

College of Arts and Sciences

Mid-Tenure Review Procedures

1. By **September 30th**, the College Dean shall conduct an election within the respective Colleges to select three faculty members to serve on a College mid-tenure Review Committee. If there are eligible librarian applicants, the Provost, in consultation with the Library Director, will appoint a librarian to serve on the mid-tenure review committee. The librarian must hold a rank equal to or higher than the library applicant(s). The library appointee will only participate in the review of librarian applicants through the approved tenure process. Each member must be tenured in order to serve on the Committee.
2. The Mid-Tenure Review Committee will meet by **October 31st** to review any rubrics or specific methods of evaluation. The chair of the committee must provide current copies of any rubrics of specific methods of evaluation that will be used by the Committee to aid the applicant in the preparation of the portfolio.
3. By **January 31st** the applicant shall prepare and submit a digital portfolio in LiveText format to the Mid-Tenure Review Committee and their Department Chair or Library Director. The digital portfolio shall include a current vita, supporting documents addressing teaching effectiveness and advising, research/scholarship, and service. In the case of library faculty, supporting documentation addressing the criteria for tenure of librarians should be included. In addition, two letters of support from Athens State colleagues should be included. It is recommended that applicants ask a mentor/colleague for assistance with creating and proofreading the portfolio. Applicants can contact Academic Technology Services for assistance with using the LiveText software.

Applicants will submit their portfolios electronically via LiveText, and provide a visitor's passcode in order for the Committee and Department Chair/Library Director to access their portfolios.

3. By the end of **February** the Department Chair (or Library Director, in the case of library applicant(s)) will evaluate the applicant's progress toward tenure, taking into consideration evidence of teaching, scholarship, and professional service as stated in the Athens State University promotion policy. The Department Chair or Library Director, as applicable, will conclude one of the following options and produce a written summary of findings.
 - a. The applicant's progress toward tenure is satisfactory.
 - b. The applicant's progress toward tenure is satisfactory, but the evaluator has specific reservations and/or recommendations. The applicant will receive concrete, written suggestions for improvements necessary to ensure smooth

progress toward tenure. Clear mechanisms shall be specified to assess, at least annually, the effectiveness of the applicant's response to these suggestions.

- c. The applicant's progress toward tenure is unsatisfactory. The applicant will receive concrete, written suggestions for improvements necessary to ensure continued progress toward tenure. Clear mechanisms shall be specified to assess, at least annually, the effectiveness of the applicant's response to these suggestions.

The summary of findings produced by the Department Chair or Library Director, as applicable, will be forwarded to the College Mid-Tenure Review Committee.

4. By **March 31st**, the committee will evaluate the applicant's progress using the same standards used by the Department Chair or Library Director, as applicable, listed in step 3. Committee members will use the COAS Mid-tenure Committee Reviewer's Summary Evaluation Form to review candidates. The mid-tenure review committee will produce a written summary of findings for each applicant. This summary of findings will be forwarded to the applicant's Department Chair.
5. By **April 30th** the Department Chair or Library Director, as applicable, shall be responsible for communicating the combined summaries of findings, in writing, to the applicant and retaining a copy on file.
6. The mid-tenure review process should fully respect academic freedom. Nothing in these guidelines is intended to alter the existing rules in other institutional documents regarding tenure. Additionally, information contained in the summary of findings of the mid-tenure review committee and/or the Department Chair or the Library Director, as applicable, should not be interpreted as a decision regarding tenure. That is, a favorable mid-tenure review is not a guarantee of a favorable tenure decision.
7. If the Department Chair is the faculty member being reviewed, the College Dean shall take the place of the Department chair in the above description in this paragraph. If the Library Director is the faculty member being reviewed, the Assistant Vice President of Academic Affairs shall take the place of the Department chair in the above description in this paragraph.

Portfolio Guidelines

Throughout the portfolio, focus upon meritorious publications, activities, and presentations at regional or national association meetings. It is not recommended that applicants list attendance at required Athens State University faculty meetings and training that are part of their employment duties.

Portfolios should be well-organized and easy to review with supporting documents organized into conceptually related categories and submitted as attachments. Attachments should document major activities and accomplishments. Please limit the number of pictures, scanned

articles, and other documents that are not significant in supporting performance and achievements.

