FORWARD

When assessing faculty performance, academic administrators and peer teaching faculty must make professional judgments regarding the extent to which expectations are met. Because the review process is judgmental, every effort should be made to ensure that judgments throughout the review process are based on objective evidence, and are consistent as applied to the faculty of all schools within the College. The College of Health & Human Sciences provides the following guidelines and parameters to be used by faculty members for pre-tenure, promotion, tenure, and post-tenure reviews.

TABLE OF CONTENTS

Desired Attributes of Georgia Southern Faculty ................................................................. 2

Promotion and Tenure Expectations Specific to Rank .......................................................... 2

Tenure Guidelines
  • Faculty Initially Appointed at the Instructor Rank ..................................................... 3
  • Promotion and Pre-Tenure Review Guidelines:
    Assistant Professor to Associate Professor Rank ....................................................... 3
  • Tenure and Pre-Tenure Review Guidelines:
    Faculty Initially Appointed at the Assistant Professor Rank ........................................ 4
  • Promotion and Pre-Tenure Review Guidelines:
    Promotion from Associate Professor to Professor Rank ............................................. 4
  • Tenure and Pre-Tenure Review Guidelines:
    Faculty Initially Appointed at the Associate Professor Rank ..................................... 5
  • Post Tenure Review Guidelines ................................................................. 6

College Promotion and Tenure Committee Structure ...................................................... 6
  • School level ............................................................................................................ 7

Procedure for Appeals ....................................................................................................... 7

Georgia Southern University Faculty Evaluation Criteria .................................................. 8
  • Teaching ............................................................................................................... 8
  • Service .................................................................................................................. 9
  • Scholarship .......................................................................................................... 9

Portfolio Contents for Pre-Tenure, Promotion, Tenure, and Post-Tenure Reviews .......... 11

Historic Development of CHHS Guidelines ..................................................................... 12

Flow Chart ...................................................................................................................... 13
THE PROMOTION AND TENURE REVIEW PROCESS
COLLEGE OF HEALTH & HUMAN SCIENCES

A Promotion or Tenure Review in the College of Health & Human Sciences is completed to ensure faculty members are appropriately evaluated in a timely fashion. Four types of review are described below: the Pre-Tenure Review, the Promotion Review, the Tenure Review, and the Post-Tenure Review.

Promotion criteria include teaching, scholarship, and service. Criteria used to evaluate faculty for annual reviews, pre-tenure reviews, tenure reviews, and post-tenure reviews include teaching, scholarship, service, needs of the institution, ability of the professor to function within the Georgia Southern academic community, and length of service.

DESIRED ATTRIBUTES OF GEORGIA SOUTHERN FACULTY

The Deans’ Council believes that all Georgia Southern faculty should exhibit the following characteristics. In addition to specific criteria set for each discipline, Council members will seek to recruit new faculty with these attributes in mind:

- Commitment to excellence in teaching and learning (as evidenced by seminar/presentation during the campus visit with student present)
- Promise of productive scholarship consistent with the teacher-scholar model, including grant-proposal-writing
- Commitment to professional service within the University and beyond
- Technological literacy and a commitment to using technology in teaching and scholarship
- Experienced with, or interested in, working in diverse academic and professional communities
- Ability to contribute to a positive work environment in the school, college, and university
- Commitment to recruiting, advising, retaining, and mentoring qualified students
- Understanding of, and commitment to, the strategic goals of the school, college, and university
- Terminal degree in the discipline

PROMOTION AND TENURE EXPECTATIONS SPECIFIC TO RANK

Promotion Guidelines: Faculty Initially Appointed at the Lecturer Rank (see Faculty handbook, Section 214, page 67, 2016-2017)

An initial appointment to a lecturer position is for a one-year period. In no case will the service as lecturer or senior lecturer imply any claim upon tenure.

To be promoted to senior lecturer, a lecturer must have served in rank for a minimum of five years and demonstrate through annual performance reviews and other credible evidence noteworthy achievement in teaching and achievement in at least one of the following areas: (1) service; (2) professional growth and development.

