

# **JOHN H. LOUNSBURY COLLEGE OF EDUCATION TENURE AND PROMOTION POLICIES, PROCEDURES, AND EXHIBITS**

*(Approved by COE Faculty on August 15, 2018)*

The John H. Lounsbury College of Education Tenure and Promotion Policies, Procedures, and Exhibits are aligned with those outlined by the Board of Regents and Georgia College. The following principles and standards, which have been accepted by the College of Education faculty, inform the processes and decisions of Annual Evaluation, Pre-Tenure Review, Tenure, Promotion, and Post-Tenure Review.

## **STANDARDS**

Effective faculty members in the John H. Lounsbury College of Education lead the profession in the following ways:

1. Develop, articulate, promote and steward an academic career that provides positive impact through a collective focus for faculty activity and professional development in teaching, academic achievement and service.
2. Improve teaching effectiveness continuously through focused professional growth, curriculum development, instructional assessment and reflection.
3. Utilize Boyer's Model of Scholarship to impact the field of education.
4. Provide service to the University, community, and the profession with articulated purpose based on focused expertise, related interests and creative applications.

## **GUIDING PRINCIPLES**

The following principles guide the John H. Lounsbury College of Education Policies and Procedures on Tenure and Promotion:

1. Tenure and Promotion shall focus on the transformative energy of working toward a standard and enhancing the intrinsic motivators for faculty to impact teaching, academic achievement and service, and to find fulfillment in their careers.
2. Successful annual reviews must focus on removing barriers to faculty productivity and providing feedback and support to faculty members as they strive toward career enhancement.
3. Faculty members shall be valued for the richness of their diversity in contributions to the University and recognized as the primary drivers of their careers.
4. Tenure and Promotion policies shall be flexible enough to capture the work and voice of every faculty member.
5. Faculty activity is holistic in nature; however, teaching, academic achievement, service and professional development shall be the primary organizers for Tenure and Promotion as these are expected components for continued improvement of faculty effectiveness according to USG policy.
6. Teaching shall be respected as the primary measure of Tenure and Promotion.
7. Workload shall be considered in determining reasonable expectations for excellence in academic achievement and service.

8. Tenure and Promotion shall respect the diverse contributions of faculty that promote the overall effectiveness of the individual, program, department, college and/or university; however, it is the responsibility of the faculty member to justify the impact of the contributions.
9. Tenure and Promotion shall advance coherent and scholarly work contributing to a common focus.
10. While Tenure and Promotion focus on individual accomplishments, collaboration and collegiality are highly valued. Therefore, faculty members shall be responsible for acknowledging the direct or indirect contributions of others.
11. Tenure and Promotion will promote a model for self and peer assessment, personal effectiveness and faculty leadership in which faculty members can constantly strive toward a stated standard clarified by examples.
12. Visibility for the John H. Lounsbury College of Education is highly valued; therefore, a broad range of venues is encouraged for the dissemination of scholarship. The focus should be on the impact of the work whether this be accomplished through presentations or publications.

## **POLICIES**

### **Policies of the Board of Regents and Georgia College**

The Tenure and Promotion Policy and Procedures of the John H. Lounsbury College of Education must comply with the policies for tenure and promotion set forth by the Board of Regents and Georgia College. Faculty should consult the Board of Regents Policy Manual and the Georgia College Policies, Procedures, and Practices Manual for the most current versions of these policies. (See the Resources section at the end of the document.)

### **Policies of the John H. Lounsbury College of Education**

#### ***Levels of Review***

There are three levels of review within the College of Education. Firstly, the departmental chairperson conducts a review of the candidate's documents prior to submitting a recommendation for the candidate. Secondly, the *Tenure and Promotion Committee* (TPC) facilitates the review and recommendation processes by *Tenure and Promotion Committee of the Whole* (TPCW). Finally, the Dean of the College of Education completes the third level of review after receiving the results from the *Tenure and Promotion Committee of the Whole* (TPCW).

The term *Tenure and Promotion Committee* (TPC) refers to those individual faculty members who are elected to serve as representatives and work in concert to facilitate the overall tenure and promotion processes for the College of Education. Unless otherwise stipulated, Individual faculty members who review candidates' work and come together with all *eligible* faculty to discuss, vote, and make recommendations are referred to as *Tenure and Promotion Committee of the Whole* (TPCW).

To be *eligible* to serve as a member the *Tenure and Promotion Committee of the Whole* (TPCW), a faculty member must meet to the following criteria:

- In order to review and vote on applications for tenure, a faculty member must have earned tenure.
- In order to review and vote on applications for promotion to Associate Professor, a faculty member must hold the rank of Associate or Full Professor.
- In order to review and vote on applications for promotion to Full Professor, a faculty member must hold the rank of Full Professor.

