

1 **GEORGIA STATE UNIVERSITY**
2 **COLLEGE OF LAW**

3 **PROMOTION AND TENURE DOCUMENT**
4 **FOR TENURE-TRACK FACULTY**

5 *As Amended October 15, 2015*

6 **I. INTRODUCTION**

7 The College of Law's ability to achieve its educational, academic and professional
8 missions requires a committed faculty dedicated to excellence in teaching, scholarship
9 and service. The College regularly assesses faculty achievement in these areas
10 through reappointment and promotion and tenure reviews. This document sets forth the
11 criteria, standards and procedures for conducting such reviews of College of Law
12 faculty. The policies and procedures contained in this document must be read in
13 conjunction with the Georgia State University Promotion and Tenure Manual, as
14 approved in January 2012, and the bylaws and policies of the Board of Regents of the
15 University System of Georgia.

16 As aptly noted in the University's Promotion and Tenure Manual, "promotion and tenure
17 decisions are extremely important to the life of the institution," and "are also among the
18 most important events in a faculty member's professional life." This document is meant
19 to safeguard these interests and afford faculty members notice, fairness, and the
20 opportunity and resources needed for successful promotion and tenure review and
21 ongoing professional development.

22 **II. TIMING POLICIES FOR PROMOTION AND TENURE**

23 **A. Promotion to Associate Professor of Law**

24 **Pre-tenure:** An assistant professor is eligible to apply and be considered for promotion
25 to associate professor in the fourth year of service. Earlier application in the third year
26 requires a showing of highly exceptional achievement. A promotion awarded under
27 these time periods would not come with tenure.

28 **With tenure:** An assistant professor may elect to be considered for promotion to
29 associate professor and the award of tenure concurrently. These concurrent
30 applications would ordinarily occur in the fifth or sixth year of service.

31 **B. Tenure**

32 Tenure may be awarded upon completion of a probationary period of at least five (5)
33 years of service. A maximum of three years' credit toward the minimum period may be

34 allowed for service in full-time tenure-track faculty positions at other institutions. Such
35 credit for prior service shall be defined in writing at the time of initial appointment and
36 approved by the president.

37 A candidate for promotion and tenure may relinquish some or all probationary credit
38 received, with the approval of the dean. When a candidate with probationary credit is
39 first eligible for consideration for promotion and tenure, he/she must notify the dean if
40 he/she will keep or relinquish some or all of the awarded credit.

41 The maximum time that may be served as a tenure track faculty member without the
42 award of tenure is seven (7) years. However, a maximum of two (2) years' suspension
43 of the probationary period may be granted due to a leave of absence based on birth or
44 adoption of a child, or serious disability or prolonged illness of the employee or
45 immediate family member. Such interruption must be approved by the president.

46 **C. Promotion to Professor of Law**

47 An associate professor is eligible to apply and be considered for promotion to full
48 professor in the fifth year of service in rank. An earlier application for promotion in the
49 fourth year of service in rank requires strong justification. A candidate hired initially as
50 an associate professor may elect to apply for promotion to full professor and the award
51 of tenure concurrently. These concurrent applications would ordinarily occur in the fifth
52 or sixth year of service in rank.

53 **III. PROMOTION AND TENURE STANDARDS**

54 **A. General**

55 Promotion and tenure recommendations of tenure track and tenured faculty shall be
56 based on demonstrated excellence in teaching, scholarship, and institutional and
57 professional service. It is necessary to meet the standards in each of these three areas.
58 Promotion and tenure decisions entail not only an evaluation of a candidate's existing
59 contributions and accomplishments, but a predictive assessment of the candidate's
60 commitment to continued excellence and productivity in these areas.

61 Each year, the Associate Dean for Research and Faculty Development will convene a
62 meeting to explain promotion and tenure policies and answer questions about any and
63 all phases of the promotion and tenure process. This meeting shall be open to all
64 interested faculty members.

65 **B. Specific Standards**

66 **1. Teaching**

67 Central to the mission of the College of Law is educating students in the study of
68 law and preparing them for entry into the legal profession. To achieve this mission

69 the College of Law faculty is committed to teaching excellence. Accordingly,
70 demonstrated excellence, commitment, and effectiveness in teaching will be a
71 necessary component of promotion and tenure review.

72 Faculty members may be effective teachers in different ways, and it is not possible
73 to define each of the essential components of teaching effectiveness. The
74 following factors, however, are extremely important: ability to communicate;
75 enthusiasm for teaching and for engagement with students; effective preparation
76 for class; breadth and depth of relevant knowledge; thoughtful organization of both
77 individual class sessions and overall course organization; ability to motivate
78 students to engage with the subject matter of the course; and availability to
79 students beyond the classroom environment for advisement and other academic
80 purposes. Equally important are a faculty member's efforts to integrate
81 professional values and skills with knowledge and doctrine, establish clear course
82 objectives, and devise effective methods of assessing student achievement.

83 Assessment of teaching quality is based on three primary, though not exclusive,
84 sources of information: 1) faculty peer evaluations based on class visits, 2) student
85 evaluations, and 3) the candidate's own statement of pedagogical goals and
86 methodologies.

87 **2. Scholarship**

88 The central mission of the College of Law also requires a faculty committed to
89 scholarly pursuits directed to academic and professional audiences. These
90 pursuits should lead to publications that make important contributions to the
91 development of the law, such as scholarship relating to doctrinal analysis and
92 policy, law reform, legal practice, the improvement of legal institutions, legal
93 education, and research that ventures beyond the law and offers empirical and
94 interdisciplinary perspectives.

95 Engaging in such research is important for two reasons. First, scholarship is a
96 critical component of effective teaching. Teaching informs scholarship and
97 scholarship informs the important ingredients of good teaching: rigorous analysis,
98 creativity, and the lifelong development and enhancement of one's area of
99 expertise. Second, scholarship is about the study of problems that result in the
100 dissemination of knowledge. It is not enough for faculty to acquire knowledge and
101 develop expertise if they do not apply it and share it both for further study within
102 the academy and for the use and benefit of professional communities and
103 institutions.

