

Faculty Evaluation Handbook

Department of Visual and
Performing Arts
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What is Faculty Evaluation?

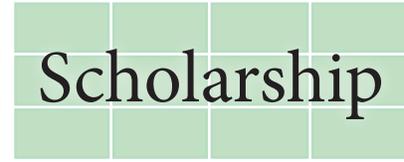
Faculty evaluation measures three elements indicative of professional excellence.



- Instruction of students
- Planning, development, and evaluation of programs, courses, and materials



- Committee and other service to the university community
- Service to other communities



- Publications
- Performances and creative activities
- Professional development
- Other professional activities

These elements are evaluated by means of a faculty portfolio, assembled by the faculty member at a designated time in a designated way and submitted to the department chair and (as appropriate) to review committees composed of elected faculty members.

What is this Handbook?

In February 2014 the Department of Visual and Performing Arts adopted a set of policies that distinguishes our faculty evaluation process from those of other departments. This handbook summarizes these policies and offers guidance for completing some of the required portfolio materials. In addition, pages 18-21 present the acceptable forms of production and publication mandated by the new policies.

Although we have worked hard to reflect the department's consensus about the proper interpretation of the new policies, note that this handbook does not *set* policy. Review committees are not bound by the interpretations presented here, and in cases of real or perceived conflicts between the handbook and the documents listed below, the latter take precedence. In addition, note that the handbook does not include everything in the new policies, which are set forth in the "VPA P&T Departmental Guidelines" and the CSU *Faculty Handbook*. Candidates should study the first document in full and the relevant sections of the second.

- The VPA guidelines can be found here: www.clayton.edu/vpa/faculty
- The Faculty Handbook can be found here: www.clayton.edu/provost/Faculty



For VPA faculty, this handbook *does* supersede the "Overview of the Faculty Evaluation Process," a document available on the college's web site, which is keyed to older policies.

Much of the "Overview" is still accurate, and this handbook borrows liberally from it. However, VPA faculty should be aware that some information in the "Overview" is now out of date.

When are Faculty Members Evaluated?

At Clayton State, faculty evaluation takes two forms. Each follows a different timeline.

Annual evaluations

The department chair conducts annual evaluations for every full-time faculty member. These occur in January and are based on a portfolio of activities completed during the previous calendar year.

In their first year, therefore, faculty members hired in August will be reviewed based on a single semester's work.

Cumulative performance evaluations, incl. tenure and promotion

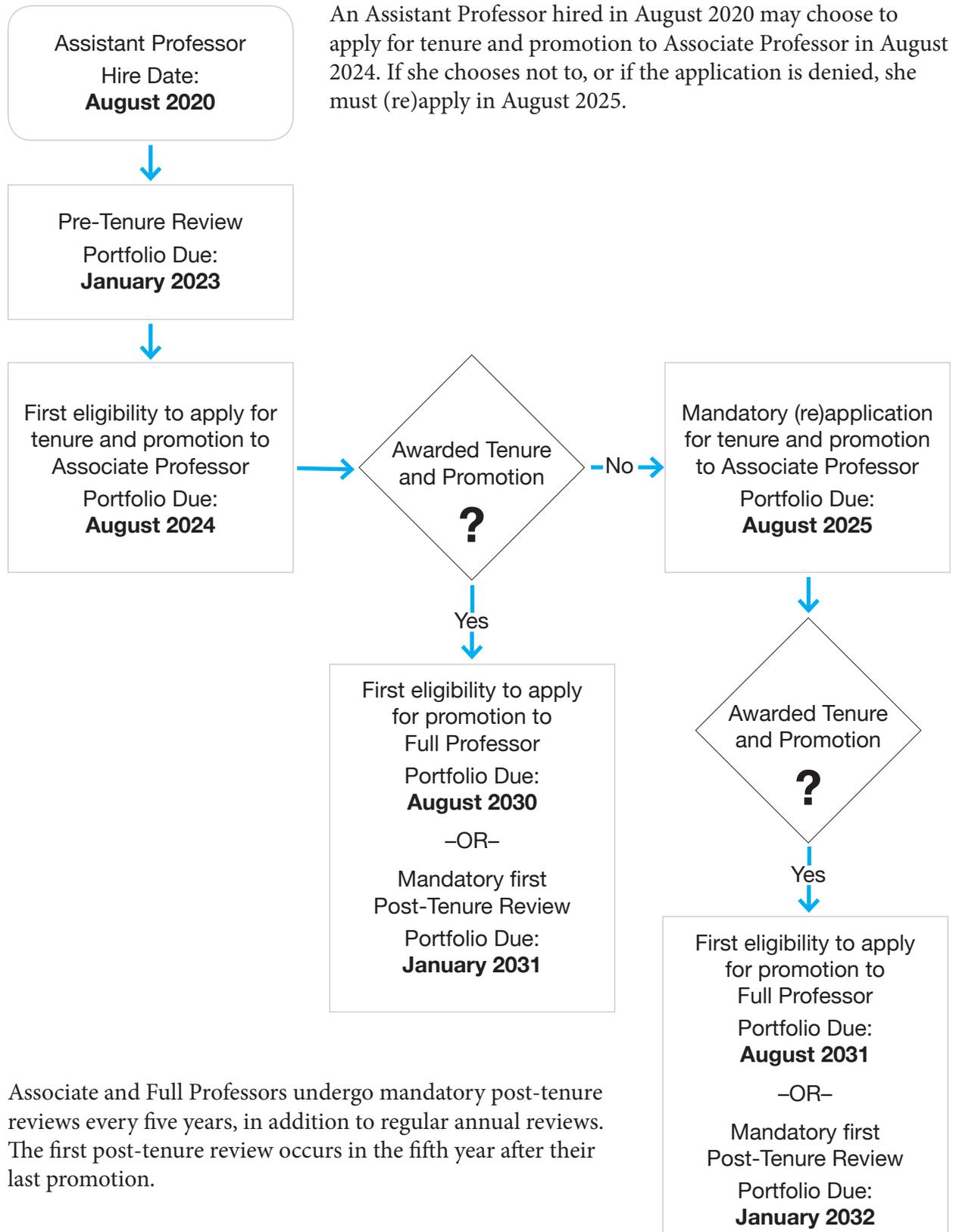
In addition to these annual evaluations, faculty members in tenure-track and tenured positions have cumulative performance evaluations. The portfolio submitted for these evaluations resembles the one for annual evaluations, but it covers several academic years (e.g. August 2020 - July 2024) rather than a single calendar year.

