DEPARTMENTAL PROCEDURES FOR MERIT SALARY INCREASES, ANNUAL CONTRACT RENEWALS, PROMOTION, PRE-TENURE REVIEW, TENURE, AND POST-TENURE REVIEW

I. Criteria for Evaluation

Evaluation of faculty member's job performance is based on the criteria of teaching, scholarship, and service as described in the GSU Faculty Handbook. Of these criteria, teaching is the most important and should carry the most weight in any evaluation.

Teaching
Teaching represents professional activity directed toward the dissemination of knowledge and the development of critical thinking skills. Such activity typically involves teaching in the university classroom. Teaching activities also include the development of new courses, programs, and other curricular materials for both university and other students. Judgments of the quality of teaching activities are based on student ratings of instruction, examination of course syllabi and other course materials, peer evaluations when available, critical review and acceptance of teaching products, performance of students in subsequent courses, and follow-up of graduates in graduate school or in their employment.

Scholarship
Scholarship includes academic achievement and professional growth and development. Scholarship is the integration, development and extension of knowledge and is often demonstrated by publications and presentations designed for professional audiences. Scholarship includes articles, scholarly books and texts, reports of research, creative works, textbooks, scholarly presentations, research grants, demonstration grants, papers read, panel participation, exhibits, performances, professional honors and awards, additional professional training or certification, degrees earned, postdoctoral work, work toward terminal degrees, academic honors and awards, and creative consulting.

Service
Service represents professional activities directed toward the development and maintenance of the university and of professional organizations, as well as activities undertaken on behalf of the university or the profession that do not entail systematic instruction (e.g., advisement, manuscript reviewing, design and development of professional conferences). Service includes the application of the individual's expertise in his/her discipline for the benefit of an organization, the community, or the institution. This type of activity is typically not reimbursed or reimbursed at a nominal rate and is directly related to the individual's academic discipline.
1. All faculty in tenure-track positions will prepare an Annual Report that describes and documents their accomplishments in the areas of: (1) teaching, (2) academic achievement, and (3) service. These reports shall include summaries (averages) of student evaluations, syllabi, and a sample of tests and other course materials for all classes taught during the evaluation year. Annual Reports cover the period from January 1 through December 31 and are submitted to the Department Chair when requested early in the spring semester.

2. Based on the information in the Annual Reports, the Department Chair will evaluate each faculty member on each of the three criteria. He/she will recommend merit increases in salary based on a weighted summation of the evaluations on the individual criteria. For each faculty member, the individual profile of weights for each criterion will be determined that maximizes the overall evaluation. The ranges of permissible weights for each criterion are: teaching - 75%-50%, scholarship - 40%-15%, and service - 20%-5%.

3. The Department Chair will prepare an evaluation of each faculty member using the form prescribed by the Dean’s Office. The Chair will meet with each faculty member at which time the faculty member will review his/her evaluation and sign it to indicate that it has been read. Faculty members may submit a response to the evaluation to accompany the report to the Dean.
200. PROCEDURES FOR ANNUAL CONTRACT RENEWAL RECOMMENDATIONS

1. All faculty in tenure-track positions will prepare an Annual Report that describes and documents their accomplishments in the areas of: (1) teaching, (2) academic achievement, and (3) service. The Annual Report should include a Curriculum Vitae and elaborate on information already entered into the Digital Measures Portfolio. Ideally, these reports shall include summaries (averages) of student evaluations, syllabi, and a sample of tests and other course materials for all classes taught during the evaluation year. Annual Reports cover the period from January 1 through December 31 and are submitted to the Department Chair when requested early in the spring semester.

2. Each non-tenured faculty member will be reviewed annually by peers using the attached Advisory Form (p. 7). Reviewers will be those tenure-track faculty who were involved in the hiring decision for that person.

3. The Department Chair will meet individually with all reviewers, at which time he/she will be provided with the reviewer's Advisory Form in person. The Department Chair will tally the response ratings from the advisory form, but written comment protocols will not be duplicated or recorded in any form and will be returned to the reviewer at the end of the meeting.

4. Prior to making final renewal recommendation to the Dean, the Department Chair will inform reviewers, individually, of the distribution of responses on the Advisory Forms and of the Chair's recommendation.

5. An oral summary of both positive and negative comments as well as a ratings distribution will be provided to the reviewee by the Department Chair.

6. Notice of intention to not renew a non-tenured faculty member who has been awarded academic rank (Instructor, Assistant Professor, Associate Professor, Professor) shall be furnished, in writing, according to the following schedule:

   a. At least three months before the date of termination of an initial one-year contract; (February 1)

   b. At least six months before the date of termination of a second one-year contract; (November 1)

   c. At least nine months before the date of termination of a contract after two or more years of service in the institution; (August 1)
Preliminary Tenure Review

The annual renewal review conducted during the faculty member's third year will serve as a preliminary tenure review. The focus of this review will be the faculty member's progress towards tenure during those three years. The procedures will be the same as for annual renewal except that the material reviewed will be a summative dossier containing the information listed in the attached CLASS Guidelines for Promotion and Tenure. The form on the following page will be used by the faculty reviewers. The reviewers' comments to the Chair should address how well the reviewee is progressing towards tenure and where there may be deficiencies in this progress. In a summative letter that is submitted to the CLASS Dean, the chair will summarize faculty reviewers’ comments and add his/her own narrative.
Georgia Southern University
Department of Psychology

Advisory Form for Preliminary Tenure Reviews

Confidential to Department Chair only
Name of faculty member under review:

Please check the option below that represents your advice concerning the reviewee's progress towards tenure:

_____ a. The faculty member is making adequate progress towards tenure and no specific recommendations for improvements are necessary.