104 The quality of a candidate's scholarship, as judged by peers at this and other
105 institutions, is thus a substantial factor in any promotion and tenure
106 recommendation. Towards this end, it is a faculty member's responsibility to
107 pursue, and the College of Law's responsibility to support, the development of a
108 scholarly agenda that steadily gains significant recognition and standing in one's

109 field of study. Factors relevant in demonstrating the recognition and impact of a
110 faculty member's work include, without limitation, assessments in external review
111 letters by peers in the field; invitations to present work at important conferences,
112 workshops, symposia; citations to, or re-publication of, the candidate's work;
113 scholarly and professional responses to articles; recognition of a candidate's work
114 by scholarly, professional or governmental organizations; and impact on policy,
115 practice or the development of the law.

116 Recognizing that legal journals are typically run by law students rather than
117 academic peers, the quality of the candidate's scholarship is of primary importance
118 in assessing whether standards under this section have been met. The identity of
119 the journal in which a work of scholarship is published, although in some cases
120 reflective of the particular distinction of the piece, is secondary. While the
121 methodology and focus of legal scholarship varies widely, excellent work must
122 demonstrate intellectual rigor, sophisticated analysis, and originality. Quality
123 research that possesses these attributes may take a variety of forms, such as
124 articles and essays in law reviews and other significant academic journals, books,
125 book chapters, treatises, casebooks, high-quality professional journals, and the
126 published results of grant-funded research. Relevant as well are quality
127 publications resulting from law reform and policy work with government agencies,
128 commissions and task forces.

129 The use of online publication outlets also is becoming more prevalent as a form for
130 discussion and dissemination of ideas among scholars and the professional
131 community. As this trend advances, these vehicles also may be included in one's
132 overall research portfolio, to be given weight commensurate with their length,
133 scholarly content and rigor of the research outlet. Participation in forms of online
134 publication also can serve to enhance a faculty member's visibility and the
135 recognition of his or her work, much in the way it does through attendance at
136 conferences and other forms of conventional networking.

137 **3. Service and Professional Engagement**

138 The success and effectiveness of the College of Law also requires the faculty to be
139 engaged in the affairs of the law school and the university, and to contribute to the
140 advancement of the legal profession and related academic/professional initiatives
141 and organizations. With respect to the law school and university, faculty service
142 includes such responsibilities as taking on an appropriate share of committee
143 responsibilities, assisting and advising student organizations, attending an
144 appropriate share of law school and faculty-related events, and performing other
145 duties as assigned that relate to and further the mission of the college and
146 university.

147 With respect to professional and academic activity, such engagement includes
148 assuming leadership responsibilities in bar associations and other professional and
149 academic organizations; participation in professional and academic meetings,

150 conferences and workshops; and involvement in law reform, public policy, and pro
151 bono work. These forms of professional and academic engagement not only serve
152 to advance the college's connections to important constituencies, they further our
153 teaching and research missions. They do so by reinforcing faculty efforts to be
154 creative and relevant in their teaching and writing, and by helping to promote the
155 recognition of their work among their academic peers.

156 **4. Composite Measure Across the Faculty**

157 The College of Law is strongest as an institution when its faculty as a whole is
158 contributing significantly to the education of our law students, the production of
159 scholarship, and to serving the University, professional and other external
160 communities. While every faculty member must satisfy standards in each of these
161 areas to achieve promotion and tenure, this does not require every faculty member
162 to make an identical contribution to each of these endeavors every year. Thus, the
163 promotion and tenure review process should take into account each individual's
164 strengths and consider his or her portfolio development over the course of the
165 promotional period, assessing his or her unique ability to contribute to the law
166 school's holistic mission of excellence in all areas.

167 **C. Standards for Evaluation by Rank and For Tenure**

168 **1. General**

169 Each level of review for promotion and for tenure entails a comprehensive
170 assessment of a candidate's performance, progress, and potential future
171 performance with respect to teaching, scholarship and service. Standards and
172 expectations are applied with greater rigor at successive levels of review. For pre-
173 tenure faculty, teaching loads are adjusted to support both their ability to focus on
174 their pedagogy and develop a research agenda and routine. Similarly, while pre-
175 tenure faculty are expected to engage in institutional and professional service,
176 institutional demands, to the extent possible, should be assigned in a manner that
177 does not undermine the development of their teaching and scholarship.

178 With respect to scholarship expectations at each level of review, a faculty member's
179 record should reflect the results of an ongoing and active research agenda that
180 significantly contributes to the development of law or policy and that is consistent
181 with the typical cycle necessary to produce a quality law review article or equivalent
182 piece of legal or interdisciplinary scholarship. Given that, the quantitative
183 expectations noted below reflect a productivity assumption, common in legal
184 education, that faculty will produce at a rate that averages a quality publication per
185 year, noting of course the need to make adjustments for books and other projects of
186 different length and complexity.

187 **2. Promotion to Associate Professor**

188 **Pre-tenure:** To qualify for promotion from Assistant Professor to Associate
189 Professor without tenure, the faculty member must demonstrate: 1) a high level of
190 competence and effectiveness in teaching, or growth leading towards attaining such
191 a level, including a demonstrated commitment to the students and the quality of his
192 or her pedagogy; 2) a record of growing scholarly achievement and recognition in
193 one's field, supported by publications of high quality; 3) a commitment to institutional
194 and professional service at a level commensurate with the candidate's experience;
195 and 4) a record overall that shows unmistakable promise of tenure.

196 Quantitatively, achievement of the scholarship standard for pre-tenure promotion to
197 Associate Professor normally will require the completion and external review of at
198 least three significant articles in law reviews, academic journals or equivalent
199 products of research of substantial quality and academic merit. This is meant as a
200 guide and not as a precise formula. The larger point is that candidates for promotion
201 are expected to present a publication record that reflects sustained output,
202 evidenced by a body of scholarly work commensurate with experience and rank. In
203 determining the components of a scholarly portfolio under review, a work may be
204 included when it has been published or accepted for publication in time to be
205 included in the external review process.

