



## FACULTY SENATE Est. 1991

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Ed Walker  
President

Aubrey Fowler  
President Elect/Vice President

Diane Holliman  
Secretary

Michael Noll  
Parliamentarian

Tracy Woodard-Meyers  
Past President

### Faculty Senate Agenda March 27, 2014; 3:30 pm University Center Magnolia Room

For the benefit of record keeping, we ask that senators and visitors please identify themselves when speaking to an issue during the meeting. Please use the microphones to assist with accurate recording. All senators must sign the roster in order to be counted present. If you have a senator's proxy, please place their name tag beside your name tag on the table in front of you.

Items in **bold print** are items that require action by the Faculty Senate. Other items are for information only.

1. Call to Order by Ed Walker, followed by a 10 minute session with President McKinney.
2. **Approval of the minutes of the February 20, 2014 meeting of the Faculty Senate.**  
<http://ww2.valdosta.edu/facsen/meeting/minutes/index.shtml> (See link for minutes from February 20, 2014).

3. Old & Unfinished Business

a. Statutory Committee Reports

Report from the Academic Committee – February 2014 & March 2014 minutes  
<http://www.valdosta.edu/academics/registrar/academic-committee.php> (See links for February 2014 & March 2014 minutes)

Committee on Committees-Laura Wright

Faculty Affairs Katharine Adams

Faculty Grievance Committee John Dunn

Institutional Planning Committee Daniel Baracskey

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b. Standing Committee Reports

Academic Scheduling & Procedures Said Fares, Chair (See Attachment A-VERSION 1 & Attachment B-VERSION 2)

Academic Honors & Scholarships Jimmy Bickerstaff

Athletics Matthew Grant

Educational Policies Michael Sanger

Environmental Issues Jason Allard

Faculty Scholarship & Research Todd Royle

Library Affairs Colette Drouillard

Minority & Diversity Issues Sean Lennon

Student Activities & Services Vivianne Foyou

Technology Jose' Velez-Marulanda

c. Special and Ad Hoc Committees reports

i. Report from Ad Hoc Committee to Update and Improve VSU faculty handbook, Chair-Linda Jurszak

ii. **VOTE- Special Committee to look at the development of a standing committee to improve VSU's internationalization and globalization efforts-Michael Noll & Victoria Russell (See Attachments C & D)**

iii. Adhoc committee to compose a response to University Strategic Plan-Ed Walker and Aubrey Fowler

4. New Business

a. Faculty senate representative to Retirees Council-Dennis Marks; Diane Holliman

b. Book buyers on campus, emails from book buyers- Dawn Lambeth; Diane Holliman

c. Dual Enrollment

d. Faculty Salaries-Theresa Grove

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e. Teaching Load-Theresa Grove

f. University P&T - James LaPlant **See Attachment E**

f. **Election for VP/President Elect of Faculty Senate 2013-2014.**

5. Discussion

6. Adjournment

**Attachment A**

**VERSION 1**

**2015 – 2016 Proposed Academic Schedule  
Fall 2015**

Proposal # 1

Wed, Aug 12	First Class Day	16 Wednesdays & 14 Mondays.
Mon, Sept 7	Labor Day Holiday	15 Tue, Thu, and Fri
Tue, Oct 6	Midterm	Mon 1-day classes start on Wed 12 <sup>th</sup>
Thu-Fri, Oct 8-9	Fall Break	15 Mondays (14 + 1( Wed))
Mon- Fri, Nov 23 – 27	Thanksgiving Holidays	30 MW
Fri, Dec 4	Last Class Day	45 MWF
Mon, Dec 7	Exam Prep Day	30 TR
Tue-Fri, Dec 8 -11	Exams	Wed 1-day classes can skip one class
Sat, Dec 12	Graduation	No missing minutes or other adjustments

**Spring 2016**

Fri, Jan 8	First Class Day	16 Fridays and 14 Mondays 15 Tue, Wed, and Thu
Mon, Jan 18	MLK Holiday	Mon (1-day/MW) classes start on Fri 8 <sup>th</sup>
Thurs, Mar 3	Midterm	15 Mondays (14 + 1( Wed))
Mon-Fri, Mar 28- Apr 1	Spring Break	30 MW
Fri, April 29	Last Class Day	45 MWF
Mon, May 2	Exam Prep Day	30 TR
Tue - Fri, May 3-6	Exams	Fri 1-day classes can skip one class
Sat, May 7	Graduation	No missing minutes or other adjustments

**Summer 2016 Maymester (Summer I)**

Thu, May 12	First Class Day - Maymester	15 meetings @ 150 minutes each
Mon, May 23	Midterm	
Mon, May 30	Memorial Day Holiday	
Thu, June 2	Last Class Day	Total minutes is 2,250
Fri, June 3	Exams	

**Summer 2016 (Summer II – Full Term)**

Wed, Jun 8	First Class Day –Summer II	27 meetings @ 83.3 minutes each
Thu, Jun 30	Midterm	
Mon, Jul 4	4 <sup>th</sup> of July	
Tue, Jul 26	Last Class Day	Total minutes is 2,250
Wed-Thu, Jul 27-28	Exams	
Sat, Jul 30	Graduation	

**Summer 2016 (Summer III)**

Wed, Jun 8	First Class Day –Summer III	15 meetings @ 150 minutes each
Mon, Jun 20	Midterm	
Tue, Jun 28	Last Class Day	
Thu, Jun 30	Exams	Total minutes is 2,250

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### Summer 2016 (Summer IV)

Tue, July 5	First Class Day –Summer IV	15 meetings @ 150 minutes each
Thu, Jul 14	Midterm	
Mon, Jul 25	Last Class Day	
Wed, Jul 27	Exams	Total minutes is 2,250
Sat, Jul 30	Graduation	

#### Summary the proposal:

1. Satisfies the USG requirements with no missing minutes.
2. Provides a sound and workable plan to handle the missing classes.
3. Accommodates the SGA and the student body desires for a fall break and a full week of Thanksgiving break.
4. Keeps the Preparation Day
5. Extends the number of examination days to 4.
6. Keeps enough days between semesters
7. Provides a full week of spring break.

#### The proposal does not include a two-day winter break for the following reasons:

1. The full week of mid-semester spring break provides enough time for students and faculty to rest.
2. It is in line with all universities and colleges in Georgia, where none has a winter break with the exception of Fort Valley that provides a 1-day break (Good Friday) after their spring break and not in the middle of the semester.
3. It guaranties that Summer III session does not span from one fiscal year (July 1<sup>st</sup>) to another.