### ***Areas of Achievement***

The tenure and promotion policies of the John H. Lounsbury College of Education (CoE) are consistent with those of Georgia College & State University and follow regulations as adopted by the Board of Regents. The University stipulates the following areas of achievement:

- Superior Teaching
- Outstanding Service to the Institution
- Academic Achievement
- Professional growth and development

The College of Education Tenure and Promotion Policies and Procedures examine evidence in each of these four areas with two modifications. First, outstanding service to the institution is broadened to Outstanding Service and to include service to the institution, service to the public, and service to the profession. Second, evidence of professional growth and development is not presented as a separate area; rather it is included in applicant's documentation in at least two areas of achievement: superior teaching, outstanding service, or academic achievement. **These modifications result in three areas of achievement in College of Education:**

- Superior Teaching
- Outstanding Service
- Academic Achievement

Georgia College & State University Statute Article 3 Section 3 states that, for tenure and promotion, noteworthy achievement in all areas need not be demanded but should be expected in at least two, one of which shall be superior teaching. Therefore, **although the College of Education requires candidates to provide evidence in all areas, noteworthy achievement is required in superior teaching and at least one other area, either outstanding service or academic achievement.**

### ***Commitment to Boyer's Model of Scholarship***

The College of Education utilizes Boyer's Model of Scholarship as a framework for defining and evaluating scholarship. Ernest Boyer and the Carnegie Foundation for the Advancement of Teaching outlined four broad areas of scholarship in *Scholarship Reconsidered* (1990), and later authors reaffirmed and expanded upon them in *Scholarship Assessed* (1997):

- The scholarship of discovery (following the traditional paradigm of research and publication in the sciences).

- The scholarship of integration (scholarship that integrates research from a number of disciplinary areas in a problem-solving or other environment).
- The scholarship of application or engagement (scholarship that flows directly from disciplinary expertise, makes use of appropriate disciplinary methods, and embraces situations where theory and practice interact and knowledge is applied to practical problems).
- The scholarship of teaching and learning (reflection on one's teaching within the context of a research problem related to teaching, its connection to learning, and to scholarly literature on the subject).

***Emphasis on Faculty Focus and Impact***

The areas of Teaching, Service, Academic Achievement, and Professional Development will be assessed based on the faculty member's articulated focus and impact.

**Note:** Professional development is included in applicant's documentation in at least two areas of achievement: superior teaching, outstanding service, or academic achievement.

Promotion to Full Professor includes all expectations for Tenure and Promotion to Associate Professor plus work that continually demonstrates a clearly articulated career focus with significant impact. There is strong evidence of leadership, self-direction, initiative, and collaboration. There is also strong evidence of recognition in the field and a reputation beyond the University to the state, regional, national, or international level.

***Contextualized Letter by Department Chairs***

The applicant's department chair will compose a formal written recommendation for or against the faculty member's application for tenure and/or promotion. The letter, whether for or against, should provide a rich description of the impact of the applicant's accomplishments in teaching, academic achievement, and service. This contextualized letter describes the level of respect and significance that the applicant's publications, presentations, service, and involvement in professional organizations carry within the field of education.

***External Reviews: Required for Supporting Promotion to Full Professor and an Option for Supporting Tenure and Promotion to Associate Professor***

External review is required for faculty seeking Promotion to Full Professor. The purpose of external review is to provide clarity of impact and contribute substance to the application. External reviews will be considered consultative to the decisions of the Tenure and Promotion Committee of the Whole. External review is optional for inclusion in the application for Tenure and Promotion to Associate Professor.

The John H. Lounsbury College of Education defines external review as outside Georgia College. Each individual review targets one of the three areas of achievement – Superior Teaching, Outstanding Service, or Academic Achievement. This review is not an assessment of the application packet, rather documentation from the external review provides clarity to the faculty member's impact and contributions within the designated area.

### ***Grandfather Clause***

When university, college or departmental guidelines and processes directly related to the promotion and tenure process change, the portfolios of faculty *within close proximity* of submitting materials for tenure and/or promotion shall be reviewed under the “old” promotion and tenure guidelines and processes.

### ***Intent to Address Change of Policy***

A biennial review of the John H. Lounsbury College of Education Tenure and Promotion Policies, Procedures, and Exhibits will be initiated by the Tenure and Promotion Committee. A change log will be kept as a part of these documents to reflect review and changes.

## **PROCEDURES**

### **Promotion to Associate Professor**

Faculty members are eligible for consideration for tenure and promotion to Associate Professor during their fifth full year of service at the rank of Assistant Professor. The candidate must exhibit competence in teaching; evidence of academic achievement in his or her discipline; evidence showing the likelihood of further scholarly development and impact on the discipline; and impact through active participation in the committees and other affairs of the institution. Documentation within the application will reflect the applicant’s work since the time of initial tenure-track appointment in the JHL College of Education. Evidence of substantive impact is necessary for promotion to the Associate Professor level but that impact need not be on a broad scale.

### **Promotion to Full Professor**

Faculty members are eligible for consideration for promotion to Full Professor during their fifth full year of service at the rank of Associate Professor. The candidate shall be an exemplary teacher and advisor; shall have contributed in some way to his or her discipline in at least one of the three areas of achievement as delineated by the JHL College of Education; shall have achieved professional recognition beyond Georgia College; and shall show a consistent pattern of impact of leadership and service in institutional affairs from the department level to the university. The candidate shall show achievement beyond the level expected for promotion to Associate Professor in teaching, academic achievement, and service. Professional development will be documented in at two areas of achievement. Documentation within the application will reflect the applicant’s work while in the rank of Associate Professor in the JHL College of Education. Evidence of substantive impact on a broad scale is necessary for promotion to level of Full Professor.

The procedures for Tenure and/or Promotion should adhere to the timeline set forth by Georgia College. (See Exhibit 1.)

### ***Guidelines for Application Part 1 and Part 2***

The application for tenure and/or promotion may be submitted either a digital or hard copy format following the guidelines presented within the John H. Lounsbury College of Education Procedures.

