

Oxford College of Emory University

Faculty Appointments - Policies, Procedures, and Criteria



EMORY

OXFORD
COLLEGE

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I. Organizational Structure

Oxford College is one of nine academic divisions that make up Emory University. Within Oxford College, there are six administrative units: Enrollment Services, Campus Life, Library, Operations and Finance, Development, and Academic Affairs. These units report to the Dean of the College who serves as chief executive officer of the Oxford campus.

Academic Affairs provides support and oversight for the Pierce Institute for Leadership and Community Engagement, the Center for Academic Excellence, Academic Services, and the faculty. The faculty are organized in three divisions by academic discipline: History and Social Sciences, Humanities, and Natural Science and Mathematics. Each academic division is led by a chairperson who is appointed by the Dean of Academic Affairs after consultation with all tenure-track members of the division. Chairs are appointed for five years and may be reappointed following review. The Dean of Academic Affairs serves as the chief academic officer of the College and is assisted by the Associate Dean of Academic Affairs.

Faculty appointments in all divisions of Emory University are governed by policies and regulations set forth in two university documents. The *By-Laws of Emory University*¹, in Article IV Section 3, defines limited duration (untenured) and continuous (tenured) faculty appointments. *The Statement of Principles Governing Faculty Relationships*² concerns a broad range of topics including appointment to the faculty, the definition of faculty ranks, eligibility for continuous appointment, promotion, and termination of appointment. To complement these university-level policies and procedures, the dean of each college and school is required to establish college-level policies and procedures for appointment, re-appointment, tenure, and promotion. This document establishes policies and procedures for Oxford College.

II. Affirmative Action/Equal Opportunity

Oxford College does not discriminate in determinations of suitability for employment, initial rank or salary, tenure, promotion, or salary increases on the basis of race, color, religion, sex, sexual orientation, national origin, age, disability, or veteran's status and prohibits such discrimination by its students, faculty and staff. Students, faculty, and staff are assured of participation in University programs and of use of facilities without such discrimination. Emory's Office of Equal Opportunity monitors all searches to see that they comply with the University's Affirmative Action/Equal Opportunity policy. The Dean of Academic Affairs will appoint an Affirmative Action Officer to review appointments made by Administrative Decision.

¹ <http://www.emory.edu/secretary/governance/bylaws.html>

² <http://provost.emory.edu/faculty/faculty%20handbook%20nov%2008%202012>

III. Faculty Titles

Oxford College appoints faculty using three titles: Professor, Lecturer, and Instructor. Professors hold the terminal degree in their discipline, typically a Ph.D. They have responsibility for planning and delivering the formal academic program, for service to the College, to Emory, and to the profession, and for scholarship as defined below. Lecturers hold Masters or higher degrees and are appointed primarily as teachers in delivery of the formal academic program. Instructors hold Bachelors or equivalent degrees, plus advanced certifications or higher degrees³, and are appointed to help deliver practice-oriented programs, most of which are part of the co-curriculum. In rare cases, an individual may be recruited to fill a position in the professorial ranks even though he or she has not yet completed and been awarded the terminal degree in their field if it is believed that the award of the degree is imminent. In this situation, the initial appointment will be as lecturer.

Appointments as Professor are for one year during the probationary period, but become continuous with the award of tenure. Appointments as Lecturer and Instructor are of limited duration as described below.

When faculty are appointed full-time to meet an instructional need of fixed duration as in the case of leave replacement or unexpected demand for specific courses, or when faculty are visiting Oxford College while on leave from another institution of higher education, an appointment is made as Visiting Professor, Visiting Lecturer, or Visiting Instructor according to their qualifications and role in the teaching program. Visiting Professors are not responsible to the institution for service and scholarship as are the regular faculty. The duration of Visiting appointments is either one or two semesters. A series of Visiting appointments may span no more than six continuous semesters exclusive of the summer term.

Faculty who teach part time are appointed as Adjunct Professor, Adjunct Lecturer, or Adjunct Instructor according to their qualifications and role in the teaching program. The duration of adjunct appointments is for one or two semesters, but no limitation is placed on the number of consecutive appointments.

³ SACS, Emory's regional accreditor, requires that teachers hold educational credentials that are more advanced than the credential being sought by their students.