_____ b. The faculty member is making progress towards tenure but it is recommended that improvements be made.

_____ c. The faculty member is not making progress towards tenure but it is felt that improvements may yet be made.

_____ d. The faculty member is not making progress towards tenure and it is recommended that additional employment contracts not be issued.

If you checked item b or c above, what specific recommendations for improvement are you making.
I. Eligibility

According to the Tenure and Promotion policy of the College of Liberal Arts and Social Sciences, “(t)o be eligible for tenure in the College of Liberal Arts and Social Sciences, a faculty member normally must hold the rank of associate professor or be promoted to the rank of associate professor when tenure is awarded. As the requirements for promotion to associate professor are the same requirements for receiving tenure, promotion to associate professor and tenure will typically be considered and awarded/denied at the same time.”

A faculty member who has been granted probationary credit will be considered for tenure according to the reduced period of service, unless the faculty member notifies the dean in writing by September 1 of the year in which the faculty member is first eligible for tenure that he or she has chosen not to use the probationary credit granted. If a faculty member elects not to use the probationary credit granted, then he or she will not be considered for tenure until the sixth year of service at Georgia Southern University.

a. For promotion to the rank of Assistant Professor:
Except in cases of clearly outstanding performance in all three areas of evaluation, the candidate shall have served three or more years at the institution in the rank of Instructor and possess a demonstrated record of developing professional activity. This must include:

- The appropriate terminal degree
- Teaching competence in the discipline
- Ongoing peer-reviewed scholarship
- Sufficient service to the department and/or institution

b. For promotion and/or tenure at the rank of Associate Professor:
Except in cases of clearly outstanding performance in all three areas of evaluation, the candidate shall have served four years or more at the institution as an Assistant Professor and possess a demonstrated record of meaningful professional activity. This must include:

- The appropriate terminal degree
- Teaching competence in the discipline
- Consistent and sustained peer-reviewed scholarship that is likely to continue
- Significant service to the department and/or institution

c. For promotion and/or tenure at the rank of Professor:
Except in cases of clearly outstanding performance in all three areas of evaluation, the candidate shall have served at least five or more years at the institution as an Associate Professor and possess a record of distinguished professional activity. This must include:
• The appropriate terminal degree in the discipline
• Teaching competence in the discipline
• Significant and sustained peer-reviewed scholarship demonstrating a commitment to
  a lifetime of productivity
• Substantial service to the institution and profession

II. Department Promotion and Tenure Committee

As per college policy, the psychology department will utilize a promotion and tenure
committee. The chair of this committee will be appointed by the department chair.
For a candidate going up for tenure, the committee will consist of all tenured faculty
members. For a candidate going up for promotion, the committee will consist of all
tenured faculty members at or above the rank sought by the candidate. All
committees must be comprised of five or more members. If there are fewer than five
eligible faculty members, the dean will consult with the department chair and appoint
additional eligible faculty members from within the College to bring the committee
up to five voting members. The promotion and tenure committee will review a
candidate’s dossier and will make recommendations to the department chair for each
applicant for promotion and/or tenure. The promotion and tenure committee’s
recommendation to the chair should be made in the form of a memorandum that
identifies the members of the committee and reports the committee’s votes (e.g., 4
votes in favor, 2 against) and supporting rationale. When a department chair is a
candidate for promotion, the committee’s memorandum and recommendation will be
provided to the dean.

III. External Review

Comments from peers relevant to a candidate’s discipline are valued as part of the
promotion and tenure process. As per College policy, external review of scholarship
will be required for tenure and/or promotion to the rank of associate professor or
professor. To that end, College policy states that candidates for promotion and/or
tenure may submit a list of potential external reviewers to be considered by the
department chair. College policy states that the department chair, in consultation with
the promotion committee chair, must solicit at least three external reviews and add
these letters of evaluation to the applicant’s promotion dossier. When a department
chair is a candidate for promotion, the dean, in consultation with the promotion
committee chair, will solicit the external review letters. External reviewers should
not be former professors or thesis/dissertation committee members of the candidate,
nor should they be coauthors of publications that appear on the candidate’s vita.
Normally, external reviewers should be tenured members of the academy and hold
the equivalent or higher rank at their respective institutions as the rank sought by the
applicant for promotion and/or tenure. In cases where candidates seek promotion and
tenure in the same year, external reviews for promotion also will serve as the
candidates’ external reviews for tenure.
Procedures:

1. The process of external review will be initiated by the faculty member, who will provide the chair of his or her department with a list of at least four individuals outside of the university who the candidate believes to be qualified to judge his/her scholarly accomplishments (i.e., are specialists in one or more of the candidate’s fields of research). If the candidate does not provide a list, the department chair will seek referees from the candidate’s scholarship discipline. The candidate should present the list to the Chair no later than June 1st of the academic year prior to the promotion review. The Chair will use the list to select external referees, reserving the right to solicit a letter from individuals not on the list.