The application is submitted in two distinct parts and should be organized in two digital folders or in two binders.

***Application Part 1:***

For the first binder or digital folder, the applicant will prepare a table of contents and dividers for the following content:

1. The BOR prescribed Cover Sheet(s): Tenure and/or Promotion (See Exhibit 2 and 3.)
2. Recommendation letter from the Dean of the College of Education
3. Recommendation letter from the College of Education Tenure and Promotion Committee
4. Recommendation letter from the Department Chair
5. Letter(s) of External Review (required for application to Full Professor and optional for tenure and promotion to Associate Professor)
6. Applicant narrative
7. Applicant vita (See Exhibit 4.)

**Applicant Narrative**

The narrative along with all documentation submitted by applicant should be aligned with the inherent purposes stated within the “Standards” which have been approved by the John H. Lounsbury College of Education faculty. These standards state that:

Effective faculty members in the John H. Lounsbury College of Education lead the profession in the following ways:

1. Develop, articulate, promote and steward an academic career that provides positive impact through a collective focus for faculty activity and professional development in teaching, academic achievement and service.
2. Improve teaching effectiveness continuously through focused professional growth, curriculum development, instructional assessment and reflection.
3. Utilize Boyer’s Model of Scholarship to impact the field of education. ((See Exhibit 5.)
4. Provide service to the University, community, and the profession with articulated purpose based on focused expertise, related interests and creative applications.

The narrative provides the opportunity for the applicant to reflect deliberately upon how his/her accomplishments in the areas of teaching, academic achievement, and service align with the John H. Lounsbury College of Education Standards. The narrative should articulate the focus of the applicant’s scholarly endeavors and explain the impact and significance of the record as presented in the application. To receive a positive recommendation for tenure and promotion, the applicant must make a case for noteworthy achievement in teaching and in at least one of the other two areas, outstanding service or academic achievement. The applicant must address all three areas within the narrative while integrating discussions of the impact of professional growth and development within the area of teaching and the other area which has been designated as noteworthy.

The narrative should begin with a one-page introduction that provides a statement of the focus, identification of the area other than teaching that is declared as noteworthy, and a brief overview of the impact and significance of the body of work represented in the application.

Following the introduction, the narrative should be divided into three sections: Superior Teaching, Outstanding Service, and Academic Achievement. An effective narrative is concise, accurate, and clearly describes the impact and significance of one's scholarly work while communicating a common thread or focus. Therefore, the narrative will not include all that the applicant has done. It will focus on the most significant accomplishments in each of these areas, with special attention to superior teaching and to the other area identified as noteworthy. Note that professional development must be addressed within the areas of superior teaching and the other area identified as noteworthy.

In the narrative, the applicant should make specific references to the artifacts included within Application Part 2. These artifacts should be strong examples of the applicant's work or provide support for arguments the applicant makes in the narrative. A typical narrative, including introduction, may range from 10 to 15 pages and should adhere to APA format.

***Application Part 2:***

For the second binder or digital folder, the applicant will prepare a table of contents for all artifacts included in each of the following sections:

1. Documentation of Superior Teaching
2. Documentation of Outstanding Service
3. Documentation of Academic Achievement
4. Annual Evaluations completed by Department Chair

Application Part 2 contains artifacts to support the applicant's narrative. Artifacts that are not discussed in the narrative should not be included. There is no specific limit to the number of artifacts that may be included. However, artifacts should be significant and carefully selected to serve as examples of the applicant's body of work. Artifacts should be numbered so that they can be referenced by that number in the body of the narrative. Application Part 2 should contain the following sections, in this order: (See Exhibit 6 and 7.)

1. *Documentation of Superior Teaching*- To support the narrative, the applicant is expected to provide evidence of the superior teaching that is described in the narrative. Evidence might include, but is not limited to, summaries of student opinion survey results, other evaluations of their teaching (e.g., peer review, developmental improvement of teaching), innovative teaching methods, or substantive course or program development.
2. *Documentation of Outstanding Service*- To support the narrative, the applicant is expected to provide evidence of the extent of service as well as the impact and significance of the service through the outcomes described in the narrative. Evidence might include, but is not limited to, products produced by a committee (e.g. new policy or materials); a letter of support from a community leader describing the importance of service work; or documents that demonstrate leadership roles on committees or within professional organizations.
3. *Documentation of Academic Achievement*- To support the narrative, the applicant is expected to provide evidence of the scholarly work that is described in the narrative. Artifacts documenting impact and significance of academic achievement should align with Boyer's Model of Scholarship. Evidence might include, but is not limited to, books

or monographs published or in press, journal articles published or under review, internal or external grant proposals, validated data collection instruments, documentation of conference presentations (e.g., papers, abstracts), research-based evaluations or interventions, publication of reviewed instructional materials, classroom action research presented at a conference.

### ***Guidelines of External Review***

The College of Education benefits considerably from the initiatives of a faculty member to develop strong relationships with external stakeholders and to demonstrate significant impact of those relationships. Therefore, the College of Education requires external review for promotion to Full Professor and allows for the option of external review for applications for tenure and promotion to Associate Professor. The purpose of external review is to provide clarity of impact and contribute substance to the application for Promotion to Full Professor. External reviews will be considered consultative to the decisions of the Tenure and Promotion Committee of the Whole.