206 **With tenure:** To qualify for promotion from Assistant Professor to Associate
207 Professor of Law with tenure, the faculty member must satisfy the standards for
208 tenure.

209 **3. Tenure**

210 Because tenure represents a career-long commitment by the institution towards a
211 faculty member, it carries with it the expectation of ongoing productivity and the
212 continued pursuit of excellence on the part of a tenured faculty member. Thus, a
213 tenure assessment under the standards that follow involves a judgment not only of a
214 faculty member's performance to date but the likelihood of a continued upward
215 trajectory in terms of work quality, scholarly productivity, teaching effectiveness, and
216 professional growth.

217 To qualify for tenure, the faculty member must demonstrate: 1) a high level of
218 competence in teaching, including a demonstrated record of commitment to the
219 students and the quality of his or her pedagogy; 2) significant scholarly achievement
220 supported by publications of high quality and which are recognized as contributing to
221 the advancement and development of the candidate's area of research; and 3)
222 significant service contributions institutionally and professionally.

223 Quantitatively, achievement of the scholarship standard for an award of tenure
224 normally will require a body of work that consists of at least four externally reviewed,
225 significant articles in law reviews, academic journals or equivalent products of
226 research of substantial quality and academic merit. This is meant as a guide and
227 not as a precise formula. The larger point is that candidates for tenure are expected

228 to produce a body of work that reflects a sustained and ongoing scholarly
229 engagement, evidenced by several examples of scholarly work commensurate with
230 experience and rank. In determining the components of a scholarly portfolio under
231 review, a work may be included when it has been published or accepted for
232 publication in time to be included in the external review process.

233 A candidate who seeks tenure combined with promotion to full professor must also
234 satisfy all full professor standards.

235 **4. Promotion to Professor**

236 Attainment of professor status is not simply the next step on the promotion ladder. It
237 reflects recognition that a faculty member has attained a significant level of
238 achievement and national/international standing in the profession as a scholar,
239 teacher and engaged colleague. Both the quantity and quality of the record required
240 for this review should substantially surpass that required for the rank of associate
241 professor.

242 Specifically, to qualify for promotion to professor, the faculty member must
243 demonstrate: 1) a sustained high level of competence and continued growth in
244 teaching, including a demonstrated record of commitment to the students and the
245 quality of his or her pedagogy; 2) sustained and significant scholarly achievement
246 overall, focusing on the time period since the candidate's attainment of the rank of
247 associate professor, that has achieved significant standing and recognition in the
248 field for its high quality and its contributions to the area of study; and 3) regular and
249 significant service both institutionally and professionally.

250 Achievement of the scholarship standard for promotion to professor will require a
251 productivity record that reflects a continuing and active scholarly agenda during the
252 current promotion review period. In addition, as with the tenure decision,
253 assessment of one's application for promotion to professor entails not only a
254 judgment about a faculty member's record to date but the ability to predict that the
255 candidate will continue to perform at a professor level on into the future.

256 **IV. REAPPOINTMENT**

257 During their pre-tenure years, faculty members will be reviewed annually to determine
258 their eligibility for reappointment. This review requires an assessment of the faculty
259 member's incremental and cumulative progress toward satisfying the standards for
260 tenure and promotion noted above.

261 **V. ROLE OF COMMITTEES IN THE PROMOTION AND TENURE PROCESS**

262 **A. Promotion and Tenure Committee**

263 The Promotion and Tenure Committee (Committee) shall work with the dean in a
264 cooperative system of faculty evaluation and make recommendations to the dean on
265 matters of reappointment, promotion and tenure.

266 The Committee shall consist of all tenure-track faculty members in the College except
267 as follows:

- 268 1. In cases of promotion to the rank of Associate Professor, only those members of
269 the Committee who hold the rank of Professor or Associate Professor shall
270 participate;
271
- 272 2. In cases, of promotion to the rank of Professor, only those members of the
273 Committee who hold the rank of Professor shall participate;
274
- 275 3. In cases where tenure is under consideration, only those members of the
276 Committee who are tenured shall participate;
277
- 278 4. In cases of reappointment, only those persons who are tenured or who are not
279 tenured but who are of higher rank than the rank of the person under
280 consideration shall participate.

281 The Committee shall also consist of Clinical faculty members with respect to (1) all
282 issues relating to RWA lecturers; and (2) issues relating to clinical faculty members who
283 are of a lower rank than the voting member. If the voting member has a presumptively
284 renewable contract, he or she is also eligible to vote on clinical faculty of the same rank
285 who do not have this status.

286 **B. Co-Chairs**

287 The Promotion and Tenure Committee shall be headed by two faculty co-chairs elected
288 annually by majority vote of the faculty at a regularly scheduled faculty meeting in March
289 or April of the academic year. The term of appointment, which is renewable, shall run
290 through the ensuing academic year. Co-chairs must be tenured full professors. They
291 shall convene meetings of the Committee, coordinate its proceedings, and serve as its
292 representative with regard to all required and appropriate communications. The co-
293 chairs also will serve as co-chairs of the Faculty Review Subcommittee.

294 **C. Faculty Review Subcommittee**

295 The college also will have a Faculty Review Subcommittee (Subcommittee) for
296 promotion and tenure but not reappointment cases. This Subcommittee will be
297 comprised of five members of the full Promotion and Tenure Committee as follows: (1)
298 two members appointed by the Dean; (2) one general member elected by the faculty;
299 and (3) the two co-chairs of the Promotion and Tenure Committee. The purpose of the
300 Subcommittee is to aid the Promotion and Tenure Committee in presiding over the
301 review process. Under the leadership of the co-chairs, the Subcommittee's

302 responsibilities generally entail overseeing and managing the stages of the process as
303 set out in the timeline in Appendix A.

304 The Subcommittee also will review each candidate's completed dossier under the
305 applicable standards set forth in this document, and prepare a written report and
306 recommendation to the full Promotion and Tenure Committee. This report and
307 recommendation is advisory only and is not binding on the full Committee, which is
308 ultimately responsible for making a recommendation on each candidate to the dean.