Faculty members hired in the middle of the academic year (i.e. not in August) may elect to count their first, partial year as a full year for the purposes of promotion and tenure. Candidates should consult with their mentors and the department chair before doing so, since this allows less time to demonstrate and document excellence in teaching, service, and scholarship.

The schedule for reviews is summarized in the table below. A hypothetical candidate's timeline is presented on the following page.

Type of Review	Portfolio Submission Date
Mandatory pre-tenure review	January of 3rd academic year on tenure track
First opportunity to apply for tenure and promotion to associate professor	August of 5th academic year on tenure track
Mandatory application (or, if necessary, re-application) for tenure and promotion to associate professor	August of 6th academic year on tenure track
First eligibility to apply for promotion to full professor (If exercised, this application also qualifies as the first post-tenure review.)	August of 5th academic year following award of tenure/promotion to associate professor
Mandatory post-tenure review (without promotion)	January of 5th academic year following last major review (including tenure/promotion)

Timeline for a Hypothetical Candidate



Associate and Full Professors undergo mandatory post-tenure reviews every five years, in addition to regular annual reviews. The first post-tenure review occurs in the fifth year after their last promotion.

The Box System

As summarized on page 2, faculty at Clayton State University are evaluated based on their performance in three aspects of their job: Teaching, Service, and Scholarship.

Within each category, candidates must document their achievements in four separate areas. As shown on the right, these requirements can be visualized as a series of boxes.

The VPA Promotion and Tenure guidelines use this **box system** to clarify expectations. The achievements required for promotion and tenure are as follows.

To be granted tenure and promoted to **Associate Professor**, candidates must achieve any permutation of **5-4-5** boxes in Teaching, Service, and Scholarship.

To be promoted to **Full Professor**, candidates must achieve any permutation of **6-4-6** boxes in Teaching, Service, and Scholarship.

To pass **Post-Tenure Review**, candidates must achieve any permutation of **4-5-4** boxes in Teaching, Service, and Scholarship.

The following page lists the areas that candidates are required to include in their columns. It also lists the available options for filling the “Open Area” columns.

Within each set of boxes, the four **columns** represent four areas (i.e. four kinds of activities) within the category. Each **row** represents a potential level of achievement. Filled-in boxes represent documented achievements in that area.

The boxes below represent the achievements of a hypothetical candidate for tenure and promotion to Associate Professor.

Teaching

Meets Expectations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Exceeds Expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exemplary Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

As shown above, this candidate “meets expectations” in all four areas of the Teaching category. In addition, she “exceeds expectations” in the first area.

Service

Meets Expectations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Exceeds Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Exemplary Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

As shown above, this candidate “meets expectations” in all four areas of the Service category. In addition, she “exceeds expectations” in the third area.

Scholarship

Meets Expectations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Exceeds Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exemplary Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

As shown above, this candidate “meets expectations” in all four areas of the Scholarship category.

In sum, the candidate has earned 5 total boxes in Teaching, 5 total boxes in Service, and 4 total boxes in Scholarship. She therefore meets the “any permutation of 5-4-5” requirement for tenure and promotion to Associate Professor.