The John H. Lounsbury College of Education defines external review as outside Georgia College. Each individual review targets one of the three areas of achievement – Superior Teaching, Outstanding Service, or Academic Achievement. This review is not an assessment of the application packet, rather documentation from the external review provides clarity to the faculty member’s impact and contributions within the designated area.

1. A letter of external review will focus on one designated area, Superior Teaching, Outstanding Service, or Academic Achievement. A maximum of three letters in any combination of authors and areas may be included in Application Part 1.
2. In spring semester prior to submission of the application for Promotion to Full Professor, the applicant will contact possible external reviewers to obtain their consent to be listed as an external reviewer. (See note below.)
3. No later than April 1, prior to submission of the application for Promotion to Full Professor, the applicant will submit a prioritized list of external reviewers for designated areas, including alternates, to the Chair of the Tenure and Promotion Committee. (See note below.)
4. No later than April 8, the Tenure and Promotion Committee members will contact reviewers requesting email confirmation of their willingness to serve as an external reviewer and agreement to submit a letter of review for the designated area by August 1 of the application year. (See Exhibit 8.)
5. The letter(s) of review is addressed to and sent to the Chair of the Tenure and Promotion Committee, who will share the letter(s) with the applicant for inclusion in Application Part 1.

**Note:** A faculty member applying for tenure and promotion to Associate Professor who opts to include external reviews as support for the application will use the timeline outlined above.

### ***Guidelines to Address Change of Policy***

The College of Education has established that a biennial review of the John H. Lounsbury College of Education Tenure and Promotion Policies, Procedures, and Exhibits will be initiated

by the Tenure and Promotion Committee and that a change log be kept as a part of these documents to reflect review and changes. The procedures for changing these policies follow.

1. The Tenure and Promotion Committee will initiate a review of the John H. Lounsbury College of Education Tenure and Promotion Policies, Procedures, and Exhibits in the fall of the appropriate year.
2. Recommendations for revision will be brought before the College of Education for a vote by faculty designated as “tenure track.”
3. A cumulative change log will be kept to reflect the revisions of the policies, procedures, or exhibits and the date approved by the College of Education tenure track faculty.
4. The cumulative change log will be included at end of the revised document.
5. The revision date will be noted as a footer on each page of the revised document.
6. The revised document will be uploaded to the College of Education Intranet.

**List of Exhibits:**

1. Timeline for Submission and Review
2. BOR Required Cover Sheet: Tenure
3. BOR Required Cover Sheet: Promotion
4. Vita Format
5. Explanation and Examples of Boyer’s Model of Scholarship
6. Expectations in areas
7. Distinction between Promotion to Associate and Promotion to Full
8. Form Letter – External Review

## **Exhibit 1:**

### **John H. Lounsbury College of Education Timeline for Submission and Review of Applications for Tenure and Promotion**

The following outlines the timeline for submission and review of applications for tenure and/or promotion. In the event that any of these dates falls on a weekend or holiday, the deadline will be the next day of university business.

*By May 15* - The Dean notifies faculty of their eligibility for tenure and/or promotion, and of the timeline for submission of materials. The department chairperson is copied on this memo. Please note that there is a formal notification process for tenure eligibility but not for promotion eligibility.

*By August 1* – Candidate gives the departmental chairperson a memorandum expressing intent to apply for tenure and/or promotion.

*By September 2* – Candidate submits his or her application portfolio to the departmental chairperson.

*By September 21* – The Chair of their Department informs faculty of any formatting changes and of either a positive or negative recommendation. If a recommendation is made against tenure and/or promotion, the faculty member has ten (10) calendar days from receipt of such notice to submit to the Dean of the College of Education a written statement in support of his or her candidacy for tenure and/or promotion or to withdraw his or her portfolio from further consideration.

*By October 5* – Tenure and Promotion Materials for all candidates are ready for internal review by eligible faculty. Procedures for review are set up by the Tenure and Promotion Committee. Tenure and Promotion Committee chairperson shall invite all eligible tenure-track faculty members in the College to review each applicant's portfolio and prepare an evaluation of each to be brought to the meeting of the Tenure and Promotion Committee of the Whole and used to inform discussion and voting at that meeting.

*By October 18* – The confidential, face-to-face meeting(s) of the Tenure and Promotion Committee of the Whole is held to discuss and vote on the Tenure and/or Promotion for the applicants within the College of Education.

*By October 23* – Tenure and Promotion Materials for all candidates are submitted to the Dean of the College of Education for review along with a formal letter from the Tenure and Promotion Committee representing the decision of the Tenure and Promotion Committee of the Whole. The Dean shall inform the faculty member of either a positive or negative recommendation from the Tenure and Promotion Committee of the Whole. If a recommendation is made against tenure and/or promotion, the faculty member has ten (10) calendar days from receipt of such notice to submit to the Dean of the College of Education a written statement in support of his or her application for tenure and/or promotion or to withdraw his or her portfolio from further consideration.

*By December 1* – The Dean of the College of Education shall review the Tenure and Promotion Material for all candidates. The Dean shall provide a formal written recommendation for, or against, the faculty member's tenure and/or promotion, along with supporting documentation that has been provided in support of the faculty member's candidacy for tenure and/or promotion, to the Provost. A copy of the Dean's recommendation to the Provost shall also be provided to the faculty member being considered for tenure and/or promotion. If the Dean recommends against tenure and/or promotion, the faculty member has ten (10) calendar days from receipt of such notice to submit to the Provost a written statement in support of his or her candidacy for tenure and/or promotion inform the faculty member of either a positive or negative recommendation or to withdraw his or her portfolio from further consideration.