**Attachment B**

**2015-16 Academic Calendar**

**Proposal # 2**

**Fall 2015**

Wed, Aug 12	First Class Day	- 45 MWF / total minutes is 2,250
Mon, Sept 7	Labor Day Holiday	- 30 TR / total minutes is 2,250
Thu, Oct 1	Midterm	- no minutes missing
Mon-Tue, Oct 12-13	Columbus Fall Break	- Fall Break & full Thanksgiving Break
Mon- Fri, Nov 23 – 27	Thanksgiving Holidays	- Exam Prep Day preserved
Fri, Dec 4	Last Class Day	- 4 days of exams
Mon, Dec 7	Exam Prep Day	
Tue-Fri, Dec 8 -11	Exams	
Sat, Dec 12	Graduation	

**Spring 2016**

Wed, Jan 13	First Class Day	- 45 MWF / total minutes is 2,250
Mon, Jan 18	MLK Holiday	- 30 TR / total minutes is 2,250
Mon-Tue, Feb 15-16	President’s Day Winter Break	- no minutes missing
Tue, Mar 8	Midterm	- Winter Break & Spring Break
Mon-Fri, Mar 28- Apr 1	Spring Break	- Exam Prep Day preserved
Fri, May 6	Last Class Day	- 4 days of exams
Mon, May 9	Exam Prep Day	
Tue - Fri, May 10-13	Exams	
Sat, May 14	Graduation	

**Summer 2016 - Summer I**

Thu, May 19	First Class Day – Summer I	- 15 meetings of 150 minutes each
Mon, May 30	Memorial Day Holiday	- total minutes is 2,250
Mon, May 31	Midterm	
Thu, Jun 9	Last Class Day	
Fri, Jun 10	Exams	

**Summer 2016 - Summer II (Full Term)**

Wed, Jun 15	First Class Day – Summer II	- 30 meetings of 75 minutes each
Mon, Jul 4	July 4 <sup>th</sup> Holiday	- total minutes is 2,250
Wed, Jul 6	Midterm	
Mon, Aug 1	Last Class Day	
Tue-Wed, Aug 2-3	Exams	

**Summer 2016 - Summer III**

Wed, Jun 15	First Class Day – Summer III	- 15 meetings of 150 minutes each
Fri, Jun 24	Midterm	MTWRF
Mon, Jul 4	July 4 <sup>th</sup> Holiday	- total minutes is 2,250
Wed, Jul 6	Last Class Day	
Thu, Jul 7	Exams	

**Summer 2016 - Summer IV**

Wed, July 13	First Class Day – Summer IV	- 15 meetings of 150 minutes each
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Fri, Jul 22	Midterm	MTWRF - total minutes is 2,250
Tue, Aug 2	Last Class Day	
Wed, Aug 3	Exams	

### Fall 2016

Wed, Aug 17	First Class Day	
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The proposed version follows USG guidelines in regard to the scheduling of semesters & terms:

- Fall and Spring semesters fall within the framework of the earliest starting dates and latest ending dates given by the USG and well within the range of end and start dates currently in use across USG institutions
- each term is separated by a minimum of one day
- a minimum of 750 minutes of instruction time per credit hour is accounted for, which translates into a total of 2,250 minutes for 3.0 credit hour courses
  - for 3.0 credit hour classes meeting three times a week (MWF) the calendar provides for 45 class sessions of 50 minutes each (or a total of 2,250 minutes)
  - for 3.0 credit hour classes meeting two times a week (TR ) the calendar provides for 30 class sessions of 75 minutes each (or a total of 2,250 minutes)

The proposed version considers the results of the SGA survey, plus suggestions by VSU faculty:

- by (re)introducing a two-day Fall Break (centered on Columbus Day) and by creating a new Winter Break (centered on President's Day)
- by providing a full week for Thanksgiving
- by placing the full week of Spring Break into late March, to enable schools to align their Spring Break with ours
- by providing 4 days for Final Exams at the end of both Fall and Spring Semesters
- by preserving "Exam Preparation Day", which is of particular importance to departments within the College of Liberal Arts & Sciences and within the College of Fine Arts

All summer terms meet the appropriate number of minutes to fulfill credit hour requirements:

- The Summer I, III, and IV terms meet 15 times each, which for a 3.0 credit hour course translates into class sessions of 150 minutes each, or a total of 2,250 minutes
- The Summer II (or full) term meets 30 times, which for 3.0 credit hour courses translates into class session of 75 minutes each, or a total of 2,250 minutes
- Summer II includes some flexibility to allow a portion of the term to follow the traditional 4-day a week schedule

The proposed calendar accounts for institutional needs:

- It provides sufficient time before the start of each semester to conduct orientation and complete the financial aid process.
- Twelve-month faculty and programs such as the Nursing School and the Communication Disorders Program will not be negatively impacted by this
- Programs admitting students three times a year can still offer a full semester load of courses in the summer term
- Students working in the COE, Nursing School, and Communication Disorders Program do not lose valuable instructional time in their practicum programs as schools can align their breaks with ours

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## **Attachment C**

### **BYLAWS INTERNATIONALIZATION AND GLOBALIZATION COMMITTEE**

#### **Article I (Name)**

The Internationalization and Globalization Committee is a Standing Committee of the Faculty Senate (Senate Bylaws, Art. II, Sec. 3 (i)<sup>1</sup>) with the responsibility of initiating, developing and/or reviewing policies and procedures to **strengthen** the institution's internationalization and globalization efforts, interacting with other statutory and standing committees when such issues overlap their charge.

#### **Article II (Membership)**

##### **Section 1: Selection**

Members of the Internationalization and Globalization Committee (IGC) are appointed by the Committee on Committees. Wherever possible, membership is assigned so that each College of the University, Division and the Odum Library is properly represented. (Senate Bylaws, Art. II, Sec. 3 (a))

##### **Section 2: Composition**

- a) Two of the members must be Senators, one of whom is chair. (Senate Bylaws, Art. II, Sec. 3 (c))
- b) One member is a student recommended by the President of the SGA. (Senate Bylaws, Art. II, Sec. 3 (b))
- c) Ex Officio members may be appointed by the Committee on Committees. All ex officio members on the IGC will be voting members. Ex officio members will include the Director and Associate Director of the Center for International Programs and the Provost. The Committee may nominate additional ex officio members to the Committee by sending a request in writing to the Committee on Committees.
- d) Subcommittee members do not need to be faculty or Senators and are chosen solely by the IGC. All Committee members will serve on created subcommittees.

##### **Section 3: Terms**

- a) All committee members serve three-year terms. Terms are staggered by the Committee on Committees. (Senate Bylaws, Art. II, Sec. 5 (a,b,c)) Terms of Committee members and the chair begin on August 1 and end on July 31.
- b) Terms of membership on subcommittees are determined by the Committee.

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##### **Section 4: Resignations**

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<sup>1</sup> Senate Bylaws will need to be amended to add this new standing committee to the list.



Resigning members must submit to the Chair of the Committee a written resignation. A copy of all resignations must be submitted in writing to the Committee on Committees within a week of the resignation by the Committee Chair. The Committee on Committees appoints replacements. (Senate Bylaws, Art. II, Sec. S (h))

### **Article III (Officers)**

The officers of the IGC, along with their respective duties, are

- a) Chair: The Chair of the Committee must be a Senator, is appointed by the Committee on Committees, and serves a one-year, renewable term. (Senate Bylaws, Art. II, Sec. 3 (g))
- b) Secretary: The Chair-elect shall act as Secretary, and shall keep and distribute written minutes of the Committee meetings, pursuant to the provisions of Article V(e) below.
- c) Subcommittee chair: The chair of each subcommittee will be determined by the IGC.