Student evaluations
Peer or mentor evaluations
Open area
Open area

Teaching

Required Areas

- Student evaluations
- Peer or mentor evaluations

Open Areas: Choose Any Two

- Course development
- Noteworthy applications of technology
- Curriculum development
- Direction of individual student research or internships
- Participation in cross-disciplinary programs
- Special recognitions for teaching accomplishments
- Guest lectures
- Implementation of programs in K-12 schools
- Other teaching activities (requires department chair pre-approval)

Committee service
Open area
Open area
Open area

Service

Required Area

- Committee service

Open Areas: Choose Any Three

- Advisement of students
- Mentoring of full-time faculty and/or part-time faculty
- Recruitment
- Assessment
- Program development
- Contributions to student organizations and/or campus activities
- Administration of minor, major, department, school, or university programs
- Management of department, school, or university-wide budgets
- Contributions to accreditation programs
- Contributions to community activities and organizations related to one's discipline
- Other institutional service (requires department chair pre-approval)

Publication, etc.
Professional development
Open area
Open area

Scholarship

Required Areas

- Publication/Artistic Performance and/or Creation
- Professional Development

Open Areas: Choose Any Two

- Membership and/or service in professional societies
- Current professional licenses or certifications
- Development of professional applications of technology
- Receipt of competitively awarded grants, fellowships, or contracts
- Development of new grant proposals, contracts, or fellowship applications
- Research activities
- Presentations before learned societies, etc.
- Consulting
- Honors and awards for research, scholarship, or creative activities
- Other professional development (requires chair pre-approval)

Checklist: Required Portfolio Materials

Portfolios must include all of the items listed below. These items should be presented **in the listed order**, with tabbed and labeled dividers separating sections and sub-sections.

Options for the open areas are listed on page 6. Details about required levels of achievement and appropriate evidence are included on pages 12-21.

Front Matter

- Cover Letter/Essay
- Summary of Professional Activity
- Curriculum Vitae
- Annual Faculty Evaluation Summary Forms (in reverse chronological order)
- Grade Distributions (in reverse chronological order, table + graph for each semester)

Teaching Evidentiary Materials

- Student Evaluations (in reverse chronological order)
- Peer or Mentor Evaluations
- Open Area 1: _____
- Open Area 2: _____

Service Evidentiary Materials

- Committee Service
- Open Area 1: _____
- Open Area 2: _____
- Open Area 3: _____

Scholarship Evidentiary Materials

- Publication, Artistic Performance, and/or Creation
(See pages 18-21 for lists of applicable work.)
- Professional Development
- Open Area 1: _____
- Open Area 2: _____

The Portfolio - General Guidelines

How important is the binder size limit and the proper use of tabs?

Really, really important.

Faculty portfolios for promotion, tenure, and post-tenure review must fit into a standard 3 1/2" binder and must use divider tabs to render all materials easily accessible. Specifically,

- Colored dividers should separate the three major categories (Teaching, Service, Scholarship)
- Clearly labeled tabs should separate areas within each category
- When necessary for clarity, labeled tabs should separate items within particular areas

How should evidentiary materials be selected?

Candidates are strongly encouraged to avoid excessive or redundant documentation. For example, it is not necessary to include every single student email, every “thank you” for participating in a campus event, every syllabus for every course taught in the past five years, etc. Instead, the ideal document is a single page that illustrates the depth and scope of the candidate’s achievements in that area. Remember that the intent of the documentation is to support the credit requested, and not to drown the evaluators in paper. For examples of appropriate evidence in particular areas, see pages 12-17.

Excessive documentation is unnecessary and may be counterproductive.

Can the same activity be used in more than one area?

In most cases, no. Credit for any single activity will be awarded in one area only. Candidates should avoid the appearance of “double-dipping,” i.e. claiming credit for the same work within multiple areas. Exceptions do exist, but only when the work involves clearly distinguishable activities. For example, participation in the Online Academy includes two distinct activities: course development, which may be applied in Teaching, and more generalized training, which may be applied in Professional Development. On the other hand, the single course developed in the Online Academy could not be claimed in both Course Development and Applications of Technology to Teaching. Candidates must choose one or the other.

How should evidentiary materials be organized for evaluation?

When preparing your materials, remember to make it easy to locate the evidence for those areas in which you are requesting credit, and that the evidence is clear, concise, and has an unambiguous connection to the claimed evaluation area.

Portfolios that are not appropriately organized risk not being evaluated.

The Importance of Tabbing, continued

[Photo illustrations of properly tabbed binders]

Portfolio Front Matter

Cover Letter/Essay

Evaluation portfolios begin with a cover letter/essay that describes the candidate's accomplishments during the period under review in the three categories of Teaching, Service, and Scholarship. Cover letters should introduce all documentation included in the portfolio and explain its relevance to the evaluation process. For promotion and tenure reviews, cover letters often run more than ten pages.