Sample contents of an applicant's portfolio include, but are not limited to:

- curriculum vita
- course evaluations
- advising lists
- research/scholarship excerpts
- a list of committee service
- any letters of support from other faculty/students
- syllabi of courses taught since hiring
- any additional support at the applicant's discretion.

Each section normally would present a narrative introduction and a summary of major points. It should emphasize recent and current professional activities, development, and goals. Artifacts to support performance and activities should be included as attachments to the section.

Portfolio Format and Content

Minimum portfolio requirements include the following:

Introduction

The first section should be an introduction to the portfolio that summarizes the applicant's academic preparation (including degrees, majors, universities, and dates), career overview, and teaching experience. An updated CV should be attached along with a brief statement of the applicant's teaching philosophy and a summary of important professional activities and achievements.

Teaching Effectiveness

The Teaching Effectiveness section should include subsections for:

- Teaching Philosophy,
- Courses/Students taught emphasizing breadth and depth and volume of teaching expertise
- Teaching Quality, and
- Academic Preparation.

Each of these should be supported with attachments such as detailed statement of teaching philosophy, course enrollment data, course preparations per term/year, leadership role as course anchor/lead, sample syllabi from previous and current years that demonstrate improved course organization and delivery, assignment instructions, exams, grade distributions, student evaluations, supervisor evaluations, self-evaluations, and descriptions of practices that demonstrate quality and high expectations. Other artifacts may be required as well.

Applicants should demonstrate continued improvement in their teaching methods by developing well-written syllabi and writing clear instructions for assignments. There normally would be

demonstrated growth and depth in the course syllabi over time. They should also learn and apply a reasonable amount of current teaching technology in their classrooms for both campus and online delivery formats. Librarians should address their instructional role (embedded librarian, instructor of record, etc.).

Expectations and grading criteria should be clear. Assignments and exams should be graded and posted in reasonable lengths of time. Evidence of Teaching Effectiveness should come from the artifacts listed above as well as annual performance evaluations from department chairs and/or deans or library director (at the discretion of the applicant), and letters from colleagues who are familiar with his or her teaching methods.

Research and Scholarly Activities

Applicants should continue to develop their knowledge and skills in their professional discipline. And this development should help professors become more effective teachers and mentors. The Research and Scholarly/Creative Activities section is intended to be a presentation of work and effort in the discipline. It would be helpful if scholarly activities were linked to teaching effectiveness.

This section might include research such as publications, presentations, regional or national conference attendance, appropriate professional development activities, relevant continuing education and activities related to improving teaching and other activities. Publications should be separated in terms of professionally defined levels of quality—such as books, chapters in edited books, articles in peer reviewed journals, or articles in local and state professional newsletters. Important details, such as authors, title, journal name, volume, issue, and pages should be provided (see APA or other acceptable formats). Copies of the most recent articles or the most important articles can be attached. For books, attach a copy of a sample chapter.

The most recognized type of scholarly activity is publication of professional books, chapters in scholarly books, and presentation of research findings in articles in refereed journals or presentations at regional, state, or national association meetings. Grants that apply discipline-related knowledge are an appropriate documentation. Professional development includes attending lectures and workshops. Evidence for Research and Scholarly/Creative Activities include lists or samples of recent publications, presentations at professional meetings, copies of licenses and certifications, and workshops attended.

Similarly, presentations normally would be separated in terms of levels of professional quality such as presentations at national or international professional meetings, presentations at state meetings, and presentations at local professional meetings. Again, important details about each presentation should be provided in an appropriate format (see APA Publication Manual).

Institutional Service

Active participation on University committees and engagement in university activities should be documented in this section. Committees that produce a documented outcome that enhances services to students or the university are also highly valued. Simply being a member of a committee is not the important criteria here; active participation is desired.

Applicants should attend graduations, honors ceremonies, Fiddler's convention, and other university sponsored meetings and workshops. Applicants should be willing to assist with recruitment and planning various university-sponsored events. Active participation is the primary criterion for this area and applicants should support their reports. However, membership on committees alone is not the criteria; being an active member who helps produce a documented outcome that enhances services to students or the university is desired.

