



FACULTY EVALUATION MANUAL

PROCEDURES AND GUIDELINES FOR ANNUAL EVALUATION,
PROMOTION, AND TENURE

APPROVED BY THE FACULTY
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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. More recently, the faculty and administration have discussed 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.

Recommendations for revision of the process were reviewed and modified with input from the Faculty Senate, the chairs, the deans, the Provost and Vice President for Academic Affairs, and the President. The faculty of Dalton State College approved the revised *Faculty Evaluation Manual*, part of the *Dalton State College Faculty Handbook*, at the spring faculty meeting in 2017, with an effective date of August 1, 2017. 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 ANNUAL EVALUATION PROCESS

The annual evaluation process at Dalton State College is collaborative and goal centered. Calling for "a cooperative spirit, whereby each faculty member in consultation with his or her department chair or dean sets 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 goals, 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 department chairs 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 faculty members who consistently perform at an exemplary level may receive both tenure and promotion at an accelerated rate.

1.1 Governance

The annual evaluation process 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.

1.1.1 College-Wide Oversight

Operation of the annual evaluation process falls under the general supervision of the Provost and Vice President for Academic Affairs, with procedural oversight provided by the Faculty Senate Faculty Evaluation Committee. The committee shall be composed of one faculty senator, one tenured faculty member per school chosen by the faculty of the school, 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 also 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 himself or herself 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 his/her 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 Provost and Vice President for Academic Affairs may choose to accept or modify the recommendations and will provide a written record of his or her 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.

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 Satisfactory, Very Good, or Excellent 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 guide in line with the provisions of this manual that will clearly define the ways in which the faculty in the specific school set goals that will meet the criteria for Satisfactory, Very Good, or Excellent 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 for or against the recommendations of the School Committee for Faculty Evaluation Standards.
- If the majority of the members of the school do not vote for the guidelines, 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 its 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. Any changes made to a school's criteria will take effect the following academic year.

1.2 Annual Faculty Evaluation Timeline

By the beginning of the fall semester, the faculty member should initiate planning, reflection, and discussion with his or her supervisor (assistant dean or chair) about goals for the coming academic year. Any concerns about the appropriateness of a goal should be discussed with the supervisor. Goals should be devised for each of the areas on which faculty members are evaluated, including teaching, service (both to the College and to the community), and scholarship/creative work/professional development. There will be an additional area in goals if the faculty member has administrative responsibilities, which will be evaluated by the supervisor of those responsibilities, not his or her chair.

By September 30, all goals will be discussed between a faculty member and his or her chair or assistant dean, with agreement being reached on whether the faculty member's goals during the coming year will rate a Satisfactory, Very Good, or Excellent level of professional performance. The signatures of both the faculty member and his or her chair or assistant dean on the Preliminary Statement of Goals form will indicate consensus (see [Appendix G](#)).

If agreement cannot be reached on any part of the goal-setting process, 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 will be negotiated in the same fashion with his or her department chair or assistant dean. Moreover, by agreement between a faculty member and his or her department chair or assistant dean, a faculty member's goals may be expanded, contracted, or otherwise modified during the evaluation period should unforeseen circumstances arise, with unresolved disagreements being referred to the Faculty Evaluation Committee on or before October 14.

By April 1, faculty members will submit written reports to their department chair or assistant dean assessing their progress toward fulfillment of the goals set for the current academic year, using the Assessment of Goals form. Faculty members are responsible for providing documentation that goals have been met. The department chair or assistant dean will evaluate the reports, decide whether faculty members have fulfilled their goals, and also evaluate whether the faculty members have fully discharged the obligations listed under the heading of "Standard Faculty Responsibilities" outlined in the *Dalton State College Faculty Handbook*.

In conferences with their faculty, the supervising evaluators will determine which level the overall performance of the faculty member merits. When in agreement, both the department chair or assistant dean of the school and the faculty member will sign the Assessment of Goals form; differences between a faculty member and his or her department chair or assistant dean concerning goal fulfillment, 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. When the VPAA has made a decision, the faculty member has one week to appeal the decision of the VPAA to the President.

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

Components of Faculty Evaluation Process		Deadlines*
<i>A. Submission of Goals for Annual Faculty Evaluation</i>		
A1	Faculty submit proposed goals to chair or assistant dean for upcoming academic year.	August 31
A2	Faculty member and department chair/assistant dean sign an agreement of proposed goals for upcoming academic year.	September 30
A3	Deadline for faculty member to submit appeal to dean/associate dean if disagreement on proposed goals.	October 7
A4	Deadline for faculty member to submit appeal to VPAA if disagreement on proposed goals.	October 14
A5	VPAA charges the Faculty Evaluation Committee to review appeal on proposed goals.	October 21
A6	Faculty Evaluation Committee will forward its appeal decisions to the VPAA.	October 28
A7	The VPAA will communicate his/her decisions to the faculty member, the department chair, the dean, the assistant/associate dean if applicable, and the Faculty Evaluation Committee chair.	October 31

<i>B. Assessment of Goals for Annual Faculty Evaluation</i>		
B1	Faculty member submits assessment of goals. (Activities from April 1 through March 31.)	April 1
B2	Faculty member and department chair/assistant dean sign assessment of goals during evaluation conference.	April 21
B3	Deadline for faculty member to submit appeal to dean if disagreement on assessment of goals.	April 28
B4	Deadline for faculty member to submit appeal to VPAA if disagreement on assessment of goals.	April 30
B5	VPAA charges the Faculty Evaluation Committee to review appeal.	May 15
B6	Faculty Evaluation Committee will forward its appeal decision to the VPAA.	May 22
B7	The VPAA will communicate his/her decision to the faculty member, the department chair/assistant dean, the dean, and the Faculty Evaluation Committee chair.**	May 30

* 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.