For early promotion from Lecturer to Senior Lecturer, faculty must have served a minimum of three years as Lecturer.

Promotion Guidelines: Faculty Initially Appointed at the Instructor Rank (see Faculty handbook, Section 209, page 58, 2016-2017)

Tenure is not awarded to faculty currently holding the Instructor rank.

Faculty initially appointed at the Instructor rank who earn the terminal degree and are promoted to Assistant Professor (non-tenure track) may initiate an Elective Promotion Review after achieving
eligibility expected in the College of Health and Human Sciences (completion of the terminal degree and the minimum time served in rank at the Assistant Professor level).

**Promotion and Pre-Tenure Review Guidelines: Assistant Professor to Associate Professor Rank**

*(see Faculty handbook, Section 209, page 58, 2016-2017)*

**Timing for Promotion/Pre-Tenure Reviews**

Faculty will have a Required Pre-Tenure Review for tenure and promotion during the third year of service after initial appointment to a full-time, tenure track position as Assistant Professor at Georgia Southern University.

Faculty may initiate an Elective Promotion Review upon entering eligibility expected within the College of Health and Human Sciences (completion of terminal degree and minimum time in rank of six years as an Assistant Professor, four of which must be at Georgia Southern University). While faculty may initiate a promotion review upon meeting the University System minimum time in rank of four years as an Assistant Professor, promotion resulting from such "early" reviews are rare and should not be expected.

**Promotion Criteria**

Assistant Professors should continue to develop and demonstrate an effective teaching style which reflects the refinement of teaching techniques. Additionally, these faculty should have evidence of scholarship and research that enables them to stay current in their disciplines. Collegial relationships should be developed that are professional and productive, and evidence of leadership potential should be demonstrated.

Notable sustained performance in teaching and scholarship that demonstrates a high level of accomplishments in scholarly activities and research are required for promotion to Associate Professor. In addition, meritorious achievement should be evident in professional growth and development and in service which includes active involvement in leadership roles internal and external to the institution and region. The College of Health and Human Sciences Guidelines for promotion eligibility expect faculty to have served a minimum of six years in rank as an Assistant Professor (minimum of four at the institution), and to have completed the terminal degree. These requirements are minimum, and one should not anticipate automatic promotion after teaching for the minimum years required and completing the terminal degree. Promotions to the rank of Associate Professor for faculty who have not satisfied the College of Health and Human Sciences eligibility requirements are rare and should not be expected.

**Tenure and Pre-Tenure Review Guidelines: Faculty Initially Appointed at the Assistant Professor Rank**

*(see Faculty handbook, Section 209, page 58, 2016-2017)*

Faculty will have a Required Pre-Tenure Review for tenure during the third year of service after initial appointment to a full-time, tenure track position as Assistant Professor at Georgia Southern University.

Faculty will have a Required Tenure Review during the sixth year of service after initial appointment to a full-time, tenure track position as Assistant Professor at Georgia Southern University.

Faculty awarded probationary tenure credit upon appointment may initiate an Elective Tenure Review after entering eligibility as defined in letter of appointment and described on page 2.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Action</th>
<th>Years Toward Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Appointment as Assistant Professor</td>
<td>1</td>
</tr>
<tr>
<td>Year 2</td>
<td>Appointment as Assistant Professor</td>
<td>2</td>
</tr>
<tr>
<td>Year 3</td>
<td>Required Pre-Tenure Review</td>
<td>3</td>
</tr>
</tbody>
</table>
Promotion and Pre-Tenure Review Guidelines: Promotion from Associate Professor to Professor Rank (see Faculty handbook, Section 209, page 58, 2016-2017)

Timing for Promotion/Pre-Tenure Reviews
Faculty will have a Required Pre-Tenure Review for promotion during the third year of service after initial appointment to a full-time, tenure track position as Associate Professor at Georgia Southern University.

