials Grant application(s)
- Pay for a CLEP/Entrance exam to allow a student to satisfy prerequisite requirements that would otherwise be unaffordable for the student.

COLLABORATION WITH CAMPUS AND STATE STAKEHOLDERS
- Serve on a national board, council, or commission related to promoting student success
- Hold leadership, chair, or director role on state or regional committee related to student success/improving higher education
- Evidence collaboration with K-12 leaders and/or families to facilitate transition to and success in college

DIVERSITY AND INCLUSION
- Evidence course activities designed to promote value for diversity and inclusion

- Evidence mentoring and/or empowering marginalized or vulnerable student populations
- Evidence leadership in <u>campus-wide efforts</u> to promote Justice, Equity, Diversity, and Inclusion
- Evidence leadership in efforts to promote Justice, Equity, Diversity, and Inclusion <u>at a regional, state, or national level</u>
- Evidence efforts to improve access to and/or success in higher education for traditionally underserved students
- Evidence support for DSC's goals for Justice, Equity, Diversity, and Inclusion (draft):
  - Integrate and advance inclusive excellence within all aspects of the institution
  - Improve the recruitment of students and employees from underrepresented communities.
  - Create an inclusive climate that supports the retention and success of all students and employees.
  - Provide innovative and transformative learning experiences enabling all students and employees to advance inclusive excellence.
  - Communicate Dalton State's accomplishments, initiatives and innovations as the college advances inclusive excellence.

ACCOMMODATION FOR ADULT/EMPLOYED LEARNERS SCHEDULES
- Develop a hybrid or online/asynchronous course/pathway to facilitate participation of adult learners who may be excluded from traditionally scheduled courses/programs.
- Develop a mentoring, internship, or preceptorship program to facilitate professional advancement or transition
- Allowing students in an online course to attend face-to-face offerings of the course as they are able in order to facilitate additional reinforcement of learning or recording face to face discussions to supplement online instruction.
- Tutoring a student who cannot attend/afford a face-to-face class in order to prepare the student for a CLEP exam at a significant cost savings for the student.

Appendix E: Forms

The following list includes the forms used in the annual evaluation process, the promotion process, and the pre-tenure/post-tenure/corrective post-tenure process.

Annual Evaluation Forms

- Preliminary Goals Form
- Annual Report for Faculty
- Annual Report for Academic Administrators
- Full-time Faculty Member Annual Evaluation Form
- Part-time Faculty Member Annual Evaluation Form
- Academic Administrator Annual Evaluation Form
- Annual Evaluation Appeal Form
- Review of Annual Evaluation Appeal Form

Tenure and Promotion Forms
- Tenure and/or Promotion Portfolio Checklist (for IRC Chair)
- Individual Classroom Observation Form (Asynchronous Online Classes)
- Individual Classroom Observation Form (Face-to-Face and Synchronous Online Classes)
- Classroom Observation Report for Promotion Review
- Classroom Observation Report for Tenure Review or Tenure and Promotion Review
- Classroom Observation Report for Pre-tenure Review
- Classroom Observation Report for Post-tenure Review
- Individual Review Committee Report for Promotion Review
- Individual Review Committee Report for Tenure Review or Tenure and Promotion Review
- Individual Review Committee Report for Pre-tenure Review
- Individual Review Committee Report for Post-tenure Review
- Performance Remediation Plan Form
- Performance Improvement Plan Form
- Performance Improvement Plan Due Process Appeal Request Form
- Performance Improvement Plan Due Process Appeal Response Form
- Portfolio Checklist (for Candidate)

Appendix F: Policies on Probationary Credit

Dalton State Policy Regarding the Acceptance of Probationary Credit toward Tenure
Faculty members who have been awarded probationary credit toward tenure may decline the use of all or a portion of the credit by informing their immediate supervisor in writing no later than May 1 of their first year of employment. The immediate supervisor should notify the dean of the school, who should notify the Provost and Vice President for Academic Affairs in writing for record keeping purposes.

Dalton State Policy: Partial-Year Faculty Appointments and Tenure Timeline
Faculty who are on tenure track typically begin their appointments at the beginning of a regular contract period (10-month academic contract or 12-month fiscal contract). However, there are instances when a faculty member is appointed during the contract year.

For purposes of counting a partial year of employment towards the tenure timeline, faculty hired prior to October 15 may elect to count their initial partial year of employment as a full year towards the probationary period of at least five (5) years of full-time service. Faculty must notify their immediate supervisor and dean in writing of their intent to count the partial year of employment towards tenure by May 1 of their first year of employment. The dean will then notify the Provost and Vice President of Academic Affairs for record-keeping purposes.

Faculty hired October 15 or later will begin their tenure clock at the beginning of their first full year of employment, unless otherwise approved by the institution's President at the time of appointment.

Dalton State Policy Regarding the Acceptance of Probationary Credit toward Promotion
At the time of an individual's initial appointment, a maximum of three years of probationary credit towards promotion may be awarded for service at other institutions or service in a faculty rank within the institution. Prior to starting employment at Dalton State, new faculty members should discuss with their immediate supervisors their body of work for each year they wish to bring in. They must provide adequate documentation to assist immediate supervisors in determining the appropriate point values. If there is a disagreement, the dean will weigh in on the point values. Immediate supervisors will then forward the information to the Office of Academic Affairs for inclusion in the hire letter. However, per Board of Regents' policy, faculty given probationary credit towards promotion may not use their years of credit towards consideration for early promotion without the approval of the president (see USG *Academic and Student Affairs Handbook*, Section 4.5).

Prior to preparing the e-Portfolio for early promotion, the faculty member should request permission to use their probationary credit through their immediate supervisor to the dean of the school. The dean will make a recommendation in writing to the Provost and Vice President for Academic Affairs. The VPAA will review the request to use the probationary credit and make a recommendation in writing to the President. The President will then provide a letter to the faculty member indicating whether or not they will be allowed to use the probationary credit. If the President approves the request to use the years of credit towards promotion, the faculty member may submit the application for early promotion; they **must** include a copy of the president's letter in their e-Portfolio. The deadline for the president to issue decision is August 30. As such, faculty should initiate the process well in advance of the deadline to ensure the immediate supervisor, dean, VPAA and the president have enough time to make their recommendations.