

Oxford College of Emory University

Faculty Appointments – Policies, Procedures, and Criteria

Major Revision June 2018, September 2025

Minor Revisions Summer 2020, Spring 2021, Spring 2022, Fall 2022, Spring 2023



EMORY

---

OXFORD  
COLLEGE

## Contents

I.	Organizational Structure .....	4
II.	Affirmative Action/Equal Opportunity .....	5
III.	Faculty Titles .....	5
V.	Annual Reports of the Faculty .....	6
VI.	Appointment, Promotion, and Tenure of Faculty on the Tenure Track .....	7
VII.	Appointments.....	9
1.	<i>Authorization of Searches for New Tenure Track Faculty</i> .....	9
2.	<i>Position Description</i> .....	10
3.	<i>Recruitment of Candidates</i> .....	10
4.	<i>Selection Process</i> .....	11
5.	<i>Records and Reporting</i> .....	12
6.	<i>Confirmation of Degrees and Background Checks</i> .....	12
VIII.	Reviews for Reappointment, Promotion, and Tenure .....	12
IX.	Major Review in the Third Year for Tenure-Track Faculty.....	14
X.	Non-Renewal of an Untenured Tenure-Track Faculty Member .....	17
XI.	Reviews for Promotion of Faculty on the Tenure Track.....	17
1.	<i>Service Required to be Eligible for Tenure</i> .....	17
2.	<i>Extension of the Probationary Period</i> .....	18
3.	<i>Promotion to Associate Professor and Grant of Tenure</i> .....	19
XII.	Review of Associate Professors on the Tenure Track.....	22
XIII.	Promotion to Professor for Tenure-Track Faculty .....	23
XIV.	Appeals by Faculty on the Tenure Track .....	25
XV.	Appointment and Promotion of Faculty on the Teaching Track .....	25
XVI.	Appointments of Faculty in the Teaching Track.....	28

1. Authorization of Searches for New Teaching-Track Faculty.....	28
2. Position Description.....	28
3. Recruitment of Candidates.....	29
4. Selection Process.....	29
5. Records and Reporting.....	31
6. Confirmation of Degrees and Background Checks.....	31
XVII. Reviews for Reappointment and Promotion of Faculty on the Teaching Track.....	31
1. Ranks within the Teaching Track.....	31
2. Reviews.....	32
3. Major Review in Third Year for Assistant Teaching Professors.....	34
XVIII. Appointment as Associate Teaching Professor.....	35
XIX. Appointment as Teaching Professor.....	36
XX. Non-reappointment and Appeal for Faculty on the Teaching Track.....	39
1. Non-renewal during Initial Appointment Period.....	39
3. Terminal Appointments for Teaching-Track Faculty Members.....	39
4. Appeal.....	39
XXI. Termination.....	40
XXII. Leaves and Sabbaticals.....	40
<u>Appendices.....</u>	<u>43</u>

***Land Acknowledgement***

*Emory University acknowledges the Muscogee (Creek) people who lived, worked, produced knowledge on, and nurtured the land where Emory’s Oxford and Atlanta campuses are now located. In 1821, fifteen years before Emory’s founding, the Muscogee were forced to relinquish this land. We recognize the sustained oppression, land dispossession, and involuntary removals of the Muscogee and Cherokee peoples from Georgia and the Southeast. Emory seeks to honor the Muscogee Nation and other Indigenous caretakers of this land by humbly seeking knowledge of their histories and committing to respectful stewardship of the land.*

**Oxford College Mission Statement**

Oxford College provides a challenging liberal arts-intensive program for the first two years of

the Emory baccalaureate degree. These years offer unique opportunities for intellectual, personal, and social development, and Oxford College is optimized to seize them. Oxford's students develop a fundamental understanding of how knowledge is created and applied; a broad knowledge of intellectual disciplines; well-honed skills in critical analysis, problem solving, and written and oral communication; and an understanding of the moral dimensions of the individual in a diverse society. They cultivate their capacities for self-authorship, leadership, personal commitment to wellness, and community engagement. This growth is fostered by an exceptionally supportive community where students work closely with each other and faculty. After completing the Oxford program, students earn an associate of arts degree and spend their junior and senior years on Emory's Atlanta campus, where they have the resources of one of the world's leading research universities to complete their studies.

### **Vision Statement**

Oxford College will attract and enroll exceptionally well-qualified student scholars poised to flourish in and significantly contribute to our liberal arts-intensive setting. We will achieve international recognition for our rigorous liberal arts curriculum and intentional programming and for the related scholarship and pedagogical innovation that support this enterprise. We will engage every student in substantial research, leadership, and character-development programs. Our collective efforts will foster a model community of inclusivity, in which we will recognize, nurture, and celebrate diversity in all of its manifestations.

The Oxford College Handbook is an agreement between Oxford College faculty, Oxford College administration, and Emory University's Office of the Provost.

## **I. Organizational Structure**

Oxford College is one of nine academic divisions that make up Emory University and one of four schools partnering in undergraduate education. Within Oxford College, there are nine administrative units: Enrollment Services, Campus Life, Finance and Operations, Development and Alumni Relations, Human Resources, Communications and Marketing, Community Relations, the Center for Pathways and Purpose, and Academic Affairs. These units report to the Dean of the College, who serves as chief administrative and academic officer of the Oxford campus.

Academic Affairs provides support and oversight for the Advising Support Center, the Oxford Center for Teaching and Scholarship, the Oxford College Library, the Organic Farm, 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 Senior Associate Dean for Academic Affairs after soliciting nominations from all faculty members in the division on regular appointments. Chairs are appointed for three years and may be reappointed following review which will include feedback, solicited by the Senior Associate Dean for Academic Affairs, from all faculty members in the division on regular appointments; this feedback may be submitted anonymously. The

Senior Associate Dean for Academic Affairs leads this division and is assisted by the Associate Dean for 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](#), in Article IV Section 3, defines limited duration ( untenured) and continuous (tenured) faculty appointments. The [Statement of Principles Governing Faculty Relationships](#) 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 such policies and procedures for Oxford College.

## II. Affirmative Action/Equal Opportunity

Oxford College/Emory University is an equal opportunity employer, and qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, protected veteran status or other characteristics protected by state or federal law. Emory University does not discriminate in admissions, educational programs, or employment, including recruitment, hiring, promotions, transfers, discipline, terminations, wage and salary administration, benefits, and training. Students, faculty, and staff are assured of participation in university programs and in the use of facilities without such discrimination. Emory University complies with Section 503 of the Rehabilitation Act of 1973, the Vietnam Era Veteran's Readjustment Assistance Act, and applicable executive orders, federal and state regulations regarding nondiscrimination, equal opportunity, and affirmative action (for protected veterans and individuals with disabilities). Inquiries regarding this policy should be directed to the Emory University Department of Equity and Civil Rights Compliance, 201 Dowman Drive, Administration Building, Atlanta, GA 30322. Telephone: 404-727-9867 (V) | 404-712-2049 (TDD).

## III. Faculty Titles

Oxford College appoints faculty following the policies established by Emory University (Chapter 11.1 of the University Faculty Handbook).

Tenure-track faculty hold the terminal degree in their discipline, typically a Ph.D. They have responsibility for planning and delivering the formal academic program, for scholarship as defined below, and for service to the College, to Emory, and to the profession. Teaching-track faculty typically hold a Ph.D. or other terminal degree in their discipline, and they must hold a master's or higher degree, and are appointed primarily as teachers in delivery of the formal academic program, with additional responsibilities in service to their discipline and the College. Tenure-track and teaching-track faculty are appointed at one of three ranks – Assistant, Associate, or Full Professor. 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 if it is believed that the award of the degree is imminent. In this situation, the initial appointment will be as Instructor. Tenure-track appointments are for one year during the

probationary period but become continuous with the award of tenure. Teaching-track appointments are of limited duration.

Visiting faculty are hired full-time as a short-term measure to help meet the curricular needs of a program and the college in a given year. Preference is to give priority to qualified scholars who are at the early stages of their careers and meet criteria for appointment at rank. Visiting faculty holding a Ph.D. or other terminal degree in their discipline will be appointed as “visiting assistant professor”; visiting faculty who have not yet earned the terminal degree in their discipline will be appointed as “visiting instructor.” Appointments as a Visiting Assistant Professor or Instructor are made on an annual basis and may be renewed up to two additional times—allowing for a maximum of three years—contingent upon performance, ongoing curricular need, and budgetary approval. Prior to consulting with the Senior Associate Dean for Academic Affairs about contract renewal, the Division Chair will solicit input from faculty within the division.

Adjunct faculty are hired to teach part-time (1-2 courses) or full-time (3 courses or equivalent) for a single semester and are compensated on a per-course basis. Adjunct faculty holding a Ph.D. or other terminal degree in their discipline will be appointed as adjunct “assistant professor”; adjunct faculty who have not yet earned the terminal degree will be appointed as adjunct “instructor.” Adjunct faculty appointments are typically offered by the semester and may be renewed based on performance, continuing curricular need, and budgetary approval.

#### IV. Emeritus Status

A retired member of the Oxford faculty who has reached age fifty-five and has served as a member of the Emory faculty for at least ten continuous years, and whose total age and years of continuous service equal at least seventy-five, may be considered for an “emeritus” title that reflects rank and appointment track at the time of retirement. Recommendation to emeritus status is made by the Dean of the College to the Provost and President of the University.

#### V. Annual Reports of the Faculty

No later than the end of the spring semester, each member of the faculty will submit a report of their 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 relevant to each rank are described in the appropriate section of this document. The body of the report is limited to five pages. Please see section VIII (for tenure-track faculty members) and section XVII (for teaching-track faculty members) for additional materials that are to be submitted with the annual report. Faculty that have undergone a reappointment or promotion review during the year are still expected to submit an annual report and updated CV.

After untenured assistant professors have submitted their annual reports, the tenured members of their Division meet to discuss the reports; after assistant teaching professors have

submitted their annual reports, the tenured members and Teaching Professors of their Division meet to discuss the reports of all those who were not reviewed earlier in the year. The Chair then submits to the Senior Associate Dean for Academic Affairs a letter, addressed to each faculty member under review, that comments on the faculty member's activities and materials submitted as part of the review. These commentaries will be both formative and summative in nature. This letter will be shared with the faculty member over the summer. The Senior Associate Dean for Academic Affairs reviews each faculty member's annual report and the letter from divisional colleagues and provides feedback on the faculty member's accomplishments as part the annual merit review process.

All associate professors, associate teaching professors, professors, and teaching professors will submit an annual report and updated CV each year. The Division Chair will review the materials and provide letters addressed to each faculty member who did not undergo a reappointment or promotion review that year to the Senior Associate Dean for Academic Affairs. These commentaries will be both formative and summative in nature. The Senior Associate Dean for Academic Affairs reviews each faculty member's annual report and the letter from divisional colleagues and provides feedback on the faculty member's accomplishments as part the annual merit review process. In late summer, the Division Chair's letter and a letter from the Senior Associate Dean are shared with the faculty member. Annual reports of the faculty, the Division Chair's letters, and the Dean's assessment letters become part of the faculty member's personnel record and are retained in the office of the Senior Associate Dean for Academic Affairs.

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

## VI. Appointment, Promotion, and Tenure of Faculty on the Tenure Track

Appointment at the rank of Assistant Professor signifies that the faculty member is fully credentialed with the terminal degree in their field of primary expertise and is well prepared to teach first-year 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 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 at the regional or national level, 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 recognized at the national or international level.

Teaching, scholarship, and service encompass the primary activities of the faculty of Oxford College. Since each of these is essential to the functioning of Oxford College, each is weighed carefully with respect to Oxford's mission in considerations involving appointment, reappointment, promotion, and the granting of tenure. Since the teaching of students in the crucial first two years of their undergraduate education is at the heart of Oxford's mission, the quality of teaching is paramount in considerations of the appointment and promotion of faculty. To be eligible for tenure and promotion, faculty members are expected to demonstrate excellent achievement and promise in teaching, to meet the scholarship or creative production standards of the College and their Division/Discipline, and to meet service expectations for the College and the University.

Among the many responsibilities of the faculty of Oxford College, teaching is the most important. Teaching excellence is measured by 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 their 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. (See Appendix E for detailed criteria for teaching excellence.)

Oxford College holds that undergraduate teaching and scholarly/ creative production are mutually informative and mutually beneficial. Faculty who engage in scholarly inquiry and creative work uniquely contribute to the College's student-centered teaching mission and enhance the value of instruction by advancing the creation, integration, and application of knowledge within a single discipline and/or across disciplines. Scholarship can take many forms. However, it should reflect disciplinary engagement through the following means: 1) a product/performance/artifact that evidences one's disciplinary or interdisciplinary expertise; 2) be reviewed by peers external to the campus community; and 3) be disseminated beyond the college and university. While appropriate evidence varies by discipline or field, a faculty member's contributions to their discipline are clearly demonstrated through peer-reviewed publications (e.g., scholarly articles in academic journals, creative/artistic work, textbooks, scholarly monographs with academic presses, chapters within edited collections), competitive external funding, and/or original creative production published with creative presses or performed/displayed/screened in professional, academic, or community-based settings recognized by peers in the candidate's field/discipline (e.g., creative texts, performances, exhibitions, screenings, presentations at artistic gatherings or festivals). A faculty member's engagement in their field can be further supported by presentations at academic conferences, peer-reviewed book reviews, and/or active participation in scholarly/creative communities and associations. These latter activities on their own are not sufficient to meet expectations for scholarly and creative activity. As such, faculty should refer to their divisional/departmental guidelines for specific expectations regarding scholarly/creative production. Ultimately, faculty at Oxford College should be able to describe and provide evidence for a sustained pattern and

coherent trajectory of scholarly, artistic, and professional activities that reflects the teacher-scholar model that is the hallmark of the institution.

For the purposes of highlighting Oxford's unique mission within Emory University to external reviewers, we recognize that Oxford College values 1) the pursuit of scholarly inquiry or creative production in collaboration with undergraduate students and the presentation or publication of the results of this inquiry or creative collaboration alongside students and 2) public scholarship that reaches audiences beyond one's discipline/ field and institution. While Oxford values these pursuits, outputs within these areas are not required for promotion. Additionally, pursuing only student research mentorship or public scholarship would not result in meeting the standards for scholarship/creative production at Oxford. Guidelines may vary across disciplines in terms of the weight given to these pursuits. See divisional/departmental guidelines for scholarship/ creative production expectations within particular disciplines/fields.

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 of major college initiatives. Although service will be evaluated primarily by a faculty member's positive contribution to the committee work and administrative duties within the division, college, or university, activities that contribute to the development of a professional discipline, a professional society, or an outside agency or community will also be weighed. Faculty members serve both as contributors to group efforts (e.g., committees, panels, editorial boards), and as leaders (e.g., program director, professional society officer). Additionally, and importantly, is service to Oxford's students whether through mentoring, care for student wellbeing, or sponsoring club activities. (See Appendix G for more information on expectations for service.)

The principles stated above outline the general requirements for eligibility for appointment, promotion, and tenure. But since all appointments are contingent upon the College's needs and the University's resources, eligibility does not guarantee appointment, reappointment, tenure, or promotion.

These principles for appointment, promotion, and tenure are in conformity with the Affirmative Action Program, Emory University, which was established on 15 July 1976 and has been updated annually, and with the University Statement of Principles Governing Faculty Relationships.

## VII. Appointments

### *1. Authorization of Searches for New Tenure Track Faculty*

Searches are typically initiated by the Division Chair who submits a written request to the Senior Associate Dean for Academic Affairs. In other cases, a search may be requested by a committee, an individual faculty member, or a group of faculty members. All search requests must follow the guidelines and schedule for proposing and evaluating new faculty lines (Appendix A) and will be submitted to APPC for review. In cases where requests are generated outside of an academic division, the Senior Associate Dean for Academic Affairs will have discretion to accept

or reject the request for review by APPC. After APPC review, the search must be authorized by the Senior Associate Dean for 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. Additionally, approval of search authorization from the Office of the Provost is required for all faculty positions. In the case of appointments at the associate or professor level with tenure, upon the approval of the Dean of the College and after consultation with the relevant Division Chair, candidates will undergo the tenure process within their first year as described by relevant sections of this handbook. The faculty member will carry the title of Acting Associate Professor or Acting Professor until tenure has been approved by the Emory Board of Trustees.

## *2. Position Description*

The search process ordinarily begins with a position description prepared by tenure-track members of an academic division. This description must follow the guidelines established by Emory University and will include the title for the proposed position, articulate the faculty member's expected role in Oxford's instructional program, and minimum required 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 Senior Associate Dean for Academic Affairs for approval. The Division Chair or Senior Associate Dean for Academic Affairs will have discretion to consult with the Teaching Professor-track faculty at any stage of this process. Candidates for the position will be provided with this written description prior to interviews.

In cases where the search process begins outside of an academic division, the above procedure shall be followed within the committee or faculty group.

In all cases, requests for tenure-track positions are the responsibility of the tenure-track faculty.

## *3. Recruitment of Candidates*

Approval of search authorization from the Office of the Provost is required for all faculty positions through the development of a recruitment plan. This plan, developed in accordance with University guidelines, will outline the hiring process. The search committee chair must review the recruitment plan for the vacancy in consultation with the Department of Equity and Civil Rights Compliance (DECRC) to ensure compliance with the University's affirmative action goals and benchmark obligations for individuals with disabilities and protected veterans.

A national search must be conducted to fill a tenure-track faculty position. Before any candidate is considered for a position, the position must be advertised in a national publication such as *Higher Ed Jobs*. Advertisements may also be placed in professional journals and job registries of the particular discipline. All advertisements announcing the opening adhere to Emory University faculty recruitment policies and procedures. The advertisement will 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. The advertisement will also specify the materials candidates are required to submit (e.g., cover letter, CV, teaching philosophy, names and contact information for references, and other materials deemed necessary by the search committee).

The designated applicant tracking system (currently, Interfolio) must be used to post, collect application materials, and to document the posting, search, selection, and hiring of tenure-track faculty.

