

## 1 Preliminaries

2 The purpose of this document is to codify the means by which tenured and tenure-track  
3 faculty in the College of Information & Mathematical Sciences (CIMS) are evaluated for  
4 the purposes of earning promotion in academic rank, for earning tenure, for earning both  
5 promotion and tenure simultaneously, or for post-tenure review. The details specified here  
6 apply only to tenured and tenure-track faculty in CIMS. These details are consistent with  
7 the measures and procedures for earning promotion and tenure described by the Board of  
8 Regents of the University System of Georgia (BOR) and Clayton State University (CSU).

9  
10 As mandated by the BOR (Policy Manual [Section 8.3.6](#) and [Section 8.3.7](#)) and further  
11 distilled by the [CSU Faculty Handbook](#) (Section 205), tenured and tenure-track faculty  
12 must be evaluated in three major criteria in order to earn a promotion in academic rank,  
13 earn tenure, earn both, or earn a successful post-tenure review. These three criteria are  
14 Superior Teaching, Outstanding Service to the Institution, and Scholarly Activities & Pro-  
15 fessional Development. In order to justify granting promotion and/or tenure to a faculty  
16 member, the BOR specify that a faculty member must demonstrate “noteworthy achieve-  
17 ment” in at least two of the three criteria. The CSU Faculty Handbook further codifies  
18 the notion of “noteworthy achievement” by assigning to each criterion a rating value of  
19 *Does Not Meet Expectations*, *Meets Expectations*, *Exceeds Expectations*, or *Ex-*  
20 *hibits Exemplary Performance*, in order of increasing value. In order to demonstrate  
21 “noteworthy achievement” in a given criterion, the CSU Faculty Handbook specifies that a  
22 faculty member must achieve a rating of at least *Exceeds Expectations*. In the remain-  
23 ing criterion, the faculty member must achieve a rating of at least *Meets Expectations*.

## 25 System of Credits

26 To measure the strength of a faculty member’s achievement in each of the three criteria,  
27 CIMS has approved the following system:

- 28 • Each criterion has been subdivided into several categories which relate to the theme  
29 of the criterion.
- 30 • In order to earn a rating of *Meets Expectations* or *Exceeds Expectations*, a fac-  
31 ulty member must earn a specified number of credits in a given criterion as described  
32 in [Table 1](#) on page [2](#).
- 33 • During a review to earn promotion or tenure or both, the faculty member is respon-  
34 sible for providing a portfolio which includes convincing documentary evidence of  
35 their work before credit may be assigned in any particular category.
- 36 • In order to earn a rating of *Exhibits Exemplary Performance* in any criterion,  
37 a faculty member must have earned at least as many credits as are needed to be  
38 rated *Exceeds Expectations*, and must make a specific case in writing, referencing  
39 the relevant documentary evidence in the portfolio.
- 40 • A faculty member making a written case for *Exhibits Exemplary Performance*  
41 should include specific details about why his/her performance in the criterion was

<b>Evaluation Type</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Promotion to Assistant Professor	1	2
Promotion to Associate Professor	2	3
Promotion to Professor	3	4
Earn tenure at rank of Assistant/Associate Professor	2	3
Earn tenure at rank of Professor	3	4
Post-tenure review (all ranks)	2	3

Table 1: This table lists the number of credits required to earn a rating of *Meets Expectations* or *Exceeds Expectations* according to the type of review being conducted.

42 superlative (such as an award or recognition at the institutional level or beyond,  
43 publication in a high-impact journal, election as a fellow of a prestigious professional  
44 society, etc.).

- 45 • The level of activity needed to earn the required publication credit in the criterion  
46 of Scholarly Activity & Professional Development is different for different types of  
47 review. Please see section III.-A. on page 8 for further details about the required  
48 publication credit.
- 49 • During a post-tenure review, most of the documentary evidence may be omitted  
50 from the portfolio, except for the required documents listed in Section 206.06 of the  
51 [CSU Faculty Handbook](#).
- 52 • According to Section 206.06.2 of the [CSU Faculty Handbook](#), a successful post-tenure  
53 review requires a faculty member to earn a rating of at least *Meets Expectations* in  
54 all three evaluation criteria

55 In what follows, the subdivisions of each criterion are described in detail. Wherever  
56 possible, the amount and type of evidence necessary to earn credit in a category are  
57 described. Many examples are also provided.

## 58 I. Superior Teaching

### 59 A. Evaluation of Superior Teaching in the Classroom

**REQUIRED**

60 This category provides a bipartite evaluation of effective classroom teaching. Firstly,  
61 evidence from the Student Evaluation of Instructor (SEI) is used to evaluate the instructor  
62 from the point of view of the student. Secondly, department assigned peer evaluations are  
63 used to evaluate the instructor from the point of view of other faculty members.

