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

The academic professionals housed in the Department of English are a vital component of our faculty. The review and promotion process for academic professionals is intended to reflect and highlight their contribution to our department and their unique mission within the University community, focused both on their service within their department, college, or university-based programs and their instruction within the Department of English. While promotion to senior academic professional is not equivalent to tenure, such a promotion indicates the carefully adjudicated decision made by our entire department that these faculty are extremely valuable and effective members of our department and of their University programs, and that they are colleagues 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 so as to ensure that we recognize and retain those with exceptional service and instructional records.

The College of Arts & Sciences Manual on 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. 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). Therefore, the primary consideration in the third- and fifth-year reviews of Academic Professionals is service contributions. Contributions in instruction will also be considered as part of the reviews. Other activities, such as publications of research, creative activities, and scholarship, are not required; however, the Department of English reserves the right to consider such activities in the reviews, particularly as they bear on service or instructional performance. Reappointment of Academic Professionals and promotion of Academic Professionals to senior Academic Professional are dependent not only on performance in service and instruction but also on the programmatic needs and financial exigencies of the college 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

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 their assessment of the candidate’s quality of service on the specific duties of the Academic Professional. Candidates, with the approval
of the chair, should provide a summary of essential functions and responsibilities related to their program and position. Candidates will be evaluated in consideration with the areas below.

A. To demonstrate their service, candidates for promotion should

1. collect and provide written evidence of their diligence and effectiveness in performing the essential functions and responsibilities of their position.
2. include in the dossier a list of programmatic duties approved by the chair, administrative roles, contributions to the development of their university and departmental initiatives, and committees served on, with brief descriptions of the work performed in each of these areas, such as reports or other documents prepared by the candidate.

B. Depending on the candidates’ essential duties and job functions, the candidate should provide evidence of

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 university or community related to teaching or program duties;
4. managing program development to foster intellectual development across campus;
5. supervisory activities, including funding, training, and/or managing 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 or participating in conferences 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 departmental, college, or university programs;
12. serving on departmental, college, or university committees;
13. collaborating with other 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;
15. other duties in fulfillment of additional departmental requirements, as necessary;

To receive a score of excellent, an Academic Professional should fulfill at least high quality service in the administrative duties, as outlined in section A, as well as high quality work normally in at least 5 of the job functions from area B. To receive a score of outstanding, an
Academic Professional should fulfill high quality service as outlined in section A, as well as high quality work in normally at least 10 of the job functions from area B.

A candidate will receive a score of very good or below if he/she normally accomplishes fewer than 5 of the duties above, does not present evidence of the successful completion of at least 5 of those duties, or provides evidence that does not illustrate high quality work or is unrelated to those duties.

Candidates should not include solicited letters from colleagues or community members.

Instruction

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 department. The candidate's effectiveness as a teacher should be clearly evident in all documents that rate performance, such as student evaluations and reports by faculty observers.

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 department. 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, such as student evaluations and reports by faculty observers. Finally, the materials in the candidate’s dossier should demonstrate a vibrant intellectual life consistent with the academic responsibilities of a college teacher, including sophisticated reading habits and some attempt to keep up with scholarship in the fields taught; the candidate must find ways to indicate how this dynamic life of the mind enhances teaching effectiveness and interactions with students.

Professional Development

It is expected that Academic Professionals will manifest in their classes and in their programmatic work a rich intellectual background and a familiarity with current trends and methods in the discipline. One way (though not the only way) of achieving such a 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 department will not determine a specific level of accomplishment (unlike service and instructional proficiency, which are rated ‘outstanding,’ ‘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 be a better teacher as a result: better able to convey to students -- as a first-hand practitioner -- pedagogical insights about writing, research, theory, 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 load for Academic Professionals is higher than that for tenured and tenure-track faculty, it is not reasonable to expect that academic professionals must manifest a record of professional development comparable to Assistant Professors. It is up to each individual Academic Professional to determine how extensive his or her 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 his or her service and instructional effectiveness. One obvious way of doing this would be to show connections between the specific projects undertaken and the material taught in the classroom or service conducted on campus. Certainly there are many other ways, too, of demonstrating how an Academic Professional’s experience in the field of professional development relates to his or her performance in instruction and service.

The specific forms of professional development that an Academic Professional may produce are identical to those described at the beginning of this manual (under ‘Criteria for Promotion and Tenure’): publications, 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 the ‘Instruction’ section of the dossier rather than the ‘Professional Development’ section.

**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 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.

Only those candidates judged **excellent**, or **outstanding** in instruction can be considered for promotion to senior academic professional. And, only those candidates judged **excellent** or **outstanding** in service can be considered for promotion to senior Academic Professional.
Reviewers may consider professional development only in the context of the support it offers to the Academic Professional’s service or instruction.

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 departmental committee by the sixth week of the spring semester. This committee will be the departmental executive 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 departmental 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 departmental 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.

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 the departmental fifth-year academic professional review committee with this material by the sixth week of the spring semester. This committee will be the departmental executive 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 committee will use appropriate manuals to provide a written assessment of effectiveness in service and instruction to the departmental 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 departmental 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. This
The committee will be composed of at least five tenured faculty and senior Academic Professionals. These must include one from each of the 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.

*refers to department/school/institute
**refers to chair/director