#### *4. Selection Process*

The Search Advisory Committee is normally comprised of the Division Chair and a minimum of three additional faculty members, one of whom must be from another division, and all of whom are tenure-track faculty members. If circumstances warrant, the Division Chair may be replaced on the search committee by another division member. In exceptional circumstances, the Division Chair may request that a Teaching Professor-track faculty member be appointed to the committee. The members of the Committee will be appointed by the Senior Associate Dean for Academic Affairs in consultation with the Division Chair and the faculty of the division. The Senior Associate Dean for Academic Affairs appoints the chair.

In cases where a search may result in a faculty member whose divisional home cannot be predetermined, the Senior Associate Dean for Academic Affairs will have discretion to select the members of the Search Committee.

The Search Committee's charge, responsibilities, and rules guiding the committee will be communicated to its members by the Dean and Senior Associate Dean of Academic Affairs. Throughout the search procedure, committees will follow the Emory University Faculty Employment and Recruitment Procedures Policy (Policy 4.6).

After reviewing applications, the Search Committee will provide a brief report to the Senior Associate Dean for Academic Affairs describing each of the top candidates (normally between six and ten) to invite to participate in an initial interview. Following these interviews, the search committee will identify no less than three of the candidates to be invited to campus to interview, subject to the approval of the Senior Associate Dean for Academic Affairs. Any exceptions to the above procedures should be justified to and approved by the Senior Associate Dean for Academic Affairs.

Each candidate will be interviewed by the following:

- Search Advisory Committee
- Other members of the division or appropriate faculty group, especially those closest in academic interest to the position
- A group of at least three students
- The director of OCTS or their designee
- Senior Associate Dean for Academic Affairs

- Dean of the College

Search committees are encouraged to facilitate connections to faculty and programs on the Atlanta campus for the finalists (e.g., scheduled meetings with counterparts, Atlanta campus tours, and invitations to Atlanta colleagues to attend presentations and offer feedback).

Questions asked of the candidates during the interview must be directly related to the requirements of the position and, to the extent practicable, should be asked equally of all candidates.

Each candidate's CV and schedule for the on-campus interview will be made available to all faculty members, and the details of the candidate's public presentation(s) will be advertised to all faculty members.

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 Senior Associate Dean for Academic Affairs as its recommendation for filling the position. After consultation with the Division Chair and the chair of the search committee, the Senior Associate Dean for 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 and the Senior Associate Dean for Academic Affairs. The Senior Associate Dean for Academic Affairs will notify the division when the position is filled.

In all cases, including searches that result in a position with cross-divisional teaching responsibilities, the successful candidate will be assigned an academic division by the Senior Associate Dean for Academic Affairs. This will be the "home" division for purposes of mentoring and review.

#### *5. Records and Reporting*

Per University Policy 4.6, the applicant tracking system must be used to store records relevant to the search, including the identity of finalists and all interviewed candidates.

#### *6. Confirmation of Degrees and Background Checks*

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. As is the case across Emory University, new faculty hires will be subject to a standard background check prior to beginning employment.

### VIII. Reviews for Reappointment, Promotion, and Tenure

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, normally six years, prior to receiving tenure. One

purpose of the reviews during this period is to assess the faculty member's accomplishments and to advise them 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.

In the first year, the evaluation is based on a dossier containing the items listed below. In subsequent years leading up to the tenure review, the dossier shall include additional materials as listed below. The dossier is meant to document a faculty member's progress toward promotion and should be updated each year. Faculty members are to submit the items for the dossier through the Interfolio/Facet platform.

#### Year One

- An updated curriculum vitae.
- The current year's Annual Report.
- A statement of teaching philosophy of ~850 words.
- Course evaluations for all courses taught in Fall semester.
- Class observation reports received during the year.

#### Year Two

- Updated CV.
- Annual Report.
- Revised/updated teaching philosophy (of ~850 words).
- Teaching statement--A reflective statement of ~3,000 – 4,500 words describing the faculty member's experience in teaching at Oxford including goals, accomplishments and challenges, especially those following from pedagogical innovation, and plans for the future. The statement should address the standards for excellence in teaching (Appendix E) that are most relevant to the instructor's teaching and include a summary of teaching responsibilities for the period under review.
  - Limited/Selective evidence that supports narrative/reflection of teaching statement (e.g., syllabi or excerpts from syllabi, sample assignments or activities that illustrate key pedagogies and learning goals, selected examples of student work, etc.)
- Statement of scholarship/creative work-- A reflective statement of ~2,500-3,000 words describing the faculty member's experience in scholarship at Oxford including goals, accomplishments, challenges, and plans for the future with specific attention to peer-reviewed work and work currently in the pipeline towards peer-reviewed publication.
- Course evaluations for all courses taught in spring of Year 1 and fall of current year.
- Class observation reports received during the year.

#### Year Three

- Updated CV.
- Annual Report.

#### Year Four

- Updated CV.
- Annual Report.
- Course evaluations for all semesters since submission of third-year review.
- Class observation reports received since submission of third-year review.

#### Year Five

- Updated CV.
- Annual Report.
- Revised/updated teaching philosophy (of ~850 words).
- Revised/updated teaching statement (of ~3,000 – 4,000 words).
- Limited/Selective additional evidence that supports narrative/reflection of teaching statement (e.g., syllabi or excerpts from syllabi, sample assignments or activities that illustrate key pedagogies and learning goals, selected examples of student work, etc.).
- Revised/updated statement of scholarship/creative work (of ~2500-3000 words).
- Revised/updated service statement (which you will have initially submitted with your third-year review).
- Course evaluations for all courses taught in spring of year 4 and fall of current year.
- Class observation reports received during the year.

By the end of the spring semester of each year, the Division Chair provides the Senior Associate Dean for Academic Affairs with a written report of the division's evaluation. In turn, the Senior Associate Dean for Academic Affairs provides the faculty member with a copy of the report. Faculty are encouraged to meet with their Division Chair to discuss the evaluation with them, including its bearing on progress toward tenure and/or promotion.

#### IX. Major Review in the Third Year for Tenure-Track Faculty

The third-year evaluation for tenure-track faculty during the probationary period is a Major Review based on a fully developed portfolio. The schedule for the review will follow the calendar provided in Appendix I. The academic portfolio should include the following items, and faculty members are to submit these items through the Interfolio/Facet platform:

1. A statement of teaching philosophy (see above)
2. A Teaching Statement (see above)
3. A Scholarship Statement (see above)
4. A Service Statement - A reflective statement of ~1,000 – 1,500 words describing the faculty member's experience, accomplishments, challenges, and future goals in service.
5. An updated curriculum vitae.
6. Appendices:
  - a. Syllabi

- b. Student Feedback (e.g., notes from students; etc.)
  - c. Other supporting material
- 7. All copies of the summary forms for the teaching evaluations from each course taught at Oxford. (These may be accessed from the IDEA website and saved as a PDF.)
- 8. An updated curriculum vitae.
- 9. Classroom Observation Reports

The portfolio also contains the following:

- Three 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 full professor with an understanding of the demands on faculty of a highly selective, national liberal arts college or in a position to appreciate Oxford and expectations of faculty and must not have served as a collaborator with or designated mentor to the faculty member being reviewed. Uniquely qualified associate professors may also serve as referees; in such cases the nomination should be clearly justified.
- 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 Senior Associate Dean for Academic Affairs (See Appendix H for sample letters soliciting external reviewers). The candidate will provide their Division Chair with the names and contact information of six students and four potential reviewers. Candidates should include the reviewer's institutional affiliation, contact information, expertise, and relationship to candidate if any. Separately, the Division Chair will provide the names, institutional affiliation, contact information, and expertise of two additional potential reviewers. Suggested reviewers must meet the standards set by the Provost of Emory University. While candidates are encouraged to meet with their Division Chair to discuss their scholarship and the qualities of potential reviewers, candidates should not explicitly nor implicitly (e.g., in passing, via informal conversation) share names of additional potential reviewers beyond those whom the candidate includes on their own list. In addition, candidates should not discuss any such names with individuals with whom the division chair or senior associate dean may consult for suggestions, including the candidate's former advisors/mentors, co-authors or collaborators, and colleagues at Oxford or ECAS.

By the specified deadline (Appendix I), the candidate will submit via the Interfolio/Facet platform the following materials to be shared with external reviewers:

1. An updated CV
2. A statement of teaching philosophy (see above)
3. A teaching statement (see above)
4. A scholarship statement (see above)
5. A service statement (see above)
6. Appendices:

- a. Limited and selective examples of syllabi and class assignments/activities that are in direct support of the teaching philosophy and/or statement.
- b. Copies (PDFs) of all relevant scholarship (articles, book chapters, poster files, etc.) that the candidate has completed while at Oxford College. Previous evidence that provides context for this work may also be included. Hyperlinks to these or selective additional materials may also be embedded within the scholarship statement.

Student reviewers will be provided with the candidate's CV and teaching philosophy.

The College takes extensive measures to protect the privacy of the candidate by preserving the confidentiality of the information it receives regarding the candidate. The College also expects that candidates will similarly respect the confidentiality of the process. Candidates should not request or seek to discover confidential information from individuals within or outside the College who may be involved in the review process, either while the process is underway or at any time after it has concluded.

The tenured members of the candidate's Division will meet to review the dossier, including letters from students and external reviewers, and will vote to recommend that the candidate be either reappointed or not extended past the end of the academic year following the major review. Meetings shall be scheduled at a time that allows all members to attend in-person or virtually. Members not present at the meeting will be recorded as absent and will not be permitted to vote. However, members not able to attend may submit written feedback to the review committee in advance of the meeting and this feedback will be shared with the review committee prior to or during the meeting. Members of Oxford's Tenure and Promotion committee will participate in the meeting but will not vote; Oxford's representative on the University's Tenure and Promotion Committee (TPAC) must recuse themselves from the divisional review. The Chair will provide a written report of the tenured members' findings to the Senior Associate Dean for Academic Affairs, including the number of members in support of reappointment, the number opposed, the number abstaining, and absences. The review dossier becomes part of the College's personnel files. Confidential materials are evaluation letters from outside referees, students, and individual faculty.

The divisional recommendation and all supporting material will be reviewed by the Oxford Tenure and Promotion Committee. (See Appendix C for structure and duties of the Oxford Tenure and Promotion Committee.) The committee will consider the candidate's dossier (including letters from outside and student reviewers). After deliberations, the members of the Committee will vote on the candidate's continued appointment. The vote totals will be recorded and reported to the Senior Associate Dean for Academic Affairs. The Chair of the Committee will present a report to the Senior Associate Dean for Academic Affairs that synthesizes the committee's discussion. The Senior Associate Dean for Academic Affairs may, at their discretion, seek additional information that may be helpful in arriving at an assessment of the faculty member's progress.

It is expected that all persons involved in the evaluation and review process must respect and maintain the strict confidentiality of all relevant documents and deliberations while the process is underway and after it has concluded. A breach of confidence by a participant in the review of an appointment, reappointment, or promotion case is a serious breach of professional ethics and may subject the individual to discipline, among other consequences.

Having reviewed the dossier, the report of the divisional review committee, and the report of the Oxford Tenure and Promotion Committee, the Senior Associate Dean for Academic Affairs will provide a written recommendation to the Dean of the College concerning reappointment or release. Upon the decision by the Dean of the College, the Senior Associate Dean for Academic Affairs will notify the faculty member and the division of the decision for reappointment or release. When the Division and the Committee's votes are in favor of retention, the Division's report and the Tenure and Promotion Committee's report, excluding the vote totals, will be shared with the candidate and with the Division Chair at the time the candidate is notified of Oxford's final decision by the end of May, as described below.

If the Dean of the College does not support the recommendation, they will provide a written justification to be shared with the Senior Associate Dean for Academic Affairs, the Oxford Tenure and Promotion Committee, and the divisional evaluation committee. In either case, the faculty member will be notified of the decision by the end of May. If it is determined that the faculty member is to be released, the faculty member will be eligible for a final year of appointment, as provided in "The Statement of Principles Governing Faculty Relationships."

#### X. Non-Renewal of an Untenured Tenure-Track Faculty Member

Pursuant to an annual review during the probationary period as described above, a recommendation for non-renewal of a faculty appointment ordinarily will be made to the Senior Associate Dean for Academic Affairs by the Division Chair after discussion among the tenured members of the Division during the annual review process. The Senior Associate Dean for 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. Final decisions about renewal or non-renewal will rest with the Dean of the College. The provisions of "Statement of Principles Governing Faculty Relationships" concerning the content and timing of the notification of termination will be observed.

#### XI. Reviews for Promotion of Faculty on the Tenure Track

##### *1. Service Required to be Eligible for Tenure*

Assistant Professors may be considered for promotion to Associate Professor with tenure at any time during their pre-tenure service to the College. In most cases this decision will occur in a candidate's sixth year of service as an Assistant Professor, and in no case may it be deferred beyond that point. Candidates who undergo review for tenure and promotion must either be

recommended for promotion to Associate Professor with tenure or for non-renewal. In calculating the years of service, the College shall exclude those years when the tenure clock has been formally stopped, as provided for in the "Statement of Principles Governing Faculty Relationships." In cases of an appointment starting at any time other than the typical academic year, years of service will begin with the fall of the first academic year of the appointment.

Previous service up to a maximum of three years in full-time teaching in an appointment in the professorial ranks at other accredited institutions where the nature of teaching is comparable to that at Oxford College may be counted toward determining the year in which one would normally go up for tenure with the approval of the Senior Associate Dean for 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 Senior Associate Dean for Academic Affairs may be counted, not to exceed one year.

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

In cases where the faculty member would like to apply for tenure prior to their sixth (or agreed-upon) year, the faculty member must notify the Senior Associate Dean for Academic Affairs no later than March 1. Prior to this, the faculty member should first carefully review the expectations for teaching, scholarship/creative work, and service, as well as the Divisional letters they have received up to that point. Individuals are also strongly encouraged to approach their Division Chair and ask them to solicit feedback from the tenured members of the Division at an upcoming meeting. If that tenured meeting takes place prior to April, then the tenured members would use past Divisional letters as guidance and most likely request an update regarding where the individual is at that point in time in terms of the suggestions made in the past letters. If the next tenured meeting is the individual's annual review meeting (April), the tenured members will use what the individual has submitted for the annual review to offer advice. Any feedback from the Division will be advisory.

Irrespective of when the review takes place, the decision, whether positive or negative, is the final determination of tenure. The College may recommend an additional year's contract if the determination is negative.

## *2. 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 Senior Associate Dean for 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, chapters 11 and 14.

### *3. Promotion to Associate Professor and Grant of Tenure*

Faculty must be reviewed for promotion to Associate Professor with tenure in their sixth year of qualifying service, if this review has not occurred prior to the sixth year. 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 schedule for the review will follow the calendar provided in Appendix J.

The review committee is comprised of the tenured members of the division and chaired by the Division Chair. The faculty member under review for tenure/ promotion will submit all dossier materials via the Interfolio/Facet platform. The schedule for the review will follow the calendar provided in Appendix J. Evaluation will be based on materials in the same format as those specified for the third-year review, except that there is one additional personal statement (5 pages max.) and a one-page CV, and additional letters from external referees and students, as follows:

- A personal statement of no more than five pages summarizing teaching, scholarship, and service. This statement does not replace the teaching, scholarship, and service statements.
- A one-page CV.
- Letters solicited by the Senior Associate Dean for Academic Affairs 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 former students solicited by the Senior Associate Dean for Academic Affairs.

The candidate will provide their division chair with the names and contact information of at least eight students, and names and information for 6 possible external referees, including institutional affiliation, contact information, expertise, and relationship to candidate. Separately, the Division Chair will provide the names, institutional affiliation, contact information, and expertise of four additional potential reviewers. Suggested reviewers must meet the standards set by the Provost of Emory University. While candidates are encouraged to meet with their Division Chair to discuss their scholarship and the qualities of potential reviewers, candidates should not explicitly nor implicitly (e.g., in passing, via informal conversation) share names of additional

potential reviewers beyond those whom the candidate includes on their own list. In addition, candidates should not discuss any such names with individuals with whom the division chair or senior associate dean may consult for suggestions, including the candidate's former advisors/mentors, co-authors or collaborators, and colleagues at Oxford or ECAS.

By the specified deadline (Appendix J), the candidate will submit via the Interfolio/Facet platform the following materials to be shared with external reviewers:

1. An updated CV
2. A statement of teaching philosophy (see above)
3. A teaching statement (see above)
4. A scholarship statement (see above)
5. A service statement - A reflective statement of ~1,000 – 1,500 words describing the faculty member's experience, accomplishments, challenges, and future goals in service.
6. Appendices:
  - a. Limited and selective examples of syllabi and class assignments/activities that are in direct support of the teaching philosophy and/or statement.
  - b. Copies (PDFs) of all relevant scholarship (articles, book chapters, poster files, etc.) that you have completed while at Oxford College. Previous evidence that provides context for this work may also be included. Hyperlinks to these or selective additional materials may also be embedded within the scholarship statement.

Student reviewers will be provided with the candidate's CV and teaching philosophy.

The College takes extensive measures to protect the privacy of the candidate by preserving the confidentiality of the information it receives regarding the candidate. The College also expects that candidates will similarly respect the confidentiality of the process. Candidates should not request or seek to discover confidential information from individuals within or outside the College who may be involved in the review process, either while the process is underway or at any time after it has concluded.

After all materials have been compiled, the tenured members of the division shall meet to discuss the candidate's portfolio and submit their votes. Meetings shall be scheduled at a time that allows all members to attend in-person or virtually. Members not present at the meeting will be recorded as absent and will not be permitted to vote. However, members not able to attend may submit written feedback to the review committee in advance of the meeting, and this feedback will be shared with the review committee prior to or during the meeting. Members of Oxford College's Tenure & Promotion Committee (T&P) will participate in the meeting within their division but will not vote; Oxford's representative on the University's Tenure and Promotion Committee (TPAC) must recuse themselves from the divisional review process. The tenured members will vote on each of the three categories under consideration for promotion: Teaching – Meets the College's standards for Excellence in Teaching/ Does Not Meet the standards; Scholarship/ Creative Production -- Meets the College's and Division's

standards/ Does Not Meet the standards; Service – Meets the College’s standards/ Does Not Meet the standards. There will also be a vote on the overall recommendation for promotion to Associate Professor with tenure. Following this meeting, the Chair shall write a detailed letter summarizing and justifying the division’s decision for or against the candidate's promotion. In either case, the letter shall include the vote count for the three categories under consideration for tenure and the overall question of tenure, as well as abstentions and absences. When a decision is not unanimous, the Chair must, in their letter to the Senior Associate Dean for Academic Affairs, record and explain dissenting opinions. Having reviewed the letter prepared by the chair on behalf of the division, each individual faculty member participating in the review shall be listed as a signatory or prepare a separate letter stating their own recommendation.

