Clayton State University
College of Busines
Promotion and Tenure Guidelines

**Approved by faculty vote in
College of Business Meeting
On January 24, 2014**

Revised on 10/17/2014

This document outlines the P&T policy for the College of Business at Clayton State University. Dates and deadlines for promotion and/or tenure applications are to be acquired through consultation with the appropriate Associate Dean/Department Chair. The promotion and tenure requirements are further outlined in the Faculty Handbook.

According to section 205.03 of CSU's Faculty Handbook, Clayton State University's policy on promotion states "promotion is a way in which the University rewards professional achievement and contributions of individual faculty during their employment. Promotion is not a routine event for satisfactory time in rank, but rather an endorsement of high professional competence and service."

Faculty members holding academic rank are evaluated on three criteria: Superior Teaching, Service to the Institution and Scholarly Activities and Professional Development. These criteria are evaluated by means of a portfolio assembled by the faculty member according to specified guidelines outlined in the University Faculty Handbook and in this document. The portfolio is submitted to the Associate Dean/Department Chair by the specified deadline, and then to review committees composed of elected faculty. It is the faculty member's responsibility to demonstrate effectiveness in all three categories by providing evidence of achievement in the evidentiary section of the portfolio.

Preparation for the portfolio review is an ongoing process that encompasses the entire evaluation period. Faculty members should become familiar with the requirements for promotion at the time of their employment to allow time for meeting the criteria requirements. Portfolios should be updated regularly and reviewed at each Annual Faculty Evaluation. Faculty members are strongly encouraged to consult with their Associate Dean/Department Chair, mentor or senior colleagues prior to submitting their portfolio.

Portfolio Organization

The portfolio should consist of no more than 3 ½ inches of content in a single binder. Organization and neatness are key elements. Items must be clearly marked and labeled to include the portfolio cover and spine. A table of contents with associated tabs should be included to organize and present the required items. Sheet protectors can be used but should be limited to two documents each facing outward to facilitate the review. Ensure that there are no discrepancies in the essay, Summary of Professional Activity Document and the evidentiary section.

The portfolio layout **requirements** as outlined in section 205.04.2 of the faculty handbook are described in the following section and summarized in Table 1.

The Essay/Cover Letter

The cover letter is a narrative summary of the faculty member's professional achievements for the evaluation period. It is written in essay format and should highlight significant accomplishments and information that demonstrates the faculty member's performance. The cover letter should introduce all the documentation included in the portfolio and

explain its relevance to the evaluation process. The faculty member should organize their essay in accordance with the categories on the Summary of Professional Activity Form in the order they appear in that document, i.e. Teaching, Service to the Institution and Professional Development and Scholarship. The evidence supporting the claimed credit should be described in the appropriate sections with references to the specific location of supporting evidence in the evidentiary section of the portfolio. The evidentiary sources mentioned in the essay need to be documented in the Summary of Professional Activity Form. A conclusion statement outlining future plans and goals should be included.

Summary of Professional Activity Document – SPA

In the SPA document, the faculty member shall provide factual information covering the entire evaluation period. The SPA form can be found in the faculty handbook and can also be generated from Digital Measures. For promotion and promotion/tenure evaluations, one form for the entire evaluation period (versus numerous annual forms) shall be provided.

Annual Faculty Evaluations

A copy of the faculty member's Annual Faculty Evaluation Summary Form for each year of the evaluation period is included in this section. In certain situations, a candidate with previous academic employment can provide similar documentation from the previous employer. The Annual Faculty Evaluation Summary Form can be found in the faculty handbook and is also attached to this document.

Curriculum Vitae

An up to date curriculum vitae for the entire evaluation period is required. The format must be consistent with the format in Digital Measures.

Statistical Summaries – Student Evaluation of Instructor

Statistical summaries of the responses to the objective questions from the Student Evaluation of Instructor are provided to each faculty member by the department chair/ associate dean responsible for evaluation at the end of each semester. All summaries for the entire evaluation period must be included in the portfolio (with summer semester summaries to be included at the discretion of the faculty member). These should be organized by semester, with each semester labeled. Any missing data requires an explanation.

Student Comments

A summary of student comments from all Student Evaluations of Instructor are provided to each faculty member by the department chair/ associate dean responsible for evaluation at the end of each semester. These are to be included in this section of the portfolio.

