

Oxford College of Emory University

Faculty Appointments – Policies, Procedures, and Criteria

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EMORY

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I. Organizational Structure

The policies, procedures, and criteria in this revised document are in effect for all faculty as of May 15, 2018, with the exception that Assistant Professors who have completed their pre-tenure, third-year review before May 2018 will be subject to the policies, procedures, and criteria for achieving tenure outlined in the earlier version of this document (revised 12/2/14).

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, Library, Finance and Operations, Development and Alumni Relations, Human Resources, Communications, the Chaplain, 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, Academic Technology, 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 Dean of Academic Affairs after consultation with all faculty members in the division on regular appointments. Chairs are appointed for three years and may be reappointed following review. For both initial appointment and review for reappointment, responses from division members may be submitted either signed or anonymously. The Dean of Academic Affairs leads this division and is assisted by the Senior Associate Dean of Academic Affairs.

Faculty appointments in all divisions of Emory University are governed by policies and regulations set forth in two university documents. The [By-Laws of Emory University](#), in Article IV Section 3, defines limited duration (untended) 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 does not discriminate in determinations of suitability for employment, initial rank or salary, tenure, promotion, or salary increases on the basis of race, color, religion, sex, sexual orientation, national origin, age, disability, or veteran's status and prohibits such discrimination by its students, faculty and staff. Students, faculty, and staff are assured of participation in University programs and of use of facilities without such discrimination. Emory's Office of Equity and Inclusion monitors all searches to see that they comply with the University's Affirmative Action/Equal Opportunity policy. The Dean of Academic Affairs will appoint an Affirmative Action Officer to review appointments made by Administrative Decision.

III. Faculty Titles

Oxford College appoints faculty using three titles: Professor, Lecturer, and Instructor. Professors hold the terminal degree in their discipline, typically a PhD. 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. Lecturers 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. Instructors hold bachelor's or equivalent degrees, plus advanced certifications or higher degrees, and are appointed as faculty-equivalent staff members to help deliver practice-oriented programs in physical education under the auspices of the Center for Healthful Living. 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 Lecturer. Appointments as Professor are for one year during the probationary period, but become continuous with the award of tenure. Appointments as Lecturer and Instructor are of limited duration.

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

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

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 provide his or her Division Chair with a report of his or her professional activity during the previous twelve months. At a minimum, the report will summarize the individual's activity in teaching, service, and scholarship and professional development with comments on successes and challenges, and

will set forth goals for the coming year. Criteria pertinent to the assessment of accomplishments in teaching, service, and scholarship and professional development relevant to each rank are described in the appropriate section of this document. The body of the report is limited to a length of five pages. Please see section VIII (for tenure-track faculty members) and section XVII (for lecture-track faculty members) for additional materials that are to be submitted with the annual report.

Division Chairs will meet with each faculty member to review his or her annual report, this meeting occurring normally prior to summer break. This provides an opportunity for discussion and clarification of specific elements of the report. The Chair then provides a brief written commentary on the report and the faculty member's activities to the Dean of Academic Affairs. These commentaries will be both formative and summative in nature. In the case of untenured faculty members, the letter will serve as the academic division letter to the faculty member and will thus be shared with the faculty member. In the case of tenured faculty members, the written commentary will be a confidential letter to the Dean of Academic Affairs and will thus not be shared with the faculty member. The Dean of Academic Affairs reviews each faculty member's annual report and the Division Chair's commentary, and provides a written assessment of the faculty member's accomplishments in letter format to the faculty member. In the case of untenured faculty members, these letters are shared with the Division Chair. In the case of tenured faculty members, these letters will not be shared with the Division Chair. The Dean of Academic Affairs incorporates this information in setting faculty salary increments for the coming year and to assess an individual's readiness for promotion.

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 Dean of Academic Affairs.

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

VI. Appointment, Promotion, and Tenure

Appointment at the rank of Assistant Professor signifies that the faculty member is fully credentialed with the terminal degree in her or his field of primary expertise and is well prepared to teach 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, and at least very good achievement in scholarship and in service to 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 her or his students to achieve not only the learning goals of specific courses but also to make significant progress toward the broad goals characteristic of liberal arts education. (See Appendix A for detailed criteria for teaching excellence.)

Scholarship at Oxford College is defined as inquiry undertaken that establishes facts, develops principles, or illuminates or answers questions within an area of intellectual pursuit and can be subjected to replication, verification, or critical evaluation by persons other than the original researcher, or research on and application of the scholarship of pedagogy. Oxford College also recognizes the importance of the pursuit of such inquiry with student researchers and the presentation or publication of the results of this inquiry along with student researchers. Scholarship quality is measured by such recognition as peer reviewed publications, authorship of textbooks, editing of peer reviewed volumes of academic work, well received public scholarship, and/or juried or peer reviewed publicly displayed/performed artistic work. Scholarship will be evaluated primarily by the quality and impact of the faculty member's scholarly work that has been published or formally accepted for publication and, where the norms of the field dictate, presentations or poster presentations at national and international conferences. When a faculty member's scholarship is in the areas of creative or performing arts, original works and performances will be evaluated as equivalent to research. (See Appendix B for rubric outlining expectations for scholarship.)

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 C 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 Faculty*

Searches are typically initiated by the Division Chair who submits a written request to the Dean of 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 D) and will be submitted to APPC for review. In cases where requests are generated outside of an academic division, the Dean of 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 Dean of Academic Affairs who will ensure that the appointment meets Oxford's needs for instruction and expertise, and by the Dean of the College who will ensure that financial and infrastructure resources are adequate to support the appointment, and that the appointment is consistent with the College's priorities. In the case of 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 as described by relevant sections of this handbook. In the case of Visiting appointments, the Dean of Academic Affairs may relax any of the requirements 2-5 below if he or she determines such steps are in the College's best interest.

