



Policies and Procedures for Review, Tenure, Promotion, and Evaluation of Faculty

College of the Arts
Valdosta State University
University System of Georgia

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Personnel applications should only include materials and evidence for the applied action, during the relevant time served at Valdosta State University.

All materials should be arranged in reverse chronological order.

College of the Arts - Policies and Procedures for Review, Tenure, Promotion & Evaluation of Faculty

Preface

Faculty should examine and become familiar with the policies and procedures within these documents. Policies and procedures from Georgia Board of Regents supersedes any documentation related to Review, Tenure, Promotion and Evaluation. Faculty should review each document in the hierarchy referenced below.

- A. Georgia Board of Regents of the University System of Georgia Policy Manual regarding Evaluation of Faculty, Promotion and Tenure
- B. Valdosta State University Tenure and Promotion Policies and Procedures
- C. Faculty Evaluation Model (FEM) at Valdosta State University available through VSU Academic Affairs
- D. College of the Arts Policies and Procedures for Review, Tenure, Promotion, and Evaluation of Faculty
- E. Unit/Department Supplemental Tenure and Promotion Policies/Guidelines

When submitting materials for a Review, Tenure, and/or Promotion action, the candidate is responsible for organizing and compiling documentation for review by the committees involved. The format of the dossier should be aligned with Departmental, College, University, and Board of Regents Policies.

Review, Tenure, and Promotion Materials — Preparation/Submission Guidelines

The list of requirements below is assessed at the time of **Third-Year Reviews, Pre-Tenure Reviews, Promotions,** and **Tenure** applications. Fifth-Year Reviews and Post-Tenure Reviews have abbreviated requirements that are outlined in their respective sections of this document.

Applications should only include materials and supporting evidence for the applied action, during the relevant time served at Valdosta State University. All materials should be arranged in reverse chronological order. Folders that faculty leave intentionally empty should be re-named by adding the word “Empty” to the folder name.

Policies: VSU-COA-Department

These policies will be pre-loaded for candidates and evaluators to reference during the review process.

1. VSU Tenure and Promotion Policies and Procedures
2. CoA Review, Tenure, and Promotion Policies and Procedures
3. Departmental Policies and Procedures
4. COA Digital Preparation-Submission Guidelines

SECTION I: Cover Page, Statement of Purpose, and Vitae

1. **Personnel Action Cover Sheet: CoA tenure, promotion, review form(s)**
2. **Statement of purpose / narrative pages should include (1-3 pages):**
 - a. Candidate’s application for Pre-Tenure Review, Third-Year Review, Tenure, Promotion, Fifth-Year Review, Post-Tenure Review, etc.
 - b. History at Valdosta State University (college, department, etc.) during the relevant time served for the applied tenure or promotion action
 - c. Employment responsibilities; (Gallery Director, Peach State Summer Theatre Manager, Area Head, Studio Manager, Department Head, etc.) Summary of Teaching, Scholarship/Research, and Service activities
3. **Comprehensive Curriculum Vitae**, during the relevant time served at Valdosta State University, which may include appropriate narrative (**Reverse chronological order**)

SECTION II: Evaluations of the Candidate by Review Committees and Administrators

1. **Annual Evaluations (including FEM rubrics if applicable)** for the relevant time served
2. **AFARAP's** for the relevant time served, in reverse chronological order
3. **Previous Review Letters:** In cases of application for tenure, pre-tenure review letters from reviewing committees should be included; in cases of application for promotion, post-tenure or fifth-year review letters from reviewing committees should be included. For example, typically promotion to full professor takes place in lieu of a post tenure review, but if a candidate has undergone a post tenure review between earning tenure and applying for full professor, those letters should be included. NTT faculty undergoing a promotion action in their 6th year will have a 5th year review letter to include.
4. **Dossier Review Letters:**
Personnel action review/recommendation letter(s) will be added to the dossier (and a copy supplied to the Candidate) as each committee or administrator reviews the application materials. General Substantive Standards addressed in the Valdosta State University Tenure and Promotion Policies document will be discussed in these review letters and in the evaluation of Teaching, Scholarship, and Service.¹ For review actions (third year, fifth year, post-tenure reviews), dossiers are reviewed only by the departmental committee, the Department Head, and the Dean, bypassing review by the College of the Arts Personnel Committee
 - a. **Department/Unit Personnel Committee**
 - b. **Department Head**
 - c. **College of the Arts Personnel Committee**
 - d. **College of the Arts Dean**
 - e. **University Tenure and Promotion Committee**
 - f. **Provost**
 - g. **President**

SECTION III: Teaching/Instruction and Student Learning

This section of the application contains illustrative evidence of the quality and significance of the faculty member's teaching and student learning, supervision, and classroom mentoring (see section V.5 to include additional evidence of mentoring). Documentation of teaching must be provided for all candidates requesting any personnel action consideration. The candidate must supply evidence or examples of innovation or efforts of successful teaching effectiveness, and sufficient evidence illustrating the extent to which the faculty member's students have met the outcomes identified for the appropriate coursework during the relevant period. Evidence of engagement in student success activities should be emphasized.

Candidates who have been issued a Performance Improvement or Remediation Plan must document steps that they have taken to address these problems. The record must reflect through SOI results, peer evaluations, annual evaluations, or other means, that improvement has occurred.