Additional comments and letters received from students that reinforce effectiveness of teaching may be added to this section.

Statistical Summaries – Grade Distributions

Statistical summaries of the grade distributions of the courses taught by the faculty member during the evaluation period are provided to each faculty member by the department chair/ associate dean responsible for evaluation at the end of each semester. All summaries for the entire evaluation period must be included in the portfolio (with summer semester summaries to be included at the discretion of the faculty member). These should be organized by semester, with each semester labeled. Any missing data requires an explanation.

Mentor and/or Peer Comments

Comments or letters received by faculty from mentors or peers are optional but if used are placed in this section. These are included in the evidentiary section under Superior Teaching.

Evidentiary Section

The mandatory and optional evidentiary sources used in the evaluation of faculty for promotion and promotion/tenure in the College of Business are depicted in Tables 3, 4 and 5. This list is not all inclusive and any activities not listed may be included in the section titled "other" with written approval of the College of Business Promotion and Tenure Committee, Associate Dean/Department Chairs of the faculty member's respective department, and the Dean of the College of Business. The candidate must include evidence of such approval in the evidentiary section of the portfolio. The tables also provide examples and a description of appropriate evidentiary documentation in the areas of Superior Teaching, Service to the Institution and Professional Development and Scholarship.

The evidentiary section is where the candidate presents evidence of attainment of the criteria for which he or she seeks credit. Ensure the evidence is clear, concise, and has an unambiguous connection to the claimed evaluation area. In selecting documentation, provide only the necessary items. Full documents are not always required when a few pages suffice. For example, it is not necessary to include the entire application packet for a grant when the award letter is sufficient to document the receipt of the grant.

This section needs to be clearly organized in the order in which the evidentiary categories appear on the Promotion and Tenure evaluation form. Three major tabs should be used to separate Superior Teaching, Service to the Institution and Professional Development and Scholarship. Minor tabs are used to separate the evidence related to each separate evidentiary category within each of the 3 main areas. The evidentiary sources mentioned in the essay must be supported with evidence in the evidentiary section.

Table1. Portfolio Requirements and Layout

Requirements and Layout	Description
Binder	Single binder with no more than 3 ½ inches of content. Provided by Office of Academic Affairs. Label the portfolio cover and spine. Use tabs to separate major and minor sections.
Table of Contents	Use a table of contents to organize and present the required items.
Essay/Cover Letter	Narrative Summary of candidate's professional activity. Provide a detailed letter describing significant accomplishments and information about performance or other information that would promote the candidate for the entire evaluation period. Candidates should organize their essays with the categories on the Summary of Professional Activity Form in the order they appear in that document. Teaching, Service to the Institution and Professional Development and Scholarship. In the appropriate sections, describe the evidentiary sources being presented and where they can be found in the portfolio. Provide a conclusion outlining future plans and goals.
SPA Form	Provide factual information covering the entire promotion/tenure evaluation period. Provide one form for the entire evaluation period versus numerous annual forms. The SPA form can be found in the faculty handbook. Faculty members should follow the Instructions for Completing the Summary of Professional Activity Form.
Annual Faculty Evaluations	Provide a copy of the faculty member's Annual Faculty Evaluation Summary Form for **each** year during the promotion/tenure evaluation period. Whenever possible, a candidate with previous academic employment during the promotion/tenure evaluation period will provide similar documentation from the previous employer.
Curriculum Vitae	Up to date curriculum vitae for the entire evaluation period. Use required Digital Measures format.
Statistical Summaries Evaluation of Instructor	Statistical summaries of the responses to objective questions from the Student Evaluation of Instructor for the entire evaluation period. Organize these by semester and with each semester labeled. Summer semester statistical summaries may be included at the candidate's discretion. Statistical summaries are provided to each faculty member by the department chair/associate dean responsible for evaluation. Any missing data requires an explanation. Do not include course evaluations in the portfolio. Refer to
Student Comments	A summary of student comments from all Student Evaluations of Instructor Summer optional.
Statistical Summaries Grade Distribution	Statistical summaries of the grade distributions of the courses taught by the faculty member during the evaluation period. Statistical summaries are provided to each faculty member by the department chair/associate dean responsible for evaluation. Any missing data requires an explanation. Do not include course evaluations in the portfolio.
Mentor and/or Peer Comments	Optional but if used must be placed in this section. Comments or letters received by candidate. Not equivalent to peer/ mentor evaluation of teaching.
Evidentiary Documentation	Documentation for each activity for which the faculty member is claiming as credit. This section will be clearly organized in the order in which the evidentiary categories appear on the Promotion and Tenure evaluation form. Use 3 major tabs to separate Superior Teaching, Service to the Institution and Professional Development and Scholarship. Use minor tabs to separate the evidence related to each separate evidentiary category.