2. The candidate’s list shall include the names of at least four potential referees, along with their mailing addresses, phone numbers, email addresses, and areas of expertise.

3. The chair will contact the reviewers either by phone or email to secure consent before the candidate’s materials are mailed to them. If a reviewer declines to evaluate the faculty member’s scholarship, the Chair will use the candidate’s list to contact another reviewer, if necessary scheduling another meeting with the candidate to add additional names. The Chair will keep the faculty member informed about progress in procuring the reviewers.

4. The Chair will maintain a record of the names of external referees from whom letters of evaluation have been solicited, along with their titles and qualifications to review the candidate. If an external referee declines to submit a letter of evaluation, the reason shall be recorded. These data will become part of the supplementary materials submitted with a candidate’s dossier. In addition, a copy of the letter(s) sent by the Chair to the external referee should also become part of the supplementary materials, in order to clarify the charge given to referees.

5. The materials sent out to the reviewers will consist of the following: (a) a cover letter from the Chair briefly describing the nature of the review and the desired scope of the external referee’s evaluation, (b) a brief description of relevant characteristics of the candidate’s institution and departmental guidelines for evaluating candidates for tenure and promotion, (c) the candidate’s curriculum vitae, (d) copies of two or three recent publications and/or other scholarly works selected by the candidate.

6. Reviewers will be asked to comment on the candidate’s research agenda, publications, and scholarly activities. Reviewers will be asked to submit their completed evaluation to the Chair by September 1st. If a reviewer fails to submit the evaluation by the deadline the chair will write or email the reviewer to request an immediate submission. The chair will place a letter in the candidate’s promotion file explaining the absence of the review. Reviews are confidential and will not normally be shared with candidates.

7. After the review is completed the Chair should send a letter of appreciation to each reviewer.

Etiquette of External Review
It is important that we:

• Choose referees with appropriate professional competence and minimize biases, either personal or professional, with respect to the candidate being evaluated. It is impermissible to ask colleagues within your own institution or your dissertation committee members, nor is it appropriate to ask close personal friends within your area of research. External reviewers should be unbiased evaluators of a candidate’s scholarly record.

• After submitting their list of referees to the Department Chair, the candidate should not contact possible referees. All communication with referees should be handled by the Chair.

• Recognize that the process imposes a professional burden and, therefore, not to request an unnecessarily large number of letters, nor should we send an undue amount of supporting material.

IV. The Application and Evaluation Process

a. Applicants should submit a dossier that contains the following materials:

• Required cover materials, including a promotion and/or tenure application form with the top portion completed (on Provost’s website)
• An up-to-date *curriculum vitae* in an approved (i.e., digital measures) format. Work completed since appointment and/or the last promotion at Georgia Southern University should be emphasized in *bold* font. Although works in progress or submitted works may be separately listed, works in press must be accompanied by a letter from the journal or publisher
• A personal narrative discussing accomplishments in teaching, scholarship, and service
• Pre-Tenure evaluations if not tenured
• Annual reviews since last promotion and any documents or information produced in response to such reviews
• Summary of student ratings of instruction (form on Provost’s website)
• Evidence of peer evaluation of instruction
• A list of accompanying supplemental material

All above items will be submitted in a single 1.5” notebook, with supporting materials submitted separately:

• Other materials that will strengthen the application

After the candidate has been reviewed at the Department level, the Department Chair will add the following items to the candidate’s dossier:

• A cover letter from the department chair detailing the chair’s recommendation to the dean on the faculty member’s candidacy for promotion and/or tenure
• A copy of the department’s promotion and tenure committee’s memorandum to the department chair regarding the candidate
• External letters of evaluation
b. Timeline

In ordinary circumstances (i.e., tenure-track, rank of Assistant Professor, no probationary credit), faculty members will be considered for tenure during their sixth year of tenure-track service. Faculty members who can demonstrate clearly outstanding performance in all three areas of evaluation may choose, however, to apply for tenure in their fifth year. Tenure decisions before the fifth year are extremely rare.

As per Board of Regents policy, faculty members who apply and are not recommended for tenure in the minimum time of five years or who use probationary credit and are not recommended may apply for tenure only once more.

- Materials must be submitted to the chair of the Psychology Department by August 15. The departmental tenure and promotion committee will review all materials and submit a memorandum evaluating the candidate to the department chair by September 15.
  
  - The department must submit all materials to the dean by October 1. After materials are submitted to the dean, only the dean may alter the packet, following consultation with the department chair, based on verified significant accomplishments or other information that has become available since the packet was submitted and only with written notification to the candidate.
  
