

Archives and Information Studies (AIS) P&T Guidelines

Preliminary

The purpose of this document is to codify the means by which tenured and tenure-track faculty in the Archives and Information Studies program are evaluated for the purposes of earning promotion in academic rank, for earning tenure, for earning both promotion and tenure simultaneously, or for post-tenure review. The details specified here apply only to tenured and tenure-track faculty in AIS. These details are consistent with the measures and procedures for earning promotion and tenure described by the Board of Regents of the University System of Georgia (BOR) and Clayton State University (CSU).

System of Credits

To measure the strength of a faculty member's achievement in all the criteria, AIS has approved the following system:

- Each criterion has been subdivided into several categories which relate to the theme of the criterion.
- In order to earn a rating of Meets Expectations or Exceeds Expectations or Exhibits Exemplary Performance, a faculty member must earn a specified number of credits in a given criterion as described in Table below.

Evaluation Type	Meets Expectations	Exceeds Expectations	Exhibits Exemplary Performance
Promotion to Assistant Professor	1	2	3+
Promotion to Associate Professor	2	3	4+
Promotion to Professor	3	4	5+
Earn tenure at rank of Assistant/Associate Professor	2	3	4+
Earn tenure at rank of Professor	3	4	5+
Post-tenure review (all ranks)	2	3	4+

- During a review to earn promotion or tenure or both, the faculty member is responsible for providing a portfolio which includes convincing documentary evidence of their work before credit may be assigned in any category.
- The level of activity needed to earn the required publication credit in the criterion of Scholarly Activity is different for different types of review.

Promotion and Tenure Standards

- Meets Expectations or better in all evaluation categories. A rating of "Does not meet expectations" or "Needs improvement" in any category disqualifies the candidacy for promotion and/or tenure.

- Promotion to Senior Lecturer: Meets Expectations or greater in Academic Achievement category and Exceeds Expectations or greater in Teaching category.
- Promotion in professorial ranks: either Exceeds Expectations or Exhibits Exemplary Performance in at least three categories.
- Tenure in all professorial ranks: either Exceeds Expectations or Exhibits Exemplary Performance in at least two categories.
- Post-tenure review: Meets Expectations or better in all categories.

In what follows, the subdivisions of each criterion are described in detail. Wherever possible, the amount and type of evidence necessary to earn credit in a category are described. Many examples are also provided.

I. Excellence and Effectiveness in Teaching and Instruction	Student Success	Prof. Dev.
A. Evaluation of Superior Teaching in the Classroom (Required) This category provides a bipartite evaluation of effective classroom teaching. Evidence from the Student Evaluation of Instructor (SEI) is used to evaluate the instructor from the point of view of the student. Evidence of appropriate pedagogy is provided by the instructor evaluation information from the SEI (which includes numerical ratings, student comments, and grade distributions). <i>To Earn Required Credit:</i> Student evaluations of the instructor from all courses taught during the evaluation period are included. SEI: 60% at least of the evaluation numbering system.	X	X
B. Curriculum Development Development (as an individual or in collaboration with colleagues) of a new program or significant revision (as an individual or in collaboration with colleagues) of two or more existing programs in the relevant review period. <i>To Earn Credit:</i> Evidence includes, but is not limited to, assignment of responsibility, communication with administrators and/or colleagues re: specific curriculum and official Program Proposal. Notice of Program approval is not required.	X	X
C. Course Development Development (as an individual or in collaboration with colleagues) of one new course, or significant revision (as an individual or in collaboration with colleagues) of two or more existing courses in the relevant review period. <i>To Earn Credit:</i> Evidence includes, but is not limited to, assignment of responsibility, communication with administrators and/or colleagues re: specific course and official Course Proposal.	X	X
E. Continuous Improvement of Instruction Continuous sustained effort to improve instruction in a single course over multiple semesters. <i>To Earn Credit:</i> Sequential evidence of syllabi, instruction and/or assessment items for one course over the relevant review period. Includes narrative of impetus for improvement and reflection of results.	X	X
F. Direction of Student Research Projects, Independent Study Courses, or Internships Faculty involvement with student research falls into two natural categories: teaching and scholarly activity. As a teaching activity, we include the supervision of such a project (such as directing suggested background reading, regularly meeting to discuss project progress, assistance with preparation of a paper and/or presentation, etc.). Collaborative research (whether in addition to project supervision or not) is considered a scholarly activity.	X	X