** A faculty member has one week to appeal the decision of the Provost and Vice President for Academic Affairs to the President.

1.3 Standard Faculty Responsibilities

As part of the Annual Faculty Evaluation Process, supervisors will assess whether a faculty member maintains the “Standard Faculty Responsibilities” (see [Appendix A](#)). Detailed faculty responsibilities, as outlined in the *Dalton State College Faculty Handbook*, include the following:

- Attends scheduled classes
- Maintains scheduled office hours
- Develops course content and policies that are congruent with the standards of Dalton State College, the School, and/or Department
- Earns satisfactory student evaluations
- Performs advising responsibilities as assigned
- Attends Department/School and General Faculty meetings (unless excused)
- Attends graduation at least once a year (unless excused)
- Serves on committees as assigned
- Completes departmental, school-wide, and college-wide projects, training, and paperwork as assigned
- Completes assigned assessments in a timely fashion using the current assessment software
- Maintains departmental, disciplinary, or other standards necessary for program accreditation as appropriate

- 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).

1.4 Areas of Achievement

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

1.4.1 Teaching and Advising

Scholarly teaching is teaching that focuses on student learning and is well grounded in the sources and resources appropriate to the field. For purposes of annual evaluation as well as tenure and/or promotion, Dalton State College recognizes achievement in Teaching and Advising as demonstrated by effectiveness in the classroom and by other activities.

1.4.2 Research, Scholarship, Creative Work, or Academic Achievement and/or Professional Development

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. Documentation must be provided at time of evaluation to show evidence of achievement.

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. Documentation must be provided at time of evaluation to show evidence of achievement.

1.4.3 Service to the Institution and/or Community

Service is outreach or engagement by faculty for the purpose of contributing to the public good. Contributions to the public good may include faculty work that contributes to solutions of societal problems, to the quality of life of Georgia’s citizens, and to the advancement of public higher education. 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 community should be service that promotes the standing of Dalton State College or the faculty’s discipline in the community. Documentation must be provided at time of evaluation to show evidence of achievement.

1.4.4 Administrative Duties

Faculty members are often asked to serve in a variety of administrative positions, including (but not limited to) chairing college-level committees or programs, directing centers or special projects, chairing departments, or being dean. 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 are 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.

1.4.6 Weighting of Components

The primacy of teaching in the evaluation process necessitates the definition of workload components, with teaching receiving the heaviest emphasis. Board of Regents' policy requires demonstration of superior teaching for promotion and tenure and requires that institutions must have criteria "that emphasize excellence in teaching" ([8.3.6](#) and [8.3.7.1](#)). At the same time, it is desirable to allow a degree of flexibility in the emphasis of the other workload components. In addition to the time a faculty member spends in contact with students and in preparation for class, to obtain a Satisfactory for an academic year, a faculty member must set and achieve significant goals in the area of teaching. To earn a Very Good for an academic year, in addition to setting and achieving high goals in teaching, a faculty member must set and achieve significant goals in either service or research and/or professional development, but some goals must be set and fulfilled in all areas. To earn an Excellent for an academic year, a faculty member must set and achieve significant goals in teaching, service, and research and/or professional development. Activities intended to enhance student success and retention will be particularly valued. Any divergence from this workload distribution requires documented justification and advance agreement between the faculty member and the department chair or assistant dean.

1.5 Rating of Faculty Performance

For each academic year of service, faculty members will be rated on the following scale:

- 4 = Excellent
- 3 = Very Good
- 2 = Satisfactory
- 1 = Needs Improvement

In each evaluation period, the faculty member must meet all of the Standard Faculty Responsibilities outlined in [Section 1.3](#) of this manual. If a faculty member fails to meet one or more of the standard faculty responsibilities (which must be consistent across campus), the faculty member cannot receive a score higher than a 1 on his or her annual review.

Supervision of faculty should be developmental. If a faculty member does not meet a Standard Faculty Responsibility, the department chair or assistant dean will notify the faculty member of a lack of compliance. Failure to meet a standard responsibility may be grounds to list the behavior as “Not Acceptable.” However, in most cases this initial communication will serve as a sign for the faculty member to become more diligent in fulfilling his or her Standard Faculty Responsibilities. If the faculty member continues to fail to meet a Standard Faculty Responsibility, the noncompliance will result in a “Needs Improvement” rating on the yearly review.

1.5.1 Evaluation of Tenure-Track or Tenured Faculty

The following descriptions represent the types of activities a tenure-track or tenured faculty member regardless of discipline might engage in to earn an annual rating of Excellent, Very Good, Satisfactory, or Needs Improvement. See [Appendix E](#), for a list version of the performance criteria below.