Like the portfolio itself, the cover letter should follow the order presented in the checklist on page 7. It should be divided into sections with headings and subheadings corresponding to the areas as listed on page 6, and it should make specific reference to the evidence found in the main body of the portfolio. The letter also should make specific reference to the tab under which that evidence can be found. For example,

COMMITTEE SERVICE

VPA Curriculum Committee

During my service from 2020-2022, the committee reviewed eleven new course proposals as well as a proposal to modify concentrations within the CMS program. We approved the concentrations and seven of the courses with minor changes. We returned the remaining course proposals to their authors with detailed recommendations for revision; two were revised, re-submitted, and passed the following year. Under **Service > Committees > VPA Curriculum**, I have included a letter from the chair detailing our duties along with a copy of one course proposal that includes my edits and comments in the margins.

“Summary of Professional Activities” and Digital Measures

All tenured and tenure-track faculty are required to maintain an up-to-date profile on the Digital Measures (DM) web site. This site fulfills an important reporting function: each year administrators use it to compile comprehensive lists of faculty accomplishments. To ensure that their accomplishments are visible to upper administrators, candidates therefore should keep their Digital Measures profiles up to date.

Digital Measures also promises an additional benefit: it can automatically generate the “Summary of Professional Activities” form (SPA), a required part of both annual evaluations and cumulative performance reviews. Unfortunately, DM's report-generator is imperfect, particularly for faculty members who do not produce traditional scholarly publications (e.g. performers and creative artists).

Portfolio Front Matter, continued

These facts form the backdrop for the following recommendations.

1. Use the support services offered by the Center for Instructional Development (www.clayton.edu/cid) to learn and use DM.
2. Keep your DM profile up to date, particularly for scholarship and creative activities.
3. Use DM to generate a draft of the SPA that will be included in your application portfolio.
4. Carefully check this draft to ensure that all activities are located in the appropriate areas and that none are missing. Amend and edit the document as necessary.
5. Be aware that some members of review committees spend more time with the SPA than with the cover letter. *Your SPA must include all items for which credit is claimed.*

Curriculum Vitae

The curriculum vitae (CV) must list all degrees earned, including year, discipline of degree, and institution. For degrees that include a capstone product or achievement (e.g. a dissertation, concerts, opera roles), include the title(s). The CV does not need to list institutional service activities, though candidates might choose to include noteworthy service, e.g. chairing the Faculty Senate.

Teaching: Required Evidence

Student Evaluations

Student evaluation scores should range from 4.0-5.0 on a five-point scale, and student comments should reflect a general pattern of competence or excellence. Anomalies should be addressed in the candidate's cover letter and/or by the department chair.

Peer or Mentor Evaluations of Teaching

All evaluations of teaching must meet the prescribed levels of scope and detail, as presented on pages 2-3 of the "Guidelines." All letters should be signed and dated. In addition, the following rules apply.

- At least one peer or mentor evaluation each year is strongly encouraged.
- Pre-tenure review portfolios must include a minimum of two teaching evaluations.
- Applications for tenure and/or promotion to associate professor must include a minimum of three teaching evaluations. All must be evaluations of the candidate's own classes, not guest lectures delivered in others' classes.
- Applications for post-tenure review and promotion to full professor must include a minimum of one teaching evaluation.

Mentor Evaluation of Portfolio

Candidates for pre-tenure review and for tenure and/or promotion to associate professor—and their mentors—must complete and sign the "VPA Mentor-Mentee Comments" form included in the appendix of the "Guidelines." Mentees should include this form as the first item in the portfolio's "Peer or Mentor Evaluations" documentation. Likewise, mentors who wish to claim the "Mentoring of full-time faculty and/or part-time faculty" area should include a copy of this form in their own portfolios.

Teaching: Options for the Open Areas

Within the "box system" used for evaluation, candidates must choose two areas from the list on page 6, and each must stand alone as a separate column. In other words, multiple areas cannot be combined within a single column.

Course Development

Recommended documentation includes the first page of the new course proposal along with cover emails demonstrating that the candidate is its author. Approvals of the proposal may be documented by a printout of the relevant pages from the university's course catalog or email messages from the chair of the VPA Curriculum Committee, the UCC, or the Graduate Council.

Noteworthy Application of Technology (to courses, programs, curricula)

The application should be exceptional by current standards. For example, candidates cannot earn credit merely by maintaining a faculty web site or developing PowerPoint lecture slides.

Teaching: Open Areas, continued

Curriculum Development

Recommended documentation includes sample pages from the proposal along with cover emails demonstrating that the candidate is its sole or a contributing author. Approvals of the proposal may be documented by a printout of the relevant pages from the university's Academic Catalog or email messages from the chair of the VPA Curriculum Committee, the UCC, or the Graduate Council.