<i>To Earn Credit:</i> For supervision of student research projects, thesis, or internships, one must provide evidence of working with students to complete (as a supervisor) or to make acceptable progress in computer science, information technology, or related disciplines that leads to student success such as publication, conference presentation, or graduation. For evidence of independent study courses, one must provide course syllabi, schedule of meetings with student (if available), and a sample of student work product. Evidence should demonstrate a consistent level of activity across the entire evaluation period or a comparable intensity of activity over a shorter period.		
G. Participation in Cross-Disciplinary Programs <i>To Earn Credit:</i> Provides evidence of teaching at least 1 course during an academic year with a prefix other than of the department where the faculty member resides or evidence of support to programs outside their department or documents service on departmental committees outside their department.	X	X
H. Special Recognitions for Teaching Accomplishments Examples include, but are not limited to earning a Smith Award nomination, a Faculty Award for Teaching at any level, etc. <i>To Earn Credit:</i> Provides evidence of at least one award at the department level or above during the relevant review period. Awards external to the college should be considered in the case for Exhibits Exemplary Performance.		
I. Other Teaching Activities		
“Other” activities must be approved in advance by the department promotion and tenure committee. Examples of evidence of approval could be an email from the P&T committee chair. It is highly suggested to seek the advice of the P&T committee prior to submission. Permission to include items in this category does not guarantee credit. <i>To Earn Credit:</i> Evidence should include approval by the P&T committee, a description of the teaching activity, documentation of the activity in practice, and results of the activity.	X	? (depends on activity)
II. Professional Service to the institution or the community		
A. Committee Service (Required) Successful, collegial service on committee(s) at the department, college and/or university level. Regular attendance and participation in committee meetings is required to earn credit. <i>To Earn Required Credit:</i> Evidence includes documentation of appointment/election to committee; documentation of committee work-product; must show evidence for entire evaluation period. Some evidence of leadership must also be presented. To receive credit beyond the minimum requirements, evidence of significant and consistent contributions in committee service must be provided.	X (if directly impact students)	
B. Mentorship and/or Advisement of Students	X	

Department Chair will assign mentees/advisees to willing faculty on a regular basis. Mentees/Advisees will be shared across all willing tenured/tenure-track faculty according to their level of experience and particular interests in their program. <i>To Earn Credit:</i> Evidence includes DUCK records listing mentees/advisees for each semester during the evaluation period; must also include examples of mentoring/advising quality such as correspondence with mentees/advisee, etc.		
C. Support to Student Organizations and/or Campus Activities Support to an appropriate organization/activity, whether as an observer, an organizer, or a faculty sponsor. Examples include but are not limited to sponsoring the Department's student club, participating regularly in the Tutoring Blitz, developing community-networking opportunities in history and archives-related fields for graduates, etc. <i>To Earn Credit:</i> Evidence should demonstrate the candidate has a level of participation equivalent to serving as a faculty advisor to a campus organization for at least two years during the evaluation period or a comparable intensity of activity over a shorter period.	X	
D. Contributions to the Improvement of Campus Life Service to campus organizations that are not directly related to disciplinary professional growth and development, such as Laker Angels, Women's Forum, Homecoming Events, regular attendance at Commencement and/or Convocation Ceremonies, serving as Department Webmaster, coordinating our Colloquium Series, etc. <i>To Earn Credit:</i> Evidence includes, but is not limited to, assignment of responsibility, communication with administrators and/or colleagues regarding organization activities, etc. Evidence should demonstrate a consistent level of activity across entire evaluation period or a comparable intensity of activity over a shorter period.	X	
E. Community Engagement Related to One's Discipline Support to discipline-related activities, external to CSU courses or campus organizations, which engage the greater community. Examples include but are not limited to tutoring in their field, conducting workshops, judging a history fair, etc. <i>To Earn Credit:</i> Evidence includes, but is not limited to, assignment of responsibility, communication with administrators and/or colleagues regarding organization activities, etc. Evidence should demonstrate a consistent level of activity across entire evaluation period or a comparable intensity of activity over a shorter period.		X
F. Support of Full-Time and/or Part-Time Faculty Continuous sustained effort to serve as a mentor to another faculty member or performing peer-observations of multiple faculty members. (Note: Being evaluated is part of "Teaching," while providing evaluations for others is "Service.")		