Excellent (4)

These faculty members set and achieve very substantial teaching goals that pertain to the College’s strategic initiatives or that represent genuine effort to improve student learning and address the outcomes in their personal annual reports and course assessments in Academic Effect. They earn exceptional student evaluations with many positive comments and with no patterns of concern. Evidence, including peer evaluations, demonstrates a preponderance of strengths and reveals high levels of responsiveness to constructive feedback on their teaching. In addition to demonstrating superior teaching, these individuals are very strong in research and/or professional development and service. Their professional development or their scholarly achievements highlight a pattern of accomplishments in keeping with the conventions of their discipline which could include, but is not limited to, presenting at national conferences, authoring a book or journal article for a nationally disseminated publication, or editing a journal or other significant publication. Their service demonstrates significant leadership, effort, or impact to their department as well as the College, especially as it relates to furthering the strategic initiatives of the College, or the community. Finally, to earn a rating of Excellent, faculty members must meet and exceed the criteria for a rating of Very Good.

Very Good (3)

These faculty members set and achieve substantial teaching goals that pertain to the College’s strategic initiatives or that represent genuine effort to improve student learning and address the outcomes in their personal annual reports and course assessments in Academic Effect. They earn very good student evaluations with no patterns of concern. Evidence, including peer evaluations, shows many strengths. These individuals may also supervise student research. In addition to demonstrating superior teaching, these individuals are very strong in a second area and respectable in a third. For those who emphasize research and/or professional development, these individuals typically present papers at state, regional, or national conferences or publish a book review, journal article, or encyclopedia entries in keeping with conventions of their discipline; they typically attend state or regional conferences and participate in on-campus workshops and events. For those who emphasize service, these individuals typically serve on

committees that meet frequently and achieve significant objectives. They attend all or most committee meetings and do the real work of the committee. They readily volunteer for campus events, may support 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. Finally, to earn a rating of Very Good, faculty members must meet and exceed the criteria for a rating of Satisfactory.

Satisfactory (2)

These faculty members could fall into two types of performance: someone who is strong in teaching but lacking in other areas or someone who is not so strong in teaching but also shows some professional development or service efforts.

- One type of faculty member whose performance is satisfactory earns good student evaluations of teaching with many positive comments and with no patterns of concern but does not engage in many professional development or scholarship endeavors and participates in few service activities. These individuals may set one or two teaching goals that pertain to the College's strategic initiatives, but the activities are not substantial and are addressed only minimally in their annual reports. These faculty members may attend two or three short on-campus workshops or view several webinars but seldom attend evening events or workshops lasting several hours. Committee work typically includes those that meet only once or twice a year. If on a committee that meets more often, these individuals may miss multiple meetings and may not be prepared. Service to the community—if at all—is minimal, and these individuals rarely respond to requests for volunteers.
- Another type of faculty member whose performance is satisfactory receives student evaluations in the low average to lower high performance range. Teaching goals seldom change from year to year and seldom substantially address any new strategic initiatives. These individuals engage in some professional development or scholarship activities but participate in very few campus programs. Committee work typically includes those that meet only once or twice a year. If on a committee that meets more often, these individuals may miss multiple meetings and may not be prepared. Service to the community—if at all—is minimal, and these individuals rarely respond to requests for volunteers.

Needs Improvement (1)

These faculty members struggle in teaching, research and/or professional development, and service. Teaching materials reveal mostly weaknesses, and teaching goals show little evidence of working to address concerns. Additionally, their professional development/scholarly activities and service goals and achievements are quite limited. Finally, they may fail to meet one or more of the Standard Faculty Responsibilities.

1.5.2 Evaluation of Full-time Lecturers and Senior Lecturers

Persons serving as full-time members of the faculty as lecturers or senior lecturers will be evaluated using the same form as permanent full-time faculty, and their ratings on student evaluations will be included in the computation of school averages. Although the workload of lecturers and senior lecturers is likely to consist primarily of teaching, accomplishments in either service or research and/or

professional development should be considered when deciding whether to extend a temporary faculty member's employment.

The following descriptions represent the types of activities lecturers/senior lecturers regardless of discipline might engage in to earn an annual rating of Excellent, Very Good, Satisfactory, or Needs Improvement; these activities differ from tenure-track and tenured faculty.

Excellent (4)

These faculty members set and achieve strong goals in teaching and strong goals in either service or in research and/or professional development and respectable goals in the remaining area. In addition to achieving the types of teaching goals listed under Very Good (3), for their other strong area, they set and achieve goals in service or professional development/scholarly achievement at a level more extensive than would be expected for a score of 3.

Very Good (3)

These faculty members set and achieve substantial teaching goals that pertain to the College's strategic initiatives or that represent genuine effort to improve student learning and address the outcomes in their personal annual reports and course assessments in Academic Effect, if assigned. They earn good student evaluations with many positive student comments and with no patterns of concern. Evidence, which may include peer evaluations, demonstrates a preponderance of strengths and reveals high levels of responsiveness to constructive feedback on their teaching. In addition to demonstrating superior teaching, these individuals set and achieve respectable goals in service to the College and/or community and respectable goals in research and/or professional development. They may actively serve on committees, readily volunteer for campus events, may support campus labs (Math/Science/Writing/Performance), may sponsor or assist with campus clubs, or are active in their communities, participating in service activities that span multiple occasions rather than one-time events. Respectable goals in professional development/scholarly achievement could include some combination of a few of the following: presenting at conferences; publishing a book review, journal article, or encyclopedia article in keeping with the conventions of her/his discipline; attending conferences; participating in workshops; attending presentations; participating in webinars; participating in book groups; and taking graduate courses.