Professional and Community Service

Professional and Community service can be summarized but do not present excessive details about attendance or minor activities such as teaching a Sunday school class. Focus upon leadership activities and explain your role in these activities. Examples of professional service would include activities that serve the profession of the applicant such as serving in professional organizations or advisory boards. Community service involves activities that serve the community such as writing or contributing to newspaper articles, membership in civic organizations, consulting with local organizations or agencies, and outreach activities.

Applicants should demonstrate a professional involvement at the local, state, regional, or national level. Examples of such involvement would include consulting with local organizations and agencies, presenting lectures and workshops for schools or professional organizations, participating in professional development, and serving in professional organizations (e.g. serving on advisory boards). Applicants could also be involved in local community activities such as outreach organizations or civic clubs. Through this involvement, they should set a positive example and promote Athens State University as a quality educational institution. Additional sections could be added if an applicant wants to summarize administrative, support, or personal activities and achievements that do not fit into any of the previous sections. Most applicants will not need to add this section.

Student Advising and Involvement (Teaching Faculty Only)

This section should demonstrate the applicant's willingness to assist students in reaching their academic and career goals. Applicants should be available to students at least ten hours a week and be willing to assist them with various academic, career, and personal issues. If issues are beyond the professor's expertise, authority, or role they should refer students to the appropriate university department and follow up to be sure the students' issues were resolved satisfactorily. Evidence of student advising should come from advisee lists. Sponsoring student clubs and honor societies are highly valued and should also be documented in this section.

Professional Effectiveness (Library Faculty Only)

Applicants should provide evidence of professional effectiveness including proficiency in areas of responsibility (reference, cataloging, circulation, acquisitions, collection development, etc.), innovations and leadership in improving library operations, proficiency in technology appropriate to the position, positive assessment of interpersonal skills and work ethic, evidence of continuing professional development.

**College of Arts and Sciences
Mid-Tenure Review
Portfolio**

Creating Your Promotional Portfolio in Livetext

1. Log into LiveText account
2. Click on the “LiveText Docs” tab (top of page, 2nd tab)
3. Click on the “+ New” button (located directly under “My Work”)
4. Under the “Athens State University” heading, click on “Faculty Portfolio”
5. Select “Athens State University Promotion/Tenure Portfolio”
6. Click on the “Create Document” button at the bottom of the page
7. Provide a title for your portfolio.

College of Arts and Sciences Mid-tenure Review Portfolio

Introduction

- Introduction
- Artifacts

Teaching Effectiveness

- Teaching Effectiveness
- Teaching Effectiveness Artifacts

Student Advising & Involvement

- Student Advising and Involvement
- Student Advising & Involvement Artifacts

Research & Scholarly/Creative Activities

- Research & Scholarly/Creative Activities
- Research & Scholarly/Creative Activities Artifacts

Professional & Community Service

- Professional & Community Service
- Professional & Community Service Artifacts

Professional Effectiveness (Library Faculty Only)

- Professional Effectiveness (Library Faculty Only)
- Artifacts

COAS MID TENURE COMMITTEE REVIEWER'S SUMMARY EVALUATION FORM

Score the criteria below to indicate the strength of the narrative and the artifacts for each section listed below.

Summary Evaluation of Achievement: Committee chair to provide a summary statement based on committee deliberations and secret ballot vote that addresses the principal accomplishment in the areas and evaluates strengths and weaknesses, commenting as appropriate on: teaching effectiveness, student advising and involvement, research and scholarly activities, university service, and professional and community service, indicating whether the portfolio contained adequate documentation regarding each area.

I. TEACHING EFFECTIVENESS 40%

Criteria	Supporting Documents	# of Points Exceptional 10-8 Average 7-4 Below Average 3-1
A. Reviewer's Comments on Teaching Effectiveness: Click here to enter text.		
1. Teaching Philosophy (10 points) Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO	Click here to enter text.
2. Courses/Students Taught (10 points) Variety of courses taught per semester/academic year Preparations per semester/year Incorporation of Instructional Technology Description of DL and traditional course delivery Credit Hour Production Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO	Click here to enter text.
3. Teaching Quality (10 points) Grade Distributions Course Organization (provide sample syllabi for each course taught; emphasize improvement over time by including initial and current syllabi) Course Evaluations Assignments Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO	Click here to enter text.
4. Academic Preparation (10 points) Earned Doctorate or Highest Degree in Discipline (10 pts) Earned Doctorate out-of-field Master's Degree with minimum of 18 hours in discipline Approval given by Accrediting Body Approval provided by Letter of Appointment Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO	Click here to enter text.
TOTAL (40 points)		Click here to enter text.