Faculty may initiate an Elective Promotion Review upon entering eligibility expected within the College of Health and Human Sciences (minimum time in rank at the Associate Professor level of seven years, five at the institution, and ten years in a professorial rank). While faculty may initiate a promotion review any year upon meeting the University System minimum time in rank of five years as an Associate Professor, promotions resulting from such "early" reviews are rare and should not be expected.

Promotion Criteria
Promotion to the rank of Professor is a recognition awarded only to faculty who have distinguished records of achievement in their professions. Both the quality and the number of achievements required of individuals who seek this rank should substantially surpass those required for recommendation to the rank of Associate Professor. It is not sufficient simply to maintain the same level of contributions in teaching, scholarship, and service that were expected for promotion to the rank of Associate Professor. Associate Professors seeking promotion to the rank of Professor should have: a sustained record of exceptional teaching reflecting a career-long commitment to enhancing the instructional process, documentation of academic achievement which has contributed to the advancement of their discipline, evidence of professional growth and development worthy of regional and national recognition, and a history of exceptional leadership contributed at all levels of institutional service.

It is expected that faculty in the College of Health and Human Sciences who seek promotion to the rank of Professor will have a minimum of seven years in rank as an Associate Professor, at least five at Georgia Southern University, and at least ten years in a professorial rank at this or a comparable institution. Promotions to the rank of Professor for faculty who have not satisfied the College of Health and Human Sciences eligibility requirements are rare and should not be expected.

Tenure and Pre-Tenure Review Guidelines: Faculty Initially Appointed at the Associate or Full Professor Rank (see Faculty handbook, Section 209, page 58, 2016-2017)
Faculty will have a Required Pre-Tenure Review during the third year of service after initial appointment to a full-time, tenure track position as Associate Professor at Georgia Southern University.
Faculty will have a Required Tenure Review during the sixth year of service after initial appointment to a full-time, tenure track position as Associate Professor at Georgia Southern University.

Faculty awarded probationary tenure credit upon appointment may initiate an Elective Tenure Review after entering eligibility as defined in letter of appointment and described on page 2.

**CHHS TENURE TIMETABLE FOR FACULTY**
INITIALLY APPOINTED AT THE ASSOCIATE OR FULL PROFESSOR RANK
AND AWARDED THREE YEARS PROBATIONARY CREDIT TOWARD TENURE

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Action</th>
<th>Years Toward Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Appointment as Associate or Full Professor</td>
<td>1</td>
</tr>
<tr>
<td>Year 2</td>
<td>Required Pre-Tenure Review</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(If Using Probationary Credit)</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>Required Pre-Tenure Review</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(If not using Probationary Credit)</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>Elective Tenure Review if Using Probationary Credit</td>
<td>4</td>
</tr>
<tr>
<td>Year 5</td>
<td>(Tenure, if approved, effective August 1st)</td>
<td>5</td>
</tr>
<tr>
<td>Year 6</td>
<td>Sixth-year Required Tenure Review*</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(if probationary credit was not used earlier)</td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>(Tenure, if approved, effective August 1st)</td>
<td>7</td>
</tr>
</tbody>
</table>

*Note: Faculty who have received Annual Performance Reviews and Pre-Tenure Reviews that are consistently above expectations in all three areas of performance (teaching, scholarship, and service) may be considered for Tenure in Year Five (one year earlier). It is important that faculty have a conversation with his/her Chair regarding this option a year in advance of submitting materials for Promotion and Tenure. This should be a decision that is mutually agreed to by the faculty member and Chair.

• In those cases where the faculty member has prior years of service toward tenure, the Required Pre-Tenure Review is conducted at the midpoint of the remaining probationary period.

**Post Tenure and Post Senior Lecturer Review Guidelines** *(see Faculty handbook, Section 213, page 63, 2016-2017)*
The ultimate purpose of post-tenure or post-senior lecturer review is to recognize, reward, and enhance the performance of tenured faculty. A post-tenure/post-senior lecturer review focuses on identifying faculty development opportunities for tenured faculty that mutually benefit the individual and the institution.