Satisfactory (2)

These faculty members are strong in teaching but engage in few service or professional development activities. They earn good student evaluations with many positive student comments and with no patterns of concern. They set one or two teaching goals that support the College's strategic initiatives or represent an effort to improve student learning and address the outcomes often in a minimal way in their personal annual reports and in their course assessments in Academic Effect, if assigned. They may volunteer for a campus event, participate on a committee that meets infrequently, or assist with a campus lab; service to the community—if at all—is minimal. Professional development may include attending a short workshop or webinar, reading articles in the disciplines, or participating in an occasional book group.

Needs Improvement (1)

These faculty members struggle in teaching. Teaching materials reveal mostly weaknesses, and teaching goals show little evidence of working to address concerns. Additionally, their research and/or professional development and service goals and achievements are very limited. Finally, they may fail to meet one or more of the Standard Faculty Responsibilities.

1.5.3 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, chairs, 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 Evaluation Form (see [Appendix B](#)):

- 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 for the nursing program, who are utilized only in the clinical setting, are evaluated each fall by the dean of Health Professions 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 behaves in a professional manner).

Part-time faculty members in the LPN 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 LPN 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 insures completion of a Part-Time Faculty Evaluation Instrument. Feedback is provided to the clinical supervisors on a yearly basis.

1.6 Special Cases

Exclusion of a current year for reason of unforeseen hardship: If in the course of 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, the exclusion may be negotiated between the faculty member and the department chair or assistant/associate dean and dean and, if necessary, the Faculty Evaluation Committee. 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. 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.

2.0 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 and advising; service to the department, school, and college and community; and research, scholarship, creative work, or academic achievement and/or 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](#)).

2.1 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 his/her 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 (department chair or assistant dean) in writing no later than April 1 of their first year of employment. The department chair or associate/assistant dean should 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 department chair/assistant dean to the dean of the school prior to preparing the electronic portfolio for early promotion (see [Section 2.3.2.1](#) of this manual). 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.
- 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 document.
- 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 final recommendation by the President. To do so, a candidate must notify the dean of the appropriate school in writing that the candidate is officially withdrawing his or her 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 1.5](#) 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. 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.

Previous procedures and guidelines are superseded by this document. 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: the dean of the school or chair of the department must meet with the faculty in that department and receive a two-thirds majority vote on the changes or additions. This vote shall be by secret ballot. Additional requirements passed by the school/department faculty are submitted to the Faculty Evaluation Committee for review. Its recommendations are sent to the Faculty Senate to forward to the VPAA for review and approval.

2.2 Tenure

The awarding of tenure is a serious and significant step for both the faculty member and the institution. It is not awarded merely on the basis of time in service or minimal effectiveness. Retention throughout a probationary period of service, regardless of faculty academic rank held, is by itself insufficient to guarantee the success of a candidate for tenure. A candidate for tenure must not only meet the designated minimum criteria and period of service but must also show a history of evaluations that merits the award of tenure. 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 adjunct appointments shall not acquire 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 a faculty member will be considered for tenure by his or her chair/assistant dean, Individual Review Committee, dean, college-wide Tenure and Promotion Committee, and the Provost and Vice President for Academic Affairs, for consideration and possible recommendation to the President.

2.2.1 Tenure Criteria

According to the *Board of Regents Policy Manual*, [Section 8.3.7.3](#), faculty must demonstrate superior teaching; academic achievement; outstanding service to the institution, profession, or community; and professional growth and development. At Dalton State College, the following criteria will apply when considering applications for tenure:

- Teaching and Advising. Demonstration of superior teaching 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.

Faculty need not demonstrate both research/scholarship/creative work/academic achievement and professional development unless required by a school's accrediting body.

2.2.2 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. 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 (department chair or assistant dean) in writing no later than April 1 of their first year of employment. The department chair or assistant dean 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 period of 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 in order 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 in order 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.

2.2.3 Pre-Tenure Review

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. At the end of spring semester, the dean or chair will notify all eligible faculty members of the need to submit a pre-tenure portfolio for review. The dean will invite these faculty members to attend the college-wide meeting hosted by the Office of Academic Affairs with the applicants for tenure and promotion.

Each school will set dates for the submission and review of pre-tenure portfolios. Pre-tenure faculty members must submit their electronic portfolio for review by their school's Individual Review Committee by the date specified. The Individual Review Committee members will **each** write an independent review of the faculty member's performance based on the portfolio. The chair of the Individual Review Committee will upload the committee's assessment for review by the chair or assistant dean. Once the chair or assistant dean has reviewed the pre-tenure portfolio and the recommendations of the Individual Review Committee, he or she should meet with the faculty member to discuss the committee's recommendations.

2.2.4 Post-Tenure Review

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 dean or assistant dean/chair will notify all faculty members of the need to submit a post-tenure portfolio for review. The dean will invite these faculty members to attend a meeting with the applicants for tenure and promotion.

Each school will set dates for the submission and review of post-tenure portfolios. Post-tenure faculty members must submit their electronic portfolio for review by their school's Individual Review Committee by the date specified. The chair of the Individual Review Committee will write an independent review of the faculty member's performance based on the portfolio and will provide a written assessment of the portfolio to the department chair or assistant dean for his/her review. The department chair or assistant dean 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.

Each school and/or department will include in its policy manual the procedure for documenting a "Plan of Improvement" for faculty members that receive a "did not meet faculty standards" on the Post-tenure Review Portfolio. Included in that procedure will be a timeline for such improvements, a means of documenting improvements, and a penalty for non-compliance.