It is expected that all persons involved in the evaluation and review process must respect and maintain the strict confidentiality of all relevant documents and deliberations while the process is underway and after it has concluded. A breach of confidence by a participant in the review of an appointment, reappointment, or promotion case is a serious breach of professional ethics and may subject the individual to discipline, among other consequences.

The Senior Associate Dean for Academic Affairs will forward all materials to the Oxford College Tenure and Promotion Committee for review.

In all cases where the Divisional recommendation with regard to tenure is positive, the Oxford College Tenure and Promotion Committee shall meet to review all pertinent documents, including the candidate’s third-year review letter from the candidate’s Division and from the Tenure and Promotion Committee. If, upon review, the committee concurs with the positive recommendation of the Division, the committee shall inform the Senior Associate Dean for Academic Affairs in writing, noting the vote count, summarizing the discussion of teaching, scholarship/creative expression, and service/engagement, and highlighting any information not sufficiently covered by the Divisional letter, including concerns about the candidate’s record and/or achievements not sufficiently acknowledged.

In all cases where the Divisional recommendation with regard to tenure is negative, the dossier, including the candidate’s third-year review letters from the candidate’s Division and from the Oxford College Tenure and Promotion Committee, will also be reviewed by the Oxford College Tenure and Promotion Committee. The Senior Associate Dean for Academic Affairs will provide a letter summarizing the findings of the Division to the candidate. The candidate will have the opportunity to submit new supplemental materials immediately responsive to the division’s decision. The Oxford College Tenure and Promotion Committee shall then review the dossier, including all materials pertinent to the recommendation of the Division, the letter to the candidate from the Senior Associate Dean for Academic Affairs, and materials submitted by the candidate. Based on the full dossier, the Oxford College Tenure and Promotion Committee will make its recommendation to the Senior Associate Dean for Academic Affairs according to the procedures outlined in the Oxford College Tenure and Promotion Committee document (Appendix C).

The Senior Associate Dean for Academic Affairs will review the results of the considerations of the Division and the Tenure and Promotion Committee, along with the candidate's dossier. The Senior Associate Dean for Academic Affairs may, at their discretion, seek additional information that may be helpful in arriving at a decision.

The Senior Associate Dean for Academic Affairs will then make a recommendation in writing to the Dean of the College who determines the final recommendation from Oxford College. If the candidate is supported by the Dean of the College, the positive recommendation will be sent together with all pertinent information (Appendix D) to the Tenure and Promotion Advisory Committee (TPAC). The faculty member under consideration for promotion to professor will be informed that the dossier has been submitted to TPAC. The members of Emory University's Tenure and Promotion Advisory Committee review the provided materials, make recommendations based on its deliberations and provide an advisory vote on the outcome which is submitted to the Provost and President who determine whether the candidate should be recommended to the Emory Board of Trustees for promotion. The Board of Trustees is the final approving authority for tenure and promotion. Candidates will only be notified of the outcome of their promotion and/or tenure review after these steps have been completed.

If the recommendation from Oxford College is negative, a letter will be sent to the faculty member by the Senior Associate Dean for Academic Affairs notifying him or her of the decision, and notification of the decision will be sent to the Chair of the Division and the Oxford College Tenure and Promotion Committee.

## XII. Review of Associate Professors on the Tenure Track

Every tenured Associate Professor shall be invited to participate in an evaluation by the full Professors at least once every five years following the awarding of tenure and promotion. This evaluation should be more than cursory and should include an examination by the tenured full professors of teaching, scholarship, and service as evidenced by the candidate's two most recent annual reports, course evaluation summaries for each course taught in the last two years, and a personal statement (no more than five pages) that reflects on each of the three categories of teaching, scholarship/ creative expression, and service. Candidates also should submit selective evidence that demonstrates teaching excellence (e.g., syllabi, student work) and the meeting of standards for scholarship and service.

The full Professors will discuss the materials submitted for review, with one Professor selected from among the Professors to present the case for review. The Professor presenting the case should not be from the same division as the candidate. They will facilitate the discussion, summarize the feedback about the Associate Professor under review, and share it with the Professors for any additional revisions. In addition, they will share the letter with the Senior Associate Dean for Academic Affairs, the Associate Professor under review, and the Associate Professor's Division Chair.

Both the annual review and five-year evaluation described in this section should be considered preliminary to the more thorough review required for promotion to tenured Professor. These processes, in fact, should be conducted so as to provide Associate Professors the best advice possible for the steps necessary for them to undergo the promotion review, as well as the appropriate timing for the promotion review.

### XIII. Promotion to Professor for Tenure-Track Faculty

An Associate Professor may request a review for promotion to the rank of Professor, ordinarily no sooner than after six years in rank. In exceptional circumstances, a faculty member may request such a review prior to the sixth year. The request is made to the Senior Associate Dean for Academic Affairs who, in consultation with the Chair of the Academic Division, will decide if the candidate has compiled a body of work that could potentially justify the requested promotion. Candidates are encouraged to participate in a post-tenure associate professor review prior to seeking promotion to the rank of Professor.

For promotion to Professor, the candidate must demonstrate continued excellence in teaching since tenure and continued progress and engagement beyond the work done for tenure in both scholarship/ creative production and service (see divisional/ departmental guidelines and Appendix G). As stated previously in the Handbook, 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 recognized at the national or international level.

The full Professors of the College serve as the evaluation committee, with one Professor selected from among the Professors to present the case for review. The Professor presenting the case should not be from the same division as the candidate. The candidate will submit the specified materials to the Senior Associate Dean for Academic Affairs by the established date (Appendix K). Materials required for evaluation for promotion to Professor rank are the same as those required for tenure review (Section XI.3) with the exception that student evaluations of teaching and other evidence of teaching excellence are required only for the five most recent years of teaching. The Senior Associate Dean for Academic Affairs will obtain peer reviews and student letters, following the practices outlined for tenure review.

Members of the evaluation committee will review the dossier and meet to discuss the promotion. Meetings shall be scheduled at a time that allows all members to attend in-person or virtually. Members of the evaluation committee will review the dossier and will discuss the promotion in a meeting facilitated by the Senior Associate Dean for Academic Affairs. At that meeting, each member of the committee will vote yes or no on the promotion and whether the candidate has met expectations for promotion in each of the three categories of evaluation, and the vote counts, abstentions, and absences will be recorded by the Senior Associate Dean for Academic Affairs. Members not present at the meeting will be recorded as

absent and will not be permitted to vote. Following the vote, each Professor will submit feedback to the Senior Associate Dean for Academic Affairs that expresses their views concerning the proposed promotion. At the discretion of the Senior Associate Dean for Academic Affairs, additional information may be requested.

The committee members will vote on each of the three categories under consideration for promotion: Teaching – Meets the College’s standards for Excellence in Teaching/ Does Not Meet the standards; Scholarship/ Creative Production – Meets the College’s and Division’s standards/ Does Not Meet the standards; Service – Meets the College’s standards/ Does Not Meet the standards. There will also be a vote on the overall recommendation for promotion to Professor. Following this meeting, the Professor presenting the case for review shall write a detailed letter summarizing and justifying the Professors’ recommendation for or against the candidate’s promotion. In either case, the letter shall include the vote count for the three categories under consideration for promotion and the overall question of promotion, as well as abstentions and absences. When a decision is not unanimous, the Professor leading the review must, in the letter to the Senior Associate Dean for Academic Affairs, record and explain dissenting opinions. Having reviewed the letter prepared by the full Professors, each individual faculty member participating in the review shall be listed as a signatory or prepare a separate letter stating their recommendation.

The Senior Associate Dean for Academic Affairs will make a recommendation to the Dean of the College, including a report of the number of Professors expressing opinions in support of or in opposition to the promotion, as well as their recommendation. If the candidate is supported by the Dean of the College, the positive recommendation will be sent together with all pertinent information (Appendix D) to the Tenure and Promotion Advisory Committee (TPAC). The faculty member under consideration for promotion to professor will be informed that the dossier has been submitted to TPAC. The members of Emory University’s Tenure and Promotion Advisory Committee review the provided materials, make recommendations based on its deliberations and provide an advisory vote on the outcome which is submitted to the Provost and President who determine whether the candidate should be recommended to the Emory Board of Trustees for promotion. The Board of Trustees is the final approving authority for tenure and promotion. Candidates will only be notified of the outcome of their promotion and/or tenure review after these steps have been completed.

If the candidate is not recommended for promotion at the Oxford College level or at a point thereafter, the Senior Associate Dean for 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.

The College takes extensive measures to protect the privacy of the candidate by preserving the confidentiality of the information it receives regarding the candidate. The College also expects

that candidates will similarly respect the confidentiality of the process. Candidates should not request or seek to discover confidential information from individuals within or outside the College who may be involved in the review process, either while the process is underway or at any time after it has concluded. It is expected that all persons involved in the evaluation and review process must respect and maintain the strict confidentiality of all relevant documents and deliberations while the process is underway and after it has concluded. A breach of confidence by a participant in an appointment, reappointment, or promotion case is a serious breach of professional ethics and may subject the individual to discipline, among other consequences.

#### XIV. Appeals by Faculty on the Tenure Track

Faculty on the tenure track who are not recommended for tenure and/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 grounds 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 three (3) weeks of the date the statement is received, appeal the decision by writing to the Provost and Vice Provost for Faculty 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 they deem appropriate.

Faculty who are not recommended for tenure and/or promotion by the Provost and President of Emory University should follow the guidelines for appeal that are outlined in the Emory University Faculty Handbook.

#### XV. Appointment and Promotion of Faculty on the Teaching Track

Emory and Oxford College have a strong group of regular faculty, of which there are two subsets, namely tenure-track faculty and teaching-track faculty; both are distinct from faculty on temporary appointments. These subsets are full partners in advancing the vision of Emory as an institution that combines the opportunities of a tier-one research university with a small liberal arts college experience, which makes possible the inquiry-driven,

ethically responsible practice of engaged citizenship to which we aspire for ourselves and our students. The synergy of including faculty of both subsets permits attainment of the vision of Emory College, Oxford College, and the University.

While the primary responsibilities of both tenure-track faculty and teaching-track faculty at Oxford are based on teaching, the teaching-track faculty serve the College in distinct and significant capacities, with an emphasis on program administration that supports teaching across the three divisions. Importantly, while both tenure-track faculty and teaching-track faculty are expected to serve the College in a variety of roles, teaching professor-track faculty are not required to make a contribution to scholarly knowledge. In Oxford College, teaching-track faculty are afforded full rights and responsibilities in faculty governance. The teaching-track roles described here refer to faculty appointed to full-time, multi-year positions that are not on the tenure track, not part-time appointments, adjunct appointments, visiting appointments, or appointments intended to be for one year only.

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

Appointment at the rank of Associate Teaching Professor signifies that the faculty member has taught as Assistant Teaching Professor (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. 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 professional development related to teaching, 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 to Associate Teaching Professor comes with the expectation that the faculty member will participate in the hiring and mentorship of Assistant Teaching Professors.

Appointment as Teaching Professor signifies that the faculty member has served as Associate Teaching Professor 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. Teaching Professors have made significant contributions to the development and improvement of Oxford's educational programs, the value of which is recognized beyond the Oxford campus. Further, this appointment indicates that in the judgment of the Oxford faculty, the person appointed has shown the potential to become a valuable partner in planning and developing the formal academic program, as well as in the hiring, mentoring, and evaluation of other teaching professor-track faculty members. Appointment to this rank also makes available the opportunity to apply for sabbaticals on a competitive basis and as funds are available.

Teaching and service encompass the primary activities of the teaching-track faculty of Oxford College. Since both are essential to the functioning of Oxford College, each is weighed carefully with respect to Oxford's mission in considerations involving appointment, reappointment, and promotion. Since the teaching of students in the crucial first two years of their undergraduate education is at the heart of Oxford's mission, the quality of teaching is paramount in considerations of the appointment and promotion of faculty.

Among the many responsibilities of the faculty of Oxford College, teaching is the most important. Teaching excellence is measured by 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 their 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. (See Appendix F for detailed criteria for teaching excellence.)

College, university, and professional communities accomplish their goals only with the active service of their members. Teaching-track faculty provide program administration and support essential to the teaching mission of the College. Consequently, the faculty member's service and contributions to this role are important in evaluation and promotion. 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 of major College initiatives. Although service will be evaluated primarily by a faculty member's positive contribution to the committee work and administrative duties within the division, College, or University, activities that contribute to the development of a professional discipline, a professional society, or an outside agency or community will also be weighed. Faculty members serve both as contributors to group efforts (e.g., committees, panels, editorial boards), and as leaders (e.g., program director, professional society officer). Additionally, and importantly, is service to Oxford's students whether through mentoring, care for student wellbeing, or sponsoring club activities. (See Appendix G for more information on expectations for service.)

It is important that teaching-track faculty engage in an active program of professional development especially related to teaching and their ability to contribute to the college in their individual roles. Being faculty devoted primarily to effective teaching and support roles in departments that are not addressed by other positions, teaching-track faculty are not required to engage in the preparation and publication of original scholarship. That said, acknowledging the integration of scholarly activities that many teaching-track faculty bring to their roles, such efforts are naturally welcome and encouraged.

Teaching-track faculty *are* expected to engage in professional development activities that help them: first, to develop as teachers and/or in their administrative roles; second, to innovate new ways to pursue those same ends; and finally, to become leaders at the College who contribute in significant ways to the development and improvement of Oxford's educational programs in

ways whose value is recognized beyond the Oxford campus.

In keeping with this, teaching-track faculty are encouraged to contribute to the understanding and practice of teaching, both in the classroom and in the context of any special roles they may have, and to disseminate their contributions in publications, national and regional conference presentations, local campus and departmental presentations, etc. Such efforts would clearly be beneficial in review for promotion to Teaching Professor.

*(See Appendix F for more specific guidelines regarding professional development expectations.)*

The principles stated above outline the general requirements for eligibility for appointment and promotion. But since all appointments are contingent upon the College's needs and the University's resources, eligibility does not guarantee appointment, reappointment, or promotion.

These principles for appointment and promotion are in conformity with the Affirmative Action Program, Emory University, which was established on 15 July 1976 and has been updated annually, and with the University Statement of Principles Governing Faculty Relationships.

## XVI. Appointments of Faculty in the Teaching Track

### 1. *Authorization of Searches for New Teaching-Track Faculty*

Searches in the teaching professor-track are typically initiated by the Division Chair who submits a written request to the Senior Associate Dean for Academic Affairs. In other cases, a search may be requested by a committee, an individual faculty member, or a group of faculty members. All search requests must follow the guidelines and schedule for proposing and evaluating new faculty lines (Appendix A) and will be submitted to APPC for review. In cases where requests are generated outside of an academic division, the Senior Associate Dean for Academic Affairs will have discretion to accept or reject the request for review by APPC. After APPC review, the search must be authorized by the Senior Associate Dean for 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. Additionally, approval of search authorization from the Office of the Provost is required for all faculty positions through the development of a recruitment plan. In the case of appointments at the Associate Teaching Professor or Teaching Professor level, upon the approval of the Dean of the College and after consultation with the relevant Division Chair, candidates will undergo the promotion process as described by relevant sections of this handbook.

### 2. *Position Description*

The search process ordinarily begins with a position description prepared by all members

of an academic division on regular appointment. This description must follow the guidelines established by Emory University and will include the title for the proposed position, articulate the faculty member's expected role in Oxford's instructional program, and minimum required 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 members of the division on regular appointments for comment and subsequently forwarded to the Senior Associate Dean for Academic Affairs for approval. Candidates for the position will be provided with this written description prior to interviews.

In cases where the search process begins outside of an academic division, the above procedure shall be followed within the committee or faculty group.

### *3. Recruitment of Candidates*

Approval of search authorization from the Office of the Provost is required for all faculty positions through the development of a recruitment plan. This plan, developed in accordance with University guidelines, will outline the hiring process. The search committee chair must review the recruitment plan for the vacancy in consultation with the Department of Equity and Civil Rights Compliance DECRC to ensure compliance with the University's affirmative action goals and benchmark obligations for individuals with disabilities and protected veterans.

A national search must be conducted to fill a teaching-track faculty position. Before any candidate is considered for a position, the position must be advertised in a national publication such as *Higher Ed Jobs*. Advertisements may also be placed in professional journals and job registries of the particular discipline. All advertisements announcing the opening must adhere to Emory University faculty recruitment policies and procedures. The advertisement will include a preferred deadline for receipt of applications. This date will be no sooner than one month after the initial publication of the advertisement. The advertisement will also specify the materials candidates are required to submit (e.g., cover letter, CV, teaching philosophy, names and contact information for references, and other materials deemed necessary by the search committee).

The designated applicant tracking system (currently, Interfolio) must be used to post, collect application materials, and to document the posting, search, selection, and hiring of tenure-track faculty.

### *4. Selection Process*

The Search Advisory Committee is normally comprised of the Division Chair and a minimum of three additional faculty members, one of whom must be from another division, and at least one of whom should be an Associate Teaching Professor or Teaching Professor. If circumstances warrant, the Division Chair may be replaced on the search committee by another division member. The members of the Committee will be

appointed by the Senior Associate Dean for Academic Affairs in consultation with the Division Chair and the faculty of the division. The Senior Associate Dean for Academic Affairs appoints the chair.

In cases where a search may result in a faculty member whose divisional home cannot be predetermined, the Senior Associate Dean for Academic Affairs will have discretion to select the members of the Search Committee.

The Search Committee's charge, responsibilities, and rules guiding the committee will be communicated to its members by the Dean and Senior Associate Dean of Academic Affairs, in consultation with Department of Equity and Civil Rights Compliance (DECRC). Throughout the search procedure, committees will follow Emory University Faculty Employment and Recruitment Procedures Policy. Training will be provided.