Summary of Faculty Titles

Title	Minimum Degree	Tenurable	May Continue Beyond 3 Years	Full time	Regular or Temporary
Professor	Ph.D./Terminal	Y	Y	Y	Regular
Lecturer	M.A./M.S.	N	Y	Y	Regular
Instructor	B.A / B.S. plus advanced degree or certification	N	Y	Y	Temporary
Visiting Professor	Ph.D./Terminal	N	N	Y [‡]	Temporary
Visiting Lecturer	M.A./ M.S.	N	N	Y [‡]	Temporary
Visiting Instructor	B.A / B.S. plus advanced degree or certification	N	N	Y [‡]	Temporary
Adjunct Professor	Ph.D./Terminal	N	Y	N	Temporary
Adjunct Lecturer	M.A./ M.S.	N	Y	N	Temporary
Adjunct Instructor	B.A / B.S. plus advanced degree or certification	N	Y	N	Temporary

[‡]With the possible exception of faculty who are on leave from full-time appointments at other institutions and are teaching part-time in the Oxford College program.

IV. Faculty Ranks

Professors may hold one of three ranks: Assistant, Associate, or full Professor. Lecturers may hold one of three ranks: Lecturer, Senior Lecturer, or Professor of Pedagogy. Faculty ranks signify affirmation by the faculty as a whole of the accomplishments and contributions of its individual members. It is normal and expected that professors begin their careers at the assistant rank and are promoted to associate professor and later to full professor as their accomplishments grow. Although each member of the faculty builds up a unique set of accomplishments, the faculty as a whole work to maintain clear and stable normative criteria that are applicable across a wide range of academic disciplines for promotion to higher ranks.

Appointment at the rank of Assistant Professor signifies that the faculty member is fully credentialed with the terminal degree in her or his field of primary expertise and is well prepared to teach freshman and sophomore students. Further, this appointment indicates that in the judgment of the Oxford faculty, the person appointed is sincerely committed to personal, challenging engagement with Oxford students in liberal arts education, is engaged in an active and productive program of scholarship as described in section IX. C., below, and has a desire to serve as a contributing member of the Oxford community.

Appointment at the rank of Associate Professor signifies that the faculty member has become established as a dedicated, effective, and valued teacher according to the norms of

the Oxford community, has made a contribution to scholarly knowledge the value of which is recognized beyond the Oxford campus, and has become a supportive, constructive contributor to the collective work of the faculty through service on committees and in other ways that support the commonweal.

Appointment at the rank of Professor signifies that the faculty member has become a master teacher whose insight, innovation, and commitment to students is attested by students, alumni, and peers. Professors have continued to be productive scholars, and have become significant leaders among the faculty. Their engagement with and contributions to the profession are known and appreciated at the national level.

Appointment at the rank of Lecturer signifies that the faculty member is adequately credentialed to assure requisite knowledge in the subjects to be taught, is well prepared to teach freshmen and sophomore students, and is committed to personal, challenging engagement with Oxford students in liberal arts education.

Appointment at the rank of Senior Lecturer signifies that the faculty member has taught as Lecturer (full time) at Oxford for at least six years, and has become established as a highly effective and valued teacher according to the norms of the Oxford community.

Appointment as Professor of Pedagogy signifies that the faculty member has served as Senior Lecturer for at least five years and has become a master teacher whose insight, innovation, and commitment to students is attested by students, alumni, and peers. Professors of Pedagogy have made significant contributions to the development and improvement of Oxford's educational programs.

Appointment as Instructor signifies that the faculty member is adequately credentialed to assure requisite knowledge and skill in the practices to be taught, is well prepared to teach freshmen and sophomore students, and is committed to personal, challenging engagement with Oxford students in liberal arts education.

V. Emeritus Status

Faculty who retire from Oxford College after ten or more years of distinguished teaching, service, and scholarship in Oxford College may be recommended by the Dean of the College to the Provost and President of the University for elevation to emeritus status. The title and rank of emeriti is that which they held at the time of their retirement.

VI. Annual Reports of the Faculty

No later than the end of April, each member of the faculty will provide his or her Division Chair with a report of his or her professional activity during the previous twelve months. At a minimum, the report will summarize the individual's activity in teaching, service, and scholarship and professional development with comments on successes and challenges, and will set forth goals for the coming year. Criteria pertinent to the assessment of

accomplishments in teaching, service, and scholarship and professional development are described in Section VII. C. below. The body of the report is limited to a length of five pages but it may be supplemented with appendices as needed.