2.3 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 school Individual Review Committee. The Individual Review Committee will make a recommendation for or against promotion to the department chair or assistant

dean. The department chair or assistant dean will then submit a recommendation to 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.

2.3.1 Minimum 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

- Superior teaching
- Outstanding service to the institution
- Outstanding research, scholarship, creative activity or academic achievement
- Professional growth and development

The manual further states that as a minimum “noteworthy achievement in all four of the above need not be demanded, but should be expected in at least two.”

The criteria for promotion depend on a faculty member's current rank. Faculty members who meet the criteria for promotion will be considered for promotion by the faculty member's Individual Review Committee, which makes a recommendation to the department chair or assistant dean. The department chair or assistant dean will make a recommendation to the dean, who will then submit a letter of support or non-support 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.

2.3.2 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 1.4](#) of this manual.

Faculty must earn the minimum number of promotion points in the specified number of consecutive years in rank to be considered for promotion. Furthermore, eligibility does not guarantee promotion. Per the *USG Academic and Student Affairs Handbook*, [Section 4.5](#), 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.

2.3.2.1 Early Promotion

Rank	Minimum Promotion Points	Completed Years in Rank*	Degree Requirement
Lecturer to Senior Lecturer	7 points	2 years	Master's
Instructor to Assistant Professor	7 points	2 years	Master's
Assistant to Associate Professor	16 points	4 years	Master's
Associate to Full Professor	20 points	4 years	Doctorate

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

2.3.2.2 Regular Promotion

Rank	Minimum Promotion Points	Completed Years in Rank**	Consecutive Years to Earn Points	Degree Requirement
Lecturer to Senior Lecturer	12 points	4 years	5 years	Master's
Instructor to Assistant Professor	12 points	4 years	5 years	Master's
Assistant to Associate Professor	18 points	5 years	7 years	Master's
Associate to Full Professor	20 points	5 years	7 years	Doctorate

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

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.

2.3.3 "Grandfathering" Faculty Employed Prior to 2017

All permanent full-time members of the Dalton State College faculty employed prior to February 1, 2017, 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 outlined in [Section 1.4](#) of this manual. The number of points granted for each year will be determined by department chairs or assistant deans based on each faculty member's prior faculty evaluations.

Annual Faculty Evaluation Conversion Chart

Old Annual Faculty Evaluation System	New Annual Faculty Evaluation System
Improvement Needed in Professional Performance (0)	Needs Improvement (1)
Standard Professional Performance (1)	Satisfactory (2)
High Professional Performance (2)	Very Good (3)

If a chair or assistant dean mentioned in a faculty member's annual evaluation that his or her rating would have been at the highest level of any evaluation system, then an annual rating of 2 will be converted to an annual rating of 4. If no such statement is in the annual evaluation, then the faculty member who feels his or her 2 in the old system is worthy of a 4 in the new system should meet with the chair to discuss whether the past accomplishments for a given year were indeed worthy of a 4 based on the new standards. If the chair agrees to the conversion, then the dean would also need to agree.

If no agreement is reached between the faculty member and the chair, assistant dean, or dean, the faculty member can petition the Faculty Evaluation Committee to review the rating. The faculty member would follow the same process for appealing an annual evaluation as outlined in [Section 3.3](#) of this manual. All appeals relating to the conversion of prior service at the College must be completed by the end of 2018.

3.0 TENURE AND PROMOTION PROCESS

3.1 Tenure and Promotion Timeline

Before the end of the spring semester, the deans will notify the Provost and Vice President for Academic Affairs of the faculty candidates eligible for tenure and/or promotion in the upcoming academic year. The Provost and Vice President for Academic Affairs will then notify the candidates and provide them with a checklist of items to complete as part of the tenure and promotion process as well as instructions for using GeorgiaVIEW to create an electronic portfolio for tenure and promotion review. Upon notification, the candidates will provide a letter of intent to the VPAA if they plan to apply. At any point the candidates have the opportunity to 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 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 applicants to provide information on the policies and procedures outlined in this manual and provide an opportunity for the applicants to ask questions. Applicants will also be notified of any additional tenure and promotion criteria for their individual schools at this meeting.

By the deadlines stated in the timetable below, applicants work in consultation with their chair or assistant dean to choose members of their Individual Review Committee (IRC). The chair or assistant dean chooses two of the three committee members. The applicant chooses the third member as well as the chair. Then, applicants submit their electronic portfolios to the chair of their committee including classroom observations and the completed classroom observation report. The IRC reviews the electronic portfolio. The committee chair then writes a recommendation to the chair or assistant dean. The applicants will have the opportunity to review and respond to the Individual Review Committee's report as well as to the recommendation of their chair or assistant dean. Based on the applicant's portfolio as well as the recommendations from the Individual Review Committee and the chair or assistant dean, 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. The applicants also 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 applicant to the Provost and Vice President for Academic Affairs. After reviewing the electronic portfolios, including the recommendation of the Tenure and Promotion Committee, the VPAA sends a recommendation to the President for each applicant on whether the College should grant tenure and/or promotion. The President sends a letter to the applicants on the final decision. Applicants 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) and/or promotion in the following year.