**Exhibit 2:**

**Georgia College & State University**  
Office of Academic Affairs  
Standard Format for Applications for Tenure

Name \_\_\_\_\_

Current Rank and Title \_\_\_\_\_

(Please note here if the candidate is also being recommended for promotion; if applicable and prepare a complete and separate package for promotion.) \_\_\_\_\_

Academic Home Department \_\_\_\_\_

Years in Present Rank and Title at GCSU \_\_\_\_\_

Total Number of Years at GCSU at Rank of Assistant Professor or Higher (including review year) \_\_\_\_\_

Total Number of Years at GCSU (including review year) \_\_\_\_\_

Years of Probationary Credit Granted \_\_\_\_\_

Date of Initial Appointment at GCSU \_\_\_\_\_

Total Number of Years Teaching Experience \_\_\_\_\_

Degrees and dates:

	<u><b>Degree</b></u>	<u><b>Institution</b></u>	<u><b>Date of Degree</b></u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Summary of Action:	Signature	Date	Approval or Disapproval
_____	_____	_____	_____

Department Committee Chair \_\_\_\_\_

Department Chair \_\_\_\_\_

College Tenure Committee \_\_\_\_\_

College Dean \_\_\_\_\_

Provost \_\_\_\_\_

President \_\_\_\_\_

Revised (2/2009)

Adopted by CoE - date

**Exhibit 3:**

**Georgia College & State University**  
Office of Academic Affairs  
Standard Format for Applications for Promotion

Name \_\_\_\_\_

Current Rank and Title \_\_\_\_\_

(Probationary Credit toward Tenure (for Promotions to Assistant Professor only)

Recommended for Prior Service at the Rank of Instructor at GCSU: \_\_\_\_\_

Recommended Rank and Title \_\_\_\_\_

Academic Home Department \_\_\_\_\_

Years in Present Rank and Title at GCSU \_\_\_\_\_

Type of Tenure: Tenure Track \_\_\_\_\_ Non Tenure-Track \_\_\_\_\_

Date of Initial Appointment at GCSU \_\_\_\_\_

Date of Appointment to Current Rank at GCSU \_\_\_\_\_

Total Number of Years at GCSU at Rank of Assistant Professor or Higher \_\_\_\_\_

Total Number of Years at GCSU (including the review year) \_\_\_\_\_

Total Number of Years Teaching Experience \_\_\_\_\_

Degrees and dates:

<u>Degree</u>	<u>Institution</u>	<u>Date of Degree</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

<u>Summary of Action:</u> _____	<u>Signature</u> _____	<u>Date</u> _____	<u>Approval or Disapproval</u>
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Department Committee Chair \_\_\_\_\_

Department Chair \_\_\_\_\_

College Promotion Committee \_\_\_\_\_

College Dean \_\_\_\_\_

Provost

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President

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Revised (2/2009)

## **Exhibit 4:**

### **Vita Format**

Faculty members are asked to keep an up-to-date vita on file with their department chairperson and with the office of the Dean. Graduate faculty are also asked to keep a current vitae on file with the Provost. Such vita are used for purposes of promotion, tenure, annual reviews, nomination for awards and admission to the graduate faculty. Regular updates (at least every three years) are recommended.

Faculty should follow the guidelines below, including, as a minimum, all of the information requested.

NAME, DEGREE Academic Rank and Field Other Titles (if any) Faculty appointment  
(graduate, undergraduate or both)

Date of initial appointment at Georgia College & State University

#### **I. Personal Data**

Office: Address and phone number, E-mail, fax number

Residence: Address and phone number

\*Date of Birth

\*Marital Status (married/not married. If married, give full name of spouse)

#### **II. Degrees Earned**

(Degree, institution, date, specialty: in chronological order and including organized collegiate educational experiences past the most recent degree e.g. post doctoral study)

#### **III. Teaching Certificates Held**

(list all whether expired or current)

#### **IV. Teaching and/or Administrative Experience**

(Inclusive dates in chronological order, college, location, assignment)

#### **V. Current Professional Memberships**

(if presently an officer, indicate the office)

#### **VI. Publications and/or Productions/Exhibits**

Research (In chronological order, bibliographical entries. Include ERIC accession number if appropriate).

Other Publications or Productions/Exhibits

#### **VII. Unpublished Research and Writing**

#### **VIII. Grants Awarded or Research Funded**

(List date of award, title of grant or research, funding agency, and dollar amount)

**IX. Other Non-Teaching Professional Activities**

(List consultantships, presentations, etc. done within the last five years)

**X. Other Collegiate Assignments**

(Indicate committee and/or council memberships or offices held, independent studies monitored within last five years)

**XI. Civic Public Service**

(List service in chronological order within last five years)

**XII. Awards, Honors, Citations**

(List all received during professional career)

**XIII. Significant Events or Activities not Included**

**XIV. Assigned load:**

(Indicate teaching and administrative assignments for which load credit was given)

Fall Semester

Spring Semester

Summer Semester

**\*Optional. If you prefer not to give that information on this vita, omit the information and the heading.**

## Exhibit 5:

### Explanation and Examples of Boyer's Model of Scholarship

In his Model of Scholarship, Boyer distinguishes four types of scholarship: *Scholarship of Discovery*; *Scholarship of Integration*; *Scholarship of Application*; and *Scholarship of Teaching*. Below are brief descriptions and examples of each type of scholarship. The examples are provided for guidance and to help understand what may constitute the different forms of scholarship. (These descriptions and examples are taken from *Scholarship at St. Ambrose University: A Report of the Promotion, Tenure, and Standards Subcommittee on Scholarship at St. Ambrose University Fall 2002.*)

*Scholarship of Discovery.* Aimed at the development and creation of new knowledge, this form of scholarship is realized through inquiry and research within the fields and disciplines. This is the closest to what we think of as traditional "research".