### **Article IV (Subcommittees)**

- a) The IGC may create subcommittees, which may include non-committee personnel (Senate Bylaws, Art. II, Sec. 3 (h)) The IGC Committee may also discontinue and/or merge subcommittees as warranted by prevailing circumstances.
- b) The Chair of the IGC will inform the Committee on Committees of the membership of each subcommittee in time to include them in the Fall listing of the Faculty Handbook.
- c) The IGC will approve the chair of each of its subcommittees. The chair of each subcommittee will be a faculty member of the IGC.
- d) Reports from the subcommittees will be presented to the chair of the IGC one week prior to each scheduled meetings of the Committee.

### **Article V (Procedures)**

- a) On or before September 1, the Committee will discharge the following responsibilities: (Senate bylaws, Art. II, Sec. 6 (a 1-3))
  1. Set the schedule for regular meetings and so inform the Committee on Committees. The Committee on Committees will publish the schedule to be included in the Faculty Handbook.
  2. Submit to the Executive Committee of the Faculty Senate a report containing an assessment of the Committee's charge and its annual goals.
  3. Submit written rules governing its procedures to the Executive Secretary of the Faculty

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Senate and place a copy of these rules on reserve in the Odum Library.

- b) All proposals, recommendations, reports, and any other material to be presented for consideration to the IGC must be submitted to the Committee Chair.
- c) All committee meetings are open.
- d) **Guests of the Committee are freely allowed to participate in the Committee's discussions.**
- e) Substantive minutes and/or records of deliberations of the Committee will be kept. Copies of the minutes, reports, proposals, recommendations, and all other documents will be placed on reserve in the Odum Library no later than two weeks after a committee meeting. At the end of the year these Committee records will be collected and placed in the University archives in the Odum Library. (Senate Bylaws, Art. II, Sec. 6(e)).
- f) An annual report will be prepared and submitted to the Executive Secretary of the Faculty Senate by April 30.
- g) A quorum to carry on the business of the Committee will be one-half of the voting membership.
- h) Proxies will be allowed for Committee members who are unable to attend Committee meetings, but can only be given to other Committee members. The Chair of the Committee must be notified of proxies prior to the meeting. No person may hold more than one proxy at any meeting.
- i) Voting will be by a show of hands, unless otherwise ordered by the Committee. A simple majority of votes will carry an issue. Any Committee member may request a written ballot on any issue.

#### **Article VI (Amendments)**

The Bylaws of the IGC may be amended by a majority vote of the Committee. Proposed amendments to the Bylaws must be submitted by Committee members to the Chair in a timely manner for review, discussion, and possible action.

## Attachment D

### **Suggested revision to the Faculty Senate Bylaws, Section 3 (i):**

#### **SECTION 3 (i) Specific Standing Committees and Their Responsibilities.**

1. Academic Scheduling and Procedures Committee: to review and recommend policies and procedures pertinent to the University calendar, class scheduling, final examination scheduling, University catalogs and bulletins, Honors Day, and commencement.
2. Athletic Committee: to review and recommend policies and procedures pertinent to the University programs of intercollegiate and intramural athletics.
3. Educational Policies Committee: to review and recommend policies and procedures pertinent to advising, undergraduate admissions and retention, public services, and registration; and to hear undergraduate petitions for exceptions to academic policy, including graduation.
4. Faculty Scholarship Committee: to review and recommend policies and procedures pertinent to both graduate and undergraduate faculty development, research, and the use of animal and human research subjects; to receive and review research and development proposals; and to allocate research and development funds.
5. Library Affairs Committee: to review and recommend policies and procedures pertinent to the Odum Library and its use, and to review and make recommendations related to library allocations.
6. Minority and Special Student Needs Committee: to review and recommend policies and procedures pertinent to ethnic, religious, and gender minorities; and to review and recommend policies and procedures pertinent to quality support programs for students with special needs including, but not limited to, those with physical impairments, behavior disorders, and learning disabilities.
7. Student Activities Committee: to review and recommend policies and procedures pertinent to such student activities as student discipline, student publications, student organizations, fraternities and sororities, and concerts and lectures.
8. Student Services Committee: to review and recommend policies and procedures pertinent to such student services as financial aid, housing, health services, counseling services, mail services, and food services.
9. Environmental Issues Committee: to review and recommend policies and procedures pertinent to environmental issues, as they relate to recycling, facilities use, campus beautification, and traffic planning.
10. Academic Honors and Scholarship Committee: to review and recommend college-wide scholarships and honors for students and to arrange for appropriate presentations, including Honors' Day.
11. Technology Committee: to develop and review policies and procedures relating to technology issues and to interface with other statutory and standing committees when such issues overlap their charge.

12. Internationalization and Globalization Committee: to initiate, develop and review policies and procedures to strengthen the institution's internationalization and globalization efforts, interacting with other statutory and standing committees when such issues overlap their charge.

## ATTACHMENT E

# Valdosta State University Tenure and Promotion Policies and Procedures

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## **Valdosta State University Tenure and Promotion Policies and Procedures**

Faculty performance at Valdosta State University (VSU) is expected to be consistent with the mission of the university. It follows from this that evaluation of faculty performance, including the awarding of tenure and promotion, should be conducted according to a set of policies and procedures that are adequate, appropriate and administered fairly across all units.

Each college or division and its respective academic units are expected to focus on particular aspects of the mission in ways which distinguish their contributions from others. However, the tenure and promotion practices of all academic units must be aligned and consistent with the overall mission of Valdosta State as a University System of Georgia regional university and should position Valdosta State as a leader among similar universities.

The award of tenure constitutes permanent status as a member of the university faculty. Therefore, in developing standards for tenure, academic units may consider not only the candidate's accomplishments prior to applying for tenure but also what those accomplishments indicate about that candidate's potential future contributions to the mission.

### **1. University Tenure and Promotion Committee**

#### **1.1 Committee Purview**

The function of the University Tenure and Promotion Committee (hereafter referred to as the UTPC) is twofold:

- To regularly review and assess how tenure and promotion are awarded across campus, by establishing university-wide procedural standards to which all units will be subject, and in this capacity make recommendations to the provost.
- To act as a review committee at the university level that evaluates all tenure and promotion dossiers forwarded by a dean or director, and makes a formal recommendation to the Provost.

#### **1.2 Committee Membership**

*Justification-- revisions to address ties that might occur in UTPC balloting and to reconstitute the composition of the UTPC in the wake of the recent reorganization of colleges and divisions:*

The UTPC shall be a standing committee appointed by the Provost in consultation with the Dean's Council and shall be comprised of the following:

- The Assistant Vice President of Research and Dean of the Graduate School will serve as chair of the committee ~~and as a non-voting member. (the chair is responsible for convening meetings and facilitating the overall work of the committee including maintaining correspondence, reports, and formal records);~~

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and only vote in cases to break a tie in the balloting. The chair is responsible for convening meetings, drafting memos, and facilitating the overall work of the committee including maintaining correspondence, reports, and formal records.