2. *Position Description*

The search process ordinarily begins with a position description prepared by tenure-track members of an academic division. This description must articulate the faculty member's expected role in Oxford's instructional program, and required and preferred expertise, experience, skills, and values for the position. Criteria and standards for hiring must be reasonably specific and valid predictors of successful job performance. The position description will be circulated by the Division Chair to all tenure-track faculty members of the division for comment, and subsequently forwarded to the Dean of Academic Affairs for approval. The Division Chair or Dean of Academic Affairs will have discretion to consult with the lecture-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

Before any candidate is considered for a position, the position must be advertised in a national publication such as The Chronicle of Higher Education. Advertisements may also be placed in professional journals and job registries of the particular discipline, and attention must be given in advertising the position to ensuring a strong and diverse applicant pool. All advertisements announcing the opening must include the common statement describing Oxford College and the affirmative action statement (sample advertisement, Appendix E). 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.

4. Selection Process

The Search 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 lecture-track faculty member be appointed to the committee. The members of the Committee will be appointed by the Dean of Academic Affairs in consultation with the Division Chair and the faculty of the division. The Dean of Academic Affairs appoints the chair.

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

All search committee members will participate in training offered by the University on unconscious bias. Throughout the search procedure, committees will follow guidelines as suggested by the Office of Equity and Inclusion.

Once the Office of Equity and Inclusion affirms that the pool of applicants adequately reflects the diversity of potential candidates, initial interviews may begin. The Search Committee will provide a brief report to the Dean of Academic Affairs describing each of the top candidates (normally between six and ten) and will identify three of the candidates to be invited to campus to interview, subject to the approval of the Dean of Academic Affairs. These groups of candidates should generally reflect the diversity of the overall pool. Any exceptions to the above procedures should be justified to and approved by the Dean of Academic Affairs. Each candidate will be interviewed by the following:

- Search 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
- A member of the Faculty Advisory Committee
- Dean of Academic Affairs
- Dean of the College (when available)
- Members of the faculty in relevant departments or programs at Emory College.

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 Dean of Academic Affairs as its recommendation for filling the position. After consultation with the Division Chair and the chair of the search committee, the Dean of Academic Affairs will make her/his recommendation to the Dean of the College, who will authorize a formal offer to the selected candidate. Commitments with respect to salary, moving expenses, and benefits will be made only by the Dean of the College and the Dean of Academic Affairs. The Dean of 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 Dean of Academic Affairs. This will be the "home" division for purposes of mentoring and review.

5. Records and Reporting

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

6. Confirmation of Degrees 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 him or her concerning progress toward earning tenure. The evaluation committee is comprised of all tenured members of the division. The Chair of the Division serves as chair of the evaluation committee.

In the first year, the evaluation is based on a dossier containing the items listed below with the

exception of the service statement. In subsequent years leading up to the tenure review, the dossier shall also include the service statement. 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.

- An up-to-date Curriculum Vitae.
- The current year's Annual Report.
- Syllabi for each course taught and selected examples of teaching assignments and student work.
- All copies of the 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 – A reflective statement of $\approx 3,000 - 4,500$ 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 A) that are most relevant to the instructor's teaching and include a summary of teaching responsibilities for the period under review.
- A Scholarship Statement - A reflective statement of $\approx 2,500-3,000$ 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.
- A Service Statement - A reflective statement of $\approx 1,000 - 1,500$ words describing the faculty member's experience, accomplishments, challenges, and future goals in service.

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

IX. Major Review in the Third Year

The third-year evaluation for faculty during the probationary period is a Major Review based on a fully developed portfolio. The schedule for the review will follow the calendar provided in Appendix F. 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 (see above)
5. Appendices:
 - a. Syllabi.
 - b. Student Feedback (e.g., notes from students; etc.).
 - c. Other supporting material.

6. 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.)
7. An updated curriculum vitae

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 associate professor or 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.
- 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 Dean of Academic Affairs in consultation with the Division Chair and the evaluation committee (See Appendix G-1 and G-2 for sample letters soliciting external reviewers). The Division Chair and the candidate will provide the Dean of Academic Affairs with a list of six potential reviewers including a brief paragraph for each referee describing academic rank, institutional affiliation, expertise, and any relationship with the faculty member being reviewed. The material provided to the referees will include the candidate's CV and statements on teaching, service, and scholarship. Other elements of the dossier may be included if in the judgment of the Division Chair and the Dean of 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 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 Dean of Academic Affairs, including the number of members in support of reappointment, the number opposed, and the number failing to express an opinion. The review dossier becomes part of the College's personnel files. A copy of all non-confidential material in the dossier will be provided to the candidate upon request. Confidential materials are evaluation letters from outside referees, students, and individual faculty.

The divisional recommendation and all supporting material will be reviewed by the Tenure and Promotion Committee. (See Appendix H for structure and duties of the 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 not in the candidate's Division will vote on the candidate's continued appointment. The vote totals will be recorded and reported to the Dean of Academic Affairs. The Chair of the Committee will present a report to the Dean of 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 at the time the candidate is notified of Oxford's final decision by the end of May, as described below.