309 **D. General Rules Governing Promotion and Tenure Committee Meetings**

310 1. Meetings of the Committee shall be preceded by five business days' notice to all
311 members eligible to vote on the matters raised at that meeting. When it is anticipated
312 that a meeting will include a vote on reappointment, promotion, or tenure, the Co-
313 Chairs shall make every effort to schedule that meeting at a time when all faculty
314 eligible to vote are able to attend.

315 2. A quorum for all purposes shall be 80% of the members eligible to vote on the
316 particular matter according to the membership criteria defined in Section II.A.1. In
317 the absence of such a quorum, the Promotion and Tenure Committee may not act
318 on that matter. Every effort shall be made to include faculty members who are on
319 leave in reappointment, promotion, and tenure decisions on which they are eligible
320 to vote. However, any faculty member who is on leave and is unavailable to
321 participate in any reappointment, promotion, or tenure decision shall not be counted
322 for quorum or voting purposes.

323 3. Voting shall be by secret ballot. In reappointment matters, a simple majority of yea
324 and nay votes cast shall be sufficient, and in promotion and tenure matters, a two-
325 thirds majority of yea and nay votes cast shall be sufficient to make a
326 recommendation to the Dean. In promotion and tenure matters, when the number of
327 members present and voting is not an integer multiple of three, the number of yea
328 and nay votes cast closest to two-thirds shall be sufficient. Voting shall be by secret
329 ballot.

330 **VI. PROCEDURES FOR PROMOTION AND TENURE REVIEW**

331 **A. Notification and Calendar within the College**

332 The formal review, recommendation and decision-making process within the College of
333 Law will be conducted primarily during the fall semester of the academic year. To meet
334 the University deadline for the dean to submit materials to the provost, the information
335 gathering process by the co-chairs and the candidates should begin the preceding
336 spring and should conform generally to the calendar set forth in Appendix A

337 **B. Contents of the Dossier**

338 All applications for promotion and tenure will be supported by a dossier that contains a
339 record of the candidate's professional achievements relating to teaching, scholarship
340 and service. The contents of the dossier will include:

341 1. Provided by the Candidate

342 a. A current curriculum vita

343 b. A statement that summarizes accomplishments and goals in teaching, scholarship
344 and service. This document should include:

345 1) A statement of the candidate's pedagogical goals and methods for each class
346 currently taught. The candidate should submit evidence relating to teaching
347 effectiveness, which may include, where relevant, peer assessments, the
348 development of instructional materials or new courses/programs, innovative
349 pedagogy, technology or methods of assessment, integration of skills and values,
350 and evidence of student accomplishments;

351 2) A statement about the candidate's scholarship record, including evidence of
352 recognition within one's field, and the relationship between the candidate's existing
353 record and plans going forward. If the candidate's record includes multi-authored
354 works of scholarship, the candidate should indicate his or her specific contributions to
355 each article in question; and

356 3) A statement about the candidate's institutional service and professional
357 engagement.

358 c. Reprints or other copies of scholarly writings that will comprise the scholarship
359 review.

360 d. At the candidate's discretion, copies of any letters, memoranda, etc. that document
361 public service, professional engagement, leadership positions, awards, or other forms
362 of professional recognition,

363 e. Any other letters, statements, documents or information the candidate deems
364 relevant and material.

365 2. Prepared or Solicited by the Subcommittee

366 a. A written summary of the candidate's student course evaluations;

367 b. Faculty reviews of the candidate's teaching based on class visitations;

368 c. External and internal reviews of the candidate's scholarship; and

369 d. Subcommittee Report that reviews the candidate's record and makes a
370 recommendation to the Promotion and Tenure Committee

371 **C. Evaluation of Teaching**

372 1. General

373 Evaluation of a candidate's teaching will be based primarily on: class visits and
374 faculty review of the candidate's classes, student evaluations, the candidate's
375 statement of teaching goals and methods, and any submitted materials or other
376 submissions evidencing teaching dedication, effectiveness or innovation. Relevant
377 as well is information relating to the faculty member's teaching load, student
378 advisement, the creation of new courses, supervision of independent study, and
379 where possible and practicable, teaching methods that integrate, or introduce
380 students to, skills and professional values in their doctrinal courses.

381 2. Class Visitation and Faculty Review

382 a. Class visitation and peer evaluation of a faculty member's classes are important
383 vehicles for evaluating and promoting effective teaching. Annually, the co-chairs or
384 their designees on the Subcommittee will assign two-person faculty teams to
385 conduct class observations for all pre-tenured faculty as well as for candidates for
386 promotion to professor.

387 b. Each faculty team will conduct observations of at least two full 75 minute classes
388 of the same course. When a candidate is teaching different courses during the year,
389 the two-person team will decide, after consultation with the faculty member, which
390 course will be visited.

391 c. Prior to each class visit, the two-person team will meet with the faculty member to
392 discuss the subject matter and goals of the upcoming class. The faculty member will
393 furnish a copy of any material to be discussed in the class to the members of the
394 team. After the team has made its class visits but before any final evaluation report
395 is written, the team members will meet with the faculty member to discuss their
396 observations and the faculty member's response.

397 d. The co-chairs will promptly provide a copy of the visitation report(s) to the
398 observed faculty member who may promptly request that a second team be
399 assigned for observation and report before any action is taken on the observed
400 faculty member's reappointment, promotion or tenure. The original visitation report
401 shall be filed in the observed faculty member's portfolio in the Dean's office, a copy
402 being retained in a duplicate file kept by the co-chairs of the Promotion and Tenure
403 Committee during the period prior to the faculty decision on the member's candidacy
404 for reappointment, promotion or tenure.

405 3. Student Evaluations

406 The co-chairs or their designees on the Subcommittee are expected to review the
407 student evaluations of a candidate's classes during the promotional period and
408 prepare a summary report of the evaluations for the candidate's dossier. A copy of
409 this summary will be provided to the candidate for review and comment prior to its
410 finalization, and the candidate will have the opportunity to place a responsive
411 statement in the file

412 In addition, co-chairs or their designees on the Subcommittee will collect the student
413 evaluations of the candidate and make them available in a secure location for review
414 by any faculty member eligible to vote on the promotion or tenure decision.