Reviews of the tenured members of the corps of instruction will take place at least once every five years. Reviews will be initiated five years after the most recent promotion or personnel action and continue at five year intervals unless interrupted by a promotion, a written declaration to retire within five years, or a leave of absence. In the case of a leave of absence, the faculty member will be reviewed upon returning to active employment. At Georgia Southern, “five years after” is interpreted as requiring review in the faculty member’s sixth year to allow for five full years of activity.

Tenured faculty whose primary responsibilities are in administration, including interim appointments, will be reviewed five years after returning to a full-time faculty position.

Faculty members undergoing a post-tenure/post-senior lecturer review will submit their materials for evaluation to the school chair or unit head according to the College timeline.
In response to the post-tenure/post-senior lecturer review process, the unit head will be responsible, in consultation with the faculty member, for deciding whether the faculty member has been successful and will be rewarded for meritorious accomplishments and/or engage in faculty development activities. In most cases, the results of the post-tenure/post-senior lecturer review are likely to reveal that the faculty member is performing well. In cases where a faculty member is identified in the post-tenure/post-senior lecturer review process as having deficiencies, the unit head, in consultation with the faculty member, must establish a formal plan of development.

**COLLEGE PROMOTION AND TENURE COMMITTEE STRUCTURE**

1. The purpose of the committee shall be to serve in an advisory role to the Dean by making recommendations on promotion in rank and/or tenure that is consistent for faculty within the College. The committee shall also review portfolios of faculty under pre-tenure and post-tenure review. The Dean is responsible for making the ultimate recommendation for promotion and/or tenure that will be forwarded to the Provost.

2. The committee will be composed of two individuals from each school. The first individual shall be appointed by the respective school chair. For the second representative, the chair of the respective school shall identify at least two individuals with aptitude for and/or experience on the committee and forward the names to the college Elections Committee. The Elections Committee will structure the ballot within each school and faculty will select their second member. Membership will be restricted to tenured faculty with rank of professor or associate professor.
   a. Each school chair should structure appointments and nominations to fully ensure qualified faculty are seated on the committee, especially in the special cases where the committee will consider (1) promotion to rank of professor or (2) portfolios which require a special understanding of the professional field related to the faculty review.
   b. Members of this committee normally should not simultaneously serve on school promotion and tenure committees during their term, but may under special circumstances where there are not sufficient faculty members eligible or willing.

3. Terms of membership shall be for one year.

4. It shall be the responsibility of the committee to:
   a. Review faculty portfolios in accordance with the timetables developed by the Dean [which should be distributed during the first College faculty meeting of Fall term]
   b. Provide a written evaluation of each faculty member under review which shall be inserted in his/her permanent file. Promotion criteria include teaching, scholarship, and service. Criteria used to evaluate faculty for annual reviews, pre-tenure reviews, tenure reviews, and post-tenure reviews include teaching, scholarship, service, needs of the institution, ability of the professor to function within the Georgia Southern academic community, and length of service.
   c. Disseminate the evaluation to the faculty member under review, the chair of his/her school, and the Dean of the College.

**School Level**

Each academic unit in the College of Health & Human Sciences will have a Promotion and Tenure Review Committee. The Unit Chair will be responsible for appointing the committee and the committee chair. This Promotion and Tenure Review Committee should consist of at least three individuals (no more than five) and, to the extent possible, include faculty members who represent diverse backgrounds and experiences. Tenured faculty at or above the rank of Associate Professor are eligible for appointment. In instances where schools do not have enough tenured associate and full professors to serve, the existing tenured associate and full professors shall work with the Dean of the College to establish an appropriate
committee. It is recommended that the school committee function as an independent committee within the unit, and not be housed under existing committees which have additional responsibilities. The purpose of the committee is to serve in an advisory role to the School Chair and to make a recommendation based on each applicant's credentials for promotion in rank and/or tenure that is consistent for faculty within the department, the College of Health & Human Sciences, and at Georgia Southern University.