Division Chairs meet with each faculty member to review his or her annual report. This provides an opportunity for discussion and clarification of specific elements of the report. The Chair then writes a paragraph or two of commentary on the report that is forwarded to the Dean of Academic Affairs. These commentaries will be both formative and summative in nature. The Dean of Academic Affairs reviews each faculty member's annual report and the Division Chair's commentary, and provides a written assessment of the faculty member's accomplishments in letter format to the faculty member. These letters are shared with the Division Chair. The Dean of Academic Affairs uses this information to set faculty salary increments for the coming year and to assess individual's readiness for promotion.

Annual reports of the faculty and the Dean's assessment letters become part of their personnel records and are retained in paper format in the office of the Dean of Academic Affairs.

Evaluative procedures for specific stages of the faculty promotion and tenure process follow below.

VII. Appointments as Professor

A. Search and Selection

1. Authorization of Searches for New Faculty

Each search is initiated by the Division Chair who submits a written request to the Dean of Academic Affairs. The search must be authorized by the Dean of Academic Affairs who will ensure that the appointment meets Oxford's needs for instruction and expertise, and by the Dean of the College who will ensure that financial and infrastructure resources are adequate to support the appointment, and that the appointment is consistent with the College's priorities. In the case of Visiting appointments, the Dean of Academic Affairs may relax any of requirements 2 - 6 below if he or she determines such steps are in the College's best interest. A memorandum to the Dean of the College prepared at the time this decision is made will record the decision and its rationale.

2. Position Description

The search process begins with a position description prepared by tenure-track members of the division. This description must articulate the incumbent's expected role in Oxford's instructional program, and required and preferred expertise, experience, skills, and values for the position. Criteria and standards for hiring must be reasonably specific and valid predictors of successful job performance. The position description will be circulated by the Division Chair to all tenure track faculty members of the division for comment, and subsequently forwarded to the Dean of Academic Affairs for approval. Candidates for the position will be provided with this written description prior to interviews.

3. Recruitment of Candidates

Before any candidate is considered for a position, the position must be advertised in a national publication such as The Chronicle of Higher Education. Advertisements may also be placed in professional journals and job registries of the particular discipline. All advertisements announcing the opening must include the statement “Emory University is an equal opportunity / affirmative action employer.” The advertisement will normally include a date when review of applications will begin. This date will be no sooner than one month after the initial publication of the advertisement.

4. Selection Process

The Search Committee is comprised of the Division Chair and a minimum of three additional faculty, one of whom must be from another division. The members of the Committee will be appointed by the Division Chair in consultation with the faculty of the division and Dean of Academic Affairs. The Division Chair either serves as or appoints its chair. In a brief report to the Dean of Academic Affairs, the Search Committee will provide a paragraph to describe each of the six top candidates and will identify three of the candidates to be invited to campus to interview, subject to the approval of the Dean of Academic Affairs. Each candidate will be interviewed by the following:

- Search Committee
- Other members of the division, especially those closest to the position, typically as a group
- Dean of Academic Affairs
- A group of at least three students
- Dean of the College (when available).

Questions asked of the candidates during the interview must be directly related to the requirements of the position and to the extent practicable must be asked equally of all candidates. The Search Committee will rank all the interviewed candidates as to suitability for the position and will provide the rankings in writing as an annotated report to the Dean of Academic Affairs as its recommendation for filling the position. After consultation with the Division Chair, the Dean of Academic Affairs will make her/his recommendation to the Dean of the College, who will authorize a formal offer to the selected candidate. Commitments with respect to salary, moving expenses, and benefits will be made only by the Dean of the College. The Dean of Academic Affairs will notify the division when the position is filled.

5. Records and Reporting

The chair of the Search Committee will work with the Oxford Office of Human Resources to ensure that the Emory University Equal Opportunity Programs (EEOP) Search Activity Report form is completed and returned to the EEOP office with a copy to the office of the Oxford Dean of Academic Affairs. All information and materials pertaining to the search will be kept on file in the office of the appropriate division for a period of three years, after which time they will be destroyed.

6. Confirmation of Degrees

As a condition of faculty employment, the College confirms directly with the awarding institution the award of degrees described in a faculty candidate's resume.