Table 2. Evidentiary Requirements

Professor			Associate Professor			Assistant Professor			
Meets	**Exceeds**	**Exemplary**	**Meets**	**Exceeds**	**Exemplary**	**Meets**	**Exceeds**	**Exemplary**	
3	**4**	5	2	**3**	4	1	**2**	3	**Teaching**
3	**4**	5	2	**3**	4	1	**2**	3	**Service**
3	**4**	5	2	**3**	4	1	**2**	3	**Scholarly Activity/Professional***

One must earn a set of ratings equivalent to at least one "meets expectations" and a rating of either "exceeds expectations" or "exhibits exemplary performance" in the other two categories.

*The minimum expected performance in scholarly activities requires the faculty member to maintain 2 acceptable peer reviewed publications in a five year period.

Table 3. Superior Teaching Evidentiary Sources and Descriptions

Superior Teaching	Description
Student Evaluation of Instructor	Statistical summaries of the responses to objective questions from <u>all</u> the Student Evaluation of Instructor for the entire evaluation period. These are included in the front part of portfolio and do not need to be duplicated in this section. Do not include examples of student work in portfolio. Refer to Statistical Summaries – Student Evaluation of Instructor section in main text for additional details.
New course(s)development	Creating a new course. Candidate must discuss details of the development in the narrative essay. Provide evidence for development to include course syllabus.
Significant updating or revision to existing course(s)	Substantial revision to a current course. Candidate must discuss details the revisions in the narrative essay. If the annual evaluation reflects major course revisions, include the pertinent sections of the annual evaluation form with the course syllabus.
Noteworthy application of technology to courses	Provide documentation for applications of technology to teaching. Routine uses of technology such as PowerPoint presentations, Georgia View, using e-mail and having a Web site do not merit technology credit. Candidate must explain and demonstrate their use of technology as noteworthy. This can be documented and described in the narrative essay and or demonstrated by inclusion of screen shots of software use or photographs. Some examples include: Use of Learning Management System and web based resources, use of laptops in class for a variety of demonstrated activities, use of web for case studies, use of web for research activities in or out of class, use of E-learning system, Camtasia, and/or pod casting, statistical software and simulators.
Program and/or curriculum development	Discuss in cover letter, and supply evidence such as new course proposals, and minor or major proposals.
Direction of individual student research or internships	Demonstration of successful student research projects or internship with appropriate documentation of student activities. Overseeing a student internship or student research project with evidence that objectives were Note: Credit in this category is exclusive of courses assigned as part of teaching load.
Participation in collaborative instruction	Demonstration of successful mentoring of faculty in course development and delivery. Attach a syllabus from mentored course. Working with a faculty member outside of your division on course content development for an extended amount of time. Team teaching a course with a member of the faculty outside of your division or area of research.
Participation in cross-disciplinary program	
Program implementation in K-12 schools	
Teaching of core or introductory courses	
Coordinator of large core class s	
Special recognitions for teaching accomplishments	Should be College/ School – wide or University – wide. University Smith Award Winner, finalists for Smith Award from School or College. Nominations (without award) for College level awards are generally not acceptable. Other examples include recognition by accrediting bodies within discipline or recognized awards within discipline.
Other teaching activities*	Requires approval of the Department Chair and /or Dean as an additional evidentiary source prior to submission of portfolio. A letter documenting such prior approval **must** be included in the portfolio.