- ~~Four~~ **Three** members from the College of Arts and Sciences: one from the area of the Natural/Physical Sciences; one from the Humanities; one from the Social Sciences; **and one from any of the aforementioned areas;**
- ~~Two members each from the College of the Arts and the College of Education;~~
- **Three members from the College of Education and Human Services with at least one member from the area of Human Services;**
- **Two members from the College of the Arts;**
- ~~One member each from the following colleges and divisions: Nursing, Social Work, Business, MLIS, and Library.~~
- **One member each from the following colleges and divisions: College of Nursing and Health Sciences, the Langdale College of Business Administration, and Odum Library.**

To fill a vacancy on the UTPC, the Provost shall appoint the necessary number of committee members from the appropriate college or division from a list of names recommended by the dean or director of the unit in which the vacancy occurs.

Terms of committee members shall be three years, with membership changes to be staggered across any three-year period.

All members must be tenured with the rank of associate professor or professor.

No member other than the chair may simultaneously hold an administrative appointment.

No individual at the university shall vote in more than one stage of any tenure and promotion review process. Therefore, members of the UTPC may only vote at one level of the process.

The UTPC is responsible for making recommendations to the Provost to improve or clarify its charge. The Provost, in consultation with the UTPC, will recommend changes to the Faculty at the March meeting of the Faculty Senate. These recommendations will be made available to all faculty via the UTPC Web site. The Faculty Senate will have until its last meeting of the academic year to adopt or modify the changes. In the absence of Faculty Senate action, the Provost will act on his or her own authority. Faculty will be notified of the changes and the changes will be posted on the UTPC Web site by the start of the fall semester in which the changes are to be implemented.

## 2. University Tenure and Promotion Review Process

The chain of official recommendation for tenure and promotion proceeds from the unit and its head, to the college or division committee, to the college or division dean or director, to the UTPC, to the Provost, to the President.

Each unit is responsible for the size and requirements of its own tenure and promotion review committee in accordance with its tenure and promotion guidelines and/or by-laws. A review committee at a lower level can be as small as three or as large as the unit.

Where the unit is small, the committee may not be necessary, and the review function can be filled by the college or division committee. The unit head's recommendation, as well as that of the college or division committee and the dean or director, is required in such a case.

The UTPC shall review all dossiers under consideration for tenure, promotion or simultaneous tenure and promotion that have been forwarded by a dean or director. The UTPC will then make a recommendation to the Provost. The Provost and President are not bound to the UTPC's recommendation but are obligated to meet with the UTPC to discuss any differences in judgment which arise within 10 business days of receiving the UTPC's recommendation.

Candidates have the opportunity to appeal at specific stages of the review process. See Appendix C. Candidates should follow the appeal process as outlined in their unit's promotion and tenure document.

Pursuant to section 1.1 of this document, the UTPC is charged with reviewing all tenure and promotion dossiers for **procedural** and **substantive** due-process errors.

### 2.1 Procedural Due-Process Errors

A procedural due-process error refers to a decision that has failed to comply with adequate and appropriate procedural steps or to fulfill procedural requirements stipulated at any level of the formal review process. Thus, these errors pertain to the formal *conduct* of the review.

Procedural due-process errors include but are not limited to:

- A review process that is inconsistent with university-wide procedural standards and practices.
- A recommendation which violates any explicit written criteria for tenure or promotion applicable to the candidate at any level of the review process.
- Any error or default in procedure when such error or default has had a prejudicial effect on the fair consideration of the candidate's case for tenure or promotion.

### 2.2 Substantive Due-Process Errors



A substantive due-process error refers to a decision made at a lower level where there has been inadequate consideration of the candidate's qualifications for tenure or promotion, or where the decision is deemed to be arbitrary or capricious.

A substantive due-process error may also refer to an illegal or constitutionally impermissible consideration, such as that which has unlawfully taken into consideration a candidate's gender, race, age, nationality, handicap, sexual orientation, or which has violated the candidate's exercise of his or her protected First Amendment rights.

Substantive due-process errors include but are not limited to:

- A failure to give adequate consideration either to the candidate's qualifications or to the relevant criteria for tenure when such failure has had a prejudicial effect on fair consideration of the candidate's case for tenure or promotion.
- A recommendation significantly based on any consideration which violates academic freedom or which involves discrimination on the basis of race, gender, religion, national origin, age, physical handicap, marital status or sexual orientation.
- A recommendation at a lower level that is deemed arbitrary, capricious or not supported by factual data.

### 3. University-Wide Standards for Tenure and Promotion

Each academic unit is expected to establish its own criteria for reviewing and awarding tenure and promotion. Such criteria, especially in regard to evaluating the character and quality of a faculty member's teaching, scholarship, and service are expected to be specific to and consistent with that unit's discipline and expected contribution to the mission of the university.

Moreover, all policies and procedures for the awarding of tenure and promotion should be adequate, appropriate, and fairly administered. To insure this, the UTPC is charged with reviewing each tenure and promotion application for procedural and substantive due-process errors as these have been defined in this document.

In addition to the specific procedural and substantive standards described in sections 3.1 and 3.2 below, the UTPC shall base its decisions in any review on the following general standards:

**General Standard I:** The focus of any and all tenure and promotion decisions shall be on the evaluation of the following areas of faculty performance only:

- Teaching and Student Learning
- Scholarship (Research and Juried Creative Accomplishments)
- Service

**General Standard II:** All criteria and processes for the review of tenure and promotion shall be consistent with the mission of VSU.

**General Standard III:** All criteria and processes for review of tenure and promotion shall be consistent with practices at peer institutions at all levels.

**General Standard IV:** All criteria and processes for review of tenure and promotion shall be based on the expectation that the individual has been assigned and agreed to workloads (teaching, scholarship, and service) over the probationary period and these workloads were judged to be conducive to meeting all standards for promotion and tenure.

### **3.1 Tenure and Promotion Substantive Standards**

#### **3.1.1 General Substantive Standards**

**Substantive Standard I: Mastery of Knowledge and Methods** - Faculty members must be well-prepared and knowledgeable about developments in their respective fields. The ability to educate others, conduct meaningful research, produce creative works, and act as an advisor, mentor or supervisor in a professional capacity depends upon mastering existing knowledge in one's area of specialty. In addition, faculty members should use appropriate techniques, methods, and resources in their scholarly work and should subject their ideas to critical inquiry and independent review. In most cases, the latter occurs during the peer-review process.

**Substantive Standard II: Effectiveness of Communication** - Faculty members should communicate effectively with their audiences including colleagues, professional peers and students.

**Substantive Standard III: Significance of Results** - Faculty members should demonstrate the extent to which their scholarly accomplishments have had significant professional impact. Customarily, in the academy, such significance can be evidenced in various ways including the testimony of academic peers or other experts, as well as by published documents such as reviews, citations, acknowledgments, professional correspondence regarding one's work, and records in such publications as the Social Sciences Index.