B. Reviews for Reappointment, Promotion, and Tenure

1. Evaluations of Faculty during the Probationary Period

During the probationary period, a faculty member is evaluated each year with respect to her or his accomplishments in teaching, scholarship and professional development, and service. The probationary period is the period of time required for faculty to accumulate six years of eligible service, and one purpose of the reviews during this period is to assess the faculty member's accomplishments and to advise him or her concerning progress toward earning tenure. The evaluation committee is comprised of all tenured members of the division. The Chair of the Division serves as chair of the evaluation committee. Evaluation in the first year is based on a dossier containing the following:

- An up-to-date Curriculum Vitae,
- The current year's Annual Report,
- Syllabi for each course taught and selected examples of teaching assignments and student work,
- All copies of the routinely administered student evaluations of teaching for classes taught at Oxford and a summary using the format provided by the Dean of Academic Affairs, and
- A Teaching Statement - A reflective essay of not more than 600 words describing the faculty member's experience in teaching at Oxford including goals, accomplishments and disappointments especially those following from pedagogical innovation, and plans for the future.

In years two through six, the dossier additionally includes

- A Service Statement - A reflective essay of not more than 600 words describing the faculty member's experience, accomplishments, disappointments, and future goals in service.
- A Scholarship Statement - A reflective essay of not more than 600 words describing the faculty member's experience in scholarship at Oxford including goals, accomplishments, disappointments, and plans for the future,

By the end of the spring semester of each year, the Division Chair provides the Dean of Academic Affairs with a written report of the division's evaluation. In turn, the Dean of Academic Affairs provides the faculty member with a copy of the report and discusses the evaluation with her/him, including its bearing on salary increases and progress toward tenure and/or promotion.

2. Major Review in the Third Year

The third year evaluation for faculty during the probationary period is a Major Review based on a fully developed teaching portfolio and an in-depth statement on scholarship. The teaching portfolio should be organized as follows:

1. A summary of teaching responsibilities for the period under review
2. A statement of teaching philosophy including teaching goals
3. A section addressing the eight criteria and standards for excellence in teaching given in section IX.A. below
4. Appendices
 - a. Syllabi
 - b. Summary of student evaluations using the format provided by the Dean of Academic Affairs
 - c. Individual student evaluations
 - d. Other supporting material

Sections 1 - 3 of the Teaching Portfolio will normally range from 1,300 to 3,000 words (six to ten pages). The in-depth statement on scholarship is similar in format to that included in second year review, but may be expanded to a total of 2,000 words. Authors should remember that shorter, more cogently written statements are typically read with more interest. The statement on service is the same format as for years 2 through 6.

In addition to the teaching portfolio and scholarship and service statements, the dossier contains an updated curriculum vitae and the following:

- Two letters from faculty outside Emory University who are in a position to comment objectively and with authority on the candidate's scholarship and professional development. Such referees should hold academic rank at the level of associate professor or full professor in a college whose standards are comparable to Oxford's and must not have served as a collaborator with or designated mentor to the faculty member being reviewed.
- Letters from at least three former students commenting on their interactions with the faculty member being reviewed.

Letters from outside referees and students are solicited by the Division Chair in consultation with the evaluation committee and with the approval of the Dean of Academic Affairs. The material provided to the referees will include the candidate's CV and statements on teaching, service, and scholarship. Other elements of the dossier may be included if in the judgment of the Division Chair they are of sufficiently limited size that an external reviewer might be expected to examine them. The divisional report will include a section titled "Identification of Referees" comprised of a brief paragraph for each referee describing institutional affiliation, expertise, and any relationship with the faculty member being reviewed.

After review and evaluation of the dossier, the evaluation committee will recommend that the candidate be either reappointed or released at the end of the fourth year. The Chair will provide a written report of the committee's findings to the Dean of Academic Affairs, including the number of members in support of reappointment, the number opposed, and the number failing to express an opinion. The review dossier becomes part of the college's personnel files. A copy of all non-confidential material in the dossier will be provided to the candidate upon request. Confidential materials are evaluation letters from outside referees, students, and individual faculty.

The divisional recommendation and supporting material will be reviewed by the Professors of the College who will meet with the Dean of Academic Affairs to discuss the recommendation and provide their advice.

The Dean of Academic Affairs may, at his or her discretion, seek additional information that may be helpful in arriving at an assessment of the faculty member's progress.