Timetable for the Tenure and Promotion Process

Components of the Tenure and Promotion Process		Deadlines*
1	Deans will notify the VPAA of the faculty candidates eligible for tenure and/or promotion in the upcoming academic year.	May 1
2	The VPAA will then notify the candidates and provide them with a checklist of items to complete as part of the tenure and promotion process.	May 7
3	Candidates will provide the VPAA a letter of intent if they plan to apply for tenure and/or promotion.	May 15
4	Tenure and promotion committees will be set based on department and/or school guidelines.	August 22
5	Applicants will upload ALL review materials in their e-Portfolios for their Individual Review Committees including classroom observations and the completed classroom observation report.	September 23
6	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 applicants.	October 7
7	Applicants 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
8	The Individual Review Committees will upload their final report and applicants' statements (if any) in the e-portfolio for review by the Department Chair or Associate/Assistant Dean if the school does not have departments.	October 19
9	Department Chairs or Associate/Assistant Deans will write their final letters of support or nonsupport and send a copy to the respective applicants.	November 11
10	Applicants will either accept their letters or request a meeting with the Department Chair or Associate/Assistant Dean. Applicants may submit their own written statement to be uploaded with the letter.	November 18
11	Department Chairs or Associate/Assistant Deans will upload their letters of support or non-support as well as the applicant's written statements (if any). This letter must include the following: <ul style="list-style-type: none"> • 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
12	Deans will have written their letters of support or non-support and will send a copy to the applicants under review.	December 5
13	Applicants will either accept their Dean's recommendation or request a meeting with their Dean. Applicants may submit their own written statement to be included with their Dean's letter.	December 12
14	Deans will upload their letters as well as the applicants' written statements (if any).	December 16

15	The college-wide Tenure and Promotion Committee will make recommendations to the VPAA for all the applicants.	February 13
16	The VPAA sends a recommendation to the President on whether the College should grant tenure and/or promotion to the applicants.	March 15
17	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.

3.2 Tenure and Promotion Portfolio

All recommendations regarding promotion and tenure reflect the careful review of the electronic portfolio. Therefore, the 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 portfolio should emphasize the impact the faculty member has had on students and the institution. For a candidate seeking promotion, the portfolio must include only those materials that represent the candidate's achievements since his or her last successful application for promotion to his or her current rank (i.e., for the years included in the application).

3.2.1 General Instructions

Applicants 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 portion of the e-Portfolios include the following:

- Letter of application from the candidate;
- Curriculum vitae in the SACS format;
- Copies of annual reports and annual performance reports;
- Other letters of support;
- Narrative statements on teaching, research and/or professional development, service, and if applicable, administrative responsibilities;
- Copies of student evaluations as well as a summary reflection on those student evaluations; and
- Other supplemental materials necessary to support the application for tenure and/or promotion.

Applicants upload their sections of the tenure and/or promotion electronic portfolio to the appropriate online system used for tenure and promotion review by the deadline stated in [Section 3.1](#) 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 chair or assistant dean, no other changes can be made to the applicant sections. Letters from the chairs or assistant deans 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.

3.2.2 Organization and Contents of Portfolio

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 chair of the department or assistant dean, if applicable. This letter or the assistant dean's letter, if there is no chair, **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 [Section 2.1](#) or [Appendix F](#) of this manual for more information on probationary credit).

Letter from Department/School Tenure and Promotion Committee (Individual Review Committee).

Letter of application—In your 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 (see [Section 2.1](#) or [Appendix F](#) of this manual for more information on probationary credit). If you are applying tenure, then you must include a statement on your future worth to the institution.

Curriculum Vitae—The curriculum vitae must be in the approved SACS format (see [Appendix C](#)).

Annual Reports and Annual Performance Reviews—You **MUST** include these for every year that is being considered in this application.

Letters of support (solicited or unsolicited) (no more than 5). These could include letters from colleagues that you have helped; from people with whom you have worked on a special project on campus or off, research, service, teaching, etc.; from students with whom you have had a special relationship; and from anyone else that may be appropriate.

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 time 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.

Syllabi—Include all 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.

Supplemental Materials—Include any 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?).

Peer Reviews of Teaching—You must have these from the Individual Review Committee: 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. Also include the actual evaluations for the period under review.

SECTION III– Professional Development

Professional Development Narrative—Just as in the previous narratives, summarize what you have done and reflect on what went into it and what came of it.

Supplemental Materials—Include 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 IV – Research, Scholarship, Creative Work, or Academic Achievement (IF APPLICABLE)

Research/Scholarship/Creative Work/Academic Achievement Narrative—Just as in the teaching narrative, summarize what you have done and reflect on what went into it and what came out of it.

Supplemental Materials—Include 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 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.

SECTION V – Service

Service Narrative—Recount what you have done. For service to the College, include 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.

Supplemental Materials—Include all 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 (IF APPLICABLE)

Administrative Narrative—Include a statement about administrative responsibilities and the impact of your work on the campus.

Supplemental Materials—Include all 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.).

*All narratives should include a thoughtful reflection on how the various things that you have done work together to inform who you are as a faculty member at DSC. Summarize your story.