Direction of Individual Student Research or Internships

Note that documentation should focus on the faculty member's activity rather than the student's. This might include the syllabus/contract, grading rubrics and feedback, or email exchanges, in addition to independent corroboration of the student's achievements (e.g. a recital program). Credit in this area requires a minimum of one such activity each year, or the equivalent.

Participation in Cross-Disciplinary Programs

This work includes team teaching, teaching courses that are cross-listed in other disciplines, and teaching courses that qualify for credit within cross-disciplinary programs (e.g. the minor in African American Studies). Credit in this area requires a minimum of one such activity each year, or the equivalent.

Special Recognitions for Teaching

To qualify for this area, the recognition should be college-wide or university-wide. Finalists for Smith Faculty Award are acceptable; nominations (without award) for college-level awards are not. A qualifying award may be used to fulfill one of the candidate's Open Areas. Alternatively, the award may be used to grant an extra box under Peer Evaluations once "meets expectations" has been achieved.

Guest Lectures

Credit in this area requires a minimum of one such activity per year, or the equivalent. Recommended documentation includes "thank you" letters or email messages acknowledging completed guest lectures. The documentation must include the date of the lecture, the topic, the name of the instructor of record, and the name of the course.

Implementation of Programs in K-12 Schools

Qualifying work includes the creation or execution of a significant resource or recurring program in collaboration with K-12 public schools. Documentation should include a report from a teacher or administrator at the participating school(s). Credit in this area requires involvement extending through a minimum of one academic year.

Other Teaching Activities

Use of this area requires pre-approval by the department chair in consultation with the dean.

Service: Required Area

Committee Service

Committee service is required of all full-time faculty members. At minimum, the department expects significant service on

- three committees for promotion to Associate Professor and/or tenure
- four committees for promotion to Full Professor
- three committees for post-tenure review

However, candidates should be aware that the workload of different committees varies greatly. Therefore, as the “Guidelines” state,

“...this suggested minimum might warrant variation in number of committees.”

Documentation of the candidate’s specific contributions to each committee should be included both in the cover letter and in the evidentiary materials. Guidance regarding appropriate types of evidence for committees can be found in the “Guidelines,” page 4. A sample entry for the cover letter is included on page 10 of this handbook.

Service: Options for the Open Areas

Within the “box system” used for evaluation, candidates must choose two areas from the list below, and each must stand alone as a separate column. In other words, multiple areas cannot be combined within a single column.

Advisement of students

This work includes mentoring, development of advisement plans, creation or revision of advisement materials, etc. Printouts of advisee lists are necessary but insufficient evidence for credit in this area.

Mentoring of full-time faculty and/or part-time faculty

To earn credit in this area, at minimum the candidate must document meetings with appointed mentees, observation of classes, written letters of teaching evaluation, and review of the mentee’s portfolio prior to submission to promotion and tenure committees. Any additional mentoring duties should be specified and corroborated by a letter from the mentee.

Recruitment

This work includes recruitment through technology, school visits, workshops, conferences, or other events. Documentation may include email or letters from a teacher or principal; conference materials; logs of phone calls completed; etc. Meeting expectations in this area requires participation in a minimum of one such activity per year. Exceeding expectations might include, for example, organizing an on-campus open house or other recruitment event.

Service: Open Areas, continued

Assessment

This work includes significant, active involvement in developing or revising assessment policies or procedures for a program area, or administrative responsibility for regular collection and compilation of assessment reporting data.

Program Development

Recommended documentation includes sample pages from the program proposal along with cover emails demonstrating that the candidate is its sole or a contributing author. Program approval may be documented by a printout of the relevant pages from the university's Academic Catalog and/or email messages from the chair of the VPA Curriculum Committee, the UCC, or the Graduate Council.

Contributions to student organizations and/or campus activities

This work includes serving as the faculty advisor for a student organization as well as offering significant support to one or more organizations. Support for campus activities includes, for example, curating a film festival or art exhibition, or organizing a musical performance. Credit in this area requires a minimum of one such activity per year, or the equivalent.

Administration of minor, major, department, college, or university programs

Typically, opportunities for credit in this area are available only to department chairs and program coordinators.

Management of department, school, or university-wide budgets

Typically, the opportunity for credit in this area is available only to department chairs.

Contributions to system, regional, or discipline-specific accreditation programs

For example, a sustained effort to prepare for a campus visit by SACS or the National Association of Schools of Music would meet expectations in this area.

Contributions to community activities and organizations related to one's discipline

This work includes significant volunteer efforts that engage and benefit one or more off-campus communities. Credit in this area requires a minimum of one such activity per year, or the equivalent.

Other service to the institution

Use of this area requires pre-approval by the department chair in consultation with the dean.