Having reviewed the dossier, the report of the divisional review committee, and the advice of the full Professors, the Dean of Academic Affairs will provide a written recommendation to the Dean of the College concerning reappointment or release. Upon approval by the Dean of the College, the Dean for Academic Affairs will notify the faculty member and the division of the decision for reappointment or release. If the Dean of the College does not support the recommendation, he or she will provide a written justification to be shared with the Dean for Academic Affairs and the divisional evaluation committee. If it is determined that the faculty member is to be released, the schedule for notification set forth in *The Statement of Principles Governing Faculty Relationships* will be observed.

If the faculty member is reappointed following the third-year review, the annual divisional reviews described in VI. B. will be supplemented in the fourth and fifth years by a call from the Dean for Academic Affairs giving tenured faculty outside the division an opportunity to write letters of concern or endorsement. These letters are advisory to the Dean and do not become part of the candidate's file.

3. Service Required to be Eligible for Tenure

A member of the faculty appointed as professor is eligible for evaluation for the award of tenure after six years of full-time service to the College.

Previous service in full-time teaching in an appointment as professor at other accredited institutions where the nature of teaching is comparable to that at Oxford College may be counted toward eligibility for award of tenure, up to a maximum of three years, with the approval of the Dean of Academic Affairs.

If an appointment at Oxford College or elsewhere involves non-teaching duties, a year's activity must involve teaching with scheduled student contact hours per week equivalent to at least one-half time teaching at Oxford to count as a year of service.

Leaves of absence that allow the faculty member to take advantage of special professional development opportunities that are deemed beneficial to the College by the Division Chair and the Dean of Academic Affairs may be counted, not to exceed one year.

Summer appointments at Oxford College or elsewhere will not be counted.

4. Extension of the Probationary Period

A member of the faculty appointed as professor may, under certain circumstances, receive an extension of the probationary period not to exceed two years. Under some circumstances such as the birth or adoption of a child, an extension is assured for eligible faculty who complete the application process. In other cases, a request for an extension must be supported by the Division Chair, the Dean of Academic Affairs, the Dean of the College, and the Provost who in consultation with the President will grant or deny the request. Details of these policies are given in the Emory University Faculty Handbook, sections 3.4 and 3.5 (November 8, 2012).

5. Promotion to Associate Professor and Grant of Tenure

Faculty are reviewed for promotion to Associate Professor with tenure in their sixth year of qualifying service. In cases where the tenure review occurs in the third year of service to Oxford College, the tenure-review process will replace that specified for the third-year review. A member of the faculty whose initial appointment is at the rank of Assistant Professor must be reviewed for both promotion to Associate Professor and tenure at the same time, and neither is awarded without the award of the other. Faculty whose initial appointment is at the rank of Associate Professor may be reviewed for tenure without review for promotion.

The review committee is comprised of the tenured members of the division and chaired by the Division Chair who will compile all review materials in a dossier. Evaluation will be based on the same materials specified for the third year review, except that letters from faculty referees and students will be as follows:

- Letters solicited by the Dean of Academic Affairs in consultation with the Division Chair from six peer evaluators outside Emory University who are in a position to comment on the candidate's teaching statement, scholarship and professional development,
- Letters from six present or former students solicited by the Dean of Academic Affairs in consultation with tenured members of the division, and
- A one-page CV

A summative report of the division, including the number of tenured faculty members in support of the promotion, the number opposed, and the number failing to express an opinion, will be forwarded to the Dean of Academic Affairs. Letters may be submitted by individual tenured members of the division who wish to confirm or disagree with the

divisional letter. These will become part of the committee's record but will not be included in the dossier.

The Dean of Academic Affairs may, at his or her discretion, seek additional information that may be helpful in arriving at a decision. This information will be made available to the review committee.

When the Dean for Academic Affairs has received the division's recommendation, he/she will invite all tenured faculty outside the division who wish to do so to review the candidate's dossier and to provide the Dean with written comments regarding the promotion.

The Dean of Academic Affairs will then make a recommendation to the Dean of the College; if that recommendation is positive and is supported by the Dean of the College, it will be sent together with all pertinent information to the Provost and the President who consult with the President's Advisory Committee before the President makes a recommendation to the Board of Trustees.