. The Search Advisory Committee will provide a brief report to the Senior Associate Dean for Academic Affairs describing each of the top candidates (normally between six and ten) for whom they would like to invite to participate in an initial interview. Following these interviews, the search advisory committee will identify three of the candidates to be invited to campus to interview, subject to the approval of the Senior Associate Dean for Academic Affairs. Any exceptions to the above procedures should be justified to and approved by the Senior Associate Dean for Academic Affairs.

Each candidate will be interviewed by the following:

- Search Advisory Committee
- Other members of the division or appropriate faculty group, especially those closest in academic interest to the position
- A group of at least three students
- The director of OCTS or their designee
- Senior Associate Dean for Academic Affairs
- Dean of the College

When appropriate, search committees should facilitate introductions and connections to faculty and programs on the Atlanta campus for the finalists.

Questions asked of the candidates during the interview must be directly related to the requirements of the position and, to the extent practicable, should be asked equally of all candidates.

Each candidate's CV and schedule for the on-campus interview will be made available to all faculty members, and the details of the candidate's public lecture will be advertised to all faculty members.

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 Senior

Associate Dean for Academic Affairs as its recommendation for filling the position. After consultation with the Division Chair and the chair of the search committee, the Senior Associate Dean for Academic Affairs will make their 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 and the Senior Associate Dean for Academic Affairs. The Senior Associate Dean for Academic Affairs will notify the division when the position is filled.

In all cases, including searches that result in a position with cross-divisional teaching responsibilities, the successful candidate will be assigned an academic division by the Senior Associate Dean for Academic Affairs. This will be the “home” division for purposes of mentoring and review.

#### *5. Records and Reporting*

Per University Policy 4.6, the applicant tracking system must be used to store records relevant to the search, including the identity of finalists and all interviewed candidates.

#### *6. Confirmation of Degrees and Background Checks*

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. As is the case across Emory University, new faculty hires will be subject to a standard background check prior to beginning employment.

### **XVII. Reviews for Reappointment and Promotion of Faculty on the Teaching Track**

#### *1. Ranks within the Teaching Track*

Appointment as Assistant Teaching Professor is made on an annually renewable basis for a period of three years with the possibility of reappointment following a positive review. Appointments as Associate Teaching Professor are annually renewable for five-year periods, and appointments as Teaching Professor are for seven-year periods each with the possibility of reappointment following a positive review. All appointments depend on the Senior Associate Dean for Academic Affairs’ determination that there is a continuing need for the position to support the educational program. This determination is made in consultation with the academic divisions as outlined below.

As the specific responsibilities of teaching-track faculty vary across positions, a shared understanding of the responsibilities and expectations for the role provides essential context for evaluation and feedback. Upon appointment, the position description will be shared with the faculty member and the Division Chair. The description may also be shared with other faculty who teach within the program(s) of the teaching-track faculty. This description shall guide the efforts of the faculty member in teaching, administrative, professional development, and service activities and provide the framework for evaluation during annual

and reappointment reviews.

Importantly, the roles and responsibilities of a teaching-track position may change over time. To ensure the position accurately reflects the needs of the program and the college, and as a means to guide the efforts of the faculty member over the next period of review, the Division Chair and relevant senior faculty will review early in the fall semester the position descriptions of each teaching-track faculty member in their Division who is expected to undergo a reappointment review during the spring of the academic year (i.e., every three years for assistant teaching professors, every five years for associate professors, and every seven years for teaching professors). They will discuss 1) the Division's need for the position *and* 2) whether revisions to the position may be warranted due to curricular and/or staffing changes and/or changes in priorities or strategic goals within a program, Division, or at the College.

In discussing the ongoing need for the position, the Division Chair and relevant senior faculty members should take into account the value that such a position contributes to the College's priorities, to its liberal arts mission more broadly, and to helping students fulfill requirements for major and minor programs at Emory College of Arts & Sciences (as well as Business and Nursing). Should it be determined that the position is no longer needed due to the types of changes referenced above, the Division Chair will notify the Senior Associate Dean of Academic Affairs who will notify the Dean of the College. Should the Dean of the College agree that the position is no longer needed, the faculty member in that position will be notified no later than October 31<sup>st</sup> that they will not be reappointed due to the closure of the position.

Should it be determined that the position continues to be needed but that revisions to that position are warranted, including adjustments to teaching load or course offerings, any potential revisions will involve collaborative discussion among the faculty member in that position, their Division Chair, and the Senior Associate Dean for Academic Affairs.

Based on this discussion, the Senior Associate Dean of Academic Affairs will discuss the changes with the Dean of the College, finalize the position description, and share it with the Division Chair and the faculty member immediately following a successful review. This description then serves as a guiding framework for the evaluation of the teaching track faculty member's role within the department for future reviews.

## 2. *Reviews*

At the end of their first year, Assistant Teaching Professors will submit the following to their division chair via the Interfolio/Facet platform:

1. an annual report (as described in Section V. Annual Reports of the Faculty)
2. an updated curriculum vitae
3. the summary forms for the teaching evaluations from each course taught at Oxford. (These may be accessed from the IDEA website and saved as a PDF.)
4. syllabi for each course taught

5. a statement of teaching philosophy of ~850 words.

At the end of their second year, Assistant Teaching Professors will submit the following to their division chair via the Interfolio/Facet platform:

1. an annual report (as described in Section V. Annual Reports of the Faculty)
2. an updated curriculum vitae
3. the summary forms for the teaching evaluations from each course taught at Oxford. (These may be accessed from the IDEA website and saved as a PDF.)
4. syllabi for each course taught
5. a statement of teaching philosophy of ~850 words
6. A Teaching Statement – A reflective statement of ~3,000 – 4,000 words describing the faculty member’s experience in teaching at Oxford including goals, accomplishments and challenges, especially those following from pedagogical innovation, and plans for the future. The statement should address the standards for excellence in teaching (Appendix E) that are most relevant to the instructor’s teaching and include a summary of teaching responsibilities for the period under review.

Additional materials—such as a Service Statement and/or a Statement of Professional Development—may be submitted to the Division Chair for feedback during the summer immediately following the 1<sup>st</sup> and 2<sup>nd</sup> year annual review.

At the end of their fourth and fifth years, Assistant Teaching Professors will submit the following to their division chair via the Interfolio/Facet platform:

1. an annual report (as described in Section V. Annual Reports of the Faculty)
2. an updated curriculum vitae
3. the summary forms for the teaching evaluations from each course taught at Oxford. (These may be accessed from the IDEA website and saved as a PDF.)
4. syllabi for each course taught
5. a statement of teaching philosophy of ~850 words
6. A Teaching Statement (see above)
7. A Service Statement - A reflective statement of ~1,000 – 1,500 words describing the faculty member’s experience, accomplishments, challenges, and future goals in service, including, when appropriate, the candidate’s role as a program administrator and how that role supports the teaching mission of the College.
8. A Statement of Professional Development - A reflective statement of ~1,500 – 2,000 words describing the faculty member’s professional development at Oxford including goals, accomplishments, challenges, and plans for the future. This statement should address the expectations for professional development as described in Appendix F -- including where appropriate, any progress made in pursuit of scholarship.

By the end of the spring semester of each year, the Division Chair provides the Senior Associate Dean for Academic Affairs with a written report of the division’s evaluation. In

turn, the Senior Associate Dean for Academic Affairs provides the faculty member with a copy of the report and discusses the evaluation with them, including its bearing on salary increases and progress toward promotion.

### 3. *Major Review in Third Year for Assistant Teaching Professors*

A Major Review is conducted by the tenured members and Teaching Professors of the division (the evaluation committee) during the third year as Assistant Teaching Professor. Before a Major Review is initiated, the Division Chair must document for the Senior Associate Dean for Academic Affairs in written form the need to continue the position (as described in Section XVII.1. above).

The Chair of the Division serves as chair of the evaluation committee.

The third-year Major Review is based on a fully developed academic portfolio. The academic portfolio should contain the following items and be submitted via the Interfolio/Facet platform:

- An updated curriculum vitae.
- A position description that details the responsibilities and expectations for the period of time under review.
- Syllabi for each course taught and selected examples of teaching assignments and student work.
- All copies of the summary forms for the teaching evaluations from each course taught at Oxford. (These may be accessed from the IDEA website and saved as a PDF.)
- A statement of teaching philosophy of ~850 words.
- A Teaching Statement (see above)A Service Statement (see above)
- A Statement of Professional Development (see above)

After review and evaluation of the dossier, the evaluation committee will recommend that the candidate be either reappointed or not extended past the end of the academic year following the major review. The Chair will provide a written report of the committee's findings to the Senior Associate Dean for Academic Affairs, including the number of members in support of reappointment, the number opposed, the number of abstentions, and absences. The review dossier becomes part of the College's personnel files. When the vote is in favor of retention, the Division's report, excluding the vote totals, will be shared with the candidate at the time the candidate is notified of Oxford's final decision by the end of May, as described below.

The Senior Associate Dean for Academic Affairs will review the dossier and in consultation with the Dean of the College determine whether to accept the recommendation of the Division. This decision will be communicated to the faculty member under review and the Chair of the Division and acted upon appropriately. The review dossier becomes part of the College's personnel files.

It is expected that all persons involved in the evaluation and review process must respect and

maintain the strict confidentiality of all relevant documents and deliberations while the process is underway and after it has concluded. A breach of confidence by a candidate or member of a review committee in an appointment, reappointment, or promotion case is a serious breach of professional ethics and may subject the individual to discipline, among other consequences.

## XVIII. Appointment as Associate Teaching Professor

### 1. *Promotion Review*

After six years in the rank of Assistant Teaching Professor, the Assistant Teaching Professor will be reviewed for reappointment and promotion to the rank of Associate Teaching Professor. Before the review is initiated, the Division Chair must document for the Senior Associate Dean for Academic Affairs in written form the need to continue the position (as described in section XVII.1. above).

The review will be organized by the Division Chair, with the participation of all tenured members and Teaching Professors in the division, and will be based on a dossier prepared by the incumbent using the format given for Reviews for Reappointment and Promotion in Section XVII.3. The standard of accomplishment required for promotion to Associate Teaching Professor will be that the Assistant Teaching Professor has become well established as a consistently effective teacher, program administrator, and advisor, and a significant contributor to the life of the College through service.

If appointment at the rank of Associate Teaching Professor is supported by the tenured members and Teaching Professors of the division and the Senior Associate Dean for Academic Affairs and the Dean of the College concur, the faculty member will be appointed at the new rank for five years. If the promotion to Associate Teaching Professor is not supported by the tenured members and Teaching Professors of the division, the tenured members and Teaching Professors must vote on whether to reappoint the candidate as Assistant Teaching Professor. If the tenured members and Teaching Professors of the division vote for reappointment, the faculty member may reapply for promotion to Associate Teaching Professor after three years.

The final determination of appointment as Associate Teaching Professor rests with the Dean of the College.

It is expected that all persons involved in the evaluation and review process must respect and maintain the strict confidentiality of all relevant documents and deliberations while the process is underway and after it has concluded. A breach of confidence by a candidate or member of a review committee in an appointment, reappointment, or promotion case is a serious breach of professional ethics and may subject the individual to discipline, among other consequences.

## 2. *Reappointment and Reviews of Associate Teaching Professors*

Appointments as Associate Teaching Professor are renewable for five-year periods, with the possibility of reappointment following a positive review. Before a review is initiated, the Division Chair must document for the Senior Associate Dean for Academic Affairs in written form the need to continue the position. A copy of the current responsibilities and expectations for the role will also be included. Updates and revisions to the position can be suggested at this time. The Senior Associate Dean for Academic Affairs will consider the needs as expressed by the Division after which, if the Senior Associate Dean for Academic Affairs determines the justification is sufficient to continue the position, then the appointment will be reviewed.

The evaluation committee will include the tenured members and Teaching Professors of the Division; the Chair of the Division serves as chair of the evaluation committee.

This evaluation should be more than cursory and should include an examination of teaching, professional development, and service as evidenced by the annual reports and a brief statement, of no more than six pages total, that reflects on each of the three categories. The Chair will provide a written report of the committee's evaluation of the faculty member to the Senior Associate Dean for Academic Affairs. The Senior Associate Dean for Academic Affairs will review the candidate's materials and the Division's recommendation, and in consultation with the Dean of the College determine whether to accept the recommendation of the Division. This decision will be communicated to the faculty member under review and the Chair of the Division and acted upon appropriately. The review dossier becomes part of the College's personnel files.

## XIX. Appointment as Teaching Professor

### 1. *Promotion Review*

After the fifth year of an appointment at the rank of Associate Teaching Professor 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 Teaching Professor. In addition to sustained growth with respect to the criteria and standards for promotion to Associate Teaching Professor, for promotion to Teaching Professor 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 and Teaching Professors of the division and will be based on a dossier prepared by the incumbent using the format given for Reviews for Reappointment and Promotion in Section XVII.3, supplemented with a presentation of the body of work justifying the promotion.

The quality and significance of the candidate's teaching, service, and professional development will be the subject of external letters as follows:

- Three letters from faculty outside Oxford College, at least two of whom hold appointments at peer institutions outside of Emory University, who are in a position to comment objectively and with authority on the significance of candidate's contributions to Oxford's educational program and the body of work in the development of curriculum and/or pedagogy. Such referees should hold academic rank at a level comparable to Teaching Professor or as tenured Associate Professor or Professor with an understanding of the demands on faculty of a highly selective, national liberal arts college or in a position to appreciate Oxford and expectations of faculty, and must not have served as a collaborator with or designated mentor to the faculty member being reviewed.
- Letters from at least six former students, solicited by the Senior Associate Dean for Academic Affairs in consultation with the Division Chair, commenting on their interactions with the faculty member being reviewed.

Letters from outside referees and students are solicited by the Senior Associate Dean for Academic Affairs (See Appendix H for a sample letter soliciting external reviewers). The candidate will provide their division chair with the names and contact information of at least eight students, and names and information for 4 possible external referees, including institutional affiliation, contact information, expertise, and relationship to candidate. Separately, the Division Chair will provide the names, institutional affiliation, contact information, and expertise of two additional potential reviewers. Suggested reviewers must meet the standards set by the Provost of Emory University. While candidates are encouraged to meet with their Division Chair to discuss the qualities of potential reviewers, candidates should not explicitly nor implicitly (e.g., in passing, via informal conversation) share names of additional potential reviewers beyond those whom the candidate includes on their own list. In addition, candidates should not discuss any such names with individuals with whom the division chair or senior associate dean may consult for suggestions, including the candidate's former advisors/mentors, co-authors or collaborators, and colleagues at Oxford or ECAS.

The material provided to the referees will include the candidate's CV and statements on teaching, service, and professional development as well as the candidate's job description.

Other elements of the dossier may be included if in the judgment of the Division Chair and the Senior Associate Dean for Academic Affairs they are of sufficiently limited size that an external reviewer might be expected to examine them.

After review and evaluation of the dossier, the tenured members and Teaching Professors within the Division will recommend that the candidate be either promoted or remain at the level of Associate Teaching Professor. The Chair will provide a written report of the committee's findings to the Senior Associate Dean for Academic Affairs, including the number of members in support of promotion, the number opposed, the number of abstentions, and absences. 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 and students.

The Senior Associate Dean for Academic Affairs may, at their discretion, seek additional information that may be helpful in arriving at an assessment of the faculty member's progress.

Having reviewed the dossier and the report of the divisional review committee, the Senior Associate Dean for Academic Affairs will provide a written recommendation to the Dean of the College who is responsible for the final recommendation of Oxford College. If that recommendation is positive, it will be shared with the candidate and their Division Chair and reported to the Provost. If Oxford's recommendation is negative, a letter will be sent to the faculty member by the Senior Associate Dean for Academic Affairs notifying them of the decision, and notification of the decision will be sent to the Chair of the Division.

If promotion to the rank of Teaching Professor is approved, the faculty member will be appointed at the new rank for a period of seven years.

If the decision is to not promote the faculty member, the faculty member must wait at least three years before requesting review.

It is expected that all persons involved in the evaluation and review process must respect and maintain the strict confidentiality of all relevant documents and deliberations while the process is underway and after it has concluded. A breach of confidence by a candidate or member of a review committee in an appointment, reappointment, or promotion case is a serious breach of professional ethics and may subject the individual to discipline, among other consequences.

## 2. *Reappointment and Reviews*

Appointments as Teaching Professors are renewable for seven-year periods, with the possibility of reappointment following a positive review. Before a review is initiated, the Division Chair must document for the Senior Associate Dean for Academic Affairs in written form the need to continue the position. A copy of the current responsibilities and expectations for the role will also be included. Updates and revisions to the position can be suggested at this time. The Senior Associate Dean for Academic Affairs will consider the needs as expressed by the Division after which, if the Senior Associate Dean for Academic Affairs determines the justification is sufficient to continue the position, then the appointment will be reviewed.

The evaluation committee will include the tenured members and Teaching Professors of the Division; the Chair of the Division serves as chair of the evaluation committee. This evaluation should be more than cursory and should include an examination of teaching, professional development, and service as evidenced by the annual reports and a brief

statement, of no more than six pages total, that reflects on each of the three categories. The Chair will provide a written report of the committee's evaluation of the faculty member to the Senior Associate Dean for Academic Affairs. The Senior Associate Dean for Academic Affairs will review the candidate's materials and the Division's recommendation, and in consultation with the Dean of the College determine whether to accept the recommendation of the Division. This decision will be communicated to the faculty member under review and the Chair of the Division and acted upon appropriately. The review dossier becomes part of the College's personnel files.

XX. Non-reappointment and Appeal for Faculty on the Teaching Track

1. *Non-renewal during Initial Appointment Period*

During the first three years of any teaching-track professor's initial appointment, the University may give notice of non-reappointment in accordance with the terms provided in paragraph six of the Statement of Principles Governing Faculty Relationships.

2. *Non-reappointment for Teaching-Track Faculty Members Prior to a Major Review due to the Closure of a Position*

As referenced in XVII.1. above, should it be determined, immediately prior to a teaching-track faculty member's major review, that there is no longer a need for the position, the faculty member in that position will be notified no later than October 31<sup>st</sup> that they will not be reappointed due to the closure of the position and that the current academic year will be their terminal year.