Scholarship: Required Areas

Publications, Artistic Production, etc.

The candidate's portfolio must document the required number of production/publication credits:

- Two credits for promotion to Associate Professor and/or tenure
- Three credits for promotion to Full Professor
- One credit for post-tenure review

Pages 18-21 list activities and accomplishments that may earn credit in this area. In addition, the following guidelines apply.

- The work must be available (in print, online, already performed) by the time of portfolio submission.
- For articles and book chapters, include a hardcopy as documentation.
- For full books, include a copy of the book with the portfolio if space permits, and if not a copy of the front matter and title pages showing authorship and publisher information.
- For artistic accomplishments, include appropriate corroboration.
- For online (i.e., website) scholarship, provide a printout of enough of the item to document its existence and your contribution/authorship, including full URL.

Professional Development

Professional development is required for all faculty members and must be included as a separate column within the "box system." Candidates may use any of the areas listed in "Scholarship: Options for Open Areas" below to satisfy this requirement.

Scholarship: Options for Open Areas

In addition to the columns devoted to Publication/Production and Professional Development, candidates must demonstrate achievements in two areas taken from the list below.

Within the "box system" used for evaluation, each of the areas below may stand alone as a single column. Alternatively, at the candidate's discretion, two or more areas may be included within a single column. In other words, in the Scholarship category multiple areas *can* be combined within one column.

Membership and/or service in professional societies

The department expects faculty members to maintain memberships in at least two appropriate professional organizations. Significant service within an organization (e.g. as officer, chair, or conference organizer) exceeds expectations in this area.

Current professional licenses or certifications

The license or certification must be clearly related to the candidate's professional duties. Examples include state K-12 teaching licensures, and certifications in movement or music education specialties such as Andover, Dance Masters of America, Dalcroze Eurhythmics, Feldenkrais, etc. To earn credit, the candidate must document significant activities during the period under review, either to gain or to maintain the credential (e.g. through continuing education classes).

Scholarship: Open Areas, continued

Development of professional applications of technology

Pedagogical tools do not apply here and instead should be included in the “Noteworthy Applications of Technology” area within the Teaching category. In contrast, this area does include the creation of technological tools used by professionals (including the candidate) for scholarship, creative production, or professional development. For example, the development of a filter plugin for video editing software would meet expectations in this area.

Receipt of competitively awarded grants, fellowships, or contracts

An award letter listing the full name and contact information for the granting agency is generally sufficient documentation, though the candidate may choose to supplement this with the complete proposal or relevant pages from it.

Development of new grant proposals, contracts, or fellowship applications

For unfunded proposals, the full text should be included in the documentation.

Research activities (documented)

As in other A&S departments, in VPA this area may be used to earn credit for primary research that has not yet been published. However, our department’s diverse disciplines require equally diverse modes of inquiry and experimentation, and we also affirm that some kinds of exploratory work by creative and performing artists could be judged equivalent to the research activities of scholars and scientists. All candidates seeking credit for any kind of work in this area should take care to include thorough and appropriate documentation and a clear argument about their work’s applicability.

Presentations before learned societies, professional organizations, or public institutions

Documentation may include originals, photocopies, or printouts of conference programs. These should include the program’s cover and title pages as well as the listing that includes the candidate’s name and presentation title. The full text of the presentation is not required.

Consulting or other paid applications of professional expertise outside of CSU

This work includes private instruction, adjudication of auditions/competitions, writing and editing, journalism, film and other media production, advising individuals or institutions such as churches, performing arts centers, professional recording studios, professional art galleries, etc. Credit in this area requires a minimum of one such activity per year, or the equivalent.

Honors and awards for research, scholarship, or other creative activities

Candidates awarded the college’s Scholar of the Year or an equivalent honor may include it here. Alternatively, the award may be used to grant an extra box under Publication/Production once “meets expectations” has been achieved.

Other Professional Development

Use of this area requires pre-approval by the department chair in consultation with the dean.

Applicable Forms of Production/Publication¹

Applicable forms of production include publication, performance, music composition, creation of art works and dramatic works, and other scholarly activities resulting in a product.

Categories where a work shall fulfill the entire requirement in this production/publication area at any level of review

- Book-length research monograph, single author
- Book-length translation or critical edition, single author
- Book-length creative writing work, single author
- Textbook, book-length instructional materials, reference book or popular book in field, single author

Work that counts for two production/publication credits

- Book-length research monograph, joint author
- Book-length translation or critical edition, joint author
- Book-length creative writing work, joint author
- Textbook, book-length instructional materials, reference book or popular book in field, joint author
- Editor or joint editor of a book-length collection of articles, with authorship of an article or significant introduction

Work that counts for one production/publication credit

Performances and Artistic Creations

(All performances and artistic creations may be either by audition or by invitation but must be performed, exhibited, published or prize-winning in professional or refereed venues.)