6. Promotion to Professor

Normally after a minimum of seven years in rank, an Associate Professor may request a review for promotion to the rank of full Professor. The request is made to the Dean of Academic Affairs who will decide if the candidate has compiled a body of work that could potentially justify the requested promotion. If the review proceeds, the full Professors of the College serve as the evaluation committee and the Dean of Academic Affairs serves as its chair. The candidate will submit the specified materials to the Dean by the established date. Materials required for evaluation for promotion to full Professor rank are the same as those required for tenure review with the exception that syllabi and student evaluations of teaching are required only for the five most recent years of teaching. The Dean of Academic Affairs will obtain peer reviews and student letters. Members of the evaluation committee will review the dossier and meet to discuss the promotion. Each Professor will subsequently submit a letter to the Dean of Academic Affairs that expresses her/his views concerning the proposed promotion. At the discretion of the Dean of Academic Affairs, additional information may be requested. The Dean of Academic Affairs will make a recommendation to the Dean of the College. If the Dean's recommendation is positive and is supported by the Dean of the College, it will be sent together with all pertinent information to the Provost and the President who consult with the President's Advisory Committee before the President makes a recommendation to the Board of Trustees.

If the candidate is not recommended for promotion, the Dean of Academic Affairs will provide a written summary of the conclusions of the review to the candidate and will discuss with the candidate areas of continued professional growth and accomplishment that are likely to lead to a positive decision in the next review.

C. Criteria and Standards for Reappointment, Promotion, and Tenure

Criteria for reappointment, promotion, and tenure at Oxford College concern faculty accomplishments and contributions in teaching, service, and scholarship as documented in a dossier with reference to which all reappointment, promotion and tenure decisions are made.

1. Teaching

Among the many responsibilities of the faculty of Oxford College, teaching is the most important. Thus, special care must be taken in preparation of this component of the dossier.

The dossier must document course goals, readings, exercises, and assignments appropriate to the role of the courses in the Oxford College curriculum, and provide evidence that these are producing the expected student learning. Evidence of the instructor's creativity, innovation, resourcefulness in facilitating students' engagement with learning, and the instructor's success in motivating students to exceed their previous levels of accomplishment are especially helpful. The most compelling evidence shows that the instructor has motivated her or his students to achieve not only the learning goals of specific courses but also to make significant progress toward the broad goals characteristic of liberal arts education.

Standards for evaluation of individual faculty in Oxford College will be qualitative in many cases. The learning goals we set are complex and rich, and are often not amenable to quantification. Nonetheless, we can make clear assessments of teaching quality based on evidence. The following is a list of specific aspects of teaching and the standards that apply:

Sophistication in pedagogy and content The pedagogy and content of each course are carefully chosen so that students achieve the learning goals of the course. Pedagogy and content are developed in consideration of the knowledge and skills students bring to the class and take account of the variety in students' ways of learning. The teacher adapts course pedagogy and content during the semester as the course evolves.

Frequent assessment and prompt feedback Teachers provide frequent assessment of students learning and prompt, constructive feedback to the student.

A consistently high level of challenge Teachers are aware of each student's progress and consistently challenge each individual student to excel.

Development of students as active learners Through effective pedagogy, engaging content, and cultivation of habits of mind, teachers motivate and challenge students to take an active role in constructing their own systems of understanding and acquiring intellectual skills.

Engagement with students outside of class In addition to the routinely scheduled class meetings, teachers are available to students many hours each week and encourage students to consult with them. Many teachers make active engagement with students outside class hours part of their pedagogy.

Disciplined development of evidence of the learning outcomes Teachers regularly collect evidence that assesses students' progress toward course goals and use this to guide decisions on pedagogy and content. Such evidence may include student writing, projects, tests, and surveys.

Disciplined reflection on experiences with students Whether by means of a journal, research proposals, course or curricular proposals, annual reports, or other means, teachers document their discipline of sustained reflection on student learning in their classes that helps to guide efforts to improve teaching.

Active engagement with the Scholarship of Teaching and Learning Teachers are cognizant of the body of knowledge referred to as the Scholarship of Teaching and Learning, and apply this knowledge in their teaching.

A well prepared teaching portfolio will address each of these aspects of teaching and provide evidence that the standards have been substantially met. The specific format for this part of the dossier should be developed to best document the individual's accomplishments. Some authors may want to address each of these aspects discretely, paragraph by paragraph. Others may prefer to present their successes in each of these aspects in the course of a flowing narrative. Not all of these aspects will be equally important to every individual under review, but it will be rare that any one of them does not apply at all. Also note that what constitutes evidence will vary from one teaching situation to another. The overall purpose of this section is to help the teacher document his or her accomplishments in ways that will be compelling to reviewers.