415 **D. Evaluation of Scholarship and External Reviews**

416 To assist the Promotion and Tenure Committee in its assessment of a candidate's
417 scholarship, the dean will solicit peer evaluations, both internal and external, from
418 experts in the candidate's field. With respect to the number of external reviewers, a
419 candidate's dossier generally should be supported by five external letters and at least
420 two internal letters.

421 The names of the external reviewers should be drawn from lists of those recommended
422 by the candidate and the dean (who may consult with the co-chairs and the associate
423 deans). At least half of the external letters must come from reviewers on the dean's list.
424 External reviewers from academic institutions must hold the rank of associate or full
425 professor and should be affiliated with research universities in which the emphasis on
426 research and scholarship is of a rigor similar to aspirational peers in legal education. .
427 The primary consideration in selecting reviewers should be their reputation and standing
428 in the candidate's field of expertise. In appropriate circumstances, external reviewers
429 may be drawn from relevant non-academic, professional settings. External reviewers
430 cannot be closely affiliated with the candidate (e.g. co-author, co-worker, dissertation
431 chair). Accompanying each external review letter should be a brief resume or bio
432 showing the reviewer's accomplishments, standing in the field, and past relationship, if
433 any, with the candidate.

434 In communicating with the external reviewers, the dean will provide the candidate's vita
435 along with copies of the selected or multiple publications the reviewer has been asked
436 to evaluate. External reviewers will be asked to evaluate the quality and significance of
437 the scholarly work or works under review and the contributions it makes to the
438 candidate's discipline.

439 External review letters shall be kept confidential from all persons other than those
440 individuals involved in some aspect of the candidate's promotion or tenure application.
441 Upon receipt of an external review, the co-chairs will provide a copy to the faculty
442 member under consideration for promotion and tenure.

443 **E. Evaluation of Institutional and Professional Service**

444 Evaluation of a candidate's Institutional and Professional Service should consider: the
445 nature and extent of the candidate's service activities, the candidate's engagement in
446 an appropriate level of the faculty's institutional responsibilities, the candidate's capacity
447 to assume leadership responsibilities, and the degree to which professional
448 engagement has served to buttress the candidate's teaching and scholarly activities and
449 enhance the candidate's reputation among his peers.

450 To evaluate these factors, the committee will review the candidate's own statement and
451 solicit input from the chairs of faculty committees on which the candidate has served
452 during the promotional period. The committee also may contact external constituencies
453 associated with the candidate's public or professional service activities and make all
454 other inquiries as the committee deems appropriate.

455 **VII. DELIBERATION PROCEDURES FOR THE COMMITTEE, THE SUBCOMMITTEE** 456 **AND THE DEAN**

457 **A. Subcommittee Review**

458 Once the candidate's dossier is complete, the Subcommittee will carefully review the
459 candidate's application and meet to discuss it.

460 **B. Report**

461 Following its review and deliberations, the Subcommittee will prepare a written report of
462 its assessment and recommendation. The report should assess the candidate's
463 performance in the areas of teaching, scholarship, and service based on the dossier
464 and the standards contained in this Promotion and Tenure Document. The purpose of
465 the report is to aid the work of the Promotion and Tenure Committee and is advisory
466 only.

467 **C. Timing of Report**

468 The report must be completed and made available to the candidate no later than 12
469 business days before the Promotion and Tenure Committee meeting on the candidate.
470 The candidate may submit a written response to the report within seven business days
471 of its receipt.

472 **D. Availability to Faculty**

473 The report, the candidate's response (if any), and the candidate's dossier must be made
474 available to eligible faculty at least 5 business days before the Promotion and Tenure
475 Committee vote on the candidate.

476 **E. Promotion and Tenure Committee Meeting on Candidates**

477 The Promotion and Tenure Committee will meet to discuss and evaluate the merits of
478 each candidate's application in light of the dossier and the Subcommittee's report and

479 recommendation. The co-chairs of the Committee will preside. In accordance with the
480 voting rules set forth in Section V.D., the Committee will make recommendations to the
481 dean on each candidate's application.

482 **F. Dean's Review**

483 Upon receiving recommendations for promotion and tenure and reappointment, the
484 dean will conduct a review of the candidate's application based on the Promotion and
485 Tenure Committee's recommendation and the candidate's dossier. The dean will make
486 and independent assessment of whether to recommend favorable action, and forward
487 all positive recommendations for promotion and tenure to the provost, accompanied by
488 the dean's written letter in support of the recommendation and the candidate's file.

489 Candidates that are not recommended by the dean must receive a written decision and
490 rationale no later than ten working days after the dean's decision. Candidates who are
491 not recommended by the dean may appeal the dean's decision to the provost in the
492 manner provided by the University Promotion and Tenure Manual.

493 **G. Notice to Candidates**

494 All candidates will receive timely notice in writing of the Committees' and the Dean's
495 recommendations and a copy of any report(s) that are made of the candidate's
496 credentials. All candidates have the right to respond in writing to these decisions.
497 Copies of any such response will be included in the material reviewed at all higher
498 levels.

499 **VIII. SUPPORT, EVALUATION, AND REAPPOINTMENT OF PRE-TENURE** 500 **FACULTY**

501 **A. Support**

502 Upon the arrival of each newly hired pre-tenure faculty member, the Associate Dean for
503 Research and Faculty Development will designate a member of the tenured faculty to
504 serve as a mentor for the new faculty member. Faculty mentors will provide support
505 and guidance that will aid the new colleague in the development of his or her teaching,
506 scholarship and service. At the same time, faculty mentors are not meant to be the only
507 source of communication, but to facilitate the faculty's commitment to providing regular,
508 constructive and candid advice.

509 Another source of support is provided by the Associate Dean for Research and Faculty
510 Development. This office oversees a series of programs designed for junior faculty
511 development and enrichment. Pre-tenure faculty members are encouraged to
512 participate in these programs.