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

Having reviewed the dossier, the report of the divisional review committee, and the report of the Tenure and Promotion Committee, the Dean of 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 Dean for Academic Affairs will notify the faculty member and the division of the decision for reappointment or release. If the Dean of the College does not support the recommendation, he or she will provide a written justification to be shared with the Dean for Academic Affairs and the divisional evaluation committee. 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."

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

X. Non-Renewal

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 Dean of Academic Affairs by the Division Chair. The Dean of Academic Affairs will make the results of consultations and deliberations within the division known to the Dean of the College, and with the Dean's support will notify the faculty member that his or her appointment will not be renewed. 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 Regular Appointment

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 Dean of Academic Affairs.

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

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

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

In cases where the faculty member has chosen to apply for tenure prior to the sixth year, 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 Dean of Academic Affairs, the Dean of the College, and the Provost who in consultation with the President will grant or deny the request. Details of these policies are given in the Emory University Faculty Handbook, 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 I.

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. (See Appendix J for Provost's Checklist) Evaluation will be based on materials in the same format as those specified for the third-year review (see pp. 11-12), except that there is one additional personal statement (5 pages max.) and a one-page CV, and additional letters from faculty 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 Dean of Academic Affairs in consultation with the Division Chair from six peer evaluators outside Emory University who are in a position to comment on the candidate's teaching statement, scholarship, and professional development.
- Letters from six former students solicited by the Dean of Academic Affairs in consultation with the Division Chair.

After all materials have been compiled the tenured members of the division shall meet to consider its action. The members will vote on each of the three categories under consideration for promotion: Teaching – Excellent/Not Excellent; Scholarship – Excellent/Very Good/Not Satisfactory; Service – Excellent/Very Good/Not Satisfactory. 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. When a decision is not unanimous, the department must, in its letter to the Dean of 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 decision shall either sign the division's recommendation or prepare a separate letter stating his or her own recommendation.

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

In all cases where the Divisional decision with regard to tenure is positive, the Tenure and Promotion Committee shall meet to review all pertinent documents. If, upon review, the committee concurs with the positive recommendation of the Division, the committee shall inform the Dean of Academic Affairs in writing, noting the vote count, summarizing the discussion, and highlighting any information not sufficiently covered by the Divisional letter, whether concerns about the candidate's record or achievements insufficiently acknowledged.

In all cases where the Divisional decision with regard to tenure is negative, the dossier will also be reviewed by the Oxford College Tenure and Promotion Committee. The Dean of Academic Affairs will provide a letter summarizing the findings of the Division to the candidate. The candidate will have the opportunity to submit supplemental materials immediately responsive to the division's decision. The 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 Dean of Academic Affairs, and materials submitted by the candidate. Based on the full dossier, the Tenure and Promotion Committee will make its recommendation to the Dean of Academic Affairs, according to the procedures outlined in the Tenure and Promotion Committee document (Appendix H).

The Dean of 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 Dean of Academic Affairs may, at his or her discretion, seek additional information that may be helpful in arriving at a decision.

The Dean of 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 recommendation from Oxford College is positive it will be sent together with all pertinent information to the Provost and the President who consult with the Tenure and Promotion Advisory Committee before the President makes a recommendation to the Board of Trustees. The faculty member under consideration for tenure will be informed that the dossier has been submitted to TPAC. If the recommendation from Oxford College is negative a letter will be sent to the faculty member by the Dean of 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 Tenure and Promotion Committee.

XII. Review of Associate Professors

In order to encourage the continued professional development of tenured faculty members at the associate level, once a year, usually in the spring semester, the tenured full professors of each Division shall convene, usually under the leadership of the chair, if a Professor, and otherwise under the leadership of an alternate designated by the Dean, to review the annual reports of and discuss the progress of all tenured Associate Professors. If an Associate Professor is judged to merit serious consideration for promotion by the Professors of the Division, the Associate Professor will be encouraged to apply for promotion to Professor and a thorough review of teaching, scholarship, and service shall be conducted.

Every tenured Associate Professor shall be evaluated by the Division at least once every five years. 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 annual reports and brief reflective statements on each of the three categories. Copies of the evaluation or an accurate summary of the evaluation should be given to the faculty member in question.

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

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 Dean of 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. Evidence of a significant advance beyond the work done for tenure in at least one of the three categories of teaching, scholarship, or service will be required. If the review proceeds, the Professors of the College serve as the evaluation committee and the Dean of Academic Affairs serves as its chair. The candidate will submit the specified materials to the Dean by the established date. Materials required for evaluation for promotion to Professor rank are the same as those required for tenure review with the exception that syllabi and student evaluations of teaching are required only for the five most recent years of teaching. The Dean of Academic Affairs will obtain peer reviews and student letters. Members of the evaluation committee will review the dossier and meet to discuss the promotion. The members of the committee will vote yes or no on the promotion, at that meeting, and the vote count will be reported in writing to the Dean of Academic Affairs. Each Professor will subsequently submit a letter to the Dean of Academic Affairs that expresses her/his views concerning the proposed promotion. At the discretion of the Dean of Academic Affairs, additional information may be requested. The Dean of Academic Affairs will make a recommendation to the Dean of the College, including a report of the number of Professors expressing opinions in support of or in opposition to the promotion, as well as his/her recommendation. If the candidate is supported by the Dean of the College, the positive recommendation will be sent together with all pertinent information to the Provost and the President who consult with the Tenure and Promotion Advisory Committee before the President makes a recommendation to the Board of Trustees. The schedule for the review will follow the calendar provided in Appendix I.