For faculty teaching courses as the instructor of record, application materials should include the following types of evidence during the relevant time served:

1. **SOI Data- Numeric Summary**
One-page summary of all Student Opinion of Instruction (SOI) numerically-scored results for each class section the faculty member has taught, including the total number of students and the number of respondents, in reverse chronological order
2. **SOI Student Comment Summary and Narrative Reflections**
Summary information about the contents of the student narrative comments but *not* a complete listing of all narrative comments received
3. **Complete SOI results** for all courses taught during review period
Include ALL numeric results and ALL student comments as provided by all applicable VSU SOI formats
4. **Peer Review- Assessments of Effective Teaching**
 - a. Optional: Provide a narrative regarding the peer review process

¹ Valdosta State University. (2024). *Valdosta State University Tenure and Promotion Policies and Procedures*.
<https://www.valdosta.edu/academics/academic-affairs/documents/tenure-and-promotion-policies-and-procedures.pdf>

- b. Provide peer review documentation
- c. Awards and honors in the area of teaching, if applicable
- 5. **Sample Teaching Materials**
Include a selection of courses of each delivery format that applies to your teaching load. Indicate Face-to-Face course(s), Hybrid/Hyflex course(s), and/or Fully Online course(s). You may add/organize separate folders/subfolders for each course
 - a. Optional narrative (you may add annotations to files and folders for clarity)
 - List internships and directed study supervision, if applicable
 - List successful grant funding for teaching proposals and/or other pedagogical activities
 - Evidence of excellence and effectiveness in teaching and instruction as defined by the faculty member's unit, which should also include the faculty member's engagement in student success activities
 - Evidence of effective implementation of High-Impact Practices and experiential learning activities
 - Evidence of engagement in teaching practices that support the unique student body population at Valdosta State University and provide a wide-ranging perspective
 - b. Syllabus: provide **selected** course syllabi and outlines
 - c. Course schedule: you may include a sample week-by-week schedule, if applicable
 - d. Sample assignments
 - e. Evidence of student learning
 - Describe or show how teaching has impacted student performance (e.g., academic accomplishments, student awards, exhibitions, presentations, publications, and products)
 - f. Sample student works
 - g. Assessment(s): may provide course, program, and/or unit assessment data used to inform teaching, if applicable
 - h. Teaching Innovations
 - Narrative description of teaching innovation(s): you may include collaborative interdisciplinary projects, High-Impact Practices, experiential learning activities, or alternative teaching venues. Include examples, assessments, and results
- 6. **Documentation for Reassigned Time or Release Time for Teaching (required if applicable)**
 - a. Narrative
 - b. Support materials

SECTION IV: Scholarship / Professional Development / Research and Creative Productivity

Written scholarship, creative activities, presentations, grant development, additional information/support materials relevant to scholarship/professional development/research. *This may include but is not limited to the following: evidence of scholarship, research, creative activities, productions, juried activities/exhibitions, performances, publications such as the authorship of books, journals, and articles, etc.* If applicable, evidence of engagement in student success activities should be emphasized.

Each unit/department within the College of the Arts should provide guidelines for acceptable scholarship appropriate to the discipline, within the supplemental Unit/Department Tenure and Promotion Policies.

Scholarship/professional development, research, and creative productivity in the College of the Arts are wide and varied. The candidate should set goals to accomplish a consistent range of scholarly and creative accomplishments, which may be broad and diverse, not only during the time relevant to the tenure or promotion action, but throughout one's career. For applications for promotion, the list should clearly distinguish activities that occurred prior to the candidate's last job action from those that have occurred since that time.

Artistic production (creative exhibitions/performances/juried or reviewed events, etc.), scholarly publications (books/journals/articles), delivery of papers, presentations and/or workshops, documentation of ongoing research in major field, etc. Faculty should submit their accomplishments in a clear, organized, and succinct manner, illustrating the degree and significance of each event, i.e. International, National, Regional, Local, etc. The quality of the creative activity or the journal/publisher and the nature of the activity or the publication must be considered. For instance, a research article, review essay, or major creative endeavor typically provides stronger evidence than a book review. While publication in a vanity press cannot be considered as evidence of scholarship, publication in a commercial or

university press would provide strong evidence of scholarship. Juried exhibitions provide more evidence of quality than non-juried exhibitions. It is incumbent upon the applicant to explain how their activity meets standards of quality and provides evidence of scholarship in the field. Appropriate support materials (e.g., performance reviews, exhibit critiques, etc.) should be included to provide such evidence.

The candidate must submit strong supporting evidence that describes the scope and impact of scholarship/creative activities appropriate to one's field (such as publication, delivering papers at professional conferences, production/performance of artistic works, research, and study). Evidence should be clearly and succinctly documented in the Annual Faculty Activity Report and Action Plan (AFARAP), as well as within an annotated/detailed Curriculum Vita.

