Faculty members must consult the College of Arts and Sciences Manual for Review of Academic Professionals and Promotion of Academic Professionals to Senior Academic Professionals. In the event of a conflict between the two documents, the College Manual takes precedence.
A. INTRODUCTION

Academic Professionals in the Ernest G. Welch School of Art and Design are vital members of our faculty. This document provides a statement of promotion standards for all academic professionals in the Ernest G. Welch School of Art and Design and describes the processes for third- and fifth-year reviews of Academic Professionals, the latter of which includes the possibility of promotion to the rank of Senior Academic Professional.

The review and promotion process for academic professionals within the School of Art and Design is intended to reflect and highlight each individual’s contribution to the School and her or his unique mission within the University community. The criteria by which we judge each individual’s contribution include, but are not limited to, service and instruction within the School of Art and Design as well as professional activities appropriate to the individual’s field(s) of expertise. Promotion to Senior Academic Professional, while not equivalent to tenure, indicates a carefully considered decision made by the School that the faculty member is a valuable and effective part of our School and of the University, and is a colleague with whom we hope to have a long-term affiliation.

The following descriptions of criteria, standards, and processes involved in retention and promotion are intended to illustrate what we expect of those hired as academic professionals, and how we evaluate them in order to ensure that we recognize and retain those with exceptional records of service, teaching (when integral to the position), and professional activities appropriate to the job duties required by each individual post. We acknowledge that given the particular demands of each position, not all the listed criteria may apply or be weighted equally. In such circumstances, the School will make every effort to evaluate each Academic Professional according to the professional standards and best practices appropriate to her or his field(s) of expertise/competency as well as the University approved job description for her or his position.

The College of Arts & Sciences Manual for the Review of Academic Professionals and Promotion of Academic Professionals to Senior Academic Professionals describes the details of third-year and fifth-year reviews, the process for compiling dossiers, and the review criteria. Academic Professionals within the Welch School of Art and Design must comply with the instructions and format requirements as detailed in the College of Arts and Sciences Manual when submitting a dossier for review. The following material describes discipline-specific interpretations and implementations of the College Manual.

According to Board of Regents requirements, the Academic Professional title “may not be assigned to a position where the teaching and research responsibilities total 50% or more of the total assignment” (BOR Policy Manual 803.10). The Welch School of Art and Design understands instruction to include the teaching of credit courses over the course of a semester, supervision of interns enrolled in internship courses, and collateral instructional activities including, but not limited to, mentoring students in activities related to professional practices involved in extended signature experiences. As teaching and research must account for less than half of the Academic Professional’s duties, third- and fifth-year reviews will focus primarily on service contributions as well as non-research professional activities appropriate to each individual’s field(s) of expertise/competency. For descriptions of the third- and fifth year review processes, see sections C
and D, below. Instruction will also be considered as part of the review, where appropriate, for
Academic Professionals engaged in duties that require teaching/training/instruction. Research
activities, such as publications of scholarship, creative activities, exhibitions, etc., are not required
beyond what constitutes “normal” and/or “best” practices for each area of expertise at the level of
Academic Professional. The Welch School of Art and Design reserves the right to consider any
activities above and beyond those required by professional standards and best practices, particularly
as they bear on the candidate’s overall performance. Section B (Criteria for Promotion), below,
provides a framework for evaluating these areas. The lists provided are neither comprehensive nor
exhaustive and the School will make every effort to consider alternative categories as appropriate to
the position under review. The reappointment of an Academic Professional, as well as promotion of
an Academic Professional to Senior Academic Professional, is dependent not only on successful
performance reviews but also on the programmatic needs and financial exigencies of the College of
Arts and Sciences and its units.

Academic Professionals approved for promotion following the fifth-year review will become Senior
Academic Professionals at the beginning of the seventh year of service. Academic Professionals not
approved for promotion following the fifth-year review will be terminated at the end of the sixth
year of service.