64 Evidence of appropriate pedagogy is provided in two ways: 1) the instructor evaluation  
65 information from the SEI (which includes numerical ratings, student comments, and grade  
66 distributions), 2) completed peer evaluation forms. (*Note:* Being evaluated is part of  
67 “Teaching,” while providing evaluations for others is “Service.”)

#### 68 To Earn Required Credit:

69 Student evaluations of the instructor from all courses taught during the evaluation period  
70 are included. An average of at least one department chair assigned peer evaluation per  
71 year are included, including evidence of assignment.

### 72 B. Curriculum Development

73 Development (as an individual or in collaboration with colleagues) of a new program or  
74 significant revision (as an individual or in collaboration with colleagues) of two or more  
75 existing programs in the relevant review period.

#### 76 To Earn Credit:

77 Evidence includes, but is not limited to, assignment of responsibility, communication with  
78 administrators and/or colleagues re: specific curriculum and official Program Proposal.  
79 Notice of Program approval is not required.

### 80 C. Course Development

81 Development (as an individual or in collaboration with colleagues) of one new course, or  
82 significant revision (as an individual or in collaboration with colleagues) of two or more  
83 existing courses in the relevant review period.

#### 84 To Earn Credit:

85 Evidence includes, but is not limited to, assignment of responsibility, communication with  
86 administrators and/or colleagues re: specific course and official Course Proposal.

### 87 D. Implementations of Innovative Course Materials, Technology Usage, 88 and/or Instructional Strategies

89 Examples include, but are not limited to: implementing innovating instructional strate-  
90 gies such as “flipping” the classroom, active instruction, service learning, community-  
91 based learning, etc.; consistent use of Learning Management Systems (LMS) such as De-

92 sire2Learn, MyMathLab, WeBWorK, etc.; creating Maple, Geogebra, or MATLAB tools  
93 for use in the classroom; Developing new or existing software for classroom use; etc.

94 **To Earn Credit:**

95 Evidence includes, but is not limited to, screen shots, URL or web links, lesson plans,  
96 photographs, personal reflective notes. Credit may be assigned for a significant, consistent  
97 effort in one application of innovative instruction or efforts in multiple applications.

98 **E. Continuous Improvement of Instruction**

99 Continuous sustained effort to improve instruction in a single course over multiple semesters.

100 **To Earn Credit:**

101 Sequential evidence of syllabi, instruction and/or assessment items for one course over the  
102 relevant review period. Includes narrative of impetus for improvement and reflection of  
103 results.

104 **F. Direction of Student Research Projects, Independent Study Courses,  
105 or Internships**

106 Faculty involvement with student research falls into two natural categories: teaching and  
107 scholarly activity. As a teaching activity, we include the supervision of such a project (such  
108 as directing suggested background reading, regularly meeting to discuss project progress,  
109 assistance with preparation of a paper and/or presentation, etc.). Collaborative research  
110 (whether in addition to project supervision or not) is considered a scholarly activity.

111 **To Earn Credit:**

112 For supervision of student research projects or internships, one must provide evidence of  
113 working with 2 students during 2 semesters to complete an internship (as a supervisor) or  
114 to make acceptable progress on research in mathematics, mathematics education, informa-  
115 tion technology, or computer science that leads to publication, conference presentation, or  
116 graduation. For evidence of independent study courses, one must provide course syllabi,  
117 schedule of meetings with student (if available), and a sample of student work product.  
118 Evidence should demonstrate a consistent level of activity across the entire evaluation  
119 period or a comparable intensity of activity over a shorter period.

120 **G. Participation in Cross-Disciplinary Programs**

121 **To Earn Credit:**

122 Provides evidence of teaching at least 1 course during an academic year with a prefix  
123 other than of the department where the faculty member resides or evidence of support  
124 to programs outside their department or documents service on departmental committees  
125 outside their department.

126 **H. Special Recognitions for Teaching Accomplishments**

127 Examples include, but are not limited to earning a Smith Award nomination, a CIMS  
128 Faculty Award for Teaching, etc.

129 **To Earn Credit:**

130 Provides evidence of at least one award at the department level or above during the  
131 relevant review period. Awards external to the college should be considered in the case  
132 for *Exhibits Exemplary Performance*.

133 **I. Other Teaching Activities**

134 “Other” activities must be approved in advance by the department promotion and tenure  
135 committee. Examples of evidence of approval could be an email from the P&T committee  
136 chair. It is highly suggested to seek the advice the P&T committee prior to submission.  
137 Permission to include items in this category does not guarantee credit.