II. STUDENT ADVISING AND INVOLVEMENT 20%

Criteria	Supporting Documents	# of Points Exceptional 10-8 Average 7-4 Below Average 3-1
<p>A. Reviewer's Comments on Student Advising and Involvement: Click here to enter text.</p>		
<p>1. Student Organization/Activities Involvement (10 points) Sponsor of student organizations (Exceptional) – Participation in student activities (Average to Below Average) Student publications and conference participation Click here to enter text.</p>	<p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>Click here to enter text.</p>
<p>2. Student Advising (10 points) Advising Load and Effectiveness (List of Advisees) Career Guidance Graduate School and Career Guidance Recruiting Activities Click here to enter text.</p>	<p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>Click here to enter text.</p>
<p>TOTAL (20 points)</p>		<p>Click here to enter text.</p>

III. RESEARCH AND SCHOLARLY/CREATIVE ACTIVITIES 20%

<p style="text-align: center;">Criteria (Keep in mind the stature of scholarly products)</p>	<p style="text-align: center;">Supporting Documents</p>	<p style="text-align: center;"># of Points Exceptional 10-8 Average 7-4 Below Average 3-1</p>
<p>A. Reviewer's Comments on Research and Scholarly Activities: Click here to enter text.</p>		
<p>1. Publications/Creative Works (10 points) Newsletters Publications in Professional Journals (List referred separate from non-referred journals.) Book Publication (indicate whether self-published) Grants Applied/Secured Creative Works Reports Click here to enter text.</p>	<p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>Click here to enter text.</p>
<p>2. Conferences, Lectures, and Workshops (10 points) Conference presentations/proceedings published (separate according to national, state and local presentations) Continuing Education Activities (appropriate for discipline) Professional Licenses/certifications (to keep current) Click here to enter text.</p>	<p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>Click here to enter text.</p>
<p>TOTAL (20 points)</p>		<p>Click here to enter text.</p>

IV. UNIVERSITY SERVICE 10%

<p style="text-align: center;">Criteria</p>	<p style="text-align: center;">Supporting Documents</p>	<p style="text-align: center;"># of Points Exceptional 10-8 Average 7-4 Below Average 3-1</p>
<p>A. Reviewer's Comments on University Service: Click here to enter text.</p>		
<p>1. Department Level (5 points) Assisting in developing Courses Preparing Accreditation Documents Click here to enter text.</p>	<p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>Click here to enter text.</p>
<p>2. University Level (5 points) Committee Involvement Click here to enter text.</p>	<p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>Click here to enter text.</p>
<p>TOTAL (10 points)</p>		<p>Click here to enter text.</p>

V. PROFESSIONAL AND COMMUNITY SERVICE 10%

Criteria	Supporting Documents	# of Points Exceptional 10-8 Average 7-4 Below Average 3-1
A. Reviewer's Comments on Professional and Community Service: Click here to enter text.		
1. Participation in Professional Organizations (Please distinguish among local, regional, national, and international) (5 points) Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO	Click here to enter text.
2. Participation in Civic and Community Organizations (5 points) Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO	Click here to enter text.
TOTAL (10 points)		Click here to enter text.

COMMENTS ON PORTFOLIO OVERALL QUALITY

Strengths:

Click here to enter text.

Weaknesses/Concerns:

Click here to enter text.

**REVIEWER'S SUMMARY EVALUATION
TOTALS EARNED BY CANDIDATE**

CRITERIA	Enter Candidate Name.	Enter Candidate Name.	Enter Candidate Name.	Enter Candidate Name.	Enter Candidate Name.
Teaching Effectiveness	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Student Advising & Involvement	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Research & Scholarly Activities	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
University Service	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Professional & Community Service	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Total Points Earned	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.