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

XIV. Appeals

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

A candidate who has received a written statement of the Dean's negative decision on tenure or promotion may, within three (3) weeks of the date the statement is mailed to the faculty member's last known address, appeal the decision by writing to the Provost and Executive Vice President for Academic Affairs in accord with procedure established by that office. In the letter the candidate will state clearly the basis for the appeal.

The foregoing procedures are not intended to impede or preclude communication among faculty members or between faculty and administrators. The Dean of Oxford College has the responsibility for ensuring that a candidate's case receives just and adequate consideration.

These procedures are not intended to inhibit the Dean from fulfilling this responsibility in whatever ways he/she deems appropriate.

XV. Appointment and Promotion of Faculty in the Lecture-track

Emory and Oxford College have a strong group of regular faculty, of which there are two subsets, namely tenure-track faculty and lecture-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 lecture-track faculty at Oxford are based on teaching, the lecture-track faculty serve the College in distinct and significant capacities, with an emphasis on program administration that supports teaching across the three divisions. While both tenure-track faculty and lecture-track faculty are expected to serve the College in a variety of roles, lecture-track faculty are not required to make a contribution to scholarly knowledge. The College acknowledges the important role of lecture-track faculty in teaching, and also acknowledges the integration of scholarly activities that many bring to that role, and they are encouraged to pursue professional development in this way. In Oxford College, lecture-track faculty are afforded full rights and responsibilities in faculty governance. The lecturer role described here refers 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 Lecturer 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 Senior Lecturer signifies that the faculty member has taught as Lecturer (full time) at Oxford for at least six years, and has become established as a highly effective and valued teacher according to the norms of the Oxford community. 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 Senior Lecturer comes with the expectation that the faculty member will participate in the hiring and mentorship of lecturers.

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

Oxford's educational programs, 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 lecture-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 lecture-track faculty of Oxford College. Since both of these 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 her or his students to achieve not only the learning goals of specific courses but also to make significant progress toward the broad goals characteristic of liberal arts education. (See Appendix A for detailed criteria for teaching excellence.)

College, university, and professional communities accomplish their goals only with the active service of their members. Lecture-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 C for more information on expectations for service.)

It is important that lecture-track faculty engage in an active, productive program of professional development especially related to teaching. As faculty devoted primarily to effective teaching and support roles in departments, lecture-track faculty are not required to engage in the preparation and publication of original scholarship, although such efforts are naturally welcome and encouraged. Lecture-track faculty are encouraged to contribute to the understanding and practice of teaching 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 Professor of

Pedagogy.)

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 Lecture-track

1. *Authorization of Searches for New Faculty*

Searches in the lecture-track are typically initiated by the Division Chair who submits a written request to the Dean of 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 (Appendices D and F) and will be submitted to APPC for review. In cases where requests are generated outside of an academic division, the Dean of 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 Dean of Academic Affairs who will ensure that the appointment meets Oxford's needs for instruction and expertise, and by the Dean of the College who will ensure that financial and infrastructure resources are adequate to support the appointment, and that the appointment is consistent with the College's priorities. In the case of appointments at the Senior Lecturer or Professor of Pedagogy 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. In the case of visiting appointments, the Dean of Academic Affairs may relax any of the requirements 2-5 below if he or she determines such steps are in the College's best interest.

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

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*

Before any candidate is considered for a position, the position must be advertised in a national publication such as *The Chronicle of Higher Education*. Advertisements may also be placed in professional journals and job registries of the particular discipline, and attention must be given in advertising the position to ensuring a strong and diverse applicant pool. All advertisements announcing the opening must include the common statement describing Oxford College and the affirmative action statement (sample advertisement, Appendix E). 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.

4. *Selection Process*

The Search 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 a Senior Lecturer or Professor of Pedagogy. 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 Dean of Academic Affairs in consultation with the Division Chair and the faculty of the division. The Dean of Academic Affairs appoints the chair.

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

All search committee members will participate in training offered by the University on unconscious bias. Throughout the search procedure, committees will follow guidelines as suggested by the Office of Equity and Inclusion.

Once the Office of Equity and Inclusion affirms that the pool of applicants adequately reflects the diversity of potential candidates, initial interviews may begin. The Search Committee will provide a brief report to the Dean of Academic Affairs describing each of the top candidates (normally between six and ten) and will identify three of the candidates to be invited to campus to interview, subject to the approval of the Dean of Academic Affairs. These groups of candidates should generally reflect the diversity of the overall pool. Any exceptions to the above procedures should be justified to and approved by the Dean of Academic Affairs. Each candidate will be interviewed by the following:

- Search 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
- A member of the Faculty Advisory Committee
- Dean of Academic Affairs
- Dean of the College (when available)
- When warranted, members of the faculty in relevant departments or programs at Emory College.

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 Dean of Academic Affairs as its recommendation for filling the position. After consultation with the Division Chair and the chair of the search committee, the Dean of Academic Affairs will make her/his recommendation to the Dean of the College, who will authorize a formal offer to the selected candidate. Commitments with respect to salary, moving expenses, and benefits will be made only by the Dean of the College and the Dean of Academic Affairs. The Dean of 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 Dean of Academic Affairs. This will be the "home" division for purposes of mentoring and review.

5. *Records and Reporting*

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

6. *Confirmation of Degrees 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

1. *Ranks in the Lecturer-track*

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

2. *Reviews*

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

- an annual report (as described in Section V. Annual Reports of the Faculty)
- an up-to-date Curriculum Vitae
- 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.)
- syllabi for each course taught
- a statement of teaching philosophy of ≈ 850 words.