513 **B. Annual Evaluation and Reappointment**

514 1. *Committee Review*: Annually, each spring, the Promotion and Tenure Committee
515 will meet to review the performance and progress of each pre-tenure faculty member
516 and make a recommendation to the dean in support of or against reappointment.
517

518 2. *Standards*: This annual process requires the Committee to assess the pre-tenure
519 faculty's incremental and cumulative progress toward satisfying the standards for
520 promotion and tenure by the end of the probationary period. Thus, the promotion
521 and tenure standards of Section C. of this document should guide faculty members
522 in their planning and pacing during the pre-tenure period. Depending on the
523 particular circumstances, the Committee may choose to recommend reappointment
524 while also noting particular areas that need improvement.
525

526 3. *Dossier*: All reappointment reviews will be supported by a dossier that contains a
527 cumulative record of the faculty member's professional achievements relating to
528 teaching, scholarship and service. The contents of the dossier will be similar but not
529 identical to that described in section II.B. for promotion and tenure, and will not
530 include external reviews of scholarship.

531 4. *Notification of Renewal and Dean's Review*: After receiving the Committee's
532 reappointment recommendations, the dean will timely notify all pre-tenured faculty
533 on the issue of their reappointment.

534 In addition, each spring the dean will meet with each pre-tenure faculty member to
535 review the faculty member's performance and progress towards tenure, noting
536 accomplishments, areas of strength, and any areas of concern. The dean will
537 conduct these reviews based on the reappointment dossier compiled by the
538 Promotion and Tenure Committee, and the annual report document that each
539 faculty member is required to complete each year. The review will include
540 discussion of any significant issues evident from the record or that surfaced during
541 the Promotion and Tenure Committee's review.

542 **IX. PRE AND POST TENURE REVIEW**

543 **A. Pre-tenure Review**

544 Each pre-tenure faculty member will undergo a formal pre-tenure review during the
545 spring of the third academic year of service. When a faculty member is hired with one or
546 two years of probationary credit towards tenure and promotion, he or she also will
547 undergo a pre-tenure review. A faculty member hired with three years of probationary
548 credit may waive pre-tenure review with written approval of the dean.

549 The pre-tenure review will be more substantial than annual reappointment review. Its
550 purpose is to assess progress toward tenure, and provide tenure track faculty members
551 with a constructive evaluation of their progress. The review should identify strengths
552 and accomplishments and pinpoint areas in need of improvement in which tenured
553 faculty may provide assistance to tenure track colleagues.

554 Guidelines for this pre-tenure review process are set forth in a separate document
555 entitled, "Guidelines for Cumulative Reviews of Tenure-track and Tenured Faculty,"
556 which is attached here as Appendix B).

557 **B. Post-Tenure Review**

558 The Promotion and Tenure Committee will conduct a post-tenure review of tenured
559 faculty. The primary purpose of the review is to assist faculty members with identifying
560 opportunities that will enable them to reach their full potential for contributing to the
561 College and University. Guidelines for this post-tenure review process are set forth in a
562 separate document entitled, "Guidelines for Cumulative Reviews of Tenure-track and
563 Tenured Faculty," which is attached here as Appendix B).

564 **X. AMENDMENTS**

565 This document may be amended at any meeting of the faculty by a majority vote of
566 the members present, provided there is a quorum and that the proposed amendment
567 has been presented to the faculty at least seven days in advance of the meeting at
568 which it is to be voted upon.

569

570

571

572

573

Appendix A

574

Calendar for Promotion and Tenure Review within the College

575

The timeline identified below is intended as a general guide only. The specific dates for promotion and tenure in any given year will be governed by the schedule issued by the Office of the Provost.

576

577

578

March-April: Associate Dean for Research and Faculty Development holds meeting regarding promotion and tenure policies for all interested faculty members. Co-chairs of the Subcommittee notify faculty members who are eligible to apply for promotion or tenure in the following academic year and seek confirmation of whether they intend to move forward with their application.

579

580

581

582

583

April: Candidates intending to apply for promotion or tenure in the upcoming academic year notify the Co-Chairs of their plans to do so.

584

585

April/May: Co-chairs meet with each of these faculty candidates to review the evaluation process and the materials that must be included in a candidate dossier. Co-chairs will solicit names of potential external reviewers from each candidate.

586

587

588

589

May: Co-chairs will provide to the dean a list of the names of all external and internal reviewers who will be asked to provide evaluations of the candidates' scholarship. Reviewers will be asked to submit their written evaluations no later than September 15.

590

591

592

593

Early September: All external and internal reviews of scholarship should be completed in in the dossier.

594

595

Early September: Candidates' written statements in support of their application for promotion or tenure are due.

596

597

Second Week in September: Candidate dossiers should be completed and made available to the Subcommittee.

598

599

Second Week in September – Second Week in October: The subcommittee should review the candidate's application and formulate its recommendation and written report.

600

601

602

Third week in October: The Subcommittee will provide the candidates with copies of its report. Candidates will have seven working days to submit a response.

603

604

Late October/early November: Completed candidate dossier made available to full Promotion and Tenure Committee

605

606 *November:* Full Promotion and Tenure Committee meeting to discuss and vote
607 on the candidates for promotion and tenure. Candidates notified of Committee
608 recommendations.

609 *December/January:* Dean completes written review of each candidate's
610 application, notifies the candidates, and forwards all positive recommendations to
611 the Provost for further review.

612

613

APPENDIX B

614

Guidelines for Cumulative Reviews of Tenure-Track and Tenured Faculty

A. Time of Review:

616 Each tenure track member of the faculty will be reviewed in the Spring Semester of the
617 faculty member's third academic year at the College of Law. This review will coincide
618 with the annual spring reappointment process. In the case of persons with prior teaching
619 credit at other institutions, the cumulative review will occur in the spring semester one
620 full year prior to the first year in which they would first be eligible to seek tenure. A
621 faculty member hired with three years of probationary credit may waive pre-tenure
622 review with written approval of the dean.

B. Reviewing Committee:

624 The review will be conducted by a Committee of three tenured faculty members (the
625 "Committee"). Two members of this committee will be elected by the Promotion and
626 Tenure Committee at the same time the election for Chairs of the Promotion and Tenure
627 Committee is held. The third member of the Committee will be the newly elected Chair
628 or Co-Chair of the Promotion & Tenure Committee.