138 **To Earn Credit:**

139 Evidence should include approval by the P&T committee, a description of the teaching  
140 activity, documentation of the activity in practice, and results of the activity.

141 **II. Outstanding Service to the Institution**

142 **A. Committee Service**

**REQUIRED**

143 Successful, collegial service on committee(s) at the department, college and/or university  
144 level. Regular attendance and participation in committee meetings is required to earn  
145 credit.

146 **To Earn Required Credit:**

147 Evidence includes documentation of appointment/election to committee; documentation  
148 of committee work-product; must show evidence for entire evaluation period. Some ev-  
149 idence of leadership must also be presented. To receive credit beyond the minimum re-  
150 quirements, evidence of significant and consistent contributions in committee service must  
151 be provided.

152 **B. Mentorship and/or Advisement of Students**

153 Department Chair will assign mentees/advisees to willing faculty on a regular basis.  
154 Mentees/Advisees will be shared across all willing tenured/tenure-track faculty accord-  
155 ing to their level of experience and particular interests in their program.

156 **To Earn Credit:**

157 Evidence includes DUCK records listing mentees/advisees for each semester during the  
158 evaluation period; must also include examples of mentoring/advising quality such as cor-  
159 respondence with mentees/advisee, etc.

160 **C. Support to Student Organizations and/or Campus Activities**

161 Support to an appropriate organization/activity, whether as an observer, an organizer, or a  
162 faculty sponsor. Examples include but are not limited to sponsoring the Department's stu-  
163 dent club, participating regularly in the Tutoring Blitz, developing community-networking  
164 opportunities in mathematics/IT/CS-related fields for graduates, etc.

165 **To Earn Credit:**

166 Evidence should demonstrate the candidate has a level of participation equivalent to serv-  
167 ing as a faculty advisor to a campus organization for at least two years during the evalu-  
168 ation period or a comparable intensity of activity over a shorter period.

169 **D. Contributions to the Improvement of Campus Life**

170 Service to campus organizations that are not directly related to disciplinary professional  
171 growth and development, such as Laker Angels, Women's Forum, Homecoming Events,  
172 regular attendance at Commencement and/or Convocation Ceremonies, serving as De-  
173 partment Webmaster, coordinating our Colloquium Series, etc.

174 **To Earn Credit:**

175 Evidence includes, but is not limited to, assignment of responsibility, communication with  
176 administrators and/or colleagues regarding organization activities, etc. Evidence should  
177 demonstrate a consistent level of activity across entire evaluation period or a comparable  
178 intensity of activity over a shorter period.

179 **E. Community Engagement Related to One's Discipline**

180 Support to discipline-related activities, external to CSU courses or campus organizations,  
181 which engage the greater community. Examples include but are not limited to tutoring in  
182 their field, conducting workshops, judging a math or science fair, etc.

183 **To Earn Credit:**

184 Evidence includes, but is not limited to, assignment of responsibility, communication with  
185 administrators and/or colleagues regarding organization activities, etc. Evidence should  
186 demonstrate a consistent level of activity across entire evaluation period or a comparable  
187 intensity of activity over a shorter period.

188 **F. Support of Full-Time and/or Part-Time Faculty**

189 Continuous sustained effort to serve as a mentor to another faculty member or perform-  
190 ing peer-observations of multiple faculty members. (*Note:* Being evaluated is part of  
191 “Teaching,” while providing evaluations for others is “Service.”)

192 **To Earn Credit:**

193 For mentorship, evidence should document meetings and copy appropriate correspondence  
194 to provide evidence of on-going support over the entire evaluation period or a compara-  
195 ble intensity of activity over a shorter period. For peer-observations, evidence should  
196 include all peer-observation forms completed by the candidate as an observer during the  
197 evaluations period.

198 **G. Development of Advisement Materials**

199 Examples include but are not limited to web-based advisement guides for specific disci-  
200 plines, brochures and handouts used in the advisement process, etc.

201 **To Earn Credit:**

202 Evidence should include documents/materials produced as well as proof of the candidate’s  
203 role in the production/creation of the materials and the scope of use of the materials.

204 **H. Coordination of Department, College, or University Programs**

205 Examples include but are not limited to service as department chair, coordinator for a  
206 course or program, specially assigned administrative duties, etc.

207 **To Earn Credit:**

208 Evidence should demonstrate a consistent level of activity across entire evaluation period  
209 or a comparable intensity of activity over a shorter period.