2. Service to Oxford College, Emory University, and the Profession

College, university, and professional communities accomplish their goals only with the active service of their members. Apropos of Oxford's mission, this category of contribution spans the range from simple participation in College community events to engagement with specific College programs, to leadership for major College initiatives. The dossier should document the faculty member's service both as a contributor to group efforts (e.g. committees, panels, editorial boards), and as a leader (e.g. program director, professional society officer). The most compelling evidence describes how the faculty member's service was instrumental in achieving significant outcomes.

3. Scholarship and Professional Development

The dossier should provide evidence that the faculty member has been engaged in an active, productive program of scholarship and professional development. Productive

scholarship results in products that are shared with the academic community to obtain formal or informal peer critique, and to contribute to the growing body of scholarship. In addition to traditional disciplinary research (sometimes referred to as the scholarship of discovery), Oxford College recognizes the scholarship of teaching and learning, the scholarship of engagement, and the scholarship of integration as these concepts are widely understood in the contemporary literature of higher education⁴. The following criteria⁵ are useful in documenting accomplishments in many forms of scholarship and should guide candidates in preparation of their dossiers:

- Clear Goals - Does the scholar state the basic purposes of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?
- Adequate Preparation - Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?
- Appropriate Methods - Does the scholar use methods appropriate to the goals? Does the scholar apply effectively the methods selected? Does the scholar modify procedures in response to changing circumstances?
- Significant Results - Does the scholar achieve the goals? Does the scholar's work add consequentially to the field? Does the scholar's work open additional areas for further exploration?
- Effective Presentation - Does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating work to its intended audiences? Does the scholar present his or her message with clarity and integrity?⁶
- Reflective Critique - Does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work?

⁴ Ernest L. Boyer. 1990. *Scholarship Reconsidered: Priorities of the Professoriate*. The Carnegie Foundation for the Advancement of Teaching, New York, New York.

⁵ Glassic, C.E., M. T. Huber, and G. I. Maeroff. 1997. *Scholarship Assessed: Evaluation of the Professoriate*. Jossey-Bass Inc. Publishers, San Francisco. Page 36.

⁶ It has been asked if publication in a peer-reviewed journal or similar outlet is required. There must be evidence that the individual has contributed to a body of knowledge that would be adequate to allow scholars of authority outside Emory University to affirm the quality and significance of that work. Making several presentations at professional society national meetings for which the submissions are reviewed and for which abstracts are published would be one possibility. It would be even more compelling if the scholar were invited to speak at other institutions and/or professional society meetings. But the traditional evidence in which most scholars have the greatest confidence take the form of peer-reviewed publication in well-established scholarly outlets.

VIII. Appointments as Lecturer

A. Search and Selection

Policies and procedures outlined in Section VI. for professors apply also to search and selection of lecturers with the exception that how the position is advertised is left to the discretion of the Dean of Academic Affairs in consultation with the search committee.

B. Duration of Appointments

Appointment as Lecturer is for a period of three years with the possibility of reappointment following a positive review. Appointments as Senior Lecturer and as Professor of Pedagogy are for periods of five years, both with the possibility of reappointment following a positive review. All appointments depend on the Dean of Academic Affairs' determination that there is a continuing need for the position to support the educational program.

C. Reviews for Reappointment and Promotion

Lecturers are evaluated in the first and second years of their appointments as described in VII. Annual Reports of the Faculty above. A Major Review is conducted by the tenured members of the division in the third year. Before a Major Review is initiated, the Division Chair must document for the Dean of Academic Affairs in written form the need to continue the position. If the Dean of Academic Affairs determines the justification is sufficient to continue the position, then the appointment will be reviewed.

The Major Review is based on a dossier prepared by the lecturer which is made up of:

- A reflective statement summarizing for the period under review the
 - Incumbent's contributions in service to the College, University, and profession, and
 - Professional development
- A fully developed teaching portfolio (section VIII. B) which responds to the standards set out in section IX.A.

The reflective statement may be as long as 500 words. Sections 1 - 3 of the Teaching Portfolio may be as long as 1,000 words.

In the spring semester, the Division Chair will report to the Dean of Academic Affairs in writing the results of this evaluation. With that Dean's support, the Chair will share the evaluation and the reappointment decision with the faculty member.