**PROCEDURE FOR APPEALS**

Appeals of post-tenure, tenure, and promotion review recommendations made by school or college committees or school/unit chairs must be carried out according to college procedures, but may culminate in an appeal for reconsideration of the recommendation to the Dean. Colleges should structure their timetables to allow for appeals to be acted upon in advance of the due date of the college recommendation to the Provost. Recommendations made by the Dean may be appealed to the Provost within 14 days of notification of the decisions.

Final decisions are made by the President. In accordance with the *Board of Regents Policy Manual, Section 8.6*, any appeal of the President’s decision must be made to the University System of Georgia Board’s Office of Legal Affairs (*see Faculty handbook, Section 210, page 59, 2016-2017*).
GEORGIA SOUTHERN UNIVERSITY FACULTY EVALUATION CRITERIA

Evaluators of faculty at all levels shall seek evidence of sustained effort, involvement, and record of achievement. Accomplishments which have enriched the student learning experience are valued most. The entire body of work submitted by candidates shall be considered, though the most recent work shall be afforded greater consideration by the deliberating bodies at each level of evaluation. At Georgia Southern, the four Board of Regents criteria of superior teaching, outstanding service to the institution, academic achievement, and professional growth and development are expressed as the three criteria of teaching, service, and scholarship, with professional growth and development considered among these three. The following standards, articulated by Charles E. Glassick, Mary Taylor Huber, and Gene I. Maceroff in Scholarship Assessed: Evaluation of the Professoriate (San Francisco: Jossey-Bass Publishers, 1997, p. 36) shall be applied where appropriate to each area of evaluation: clarity of goals, adequacy of preparation, appropriateness of methods, significance of results, effectiveness of presentation, and evidence of reflective critique. While the manifestations of faculty achievement may vary across disciplines, the qualities represented in these criteria and in the Faculty Attributes shall be the predominant basis for evaluation and shall be reflected in college and departmental governance documents.

Teaching
A demonstrated record of superior, effective teaching is the first and most important area of evaluation. Superior teaching is reflective, student-centered, respectful of the diversity of students, adapted to various learning styles, and focused on student learning outcomes. Teaching represents professional activity directed toward the dissemination of knowledge and the development of critical thinking skills. Such activity typically involves teaching in the classroom, laboratory, or studio, and direction of research, fulfillment of professional librarian responsibilities, mentoring, and the like. Teaching activities also include the development of new courses, programs, and other curricular materials, including the development of online courses. Judgments of the quality of teaching activities are based on measures such as examination of course syllabi and other course materials, peer evaluations when available, critical review and dissemination of teaching products, performance of students in subsequent venues, follow-up of graduates in graduate school or in their employment, and student ratings of instruction.

Examples of Teaching Effectiveness:

- Demonstrates thorough preparation in areas of teaching.
- Utilizes peer and student reviews/evaluations to improve teaching effectiveness.
- Is recognized as an expert in the field as demonstrated by invitation(s) to be a guest lecturer, contributor to a textbook or review book, writer of test questions, or reviewer for a national professional licensing or certifying board.
- Obtains/maintains additional education/certification to increase level or area of expertise.
- Develops and applies new and innovative teaching strategies for improved outcomes.
- Develops new courses and/or programs and/or revises to advance mission of school.
- Incorporation of experiential and service learning into coursework to enhance content outcomes.
- Integrates instructional technology to enhance teaching pedagogy.
- Keeps course content current.
- Effectively improves program content, constructs and delivery.
- Participates in local, regional, state, national, or international development of educational content.
- Mentors students with learning projects/Honor thesis and research.
- Serves as a member and/or evaluator of student projects/committees or student comprehensive examinations.
• Mentors colleagues in the area of teaching
• Receives an award in teaching.