1. **Reverse Chronological Summary List of Juried Scholarly and Creative Artifacts (completed)**
A list of completed articles or creative accomplishments that are juried or peer reviewed, in reverse chronological order.
 - a. Optional narrative
 - b. A reverse chronological reference list (summary) of articles or creative accomplishments that are juried or peer reviewed, beginning with the most recent. For each example, indicate peer reviewed, juried, invitational, local, regional, national, international, etc.
2. **Reverse Chronological Summary of Other or Non-Juried Scholarly Artifacts (completed)**
Examples of other scholarly artifacts or 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, exhibit/performance programs, photographs of commissioned or exhibited art works.
3. **Optional: A reverse chronological reference list of scholarly or juried creative works accepted or under contract**
Work accepted or under contract should be listed in all applications.
4. **Professional Growth and Development**
 - a. Sample of professional growth and development outcomes and impact
 - b. List of accomplishments in reverse chronological order
5. **Professional Scholarly and Creative Peer Reviews**
 - a. Peer reviews, if applicable
 - b. Awards and honors in the area of scholarship
6. **Samples of Scholarly and Creative Work(s)**
 - a. Explanation of outcome and impact
 - b. List of works in progress
7. **Planning and Development**
 - a. Development plans
 - b. Sample of development plan outcomes
8. **Grant Development**
Institutional level, University level, Regents level, outside public grants, or private agency grants.
 - a. Sample of grant outcomes/impact
 - b. List of grants in progress
9. **Documentation for Reassigned Time or Release Time for Scholarly and Creative Works (required if applicable)**
 - a. Narrative
 - b. Support materials

Section V: Service to the University and Community

This section contains evidence of the quality and significance of the faculty member's service. Service to the university, its students, and the community is an integral part of professional activity. Positive collaboration through committee work at the departmental, college, and university levels are essential. Professional and public service are also measures of professional excellence. Affiliation with, and activity in, professional organizations and other networks of academics and professionals are key to professional growth. If applicable, evidence of engagement in student success activities should be emphasized.

List service activities, starting with the most recent, specifying the dates of each activity. Indicate the type of

activity and one's role in the service (e.g., indicate chair-ship, positions held).

1. **Reverse Chronological Summary List of Service Activities**

- a. Narrative
- b. University Service / College of the Arts Service / Departmental Service
In reverse chronological order, list university, college, and departmental service (with quality, scope, and outcome/impact). Specify the dates of each activity, the type of activity, and one's role in the service (e.g., positions held, chair, secretary, member)
 - Provide evidence of ongoing and consistent service to the university, college, and department
 - Identify role and duties on committee (e.g. member, chair, secretary)
 - Describe service as program coordinator, if applicable
 - Describe other service roles in the college or department (e.g. a special program chair, membership on capstone, thesis, or student review committees)
- c. List of Service to Profession and Community: Include professional capacity, quality, scope, and outcome/impact
 - Describe non-paid service based on professional expertise to public and/or private sectors (e.g.,- advisory committees, service development, service workshops, etc.)
 - List memberships with professional organizations
 - List activities associated with professional organizations during the present rank (e.g., officer for a journal or professional organization, reviewer, editor, grant reader, organizing programs, committees, etc.)
 - List accreditation activities
 - List service to other universities/colleges (e.g., participation on thesis or dissertation committees, tenure/promotion external reviewer for other universities/colleges)
 - Other, non-committee university service

2. **Service Evidence**

Evidence for faculty **not holding** administrative positions:

- a. Recognition by others of the faculty member's service contributions
- b. Evidence of campus, local, statewide, regional, national, or international professional service
- c. Letters of performance review/reference
- d. Awards and honors in service

3. **Service Evidence: Administrative**

Evidence for faculty **holding** administrative positions:

- a. Documentation of leadership assignments
- b. Evidence of program evaluation
- c. Supervisor, peer, and employee evaluations relevant to service
- d. Copies of products developed

4. **Advising**

- a. Optional narrative
 - List number of advisees served
 - List additional evidence that demonstrates effective advising
- b. Samples of outcome and impact

5. **Mentoring**

- a. Optional narrative
 - Provide documentation of participation in university or program orientation sessions
 - Provide evidence of supervising student organizations and/or student publications
- b. Samples of outcome and impact

6. **Service Planning and Development**

- a. Optional narrative
- b. Development plans
- c. Samples of development plan outcomes

7. **Documentation for Reassigned Time or Release Time for Service (if applicable)**

- a. Narrative
- b. Support materials

8. **Other Service Support Materials**

Committee Structure

College of the Arts Personnel Committee

The College of the Arts Personnel Committee (CoAPC) reviews Tenure and Promotion actions and makes recommendations to the College of the Arts Dean.

The CoAPC membership consists of six faculty members:

- Two elected faculty members from each department (Art & Design, Communication Arts, Music), at the rank of Tenured Associate Professor or Full Professor
- Within each department, one of the two faculty members would be the current chair of the Departmental Personnel Committee, and as such would not cast a vote toward the applicant in their host department. As a result, each review includes 5 votes from the 6 committee members
- The CoA Assistant/Associate Dean serves as chair of the CoAPC and is a non-voting member of the committee

After the CoAPC thoroughly reviews the application materials for each Tenure and/or Promotion action(s), the committee will submit a written report/recommendation, signed by all committee members, to the College of the Arts Dean. A signed copy of the COA Personnel Committee's report will be furnished to the candidate and is to be included in the candidate's dossier.

Activity Reports (AFARAP) and Annual Evaluations

Valdosta State University evaluates faculty performance annually to ensure academic expectations are met and to maintain the highest possible level of faculty relevance and instructional quality.