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

- an annual report (as described in Section V. Annual Reports of the Faculty)
- an up-to-date Curriculum Vitae
- 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.)
- syllabi for each course taught
- a statement of teaching philosophy of ≈ 850 words
- A Teaching Statement – A reflective statement of $\approx 3,000 - 4,000$ 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 A) 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 1st and 2nd year annual review.

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

- an annual report (as described in Section V. Annual Reports of the Faculty)
- an up-to-date Curriculum Vitae
- 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.)
- syllabi for each course taught
- a statement of teaching philosophy of ≈ 850 words
- A Teaching Statement – A reflective statement of $\approx 3,000 - 4,000$ 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 A) that are most relevant to the instructor's teaching and include a summary of teaching responsibilities for the period under review.
- A Service Statement - A reflective statement of $\approx 1,000 - 1,500$ 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.
- A Statement of Professional Development - A reflective statement of $\approx 1,500 - 2,000$

words describing the faculty member's professional development at Oxford including goals, accomplishments, challenges, and plans for the future. This statement should include, where appropriate, progress made in pursuit of scholarship.

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

3. *Major Review in Third Year*

A Major Review is conducted by the tenured members and Professors of Pedagogy of the division (the evaluation committee) during the third year as Lecturer. Before a Major Review is initiated, the Division Chair must document for the Dean of Academic Affairs in written form the need to continue the position. The Dean of Academic Affairs will consult with the Professors of the College on the needs as expressed by the Division after which, if the Dean of Academic Affairs determines the justification is sufficient to continue the position, then the appointment will be reviewed.

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 up-to-date Curriculum Vitae.
- 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 – A reflective statement of $\approx 3,000 - 4,000$ 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 A) that are most relevant to the instructor's teaching and include a summary of teaching responsibilities for the period under review.
- A Service Statement - A reflective statement of $\approx 1,000 - 1,500$ 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.
- A Statement of Professional Development - A reflective statement of $\approx 1,500 - 2,000$ words describing the faculty member's professional development at Oxford including goals, accomplishments, challenges, and plans for the future. This statement should include, where appropriate, progress made in pursuit of scholarship.

The Division Chair shall also be responsible for consulting Lecturers and Senior Lecturers in appropriate positions about the contributions of the faculty member. 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 Dean of Academic Affairs, including the number of members in support of reappointment, the number opposed, and the number failing to express an opinion. The review dossier becomes part of the College's personnel files. A copy of all non-confidential material in the dossier will be provided to the candidate upon request. Confidential materials are evaluation letters from individual faculty members.

The Dean of 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.

XVIII. Appointment as Senior Lecturer

After six years in the rank of Lecturer, the Lecturer will be reviewed for promotion to the rank of Senior Lecturer. The review will be organized by the Division Chair with the participation of all tenured members and Professors of Pedagogy 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 Senior Lecturer will be that the Lecturer 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 Senior Lecturer is supported by the tenured members of the division and the Dean of Academic Affairs and the Dean of the College concur, the faculty member will be appointed at the new rank for five years. If the promotion to Senior Lecturer is not supported by the tenured members of the division, the tenured members must vote on whether to reappoint the candidate as Lecturer. If the tenured members of the division vote for reappointment, the faculty member may reapply for promotion to Senior Lecturer after three years.

The final determination of appointment as Senior Lecturer rests with the Dean of the College.

XIX. Appointment as Professor of Pedagogy

After the fifth year of an appointment at the rank of Senior Lecturer or in any year thereafter, the incumbent may request of the Division Chair, or the Division Chair may recommend to the incumbent, a review for promotion to the rank of Professor of Pedagogy. In addition to sustained growth with respect to the criteria and standards for promotion to Senior Lecturer, for promotion to Professor of Pedagogy the candidate must have completed a significant body of work in the

development of curriculum and/or pedagogy the significance of which is confirmed by reviewers outside Emory University. The review will be organized by the Division Chair with the participation of all tenured members and Professors of Pedagogy 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 Professor of Pedagogy 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 Dean of 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 Dean of Academic Affairs in consultation with the Division Chair and the evaluation committee (See Appendix G-3 for a sample letter soliciting external reviewers). The Division Chair and the candidate will provide the Dean of Academic Affairs with a list of six potential reviewers including a brief paragraph for each referee describing academic rank, institutional affiliation, expertise, and any relationship with the faculty member being reviewed. The material provided to the referees will include the candidate's CV and statements on teaching, service, and professional development. Other elements of the dossier may be included if in the judgment of the Division Chair and the Dean of 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 evaluation committee will recommend that the candidate be either promoted or remain at the level of Senior Lecturer. The Chair will provide a written report of the committee's findings to the Dean of Academic Affairs, including the number of members in support of promotion, the number opposed, and the number failing to express an opinion. The review dossier becomes part of the College's personnel files. A copy of all non-confidential material in the dossier will be provided to the candidate upon request. Confidential materials are evaluation letters from outside referees, students, and individual faculty.

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

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

Having reviewed the dossier, the report of the divisional review committee, and the advice of the Professors, the Dean of 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 sent together with all pertinent information to the Provost, who shall be responsible for final approval of the promotion. If Oxford's recommendation is negative, a letter will be sent to the faculty member by the Dean of Academic Affairs notifying him or her of the decision, and notification of the decision will be sent to the Chair of the Division.

If promotion to the rank of Professor of Pedagogy is approved by the Provost, 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.

XX. Non-reappointment and Appeal

1. *Non-renewal During Initial Appointment.*

During the first three years of any initial appointment, the University may give notice of non-reappointment in accordance with the terms provided in paragraph 7 of the Statement of Principles Governing Faculty Relationships.