**Substantive Standard IV: Consistently Professional Behavior** - Faculty members should conduct their work with honesty, integrity, and objectivity. They should foster a respectful relationship with students, colleagues and others who participate in or benefit from their work. Faculty members should uphold recognized standards for academic integrity and professional conduct.

#### **3.1.2 General Substantive Expectations for Faculty Performance Based on Rank**

The following policies in section 3.1.2 were added in 2012, and apply only to new hires beginning Fall Semester, 2013: SUMMARY OF MINIMUM YEARS IN RANK AT VSU (Table 1), Lecturers, Promotion to Senior Lecturers, Senior Lecturers, Instructors, and Promotion to Assistant Professor.

<b>TABLE 1: SUMMARY OF MINIMUM YEARS IN RANK AT VSU</b>			
<b>Non-Tenure Track Full-Time Faculty</b>		<b>Tenure Track Full-Time Faculty</b>	
<b>For Promotion to</b>	<b>Minimum Service in Previous Rank</b>	<b>For Promotion to</b>	<b>Minimum Service in Previous Rank</b>
Lecturer	Entry-Level Position		
Senior Lecturer	6 years as Lecturer		
		Instructor	Entry-level position
		Assistant Professor	Entry-level position or promotable from Instructor once terminal degree is earned
		Associate Professor	4 years as Assistant Professor
		Professor	5 years as Associate Professor
<p><b>Note:</b> Minimum Service in Previous Rank meets BoR criteria from <i>4.5 Award of Promotion—USG Academic &amp; Student Affairs Handbook</i>. Only assistant professors, associate professors, and professors are eligible for tenure according to BoR Policy 8.3.7.2. The maximum time that may be served in combination of full-time instructional appointments (instructor or professorial ranks) without the award of tenure shall be ten (10) years (BoR Policy 8.3.7.6).</p>			

**Lecturers** – The units of VSU are permitted to employ full-time lecturers “to carry out special instructional functions such as basic skills instruction.” Lecturers are an integral part of the teaching corps of many VSU departments, teaching primarily core and lower-division courses. The Lecturer position is not a tenure-track position and the holder is not eligible for consideration for the award of tenure. Lecturers are not considered to hold professorial academic rank. Full-time lecturers are appointed by the institution on a year-to-year basis. Each unit must establish a policy that governs the review of Lecturer as well as procedures for retention and possible promotion of a Lecturer to Senior Lecturer. These policies must include two types of reviews: a third-year review and a fifth-year review. In these reviews, the primary consideration will be contributions in instruction and service. Lecturers whose reviews do not demonstrate exceptional teaching ability and extraordinary value may be terminated at the end of their sixth year. (BoR 8.3.8.1).

**Promotion to Senior Lecturers** –Lecturers who are reappointed after the fifth year review may be considered for promotion to Senior Lecturer, to begin in their seventh year of service. The promotion of Lecturer to Senior Lecturer at VSU is based upon the experience and academic background of the candidate as well as the instructional needs in the position. An eligible candidate must submit an application for promotion which includes a portfolio with only the appropriate items outlined in section 3.2 of this document.

**Senior Lecturers** – The title of Senior Lecturer applies to positions that call for academic background similar to that of a faculty member with professorial rank

but that involves primarily teaching. Additional duties may be assigned, including academic advising and working with tenure-track faculty in course and curriculum development. The position is not a tenure-track position and the holder is not eligible for consideration for the award of tenure. Senior Lecturers are not considered to hold professorial academic rank. Full-time Senior Lecturers are appointed by the institution on a year-to-year basis. (BoR 8.3.8.2).

**Instructors** – The Instructorship is an entry-level position for the University. Candidates do not need a minimum number of years as a Lecturer or Senior Lecturer. Candidates usually do not have the terminal degrees appropriate for their disciplines, but it is presumed that the Instructor is pursuing one in a timely manner. An Instructor's primary responsibilities are to establish, develop, and refine an effective teaching style and, based on consultation with the unit head, director, and/or Dean, to contribute effort to academic achievement and service that is consistent with the responsibilities of the position and the goals of the unit. Candidates should show promise of moving toward excellence in the criteria appropriate to their work assignments. The assumption is that the Instructor is working toward a tenure-track position; and time spent as Instructor may accrue toward tenure as long as such credit for prior service is approved in writing by the president at the time of the initial appointment at the rank of Assistant Professor or higher (BoR 8.3.7.4). The maximum period of time that may be served at the rank of full-time instructor shall be seven (7) years (BoR 8.3.7.6).

**Promotion to Assistant Professor** – It is expected that the Instructor has earned a terminal degree in order to be eligible for promotion to Assistant Professor. Typical expectations for assistant professors include: 1) satisfactory teaching, 2) showing promise in the preparation of and dissemination of scholarship or engagement in juried creative works grounded in their areas of expertise, and 3) modest service that is of value to the discipline. An eligible candidate must present a portfolio which includes the items outlined in section 3.2 of this document.

**Assistant Professors** - Assistant professors hold the highest earned terminal/research degree in their field of specialization. Typical of a regional university, a pattern of effective and productive scholarly work or juried creative works by the assistant professor includes the publication of dissertation research or peer reviews of creative work. Service may be modest, but must be of value to the unit, college or division, university and/or discipline. Teaching performance should be aligned with standards found in comparable institutions and be demonstrated by student satisfaction, student learning, achievement of outcomes, and peer recognition.

**Promotion to Associate Professor** – Typical expectations for associate professors include: 1) satisfactory teaching, 2) preparation of and dissemination of scholarship or engagement in juried creative works grounded in their areas of expertise, and 3) modest service that is of value to the discipline. An eligible

candidate must present a portfolio which includes the items outlined in section 3.2 of this document.

**Associate Professors** - The areas of expertise and professional activities of associate professors should be more advanced, more clearly-defined, and more widely-recognized as their academic careers progress. Typically, as the faculty member's roles and contributions grow in significance, leadership, and initiative, the faculty member will have established a strong record of accomplishment in at least two of the following three areas: teaching and student learning, scholarship, and service. Since all three areas are informed by scholarship, the ability to conduct and disseminate scholarship or engage in juried creative activities grounded in their area of expertise are important to the work of associate professors.

**Promotion to Professor** - Appointment to associate professor does not entail eventual promotion to Professor. The rank of Professor is reserved for those who have demonstrated continuous intellectual development and academic leadership. Candidates for promotion to professor shall have established themselves as leaders, mentors, and scholars, and contributed to the discipline. Typical expectations for professors include: 1) satisfactory teaching, 2) preparation of and dissemination of significant scholarship or engagement in juried creative works grounded in their areas of expertise, and 3) service that is of value to the discipline. An eligible candidate must present a portfolio which includes the items outlined in section 3.2 of this document.

**Professors** - As faculty members whose careers have advanced to extremely high levels of effectiveness and productivity, professors are typically characterized as leaders, mentors, scholars, experts, and distinguished colleagues.