B. CRITERIA FOR PROMOTION

1. Service

Only those candidates judged excellent or outstanding in service can be considered for promotion
to Senior Academic Professional. Recognizing that each Academic Professional position is unique,
the review committee will base its assessment of the candidate’s quality of service on the specific
duties, responsibilities and contributions of the Academic Professional. The basis for judgment will
be the professional standards and best practices of each area of expertise/competency as well as the
University approved job description for each position. Candidates, with the approval of the chair,
should provide a summary of essential functions and responsibilities related to her or his program,
duties and position. Each candidate should also provide a list of professional standards and best
practices for her or his field(s) of expertise/competency.

To receive a score of excellent, an Academic Professional should perform high quality work in all
of the administrative duties noted in section B.1.a, below, as well as high quality work in at least 5
of the job functions from area B.1.b as determined by the Director and according to the University
approved job description for each position. To receive a score of outstanding, an Academic
Professional should perform high quality work in all administrative duties noted in section B.1.a, as
well as high quality work in at least 8 of the job functions from area B.1.b as determined by the
Director and according to the University approved job description for each position.

a. Administrative Duties

The Welch School of Art and Design recognizes that the administrative duties of our Academic
Professionals may take many forms depending on the necessities of each position. With that
stipulated, however, we expect that Academic Professionals in the School will perform the
following administrative duties:
1. serve on and contribute to departmental and university committees (both standing and *ad hoc* as necessary)
2. participate in local, regional, and national organizations appropriate to her or his field(s) of expertise/competency
3. manage assigned areas or functions, budgets, and equipment as required by the needs of the position and in accordance with the University approved job description
4. perform any and all service requirements associated with individual job functions (see: B.1.b. 1 – 18).

To demonstrate the quality of one’s **administrative duties**, a candidate for promotion should include a list of administrative roles such as committee service, participation in professional organizations, and oversight roles associated with her or his position. Reports or other documentation prepared by the candidate are acceptable documentation.

### b. Job Functions

The Welch School of Art and Design recognizes that the job functions of our Academic Professionals take many forms. We wish to make clear that the projects and duties of each Academic Professional may manifest themselves differently from year to year and that quality is our highest priority. The list of duties below may relate to one major project, which due to its complexity takes a greater length of time to bring to fruition, or to several smaller projects, which may be developed over a shorter period of time. The quality of the project(s) and the impact of each on students, faculty and the School as a whole carry the greatest weight in our considerations.

To demonstrate the quality of one’s **job functions**, a candidate for promotion should include a list of programmatic duties and contributions to the overall development of the School and University. Candidates should collect and provide evidence of one’s diligence and effectiveness in performing the essential functions and responsibilities of her or his position. Support materials should include documentation of the performance of the duties related to the particular post. Said materials should demonstrate a level of quality commensurate with professional standards and best practices for the candidate’s field(s) of expertise/competency. Supporting materials should also reflect conformity with the University approved job description for the position under review.

**Depending on the candidates’ essential duties and job functions, she or he should provide evidence of the following where appropriate:**

1. assistance to colleagues and graduate students, such as participation in teaching seminars, work as a mentor, presentation of faculty and graduate student training sessions, guest lecturing, and advising;
2. planning or participating in workshops connected to duties as academic professional;
3. service to the School, College, University or community related to her or his duties;
4. managing program development to foster intellectual development and excellence within the School of Art and Design and across campus;
5. supervisory activities, including funding, training, and/or managing interns, work-study students, graduate assistants, and other staff related to program;
6. budget management, including annual budget planning, monthly budget reports, and/or distribution of resources to faculty, graduate students, and/or staff;
7. facilities management, including managing physical or digital spaces for the use of
faculty and students;
8. planning, implementing or participating in conferences and/or curriculum related programming and events connected to duties as academic professional;
9. website development and development of online tools to improve program efficiency and expand program outreach;
10. development of programmatic materials, including brochures, handbooks, handouts, and other educational and promotional materials;
11. assessment to gauge the effectiveness of school, departmental, college, or university programs;
12. serving on school, departmental, college, or university committees;
13. collaborating with other school, college, university and departmental entities to foster intellectual development across campus;
14. establishing local, regional, and/or national recognition by presenting at conferences or publishing about program initiatives as part of professional standards and/or best practices for the academic professional’s field(s) of expertise/competency;
15. maintenance of current and relevant knowledge in field of expertise related to the Academic Professional’s GSU program;
16. development and/or continuance of significant partnerships with regional, national or international arts organizations with the aim of increasing the influence, recognition, and/or effectiveness of the school, college and university;
17. additional substantive duties as outlined in the specific School Academic Professional job description, performed at the request of the School of Art and Design’s Director, or in fulfillment of additional School requirements, as necessary;
18. development and outcomes of any new initiatives that support, promote and/or improve program(s) within the School of Art and Design.