<i>To Earn Credit:</i> For mentorship, evidence should document meetings and copy appropriate correspondence to provide evidence of on-going support over the entire evaluation period or a comparable intensity of activity over a shorter period. For peer-observations, evidence should include all peer-observation forms completed by the candidate as an observer during the evaluations period.		
G. Development of Advisement Materials Examples include but are not limited to web-based advisement guides for specific disciplines, brochures and handouts used in the advisement process, etc. <i>To Earn Credit:</i> Evidence should include documents/materials produced as well as proof of the candidate's role in the production/creation of the materials and the scope of use of the materials.	X	X
H. Coordination of Department, College, or University Programs Examples include but are not limited to service as department chair, coordinator for a course or program, specially assigned administrative duties, etc. <i>To Earn Credit:</i> Evidence should demonstrate a consistent level of activity across entire evaluation period or a comparable intensity of activity over a shorter period.	X	X
I. Contributions to the University System or Regional Accreditation Programs Examples include but are not limited to significant contributions to an accreditation process (e.g., NCATE, PSC, SACS), implementation of the QEP, participation in off-site evaluation teams, etc. <i>To Earn Credit:</i> Evidence should demonstrate a consistent level of activity across entire evaluation period or a comparable intensity of activity over a shorter period.		X
J. Special Recognitions for Service Accomplishments Examples include, but are not limited to receipt of one or more awards documenting excellence in service for campus and/or discipline related work (such as the CSTEM Faculty Award for Excellence in Service). <i>To Earn Credit:</i> Evidence must document the award selection process as well as official notification of the award. Awards external to the college should be considered in the case for Exhibits Exemplary Performance.		
K. Academic Program Implementation or Related Activity in K-12 Schools Examples include, but are not limited to working on state-wide initiatives like the Georgia Performance Standards (GPS), or the Common Core Curriculum, or working with Archives add-on certification support (typically in Middle Grades and High School) for in-service teachers. <i>To Earn Credit:</i> Evidence should demonstrate a consistent level of activity in at least one program implementation or related activity.	X	X

L. Other Service Activities “Other” activities must be approved in advance by the department promotion and tenure committee. Examples of evidence of approval could be an email from the P&T committee chair. It is highly suggested to seek the advice of the P&T committee prior to submission. Permission to include items in this category does not guarantee credit. <i>To Earn Credit:</i> Evidence should include approval by the P&T committee, a description of the service activity, documentation of the activity in practice, and results of the activity.	?(depends specific activity)	?(depends specific activity)
III. Scholarly and/or Creative Activities		
A. Professional Publications (Required) Satisfactory achievement in this category is required of all candidates at all levels of evaluation. Publication credit may be earned only if the publication (either print or electronic) has been peer-reviewed or refereed, which includes peer-reviewed conference presentations. The Archives and Information Studies program makes no distinction between submissions which have been accepted for publication and those which have been published, though a journal article which has been accepted for publication in one review cycle and published in its final form in the following review cycle may not be used for credit twice. In order for credit to be earned, faculty members’ contributions to publications must align with disciplines represented in AIS. Faculty members are encouraged to describe in their narratives how their contributions fit into the disciplines represented by AIS. Faculty members are encouraged to note in their narrative if publications were claimed in a previous cycle. In order to encourage collaboration, AIS shall make no distinction between single-author and multi-author papers. <i>To Earn Required Credit:</i> Evidence that the publisher uses a peer-review process and acceptance/publication must be clearly documented. Whenever possible, the full manuscripts should be included. A required peer-reviewed publication is defined to be from the list of types of publications: a journal article, conference proceedings, textbook/monograph, or a book chapter. The levels of activity needed to earn the required publication credit are further enumerated as follows: • For promotion to assistant professor or associate professor, or to earn tenure at the rank of associate professor, 2 peer-reviewed publications from the required list above are necessary to earn the required publication credit; • For promotion to professor, or to earn tenure at that rank, 2 peer-reviewed publications from the required list above and 1 additional contribution are necessary to earn the required publication credit. The additional contribution may be an item from the required list above, or it may be another type of peer-reviewed contribution such as an extended abstract, an external grant, published pedagogical activities, etc.; • For a successful post-tenure review at any rank, to earn the required publication credit, it is necessary to have 1 peer-reviewed	X (if with students)	X