  - The applicant’s dossier will be reviewed by the College Personnel Review Committee; the Committee makes a recommendation to the dean on each applicant for tenure and promotion.
  
  - At the dean’s discretion, the tenure application may also be reviewed by the Advisory Council.
  
  - The dean reviews the materials submitted by the candidates, considers the recommendations of the Personnel Review Committee, and makes his or her final recommendation to the provost.

Faculty members will be notified in writing at each level of review concerning the recommendation.

c. Appeal Procedure

If an applicant has not been recommended for tenure at the departmental level:

- By October 10, the applicant must notify the dean in writing that he or she wishes to appeal a departmental recommendation and state his or her reason for appeal in a memorandum. This memorandum will be added to the dossier and will be reviewed by the College Personnel Review Committee and the dean.
If an applicant has not been recommended for tenure by the dean, the applicant may appeal this decision to the provost, following University guidelines.

Once submitted, all applications will proceed through the process. Withdrawn applications will not be reviewed by the College but may be reviewed by the provost.

V. Evaluative Criteria for Tenure and Promotion

According to CLASS policy, “The awarding of tenure and/or promotion in rank is a holistic determination based on the totality of a faculty member’s accomplishments. The primary criteria for promotion and/or tenure in the College of Liberal Arts and Social Sciences are competence in teaching, the consistent and sustained production of peer-reviewed scholarship and/or creative works, and a demonstrable record of service. Significant weight also will be given to seeking and obtaining extramural grants and contracts where feasible in the discipline, and ongoing professional development will be evaluated.”

To this end, the criteria for tenure and promotion in the psychology department are listed below separately for Teaching, Scholarship, and Service.

a. Teaching

In line with Georgia Southern University’s mission, superior and effective teaching is highly weighted. Primary evidence used in the evaluation of teaching will be student evaluations, peer evaluations, and input from the chair. However, the candidate may also demonstrate effective teaching by providing evidence of activities listed below:

- Teaching in the classroom
  - Developing courses and course materials
  - Creating thorough syllabi
  - Selecting appropriate teaching methods, textbooks, and assignments
  - Offering clear presentations, lectures, and discussions
  - Encouraging students to engage in active learning and critical thinking
  - Using media and other forms of instructional technology where appropriate
  - Emphasizing both oral and written communication in courses as appropriate
  - Being willing to assist students both inside and outside the classroom
  - Encouraging the free exchange of ideas
  - Evincing enthusiasm for the subject matter

- Maintaining professional standards in teaching
  - Meeting classes at the time and for the duration assigned
  - Stating and meeting clear course objectives, classroom policies, and grading standards on a syllabus
  - Distributing syllabi in all courses early in the academic term
  - Grading according to standards that are fair and appropriate
  - Designing tests and assignments that accurately reflect the material of the course
• Returning tests and assignments in a timely fashion and with effective feedback
• Keeping accurate student records

• Facilitating student scholarship
  • Supervising student research
  • Mentoring a McNair Scholar
  • Mentoring graduate students as a thesis or dissertation committee member or chair
  • Supervising student-led presentations at conferences
  • Accompanying students to conferences

• Demonstrating teaching competency beyond traditional activities
  • Disseminating teaching materials (e.g., posting teaching activities on the Web via teaching Web sites)
  • Supervising clinical work
  • Receiving an award for teaching
  • Applying for internal grants for teaching purposes
  • Receiving internal grants for teaching purposes
  • Applying for external grants for teaching purposes
  • Providing adequate supervision for clinical student work
  • Supervising undergraduate research assistants
  • Continuing mentorship of students who graduated from one of the department’s programs
  • Guest-lecturing
  • Engaging in other activities that foster student learning

Generally speaking, the following summarizes what is considered unacceptable and acceptable performance in the domain of teaching:

**Unacceptable**- Examples of unacceptable teaching include: (a) frequently missed classes, (b) consistent failure to conduct office hours, (c) consistently poor student ratings of instruction or peer reviews, and (d) unethical behavior toward students.

**Acceptable**- Teaching tasks are being accomplished in a timely and competent manner. The faculty member is meeting the standards set by the department (see prior lists for examples).

b. Scholarship
Academic achievement in the form of significant scholarship is a major criterion in tenure decisions and in the promotion of candidates to the ranks of assistant, associate, and full professor. According to CLASS tenure and promotion guidelines, candidates for each of these positions must demonstrate the following characteristics in terms of their scholarly activity:

• For promotion to the rank of **assistant professor**: Ongoing peer-reviewed scholarship.
• For promotion and/or tenure at the rank of **associate professor**: Consistent and sustained peer-reviewed scholarship that is likely to continue.

• For promotion and/or tenure at the rank of **professor**: Significant and sustained peer-reviewed scholarship demonstrating a commitment to a lifetime of productivity.