210 **I. Contributions to the University System or Regional Accreditation  
211 Programs**

212 Examples include but are not limited to significant contributions to an accreditation pro-  
213 cess (e.g., NCATE, PSC, SACS), implementation of the QEP, participation in off-site  
214 evaluation teams, etc.

215 **To Earn Credit:**

216 Evidence should demonstrate a consistent level of activity across entire evaluation period  
217 or a comparable intensity of activity over a shorter period.

218 **J. Special Recognitions for Service Accomplishments**

219 Examples include, but are not limited to receipt of one or more awards documenting  
220 excellence in service for campus and/or discipline related work (such as the CIMS Faculty  
221 Award for Excellence in Service).

222 **To Earn Credit:**

223 Evidence must document the award selection process as well as official notification of the  
224 award. Awards external to the college should be considered in the case for *Exhibits*  
225 *Exemplary Performance*.

226 **K. Academic Program Implementation or Related Activity in K-12  
227 Schools**

228 Examples include, but are not limited to working on state-wide initiatives like the Geor-  
229 gia Performance Standards (GPS), or the Common Core Curriculum, or working with  
230 Mathematics add-on certification support (typically in Elementary or Middle Grades) for  
231 in-service teachers.

232 **To Earn Credit:**

233 Evidence should demonstrate a consistent level of activity in at least one program imple-  
234 mentation or related activity.

235 **L. Other Service Activities**

236 “Other” activities must be approved in advance by the department promotion and tenure  
237 committee. Examples of evidence of approval could be an email from the P&T committee  
238 chair. It is highly suggested to seek the advice the P&T committee prior to submission.  
239 Permission to include items in this category does not guarantee credit.

240 **To Earn Credit:**

241 Evidence should include approval by the P&T committee, a description of the service  
242 activity, documentation of the activity in practice, and results of the activity.

243 **III. Scholarly Activity & Professional Development**

244 **A. Professional Publications**

**REQUIRED**

245 Satisfactory achievement in this category is required of all candidates at all levels of  
246 evaluation. Publication credit may be earned only if the publication (either print or  
247 electronic) has been peer-reviewed or refereed, which includes peer-reviewed conference  
248 presentations. The College of Information & Mathematical Sciences makes no distinction  
249 between submissions which have been accepted for publication and those which have been  
250 published, though a journal article which has been accepted for publication in one review  
251 cycle and published in its final form in the following review cycle may not be used for credit  
252 twice. In order for credit to be earned, faculty members’ contributions to publications must



253 align with disciplines represented in CIMS. Faculty members are encouraged to describe  
254 in their narratives how their contributions fit into the disciplines represented by CIMS.  
255 Faculty members are encouraged to note in their narrative if publications were claimed  
256 in a previous cycle. In order to encourage collaboration, CIMS shall make no distinction  
257 between single-author and multi-author papers.

258 **To Earn Required Credit:**

259 Evidence that the publisher uses a peer-review process and acceptance/publication must  
260 be clearly documented. Whenever possible, the full manuscripts should be included. A  
261 required peer-reviewed publication is defined to be from the list of types of publications: a  
262 **journal article, conference proceedings, textbook/monograph, or a book chap-**  
263 **ter.** The levels of activity needed to earn the required publication credit are further  
264 enumerated as follows:

- 265 • For promotion to assistant professor or associate professor, or to earn tenure at the  
266 rank of associate professor, 2 peer-reviewed publications from the required list above  
267 are necessary to earn the required publication credit;
- 268 • For promotion to professor, or to earn tenure at that rank, 2 peer-reviewed publi-  
269 cations from the required list above and 1 additional contribution are necessary to  
270 earn the required publication credit. The additional contribution may be an item  
271 from the required list above, or it may be another type of peer-reviewed contribution  
272 such as an extended abstract, an external grant, published pedagogical activities,  
273 etc.;
- 274 • For a successful post-tenure review at any rank, to earn the required publication  
275 credit, it is necessary to have 1 peer-reviewed publication from the required list  
276 above and 1 additional contribution of one of the following types:
  - 277 1. 1 peer-reviewed publication
  - 278 2. 1 funded external grant
  - 279 3. 3 unfunded external grant proposals
  - 280 4. 3 funded internal grants
  - 281 5. combination of 3 unfunded external grant proposals or funded internal grants
- 282 • To earn credit beyond the minimum requirements, at least two additional peer-  
283 reviewed publications from the required list are necessary.

284 **B. Presentations Before Learned Societies, Professional Organizations,**  
285 **or Public Institutions; Delivery of Seminars, Workshops, and/or Col-**  
286 **loquia**

287 At least two invited and/or accepted presentations delivered in the relevant review period  
288 at the regional level or beyond.