- Musical composition, published
- Musical composition, prize-winning in significant composition contest
- Musical composition, performed publicly in professional venue
- Musical composition, performed publicly in refereed venue
- Performance in roles in dramatic works
- Performance as oratorio or concerto soloist
- Full solo or chamber music concert, including as collaborative pianist
- Full concert or stage work as conductor
- Management of performed dramatic works (stage direction, dramaturgy, stage management, any element of theater design: scenery, lighting, costuming, sound, etc.)
- Staging/direction (including, but not limited to, live drama and music drama, dance, film and other media)

Production/Publication, continued

- Choreography
- Dance concert, performed publicly in professional venue
- Dance concert, performed publicly in refereed venue
- Creation of media works (e.g., videos, web sites) that are commissioned or accepted for exhibition in refereed venues
- Master class or ensemble clinician at music conference or festival of national or international significance, with resulting performance
- Regular position as section musician in standing professional ensemble (e.g., orchestra, wind ensemble, big band, professional chorus, etc.)
- Creation of works of art which are invited to be exhibited
- Writing or creation of dramatic works that are performed or published
- Radio/television/internet broadcast performance in any of the above categories
- Commercially released video or audio recording in any of the above categories

Refereed Publications (one credit)²

Publications may be either in print or online formats, provided they are refereed and meet all other standards outlined below.

- Article in a journal
- Chapter in a book or anthology
- Encyclopedia article (survey-length entry, i.e., 5000 words or more, accompanied with scholarly apparatus)
- Article-length paper in conference proceedings, accompanied with appropriate scholarly apparatus
- Publication of creative-writing work (e.g., short story, single poem or group of poems, literary essay)
- Published translation of a refereed journal article, chapter in a refereed book, or creative-writing work
- Review essay/article in a journal
- Interview article in a journal
- Serving as editor of a peer-reviewed journal for one complete volume or *Jahrgang* of issues
- Scholarship-based article in popular magazine
- Publication of research findings
- Publication of clinical case study(ies)
- Publication of clinical article
- Published pedagogical activities

Production/Publication, continued

Other publications (one credit)

These important scholarly activities involve creating a product which undergoes some form of significant review; however, these review processes may differ somewhat from those of traditional refereed publications.

- Publication of instructional material (with assessment of its effectiveness or complete teaching notes)
- Consultation work with state school system or national organization, resulting in a public (non-proprietary) published report
- Patent proposal registered in US Patent Office
- Extensive research document completed on behalf of a government or non-profit agency which is used for strategic planning
- Piece of legislation related to the faculty member's academic discipline which is developed and presented to the Georgia General Assembly or U.S. Congress and progresses out of committee to the floor (whether passed or not)
- Online, interactive training materials posted on a government website (e.g., see <http://stopbullyingnow.hrsa.gov/index.asp?area=main>)
- Developing and maintaining (for at least one year) an interactive public service website that summarizes/provides resources available to a community or target population. This website must be significant to the community, as indicated by at least two links from other government/nonprofit websites. It also must be regularly updated (at least monthly) to incorporate new information and to remove outdated information.

Work that counts as one-half a production/publication credit

- Any of the above performance activities in a venue neither professional nor refereed
- Solo, chamber music, or collaborative piano performance of less than concert length in a professional or refereed venue
- Conductor for a performance of less than concert length in a professional or refereed venue
- Inclusion as incidental or supporting performing artist on a commercially released video or audio recording (e.g., as clarinetist in Shepherd on the Rock on one track of a soprano's CD of Schubert songs) or on radio/TV/internet broadcast
- Liner notes for commercially released video or audio recording
- Master class or ensemble clinician at music conference or festival of regional or local significance, with resulting performance
- Professional section musician in occasional or festival ensemble (chorus, orchestra, wind ensemble, big band, etc.)
- Professional work as rehearsal assistant/assistant director
- Professional program annotation for full-length concert
- Consultation work with local school or school system, resulting in a public (non-proprietary) published report

Production/Publication, continued

Other acceptable forms of production/publication

The department recognizes that the above listings are not exhaustive; other scholarly activities may represent contributions of equal value. Therefore, the departmental committee on tenure and promotion in conjunction with the department chair shall have the authority to count other forms of work as acceptable as either one full or one half credit towards the publication/production requirement, provided at least one full credit from the above list also is present. For the information of reviewers at subsequent levels of review, the departmental committee shall include a statement explaining the importance to the discipline of any other types of work granted publication/production credit in the applicable faculty review portfolio.