2. *Non-reappointment.*

If the Division decides not to reappoint a lecture-track faculty, the Dean of Academic Affairs will inform the faculty member no later than October 31 of the last year of the current appointment.

3. *Terminal Appointments.*

Lecture-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 lecture-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. That appeal will advise the Dean, who will make a decision in the matter.

XXI. Termination

- The Dean, after consultation with the Dean of Academic Affairs, may terminate any faculty appointment before its completion on the following bases: for cause, as defined in Paragraph 12 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. Appendices

Appendix A

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Sample Criteria for Teaching Excellence

Standards for evaluation of individual faculty in Oxford College include both quantitative and qualitative elements. Although formal student teaching evaluations are essential for assessment of teaching, the learning goals we set are complex and rich, and are often not amenable to quantification. Nonetheless, we can make clear assessments of teaching quality based on evidence. The following is a list of specific aspects of teaching and the standards that apply. These should be used to guide reflection and evaluation, and when appropriate incorporated into the teaching statement.

Sophistication in pedagogy and content

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

Frequent assessment and prompt feedback

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

A consistently high level of challenge

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

Development of students as active learners

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

Engagement with students outside of class

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

Disciplined development of evidence of the learning outcomes

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

Disciplined reflection on experiences with students

Whether by means of a journal, research proposals, course or curricular proposals, annual reports, or other means, teachers document their discipline of sustained reflection on student

learning in their classes that helps to guide efforts to improve teaching.

Active engagement with the Scholarship of Teaching and Learning

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

A well-prepared teaching portfolio will in some respect address these aspects of teaching and provide evidence that the standards have been substantially met. The specific format for this part of the dossier should be developed to best document the individual accomplishments. What constitutes evidence will vary from one teaching situation to another, but should include the summary IDEA reports, peer evaluations, written evaluations from students, and evidence of course development responsive to evaluations. The overall purpose of this section is to help the faculty member document his or her teaching accomplishments in ways that will be compelling to reviewers.

Appendix B

Expectations for Scholarship

The following rubric is meant to serve as a guide for assessment of scholarly productivity at Oxford College. In areas of the visual and performing arts we consider scholarly productivity to include peer reviewed creative expression and performance, juried exhibitions, and related activity. It is not required that each faculty member engage with every variety of scholarship. However, it is expected that each faculty member will pursue a research agenda as defined in the first three categories below, while the fourth, fifth, and sixth categories are valued but not required.

	Associate Professor	Professor
Scholarly contributions	Has made original contributions as a scholar with a clearly defined area of intellectual inquiry that is evidenced in an ongoing program of research.	Has made increasingly prominent contributions as a scholar and demonstrates sustained development of knowledge in one or more areas of intellectual inquiry.
Research profile	Conducts research that adds to knowledge in a defined area of intellectual inquiry within one or more of the four categories of scholarship as documented by Boyer. A dossier with at least some scholarly contribution in the scholarship of discovery is preferred.	Continues a trajectory of research that advances knowledge in a defined area of intellectual inquiry and constitutes a second step of the original research or a new avenue of inquiry.
Scholarly trajectory	Has sustained scholarly activity as evidenced by authorship in peer reviewed publications and, where it is the norm in a field, peer reviewed presentations at conferences.	Has a continuous publication/presentation record in peer reviewed venues.
Scholarship with students	Engaged in research or scholarship mentorship of students through advising and mentoring research activities. This can include co-authoring or mentoring for authorship publications, or co-presenting with or mentoring students who present at regional or national conferences.	Demonstrates leadership and engagement in the research or scholarship mentoring of other faculty members who are advising or mentoring student researchers. This can include developing or leading college-wide student research programs
Public Scholarship	Has engaged in scholarship that reaches an audience beyond the academy, either through the popular press or other media platforms.	Has made a recognized contribution to the public dialogue on issues related to the academic field, but beyond the academy.

Presentations	Presents at regional and national meetings based on knowledge generated in area of inquiry. At least some of these presentations must be peer reviewed submissions.	Presents at national and international meetings, including invited presentations, in area(s) of inquiry and expertise. Displays leadership in the field, through recognized disciplinary expertise or holding leadership roles in scholarly organizations.
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Ernest L. Boyer. 1990. *Scholarship Reconsidered: Priorities of the Professoriate*. The Carnegie Foundation for the Advancement of Teaching, New York, New York.

Appendix C

Expectations for Service

Oxford College conceives of service as falling into three areas: (1) concern for students, (2) service to the institution, and (3) service to the wider community and professional/scholarly associations.

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, concern for students may be exemplified by the candidate's availability to students, concern for their problems, and care and promptness in evaluating their work. This is also shown in the willingness to serve as a faculty advisor both formally as an organization sponsor and writing letters of recommendation, and informally in helping students on an individual basis.

2. Service to the institution may be demonstrated in a variety of ways - participation in the work of faculty committees and in divisional or program affairs, willingness to speak to groups of parents, trustees or alumni, and anticipating and pursuing the needs of the academic program. 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. In subsequent years, committee service on both standing and non-standing committees is expected, ideally moving in to a leadership role, such as chair, prior to review for tenure. Associate professors will be expected to make significant contributions to the College and the university, leading major initiatives or serving on administrative committees at the university level, prior to application for promotion.

3. Service to the wider community may be defined as a willingness to work for the welfare of others through civic and political organizations, or other groups, as well as scholarly and administrative work with professional associations.