C. Purpose of Review:

630 The review will provide each tenure-track faculty member with a clear idea of how
631 adequately he or she is progressing toward successfully achieving promotion and
632 tenure. The review should identify strengths and accomplishments and pinpoint areas in
633 need of improvement in which tenured faculty may provide assistance to tenure track
634 colleagues.

D. Scope of Review:

636 The Committee will review the annual reports submitted by the faculty member to the
637 Dean for the years in question and report on the faculty member's progress in the areas
638 of teaching, scholarship, and service. The Committee will also review both the student
639 evaluations and the annual faculty teaching evaluations of the tenure track candidate.
640 No additional class visitation will be necessary for the cumulative review. The
641 Committee will also consider internal faculty evaluations of the candidate's scholarship
642 as well as any external letters that are available; provided that no external evaluation
643 shall be required for pre-tenure review. The Committee will also interview the faculty
644 member in order to gain information as to the faculty member's achievements and
645 goals.

E. Report of the Committee:

646

647 The reports generated for all tenure track faculty members under review from year to
648 year will be uniform and in substantially the format which follows. The Committee is to
649 compile the report after the discussion at the Promotion and Tenure Committee
650 meeting. The report will be based on the review of annual reports (copies of which
651 should be appended to the Committee Report), faculty teaching evaluations,
652 scholarship reviews, the Promotion and Tenure Committee discussion and the interview
653 with the faculty member. The faculty member will be given a copy of the draft report and
654 be given the opportunity to suggest additions or corrections to the report. However, the
655 content of the final report remains within the sole discretion of the Committee.

656 **The form of the report shall be as follows:**

657 1. Overview of the Review Period: Listing of the faculty member's activities for each
658 semester (including summer semesters) during the period, limited to: full-time teaching
659 at GSU College of Law; full-time teaching at another institution; research leaves
660 (including whether paid or unpaid); reduced or expanded teaching loads; summer
661 grants and summer teaching.

662 2. Evaluations of Teaching:

663 ▶ Listing of courses taught by the faculty member in the College of Law for the
664 review period, including the approximate number of students enrolled in
665 each course and any independent study courses supervised by the faculty
666 member.

667 ▶ Brief description of any courses that were redesigned or developed by the
668 faculty during the review period.

669 ▶ Brief description of teaching at any other institution or any other College
670 within the University.

671 ▶ Listing of any teaching awards or other recognition for teaching.

672 ▶ Reference to student course evaluations;

673 ▶ Other evidence of teaching effectiveness.

674

675 3. Scholarship: publications in press or published; manuscripts submitted; research in
676 progress; grant applications pending.

677 4. University Service: at the College or University levels including committees, task
678 forces, advising student organizations, etc.

679 5. Professional Service: including papers or presentations at conferences, advisory or
680 drafting roles for public officials or entities, bar association participation and/or
681 leadership roles, etc.

682 6. Public and Community Service: including appointive or elective office, leadership
683 roles in community organizations, etc.

684 7. Grants and/or Fellowships Awarded

685 8. Awards and Honors

686 9. Other Evidence of Achievements

687 10. Committee Evaluation: Evaluation by the Committee, reflecting the Promotion and
688 Tenure Committee's discussion of a faculty member's progress toward promotion or
689 tenure, including strengths and achievements and suggestions as to areas of
690 improvement for the faculty member. The suggestions for improvement should, in the
691 spirit of the University Policy, identify areas in which a tenure track faculty member can
692 change orientation and activity in pursuit of tenure.

693 11. Current vita of faculty member; copies of faculty member's annual reports for the
694 review period; and copies of evaluations of classroom teaching based on annual class
695 visitations that are conducted by other faculty members for the reappointment process
696 in accordance with the College's Promotion & Tenure document.

697 **F. Faculty Discussion of Report**

698 Following the Committee's completion of the pre-tenure report, the Committee shall
699 make it available for review and discussion by the tenured faculty. This review and
700 discussion shall take place at the spring Promotion and Tenure Committee meeting in
701 the year of the review after a vote on renewal of the candidate's teaching contract.

702 **G. Role of Faculty Member:**

703 In addition to the faculty member's consultative role in the review process, if the faculty
704 member disagrees with any portion of the Committee report or the Dean's review, he or
705 she may submit a written response which will be attached to the report and made a part
706 thereof. The faculty member is to be given a reasonable opportunity to prepare the
707 response prior to submission of the report to the Dean and prior to the submission of the
708 Dean's review and the Committee report to the Provost.

709 **H. Role of the Dean:**

710 The Dean is to provide promptly a written review of the Committee report, copies of
711 which are to be submitted to the Committee and the faculty member. The Dean is then
712 to submit the report, along with the Dean's review, to the Provost of the University.

713 **II. Guidelines for Review of Tenured Faculty**

714 **A. Time of Review:**

715 With the exception of tenured administrators whose majority of duties is administrative,
716 each tenured member of the faculty will be reviewed in the fall or spring semester of the
717 fifth anniversary of the academic year in which the faculty member's most recent

718 promotion or tenure decision became effective. Subsequent reviews will occur on every
719 fifth anniversary of the first review unless interrupted by a further review for promotion or
720 leave of absence.

721 **B. Reviewing Committee:**

722 The review will be conducted by a committee of three Full Professors. All will be
723 elected by the full Promotion and Tenure Committee each spring to serve on the review
724 committee for all post-tenure reviews scheduled for the upcoming academic year. No
725 committee member who has been the subject of a post-tenure review within the
726 previous two years shall participate in the post-tenure review of any member of the
727 Committee which reviewed such faculty member. The Associate Dean for Faculty
728 Development will be in charge of the procedural aspects of the review.

729 **C. Purposes:**

730 There are two purposes to the five-year review of tenured faculty: first, to assess and
731 summarize the faculty member's contributions and achievements since his or her last
732 review; and second, to assist the faculty member in creating a statement of professional
733 goals for the next five years. The review is intended to assist faculty members with
734 identifying opportunities that will enable them to reach their full potential for contribution
735 to the University and College of Law.