**Service**
Faculty are expected to make service contributions to their professions and to the institution. Service at the school, college, and university level is essential to the well-being of the University. Service includes the application of one’s expertise in the discipline for the benefit of a professional organization, the community, or the institution. Service also includes the academic advisement of Georgia Southern University students. Additionally, service may include work in schools, businesses, museums, social agencies, government, or the like, as well as activities undertaken on behalf of the University that do not entail systematic instruction, such as manuscript reviewing and the design and development of professional conferences. Consulting shall be designated as paid or unpaid.

Examples of Service:
• Conducts peer review for a book or journal in the discipline or area of practice, or for grant applications in the discipline.
• Provides leadership (Chair/Co-Chair) to School, College, University committees/task forces.
• Provides service to the School, College, and University to further goals and missions of academic units.
• Provides leadership in local, regional, national and/or international professional organizations, such as committees/holding elected position.
• Provides professional education to community entities.
• Advises student organizations.
•Coordinates academic program.
• Seeks outside private and/or public support to initiate service activities and academic endeavors (e.g., community education, health screenings [equipment, brochures], monies for participant incentives, service-learning projects).
• Participates in accreditation or other comprehensive program reports
• Presents keynote address or presentation to professional entity.
• Provides health related activities (e.g., health fair)
• Assists with development of public service program or grant
• Takes on a course load that exceeds normal annual requirements when unexpected faculty vacancies and support needs occur in department
• Mentors colleagues in the area of service
• Receives award for service.

**Scholarship**
The significance of scholarly accomplishments shall be judged rigorously within the context of the discipline. Candidates must provide evidence of work which has been selected for dissemination through normally accepted peer-reviewed venues such as publications, conference presentations, exhibitions, performances, or other professional accomplishments. Scholarship includes the discovery, integration, development, application, and extension of knowledge as well as aesthetic creation and is often demonstrated by publications and presentations designed for professional audiences. Scholarship is manifested in articles, scholarly books and texts, reports of research, creative works, textbooks, scholarly presentations, research grants, demonstration grants, papers read, panel participation, exhibits, performances, professional honors and awards, additional professional training or certification, degrees earned, postdoctoral work, and academic honors and awards.
Examples of Scholarship

- Authors publications (e.g., journals, book chapters, books, manuals, review books, professional organization position statements, scholarly use of accreditation or other comprehensive program reports, etc.).
- Creates designs, spaces, and/or, exhibitions that are evaluated through juried, peer or external reviews.
- Exhibits an established line of research in discipline.
- Submits grant proposals or other proposals to further scholarship/research/programs requiring programmatic and/or analytic data to produce measureable outcomes (funded and non-funded).
- Authors white paper/standards/policy/reviews/technical report for professional organization or agency.
- Provides professional podium and/or poster presentations at local, state, regional, national, or international professional conferences.
- Receives grant awards in support of research, teaching, program, or practice scholarship.
- Mentors colleagues in research or scholarship.
- Receives award for scholarship.
PORTFOLIO CONTENTS FOR PRE-TENURE, PROMOTION, TENURE and POST-TENURE REVIEWS
COLLEGE OF HEALTH & HUMAN SCIENCES

Each faculty member preparing information for a promotion and/or tenure review should prepare one binder for submitting the portfolio. The portfolio binder should contain the information indicated below subdivided into four major sections. The portfolio binder will be supplied by the Dean’s Office; documentation and supporting materials should be selected carefully. Organize your portfolio as described below.