Faculty members completing the AFARAP form should make every effort to address all areas within this document that relate to individual responsibilities at the university. In the AFARAP, faculty members must refer specifically to SOI reports from the past year as part of their reflection on teaching and instruction. In the College of the Arts, research is defined as creative, scholarly, or performance activities. Faculty should comment upon their progress toward meeting the action plan previously outlined for the year under review. If new assignments or responsibilities interrupted the pursuit of these plans, reflective comments should contextualize changes made.

AFARAPS and Annual Evaluation documents are a critical component of the review, tenure, and promotion process for faculty. Individual programs and departments should develop policies that address specific components of the report, such as allocation of loads for service or special assignments. It is important that research and scholarly activities be discussed in departments so that listings of activities are clearly and consistently reported across the unit.

Annual evaluations are intended to be formative and summative and is intended to inspire and foster outstanding faculty teaching, professional development/research, and service activities. The Annual Evaluation is developed using a university-constructed template, and its content is based upon the evidence of Teaching, Professional Development/Research, and Service activities available to the department head for review in a calendar year.

Annual evaluations are conducted by department heads and are delivered in person to individual faculty members, who then meet and discuss the evaluation, as required by university FEM document.² The reviewed members of the faculty have the opportunity to respond to evaluations in writing and to have their responses attached to and submitted with the evaluation. Each department's Faculty Evaluation Model (FEM) provides department heads with criteria for developing annual evaluations which align with expectations for tenure and promotion for faculty.

Promotion and Accreditation Standards

Promotions in rank are based on merit and are not automatic. The requirements for College of the Arts faculty to be promoted in rank to Senior Lecturer, Principal Lecturer, Assistant Professor, Associate Professor, and Professor are listed below. For non-tenure track faculty, promotion does not guarantee continued employment.

The following abbreviated information and definitions were compiled using a variety of professional associations and accrediting agencies that may not include all programs or areas of study within the College of the Arts. They are meant to serve as a guide in understanding how creative production can be equivalent to "conventional" research and scholarly activity. Faculty are urged to study and examine the entire document(s) within their respective discipline. These documents may be found online, or in each department.

² Valdosta State University. (2025). *Faculty Evaluation Model (FEM)*. <https://www.valdosta.edu/academics/academic-affairs/faculty-evaluation-model.php>

The information from NASAD, NASD, NASM, and NAST is quoted directly from the Arts Accreditation-National Association of Schools Handbook(s); (Section II.) PURPOSES & OPERATIONS (E.) Faculty and Staff (3.)

Appointment, Evaluation, and Advancement (a.) Standards.

1. **National Association of Schools of Art & Design (NASAD)** Creative activity and achievement and exhibition must be regarded as being equivalent to scholarly efforts and publication in matters of appointment and advancement when the institution has goals and objectives for the preparation of professional artists and designers.
 2. **Dance (NASD)** Creative activity and achievement must be regarded as being equivalent to scholarship in matters of appointment and advancement when the institution has goals and objectives for the preparation of dance professionals in performance and choreography.
 3. **Music (NASM)** Creative activity and achievement must be regarded as being equivalent to scholarly efforts and publication in matters of appointment and advancement when the institution has goals and objectives for the preparation of professional composers and performers.
 4. **Theatre (NAST)** Creative activity must be regarded as being equivalent to scholarly efforts and publication when the institution has goals and objectives for the preparation of theatre professionals in practice-oriented specializations.
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5. **College Art Association (CAA)** The work of visual arts faculty is not extra-academic. Their commitment to creative work (production, expression, research, etc.) should be regarded as the same as that of academics in other disciplines. Exhibition of creative work is to be regarded as analogous to publication in other fields.
 6. **Southeastern College Art Conference (SECAC)** Acknowledgement that research/creative activity and exhibition/presentation expectations should be as discipline-specific as possible, recognizing that digital media, time arts, collaborative projects, and new genre artworks might have different criteria than areas such as painting and sculpture, etc. Professional activities include exhibition/presentation, participation on panels, presenting papers, jurying art competitions, conference attendance, and participation in professional art organizations at the local, regional and national level.
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7. **Association for Theatre in Higher Education (ATHE)** The ATHE document is congruent with the NAST accreditation guidelines, which state that creative production and professional work in theatre is equivalent to scholarly publication or research as a criterion for appointment and advancement in all institutions.
 9. **Broadcast Education Association - Festival of Media Arts.** The BEA affirms that creative work that meets established criteria, is reviewed by recognized peers, and is disseminated to others both within and outside the academy is important to the development of the field of electronic media and should be recognized as equal to scholarly publication in promotion and tenure review for faculty in the creative areas of the discipline.
 10. **Council for Interior Design Accreditation (CIDA)** Participate in relevant professional, scholarly, or membership associations (for example, American Society of Interior Designers, Interior Designers of Canada, Interior Design Educators Council, International Interior Design Association, Canada or United States Green Building Council). Engage in scholarly research, practice, or creative activity leading to professional growth and the advancement of the profession.

Tenure Track Promotion Timeline

Tenure-Track Faculty are eligible for and may be reviewed for promotion in rank during their fifth year of service in their current rank. If recommended for promotion, the new rank will go into effect at the beginning of the faculty member's next contract period. Recommendations for promotion are not normally considered for individuals who are currently on leave of absence.