736 **D. Review Process:**

737 The review period will cover the years since the faculty member's last post-tenure
738 review or, in case of initials reviews, the years since the last promotion or tenure
739 decision regarding the faculty member. There are six stages to the review:

740 1. Summary of Review Period: The faculty member will prepare a report listing:

741  Teaching:

- 742 • semester by semester, the courses taught by the faculty member during
743 the review period, including courses taught at other institutions;
- 744
- 745 • Listing of courses taught by the faculty member in the College of Law for
746 the review period, including the approximate number of students enrolled
747 in each course and any independent study courses supervised by the
748 faculty member.
- 749
- 750 • Brief description of any courses that were redesigned or developed by the
751 faculty during the review period.
- 752
- 753 • Brief description of teaching at any other institution or any other College
754 within the University.

755
756
757
758
759
760
761
762
763
764
765
766
767
768
769
770
771
772
773
774
775
776
777
778
779

- Listing of any teaching awards or other recognition for teaching.
- Short summary of student course evaluations;
- Other evidence of teaching effectiveness and/or growth in the classroom.
- ▶ any paid or unpaid leaves of absence for research or other purposes;
- ▶ scholarship published by the faculty member or in progress during the review period;
- ▶ committee and other administrative assignments in the College of Law and service at the University or professional level;
- ▶ any awards or grants, including summer research grants, received;
- ▶ a summary of the faculty member's contributions to professional organizations and public service;
- ▶ a draft of the faculty member's professional plans for the next five years; and
- ▶ any other information the faculty member deems relevant to the review period.

780 2. Report of the Committee

781 Using the faculty member's report as well as other sources of information, the
782 Committee will compile its own report and evaluation. The form of the report shall be as
783 follows:
784

785
786 a. Evaluation of Teaching:
787

788 The College of Law is dedicated to maintaining the highest levels of classroom
789 performance and teaching standards. Apart from any post-tenure review process,
790 faculty members are encouraged to continually improve their teaching through
791 ongoing, long term collaboration with other faculty and responsiveness to student
792 comments.

793 In evaluating teaching proficiency, the Committee shall consult, in addition to the
794 candidate's report:

795 The Dean and Associate Dean concerning any complaints, commendations, or
796 reports they may have received from students and alumni;

797

798 Any written reports of classroom visitations since the faculty member's last
799 promotion or award of tenure;

800

801 Course syllabi;

802

803 Student evaluation forms; and

804

805 Any other evidence reflective of teaching proficiency.

806

807 c. Scholarship: publications in press or published; manuscripts submitted; research in
808 progress; grant applications pending.

809 d. University Service: at the College or University levels including committees, task
810 forces, advising student organizations, etc.

811 e. Professional Service: including papers or presentations at conferences, advisory or
812 drafting roles for public officials or entities, bar association participation and/or
813 leadership roles, etc.

814 f. Public and Community Service: including appointive or elective office, leadership roles
815 in community organizations, etc.

816 g. Grants and/or Fellowships Awarded

817 h. Awards and Honors

818 i. Other Evidence of Achievements

819 j. Committee Evaluation: Evaluation by the Committee discussing a faculty member's
820 strengths and achievements and suggestions as to areas of improvement for the faculty
821 member.

822 If the Committee believes there may be a teaching problem, at least two members of
823 the Committee shall visit the faculty member's classes. The Committee shall review any
824 potential problems with the faculty member and identify how to address such problems.

825

826 k. Current vita of faculty member; copies of faculty member's annual reports for the
827 review period; and copies of any evaluations of classroom teaching.

828

829 3. Faculty Member's Report:

830 Within two weeks of receiving a copy of the Committee's report, the faculty member
831 shall submit a report to the Committee including: any corrections or additions to the
832 Committee's report. The Committee shall incorporate any additional relevant information
833 provided by the faculty member in his or her report.

834 4. Meeting:

835 The Committee shall meet with the faculty member to discuss the report and the faculty
836 member's plans for the next five years. The Committee should share their general
837 assessment of the faculty member's contributions in the areas of teaching, scholarship,
838 and service and the faculty member's five-year plan.

839 5. Faculty Member's Professional Plan:

840 Within one week after meeting with the Committee, the faculty member will send the
841 Committee a final statement of his or her professional plan for the next five years. The
842 statement should cover current projects and responsibilities and whether the faculty
843 member plans to continue them, as well as new projects and specific scholarship,
844 teaching, and service goals for the next five years. The faculty member's plan also
845 should address any deficiencies in scholarship, teaching, or service that were raised by
846 the Committee. If the Committee identified significant deficiencies in teaching, the
847 faculty member will include in his or her five-year plan a specific course of action for
848 addressing the identified deficiencies.

849 6. Committee Report to the Dean:

850 The Committee shall send to the Dean its report and the faculty member's five-year
851 professional plan.

852 **E. Role of Faculty Member:**

853 In addition to the faculty member's consultative role in the review process, if the faculty
854 member disagrees with any portion of the Committee report or the Dean's review, he or
855 she may submit a written response which will be attached to the report and made a part
856 thereof. The faculty member is to be given fifteen (15) calendar days to prepare the
857 response prior to submission of the report to the Dean and prior to the submission of the
858 Dean's review and the Committee report to the Provost.

859 **F. Role of the Dean:**

860 The Dean is to provide promptly a written review of the Committee report, copies of
861 which are to be submitted to the Committee and the faculty member. The Dean is then
862 to submit the report, along with the Dean's review, to the Provost of the University.

863 **G. Impact of Post-Tenure Review**

864 1. The results of post-tenure review will be linked to rewards and professional
865 development. Faculty members who are performing at a high level should receive
866 recognition for their achievements. This may include merit pay increases, and study
867 and research leave opportunities.

868 2. When a faculty member's review reflects that he or she has not met or maintained
869 the standards of teaching, research and service expected of that rank of professor, the
870 dean will work with the faculty member to create a formal plan for faculty development
871 that identifies clearly defined goals and outcomes, an outline of activities to be
872 undertaken, timetables, and an agreed-upon monitoring strategy.

873