Section I: Personal Data

1. CHHS Portfolio Cover Page
2. Vita
3. Narrative - 10 pages maximum, single-spaced, no less than 10-point font, 1” margin. (Structure this similar to an article. Conserve text by referencing artifacts in the portfolio as one would refer to “appendices”. For example: “For documented evidence of service to professional organization see p. X of Section X”). A sample narrative is maintained in the School Chair’s office.
4. Performance Review Summary Letters (Annual Review, Pre-Tenure, Promotion, Tenure, Post-Tenure, etc.)
5. Professional Letters of Support (3-5) External to the School (not to be included in Pre-Tenure Review portfolios)

Section II: Evidence of Teaching Effectiveness
Required Evidence:
1. List of course number, title, and credit hours of all courses taught during the time frame under review, and include number of students enrolled in each class.
2. Student evaluation summaries administered during semesters of the time frame under review. This should include summary tables and statistical summary sheets for each course taught.
3. Course syllabi and materials (most recent version)

Optional Evidence:
4. Honors and special recognition for teaching accomplishments
5. Evidence of increased student performance resulting from course instruction e.g., pre/post assessments, departmental graduate assessments, student performance on standardized tests and certification exams, student portfolios, writing samples, etc.
6. Evidence of successful direction of individual student work: e.g., independent studies, special student projects, and thesis.
7. Other evidence of teaching effectiveness: e.g., teaching portfolio, peer evaluation, effective online teaching, etc.
8. Professional development activities contributing to teaching effectiveness.
9. Any additional sources of evidence as listed in Examples of Teaching Effectiveness (p. 8).

Section III: Evidence of Service
1. Roles in professional organizations, including offices held and leadership positions, professional affiliations, service, and recognition
2. Membership or leadership roles on university, college, and departmental committees
3. Performance of institutional administrative duties
4. Development or coordination of academic programs
5. Teaching of non-academic-credit courses, workshops, or faculty/staff seminars
6. Advisement of undergraduate/graduate students and/or support of student activities by advising or participating in student organizations
7. Participation in the recruitment of students or faculty for the College
8. Community and public service in which you were clearly recognized as a representative of the College, such as: consulting, participation in public/private agencies, service on accrediting committees, public or private boards, etc.
9. Professional development activities contributing to service activity.
10. Any additional sources of evidence as listed in Examples of Service (p. 9).

Section IV: Evidence of Scholarship
1. Evidence of research, including scholarly publications, presentations, creative productions, etc.
2. Evidence of grants and contracts, those applied for and those which have been funded
3. Academic honors, awards, and other recognition relative to scholarship and research
4. Evidence of professional development such as workshops and short courses taken to remain current in the field, or to develop background in an ancillary field
5. Evidence of completion of credit work toward advanced degrees during the time period under consideration for those working on advanced degrees
6. Professional development activities contributing to scholarly activity.
7. Any additional sources of evidence as listed in Examples of Scholarship (p. 10).

HISTORIC DEVELOPMENT OF CHHS GUIDELINES

These Guidelines were originally developed during Spring Quarter 1993 by an ad hoc committee representing faculty from each of the academic units. Members representing all ranks within the College of Health & Human Sciences were appointed by the Dean upon recommendations of the department chairs to review the promotion, tenure, and pre-tenure (progress) review for the College of Health & Human Sciences. The purpose of this committee was to discuss and develop guidelines and parameters that clarified both the process and criteria expected within the College of Health & Human Sciences for faculty in all departments, effective with the 1993-94 review process. Special attention was given to developing guidelines that reflected the mutual interests of the faculty and the administration. The information provided in these Guidelines should form the basis for faculty to make decisions and compile materials for pre-tenure, promotion, tenure, and post-tenure reviews.

Editorial revisions were made during Spring 1995, Spring/Fall 2001, Spring 2002, Spring 2003, Spring 2012, and Spring 2016 to update the document and make areas of review consistent with other Colleges across the University. Major revisions were made in 2017 to comply with the current 2016-2017 Faculty Handbook and reflect the evolving scope of faculty roles within the dynamic Georgia Southern University environment. In addition, revisions have been made to reflect College reorganization, promotion and tenure guidelines adopted by the Faculty Senate, and to bring the guidelines into compliance with the Faculty Development Initiative of the University System of Georgia Board of Regents. In case of any deviation from or conflict with the bylaws or policies of the Board of Regents of the University System of Georgia, the official bylaws and policies of the Board of Regents shall prevail.

Barry Joyner, Dean
College of Health & Human Sciences