With these criteria in mind, scholarship activity will be judged in terms of the quality, quantity, and consistency of scholarly accomplishments. *Quality* can be established via a number of indices, including status of the publication, peer-review, etc. *Quantity* is established by considering overall scholarly productivity. *Consistency* is established by considering the continuous and sustained level of productivity. Because of the breadth of sub-disciplines in academic psychology, scholarly accomplishments can take many forms. Below is a list (which is non-exhaustive) of some of the forms that scholarly accomplishments can take. It is not necessary that an applicant’s file contain all of the items listed.

• Refereed and non-refereed journal articles
• Refereed and non-refereed book chapters
• Refereed articles or chapters appearing in on-line journals
• Authored and co-authored books or textbooks
• Edited books
• Grants (External/Internal; Applied/Awarded)
• Refereed and non-refereed presentations at scholarly meetings
• Invited professional speeches or presentations
• Panel participation (discussant, roundtables, etc) at academic conferences
• Book reviews and review essays
• Published proceedings or reports of research
• Workshops related to one’s area of specialization
• Obtaining clinical licensure and board certified (ABPP) status

While evaluation for tenure and promotion will consider an applicant’s record in totality, a faculty member needs to show a consistent and sustained record of peer-reviewed scholarship. Consistent with the definition of “scholarship” in the Faculty Handbook, this would be in the form of regular conference presentations (papers, posters, workshops) as well as refereed publications, including journal articles. The number of publications may vary depending on the type of research conducted (research projects that are labor- and/or time-intensive may take longer to produce) as well as other factors. Also, quality and significance of the applicant’s accomplishments will be considered together with the number of accomplishments, such that strength in quality/significance can complement less productivity. For example, serving as a PI or Co-PI on an external grant may offset a lower number of publications. Obtaining clinical licensure or board certified (ABPP) status could do the same. The department appreciates and values scholarly accomplishments earned prior to employment at Georgia Southern, and thus will consider them as part of the candidate’s
scholarship portfolio. Accomplishments since joining the faculty at Georgia Southern or since the last promotion will be emphasized. While peer-reviewed scholarship carries the most weight in tenure and promotion decisions, the department values other kinds of scholarly work (see the list above). Candidates are encouraged to include these other activities in their scholarship portfolio.

Notes:
- An on-line publication is equivalent to an in-print publication as long as the on-line publication is peer-reviewed.
- Publications not in print but are accepted or “in-press” at the time of a candidate’s review must be accompanied by documentation from the editor or publisher.

Generally speaking, the following summarizes what is considered unacceptable and acceptable performance in scholarship:

**Unacceptable:** The faculty member fails to show a consistent level of peer-reviewed scholarly productivity. This would be indicated by a low level of peer-reviewed publications and activities which disseminate new knowledge.

**Acceptable:** The faculty member shows a high quality, consistent level of scholarly productivity through the activities listed (but not limited to) on the above list, with significant attention to peer-reviewed journal articles and other works.

c. **Service**

It is expected that the applicant will complete service both within and beyond the department. It is not expected that the applicant complete service within all of the following categories or even all items within a category. Activities relevant for service can include, but are not limited to:

- **Service to the Discipline**
  - Officer, chair, or board member of a professional organization
  - Editor of a journal
  - Coordinator of a professional conference
  - Contributing member (or committee member) of a professional organization
  - Member, journal editorial board
  - Grant reviewer
  - Member of a conference steering committee
  - Reviewer of a book related to psychology
  - Reviewer for a professional journal

- **Service to the Community**
  - Creator of workshops, fairs, and programs for community members
  - Invited speaker for a community event
  - Speaker for a community event
• Consultant (both pro bono and compensated)
• Volunteer in discipline-related areas
• Applier of discipline-related principles to other community activities

• **Service to the College and University**
  • Chair/Leader a major college or university committee
  • Member of a college or university committee
  • Member of an external doctoral dissertation committee
  • Member of an external master’s thesis committee

• **Service to the Department**
  • Chair or coordinating a major departmental committee (e.g., search chair)
  • Member of a doctoral dissertation committee
  • Member of a master’s thesis committee
  • Creator of workshops, fairs, professional development series, and programs for the department
  • Chair or coordinator of a minor departmental committee
  • Advisor
  • Speaker for a department event
  • Mentor for graduate students
  • Mentor for undergraduate students
  • Recruitment efforts to the department
  • Member of a major departmental committee
  • Member of other departmental committees

Generally speaking, the following summarizes what is considered unacceptable and acceptable performance in the domain of service:

**Unacceptable**- Failure to perform any significant service activity when applying to levels of rank below Professor. When applying to the level of Professor, the candidate should document service activities at higher levels than the department, including the university and the discipline.