2. Instruction
Not every Academic Professional in the Ernest G. Welch School of Art and Design will be tasked with teaching or may not teach on a regular basis. It is not necessary for an Academic Professional to teach to attain promotion. For those with a teaching component to their duties, the following criteria apply.

To demonstrate the quality of one’s Instruction duties, he or she should submit a teaching portfolio with evidence of instructional effectiveness. This portfolio should include a syllabus for each course taught, student evaluations for each course taught, examples of student work (where appropriate), and sample exams, handouts, and/or any other pedagogical materials that demonstrate the candidate’s efforts in the classroom.

An evaluation of excellent describes the performance of a highly competent candidate whose supporting material includes evidence not only of diligent preparation and enthusiastic instruction but also of conscientious mentoring of students, effective pedagogy, and a strong commitment to the mission of the School. The candidate's effectiveness as a teacher should be clearly evident in all documents that rate performance, including student evaluations and peer observations if available.

An evaluation of outstanding indicates that the candidate's performance and supporting material demonstrate the dedicated work of an exceptional teacher and faculty member who displays evidence of continued commitment to innovative and effective instruction, personal intellectual growth, and vigorous engagement with the work of the school. Supporting material must exhibit
consistently strong evidence of instructional excellence, including exceptional preparation, clearly
demonstrated skill in the classroom, successful mentoring of students, lucid grading standards, and,
as a foundation, a coherent philosophy of teaching that shows deep thought and imaginative insight.
The candidate's superior effectiveness as a teacher should be clearly evident in all documents that
rate performance, including student evaluations and peer observations if available.

3. Professional Development

Reviewers may consider professional development as it bears on the Academic Professional’s
Service (Administrative Duties/Job Functions), Instruction, and Overall Performance.

It is expected that Academic Professionals will manifest a rich intellectual background and a
familiarity with current trends and methods in their field(s) of expertise/competency in their
programmatic work as well as in any classes taught. One way (though not the only) of achieving
such proficiency is through a program of scholarly or creative activities. In considering an
Academic Professional’s performance in professional development during third-year and fifth-year
reviews, the School will not determine a specific level of accomplishment (unlike service and
instructional proficiency, which are rated “outstanding and excellent,” and so forth). Instead, the
review committee will take careful account of the candidate’s professional development and use it
to help determine the rating awarded in service and instruction. This reflects our belief that a faculty
member who is actively engaged in professional projects of some kind will fulfill the
responsibilities of their position in service and instruction as a result: they will be better able to
convey to students -- as a first-hand practitioner -- pedagogical insights about writing, studio
practice, research, theory, pedagogy, professional practice related to the arts, and other disciplinary
matters.

It is, certainly, possible to attain a rating of excellent in Service and Instruction without a vigorous
professional development record. Further, since the service responsibilities for Academic
Professionals is higher than that for tenured and tenure-track faculty, it is not expected that
academic professionals manifest a record of professional development comparable to Assistant
Professors. It is up to each individual Academic Professional and her or his chair to determine how
extensive her or his professional development activities will be.

Since an Academic Professional’s professional development is evaluated as a subordinate element
of the overall record in service and instruction, it is incumbent on the candidate to demonstrate how
the scholarly or creative work included in the dossier enhances her or his service and/or
instructional effectiveness, such as by demonstrating connections between the specific projects
undertaken and the material taught in the classroom or service conducted on campus.