Pre-Tenure Review

During the faculty member's third year of service, a pre-tenure review is conducted for tenure-track positions. The pre-tenure review is advisory. Its purpose is to highlight probationary faculty members' strengths and potential weaknesses at least two years before probationary faculty members submit applications for promotion and tenure. Keeping in mind the University System's emphasis on superior teaching and job performance, the pre-tenure review carefully assesses faculty members' instructional competence. It also evaluates their progress toward meeting departmental, college, and institutional standards for research, scholarship, and creative production, and assesses their

service to the institution, community, and/or profession. The review should emphasize the faculty member's engagement in activities contributing to student success in each of these areas.³

Promotion to Associate Professor

Candidates must hold a terminal degree (or equivalent) in the relevant field. One may apply for promotion during the fifth year of full-time Assistant Professor service at VSU. 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, the faculty member's roles and contributions grow in significance, leadership, and initiative. *To achieve promotion to Associate Professor, the candidate must receive a rating of OUTSTANDING in Teaching, OUTSTANDING in a second area (Scholarship or Service), and a minimum rating of Satisfactory in the third area.*

Tenure

Tenure resides at the institutional level and is not guaranteed. Normally, only Assistant Professors, Associate Professors, and Full Professors are eligible for tenure. Faculty members with adjunct appointments will not acquire tenure, nor does tenure apply to honorific appointments. The decision to grant tenure to a member of the faculty involves an extensive commitment of the institution's resources. Both the institution and the affected faculty member should closely monitor the individual's progress toward tenure.

Tenure is granted to faculty through procedures established by the Board of Regents and Valdosta State University. Tenure may be awarded upon completion of a probationary period of at least five years of full-time service at the rank of Assistant Professor or higher, and upon recommendation by the President. Candidates may apply for tenure during their fifth year of full-time, tenure-track service. To be considered for tenure, applicants must be Assistant Professor (or higher) and must satisfy the criteria for promotion to Associate Professor. *To achieve tenure, the candidate must receive a rating of OUTSTANDING in Teaching, OUTSTANDING in a second area (Scholarship or Service), and a minimum rating of Satisfactory in the third.*

Promotion to Full Professor

Candidates must hold a terminal degree (or equivalent) in the relevant field. One may apply for promotion during the fifth year of full-time Associate Professor service at VSU. As faculty members whose careers have advanced to extremely high levels of effectiveness and productivity, Full Professors are typically characterized as leaders, mentors, scholars, experts, and distinguished colleagues. *To achieve promotion to Full Professor, the candidate must receive a rating of OUTSTANDING in all three areas of Teaching, Scholarship, and Service.*

Post-Tenure Review

Tenured faculty members complete a post-tenure review every five years after earning tenure, unless interrupted by a further review for promotion to a higher academic rank or an academic leadership promotion. The review process encourages faculty to continue to be motivated and professionally active by assessing faculty goals and achievements and monitoring continuous intellectual and professional growth over a longer term. The post-tenure review offers faculty an opportunity for career reflection on evolving professional interests, responsibilities, and roles in the university, while facilitating alignment of faculty contributions with the VSU mission.

Post-Tenure Reviews require less documentation than promotion and tenure review.

In addition to the *Personnel Action Cover Sheet*, the faculty member should submit the following:

1. Five most recent annual evaluations
2. Current curriculum vita
3. Self-assessment, which should look both backward and forwards, including faculty members' reflections on their evaluations (SOIs, peer evaluations, annual evaluations), their engagement in activities contributing to student success, and their future plans in all areas
4. Any additional support materials the faculty member chooses to submit in support of the application

Faculty members may be encouraged to submit additional documents on a case-by-case basis.

In cases where a Post-Tenure Review is unsuccessful

³ Valdosta State University. (2025). *Faculty Evaluation Model (FEM)*. <https://www.valdosta.edu/academics/academic-affairs/faculty-evaluation-model.php#pretenure>

See the *Faculty Evaluation Model (FEM)* at VSU on the Academic Affairs website, section VIII⁴

If a post-tenure review is unsuccessful, then a Performance Improvement Plan (PIP) shall be created by the applicable department head and dean in consultation with the faculty member and must:

1. State performance to be improved; be specific and cite examples
2. State the level of work performance expectation and that it must be performed on a consistent basis
3. Identify and specify the support and resources you will provide to assist the employee
4. Communicate your plan for providing feedback to the employee. Specify meeting times, with whom and how often. Specify the measurements you will consider in evaluating progress
5. Specify possible consequences if performance standards are not met

In most cases the PIP is for a 90-day period, however this time period can be extended if improvement is made, but appears inconsistent.⁵

Faculty members who successfully complete the Performance Improvement Plan as determined by the department head (and with the concurrence of the dean) will resume the regular post-tenure review schedule.

Faculty members who fail to make sufficient progress or who refuse to engage reasonably in the process as determined by the department head will be subject to appropriate remedial action corresponding to the seriousness and nature of the deficiencies noted.

The President will make the final determination on behalf of the institution regarding appropriate remedial action.

An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to the Board Policy on Applications for Discretionary Review. Remedial actions may include, but are not necessarily limited to, suspension of pay, salary reduction, revocation of tenure, and separation from employment. The institution must give the faculty member notice of the possibility of such remedial actions when the Performance Improvement Plan begins.^{6, 7}

Early Promotion

Under special circumstances, faculty who are performing significantly above expectations for their current rank may be considered for early promotion. These cases require strong justification and approval by the President. Faculty must provide evidence of OUTSTANDING in Teaching, Research/Scholarship, and/or Service to be considered for early promotion.