**Acceptable**- Fully acceptable service when applying to the level of *Associate Professor* should include demonstrating a record of service to the department, with some service beyond the departmental level. Acceptable service when applying to the level of *Professor* should include being: (a) regarded as highly effective in department, college, and university service activities, (b) worked on important programs at the department, college, and university level, and (c) providing discipline-related service to the community.
PROcedures for Post-Tenure Review

In accordance with the Board of Regents' Policy on Post-Tenure Review, all tenured faculty in the College will undergo a thorough review on a five-year schedule, beginning with the faculty member's last major personnel decision (i.e., tenure or promotion to any rank). This schedule of reviews will be maintained until the faculty member submits to the Dean a written statement of his or her intention to retire before the next scheduled review. In cases where the five-year evaluation period is interrupted by a change of status (e.g., a full-time administrative assignment or promotion), a new five-year interval will be set.

1. By December 15 of the review year, the faculty member to be reviewed will submit to the Department Chair a dossier that will follow the format and organization specified in the CLASS Promotion and Tenure General Guidelines. In addition to the materials required by the college, the dossier should also include:

   a. Evidence of participation in faculty developmental opportunities.
   b. Goals achieved and progress attained during the last five-year period.
   c. A set of goals to be accomplished during the next five-year period.

2. A Departmental Post-Tenure Review Committee will be assembled by the Department Chair and will be composed of all tenured faculty members at or above the academic rank of the reviewed faculty member. Members of the Post-Tenure Review Committee will review materials in the dossier, paying particular attention to classroom materials and scholarship. Teaching should be given the greatest weight by the Committee. Participation in faculty development activities should also be evaluated. The Department Chair will meet individually with each reviewer, at which time he/she will be provided with the reviewer's advisory form in person. The Department Chair will tally the response ratings from the advisory form, but written comment protocols will not be duplicated or recorded in any form and will be returned to the reviewer at the end of the meeting.

4. An oral summary of both positive and negative comments as well as the ratings distribution will be provided to the reviewee by the Department Chair.

5. By January 15 of the faculty member's review year, the Department Chair will submit the Post-Tenure Review dossier to the Dean's Office.

6. The following items will be appended to the reviewee's dossier: a. the Department Chair's summary of both positive and negative comments by the Post-Tenure Review Committee and the ratings distribution; b. the Department Chair's evaluation especially written for the purposes of the Post-Tenure Review.

7. All post-tenure reviews in CLASS take place at the College level. (For information about the CLASS Post-Tenure Review Committee formation and procedures, appeal procedure, recognition of outstanding achievement, and remediation of deficiencies information, see GSU...
CLASS Manual of Policies and Procedures.)
Georgia Southern University
Department of Psychology

Advisory Form for Peer Evaluation for Post-Tenure Review

Confidential to Department Chair

Date: ___________________

Name of faculty member under review:

Please check the option below that represents your advice concerning the evaluation of the reviewee:

a. The faculty member is meeting the College's expectations for performance, and no specific recommendations for improvement are necessary.

b. The faculty member is meeting the College's standards for performance, but it is recommended that improvements be made.

c. The faculty member is not meeting the College's standards for performance.

Identify specific areas of strengths and weaknesses with regard to teaching, scholarship, and service. If weaknesses are identified, what specific recommendations for improvements are you making?
Policy for Assigning Summer School Courses

1. A list of all faculty will be put in random order.

2. Summer school courses allocated to the department will be assigned to faculty starting from the top of the random-ordered list skipping those who do not want to teach that summer.

3. If there are enough courses for all who want to teach, the name at the bottom of the list this summer will move to the top of the list for next summer.

4. If there are not enough courses allocated to the department for all who want to teach this summer, the names of those who did not get to teach this summer will move to the top of the list for next summer.

5. If there are more courses that can be offered than there are faculty teaching, additional courses will be assigned in a similar manner. A random list will be generated and additional courses will be assigned starting at the top of the list. Those faculty receiving additional courses will be moved to the bottom of the list the following summer.

6. Online courses extend our ability to reach students during the summer, and faculty teaching online courses can receive an additional course, where feasible.
Faculty Teaching Load Policy: Department of Psychology
Created: Fall 2009
Final Version completed: October 2, 2009
(Replaces Faculty Reassigned-Time Policy)

The Department of Psychology Faculty teaching load reflects the teaching and service demands of both the undergraduate and graduate Psychology programs and the maintenance of a scholarly agenda in keeping with the Department’s Tenure and Promotion Policy (to be developed during 2009-10 academic year)

• Standard Load for Tenure-Track and Tenured Faculty

The standard teaching load for research-active Tenure-Track and Tenured Faculty in the Department of Psychology is 3/3 (9 hours/9 hours) in accordance with the Faculty Teaching Load Policy for the College of Liberal Arts and Social Sciences. The following provisions apply:

- All courses with enrollments of 125 or greater count as a “double,” or 6 hours toward load.
- This load assumes normal expectations for scholarship and service for research-active faculty as outlined below.*
- A faculty member who has not met the explicitly stated normal expectations under List 1 but who has met the List 2 requirements and has at least one article “under review” with a peer-reviewed journal and is actively collecting data will also be assigned a 3/3 load. A note to this effect will be placed in his or her annual evaluation. At the next annual evaluation meeting a 3/3 load will be assigned only if normal expectations have been met.
- All untenured faculty will be assigned a 3/3 load until a tenure decision has been made.