Table 4. Service to the Institution Evidentiary Sources and Descriptions

Service to the Institution	Description
Committee Service University Systems University School/ College	Committee service at the University and School/College levels. Service must be significant for the entire evaluation period. Serving on a committee for 1 year or on a committee, which did not meet regularly most likely will not meet the criteria in this area. Document committee work with committee minutes showing attendance, e-mails or other evidence.
Service as a mentor to full or part time faculty	Documentation of activities and time spent in mentoring activities. A letter from the person mentored describing the mentoring effort and specifying the mentoring that occurred and what kind of help was provided. Letters should be dated and signed.
Advisement of Students	Documentation of advisement may include the following: emails, a log of advisement hours with the date, time, name of student and the reason for advisement. Supplemental documentation for other advisement activities includes evidence of participation at New Student Orientations, Open Houses, and advising sessions.
Development of advisement materials	Documentation of materials developed. Provide examples.
Support to student organizations and/or campus activities	Documentation including name of organization, frequency of contact and/or other campus activities. Support needs to be significant for evaluation period.
Coordination of department, school or university wide programs	Documentation of program including activities and hours spent in planning/implementing program.
Management of department, school or university wide budgets	Documentation of program including activities and hours spent in planning/implementing program.
Contribution to system or regional accreditation programs	Documentation and name of system and/or regional accreditation programs and activities and time spent on task.
Site visitor for discipline related accrediting bodies	Documentation and /name of discipline related accreditation programs and activities and time spent on task.
Contributions to the improvement of campus life	Documentation of activities and time spent on task.
Contributions to the improvement of community life related to one's discipline	Documentation of activities and time spent on task.
Participation in community activities and organizations which enhance CSU's image	Documentation of activities and time spent on task.
Direct participation in K-12 school activities	Documentation of activities and time spent on task.
Other service to the institution *	Requires approval of the Department Chair and /or Dean as an additional evidentiary source prior to submission of portfolio. A letter documenting such prior approval **must** be included in the portfolio.

Table 5. Scholarly Activity and Professional Development Evidentiary Sources and descriptions

Scholarly Activities and Professional Development	Description
*Peer Reviewed Publications – Mandatory	Each faculty member must have a minimum of two peer-reviewed journal articles, books, or book chapters within the past 5 years in the area that they are teaching; or have earned a doctoral degree in the area in which they are teaching in the past 5 years. They must also have one other intellectual contribution every year.* *Accepted journal publications should be ranked "C" or higher by the most recent Australian Business Deans' Council List or the Clayton State University College of Business Journal List. These two lists contain approximately 3200 journals. (Revised per faculty vote on 10/17/2014).
Author of non- peer reviewed books or chapters or Author of accreditation manuals Revisions of book chapters previously published	Provide documentation of work and or publication
Reviewer for professional journals, abstracts, books, reports, conferences and conference discussant	Documentation of activities and time spent on tasks.
Editorial review board for professional journals	Documentation of activities and time spent on tasks.
Membership and/or service in professional societies	Provide documentation of active membership.
Professional Organization Officer/Board member	Provide documentation of active membership and activities.
Receipt of new grants, fellowships or contracts	Documentation of activities and hours spent on task. Receipt of competitively awarded grants, fellowships, or contracts Development of new grant proposals, fellowship applications or contracts
Development of new grant proposals, contracts or fellowship applications	Documentation of activities and hours spent on task. Receipt of competitively awarded grants, fellowships, or contracts Development of new grant proposals, fellowship applications or contracts
Research with undergraduate or graduate students	Documentation of activities and time spent on tasks.
Individual Research Projects	Documentation of activities and time spent on tasks.
Non-peer presentations within discipline	Presentations within discipline to non peers: elementary schools, high schools, nursing homes etc.
Consulting or other applications of professional expertise	Consulting at international, national, regional, state, & local levels. Documentation of activities and time spent on tasks.
Professional licenses or certifications for discipline - Mandatory	Provide documentation of active licenses and certifications
Development of professional applications of technology	Documentation of activities and time spent on tasks.
Participation in professional development training related to one's discipline and scholarship	Documentation of activities and time spent on tasks. Provide certificates of completion.
Honors and awards for research, scholarship Academic Fellowships	Documentation of activities and time spent on tasks. Provide certificates of completion.
Other professional growth and development activities *	Requires approval of the Department Chair and /or Dean as an additional evidentiary source prior to submission of portfolio. A letter documenting such prior approval **must** be included in the portfolio.