## 3.2 Tenure and Promotion Procedural Standards and Guidelines

### 3.2.1 Guidelines for the Contents of the Dossier for Tenure, Promotion, or Simultaneous Tenure and Promotion

*Justification--additional language to make sure that a candidate's application form for tenure and promotion is included in the dossiers forwarded to the UTPC:*

#### Section I: Cover Page and Vita

- A. Cover page – tenure and promotion application cover forms appropriate to each college or division
- B. Vita
- C. If applicable, the college or unit application form for tenure and promotion which has been completed by the candidate.

## Section II: Evaluations of the Candidate by Review Committees and Administrators

- A. Relevant sections of the unit and college or division tenure and promotion guidelines for the appropriate job action.
- B. Annual Faculty Evaluations for each year under review.
  - For a dossier accompanying an application for early promotion, or tenure, or simultaneous tenure and promotion, documents for all years the candidate has been at VSU should be included.
  - For a dossier accompanying an application for promotion to full professor, documents for all years since the last job action should be included.
- C. Pre-Tenure Review Committee letter and unit head letter if applicable (for a dossier accompanying an application for tenure only).
- D. Unit Tenure and/or Promotion review letter(s) (by both the T and P Committee and head if applicable to that unit).
- E. College or division Tenure and/or Promotion review letter(s) (by both the T and P Committee and Dean or Director).

## Section III: Teaching and Student Learning

### *Justification--additional language to provide more guidance to departments on the peer evaluations of teaching:*

This section of the dossier contains illustrative evidence of the quality and significance of the faculty member's teaching and student learning, supervision and mentoring. For faculty teaching courses for which they are the instructor of record, these materials must include at least two of the following types of evidence:

- SOI (Student Opinion of Instruction) Results. These results should include summary information regarding the numerically-scored questions for each class section the faculty member has taught, including the total number of students and the number of respondents. They should also include summary information about the contents of the student narrative comments but *not* a complete listing of all narrative comments received.
- Peer evaluations of teaching. Each unit will create processes and procedures for peer evaluations of teaching. If a candidate includes evidence of peer evaluations of teaching in the dossier, at least two peer evaluations of teaching across multiple years must be included for a given personnel action such as tenure or promotion. In applications for tenure, a candidate is strongly encouraged to have at least one peer evaluation documented prior to pre-tenure review and at least one additional peer evaluation documented after pre-tenure review. A resource guide on best practices, a literature review, and sample instruments for conducting peer evaluations of teaching can be found at the Academic Affairs website (insert link once posted).
- Evidence of student learning. Each unit will provide guidelines for acceptable evidence of student learning to be included in the dossier.

Additional evidence in this section of the dossier may include but is not limited to the following:

- Evidence of student advising activities
- Examples of course syllabi and/or course outlines, exams, and other assignments
- Evidence of course or curriculum development activities
- Evidence of innovative instruction

#### **Section IV: Scholarship (Research and Juried Creative Accomplishments)**

This section contains evidence of the quality and significance of the faculty member's research and creative activity. All tenure and promotion committees and administrators shall examine the same factual record of scholarly achievement regardless of at which level such review occurs. Copies of all publications and similar materials documenting research and creative activities will be kept in a file open to all members of the UTPC.

The materials in this part of the dossier must include item A and B listed below and may include item C:

- A. A chronological reference list of peer-reviewed articles or juried creative accomplishments that are juried or peer reviewed, beginning with the most recent.
  - Scholarly activity may be published in any medium. General guidelines for evaluating scholarship are available in Appendix A.
  - For applications for tenure, if the list includes accomplishments that occurred prior to the candidate's appointment at VSU, the list should be organized in a fashion that clearly distinguishes accomplishments prior to the candidate's appointment at VSU from those which have occurred since that time. Copies of these materials should be maintained by the Provost's Office for review by committee members.
  - For applications for promotion, the list should clearly distinguish activities that occurred prior to the candidate's last job action from those which have occurred since that time.
  
- B. A separate chronological reference list of other scholarly or juried creative accomplishments, beginning with the most recent.
  - For applications for tenure, if the list includes accomplishments which occurred prior to the candidate's appointment at VSU, the list should be organized in a fashion that clearly distinguishes accomplishments prior to the candidate's appointment at VSU from those which have occurred since that time.
  - For applications for promotion, this list should clearly distinguish activities which occurred prior to the candidate's last job action from those which have occurred since that time.
  - Examples of other scholarly or juried creative accomplishments may include but are not limited to the following:

- Professional presentations
- Excerpts from conference proceedings
- Evidence of submission and receipt of grants
- Book, chapter, and article reviews
- Copies of exhibit and performance programs
- Photographs of commissioned or exhibited art works

C. Works-in-Progress including works submitted, accepted, or under contract should continue to be listed in all dossiers.

## **Section V: Service**

This section contains evidence of the quality and significance of the faculty member's service. These materials must include the first item listed below and may include appropriate additional types of evidence as listed thereafter.

- A. List of service activities, starting with the most recent, specifying the dates of each activity, designating the type of activity and one's role in the service (e.g., positions held).
- B. Additional types of evidence for faculty not holding administrative positions:
- Committee assignment documentation
  - Copies of meeting minutes
  - Copies of products developed
  - Recognition by others of the faculty member's contributions  
Evidence of campus, local, statewide, regional, national, or international professional service
- C. Additional types of evidence for faculty holding administrative positions:
- Documentation of leadership assignments
  - Evidence of program evaluation
  - Supervisor, peer, and employee evaluations
  - Copies of products developed

### **3.2.2 General Guidelines for Dossier Documents**

- A. Prior Review Materials – Tenure and promotion decisions require different documentation.
- For tenure, the letters specified in section 3.2.1 section II C, D, and E should be included in the dossier where applicable.
  - For promotion, only the letters specified in 3.2.1 section II D and E pertinent to the current promotion action are to be included. The letters specified in 3.2.1 section II D and E from prior promotion reviews and from prior tenure reviews are *not* to be included.
  - If actions to consider a tenure decision and a promotion decision are simultaneous, one dossier should be prepared with two cover pages,



one to document decisions on the tenure consideration and the other to document decisions on the promotion consideration. In such cases, the dossier should include the letters specified in 3.2.1 section II C, D, and E should be included in the dossier, where applicable, in addition to the evaluative statements pertinent to the current promotion action.

B. Support Materials (e.g., books, reprints, syllabi and/or course outlines, and teaching portfolios) must be collected along with the dossier at the unit and college levels, and it is expected that they will have been reviewed at those steps in the review process. Dossiers prepared for the UTPC should *not* contain the following items unless unusual circumstances prevail and the committee requests them.

- Evaluative statements written by the candidate unless they are germane to the quality of the candidate's work.
- Statements about a candidate's personal life unless they are germane to the quality of the candidate's work.

*Justification--to be inserted at the end of the document to clarify what faculty can count in their dossier from years granted towards tenure:*

### **3.3 Guidelines for Years Granted Towards Tenure**

At Valdosta State University, any years granted towards tenure, negotiated at the time of appointment, must be specified in the formal letter of offer. These years do not count towards promotion. The formal letter of offer from the Provost must stipulate if the faculty member can list and count accomplishments in teaching, scholarship, and service from previous years for tenure review at Valdosta State University.