• Course Releases in exchange for teaching laboratory courses (Research Methods or Senior Research)

- A course release will be granted after teaching three (3) 4-credit laboratory courses. The release must be taken within one academic year of being earned (ideally, the semester following the 3rd course, as departmental needs dictate).

• Course Releases for Direction of Dissertations and Theses

- As per the Faculty Teaching Load Policy for the College of Liberal Arts and Social Sciences, a course release will be given to faculty members upon the completion of every 5th MS thesis or Psy.D.dissertation under
their direction, dependent upon program and core needs. The release
must be taken within one academic year of being earned.

• Administrative Releases
  
  o Administrative releases are restricted to the Department Chair (1/1 load)
    and the faculty holding the following administrative positions as approved
    by the Dean: Undergraduate Program Coordinator (one course release
    per year), Masters Program Coordinator (one course release per year),
    Director of Clinical Training (one course release per semester), and Clinic
    Director (one course release per semester).

• Differential Teaching Load

• 3/2 Load for Research-Active Tenure-Track and Tenured Faculty
  
  o A course release will be granted to those research-active tenure-track or
    tenured faculty who have demonstrated exceptional scholarly performance
    over the course of at least the last two years. Faculty in this category are
    eligible for a single course release to continue their exceptional level of
    productivity. Exceptional scholarly performance is defined as producing 4
    or more of the scholarly products on List 1 and 4 or more on List 2 every
    two years (e.g., four times the scholarship expected for the standard
    teaching load).

  Note: The assignment of a 3/2 load will be rare. As usual, program needs always take
  precedent over granting these releases.

• 4/3 Load for Tenured Faculty
  
  o For those tenured faculty who do not meet List 1 scholarship expectations
    for the standard 3/3 load (i.e., do not have scholarship under review) but
    can show tangible evidence that they are actively collecting/analyzing data
    and/or writing and have met the List 2 requirements. This will be
determined at the faculty member’s annual review meeting.

• 4/4 Load for Tenured Faculty
  
  o For those tenured faculty who wish to be relieved of standard research
    expectations. Minimal research will still be required. Minimal research is
defined as producing one or more scholarly products on List 2 every two
    years. Promotion may likely be sacrificed.
  o For those tenured faculty who are engaged in a very low level of
    scholarship activity (e.g., very early stages of a project; little to no data
    collection). This will be determined at the faculty member’s annual review
    meeting.
  o All 4/4 loads must be approved by Dean.
• For Temporary Faculty
  o In accordance with University policy, Temporary Faculty must teach a 5/5 load (or equivalent)
  o Temporary Faculty have no research and service expectations in the Department.

• Overload Policy
  o Tenure-Track and Tenured Faculty must have 4 courses (12 hours) in a given semester to receive overload for an extra, or 5th, course. Temporary Instructors must have 5 courses (15 hours) in a given semester to receive overload for an extra, or 6th, course.

• Miscellaneous Points
  o We need to maintain our current enrollment numbers (i.e., meet the needs of the program)
  o Programmatic Needs must always come before awarding of releases (administrative or research)
  o Putting popular upper-division courses into big rooms outside of Carroll so they can be “doubles” (125 or greater (e.g., COE, COST, IT)
  o Keeping enrollment reasonable in courses no longer considered “double” (ideally, no more than 35)
  o Assign an in-load faculty member for all Research Experience students (and other Individual Arrangement courses, if adequate student numbers exist to meet the College minimum course enrollment policy) (hybrid or on-line format may be optimal). Use a “practicum model,” where students work with respective faculty on research, then attend a weekly class meeting with the instructor where experiences are processed and other content is presented. Assignment of faculty to this course will rotate among those faculty who teach sections of Research Experience.
  o This policy is obviously interdependent with our departmental expectations/standards for tenure and promotion, scholarly productivity.

*Normal expectations for scholarship by a tenured- or tenure-track faculty member:

**LIST 1**

1. 1-2 of the following, on average, every 2 years:
   • Peer-reviewed article in a psychology (or discipline-related) journal.
     (published or “in press”)
   • Refereed book chapter
• Obtaining an external grant
• Scholarly book or textbook
• Obtaining professional licensure
• Obtaining membership to the American Board of Professional Psychology

AND

LIST 2

II. 1-2 of the following, on average, every 2 years:
• Submission of an external grant proposal
• An International/National conference presentation that has the potential to be converted into a peer-reviewed publication.
• A Regional conference presentation that has the potential to be converted into a peer-reviewed publication.
• A state/Local conference presentation that has the potential to be converted into a peer-review publication.
• Non peer-reviewed publications
• Obtaining an internal research grant at the College level or above

Note: For Tenure and Promotion, faculty must produce evidence of consistent, peer-reviewed scholarship. The Psychology Department defines this (using peer-institutions as a guide) as:
The criteria stated under Lists 1 and 2. So, for example, an individual going up for tenure and promotion in their fifth year would need to have, at a minimum:
• 2-4 items from List 1
• 2-4 items from List 2
Travel Budget Dispersement Policy

Consistent with CLASS policy, the Department supports faculty travel in order to further the Department's strategic goals. At the beginning of the fiscal year (July 1) or in the early fall, all tenure-track faculty will inform the department chair about their work-related travel plans for the year. The total travel dollars in the Department’s budget will be divided by the number of faculty who have submitted travel plans, and that amount will be how much is dispersed to each traveling faculty member. By March 31, any travel funds that have not yet been spent (or encumbered) will be offered to faculty who wish to travel, with first priority going to faculty traveling with students and second priority going to faculty traveling without students. If travel is not reimbursed by Georgia Southern University, an authorization to travel form should still be completed in case an accident results in workman's comp or other possible problems.