- For early promotion from **Assistant Professor to Associate Professor**, faculty must have served a minimum of four years as an Assistant Professor. Faculty may apply for early promotion in their fourth year for promotion in their fifth.

Non-Tenure Track Promotion Timeline

Third-Year Review

Faculty members in non-tenure track positions will undergo review in their third year of service. This review is tailored to their specific duties and is designed to ensure that non-tenure track faculty members are successfully meeting departmental standards for performing these duties. If a non-tenure track position can lead to promotion, then this review will serve as a pre-promotion review and will follow the promotion process outlined below.⁸

Promotion to Associate Professor (Non-Tenure Track)

Candidates must hold a terminal degree (or equivalent) in the relevant field. One may apply for promotion during the fifth year of full-time Assistant Professor service at VSU. Typical expectations for associate professors include: excellence and effectiveness in teaching and instruction (or alternative faculty assignment) as well as noteworthy

⁴ Valdosta State University. (2025). *Faculty Evaluation Model (FEM)*. <https://www.valdosta.edu/academics/academic-affairs/faculty-evaluation-model.php>

⁵ Valdosta State University. (Accessed January 2026). *Performance Improvement Plan*. [https://www.valdosta.edu/administration/finance-admin/human-resources/administrators/performance-improvement-plans.php#:~:text=A%20Performance%20Improvement%20Plan%20\(PIP,issuing%20a%20performance%20improvement%20plan](https://www.valdosta.edu/administration/finance-admin/human-resources/administrators/performance-improvement-plans.php#:~:text=A%20Performance%20Improvement%20Plan%20(PIP,issuing%20a%20performance%20improvement%20plan)

⁶ University System of Georgia. (Accessed December 2025). *Post-Tenure Review Policy*. <https://usg.edu/post-tenure-review/policy>

⁷ Valdosta State University. (2022). *Faculty Evaluation Model at VSU; Appendix A: Unsuccessful Annual Evaluation Timeline and Schedule*. <https://www.valdosta.edu/academics/academic-affairs/documents/faculty-evaluation-model-appendix.pdf>

⁸ Valdosta State University. (2025). *Faculty Evaluation Model (FEM)*. <https://www.valdosta.edu/academics/academic-affairs/faculty-evaluation-model.php>

achievement either in service or in research, scholarship, professional growth, and creative production. Evidence of outstanding engagement in student success activities in any of these categories should be emphasized.⁹ *To achieve promotion to Associate Professor, the candidate must receive a rating of OUTSTANDING in Teaching, OUTSTANDING in a second area (Scholarship or Service), and a minimum rating of Satisfactory in the third area.*

Promotion to Full Professor (Non-Tenure Track)

Candidates must hold a terminal degree (or equivalent) in the relevant field. One may apply for promotion during the fifth year of full time Associate Professor service at VSU. 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: sustained excellence and effectiveness in teaching and instruction as well as noteworthy achievement in service and research, scholarship, professional growth, and creative production. Evidence of outstanding engagement in student success activities in any of these categories should be emphasized.¹⁰ *To achieve promotion to Full Professor, the candidate must receive a rating of OUTSTANDING in all three areas of Teaching, Scholarship, and Service.*

Fifth-Year Review

Faculty members in non-tenure track positions will also undergo review every five years after their initial six years (unless another personnel action, such as promotion, intervenes). This review is tailored to their specific duties and is designed to ensure that non-tenure track faculty members are successfully meeting departmental standards for performing these duties.

Fifth-Year Reviews require less documentation than Third-Year Reviews and promotions.¹¹

In addition to the *Personnel Action Cover Sheet*, the faculty member should submit the following:

1. Five most recent annual evaluations
2. Current curriculum vita
3. Self-assessment, which should look both backward and forwards, including faculty members' reflections on their evaluations (SOIs, peer evaluations, annual evaluations), their engagement in activities contributing to student success, and their future plans in all areas
4. Any additional support materials the faculty member chooses to submit in support of the application¹²

Faculty members may be encouraged to submit additional documents on a case-by-case basis.

Promotion to Senior Lecturer

Candidates must hold a graduate degree (or equivalent) in the relevant field. Lecturers who are reappointed after the fifth-year review may apply for promotion to Senior Lecturer in their sixth year, to begin in their seventh year of service. *To achieve promotion to Senior Lecturer, the candidate must receive a rating of OUTSTANDING in Teaching and demonstrate extraordinary value in either service or scholarship, or a combination of service and scholarship.*

Promotion to Principal Lecturer

Senior Lecturers who have served in rank for a minimum of six years may be considered for promotion to Principal Lecturer; one may apply for promotion during the sixth year of Senior Lecturer service at VSU. To apply, candidates must have demonstrated a sustained level of excellence and effectiveness in teaching and instruction as well as noteworthy achievement in either service or research, scholarship, professional growth, and creative production. *To achieve promotion to Principal Lecturer, the candidate must receive a rating of OUTSTANDING in Teaching and demonstrate extraordinary value in either service or scholarship, or a combination of service and scholarship.*

In cases when a Fifth-Year Review is unsuccessful

⁹ Valdosta State University. (2024). *Valdosta State University Tenure and Promotion Policies and Procedures*.