*Justification--to be inserted at the end of the document to address situations where faculty have received a terminal contract in the seventh year but then apply for tenure/promotion:*

### **3.4 Guidelines for Terminal Contracts and the Seventh Year**

Faculty members must apply for tenure no later than the fall semester of their sixth year of employment. Tenure-track faculty members who are not awarded tenure prior to their seventh year of employment will automatically receive a terminal one-year contract for the seventh year and formal notice from the Provost that they will not receive another employment contract after their seventh year.

## Appendix A\* – Guidelines for Scholarship

Each academic unit shall define the types of peer reviewed and other scholarly/juried creative accomplishments that are acceptable by it for consideration for tenure and promotion. However, each unit must establish specific written standards regarding both the type and quantity of such works it will accept. Further, any such standard must be demonstrably consistent with the standards of peer institutions, other units at Valdosta State, and the overall mission of Valdosta State as a University System of Georgia regional university. The Unit's statement on standards of scholarship must be approved by the Provost. The Provost may request the advice of the UTPC.

**A. Scholarly Publications** - Scholarly publications, whether journal articles, book chapters, conference proceedings, or any of the other categories of publications, should be evaluated in the same manner. The following guidelines shall be used:

- Departments should use the same criteria (such as credentials of editorial board members, utilization of a blind review process, and reputation of the publisher) for evaluating all publications regardless of medium.
- Departments should consider the quality and reputation of the publisher. Examples of reputable publishers are well-known commercial presses, university presses, and established academic and professional associations.
- For each published article listed under the category of refereed publications, confirmation of its refereed status and of its editorial board must be included in the dossier.
- For each published article listed under the category of non-refereed publications, a description of the publication's selection process and the nature of the sponsoring organization or publisher must be included in the dossier so that its readers can gauge the academic integrity of the publication. In the case of electronic publications, this information is frequently found at the publisher's or sponsoring organization's homepage; if not, the candidate should obtain a suitable statement from the editor.
- Articles posted electronically by the individual faculty member without a formal review are not to be listed in the dossier.

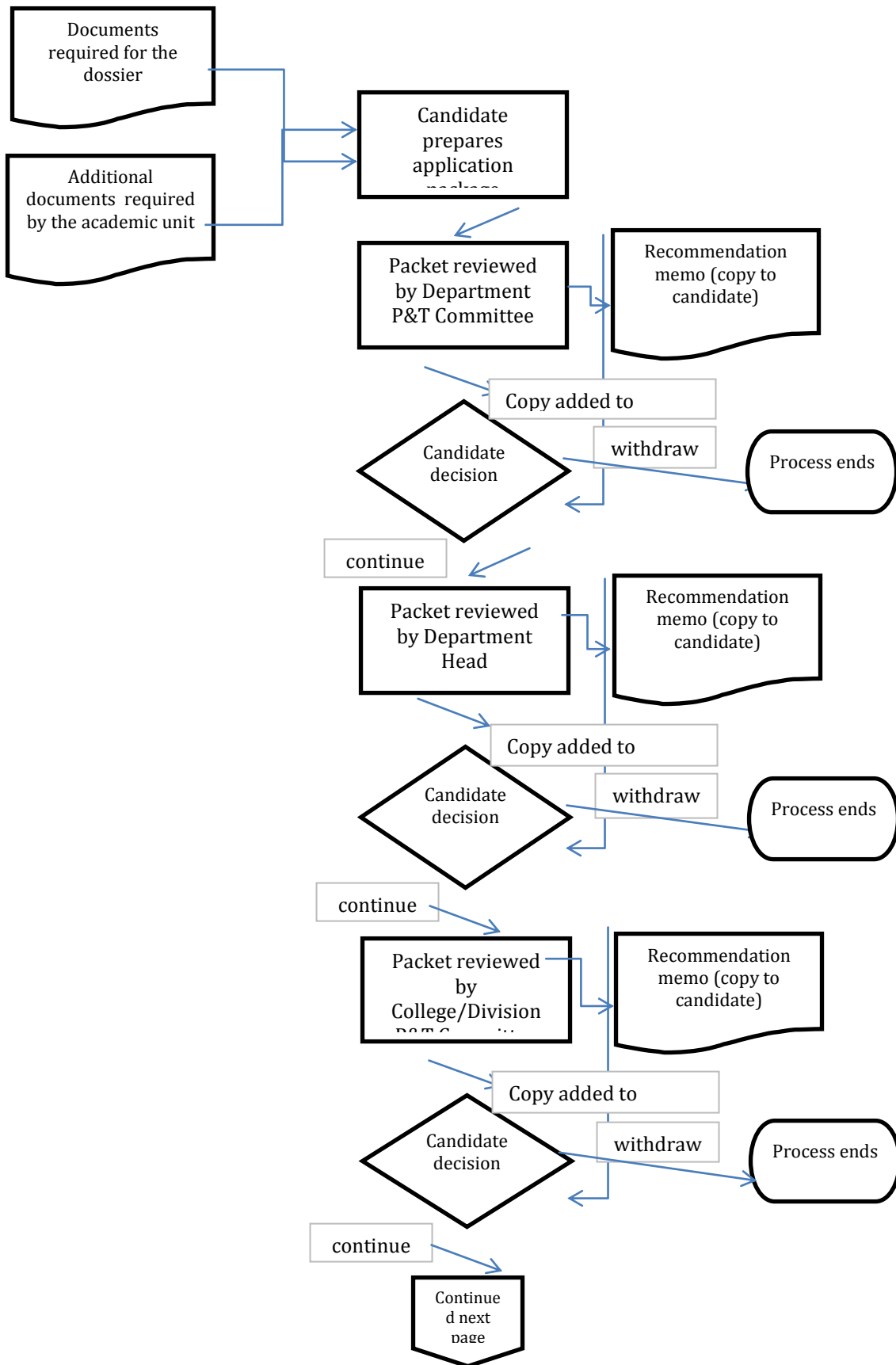
\*Appendices are works in progress.

## Appendix B\*: Timetable for VSU Tenure and Promotion Review Process

\*Appendices are works in progress.

Justification—no language has been provided for this appendix during the last four years. College documents provide a timeline for candidates to submit their dossier to academic departments and then the academic dean.

# Appendix B: Flowchart for VSU Tenure and Promotion Review Process





## **Appendix D C: University System of Georgia Board of Regents Criteria for Tenure and Promotion**

The following information is excerpted from the USG BOR Policy Manual sections 8.3.6 and 8.3.7

### **8.3.6 Criteria for Promotion**

Each USG institution shall establish clearly stated promotion criteria and procedures that emphasize excellence in teaching for all teaching faculty. These policies will be submitted to the USG chief academic officer for review.

#### **8.3.6.1 Minimum for All Institutions in All Professorial Ranks**

The minimum criteria are:

1. Superior teaching
2. Outstanding professional service to the institution, and/or the community
3. Outstanding research, scholarship, creative activity or academic achievement
4. Professional growth and development

Noteworthy achievement in all four of the above need not be demanded, but should be expected in at least two. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for promotion. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted.