3. *Non-reappointment for Teaching-Track Faculty Members Following a Major Review*

If at the point of a major review, the Division review committee recommends that a teaching-track faculty member not be reappointed the Senior Associate Dean for Academic Affairs and the Dean of the College will review the faculty member's materials and determine whether to support or not support the divisional recommendation. If they support the divisional recommendation, the Senior Associate Dean for Academic Affairs will inform the faculty member t no later than May 31 that they will not be reappointed.

3. *Terminal Appointments for Teaching-Track Faculty Members*

Teaching -track faculty can be reappointed for a terminal period of less than three years when the Division and the College have determined that the need for their services will end within less than three years or the number of years remaining in the appointment in rank.

4. *Appeal*

Any teaching -track faculty member who has not been reappointed and believes the decision did not follow the procedures required by this policy may file an appeal that will be reviewed by the Faculty Advisory Committee. Any member of the Faculty Advisory Committee (FAC) who participated in the review of the faculty member that resulted in a recommendation not to reappoint the faculty member will recuse themselves from deliberations. Additionally, if the recusals result in only two FAC members remaining for the review, the Senior

Associate Dean for Academic Affairs will appoint a former FAC member to serve on the appeal review committee. The appeal should consist of a letter from the faculty member explaining the ways in which procedures were not followed. FAC Members will review the appeal and will submit a recommendation to the Dean of the College who will make a decision in the matter.

XXI. Termination

The Dean, after consultation with the Senior Associate Dean for Academic Affairs, may terminate any faculty appointment before its completion on the following bases: for cause, as defined in Section 11c of the Statement of Principles Governing Faculty Relationships; due to significant reorganization, reduction or elimination of a program; or where specifically authorized by the Board of Trustees.

Notice of such termination will be given as promptly as possible under the circumstances, preferably no later than October 31 of their current contract year.

XXII. Leaves and Sabbaticals

1. Sabbaticals and Teaching Leaves

Oxford College enables the continuing scholarly growth of faculty members in support of its mission to expand the realm of knowledge and to maintain the highest standards of instruction in the liberal arts. The college's leave program is designed to provide time for research, study, writing, or other creative work contributing to the professional growth and effectiveness of the faculty member as a scholar and teacher within their area of academic expertise. The college recognizes that the continued scholarly growth of our faculty plays a vital part in the educational offerings of the college and the ultimate success of its students.

a. Pre-tenure Teaching Leaves for Tenure Track Faculty

Assuming a favorable pre-tenure review and reappointment, tenure-track faculty are eligible for a one-semester teaching leave, at full pay, to be taken after their pre-tenure review and prior to review for promotion and tenure. This leave may be taken in either semester of the academic year following the pre-tenure review. While on leave, faculty are fully relieved of their teaching responsibilities but are expected to remain engaged in all other aspects of their work, including advising and service responsibilities. The timing and modality of such advising and service responsibilities may be adapted to prioritize the faculty member's goals for that semester based on conversations between the faculty member, their Division Chair, and the Chair(s) of the committee(s) or program(s) involved.

b. Sabbaticals for Tenured Faculty

Tenure-track faculty are eligible for a sabbatical leave in their seventh year, following a successful tenure review, and at 6-year intervals thereafter. Alterations to this typical schedule may be established in consultation with the Dean or Senior Associate Dean of Academic Affairs during the hiring process and/or because of parental or personal leaves during the pre-tenure period. Sabbatical leaves may be granted for one semester at full pay or for two consecutive semesters at half pay. Sabbatical leaves are intended to promote scholarly and creative activities and professional development that significantly benefits the individual and Oxford College. During the sabbatical leave, faculty are excused from all teaching, advising, and service responsibilities to the College, and may opt to, but are not required to attend College meetings (e.g., of their division, of the faculty) and events (e.g., convocation, commencement).

Each September, faculty eligible for a sabbatical leave in the following academic year will be notified by the Office of Academic Affairs. Faculty must submit to the Senior Associate Dean of Academic Affairs and their Division Chair a 1-2 page proposal outlining the creative, scholarly and/or professional development activities to be undertaken during the leave by October 1st. Faculty who intend to delay their sabbatical leave must submit a written request describing the justification(s) for and timeframe for the proposed delay to the Senior Associate Dean of Academic Affairs and their Division Chair. A response to the request will be made in writing and will include the agreed upon alteration to eligibility. An approved alteration to sabbatical eligibility may or may not alter the timeline for future sabbatical leaves, provided that a faculty must have 6 consecutive semesters of teaching and service in-between sabbatical leaves.

#### c. Teaching Professor Sabbatical Leaves

Upon promotion, a Teaching Professor becomes eligible for a sabbatical leave during which the faculty member will engage in activities and pursue project to promote professional development that significantly benefits the individual and Oxford College. Sabbatical leaves may be granted for one semester at full pay or for two consecutive semesters at half pay. During the sabbatical leave, faculty are excused from all teaching, advising, and service responsibilities to the College, and may opt to, but are not required to attend College meetings (e.g., of their division, of the faculty) and events (e.g., convocation, commencement). To request a sabbatical leave, the faculty member must submit to the Senior Associate Dean of Academic Affairs and their Division Chair a 1-2 page proposal outlining the creative, scholarly and/or professional development activities to be undertaken during the leave by October 1st.

## 2. Parental Leaves

A faculty member may request relief from teaching, advising, service and administrative responsibilities for the semester in which the birth or adoption takes place or in a subsequent semester. The leave must be taken within twelve months of the birth or adoption. The faculty member will continue to receive their full salary and benefits during the leave.

Any faculty member desiring parental leave must submit, with as much advance notice as possible, a written request to the Senior Associate Dean for Academic Affairs with a copy to the Division Chair. The request should include the expected date of birth or adoption, and in which semester the leave will occur.

If approved, paid parental leave for faculty parents may require formal submission of the paperwork for FMLA, and is authorized in lieu of the 12-week FMLA leave.

Tenure-track faculty who are approved for parental leave prior to their tenure review will receive an automatic extension of the tenure-clock by one year. Individuals may opt out of this extension by submitting in writing a notification of this decision to the Senior Associate Dean of Academic Affairs within twelve months of the birth or adoption. Additional information about this policy can be found in Section 11.1.H of the Emory University Faculty Handbook.

Teaching-track faculty who are approved for parental leave receive an automatic extension of their reappointment clock by one year. Individuals may opt out of this extension by submitting in writing a notification of this decision to the Senior Associate Dean of Academic Affairs within twelve months of the birth or adoption.

## 3. Other Leaves of Absence

Faculty in need of partial or full relief from their professional responsibilities for reasons not described above should contact their Division Chair and/or the Senior Associate Dean of Academic Affairs as soon as possible to discuss options. See also Chapter 14 of the Emory University Faculty Handbook for additional guidance.

## APPENDICES

### Appendix A

#### Procedure for Proposing Searches for Full-Time Faculty Members

Each year the number of full-time faculty searches depends on the number of faculty retirements and departures, and budgetary allowance for the creation of new faculty lines. As per current policy, all faculty lines, whether due to retirement or creation of a new line, are open faculty lines, i.e., not dedicated to a particular discipline or academic division. The academic divisions, faculty committees, or individual faculty members will submit requests for searches for all full-time faculty positions based on the following procedure.

A formal proposal to search for a full-time faculty member should address the following:

- Whether the search should be for a tenure-track or teaching professor-track faculty member, possible rank (e.g., assistant professor or open rank), and the rationale for the proposed track.
- A detailed description of the position including a description of the expected credentials and academic background of potential candidates.
- A justification of the need for the position that might address the following points:
  - How the appointment as envisioned would contribute to the liberal arts mission of Oxford and advance academic vision of the strategic plan.
  - How the appointment would fill perceived gaps in our curricular offerings.
  - How the appointment would enhance connections to other departments, programs, or divisions within Emory University, and expand opportunities for Oxford students and faculty.
  - A review of recent trends in enrollments, projected enrollment numbers, and how the appointment would contribute to academic majors and concentrations at Emory College of Arts and Sciences or to professional preparation at the Goizueta Business School or Nell Hodgson Woodruff School of Nursing.
- Context of the appointment relative to retirements, leaves, and reliance on temporary faculty, if relevant.

Responses to these guidelines will inform the deliberations of the APPC. The Senior Associate Dean for Academic Affairs will convey the results of these deliberations to the Dean of the College. The deans will determine which searches to conduct and will inform the faculty in time to form search committees, create advertisements, and propose recruitment strategies to begin active searches in mid-August.

## Appendix B

### Sample Advertisement

#### Assistant Professor of XXX, Tenure-Track

Oxford College, a unique two-year liberal arts college within Emory University, invites applications for a tenure-track position in biology at the rank of Assistant Professor, to begin in August 2026. We are interested in candidates who will actively contribute to the richness and diversity of our academic community through impactful teaching, original research, and meaningful service.

We seek a broadly trained biologist whose research incorporates a strong field component to address questions of biological significance related to areas such as aquatic or terrestrial landscape ecology, community ecology, population ecology, organismal biology, conservation biology, or evolution. The successful candidate will teach within our introductory biology curriculum, which covers topics in cellular and molecular biology, genetics, biodiversity, and evolution. They will also have the opportunity to teach organismal and/or field courses, and seminar courses. Oxford College faculty are expected to teach and to serve as the academic advisor to students in first-year Discovery seminar course every-other year. The typical teaching load for Oxford College faculty in the sciences is two courses, with associated labs, each semester. Prospective candidates will have a commitment to excellence in teaching as well as engagement in an active research program with the potential to involve first and second-year undergraduates.

#### *Introduction to the department and position overview, for example:*

Emory University's unique chemistry curriculum, Chemistry Unbound, was implemented in 2017 with funding from HHMI. This curriculum emphasizes core ideas and scientific practices rather than content and historical course boundaries in order to convey the excitement, relevance, and interdisciplinary nature of 21st century chemistry to undergraduate students. The Oxford Science Building, which opened in 2016, is designed to promote student-faculty collaboration, scholarship, and innovative teaching in STEM. The Oxford Center for Teaching and Scholarship supports faculty with mentoring in teaching and professional development.

The successful candidate will be offered a competitive salary, benefits, and professional development funds.

#### **Qualifications**

##### *Minimum Required –*

- A Ph.D. in a biological science or a related discipline, completed by August 2026.

##### *Preferred –*

- Experience in inquiry-based teaching and student-centered learning

### **Application Instructions**

Applicants are required to submit a cover letter, CV, a 1–2-page statement of teaching philosophy including approaches and experiences teaching and mentoring a diverse group of undergraduate students, a 1–2-page scholarship statement describing research goals that might be accomplished in a setting like Oxford College, undergraduate and graduate transcripts (unofficial acceptable), and names and contact information of three potential references. The cover letter should describe the candidate's qualifications for the position, as well as their interest in working at a liberal arts college with first and second-year students. Applicants are required to submit these materials through Interfolio. Evaluation of candidates will begin **October 2nd, 2026**, and will continue until the position is filled. Inquiries may be directed to [Search Committee Chair name and email].

One of Emory University's four schools partnering in undergraduate education, Oxford College provides 975 first- and second-year students of high academic profile an intensive liberal-arts program for the first two years of their Emory bachelor's degree. We are interested in candidates with a commitment to working with a remarkably diverse student body in a learning community that values excellence in teaching and close student-faculty interaction. For more information about Oxford College and for a full listing of open positions, visit <http://oxford.emory.edu/hiring>.

Oxford College/Emory University is an equal opportunity employer, and qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, protected veteran status or other characteristics protected by state or federal law. Emory University does not discriminate in admissions, educational programs, or employment, including recruitment, hiring, promotions, transfers, discipline, terminations, wage and salary administration, benefits, and training. Students, faculty, and staff are assured of participation in university programs and in the use of facilities without such discrimination. Emory University complies with Section 503 of the Rehabilitation Act of 1973, the Vietnam Era Veteran's Readjustment Assistance Act, and applicable executive orders, federal and state regulations regarding nondiscrimination, equal opportunity, and affirmative action (for protected veterans and individuals with disabilities). Inquiries regarding this policy should be directed to the Emory University Department of Equity and Civil Rights Compliance, 201 Dowman Drive, Administration Building, Atlanta, GA 30322. Telephone: 404-727-9867 (V) | 404-712-2049 (TDD).

Emory University is committed to ensuring equal access and providing reasonable accommodations to qualified individuals with disabilities upon request. To request this document in an alternate format or to seek a reasonable accommodation, please contact the Department of Accessibility Services at [accessibility@emory.edu](mailto:accessibility@emory.edu) or call 404-727-9877 (Voice) | 404-712-2049 (TDD). We kindly ask that requests be made at least seven business days in advance to allow adequate time for coordination.

## Appendix C

### The Oxford College Tenure and Promotion Committee

The Tenure and Promotion Committee is a representative committee of the Oxford College faculty whose purpose is to review, comment, and vote on the tenure and promotion cases of tenure-stream faculty at Oxford College of Emory University. The Committee's reviews, comments, and vote on each faculty member's case for tenure and/or promotion, as well as its reviews, comments, and vote on each faculty member's third-year review, come to the Senior Associate Dean for Academic Affairs alongside that of the faculty member's Division. The Committee's decision should not, then, be taken to supersede or overrule the report of the Division. Rather, the Committee shall take the place of previous college policy requiring each tenured member of the faculty to comment on each tenure decision, formalizing the process of ensuring that the faculty as a whole is represented in each tenure, promotion, and third-year retention decision at the college.

#### 1. The duties of this committee are:

- a. To review materials concerning the promotion of individual faculty to the ranks of Associate Professor with tenure, the tenure of faculty members initially hired at the rank of Associate professor without tenure, and materials concerning the third-year review of each faculty member. The Committee shall review all recommendations concerning promotion to Associate Professor with tenure, the tenure of Associate Professors, and re-appointment following the third-year review, whether positive or negative.
- b. To report to the Senior Associate Dean for Academic Affairs its recommendations regarding such reviews.

#### 2. The membership shall consist of:

Six tenured faculty members not currently serving as Division Chair: two from each division. The chair of the committee shall be elected by the committee annually, and that chair shall change annually.

Members of the Committee shall be elected by faculty vote to serve three-year staggered terms. The OPC shall solicit nominations and conduct elections at the end of each spring semester for two faculty members from the Divisions whose members will complete their terms of service in that semester.

In the case of sabbatical or regularly scheduled leave, an election will be held to choose a temporary replacement. In exceptional circumstances, the Senior Associate Dean for Academic Affairs may appoint alternates when members are unable to serve for any reason.

#### 3. The Committee will review materials as follows:

a. For consideration of promotion to the rank of Associate Professor with tenure (and for cases concerning the tenure of Associate Professors) the Committee shall meet after the Academic Division has deliberated and shall consider the recommendation of the Academic Division along with the candidate's dossier (including letters from outside and student reviewers) and letters solicited from tenured members of the faculty outside of the Academic Division. Members of the Committee shall attend the meeting at which their Division reviews the candidate, but will not vote.

b. For consideration of continued appointment following the third-year review, the Committee shall meet after the Academic Division has deliberated and shall consider the recommendation of the Academic Division along with the candidate's dossier (including letters from outside and student reviewers). Members of the Committee shall attend the meeting at which their Division reviews the candidate, but will not vote.

4. After deliberations on cases involving promotion to the rank of Associate Professor with tenure (or cases concerning the tenure of Associate Professors), the members of the Committee shall vote on the candidate's promotion. The vote totals shall be recorded and reported to the Senior Associate Dean for Academic Affairs. The Chair of the Committee will present a report to the Senior Associate Dean for Academic Affairs that synthesizes the Committee's discussion.

5. After deliberations on third-year review cases, the members of the Committee shall vote on the candidate's continued appointment. The vote totals shall be recorded and reported to the Senior Associate Dean for Academic Affairs. The Chair of the Committee will present a report to the Senior Associate Dean for Academic Affairs that synthesizes the committee's discussion. When the Committee's vote is in favor of retention, elements of this report relevant to the candidate's continued progress toward tenure will be provided to the candidate and the candidate's Division Chair.

## Appendix D

### UNIVERSITY GUIDELINES FOR CANDIDATE FILES (TENURE TRACK)

Last updated 05/2025

All materials in the dossier must follow the format and EXACT ORDER listed below. Please review before sending to OFA to ensure that all documents are in readable PDF format (not image only), are in the proper order, and that all pages are right side up.

#### Part I

Coversheet with:

School name

Full name of the candidate and terminal degree(s)

Candidate's current rank and title

Proposed action and candidate's proposed rank and title

Proposed effective date, must be "September 1" of the following academic year, "upon approval of the board," or the effective date must coincide with the faculty member's date of hire

Overall assessment by school-based review committee of scholarship, teaching and service for candidate's proposed tenure

and/or promotion, including the vote for each assessment (if applicable)

Overall vote by school-based faculty review committee (if applicable). Please note the following:

- **Abstention** – should be used when a voting member chooses not to vote on the question but still might participate in its discussion
- **Recusal** – should be used when a voting member recuses themselves and does not participate in the discussion of the question and does not vote
- **Unanimous Vote** – should be used only when **all** voting members choose to vote AND vote in the same way

- Dean's Letter (please follow the format below in the **EXACT ORDER**):

Introductory paragraph with proposed recommendation, candidate's full name and terminal degree(s), proposed rank, and effective date (must be "September 1" of the following academic year, "upon approval of the Board," or the effective date must coincide with the faculty member's date of hire). **Faculty who arrive prior to Board approval MUST carry the title of Acting Professor or Acting Associate Professor**

Process/chronology paragraph summarizing the appointment/review process. **If the candidate received a split vote at the department level, school level or both, provide an explanation for the negative votes (if known) and address those concerns.**

If faculty member holds a joint appointment, identify the candidate's tenure home (there can only be one), and explain how the appointment letter informs the tenure and promotion standard (if applicable)

If the candidate is going up for tenure and/or promotion early (e.g., before the last year on the tenure track or before the minimum time in rank for promotion to full), please provide a justification (e.g., retention, far surpasses relevant standards, etc.)