These other forms of production/publication may include but are not limited to

- Externally funded research, infrastructure or equipment grants
- Book review printed in refereed media
- Brief review essay printed in refereed media
- Research note published in refereed media
- Shorter encyclopedia articles (fewer than 5,000 words) published in refereed media
- Multiple abstracts published in refereed media
- Work published in non-refereed media

Endnotes

¹This list of qualifying forms of production/publication was adopted by the department and ratified by the college in February 2014. As the “Guidelines” mandate, this new VPA list is an amended version of the college-wide list approved in 2008.

²For the purposes of this policy, the term “refereed” shall be understood to include any of the following: traditional double-blind peer review, review by an editorial board, review by an editor, review by an audition committee or artistic jury, review by an artistic director or impresario, review by a competition panel. This list of forms of review should not be considered exhaustive. Given the diversity of disciplines within the department, there may be other forms of review that are both rigorous and appropriate to specific disciplines; each discipline’s culture and best practices should be respected.

Who are the Evaluators and What do they do?

[This section draws from both the VPA “Guidelines” and the university’s May 2013 *Faculty Handbook*, pages 37-47.]

Evaluations of each full-time faculty member are the responsibility of academic administrators and, in the case of promotion and tenure decisions, elected faculty committees on the department, college, and (if necessary) university level. The same three criteria are applied to all faculty, with logical adjustments to accommodate different academic disciplines (e.g., music, chemistry, history).

Annual Evaluations

Department chairs conduct annual evaluations for all full-time faculty (except those with temporary appointments), reviewing each portfolio and meeting privately with the faculty member afterward to discuss strengths, weaknesses, and goals.

Pre-Tenure and Promotion/Tenure

These cumulative review portfolios are prepared by assistant professors in consultation with their appointed mentors and submitted to the department chair.

Candidates should meet with their mentors at least one month before the portfolio is due. Both mentor and mentee must document portfolio progress on the “VPA Mentor-Mentee Comments” form, located in the appendix to the VPA “Guidelines.” At least two weeks before the portfolio is due, the candidate and mentor meet a second time to review and evaluate the completed portfolio. Both mentor and mentee must document portfolio completion on the “VPA Mentor-Mentee Comments” form, which must be submitted with the completed portfolio.

It is the responsibility of the candidate’s mentor to meet with the candidate and examine the portfolio by the assigned deadlines. If the mentor does not or cannot follow through, the candidate must notify the department chair, who shall investigate and ensure that the candidate receives appropriate portfolio feedback before the due date.

Pre-Tenure, Tenure, Promotion, and Post-Tenure

The process now continues for Assistant Professors and begins for Associate and Full Professors.

The candidate submits the completed portfolio to the department chair. Portfolios are then given to the department-level Promotion and Tenure Committee; this committee typically consists of VPA faculty who are tenured at the rank of at least associate professor. The department committee reviews the faculty member’s portfolio and provides a detailed written report of its findings to the department chair. The department chair then conducts her or his own review of the portfolio.

Who are the Evaluators, continued

The chair then passes the portfolio, via the dean, on to the college's Promotion and Tenure Committee. The college committee is elected from tenured faculty serving at the rank of associate professor or higher (usually within the college), and committee members serve staggered three-year terms. Following review of the portfolio, the college Promotion and Tenure Committee forwards the portfolio and a written report summarizing the committee's evaluation on to the dean, who reviews the committee's assessment.

Pre-Tenure

For pre-tenure portfolios, the process ends with the dean's review. The dean provides a written report indicating a final decision of "Making Good Progress" or "Deficiencies Noted." A copy of this report is forwarded to the faculty member undergoing pre-tenure review, to the department chair, and to the official file in the provost's office.

Tenure, Promotion, and Post-Tenure

If all levels of review produce **favorable evaluations** and the dean concurs, she or he attaches a note of written concurrence to the report completed by the college committee and forwards the evaluation materials to the Office of the Provost/Vice President of Academic Affairs. For promotion and tenure decisions, the candidate's portfolio is forwarded as well.

If a portfolio receives **mixed evaluations** (favorable at some but not all levels), the portfolio, reports, and the candidate's materials and evaluations are forwarded to the university Promotion and Tenure Review Committee. This committee consists of tenured full professors elected by the colleges.

The dean also prepares a separate evaluation and forwards it to the university Promotion and Tenure Review Committee, and the faculty member has the option of submitting a statement of appeal with supporting information to this committee. The dean will provide a written notification to the candidate.

If a portfolio receives **unfavorable evaluations** at all levels of review, the candidate has the option of submitting a written statement of appeal with supporting information to the university Promotion and Tenure Review Committee. This committee will review to assure compliance with procedures and forward a written report to the provost, dean, and candidate. For promotion and tenure decisions, the candidacy is terminated if the candidate submits no appeal. In the case of post-tenure reviews, the committee will complete a recommendation even if the individual has not submitted a formal appeal.

The flowchart on the following page depicts this process for a promotion and tenure portfolio.

Progression of a Promotion and Tenure Portfolio