Appendix D

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 lecture-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 Academic Dean 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.

Timeline:

For searches to be conducted during the following academic year:
 Proposals due from Divisions to APPC by the first Monday in April.
 Divisions will review all proposals at Division Meeting in mid-April.
 APPC will review by the end of April.

Appendix E

Sample Advertisement

Asst. Professor - TT

Assistant Professor Tenure-Track Chemistry

***Job Description**

To be considered for this position all applicants must apply via Interfolio:

Located 36 miles east of Atlanta on Emory's original campus in Oxford, Georgia, Oxford College invites applications for an:

Assistant Professor of Chemistry, Tenure- track, to begin August 2018. The successful candidate will teach Chemistry lecture and laboratory courses across the first- and second-year curriculum for both science and non-science majors, and will be instrumental in supporting the incorporation of Inorganic Chemistry throughout the curriculum as well as the application of Materials Chemistry in the laboratories. Emory University is in the process of implementing an HHMI-funded curriculum redesign including an emphasis on the first two years of the Chemistry major. The successful candidate will have the opportunity to shape the Chemistry curriculum of the future by participating in the development of new courses and laboratories utilizing Oxford's just-opened, state-of-the-art science facility designed to promote student-faculty collaboration, scholarship, and innovative teaching in STEM.

Desired Start Date

01-Aug-2018

Preferred Qualifications

A PhD in Inorganic Chemistry or closely related area is required.

Experience teaching first and second-year college-level Chemistry courses is strongly preferred. Individuals with a background in Materials Chemistry, experience with inquiry-based teaching, student-centered learning, and engaging students in investigative laboratory exercises are particularly encouraged to apply.

Additional Position Details

Applicants must submit a cover letter, CV, statement of teaching philosophy, transcripts, and three letters of reference via Interfolio:

The cover letter should address the candidate's qualifications for the position as well as their interest in working at a liberal arts college. Evaluation of candidates will begin October 15, 2017.

One of Emory University's four schools partnering in undergraduate education, Oxford College provides 950 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 who have a commitment to working with a remarkably diverse student body in an inclusive learning community. Applications from women and historically underrepresented

minorities are particularly welcome.

For more information about Oxford College and for a full listing of open positions, visit <http://oxford.emory.edu/hiring> .

EEO/ AA/ Individuals with Disabilities/ Veteran Employer

Appendix F-1**2020 – 21 Lecturer [3rd or 6th] Year Review****Candidate Name: [Candidate Name]**

By 9/18	Letter due from Division to Dean Anderson documenting the need to continue the lecturer position.
9/25	Full Professors meet to consult with Dean Anderson regarding the continuation of the lecturer position.
10/2	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 in spring 2021.
2/5	<p>The candidate shall submit their full dossier via Interfolio.</p> <p>The full dossier includes:</p> <ul style="list-style-type: none"> • An up-to-date Curriculum Vitae. • 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 no more than ≈850 words. • A Teaching Statement • A Service Statement • A Statement of Professional Development
3/5	Divisional letters with recommendation due to Dean Anderson.

Please note: After six years in the rank of Lecturer, the Lecturer may request of the Division Chair, or the Division Chair may recommend to the Lecturer a review for promotion to the rank of Senior Lecturer. (See pages 24 and 25 of the Faculty Handbook.)

Appendix F-2

2020 - 21 Calendar for 3rd Year Review

Fall Candidates: [candidate's name]

5/1	<p>Division Chair shall provide DAA with:</p> <ul style="list-style-type: none"> • List of four (4) names of possible external peer referees (including a list of referees which notes institutional affiliation, expertise, and relationship to candidate) • Five (5) names of former students (including up-to-date contact info) • An electronic 1-page CV for submission to potential peer and student referees
8/1	<p>The candidate shall submit the following via Interfolio for distribution to reviewers:</p> <ul style="list-style-type: none"> • For external peer reviewers - including the following: <ul style="list-style-type: none"> ✓ An updated full CV ✓ Teaching Philosophy and Teaching, Scholarship, and Service Statements ✓ Samples of scholarly work ✓ Syllabi • For student reviewers – (this is done electronically by Academic Affairs): <ul style="list-style-type: none"> ✓ An updated full CV ✓ Teaching Philosophy and Teaching Statement ✓ Samples of scholarly work (optional)
10/2	<p>The candidate shall submit their full dossier via Interfolio. The full dossier includes:</p> <ul style="list-style-type: none"> • Materials sent to external reviewers referenced above (updated if needed) • A one-page CV • Portfolio Appendices (or updates): <ul style="list-style-type: none"> ✓ a.Syllabi. ✓ b.Student Feedback (e.g, notes from students; etc.) ✓ c.Other supporting material. • 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.)
10/2	Deadline to receive external reviewers' letters
10/5 – 10/19	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 DAA
10/19 – 11/6	Full Professors review the candidate's dossier and meet to discuss.
By 11/6	The Academic Dean will send the Full Professors' summary letter to the Tenure & Promotion Committee.
11/9 – 11/20	Tenure & Promotion Committee review candidate dossier and send recommendation to DAA.
By 12/4	The DAA will make a recommendation to the Dean of the College.