The specific forms of professional development that an Academic Professional may produce are
nearly identical to those described in section B.1.b. 1 – 18 (Job Functions): publications, art
exhibitions, curatorial work, editorial work, book reviews, hypertext projects, lectures, involvement
with academic conferences, awards and grants, and so forth. All such work, whether produced
during or before an Academic Professional’s tenure at Georgia State University, may be included in
the dossier.
Scholarship directly concerning pedagogy, curriculum, and so forth, should be included in section B.2 (Instruction) of the dossier rather than section B.3 (Professional Development).

C. THIRD-YEAR REVIEW OF ACADEMIC PROFESSIONALS

The third-year review is to provide a cumulative analysis of the quality and extent of service and instructional contributions. Academic professionals in their third year will provide all required materials to the chair by the fourth week of the spring semester.

The chair will provide this material to a school committee by the sixth week of the spring semester. This committee will be the School of Art and Design Promotion and Tenure Committee unless a separate committee is so designated in the unit’s bylaws. This committee will use appropriate materials to provide a written assessment of effectiveness in service and instruction to the School’s chair by the tenth week of the spring semester.

The chair will provide a written assessment of the Academic Professional’s effectiveness in service and instruction, as well as an assessment of the School’s need for this position. The chair will forward all materials, the committee report, and his/her comments to the Dean’s Office by the thirteenth week of the spring semester.

The Dean’s Office will evaluate the material and provide to the Academic Professional its decision regarding reappointment by the date designated by the Board of Regents for contract renewal. After completion of all assessments, a conference will be held between the chair, the associate dean, and the faculty member to discuss the results of the review and to make further recommendations to the faculty member.

D. FIFTH-YEAR REVIEW OF ACADEMIC PROFESSIONALS WITH PROMOTION TO SENIOR ACADEMIC PROFESSIONAL

The fifth-year review is to provide a cumulative analysis towards identifying Academic Professionals who have a sustained record of excellence in service and excellence in instruction.

Promotion to Senior Academic Professional

Only those candidates judged excellent, or outstanding in Service and, where appropriate to the position, Instruction can be considered for promotion to Senior Academic Professional.

The materials in the candidate’s dossier should demonstrate a vibrant intellectual life consistent with the academic responsibilities of a college teacher and a program administrator, including sophisticated reading habits and some attempt to keep up with scholarship and best practices in the fields taught and programs administered; the candidate must find ways to indicate how this dynamic life of the mind enhances teaching effectiveness, program administration, and interactions with students. Academic Professionals in their fifth year will provide all required materials to the chair by the fourth week of the spring semester. The chair will provide a fifth-year academic professional review committee with this material by the sixth week of the spring semester. This committee will be the School of Art and Design’s P&T committee, unless a separate committee is so designated in
the unit’s bylaws. The final recommendation must be made by the committee as a whole. This
commitee will use appropriate manuals to provide a written assessment of effectiveness in service
and instruction to the school chair by the tenth week of the spring semester. Although professional
development is not considered in this evaluation, the candidate can include evidence of professional
development in the dossier and the School committee can make reference to it as it bears upon the
candidate’s service and instruction and as an enhancement of value provided to the School by the
candidate. The chair will provide a written assessment of the Academic Professional’s effectiveness
in service and instruction, as well as an assessment of the school’s need for this position.

The chair will forward all materials, the committee report, and his/her comments to the Dean's
Office by the thirteenth week of the spring semester. A College Academic Professional Review
Committee will then review these materials and make a recommendation to the dean. That
committee will be composed of at least five tenured faculty and senior Academic Professionals.
These must include one from each of the schools and/or departments with an Academic
Professional under review in the current year, and at least one from each of the four areas of the
college (Natural and Computational Sciences, Social and Behavioral Sciences, Humanities, and
Fine Arts). Committee members will be elected by college faculty. This committee will write a
letter of assessment to be submitted to the Dean’s Office by June 15.

The Dean’s Office will evaluate the material and provide to the Academic Professional its decision
regarding reappointment by the date designated by the Board of Regents for contract renewal.