External reviewers' summary paragraph: **The relationship to the candidate must be at arms-length (see page three) otherwise, address any potential conflicts of interest that exist.** Selected reviewers should be from disciplinary peer institutions or peer aspirational institutions. **If the reviewer is at the associate professor rank, you must justify the reviewer's expertise. NEW! If the reviewer's letter includes negative feedback or ambiguous support for the candidate, it must be addressed in the**

### external reviewer summary paragraph

Candidate's background:

- Educational history; include major/focus of study and graduating year for each degree
- Previous faculty positions held, include the name(s) of the institution, faculty position and years employed there. If the candidate earned tenure at a previous institution, please include the year candidate received tenure. If the candidate held recent positions outside of academia, include the name(s) of the organization(s), position(s) held and years employed at each organization. Briefly describe the candidate's transition to their current faculty role
- Broad field and subfield
- Please include details regarding candidate's discipline/research and how it aligns with both the school and university's
- strategic priorities
- H-index (if applicable). If H-index is not relevant to the discipline, please note that and provide a brief explanation of how scholarship is measured
- Funding history (if applicable) include past and current grants with funding amounts, total awards, number served as PI or Co-PI, etc., and funding amount. Only include funded grants on the funding history template (aspirational grants should not be included). **Schools should provide a brief, written description of the candidate's funding in the Dean's Letter and must include the template on page four in the Dean's letter (NEW! at the end of the "funding history section")**
- Publishing record (indicate how many as first or senior author, and number of publications in rank). **If the recommendation is for promotion to Full Professor, include the number of publications post tenure.**
- Identify and address any issues in the school-based faculty committee report and/or department chair's reports (if applicable)  
Identify and address any issues in the department chair's report (if applicable)  
Dean's critical perspective and independent recommendation. **Dean's letter must identify the candidate's strengths and weaknesses, specifically those highlighted by the school-based faculty committee (if applicable) and external reviewer letters. Include:**
  - an assessment of the candidate's scholarship (**Dean must explicitly note that the candidate has met the school and department requirements**)
  - an assessment of the candidate's teaching (**Dean must explicitly note that the candidate has met the school and department requirements**)
  - an assessment of the candidate's service **must note whether the candidate has met the school's requirements**
  - brief description of the cohort within which the candidate was evaluated
  - **for internal tenure candidates**, an assessment of whether the dean would hire this candidate laterally (and why) and
  - the candidate's expected career trajectory
  - the value of the candidate to the unit and the University

Supporting Materials:

Letter from school-based faculty committee to the dean (if applicable)

Letter from department chair/division to the dean (if applicable)

Candidate's one-page summary curriculum vitae (CV)

External reviewers:

- Copy of **initial** solicitation letter/email to one of the external reviewers
- Copy of the school's most recent tenure and promotion guidelines shared with the external reviewers
- Brief biographical description for each external reviewer who submitted a review letter, **including a description of relationship to the candidate (maximum two pages)**
- External reviewer letters (**minimum of six**) and signed External Reviewer Forms preceding each letter.
- Review letters from internal reviewers (if applicable)
- Candidate's personal statement (**maximum of five pages**) on scholarship, teaching and service
- Candidate's COVID impact statement (if applicable)
- Candidate's full curriculum vitae (CV)

## PART II

Teaching dossier (please follow the format and **exact order** listed below)

- teaching statement
- peer assessments and reviews
- numerical teaching evaluation summary sheets
- course creation total
- student evaluations
- teaching awards
- sample syllabi demonstrating pedagogical innovation
- other teaching-related materials
- Service dossier
  - service statement
  - service activities
  - other service-related materials
- Copy of the selected scholarly work submitted to external reviewers

## PART III

External Reviewer Tracking Form

### EXTERNAL REVIEWER BEST PRACTICES

External reviewers should be leaders in their field. In the main, **these reviewers should be at the full professor level** or equivalent. **Uniquely qualified tenured associate professors may be appropriate and should be explained in the dean's letter.** The list of potential external reviewers **must not** consist of evaluators who have solely been recommended by the candidate. Instead, the final list of recommended reviewers should be developed with input from the candidate and various voices within the department. This may include faculty within the candidate's field, the department's tenure and promotion committee, and the chair of the department. Best practice in quality assurance also ensures that external reviewers are at arm's length from the candidate under review. This means that reviewers/consultants are not close friends, current or recent collaborators, former supervisors, advisors or colleagues.

Arm's length does not mean that the reviewer must never have met or heard of the candidate. It does mean that reviewers should not be selected who are likely, or perceived to be likely, to be

predisposed, positively or negatively, about the candidate. Please see some examples of what does and does not constitute a close connection that would violate the arm's length requirement.

Examples of what **may** violate the arm's length requirement:

- A previous member of the same program or department as the candidate at the same time
- Received a graduate degree from the same program as the candidate at the same time
- A regular co-author and research collaborator with the candidate within the past seven years, and especially if that collaboration is ongoing
- Close family/friend relationship with the candidate
- The candidate's doctoral supervisor

Examples of what **does not** violate the arm's length requirement:

- Appeared on a panel at a conference with the candidate
- Served on a granting council selection panel with the candidate
- Author of an article in a journal edited by the candidate, or a chapter in a book edited by the candidate
- Presented a paper at a conference held at the university where the candidate is located
- Invited candidate to present a paper at a conference organized by the reviewer or to write a chapter in a book edited by the reviewer
- Received a bachelor's degree from the same university
- Co-author or research collaborator with the candidate more than seven years ago
- Presented a guest lecture at the university of the reviewer
- Reviewed for publication of a manuscript written by the candidate

#### **EVALUATION OF TEACHING FOR LATERAL CANDIDATES AND SENIOR ADMINISTRATORS**

Teaching is a core function of Emory University's tenure-stream faculty. It is expected that faculty who are granted tenure will hold a record of outstanding teaching. TPAC's review includes a thorough assessment of teaching based on standards articulated by the schools. Lateral candidates and senior administrators recruited to Emory may come from institutions with different processes and/or criteria for evaluating teaching excellence. Expecting lateral candidates' teaching dossiers to match our exacting internal standards would be inappropriate for those candidates. This may be particularly true for those candidates who have held administrative positions at their previous institutions whose teaching record may not be as robust or as contemporaneous with traditional, internal promotion and tenure candidates.

Assessments of teaching are based on the quality of the available evidence provided in the candidate's dossier, not merely the quantity. Importantly, quantity **alone** should not negate a finding of teaching excellence or perception that the candidate's teaching falls below Emory standards. Strong indicia of teaching excellence may include, depending on discipline, positive peer assessments and reviews, student evaluations, teaching awards, and a sample of syllabi demonstrating pedagogical innovation. For senior administrators, it is appropriate to consider evidence of teaching evidence that pre-dates their administrative position, though failure to have such materials should not be a barrier to advancing the case.

#### **OUTSIDE REVIEWS FOR NAMED/ENDOWED PROFESSOR-LEVEL SENIOR HIRES**

When hiring senior laterals, obtaining external reviewer letters can present a number of challenges. If the candidate is truly eminent in the relevant field, finding reviewers who are at arms-length can be a problem. Schools should avoid selecting reviewers whose relationship to the candidate exhibit sharp conflicts, such as being a co-author and/or research collaborator within

the past seven years, colleague at the same institution during the same period, or holding joint interests in intellectual property. Any conflict that appears on the reviewer form **must** be addressed in the Dean’s letter, however.

**Funding History Template**

\*This template must be included as part of the Dean’s letter to outline candidate’s funding history. Please cut and paste as needed.

Research Project	Award Period	Role	Funder	Type of Award	Total Funding Amount	Renewal Date (If Applicable)
Drug Abuse in Children	2020 - 2023	Principal Investigator	NIH	R01	\$700,000	9/1/2024

## Appendix E

### Teaching Excellence at Oxford College

#### Preamble

The purpose of this appendix is to support the ongoing development, pursuit, and assessment of teaching excellence by providing a common framework to contextualize these efforts at Oxford College.

Towards this end, it establishes the following four goals associated with excellent teaching that are rooted in the unique nature of Oxford's community, stem naturally from the mission and vision of the college, build on past standards of teaching excellence at Oxford, align well with definitions of teaching excellence at other institutions and national standards, and provide directions in which one can continually strive to better their teaching, regardless of rank, past successes, or promotions.

Four Goals Associated with Teaching Excellence at Oxford College:

#### **Goal 1: Achieve course objectives through impactful instructional strategies and design**

*Excellent teachers successfully achieve course objectives using active, engaging, student-centered instructional strategies that are effectively sequenced, scaffolded, and accessible, in conjunction with well-aligned and level-appropriate materials, activities, assignments, and assessments.*

#### **Goal 2: Empower all learners to succeed**

*Excellent teachers at Oxford empower learners by creating an inclusive, supportive environment that seeks to increase students' engagement and potential for success across diverse backgrounds and abilities.*

#### **Goal 3: Spark curiosity and equip students for lifelong learning**

*Excellent teachers spark students' interest and curiosity in their area of study and equip students for future endeavors with skills and knowledge useful within and across multiple disciplines, with both seeking to inspire continued growth and lifelong learning.*

#### **Goal 4: Continue to cultivate teaching effectiveness**

*Excellent teachers continually reflect on the effectiveness of their efforts and seek out ways to improve their teaching to enhance the learning experience for all students and support their colleagues in doing the same.*

In the next section, these four goals are discussed in detail. For each, motivating connections to Oxford's mission, vision, and community are first revealed; what the goal in question entails is then explained and clarified; and finally, a non-exhaustive list of concrete strategies one might employ to make progress on that goal is provided, to highlight the many ways in which all of these goals can be accomplished.

The intention behind what is found here is to help guide the efforts of individual faculty members as they develop and reflect on their teaching, especially (but not exclusively) as these are connected to preparing materials for major reviews. The content of this appendix provides a common language for framing one's teaching that can be used in the development of teaching portfolios, to assist both faculty mentoring and assessments of teaching, and to create a structure in which future faculty development opportunities offered by the institution can be better understood.

Importantly, while this appendix identifies the above four goals as associated with excellence in teaching at Oxford, it is purposefully not prescriptive regarding the mechanisms used to meet these goals.

As the circumstances of each course, instructor, and set of students are often significantly different, the best choices connected to teaching in each of those contexts can vary substantially. Consequently, teaching excellence can manifest in a myriad of forms. For tenure track faculty and others actively engaged in scholarship, incorporating that work into their teaching (a particularly powerful approach) creates additional variability, as do the unique opportunities teaching professor track faculty have as they teach through the unique responsibilities connected to their individual roles. Given the many ways teaching excellence can thus be seen, assessments of one's teaching must necessarily be flexible and carefully consider the framing and contextualization faculty provide in their teaching portfolios regarding how the mechanics of their teaching address the four goals given above.

During review periods, information will be sought regarding the instructor's demonstrated potential and accomplishment in terms of these four goals central to Oxford's concept of teaching excellence. Consequently, a well-prepared teaching portfolio will address these aspects of teaching and provide evidence that the standards have been substantially met. However, there is an understanding that the emphasis on each goal for any individual faculty member, as explained by materials they put forth for review or promotion, will likely not be equal. This is especially true for faculty early in their careers. Indeed, the order in which the four goals are given above reflects the likely order in which developing faculty might consider addressing them as they grow as educators and demonstrate excellence, innovation, or leadership over time.

## **The Four Goals, Further Explained**

### **Goal 1: Achieve course objectives through impactful instructional strategies and design**

*Excellent teachers successfully achieve course objectives using active, engaging, student-centered instructional strategies that are effectively sequenced, scaffolded, and accessible, in conjunction with well-aligned and level-appropriate materials, activities, assignments, and assessments*

**Motivating connections to Oxford's mission, vision, or community:**

Ensuring the content and skills attached to a course are taught is a primary responsibility of any teacher. This goal certainly agrees with that sentiment but goes beyond it as well. Teaching and learning at Oxford takes place in the context of a challenging liberal-arts intensive program for students in the first two years of a four-year program that continues on Emory's Atlanta campus. As the mission statement for the college explains, having students for the first two years of their undergraduate experience offers *"unique opportunities for intellectual, personal, and social development, and Oxford College is optimized to seize them."* Oxford faculty understand that their time to seize opportunities with students is short. Consequently, they must make careful and sometimes innovative choices regarding level-appropriate content that aligns with course goals, impactful and engaging teaching methods, and supportive classroom policies, assessments, and resources to create the comprehension and competencies their students will need for subsequent courses and their majors.

### **What do pursuits of this goal entail?**

Many best practices in teaching have been long known and used at Oxford College (e.g., providing a consistently high level of challenge, providing frequent assessment and prompt feedback, responding to student questions in a timely way, and being available to students many hours each week outside of routinely scheduled class meetings). Others have stemmed from various past college-wide initiatives or programs (e.g., utilizing both formative and summative assessments, structuring instruction around inquiry, and engaging students in active student learning both in and outside of the classroom). Still others, like breaking down difficult concepts or assignments into smaller pieces in a way that provides scaffolding appropriate to the students' level; or maintaining enough flexibility to respond to unexpected student difficulties or opportunities effectively, are grounded in more recent scholarship of teaching and learning.

Regardless, choices or innovations related to course content, practices, pedagogies, policies, assessments, and other pertinent classroom elements should be made considering the various ways students learn and the knowledge, skills, and even misperceptions students bring to the course.

### **Some examples of concrete strategies that might be employed:**

- Use "backward design" in constructing and organizing courses (i.e., starting with course goals, structuring the course around these, and being able to clearly describe how various units and assessments in the class are meant to meet these goals).
- Use pedagogical strategies appropriate for one's context (e.g., inquiry-based learning, active learning, experiential learning, cooperative learning, adaptive learning, case-based learning, blended learning, authentic assessment, a constructivist approach, flipped classrooms, high-touch strategies, gamification, peer instruction, and the use of formative vs. summative assessments), knowing the benefits each can provide, and their applicability in different situations and classes.
- Provide frequent assessment and prompt feedback so that students know what they do and don't know, which will focus their learning.

- Stay aware of each student’s progress and consistently challenge each student to excel.
- Provide opportunities outside the classroom to engage with students and support their learning, encouraging them to seek help or consultation as needed or desired.
- Collect student writing, projects, tests, and surveys as evidence of students’ progress toward course goals.
- Use regular “check-ins” (e.g., quizzes, classwork, collected homework, etc.) to identify where students might be struggling.
- Connect new ideas to ones that students already know.
- Apply the same concepts in different situations to help students truly understand the material.

## **Goal 2: Empower all learners to succeed**

***Excellent teachers at Oxford empower learners by creating an inclusive, supportive environment that seeks to increase students' engagement and potential for success across diverse backgrounds and abilities.***

### **Motivating connections to Oxford’s mission, vision, or community:**

Oxford College is a small, diverse, and exceptionally supportive community whose members are dedicated to helping each other flourish. Oxford’s faculty are engaged, inclusive, fair, and reflective educators dedicated to teaching their students well and helping others do the same. Teaching classes full of students—each unique in experience, identity, talents, and ways of learning—presents not only wonderful opportunities to embrace but also important challenges to overcome, especially as one attempts to be as inclusive as possible, provide equitable access to materials, and incorporate different teaching and learning modalities, to give all students an equal chance to learn and flourish. Of course, not all of this falls on the instructor to accomplish. These pursuits are often done in collaboration with campus partners (e.g., the library, student health services, the counseling center, programs addressing co-curricular and experiential learning, etc.). In this way, the college puts into action what its vision statement professes: it fosters *“a model community of inclusivity, in which we will recognize, nurture, and celebrate [our] diversity”*.

### **What do pursuits of this goal entail?**

As previously mentioned, students at Oxford have diverse backgrounds and experiences. Certainly, different socioeconomic statuses, racial and ethnic identities, sexual orientations, and gender identities are all present in the Oxford community. Students also differ in their levels of academic preparation and access to educational resources. Additionally, some are

neurodivergent learners, others are first-generation college students, and others are international scholars. The list continues.

Cultivating a classroom environment that leads to inclusive and beneficial interactions between or with students leverages that diversity, while implementing structured support systems ensures equitable paths to success for all learners. Using instructional plans that offer multiple modes of participation; integrating collaborative interdisciplinary projects into one's course; demonstrating how content taught reflects or connects to diverse populations; providing students, through the design of the course, opportunities to engage with a variety of viewpoints; and implementing strategies that address diverse learning needs can all be used in the pursuit of this goal. There are, of course, other ways. Some particularly useful among them include the intentional design of classroom experiences that promote universal design principles and offering clear guidance and support that allows students with varying levels of preparation to progress and succeed.

Some examples of concrete strategies that might be employed:

- Clearly describe learning objectives to students.
- Communicate expectations for teacher-student interactions and interactions between students, both in and outside the classroom, or possibly even better – collectively decide upon these with students.
- Identify resources students can use in the course (e.g., books, software, etc.), ensure they are accessible, and demonstrate how they can be accessed.
- Apply class policies and guidelines in transparent, fair, and uniform ways, including using clear and fair standards when assessing student work.
- Incorporate students' cultures and experiences (when possible) into one's teaching.
- Interact early and individually with students to identify potential impediments to learning.
- Address accessibility by following the three principles of Universal Design for Learning: 1) class materials and course content are presented and communicated in various ways and formats (e.g., text, audio, and video); 2) the means by which students express what they know and are assessed are conducted in a variety of ways; and 3) use a variety of means to engage and motivate students in their learning.
- Employ multiple means for participating in the course, including synchronous and asynchronous activities.
- Teach in a way that addresses multiple learning modalities or use differentiated instruction as related to content, activities, assignments/projects to respond to differences in how different students learn best.

- Create a welcoming classroom environment by being inviting, approachable, and regularly available to students and listening attentively to them.
- Encourage active class participation, but ensure it is equitable.
- Provide opportunities for students to interact with one another throughout the course.
- Provide out-of-class opportunities to communicate with students, in ways that are accessible to all students, allowing everyone to benefit from at least some of them. These might take the form of scheduled office hours or a variety of other formats.
- Represent individuals of varied races, genders, religions, abilities, etc., in course materials and discussions.
- Promote a wide range of ideas and open expression of diverse opinions in an atmosphere of integrity, civility, and respect.
- Evaluate student work in constructive and timely ways.
- Build rapport with students by being considerate, understanding, empathetic, encouraging, and unbiased in tone and language, and offering reassurance to students where possible.
- Collect anonymous feedback from students throughout the course (not just at the end) so that when an unexpected impediment to learning becomes evident, action to eliminate or lessen its impact can be taken.
- Foster a growth mindset in students; discourage the belief that ability is fixed.