289 **To Earn Credit:**

290 Evidence should include acceptance letter or invitation as well as a copy of the agenda  
291 showing when and where the presentation was given, copies of handouts and/or slides,  
292 etc.

293 **C. Discipline-Related Service**

294 Examples include, but are not limited to: participation in the activities of a professional  
295 society beyond simple membership; reviewing books, articles, grant proposals, or soft-  
296 ware applications related to the discipline; refereeing, or editing for, discipline related  
297 periodicals; serving on a graduate degree committee; etc.

298 **To Earn Credit:**

299 Evidence should demonstrate a consistent level of activity across entire evaluation period  
300 or a comparable intensity of activity over a shorter period.

301 **D. Receipt of Competitively-Awarded Grants, Fellowships, or Contracts**

302 Both internal and external grants are eligible. For pre-tenure review, it is appropriate to  
303 list all efforts to obtain grants, fellowships, or contracts. For promotion and/or tenure  
304 review, there must be evidence of a funded grant, awarded fellowship, or signed contract.  
305 A grant application which has been submitted in one review cycle and funded in the  
306 following review cycle may not be used for credit twice.

307 **To Earn Credit:**

308 Evidence must include notification of receipt of at least 1 external award or at least 3  
309 internal awards during the evaluation period.

310 **E. Research Activities**

311 Examples include but are not limited to: discipline-related research that has not led to  
312 peer-reviewed or refereed publications; an external grant application that has not led to  
313 receipt of the grant; substantive supporting research materials which do not stand on their  
314 own; collaborative research with students that has not led to peer-reviewed or refereed  
315 publications; etc. Items submitted in this category *may not be used for credit in other*  
316 *areas* in subsequent evaluation periods. It is strongly recommended that the candidate  
317 discuss the potential inclusions in this category with the department P&T committee.

318 **To Earn Credit:**

319 Evidence should demonstrate a consistent level of research activity across entire evaluation  
320 period or a comparable intensity of activity over a shorter period.

321 **F. Consulting or Other Application of Professional Expertise**

322 Application of your professional expertise with or without compensation. Examples in-  
323 clude, but are not limited to: paid educational consulting; paid consulting for textbook  
324 publishers; development of new or existing software for scholarly or educational use; con-  
325 sulting for MyMathLab, WebAssign, TestGen, or similar products; etc.

326 **To Earn Credit:**

327 Evidence should include a letter detailing the appointment.

328 **G. Development of Professional Applications of Technology for Schol-  
329 arly Use**

330 Examples include, but are not limited to developing Maple, Geogebra, or MATLAB tools  
331 for scholarly use.

332 **To Earn Credit:**

333 Evidence should demonstrate a consistent level of activity in at least one application of  
334 technology or a comparable intensity of activity over a shorter period.

335 **H. Participation in Professional Development Training Related to One's  
336 Discipline, Scholarship, and/or Creative Activities**

337 Examples include, but are not limited to: attending conferences (whether presenting or  
338 not); participating in workshops; participating in the Academy for Online Course Devel-  
339 opment; earning Microsoft certification; etc.

340 **To Earn Credit:**

341 Evidence should demonstrate a consistent level of activity across entire evaluation period  
342 or a comparable intensity of activity over a shorter period.

343 **I. Honors and Awards for Research, Scholarship, and Other Creative  
344 Activities**

345 Examples include but are not limited to: CIMS Award for Faculty Excellence in Scholarly  
346 Activity; professional society honors for scholarly activity; professional society honors for  
347 professional development; etc.

348 **To Earn Credit:**

349 Evidence of at least one award during the review period is required to earn credit.

350 **J. Other Professional Growth and Development Activities**

351 In order to include evidence in this category, the candidate must obtain permission from  
352 the department P&T committee prior to portfolio submission. Permission to include items  
353 in this category does not guarantee credit.

354 **To Earn Credit:**

355 Evidence of permission to include items in this category is a written communication from  
356 the department P&T committee. Faculty member must also submit evidence of the profes-  
357 sional growth or development activity, as discussed with the department P&T committee.

358 **K. Other Scholarly Activities**

359 In order to include evidence in this category, the candidate must obtain permission from  
360 the department P&T committee prior to portfolio submission. Permission to include items  
361 in this category does not guarantee credit.

362 **To Earn Credit:**

363 Evidence of permission to include items in this category is a written communication from  
364 the department P&T committee. Faculty member must also submit evidence of the profes-  
365 sional growth or development activity, as discussed with the department P&T committee.