#### Examples

- Conduct and publish peer-reviewed research for the development of new knowledge.
- Conduct and publish case study research for theory development purposes.
- Design, implement, and assess the effectiveness of an instrument using appropriate methodology.
- Give a refereed/peer-reviewed presentation based on one's research

*Scholarship of Integration.* This form of scholarship involves the critical analysis and review of knowledge within disciplines and may extend to the creative synthesis of insights contained in different disciplines or fields of study. This category of scholarship allows us to add meaning to information already available.

#### Examples

- Conduct and publish a peer-reviewed model-building, conceptual development, or research synthesis work.
- Publish a literature review on a topic.
- Conduct a workshop based on research/publications.
- Give a refereed/peer-reviewed presentation based on extensive literature review.
- Engage in multidisciplinary research endeavors.

*Scholarship of Application:* Scholars use knowledge in solving real problems in the professions, industry, government and the community.

#### Examples

- Study the effectiveness of a treatment procedure in the practice setting.
- Give a refereed presentation based on one's research findings.
- Perform case studies to diagnose problems and design interventions.
- Consulting where the consulting involves problem solving based on bridging the gap

- between theory and application.
- Consulting which involves the development of materials related to organization success.
  - Write and publish practitioner articles.

*Scholarship of Teaching:* This form of scholarship involves the critically reflective dissemination of teaching and learning to all stakeholders. Scholarship of Teaching is not synonymous with excellent teaching (Hutchings and Schulman 1999). Investigators frame and systematically investigate questions related to student learning. Attributes associated with the Scholarship of Teaching include classroom assessment and evidence gathering, current ideas about teaching in the field, and inquiry and investigation centered on student learning.

#### Examples

- Develop and/or test new instructional methods
- Using a research design, compare and contrast two different teaching methods and determine which strategy best promotes learning.
- Publish or make presentations on teaching pedagogy.
- Write and publish teaching cases.
- Design and conduct teaching workshops.
- Work with students on required research projects.

**Exhibit 6:**

**Guidelines for Examples of Superior Teaching, Academic Achievement, Outstanding Service, and Professional Development in Each Area**

<p><b>Possible Examples of Evidence</b> are provided for each area of evaluation. Please note that the collection of examples is not exhaustive nor does it in any way represent required documentation. The examples are provided to help faculty members consider the variety of ways the areas may be documented. There are also examples of how Professional Development might be situated in each area – Teaching, Academic Achievement, and Service. Clearly, the boundaries among Teaching, Academic Achievement, and Service are somewhat fluid, and where the faculty member decides to discuss particular accomplishments will be governed by the cases he/she is attempting to make.</p>	
<p><b>John H. Lounsbury College of Education Overarching Standard:</b> Develop, articulate, promote and steward an academic career that provides positive impact through a collective focus for faculty activity and professional development in teaching, scholarship and service.</p>	
<p><b>Examples of Superior Teaching</b></p>	
<p><b>Superior Teaching</b> John H. Lounsbury College of Education Standard: Improve teaching effectiveness continuously through focused professional growth, curriculum development, instructional assessment and reflection.</p>	
<p><b>Areas of Teaching</b></p>	<p><b>Possible Examples of Evidence for Superior Teaching</b></p>
<p><b>Innovative Practice</b></p>	<ul style="list-style-type: none"> <li>• Document ongoing efforts to revise and improve course syllabi, course assessment, and/or instruction to enhance student learning outcomes.</li> <li>• Employ innovative methods and technologies in instruction to engage students and increase student learning outcomes.</li> <li>• Utilize syllabi, curricula, and/or assessments created within other programs/departments as a model for improvement.</li> </ul>
<p><b>Evaluation</b></p>	<ul style="list-style-type: none"> <li>• Secure strong student evaluations of instruction.</li> <li>• Secure strong peer evaluations of instruction.</li> <li>• Secure strong peer evaluations of syllabi.</li> <li>• Utilize student and peer feedback to modify instruction and assessments to enhance student learning outcomes.</li> <li>• Utilize innovative methods to assess students and increase students’ learning outcomes.</li> <li>• Utilize the Center for Teaching and Learning evaluation process to make adjustments to instruction and/or assessment.</li> <li>• Utilize innovative methods of self-evaluation for improving instruction and student learning.</li> <li>• Provide documentation of impact of instruction on assessment data (e.g. GACE Summary Score Reports.)</li> </ul>