<https://www.valdosta.edu/academics/academic-affairs/documents/tenure-and-promotion-policies-and-procedures.pdf>

¹⁰ Valdosta State University. (2024). *Valdosta State University Tenure and Promotion Policies and Procedures*.

<https://www.valdosta.edu/academics/academic-affairs/documents/tenure-and-promotion-policies-and-procedures.pdf>

¹¹ Valdosta State University (2025). *Post-Tenure and Fifth-Year Review Checklist and Instructions*.

<https://www.valdosta.edu/academics/academic-affairs/documents/post-tenure-review-checklist.pdf>

¹² Valdosta State University. (2025). *Faculty Evaluation Model (FEM)*. <https://www.valdosta.edu/academics/academic-affairs/faculty-evaluation-model.php>

See the *Faculty Evaluation Model (FEM)* at VSU on the Academic Affairs website, section VIII¹³

If a fifth-year review is unsuccessful, then a Performance Improvement Plan (PIP) shall be created by the applicable department head and dean in consultation with the faculty member and must:

1. State performance to be improved; be specific and cite examples.
2. State the level of work performance expectation and that it must be performed on a consistent basis.
3. Identify and specify the support and resources you will provide to assist the employee.
4. Communicate your plan for providing feedback to the employee. Specify meeting times, with whom and how often. Specify the measurements you will consider in evaluating progress.
5. Specify possible consequences if performance standards are not met.

In most cases the PIP is for a 90-day period, however this time period can be extended if improvement is made, but appears inconsistent.¹⁴

Faculty members who successfully complete the Performance Improvement Plan as determined by the department/unit head (and with the concurrence of the dean) will resume the regular five-year review schedule. Faculty members who fail to make sufficient progress or who refuse to engage reasonably in the process as determined by the department/unit head will be subject to appropriate remedial action corresponding to the seriousness and nature of the deficiencies noted.

The President will make the final determination on behalf of the institution regarding appropriate remedial action. An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to the Board Policy on Applications for Discretionary Review. Remedial actions may include, but are not necessarily limited to, suspension of pay, salary reduction, revocation of tenure, and separation from employment. The institution must give the faculty member notice of the possibility of such remedial actions when the performance improvement plan begins.^{15, 16}

Early Promotion

Under special circumstances, faculty who are performing significantly above expectations for their current rank may be considered for early promotion. These cases require strong justification and approval by the president. Faculty must provide evidence of OUTSTANDING achievement in Teaching, Research/Scholarship, and/or Service to be considered for early promotion.

- For early promotion from **Lecturer to Senior Lecturer**, faculty must have served a minimum of three years as a Lecturer. Faculty may apply for early promotion in their third year for promotion in their fourth.
- For early promotion from **Assistant Professor to Associate Professor (non tenure-track)**, faculty must have served a minimum of four years as an Assistant Professor. Faculty may apply for early promotion in their fourth year for promotion in their fifth.

Submission and Review Timeline

All proposed dates in the Review, Tenure, and Promotion timeline are subject to change contingent upon any revisions to the official University and College of the Arts schedule.

The CoA Executive Committee or CoA Administrative Committee sets and confirms a calendar of verified dates for the CoA Tenure and Promotion Timeline. Each year, timeline dates are set and disseminated in the spring semester on or before the last class day.

SEE Valdosta State University Tenure and Promotion Policies and Procedures Appendix B: Timeline for VSU Tenure and Promotion Review Process

¹³ Valdosta State University. (2025). *Faculty Evaluation Model (FEM)*. <https://www.valdosta.edu/academics/academic-affairs/faculty-evaluation-model.php>

¹⁴ Valdosta State University. (Accessed January 2026). *Performance Improvement Plan*. [https://www.valdosta.edu/administration/finance-admin/human-resources/administrators/performance-improvement-plans.php#:~:text=A%20Performance%20Improvement%20Plan%20\(PIP,issuing%20a%20performance%20improvement%20plan](https://www.valdosta.edu/administration/finance-admin/human-resources/administrators/performance-improvement-plans.php#:~:text=A%20Performance%20Improvement%20Plan%20(PIP,issuing%20a%20performance%20improvement%20plan)

¹⁵ University System of Georgia. (Accessed December 2025). *Post-Tenure Review Policy*. <https://usg.edu/post-tenure-review/policy>

¹⁶ Valdosta State University. (2022). *Faculty Evaluation Model at VSU; Appendix A: Unsuccessful Annual Evaluation Timeline and Schedule*. <https://www.valdosta.edu/academics/academic-affairs/documents/faculty-evaluation-model-appendix.pdf>

On or before the fourth Wednesday in August

By the close of business day, the candidate shall submit all materials pertaining to Review, Tenure, and/or Promotion, including the personnel action cover sheet(s), to the appropriate department head, departmental tenure and promotion advisory committee, or designee.

> Application materials will not be accepted after this date.

By the second Wednesday in September

The departmental Tenure and Promotion Personnel/Advisory Committee is to submit a signed report/recommendation (hereafter referred to as "report") to the Department Head, outlining the candidate's strengths and weaknesses, giving the evaluation totals, and making a recommendation about Review, Tenure, and/or Promotion*¹. The Department Head will deliver one copy of the departmental committee report to the candidate along with the Department Head's report by the first Wednesday in October; copies of the departmental committee report and Department Head's report will be included in the applicant's dossier.