3.3 Appeals Process

The Faculty Evaluation Committee considers circumstances in which a faculty member and his or her department chair or assistant dean and dean have reached an impasse regarding setting and achieving annual goals and annual evaluations. It shall also consider situations 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 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 his or her position, but solely for the sake of the mediation. An impasse on the setting or achievement of goals will be considered to have arisen when agreement between a faculty member and his or her department chair or assistant dean 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. All appeals must be made in writing, using the Faculty Evaluation Process Appeal Form (see [Appendix D](#)). Appeals regarding a disagreement on proposed goals must be submitted to the dean by October 7, and if needed, to the VPAA before October 14. Appeals regarding a disagreement on assessment of goals must be submitted to the dean by May 7 and, if needed, to the VPAA by May 15. The VPAA will forward the appeal to the department chair or assistant dean and the Faculty Evaluation Committee chair. If the department chair or assistant dean wishes to respond in writing to the appeal, he or she 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 department chair or assistant dean, either together or separately. The faculty member and/or the department chair or assistant dean 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 in order 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 proposed goals, the VPAA will communicate his or her decision in writing to the faculty member,

department chair or assistant dean, dean, and Faculty Evaluation Committee chair by October 31. When considering appeals regarding a disagreement on assessment of goals, the Provost and Vice President for Academic Affairs will communicate his or her decision in writing to the faculty member, department chair or assistant dean, dean, and Faculty Evaluation Committee chair by May 30. The decision of the VPAA can be appealed to the President.

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 chair or assistant deans and dean. They also have a right to meet with the committee, chair, assistant dean, 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 8.2.21](#) and [Section 8.6](#).

Appendix A – Full-time Faculty Member Annual Evaluation Form

Standard Faculty Responsibilities, 2015		
Name of Full-time Faculty Member:	Acceptable	Not Acceptable
Attends classes as scheduled.		
Maintains scheduled office hours.		
Develops course content and policies that are congruent with the standards of Dalton State College, the School, and/or Department.		
Earns satisfactory teaching evaluations.*		
Performs advising responsibilities as assigned.		
Attends departmental/school and general faculty meetings (unless excused).		
Attends graduation at least once a year (unless excused).		
Serves on committees as assigned.		
Completes departmental, school-wide, and college-wide projects, training, and paperwork as assigned.		
Completes assigned assessments in a timely fashion using the current assessment software.		
Maintains departmental, disciplinary, or other standards necessary for program accreditation as appropriate.		
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.		
<p>*The Department of XXX Student Evaluation Average for 2015-2016 is XXX.</p> <p>Professor X's average of X.</p> <p>Contracted Workload: XXX hours Actual Workload: XXX hours</p>		
Chairperson's or Assistant Dean's Summary		
<p><u>Teaching:</u></p> <p><u>Research/Scholarship/Creative Work/Professional Development:</u></p> <p><u>Service:</u></p>		

☐ Tenured ☐ Non-Tenure ☐ Temporary ☐ Tenure Track

If tenure track, years of credit at Dalton State College _____

Years in Rank: ____ LECT ____ SENIOR LECT ____ INST ____ ASTP ____ ASOP ____ PROF

Progress toward promotion:

☐ Excellent ☐ Very Good ☐ Satisfactory ☐ Needs Improvement ☐ N/A

Points for current year _____ Total Points in Rank _____

Signature of Faculty Member: _____ Date: _____

Signature of Chair/Asst. Dean: _____ Date: _____

Appendix B – Part-time Faculty Member Annual Evaluation Form

Standard Faculty Responsibilities, 2015		
Name of Part-time Faculty Member:	Acceptable	Not Acceptable
Attends classes as scheduled.		
Informs chair or dean of absences.		
Maintains scheduled office hours.		
Earns satisfactory teaching evaluations.*		
Completes projects and paperwork as assigned (checks class rolls, submits midterm grades, submits final grades, submits syllabi, submits assessments, submits course materials).		
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.		
<p>*The Department of XXX Student Evaluation Average for 2015-2016 is XXX.</p> <p>Professor X's average of X.</p>		
Chairperson's or Assistant Dean's Summary		

Signature of Faculty Member: _____ Date: _____

Signature of Chair or Assistant Dean: _____ Date: _____

Appendix C – 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 D – Review of Faculty Evaluation Appeal

APPLICANT: _____

DEPARTMENT/SCHOOL: _____

DATE OF ORIGINAL APPEAL: _____

The Faculty Evaluation Process Committee has reviewed this case for:

- ☐ A disagreement of goals that will determine a numeric evaluation as described in the Faculty Evaluation Process.
- ☐ A disagreement of the numeric evaluation that agreed-upon goals should be assigned.
- ☐ A disagreement that the goals were actually achieved to the level of satisfaction the numeric evaluation warrants.
- ☐ Other (please specify) _____

The Committee has reviewed the following items:

- ☐ Evidence provided by the applicant of improper and/or unfair evaluation.
- ☐ Response of the Department Chair or Assistant Dean.
- ☐ Other (please specify): _____

After thorough review of the above documents, the committee ☐ finds ☐ does not find that the goals established by the faculty member are sufficient.

After thorough review of the above documents, the committee ☐ finds ☐ does not find cause to award the points requested by the faculty member.

After thorough review of the above documents, the committee ☐ finds ☐ does not find that the goals agreed upon by the faculty member and the chair/assistant dean were achieved sufficiently to warrant the agree upon rating.

The points to be awarded the faculty member for evaluation year _____ should be _____.

SIGNATURE OF EACH COMMITTEE MEMBER:

Signature: _____ Date: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

Appendix E – Performance Criteria for Annual Evaluation

The following descriptions break down the performance criteria for annual faculty evaluation explained in [Section 1.5](#) of this manual into a list of possible accomplishments.

Excellent (4)

These faculty members demonstrated superior teaching and are very strong in professional development/scholarly achievement and in service.