<b>Mentoring and Supervision</b>	<ul style="list-style-type: none"> <li>• Publish and/or present with candidates at the local, state, regional, national, or international level.</li> <li>• Mentor candidates in conducting research and presentations at the local, state, regional, national, or international level.</li> <li>• Develop field supervision protocol to guide candidate development and partner teacher evaluation of candidates.</li> <li>• Serving as a Mentor Leader to coordinate field based placements, supervise field based placements, and provide timely feedback to students.</li> <li>• Develop appropriate field-based assessments to meet learning outcomes.</li> </ul>
<b>Awards</b>	<ul style="list-style-type: none"> <li>• Receive institutional, state, or national award for teaching.</li> <li>• Provide documentation of positive candidate outcomes such as awards and scholarships received by candidates that were directly influenced by your mentoring or training.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Participate in workshop(s) on curriculum design and utilize the information to revise course(s).</li> <li>• Participate in workshop(s) on online teaching technologies and integrate methods into online instruction.</li> <li>• Participate in workshop(s) on utilizing assessment to enhance student learning and apply information to revise assessment and provide documentation of student learning changes.</li> <li>• Complete a course or sequence of courses to enhance knowledge of your field and utilize information to improve course content.</li> <li>• Attend national teaching and learning conference and apply information to support course development, instruction and/or assessment.</li> </ul>
<b>Examples of Outstanding Service</b>	
<b>Outstanding Service</b> John H. Lounsbury College of Education Standard: Provide service to the University, community, and the profession with articulated purpose based on focused expertise, related interests and creative applications.	
<b>Areas of Service</b>	<b>Possible Examples of Evidence for Outstanding Service</b>
<b>To the Institution</b>	<ul style="list-style-type: none"> <li>• Lead or play substantive role in development of new degree program.</li> <li>• Lead or play substantive role in revision of curricula at the program level.</li> <li>• Develop guidelines to support programs (e.g. handbooks).</li> <li>• Develop program assessments and rubrics.</li> <li>• Serve as program coordinator collecting program data and leading faculty in sustaining and revising programs based on data.</li> <li>• Write CAEP report section for the unit and/or SPA report for program.</li> <li>• Lead or play substantive role in university or school event.</li> </ul>

	<ul style="list-style-type: none"> <li>• Participate in recruitment efforts that result in increased quality and diversity of candidates and faculty.</li> <li>• Serve as faculty advisor for student professional organization resulting in student professional accomplishment or community impact.</li> <li>• Serve as a contributing member of committees at the department, college, and/or university levels.</li> <li>• Teach Continuing Education classes in area of specialization.</li> </ul>
<b>To the Profession</b>	<ul style="list-style-type: none"> <li>• Serve as a peer reviewer for conference proposals at the local, state, regional, national, or international level.</li> <li>• Serve as a peer reviewer for practice journal.</li> <li>• Serve as a peer reviewer for research journal.</li> <li>• Hold position and provide substantive service to local, state, regional, national, or international professional organization.</li> <li>• Participate in local, state, regional, or national committees evaluating schools or training programs.</li> <li>• Participate in local, state, regional, or national committees developing guidelines and policies for education and/or teacher training.</li> <li>• Participate in local, state, regional, or national committees planning and hosting a conference.</li> <li>• Participate in local, state, regional, or national committees developing guidelines and practices for education and/or teaching training.</li> <li>• Participate local, state, regional, or national committees planning and hosting a conference.</li> <li>• Serve as a grant reviewer evaluating proposal for education-related funding agency.</li> </ul>
<b>To the Public (Community)</b>	<ul style="list-style-type: none"> <li>• Present workshops on topics of expertise at local schools or in the community (paid or volunteer)</li> <li>• Serve on advisory board for local school or organization providing expertise that impacts programs.</li> <li>• Speak at local events on topics related to specialization (invited or volunteer).</li> <li>• Consult with local organization to address a current problem or need (paid or volunteer).</li> <li>• Secure grant funding to support a local school or education-related organization.</li> <li>• Serve as a judge or reviewer for contest or fair that relates to area of specialization (e.g. science fair).</li> <li>• Participate in the planning and implementation of a community project related to area of specialization.</li> </ul>
<b>Awards</b>	<ul style="list-style-type: none"> <li>• Receive institutional, state, or national award for service.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Attend conference session on journal reviewing that leads to service as a peer reviewer for a journal.</li> </ul>

	<ul style="list-style-type: none"> <li>Attend a campus faculty development training on grant writing to support development and submission of a grant application to support a local educational organization.</li> </ul>
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**Examples of Academic Achievement**

**Academic Achievement**  
 John H. Lounsbury College of Education Standard: Utilize Boyer’s Model of Scholarship to impact the field of education.