publication from the required list above and 1 additional contribution of one of the following types: 1 peer-reviewed publication 1 funded external grant (self or collaborative) 3 unfunded external grant proposals (self or collaborative) 3 funded internal grants (self or collaborative) - combination of 3 unfunded external grant proposals or funded internal grants (self or collaborative) - Review of 1 book from the archival profession - To earn credit beyond the minimum requirements, at least two additional peer-reviewed publications from the required list are necessary.		
B. Presentations Before Learned Societies, Professional Organizations, or Public Institutions; Delivery of Seminars, Workshops, and/or Colloquia At least two invited and/or accepted presentations delivered in the relevant review period at the regional level or beyond. <i>To Earn Credit:</i> Evidence should include acceptance letter or invitation as well as a copy of the agenda showing when and where the presentation was given, copies of handouts and/or slides, etc.	X (if with students)	X
C. Discipline-Related Service Examples include, but are not limited to: participation in the activities of a professional society beyond simple membership; reviewing books, articles, grant proposals, or software applications related to the discipline; refereeing, or editing for, discipline related periodicals; serving on a graduate degree committee; etc. <i>To Earn Credit:</i> Evidence should demonstrate a consistent level of activity across entire evaluation period or a comparable intensity of activity over a shorter period.		X
D. Receipt of Competitively-Awarded Grants, Fellowships, or Contracts Both internal and external grants are eligible. For pre-tenure review, it is appropriate to list all efforts to obtain grants, fellowships, or contracts. For promotion and/or tenure review, there must be evidence of a funded grant, awarded fellowship, or signed contract. A grant application which has been submitted in one review cycle and funded in the following review cycle may not be used for credit twice. <i>To Earn Credit:</i> Evidence must include notification of receipt of at least 1 external award or at least 3 internal awards during the evaluation period.	X(if students involved)	X
E. Research Activities Examples include but are not limited to: discipline-related research that has not led to peer-reviewed or refereed publications; an external grant application that has not led to receipt of the grant; substantive supporting research materials which do not stand on their own; collaborative research with students that has not led to peer-reviewed or refereed publications; etc. Items submitted in this category may not be used for credit in other areas in subsequent evaluation periods. It is strongly recommended that the	X(if students involved)	X

candidate discuss the potential inclusions in this category with the department P&T committee. <i>To Earn Credit:</i> Evidence should demonstrate a consistent level of research activity across entire evaluation period or a comparable intensity of activity over a shorter period.		
F. Consulting or Other Application of Professional Expertise Application of your professional expertise with or without compensation. Examples include, but are not limited to: paid/volunteer educational consulting; paid consulting for textbook publishers; development of new or existing software for scholarly or educational use; working with organizations, archives, government entities, private/public consulting on archives collections. <i>To Earn Credit:</i> Evidence should include a letter detailing the appointment or volunteer work.		X
G. Serve a professional society 1 time as a committee member, officer, symposium chair, etc. <i>To Earn Credit:</i> Evidence should include acceptance email/letter from the society	X (if students benefit from it)	X
H. Membership in 5-9 professional societies. Each year in a society counts as a separate society. <i>To Earn Credit:</i> Evidence of proof of membership	X (if students benefit from it)	X
I. Participation in Professional Development Training Related to One's Discipline, Scholarship, and/or Creative Activities Examples include, but are not limited to: attending conferences (whether presenting or not); participating in workshops; attending symposiums. <i>To Earn Credit:</i> Evidence should demonstrate a consistent level of activity across entire evaluation period or a comparable intensity of activity over a shorter period.	X(if with students)	X
J. Honors and Awards for Research, Scholarship, and Other Creative Activities Examples include but are not limited to: college Award for Faculty Excellence in Scholarly Activity; college award for Faculty of the Year; professional society honors for scholarly activity; professional society honors for professional development; etc. <i>To Earn Credit:</i> Evidence of at least one award during the review period is required to earn credit.		
K. Other Professional Growth and Development Activities In order to include evidence in this category, the candidate must obtain permission from the department P&T committee prior to portfolio submission. Permission to include items in this category does not guarantee credit. <i>To Earn Credit:</i> Evidence of permission to include items in this category is a written communication from the department P&T committee. Faculty		X

member must also submit evidence of the professional growth or development activity, as discussed with the department P&T committee.		
L. Other Scholarly Activities In order to include evidence in this category, the candidate must obtain permission from the department P&T committee prior to portfolio submission. Permission to include items in this category does not guarantee credit. <i>To Earn Credit:</i> Evidence of permission to include items in this category is a written communication from the department P&T committee. Faculty member must also submit evidence of the professional growth or development activity, as discussed with the department P&T committee.	X(if with students)	X