By the first Wednesday in October

The Department Head is to prepare a report, outlining the candidate's strengths and weaknesses, giving the evaluation totals, and making a recommendation about Review, Tenure, and/or Promotion.*¹ A signed copy of the Department Head's report will be furnished to the candidate at this time and is to be included in the applicant's dossier. *If the Department Head makes a negative recommendation, see procedures below.* The Department Head will forward all candidate materials/applications to the Dean's office at this time, for review by the CoA Personnel Committee.*²

By the fourth Wednesday in October

The CoA Personnel Committee is to prepare a signed report, outlining the candidate's strengths and weaknesses, giving the evaluation totals, and making a recommendation about Tenure and/or Promotion.*¹ A signed copy of the CoA Personnel Committee's report will be furnished to the candidate at this time and is to be included in the applicant's dossier. The CoA Personnel Committee will forward all candidate materials/applications to the Dean's office at this time, for review by the CoA Dean.

By the fourth Friday in November

The Dean will review all candidate materials and submit a signed written report regarding Review, Tenure, and/or Promotion*¹, to be included in the applicant's dossier. The CoA Dean will furnish a copy of the report to the candidate at this time. *If the CoA Dean makes a negative recommendation, see procedures below.* The CoA Dean will forward all Tenure and Promotion candidate applications to the Provost's office for review by the University Tenure and Promotion Committee (UTPC).²

*¹ *If Tenure and Promotion are applied for simultaneously, two report/recommendation letters must be prepared, one report/recommendation for the applied Tenure action and one for the applied Promotion action.*

*² *If the Department Head or Dean makes a negative recommendation, see procedures below.*

If the Department Head makes a negative recommendation

The Department Head will notify the faculty member of this decision in writing, by the first Wednesday in October. The candidate has the following options:

1. Withdraw application: Process ends
2. Process continues: The candidate may submit a written response addressed to the Department Head within five business days after notification of non-support and may not insert any new materials or explanations to the dossier. If candidates choose this latter option, their packets will be considered at the next level of review.¹⁷ The candidate response will be included in the dossier after the recommendation letters.
3. If candidates make no written request at all, the packet will not be forwarded to the next level of review.

¹⁷ Valdosta State University. (2024). Valdosta State University Tenure and Promotion Policies and Procedures. <https://www.valdosta.edu/academics/academic-affairs/documents/tenure-and-promotion-policies-and-procedures.pdf>

If the Dean makes a negative recommendation

The Dean will notify the faculty member of this decision in writing, by the fourth Friday in November. The candidate has the following options:

1. Withdraw application: Process ends
2. Process continues: The candidate may submit a written response addressed to the Dean within five business days after notification of non-support and may not insert any new materials or explanations to the dossier. The candidate may request that the Dean forward all application materials to the Provost/VPAA for consideration/review by the University Tenure and Promotion Committee (UTPC). The candidate response will be included in the dossier after the recommendation letters.
3. If candidates make no written request at all, the packet will not be forwarded to the next level of review.

System Appeals and Final Recommendation

The University Tenure and Promotion Committee shall review the applications of all candidates forwarded by the Dean for Tenure and/or Promotion and make recommendations to the Provost/Vice President for Academic Affairs. The Provost reviews the applications and notifies the candidate of the decision at the university-level. The President reviews the applications and makes a final decision. According to the VSU Tenure and Promotion Policies and Procedures, a negative recommendation by the Provost/President may be appealed according to the appeals process outlined in USG BOR Policy Manual, 6.26.

The Policy Manual of the Board of Regents provides for appeals to the Board of Regents

8.2.21 Employment Appeals:

Employee appeals of final decisions of University System of Georgia institutions are governed by the Board of Regents' Policy on Application for Discretionary Review.

6.26 Application for Discretionary Review:

Applications from USG employees are limited to instances in which an employee is terminated, demoted, or otherwise disciplined in a manner that results in a loss of pay. Notwithstanding the foregoing, an application may be reviewed if (1) the record suggests that a miscarriage of justice might reasonably occur if the application is not reviewed; or, (2) the record suggests that the institutional decision, if not reviewed, might reasonably have detrimental and system-wide significance.¹⁸

Revisions

Proposals for revisions in the Review, Tenure, and Promotion Policies of the College of Arts are to be made to the Dean. The Dean will appoint a committee to consider such proposals. The committee will make recommendations to the Executive Committee¹⁹ of the College of Arts. The Executive Committee may amend the recommendations. If approved by two-thirds of the Executive Committee, the Dean will circulate the amended recommendations and call a faculty meeting to discuss the recommendations. Subsequent voting may be conducted by secret ballot during a CoA general meeting, or within individual department meetings. Revisions will be adopted if approved by a majority vote of full-time faculty members (defined as non-tenure, tenure-track, and tenured) within the College of Arts.

¹⁸ University System of Georgia. (2023). 6.26 Application for Discretionary Review.

<https://www.usg.edu/policymanual/section6/C2714>

¹⁹ CoA Executive Leadership team consists of the Dean, Associate Dean, and Department Head of each unit.