Faculty must follow CLASS and University policies regarding travel, and provide documentation of travel expense. These include, but are not limited to, the following:

- Faculty traveling to a conference must be on the program, and submit a xerox copy of the program showing the faculty member's participation.
- Travel authorization and reimbursement forms should indicate the purpose of the travel in terms of the faculty member's role in the conference, e.g., to present a poster, or as convention governing board member.
- If flying, a boarding pass should be included among the travel documentation.
- If the travel involves unusual costs, they must be explained in a memo. For example, if a room is shared with another traveler, include a memo describing how costs were shared. Remember that the Department does not reimburse for an upgrade to a hotel. For instance, if your spouse accompanies you, the Department does not reimburse an additional cost for double occupancy.
1. Faculty interested in applying for Educational Leave must meet all eligibility requirements, as stated in the Faculty Handbook, which include being “tenured and hav(ing) seven or more years of full-time employment at Georgia Southern University”.

2. Given that the teaching assignments for any faculty member on Educational Leave must be absorbed by the Department, all applications for leave will be considered in light of current Departmental teaching needs.

3. In light of number 2, any faculty member interested in applying for Educational Leave must discuss their interest in doing so with the Department Chair at least three semesters before the targeted period begins (so planning can be done). That is, if an individual wishes to take a leave in fall or fall/spring (formal application due Jan 10), then a discussion with the Chair should take place in Spring of the previous academic year. If leave is requested for spring (Application due June 10), then discussion should take place in fall of the preceding academic year.

4. Also in light of number 2, no more than one individual in the Department can be on Educational Leave in a single semester.

5. A faculty committee consisting of three reviewers will evaluate the faculty leave proposals. The committee will consist of people who have had the most recent educational leave; who are tenured but not eligible for educational leave; or who are tenured but do not wish to apply for leave. The committee will make their recommendation to the department chair, who will consider the feasibility of the leave request given expected departmental and programmatic needs.

For details related to Educational Leave (e.g., specifics related to philosophy, eligibility, application procedures, etc), please see the policy as outlined in the Faculty Handbook.
CLASS Promotion and Tenure
General Guidelines
2009-2010

Timelines:

October 9: Promotion applications due to Dean’s Office (due to Dept. Chair, Aug 31)
October 9: Tenure applications due to Dean’s Office (due to Dept. Chair, Aug 31)
January 15: Post-tenure review materials due to Dean’s Office (due to Dept. Chair, Dec 15)
February 15: Pre-tenure review materials due to Dean’s Office (due to Dept. Chair, Jan 15)

Materials:

Faculty applying for personnel actions will prepare a portfolio or dossier in support of their application. Such a portfolio will consist of two parts:

1. Standard supporting documentation:
   a. Presentation:
      i. One-inch view binder with clear overlay for identification page
      ii. Identification page with name, department, and action sought
      iii. Labeled tab dividers to separate required material
      iv. Sheet protectors are not required
   b. Content:
      i. Recommendation form (completed and inserted by chair following departmental action)
      ii. Curriculum vitae in digital measures format
      iii. One-page summary of student ratings of instruction (completed and inserted by department)
      iv. Personal narrative discussing the areas of teaching, scholarship/creative activities, and service.
      v. Pre-tenure review (Chair’s Letter) (for tenure application only)
      vi. Annual reviews
         i. Any formal evaluative documents or information produced in response to such reviews
         ii. Evidence of peer evaluation of instruction
         iii. External review letters as needed
2. Supplemental materials (as deemed necessary by applicant):
   a. Presentation:
      i. Limited to a clearly labeled “paper” box (12” x 24” x 10”)
      ii. Binders or organization by applicant’s choice
   b. Content (some or all of the following):
      i. Complete sets of student ratings for selected courses
ii. Additional peer evaluations
iii. Sample course materials
iv. Publications
v. Photographs, recordings, or summaries of creative works
vi. Materials produced as part of service projects
vii. Other materials that the applicant or department believes will strengthen the application.

Additional Notes:

1. Faculty are encouraged to create and maintain updated portfolio/dossier to use as they move through their careers.
2. Promotion applications should clearly emphasize accomplishments since the last promotion.
3. Post-tenure review materials should clearly emphasize accomplishments since the last formal review (tenure and/or promotion).
4. Faculty are referred to the University Faculty Handbook and the College Policies and Procedures Manual for additional information.