#### **8.3.6.2 Research and Regional Universities**

In addition to the minimum requirements above, promotion to the rank of associate or full professor requires the earned doctorate or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion.

#### **8.3.6.3 State Universities**

In addition to the minimum requirements above, promotion to the rank of professor requires the earned doctorate or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion.

#### **8.3.6.4 State and Two-Year Colleges**

In addition to the minimum requirements above, promotion to the rank of professor requires a master's degree in the teaching discipline, or, in rare cases, the equivalent of two (2) years of full-time graduate or first professional study beyond the bachelor's degree. Longevity of service is not a guarantee per se of promotion (BoR Minutes, October 2008).

### **8.3.7 Tenure and Criteria for Tenure**

None of the procedures in Section 8.3.7 apply to faculty at Georgia Gwinnett College.

#### **8.3.7.1 General Information Regarding Tenure**

Each USG institution, with the exception of Georgia Gwinnett College as noted in [Section 8.3.4.4 of this Policy Manual](#), shall establish clearly stated tenure criteria and procedures that emphasize excellence in teaching for all teaching faculty (BoR Minutes, October 2008). Such policies shall conform to the requirements listed below and shall be reviewed and approved by the USG chief academic officer (BoR Minutes, August 2007). The requirements listed below shall be the minimum standard for award of tenure, but they are to be sufficiently flexible to permit an institution to make individual adjustments to its own peculiar problems or circumstances.

These policies are to be considered a statement of general requirements which are capable of application throughout the USG and are not a limitation upon any additional standards and requirements which a particular institution may wish to adopt for its own improvement. Such additional standards and requirements, which must be consistent with the Regents' policies and approved by the Board of Regents, shall be incorporated into the statutes of an institution.

#### **8.3.7.2 Tenure Requirements**

Tenure resides at the institutional level. Institutional responsibility for employment of a tenured individual is to the extent of continued employment on a 100 percent workload basis for two (2) out of every three (3) consecutive academic terms until retirement, dismissal for cause, or release because of financial exigency, or program modification as determined by the Board.

Only assistant professors, associate professors, and professors are eligible for tenure. Normally, only faculty who are employed full-time (as defined by Regents' policies) by an institution are eligible for tenure. However, faculty members holding these professorial ranks who are employed by or on the staff of the Medical College of Georgia (MCG) on less than a full-time basis, and who also hold an appointment at the Veterans Administration Medical Center-Augusta, shall be eligible for promotion and/or the award of tenure by the institution president (BoR Minutes, August 2007). Refer to [Section 8.3.7.9 of this Policy Manual](#) for more information on tenure for the Medical College of Georgia.

The term "full-time" is used in these tenure regulations to denote service on a 100% work load basis for at least two (2) out of three (3) consecutive academic terms. Faculty with non-tenure track appointments shall not acquire tenure. The award of tenure is limited to the above academic ranks and shall not be construed to include honorific appointments, such as adjunct appointments (BoR Minutes, October 2008).

### **8.3.7.3 Criteria for Tenure**

#### **Minimum for All Institutions in All Professorial Ranks**

The minimum criteria are:

1. Superior teaching; Demonstrating excellence in instruction
2. Academic achievement, as appropriate to the mission
3. Outstanding service to the institution, profession, or community
4. Professional growth and development

(BoR Minutes, October 2008)

Noteworthy achievement in all four of the above need not be demanded, but should be expected in at least two. A written recommendation should be submitted by the head of the department concerned, setting forth the reasons for tenure. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be tenured.

#### **Research and Regional Universities**

In addition to the minimum criteria above, tenure at the rank of associate or full professor requires the earned doctorate or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee of tenure.

#### **State Universities**

In addition to the minimum criteria above, tenure requires the earned doctorate or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee of tenure.

#### **State and Two-Year Colleges**

In addition to the minimum criteria above, tenure requires at least the equivalent of two years of full-time study beyond the bachelor's degree. Longevity of service is not a guarantee of tenure.

### **8.3.7.4 Award of Tenure**

Tenure may be awarded, upon approval of the president, upon completion of a probationary period of at least five (5) years of full-time service at the rank of assistant professor or higher (BoR Minutes, August 2007). The five-year period must be continuous, except that a maximum of two (2) years interruption because of a leave of absence or part-time service may be permitted, provided, however, that an award of credit for the probationary period of an interruption shall be at the discretion of the president.

In all cases in which a leave of absence, approved by the president, is based on birth or adoption of a child, or serious disability or prolonged illness of the employee or immediate family member, the five-year probationary period may be suspended during the leave of absence. A maximum of three (3) years' 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 at the same institution. Such credit for prior service shall be approved in



writing by the president at the time of the initial appointment at the rank of assistant professor or higher.

Notwithstanding anything to the contrary in this Policy Manual, in exceptional cases an institution president may approve an outstanding distinguished senior faculty member for the award of tenure upon the faculty member's initial appointment; such action is otherwise referred to as tenure upon appointment.

Each such recommendation shall be granted only in cases in which the faculty member, at a minimum, is appointed as an associate or full professor, was already tenured at a prior institution, and brings a demonstrably national reputation to the institution. If the person is being appointed to an administrative position and has not previously held tenure, the award of tenure must be approved by the Chancellor (BoR Minutes, August 2007).

#### **8.3.7.5 Notification of Tenure Award**

Upon approval of the award of tenure to an individual by the president, that individual shall be notified in writing by the president of his/her institution, with a copy of the notification forwarded to the Executive Vice Chancellor and Chief Academic Officer.

#### **8.3.7.6 Maximum Times Without Award of Tenure**

Except for the approved suspension of the probationary period due to a leave of absence, the maximum time that may be served at the rank of assistant professor or above without the award of tenure shall be seven (7) years, provided, however, that a terminal contract for an eighth year may be proffered if a recommendation for tenure is not approved by the president.

The maximum time that may be served in combination of full-time instructional appointments (instructor or professorial ranks) without the award of tenure shall be ten (10) years, provided, however, that a terminal contract for the 11th year may be proffered if a recommendation for tenure is not approved by the president (BoR Minutes, 1992-93, p. 188; April 2000, pp. 31-32; August 2007).

Except for the approved suspension of the probationary period due to a leave of absence, the maximum period of time that may be served at the rank of full-time instructor shall be seven (7) years (BoR Minutes, April 2000, pp. 31-32).

#### **8.3.7.7 Loss of Tenure or Probationary Credit Towards Tenure**

Tenure or probationary credit towards tenure is lost upon:

1. Resignation from an institution; or
2. Written resignation from a tenured position in order to take a non-tenured position; or,
3. 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.

In the event such an individual is again employed as a candidate for tenure, probationary credit for the prior service may be awarded in the same manner as for service at another institution.

#### **8.3.7.8 Institution Tenure Data**

Each institution shall provide data annually to the USG chief academic officer showing the institution's tenure rates by gender and race. Each institution shall provide official data on faculty and other employees each academic term to the Board of Regents. (BoR Minutes, August 2007; October 2008).