### **Goal 3: Spark curiosity and equip students for lifelong learning**

***Excellent teachers spark students' interest and curiosity in their area of study and equip students for future endeavors with skills and knowledge useful within and across multiple disciplines, with both seeking to inspire continued growth and lifelong learning.***

#### **Motivating connections to Oxford's mission, vision, or community:**

As mentioned before, teaching and learning at Oxford takes place in the context of a challenging liberal-arts intensive program. Indeed, the college's core devotion to liberal learning—one shared with Emory University but with a heightened focus on general education in the absence of any declared majors at the college—drove the selection of the above as a primary goal to pursue. At the heart of this educational philosophy lies the ancient Greek notion, articulated by Plutarch, that *"the mind is not a vessel to be filled, but a fire to be*

*kindled.*" This idea is well-aligned with the claim by the American Association of Colleges & Universities (AAC&U) that a "*liberal education does not end at graduation. Instead, it fully commences then*" with the overall goal of such an education steeped in equipping students through one's teaching to "*pursue a course of lifelong learning that far exceeds the bounds of any curricular journey.*" Consequently, as faculty teach or advise students in ways connected to their disciplines, they seek to ignite students' curiosities and passion for knowledge and help them develop abilities that transcend disciplines (e.g., to write well, think critically, solve problems, and function well in a diverse society) so that they might better pursue those interests. They do all this so that the liberal education they impart, and the student growth seen as a result, are both transformative and enduring.

### **What do pursuits of this goal entail?**

Igniting interest and a life-long passion for learning frequently stems from helping students discover connections within or between disciplines, skills, concepts, and knowledge they previously thought unrelated. It also often happens when students see how a field of study connects to their personal lives and existing interests, their academic and professional pursuits, and specific real-world issues and situations they or their future communities may face.

Equipping students with critical, transferable skills and knowledge needed for future endeavors and learning reflects the mainstays of Oxford's general education program: teaching students to be effective communicators who can translate their experiences between various contexts; instilling in students means to evaluate and integrate new information from disparate sources; fostering students' connections, relationships, and understanding within and between diverse communities; and creating student learning in ways that extend beyond the classroom, be they internships, advanced student research, applied arts, theory-practice-service learning, or global learning experiences.

Simultaneously growing students' passion for learning and the skills and knowledge to be able to learn what they wish (regardless of the discipline) thus prepares students to be lifelong learners, perpetually curious, resourceful students of the world. Importantly, progress towards this ambitious goal can certainly result from one's classroom teaching but also from other interactions with students, such as mentoring, advising, independent study and/or research, networking, and directing class-external experiences like study abroad, among other practices that help students take responsibility for their own learning.

### **Some examples of concrete strategies that might be employed:**

- Model excitement and enthusiasm for what students are being taught.
- Represent a diversity of identities in course materials and experiences so that students in those groups can see themselves in the discipline or contributing to the field.

- Work to understand students' various interests and help them understand how what they are learning can support their individual academic, professional, and/or personal goals.
- Share personal experiences with the discipline.
- Discuss the origin, history, evolution, current developments, and possible future of the field.
- Help students understand how knowledge is created and applied in the discipline through inquiry-based projects, case studies, undergraduate research opportunities, and other complex authentic problems and creative endeavors.
- Use reflective practices that encourage students to consider their learning journey, set personal goals, and recognize their growth throughout the course.
- Connect content taught to the larger discipline and help students see pathways for exploring that discipline (e.g., other courses they could eventually take, real-world experiences they might pursue, and people with whom they could connect).
- Connect content and skills to other disciplines by showcasing interesting applications, cross-disciplinary collaboration, and specific real-world issues.
- Give students practice with creative, critical, and independent thinking; confronting problems from various perspectives; valuing differences, learning how to learn and take ownership of that learning.
- Cultivate diligence, mindfulness, grit, and ethical responsibility in student work.
- Use assignments and projects that require collaboration so that students learn how to listen to, work with, and solve problems with others.
- Utilize activities and assessments that mirror professional activities.
- Cultivate useful habits of mind and familiarize students with ways of inquiry.

#### **Goal 4: Continue to cultivate teaching effectiveness**

***Excellent teachers continually reflect on the effectiveness of their efforts and seek out ways to improve their teaching to enhance the learning experience for all students and support their colleagues in doing the same.***

**Motivating connections to Oxford's mission, vision, or community:**

As previously indicated, Oxford's faculty are engaged, inclusive, fair, and reflective educators dedicated to teaching their students well and helping others do the same. Of course, the choices an engaged and reflective instructor makes in any one semester should be informed by the results of choices made in past semesters, whether successes or failures either personally experienced or attested to by peers or experts, as growth in teaching excellence is unlikely without taking these into account. Using that information, however, and doing so continually throughout one's career has multiple advantages: 1) it models the lifelong learning instructors hope to inspire in students; 2) it will presumably have benefits in terms of student outcomes; and 3) it is essential to addressing the needs of students in a perpetually changing educational landscape. Understanding the nature of that landscape at any given time and how to address best the challenges seen therein requires regular, disciplined attention and effort, often involves innovation, and can benefit greatly from active engagement in a larger community of educators. Such a community can offer valuable insights into various teaching approaches and their outcomes. As individuals share their experiences, they become leaders helping others improve their teaching as well. There is an institutional component to this as well. Ensuring impactful practices (including those of colleagues) are made visible to others certainly helps the college better understand the quality of instruction offered within its walls, but doing so also adds to Oxford's standing as a leader outside of those walls in the wider realm of college education.

#### **What do pursuits of this goal entail?**

The reflection this goal requires should be informed by regular instructor-initiated assessment of one's teaching effectiveness through multiple lenses (e.g., self-reflection, student feedback, analysis of learning outcomes, peer observations, etc.) and careful analysis of those assessments.

Seeking out new ways to improve generally entails investigating and experimenting with evidence-based best pedagogies, practices, supporting material, and means of assessments stemming from discussions possibly found in disciplinary journals or those connected to the scholarship of teaching and learning, coming out of conferences and other functions attended, or held informally with colleagues either in or outside the college. It can also involve the design and implementation of novel approaches to these components of teaching.

Sharing the consequences of approaches used with colleagues in the discipline, college, or broader community—whether they are successes, failures, or inconclusive—through casual conversations, conference posters and presentations, or papers published, or other means addresses the final piece of this goal: not only improving one's own teaching but also supporting others in doing the same.

#### **Some examples of concrete strategies that might be employed:**

- Collect evidence routinely that assesses students' progress toward course goals and use this to guide decisions on pedagogy and content in timely ways (such evidence could include student writing, projects, tests, surveys, etc.).

- Collect in some regular way indicators of students' perceptions, such as course evaluations or surveys, and indicators of their engagement levels perhaps from LMS data, classroom observations, peer evaluations, or other sources. Also gather insights on topics or activities students found challenging, interesting, or fruitful through methods like 'curiosity questions,' journaling assignments, and test item analysis. Use this information to respond promptly and appropriately to the experiences they reveal, both real and perceived.
- Look for trends seen in course evaluations and other student indicators tracked, both across time and courses. These can supply important evidence for the assessment of one's teaching development.
- Establish a discipline of sustained reflection on students' learning and perceptions of one's classes to help guide efforts to improve teaching (annual reports, journals, research proposals, course or curricular proposals, and other means can all contribute towards this end).
- Reflect on and analyze student learning in one's classes through articulating a teaching philosophy or statement on teaching. Both are, of course, required parts of one's teaching portfolio, but crafting these statements can also be viewed as an excellent exercise in which to conduct that reflection and analysis.
- Investigate routinely evidence-based teaching practices and find ways to integrate these practices into the curriculum when they seem appropriate. This could manifest as frequent engagement with journals, texts or participation in appropriate conferences.
- Engage deliberately in professional development. Doing so might be related to one's discipline, curriculum development at the individual or academic program level, or reaching and mentoring students in engaging ways. Such professional development could be conducted either formally through conference and workshop participation, paper submissions, etc., or informally through conversations with colleagues, lunch & learns, and acquiring new skills relevant to one's work and teaching.
- Create or experiment with innovative teaching techniques or approaches, technologies, experiential learning events, supporting materials and resources, different forms of assessment, and other practices as relevant.
- Share practices and materials found to be successful either informally or formally with other colleagues, both in and outside of the college (e.g., in discussion groups, lunch & learns, seminars, presentations, papers, conferences, etc.).
- Engage in activities meant to enhance the curriculum of one's department, division, or the college as a whole or to further specific elements of Oxford's general education

program (e.g., creating “experience & application” courses, participating in global learning initiatives, etc.).

- Contribute to the design of an individual new course or to curricular development and planning more generally.
- Oversee the coordination of courses with multiple sections and instructors when appropriate.
- Seek opportunities to collaborate with intra-disciplinary or cross-disciplinary colleagues (as relevant).
- Engage in mentorship opportunities.

## Appendix F

### Expectations for Professional Development for Teaching-Track Faculty Members

As noted in section XV of this handbook, tenure-track faculty and teaching-track faculty are "full partners in advancing the vision of Emory." Their responsibilities to the college are commensurate, but whereas tenure-track faculty are expected to develop their teaching and contribute to scholarly knowledge in their individual disciplines, teaching-track faculty are expected to develop their teaching and their ability to contribute to the college in their individual roles.\*

Often, the roles of the teaching-track faculty are unique and have special individual, administrative, or programmatic responsibilities beyond the courses they teach. Consequently, the spectrum of professional development activities in which teaching-track faculty might engage includes not only those things that might improve their teaching (a central expectation) but extends to anything which might better their performance in these special roles.

Integrating traditional scholarly activities with one's teaching or special role is certainly one welcome way to pursue professional development, although excellent professional development -- as driven by a teaching-track faculty member's unique experiences, responsibilities, and passions related to their positions, and often interweaving with their teaching and service -- can occur in a great variety of ways on this track. As such, contributing to scholarly knowledge in one's disciplinary field is neither required nor expected on this track, even among faculty in advanced ranks.

The following rubric, meant to help as a guide for assessment of professional development undertaken by teaching-track faculty, identifies four broad categories in which teaching-track professional development activities might fall. There is no expectation that one need to demonstrably engage in all four areas prior to every major review -- but there is an expectation that as time moves forward and one advances in rank, the faculty member in question -- with some reflection -- can articulate 1) how the professional development activities they have pursued have both deepened and become more diverse and 2) how these same activities have improved their teaching or their ability to contribute to the college over time.

Importantly, and acknowledging that not all activities associated with a given box in the rubric below are equal, assistant teaching professors seeking promotion to associate teaching professor should be engaged in at least some activities in the "Innovate" column shown, and associate teaching professors seeking promotion to teaching professor should similarly be engaged in at least some activities in the "Lead" column.

	Learn	Innovate	Lead
Program Support	Learns knowledge or develops skills that helps one better fulfill the responsibilities needed by their position (teaching or otherwise) in the context of their administrative or instructional program	Creates innovative new ways to fulfill the responsibilities needed by their position (teaching or otherwise) in the context of their administrative or instructional program	Identifies and undertakes new responsibilities that go beyond the original charge for their position and program and create wide and significant benefit to the college
Curriculum Development	Learns knowledge or develops skills that can help improve the design of an individual course or academic program connected to their position's described role at the college	Establishes innovative new courses and/or academic programs connected to their position's described role at the college	Makes significant contributions to the development and improvement of Oxford's educational programs, the value of which is recognized beyond the Oxford Campus
Student Engagement	Learns knowledge or develops skills to better reach or mentor students, understand the student experience, or provide students with beneficial scholastic or artistic opportunities	Invents new ways to reach or mentor students, to understand the student experience, or to provide students with beneficial scholastic or artistic opportunities	Advances efforts to reach or mentor students, to understand the student experience, or to provide students with beneficial scholastic or artistic opportunities, in new ways that become widely adopted by others in (and possibly outside) the college.
Engagement in Field	Learns knowledge or develops skills related to either their disciplinary field, the field of teaching and learning, or to a field related to their special role at the college. This includes but is not limited to staying abreast of recent developments in these fields	Generates new knowledge, analysis, or creative work within their disciplinary field, the field of teaching and learning, or a field related to their special role at the college that helps them fulfill the responsibilities of their position	Produces knowledge, analysis, or creative work within their disciplinary field, the field of teaching and learning, or a field related to their special role at the college, that others in different programs or institutions recognize as valuable and/or are inspired to integrate into their own work.

## Appendix G

### Expectations for Service

Service is defined in chapter 8 of Emory University's Faculty Handbook as "contributions and activities, including some administrative activities, which promote the general welfare of a department, school, the university, or the broader community. Faculty are expected to participate actively in the conduct of university affairs and to engage in service within and outside of the institution. The idea of 'service' includes displaying a collegial spirit of cooperation and collaboration." We understand that the participation of all regular faculty members in some forms of service in support of students, the college, the university, one's discipline, and/or one's community is crucial for the full realization of the university's mission to "create, preserve, teach, and apply knowledge in service to the world."

Oxford College understands service as a range of activities that may contribute to: (1) supporting students in their learning and development, (2) supporting the mission of the college and/or university; and (3) supporting the work of one's broader communities. Prior to promotion to associate or to associate teaching professor, faculty members are expected to have participated, at a minimum, in activities that support students and the college/ university (1 and 2 above). Prior to promotion to full professor, as stated in the Handbook, associate professors are expected to have continued supporting students and the college/ university through their service activities and to have become significant leaders among the faculty and contributed to the work of their profession and broader communities. Prior to promotion to teaching professor, associate teaching professors are expected to have continued supporting students and made significant contributions to Oxford's educational programs. Each faculty member's service contributions will vary based on their strengths, interests, specialization, professional goals, and trajectory. It is important that faculty members discuss their service commitments with their Division Chair and take into account the feedback shared in the annual review process so that they do not overcommit to service work at the expense of their teaching and scholarship/ professional development.

1. In fulfilling Oxford's mission to create an environment in which motivated students' progress toward the kind of intellectual, social, and personal maturity that will help them lead full and useful lives, **supporting students in their learning and development** is broadly exemplified by the candidate's availability to students in office hours and via email, expression of concern for their problems, care and promptness in evaluating their work, and formal advising. Such support may be demonstrated as well through the willingness to serve as a faculty advisor of a student organization, writing letters of recommendation, formally mentoring students through a research program, and/or informally helping students on an individual basis. Faculty members should describe such activities within their service statements and/or annual reports.

2. **Service to the college and/or university** may be demonstrated in a variety of ways, including but not limited to: participation in the work of faculty committees, working groups, or task forces and in departmental, divisional, or program affairs; formal presentations to or engagement with groups of parents, trustees or alumni; anticipating

and pursuing the needs of the academic program; serving on or leading faculty search committees; organizing and hosting events for the campus community. Newly appointed assistant professors are ordinarily exempt from committee service in their first year, although the specific position occupied may require service on a relevant committee or within a particular area. In subsequent years, some committee service is expected. Prior to promotion, associate and associate teaching professors will be expected to have served as leaders within the college and the university such as by contributing significantly to the work of a committee, leading or contributing significantly to major initiatives, and/or serving on administrative committees or task forces at the university level. Faculty members should describe such activities within their service statements and/or annual reports.

**3. Service to one's broader communities** consists of activities that contribute to the growth of one's discipline, realizing the goals of one's disciplinary or professional/pedagogical organizations, and/or activities that contribute to improving the welfare of others, broadly conceived. Activities include but are not limited to: serving as a peer reviewer for a journal or press; editorial service to a journal or press; serving on committees, boards, or caucuses within a disciplinary or pedagogical organization; hosting conferences for an organization; creating and offering pedagogical development opportunities to colleagues within one's field; serving on the board of a civil, political, or non-profit organization; organizing and hosting events for communities beyond the campus; engagement in local government; volunteerism within one's communities. Faculty members should describe such activities within their service statements and/or annual reports.

**Faculty members should describe activities within their service statements and/or annual reports. Within service statements, faculty should articulate a narrative about what they value in terms of service and how their chosen service contributions, both in and outside the College, connect to their professional or disciplinary identity.**

## Appendix H-1

### Peer Solicitation Letter

Dear [Dr. \_\_\_\_\_],

I am writing on behalf of Dr. Kristin Bonnie, Senior Associate Dean of Academic Affairs at Oxford College of Emory University.

Dr. [\_\_\_\_\_] , Assistant Professor of [\_\_\_\_\_] at Oxford College of Emory University, is being evaluated for promotion to associate professor with tenure. Based upon your scholarly expertise, you have been identified by the candidate or the chair of their division as a possible peer reviewer. I write today to ask if you would be willing to contribute to this important process for our colleague.

Before going further, I should note that Emory University requires that you either have no previous knowledge of the candidate, or that your relationship to the candidate is at least an “arm’s length”. For us this means that if you know of or have met the candidate, you were not a member of the same lab or graduate program, are not a regular coauthor or research collaborator presently or within the past seven years, are not a close friend and did not serve as the candidate’s doctoral supervisor. If you have knowledge of the candidate in other ways that may violate this “arm’s length” policy, please let us know.

If you are able and willing to serve as a reviewer, you will receive a formal letter with detailed instructions, the areas and criteria for evaluation, and the candidate’s complete dossier on or around [\_\_\_\_]. **We respectfully request that you complete your evaluation by [\_\_\_\_\_].** Beyond expressing our sincere appreciation for this contribution to Oxford College and the profession, we are happy to offer a small honorarium of \$300, which you will receive upon completion of your review and submission of all requested materials.

In case you are not familiar with Oxford College, I offer a brief introduction. Oxford College is one of nine divisions of Emory University. We enroll approximately 975 students in an intensive, residential liberal arts program through which students complete the first two years of their four-year Emory University baccalaureate degree. Upon completing our requirements, students continue to the Emory College of Arts and Sciences, the Goizueta Business School, or the Woodruff School of Nursing to complete their undergraduate degree. As a living-learning community, excellence in undergraduate teaching and promoting overall student development is the *raison d’etre* of Oxford College. While the teaching and service requirements at Oxford are significant, our faculty are also scholars of the first order and contribute to the College’s student-centered teaching mission and enhance the value of instruction by advancing the creation, integration, and application of knowledge within a single discipline and/or across disciplines. Faculty who earn tenure and promotion to associate professor are expected to have “made a contribution to scholarly knowledge the value of which is recognized beyond the Oxford campus”.