1. Appointment as Senior Lecturer

After six years in the rank of Lecturer, the Lecturer may request of the Division Chair, or the Division Chair may recommend to the Lecturer, a review for promotion to the rank of Senior Lecturer. The review will be organized by the Division Chair with the

participation of all tenured members of the division and will be based on a dossier prepared by the incumbent using the format given for Major Reviews in C. above. The standard of accomplishment required for promotion to Senior Lecturer will be that the Lecturer has become well established as a consistently effective teacher and advisor, and a significant contributor to the life of the College through service. If appointment at the rank of Senior Lecturer is supported by the tenured members of the division and the Dean of Academic Affairs and the Dean of the College concur, the faculty member will be appointed at the new rank for five years.

2. Appointment as Professor of Pedagogy

In the fifth year of an appointment at the rank of Senior Lecturer or in any year thereafter, the incumbent may request of the Division Chair, or the Division Chair may recommend to the incumbent, a review for promotion to the rank of Professor of Pedagogy. In addition to sustained growth with respect to the criteria and standards for promotion to Senior Lecturer, for promotion to Professor of Pedagogy the candidate must have completed a significant body of work in the development of curriculum and/or pedagogy the significance of which is confirmed by reviewers outside Emory University. The review will be organized by the Division Chair with the participation of all tenured members of the division and will be based on a dossier prepared by the incumbent using the format given for Major Reviews in C. above, supplemented with a presentation of the body of work justifying the promotion. The quality and significance of body of work will be evaluated three senior faculty, two of whom must hold appointments at peer institutions outside Emory. The procedure for seeking peer evaluations will be the same as for faculty promoted to Associate Professor rank. If promotion to the rank of Professor of Pedagogy is supported by the tenured members of the division, and the Dean of Academic Affairs and the Dean of the College concur, the faculty member will be appointed at the new rank for five years.

D. Criteria and Standards for Reappointment and Promotion

In the evaluation of lecturers even more than professors, the most important criteria are those that apply to teaching. Teaching effectiveness as indicated by classroom, studio, and laboratory presence, rapport with students including the ability to challenge them to do their best work, knowledge of the subjects taught, and familiarity with established and emerging pedagogies are all relevant. Academic advising is also an important aspect of teaching. Lecturers are expected to engage in professional development related to teaching. Finally, Lecturers are expected to contribute to the life of the College through active participation on faculty committees and performance of other forms of service.

IX. Appointments as Instructor

A. Search and Selection

Policies and procedures outlined in Section IV. above for professors apply also to search and selection of instructors with the exception that how the position is advertised

is left to the discretion of the Dean of Academic Affairs in consultation with the search committee.

B. Reviews for Reappointment

Instructors may be appointed for periods of either one or two consecutive semesters, and are reviewed at the end of each appointment by their immediate supervisors using the Faculty Annual Report format as the basis for the review. The supervisor reports the results of the review in writing to the Dean of Academic Affairs. If the Dean determines that there is a continuing need for the appointment, the incumbent may be reappointed following a positive evaluation.

X. Non-Renewal

Pursuant to a annual review as described above, a recommendation for non-renewal of a faculty appointment ordinarily will be made to the Dean of Academic Affairs by the Division Chair. The Dean of Academic Affairs will make the results of consultations and deliberations within the division known to the Dean of the College, and with the Dean's support will notify the faculty member that his or her appointment will not be renewed. The provisions of "The Gray Book" concerning the content and timing of the notification of termination will be observed.

XI. Appeals

Faculty who are not recommended for tenure or promotion by the Dean of the College may appeal on the grounds of unlawful discrimination, violation of academic freedom, error in processing of the recommendation such as inadequate consideration of the evidence, failure to follow the processes of Oxford College, or violation of University policy. Disagreement with the professional judgments leading to a decision not to recommend promotion or tenure is not a ground for appeal. Therefore it is expected that faculty will appeal only in exceptional cases.

A candidate who has received a written statement of the Dean's negative decision on tenure or promotion may, within thirty (30) days of the date the statement is mailed to the faculty member's last known address, appeal the decision by writing to the Provost and Executive Vice President for Academic Affairs in accord with procedure established by that office. In the letter the candidate will state clearly the basis for the appeal.

The foregoing procedures are not intended to impede or preclude communication among faculty members or between faculty and administrators. The Dean of Oxford College has the responsibility for ensuring that a candidate's case receives just and adequate consideration. These procedures are not intended to inhibit the Dean from fulfilling this responsibility in whatever ways he/she deems appropriate.

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