<b>Areas of Boyer’s Model of Scholarship</b>	<b>Possible Examples of Evidence for Academic Achievement</b>
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<b>Scholarship of Discovery</b>	<ul style="list-style-type: none"> <li>Secure peer-reviewed internal or external funding to support research or innovation.</li> <li>Publish article disseminating research findings in peer-reviewed journal.</li> <li>Present research findings in a peer-reviewed forum.</li> <li>Develop and test theory through case studies and publish or present results in peer-reviewed forum.</li> <li>Design, implement, and assess the effectiveness of an instructional method or assessment instrument using appropriate methodology.</li> </ul>
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<b>Scholarship of Integration</b>	<ul style="list-style-type: none"> <li>Collaborate with peers across disciplines to secure peer-reviewed internal or external funding to support interdisciplinary research or innovation.</li> <li>Publish a literature review in a peer-reviewed journal.</li> <li>Publish a book chapter that summarizes research literature on a topic or expertise.</li> <li>Present a literature synthesis in a peer-reviewed forum.</li> <li>Present in a peer-reviewed forum on the implications of research in one’s field.</li> <li>Conduct a workshop based on one’s prior research.</li> </ul>
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<b>Scholarship of Application</b>	<ul style="list-style-type: none"> <li>Secure peer-reviewed external funding to address a problem or need in schools, community, or area.</li> <li>Secure peer-reviewed internal or external funding to support innovation which targets a need in education.</li> <li>Consult with school or system to develop system for applying research-based interventions in practice.</li> <li>Collaborate with faculty from other disciplines to design and disseminate models for integrating content from separate areas (e.g., model for co-teaching science courses to integrate content and pedagogy).</li> <li>Develop protocol to guide candidate development and partner teacher evaluation of candidates which is disseminated for use at other universities or published in peer-reviewed publication (e.g., field supervision protocol).</li> <li>Publish practice-focused article sharing how applications of research</li> </ul>
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	<p>addresses problems in real settings.</p> <ul style="list-style-type: none"> <li>• Present reviewed or invited presentation such as invited keynotes, posters or oral presentations at professional conferences; guest lectures.</li> </ul>
<b>Scholarship of Teaching</b>	<ul style="list-style-type: none"> <li>• Publish practice-focused article sharing innovative teaching practice in peer-reviewed journal.</li> <li>• Collect quantitative or qualitative data to evaluate outcomes of different teaching methods and publish or present in peer-reviewed forum.</li> <li>• Access peer-reviewed internal or external funding sources to test new instructional methods.</li> <li>• Adapt an instructional method for new use and publish or present your work in a peer-reviewed forum.</li> <li>• Collaborate with candidates to conduct research and to present findings at the local, state, regional, national, or international level.</li> <li>• Secure peer-reviewed internal or external funding to address a teaching need or problem.</li> </ul>
<b>Awards</b>	<ul style="list-style-type: none"> <li>• Receive institutional, state, or national award for academic achievement.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Participate in a range of professional experiences to gain knowledge and understanding in a designated area of academic achievement.</li> <li>• Attend grant writing workshop(s) to guide external applications targeting research, innovation, or teaching resulting in grant application.</li> <li>• Participate in workshop(s) on writing for publication resulting in manuscript submission.</li> <li>• Participate in workshop(s) on productivity in research or writing resulting in increased productivity.</li> <li>• Complete a course or sequence of courses to enhance design, implementation, analysis, or publication of research (e.g., statistics courses, experimental methods course).</li> </ul>

**Exhibit 7:**

**Expectations for Tenure and Promotion:  
Distinction between Associate and Full**

<b>Area of Achievement</b>	<b>Tenure or Promotion to Associate Professor</b>	<b>Promotion to Full Professor</b>
<b>Superior Teaching</b>	Applicant must demonstrate excellence in teaching. Claims of excellence must be supported by evidence such as: strong student or peer evaluations; consistent and successful efforts to improve teaching and learning; or innovative and successful approaches or products. Whatever the evidence, applicants must demonstrate reflective practice and an ability to work with colleagues to support student learning.	In addition to the criteria for tenure and promotion to associate professor, applicants for full professor must also demonstrate leadership or recognition in the area of teaching.
<b>Outstanding Service</b>	Evidence indicates that the applicant has consistently assumed substantive service responsibilities for the institution and provides service to the community or profession. Service activities have focused on identified needs, and efforts resulted in demonstrated accomplishments. The applicant has begun to assume leadership roles in the area of service.	In addition to the criteria for tenure and promotion to associate professor, applicants for full professor must demonstrate that service efforts have focused on addressing significant needs and that the applicant has served in significant leadership roles. Service efforts have extended beyond the university.
<b>Academic Achievement</b>	Evidence indicates a clear direction or focus in the applicant’s scholarly work and that the applicant has begun to contribute to knowledge in that discipline. The applicant’s scholarly work has the potential for impact and recognition beyond the university, to state, regional, or nation levels.	In addition to the criteria for tenure and promotion to associate professor, applicants for full professor must also demonstrate expertise and influence and have a reputation beyond the university for scholarly accomplishments at the state, regional, nation or international levels. Typically, these accomplishments will include publications and/or grants.

**Exhibit 8:**

*(Date)*

*(Reviewer's Name),*

As Chair of the John H. Lounsbury College of Education Tenure and Promotion Committee at Georgia College in Milledgeville, Georgia, I am contacting to request that you serve as an external reviewer for *(applicant's name)*. *(Applicant's name)* is applying for promotion to Full Professor and has requested that you write a letter of external review for the area of *(academic achievement, superior teaching, outstanding service)*.

This letter of external review is needed by August 1, *(year)*. It will be shared with the applicant and will be included in the application packet. Please confirm by email no later than *(two weeks from the date email request was made)* whether or not you are able to serve in this capacity.

Thank you in advance for considering this request to support *(applicant's name)* in *(his or her)* application for promotion to Full Professor.

Sincerely,

**John H. Lounsbury College of Education  
Tenure and Promotion Policies, Procedures, and Exhibits**

**Change Log**

	<b>Revisions</b>	<b>Date Approved</b>
John H. Lounsbury College of Education Tenure and Promotion Policies, Procedures, and Exhibits	Full revision of Tenure and Promotion Policies, Procedures, and Exhibits	