Many thanks for considering this request. I've attached an abbreviated version of Dr. [\_\_\_\_\_]’s curriculum vitae to this email for your review. I’m happy to answer any questions you have. Please email me (sahenry@emory.edu) of your decision at your earliest convenience.

## Appendix H-2

### Peer Review Instructions – Effective with New Scholarship Guidelines

Dear Professor [LAST NAME]:

Thank you for agreeing to review the dossier of Dr. [CANDIDATE NAME], [CANDIDATE TITLE – e.g., Assistant Professor of English], who is [undergoing a pre-tenure review/being considered for tenure/being considered for promotion to full professor] at Oxford College of Emory University.

To aid in your evaluation, I would like to establish the context in which the candidate works and the expectations for promotion. Oxford College enrolls approximately 975 students in an intensive, residential liberal arts program through which students complete the first two years of their four-year Emory University baccalaureate degree. Upon completing our requirements, students continue to the Emory College of Arts and Sciences, the Goizueta Business School, or the Woodruff School of Nursing to complete their undergraduate degree.

Our expectations for [assistant/associate/full] professors are summarized as follows: The candidate must document that they [insert relevant description from Section VI of Handbook for rank].

For more information, please see the Oxford Faculty Handbook. I draw your attention to sections VI (pg. 6), XIII (p. 16) and appendices E and F, which provide more detailed information about our processes and context for evaluation.

As a living-learning community, excellence in undergraduate teaching and promoting overall student development is the core mission of Oxford College, and the teaching and service requirements for faculty are significant. Our faculty typically teach six courses, or the equivalent, per year. Class enrollments vary, but typically do not exceed 30 students. Excellence in teaching can be demonstrated in several ways including sophistication in pedagogy, engagement with students during and outside of class, and reflective growth and development of teaching practices in response to feedback from students and colleagues. In addition to their teaching responsibilities, faculty serve as mentors and academic advisers to students, serve on Oxford and Emory University committees, participate in recruitment efforts, advise student organizations, and act as liaisons with and resources for the larger community. Service at Oxford College is based on the quality of one's activities vis-à-vis the College, the University, and the larger community, including support of the College's programs, advising student organizations, off-campus representation to the community, and service on College and University standing and ad-hoc committees.

Faculty who engage in scholarly inquiry and creative work uniquely contribute to the College's student-centered teaching mission and enhance the value of instruction by advancing the creation, integration, and application of knowledge within a single discipline and/or across disciplines. Because of the high demands placed upon Oxford faculty to serve students, the College, and the community, scholarly activities are often confined to summer or to sabbatical leaves. In this component of the evaluation, we are particularly looking for a trajectory of professional growth and engagement that gives evidence of on-going development and contributions as a scholar. Scholarship can take many forms. However, it should reflect disciplinary engagement through the following means: 1) a product/performance/artifact

that evidences one's disciplinary or interdisciplinary expertise; 2) be reviewed by peers external to the campus community; and 3) be disseminated beyond the college and university.

We are eager to gather the most complete evaluation of the candidate's contributions in scholarship and creative work, as characterized above. As an expert in the candidate's disciplinary field, your evaluation is incredibly valuable to us as the candidate is likely to be the only faculty member at Oxford College engaged in this area of scholarship or creative work. Additionally, if you believe that you are well positioned to and have been provided enough information about the candidate to comment on their teaching and/or service, please do so.

The candidate's dossier can be accessed via Interfolio, and includes: a complete curriculum vitae, teaching, scholarship, and service statements, and evidence of scholarship and professional work.

On or before [DATE], please submit the following items via Interfolio\*:

1. Your letter of evaluation – signed and on official institutional letterhead
2. Your CV
3. Your short professional bio
4. The external reviewer form – signed and dated
5. Emory University finance form\* (via [email](mailto:sahenry@emory.edu) to sahenry@emory.edu)

Again, please know of our appreciation for your contribution to Oxford College and to the profession.

## Appendix H-3

### Peer Review Instructions for Teaching Professor

Dear Professor \_\_\_\_\_,

Thank you for agreeing to review the dossier of Professor \_\_\_\_\_, Associate Teaching Professor of \_\_\_\_\_, who is being considered for promotion to Teaching Professor at Oxford College of Emory University. I know that an evaluation such as this takes considerable time and effort, and as a small gesture of appreciation, we would like to provide you with a \$300 stipend.

In order to aid in your evaluation, I would like to establish the context in which the candidate works and expectations for promotion. Oxford College enrolls approximately 975 residential students in a liberal arts intensive program where students complete the first two years of their Emory University baccalaureate degree. Upon completing our program, most of our graduates continue to Emory College to continue their studies, while others go to the University's business or nursing schools.

Oxford is dedicated to the goal of excellence in undergraduate teaching – indeed teaching is the heart of Oxford's mission. Although the standard teaching load for faculty at Oxford is three courses each semester, our teaching faculty also each have a unique set of responsibilities with distinct expectations. In addition to his regular teaching duties, Professor \_\_\_\_\_ {INSERT SPECIFIC DUTIES}. In addition to their teaching responsibilities, professors on the teaching-track serve as academic advisors, on Oxford and Emory University committees, participate in recruitment efforts, serve as advisors to student organizations, and act as liaisons with and serve as resources to the larger community. You will find the candidate's specific job description within the materials for review.

Our requirements for promotion to Teaching Professor are summarized as follows: the candidate must document that she or he "has become a master teacher whose insight, innovation, and commitment to students is attested by students, alumni, and peers. Teaching Professors have made significant contributions to the development and improvement of Oxford's educational program." For more information about Oxford College's promotion criteria, please see the "Faculty Appointments: Policies, Procedures, and Criteria" document attached.

While all faculty members at Oxford are expected to exhibit a trajectory of professional growth and engagement that gives evidence of ongoing development as a teacher-scholar, expectations for teaching-track professors focus on the development of pedagogy and the curriculum with no requirement for traditional scholarly publication. In the words of our Faculty Handbook, a candidate for Professor of Pedagogy "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 dossier should thus present evidence of a significant contribution to the educational program of Oxford College.

Service at Oxford College is based on the quality of one’s activities vis-à-vis the College, the University, and the larger community, including support of the College’s programs, advising student organizations, off-campus representation to the community, and service on College and University standing and ad-hoc committees.

We are eager to gather the most complete evaluation of Professor \_\_\_\_\_’s contributions to Oxford’s educational program in the ways characterized above. We would appreciate your assessment of the candidate’s value to an institution with a mission similar to Oxford’s, taking into consideration all of the elements of their contribution.

Shortly after receiving this letter, you should receive a link to the candidate’s dossier, which includes: a complete curriculum vitae, teaching, scholarship, and service statements, and evidence of scholarship and professional work. Also linked are an external reviewer form and a Supplier Individual Information Form which is necessary for us to issue your stipend. Please complete and return these two documents along with your CV and the letter of reference. Please return your letter of evaluation on or before [DATE].

Again, please know of our appreciation for your contribution to Oxford College and to the profession.

## Appendix I

### Calendars for 3<sup>rd</sup> Year Review of Tenure Track Faculty *Dates are Subject to Change*

Fall review dates	Spring review dates	Task
By 3/15	By 3/15	Using the provided form, candidate shall provide their Division Chair with: <ul style="list-style-type: none"> <li>• A short description of their scholarly area of expertise</li> <li>• Names and information for four (4) possible external referees, including institutional affiliation, contact information, expertise, and relationship to candidate</li> <li>• Six (6) names and up-to-date contact information of former students</li> <li>• An electronic 1-page CV for submission to potential peer and student referees</li> </ul>
By 4/1	By 4/1	Division Chair shall provide Senior Associate Dean for Academic Affairs with: <ul style="list-style-type: none"> <li>• The complete list of potential external reviewers, including those provided by candidate and at least two (2) additional possible external referees</li> <li>• The list of former students provided by candidate</li> <li>• The candidate's electronic 1-page CV</li> </ul>
By 6/1	By 6/1	Case will be created in Interfolio/Facet and made available to faculty candidate.
By 8/1	By 10/15	The candidate shall submit their initial dossier for distribution to external reviewers via Interfolio/Facet. Required materials are described in Section IX of the Oxford College Handbook.
9/25	12/1	Deadline to receive external and student reviewers' letters
By 10/1	By 1/5	The candidate shall submit their full dossier via Interfolio/Facet. Required materials are described in Section IX of the Oxford College Handbook.
By 11/1	By 2/15	Tenured members of the division review candidate's dossier and meet to discuss. Summative report of divisional evaluation shall be sent from the Division Chair to the Senior Associate Dean for Academic Affairs.
By 11/21	By 3/15	Tenure & Promotion Committee complete their review of candidate's dossier and send recommendation to Senior Associate Dean for Academic Affairs
By 12/1	By 4/1	The Senior Associate Dean for Academic Affairs will make a recommendation to the Dean of the College.
By 1/1	By 5/1	Candidate will be informed of the Dean's decision regarding reappointment.

## Appendix J

### Calendars for Tenure and Promotion to Associate Professor Review

*Dates are Subject to Change*

Fall review dates	Spring review dates	Task
By 3/15	By 3/15	<p>Candidate shall provide their Division Chair with:</p> <ul style="list-style-type: none"> <li>• A short description of their scholarly area of expertise</li> <li>• Names and information for 6 possible external referees, including institutional affiliation, contact information, expertise, and relationship to candidate</li> <li>• Eight (8) – ten (10) names and up-to-date contact information of former students</li> <li>• An electronic 1-page CV for submission to potential peer and student referees</li> </ul>
By 4/1	By 4/1	<p>Division Chair shall provide Senior Associate Dean for Academic Affairs with:</p> <ul style="list-style-type: none"> <li>• The complete list of potential external reviewers, including those provided by candidate and at least four (4) additional possible external referees</li> <li>• The list of former students provided by candidate</li> <li>• The candidate's electronic 1-page CV</li> </ul>
By 6/1	By 6/1	Case will be created in Interfolio/Facet and made available to faculty candidate.
7/1	10/1	The candidate shall submit their initial portfolio of materials via Interfolio/Facet for distribution to reviewers. Required materials are described in Section XI.3 of the Oxford College Handbook.
8/25	12/15	Deadline to receive external reviewers' letters
9/1	1/5	The candidate shall submit their full dossier via Interfolio/Facet. Required materials are described in Section XI.3 of the Oxford College Handbook.
By 9/22	By 1/25	Summative report of evaluation shall be sent from the Division Chair to the Senior Associate Dean for Academic Affairs, including individual letters written by the tenured members of the division.
By 10/16	By 2/14	Tenure & Promotion Committee review candidate dossier and send recommendation to Senior Associate Dean for Academic Affairs.
By 11/1	By 3/1	The Senior Associate Dean for Academic Affairs will make a recommendation to the Dean of the College.
By 11/15	By 3/15	<p>If the recommendation is positive and supported by the Dean of the College, all pertinent information will be advanced to TPAC. The candidate will be notified when this step has been completed.</p> <p>If the recommendation is not supported by the Dean of the College, the candidate and their Division Chair will be notified.</p>

## Appendix K

### Calendar for Promotion to Professor *Dates are Subject to Change*

By 3/15	<p>Candidate shall provide their Division Chair with:</p> <ul style="list-style-type: none"> <li>• A short description of their scholarly area of expertise</li> <li>• Names and information for 6 possible external referees, including institutional affiliation, contact information, expertise, and relationship to candidate</li> <li>• Eight (8) – ten (10) names and up-to-date contact information of former students</li> <li>• An electronic 1-page CV for submission to potential peer and student referees</li> </ul>
By 4/1	<p>Division Chair shall provide Senior Associate Dean for Academic Affairs with:</p> <ul style="list-style-type: none"> <li>• The complete list of potential external reviewers, including those provided by candidate and at least four (4) additional possible external referees</li> <li>• The list of former students provided by candidate</li> <li>• The candidate's electronic 1-page CV</li> </ul>
By 8/1	<p>The candidate shall submit their initial portfolio of materials via Interfolio/Facet for distribution to reviewers. Required materials are described in Sections XI.3 and XIII of the Oxford College Handbook.</p>
By 9/15	<p>The candidate shall submit their full dossier via Interfolio/Facet. Required materials are described in Sections XI.3 and XIII of the Oxford College Handbook.</p>
9/25	<p>Deadline to receive external reviewers' and student letters</p>
By 10/13	<p>Full professors shall meet with the Senior Associate Dean for Academic Affairs to discuss candidate's materials</p>
By 10/27	<p>The Senior Associate Dean for Academic Affairs will make a recommendation to the Dean of the College.</p>
By 11/15	<p>If the recommendation is positive and supported by the Dean of the College, all pertinent information will be advanced to TPAC. The candidate will be notified when this step has been completed.</p> <p>If the recommendation is not supported by the Dean of the College, the candidate and their Division Chair will be notified.</p>

## Appendix L

### Calendars for Reviews of Teaching-Track Faculty

*Dates are Subject to Change*

#### Assistant Teaching Professor - 3rd Year Review

By 9/15	Letter due from Division to the Senior Associate Dean documenting the need to continue the teaching track position.
By 10/15	Division chair will be notified of the determination of the justification of continuing the position. If the response is positive, the candidate will be reviewed the upcoming spring.
By 2/1	Candidate will submit their portfolio via the Facet/Interfolio platform for review by the tenured members and Teaching Professors of the Division. Required materials are described in Sections XVII.3 of the Oxford College Handbook.
By 3/15	The tenured members and teaching professors of the division review candidate's dossier and meet to discuss. Summative report of divisional evaluation shall be sent from the Division Chair to the Senior Associate Dean for Academic Affairs.
By 4/15	The Senior Associate Dean for Academic Affairs will review the dossier and in consultation with the Dean of the College determine whether to accept the recommendation of the Division. This decision will be communicated to the faculty member under review and the Chair of the Division and acted upon appropriately.

#### Associate Teaching Professor Regular Review (Every 5 Years)

By 10/1	Letter due from Division to the Senior Associate Dean documenting the need to continue the teaching track position.
By 11/1	Division chair will be notified of the determination of the justification of continuing the position. If the response is positive, the candidate will be reviewed the upcoming spring.
By 3/1	Candidate will submit their portfolio via the Facet/Interfolio platform for review by the tenured members and Teaching Professors of the Division. Required materials are described in Sections XVIII.2 of the Oxford College Handbook.
By 4/15	Tenured members and teaching professors of the division review candidate's dossier and meet to discuss. Summative report of divisional evaluation shall be sent from the Division Chair to the Senior Associate Dean for Academic Affairs.
By 5/15	The Senior Associate Dean for Academic Affairs will review the dossier and in consultation with the Dean of the College determine whether to accept the recommendation of the Division. This decision will be communicated to the faculty member under review and the Chair of the Division and acted upon appropriately.

### Teaching Professor Regular Review (Every 7 Years)

By 10/1	Letter due from Division to the Senior Associate Dean documenting the need to continue the teaching track position.
By 11/1	Division chair will be notified of the determination of the justification of continuing the position. If the response is positive, the candidate will be reviewed the upcoming spring.
By 3/1	Candidate will submit their portfolio via the Facet/Interfolio platform for review by the tenured members and Teaching Professors of the Division. Required materials are described in Sections XIX.2 of the Oxford College Handbook.
By 4/15	Tenured members and teaching professors of the division review candidate's dossier and meet to discuss. Summative report of divisional evaluation shall be sent from the Division Chair to the Senior Associate Dean for Academic Affairs.
By 5/15	The Senior Associate Dean for Academic Affairs will review the dossier and in consultation with the Dean of the College determine whether to accept the recommendation of the Division. This decision will be communicated to the faculty member under review and the Chair of the Division and acted upon appropriately.

### Promotion to Associate Teaching Professor

By 9/15	Letter due from Division to the Senior Associate Dean documenting the need to continue the teaching track position.
By 10/15	Division chair will be notified of the determination of the justification of continuing the position. If the response is positive, the promotion review will commence.
By 2/1	Candidate will submit their portfolio via the Facet/Interfolio platform for review by the tenured members and Teaching Professors of the Division. Required materials are described in Sections XVIII.1 and XVII.3 of the Oxford College Handbook.
By 3/15	Tenured members and teaching professors of the division review candidate's dossier and meet to discuss. Summative report of divisional evaluation shall be sent from the Division Chair to the Senior Associate Dean for Academic Affairs.

### Promotion to Teaching Professor

Note: Reviews for promotion to Teaching Professor, can take place after the fifth year of appointment at the rank of Associate Teaching Professor or anytime thereafter.

By 9/1	Candidate and Division Chair will notify the Sr. Associate Dean of Academic Affairs of intention to apply for promotion.
<i>If promotion review is occurring in same year as a scheduled Associate Teaching Professor Review:</i>	
<i>By 10/15</i>	<i>Letter due from Division to the Senior Associate Dean documenting the need to continue the teaching track position.</i>
<i>By 11/11</i>	<i>Division chair will be notified of the determination of the justification of continuing the position. If the response is positive, the candidate will be reviewed the upcoming spring.</i>

By 11/1	<p>Candidate shall provide their Division Chair with:</p> <ul style="list-style-type: none"> <li>• A short description of their scholarly area of expertise</li> <li>• Names and information for 6 possible external referees, including institutional affiliation, contact information, expertise, and relationship to candidate</li> <li>• Eight (8) – ten (10) names and up-to-date contact information of former students</li> </ul> <p>An electronic 1-page CV for submission to potential peer and student referees</p>
By 11/15	Division Chair will provide Sr. Associate Dean with names and contact information for 8 external reviewers and 10 students.
By 1/15	Candidate will submit their portfolio via the Facet/Interfolio platform for review by the tenured members and Teaching Professors of the Division. Required materials are described in Sections XIX.1 of the Oxford College Handbook.
By 3/1	Deadline to receive external and student reviewers' letters.
By 4/15	Tenured members and teaching professors of the division review candidate's dossier and meet to discuss. Summative report of divisional evaluation shall be sent from the Division Chair to the Senior Associate Dean for Academic Affairs.