Teaching

- Set very substantial teaching goals that pertain to the College's strategic initiatives or that represent genuine effort to improve student learning.
- Addressed the outcomes of the above in her/his personal annual report and course assessments in Academic Effect.
- Earned exceptional student evaluations with no pattern of concern.
- Demonstrated a preponderance of strengths in his/her teaching through peer evaluations or other evidence.
- Demonstrated high levels of responsiveness to constructive feedback on her/his teaching through peer evaluations or other evidence.

Professional Development/Scholarly Achievement

- Achieved a high level of accomplishment in keeping with the conventions of her/his discipline, which could include presenting at national conferences, authoring a book or journal article for a nationally disseminated publication or editing a journal or other significant publication.

Service

- Demonstrated significant service to their department as well as to the College or the community through leadership, effort, or impact.

Very Good (3)

These faculty members demonstrated superior teaching and are very strong in a second area and respectable in a third.

Teaching

- Set substantial teaching goals that pertain to the College's strategic initiatives or that represent genuine effort to improve student learning.
- Addressed the outcomes of the above in her/his personal annual report and course assessments in Academic Effect.
- Earned very good student evaluations with no pattern of concern.
- Demonstrated many strengths in his/her teaching through peer evaluations or other evidence.

Professional Development/Scholarly Achievement

- Presented papers at state, regional or national conferences, or published a book review, journal article, or encyclopedia article in keeping with the conventions of her/his discipline.
- Attended (typically) state or regional conferences.
- Participated (typically) in on-campus workshops and events.
- Performed respectably in the area of service.

Service

- Served (typically) on committees that meet frequently and achieve significant objectives.
- Attended all or most committee meetings and did real committee work.
- Volunteered (readily) for campus events.
- Supported campus labs (such as Writing/Mathematics/Science/Performance), campus clubs, or other campus organizations.
- Participated actively in her/his communities in activities that span multiple occasions.
- Performed respectably in the area of professional development/scholarship.

Satisfactory (2)

These faculty members could fall into two types of performance: someone who is strong in teaching but lacking in other areas or someone who is not so strong in teaching but also shows some professional development or service efforts.

Type 1

- Earned good student evaluations with no pattern of concern.
- Set ordinary goals that pertain to the College's strategic initiatives or that represent effort to improve student learning.
- Presented brief annual reports.
- Attended two or three short on-campus workshops or views several webinars.
- Attended (occasionally) a longer workshop.
- Read (occasionally) articles in her/his discipline.
- Served on minor committees or minimally on more important committees.
- Attended (occasionally) evening or other campus events.
- Volunteered (occasionally) for community events.

Type 2

- Maintained (generally) the same goals from year to year.
- Addressed (occasionally) new strategic initiatives.
- Earned student evaluations with average comments and perhaps a minor cause for concern.
- Attended two or three short on-campus workshops or viewed several webinars.
- Attended a longer workshop or a state or regional conference.
- Read articles in her/his discipline.
- Served on minor committees or minimally on more important committees.
- Attended (occasionally) evening or other campus events.

- Volunteered (occasionally) for community events.

Needs Improvement (1)

These faculty members struggle in teaching, professional development/scholarly activity, and service.

- Produced weak teaching materials.
- Showed little evidence of working to address concerns about his/her teaching.
- Had (a) major pattern(s) of concern in her/his student evaluations.
- Had limited professional development/scholarly activities and service goals and achievements.
- Failed to meet one or more of the Standard Faculty Responsibilities.

Appendix F – Policies Pertaining to Probationary Credit for Tenure and Promotion

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 (department chair or assistant dean) in writing no later than April 1 of their first year of employment. The department chair or assistant dean should notify the dean of the school, who should notify the provost and vice president for academic affairs in writing for recording-keeping purposes.

Dalton State Proposed 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 April 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. 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 *Academic and Student Affairs Handbook*, [Section 4.5](#)). Prior to preparing the electronic portfolio for early promotion, the faculty member should request permission to use his/her probationary credit through his/her department chair/assistant dean to the dean of the school. 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.

Appendix G – Annual Evaluation: Statement of Goals and Assessment

Type Full Name:

ANNUAL EVALUATION: STATEMENT OF GOALS AND ASSESSMENT, 2016-2017	
Teaching	
1. Strategic Plan #	Goal:
	Assessment:
2.	Goal:
	Assessment:
3.	Goal:
	Assessment:
4.	Goal:
	Assessment:
5.	Goal:
	Assessment:
6.	Goal:
	Assessment:
Professional Development	
1. Strategic Plan #	Goal:
	Assessment:
2.	Goal:
	Assessment:
3.	Goal:
	Assessment:

4.	Goal:
	Assessment:
5.	Goal:
	Assessment:
6.	Goal:
	Assessment:
Service	
1. Strategic Plan #	Goal:
	Assessment:
2.	Goal:
	Assessment:
3.	Goal:
	Assessment:
4.	Goal:
	Assessment:
5.	Goal:
	Assessment:
6.	Goal:
	Assessment:

(Please click one.)

I feel these goals are worthy of consideration for

- ☐ **Excellent Performance**
☐ **Very Good Performance**
☐ **Satisfactory Performance**

Faculty Member Signature: _____ Date: _____

Department Chair Signature: _____ Date: _____

ADDITIONAL ACCOMPLISHMENTS
Teaching
Professional Development
Service
ADDITIONAL COMMENTS

In the box below, please list (spelling out all acronyms) all professional organizations in which you hold a current/paid membership.