Appendix F-3

2020 - 21 Calendar for 3rd Year Review

Spring Candidates: [candidate's name]

6/1	<p>Division Chair shall provide DAA with:</p> <ul style="list-style-type: none"> • List of four (4) names of possible external peer referees (including a list of referees which notes institutional affiliation, expertise, and relationship to candidate) • Five (5) names of former students (including up-to-date contact info) • An electronic 1-page CV for submission to potential peer and student referees
10/16	<p>The candidate shall submit the following via Interfolio for distribution to reviewers:</p> <ul style="list-style-type: none"> • For external peer reviewers - including the following: <ul style="list-style-type: none"> ✓ An updated full CV ✓ Teaching Philosophy and Teaching, Scholarship, and Service Statements ✓ Samples of scholarly work ✓ Syllabi • For student reviewers – (this is done electronically by Academic Affairs): <ul style="list-style-type: none"> ✓ An updated full CV ✓ Teaching Philosophy and Teaching Statement ✓ Samples of scholarly work (optional)
1/8	<p>The candidate shall submit their full dossier via Interfolio. The full dossier includes:</p> <ul style="list-style-type: none"> • Materials sent to external reviewers referenced above (updated if needed) • A one-page CV • Portfolio Appendices (or updates): <ul style="list-style-type: none"> ✓ a.Syllabi. ✓ b.Student Feedback (e.g.,notes from students; etc.) ✓ c.Other supporting material. • 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.)
1/8	Deadline to receive external reviewers' letters
1/12 – 2/5	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 DAA
2/5 – 2/26	Full Professors review the candidate's dossier and meet to discuss.
By 2/26	The Academic Dean will send the Full Professors' summary letter to the Tenure & Promotion Committee.
3/1 – 4/2	Tenure & Promotion Committee review candidate dossier and send recommendation to DAA.
By 4/9	The DAA will make a recommendation to the Dean of the College.

Appendix G-1

Peer Solicitation Letter

Dear Professor ____:

Dr. ____, Assistant Professor of ____ at Oxford College of Emory University, is being evaluated for promotion to **Associate Professor**. Your name has been submitted as a possible peer reference. I know that an evaluation such as this takes considerable time and effort. Should you decide to serve as a peer reference for Dr. ____, beyond expressing our sincere appreciation for this contribution to Oxford College and the profession, we are happy to offer a modest honorarium. If you are willing to serve in this capacity, we will mail you a formal letter outlining areas for evaluation and a packet that contains all the information needed. You may have until January 8th to complete the evaluation.

In case you do not know about us, I offer a brief introduction. Oxford College is one of nine divisions of Emory University. We enroll approximately 950 residential students in a liberal arts intensive program. Students have a high academic profile commensurate with a highly selective liberal arts college within a major research university. Our students complete the first two years of their four-year Emory University baccalaureate degree. Upon completing our requirements students are awarded the AA degree, and our students continue to Emory College, Goizueta Business School, or the Nell Hodgson 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'être* of Oxford College. Evidence of scholarship and professional growth may take many forms at Oxford, including, though not limited to, the traditional scholarship of discovery and the scholarship of teaching and learning.

Appointment at the rank of Associate Professor signifies that the faculty member has become established as a dedicated, effective, and valued teacher according to the norms of the Oxford community, has made a contribution to scholarly knowledge the value of which is recognized beyond the Oxford campus, and has become a supportive, constructive contributor to the collective work of the faculty through service on committees and in other ways that support the mission of the college.

Many thanks for considering this request. Please email Regina Barrett (rmbarre@emory.edu) of your decision at your earliest convenience. I have attached an abbreviated version of Dr. ____'s curriculum vitae to this email for your perusal.

Sincerely,

Kenneth L. Anderson
Dean for Academic Affairs and Chief Academic Officer
Professor of Philosophy
Oxford College of Emory University
770-784-8384
ken.anderson@emory.edu

Appendix G-2

Peer Review Instructions

Dear Professor ____:

Thank you for agreeing to review the dossier of Dr. ____, Assistant Professor of ____, who is being considered for tenure 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 950 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, Oxford students continue to Emory College, Goizueta Business School, or the Nursing School to continue their studies.

Oxford is dedicated to the goal of excellence in undergraduate teaching—indeed teaching is the heart of Oxford’s mission. The teaching and service requirements for faculty are significant. Our faculty teach six courses per year or the equivalent, serve as 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.

In the scholarship component of the evaluation, we are particularly looking for a trajectory of scholarship, professional growth, and engagement that gives evidence of on-going development as a scholar-teacher. Given that we are a residential liberal arts college, scholarship is construed more broadly than is the case at research or comprehensive universities. To this end, we have adopted the taxonomy that The Carnegie Foundation for the Advancement of Teaching has developed for describing various modes of scholarship. The Foundation’s conception of scholarship consists of four distinct but overlapping categories: the scholarships of teaching and learning, discovery, integration, and engagement. These four modes of scholarship allow an inclusive view of valued scholarly activities pursued through discovery (disciplinary research), through synthesis (integration), through practice (engagement), and/or through teaching and learning. (For additional detail, see Charles E. Glasslick, Mary Huber, and Gene Maeroff, *Scholarship Assessed: Evaluation of the Professoriate*, the Carnegie Foundation for the Advancement of Teaching Special Report (San Francisco: Jossey Bass, 1997).)

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 Dr. ____’s contributions in the area of scholarship, as characterized above. Additionally, if you believe that you have been provided enough information about the candidate to comment on her teaching and/or service, please do so.

Our requirements for promotion to Associate Professor with tenure are summarized in the Oxford tenure and promotion document as follows: the candidate must document that he or she “has become established as a dedicated, effective, and valued teacher according to the norms of the Oxford community, has made a contribution to scholarly knowledge the value of which is recognized beyond the Oxford campus, and has become a supportive, constructive contributor to the collective work of the faculty through service on committees and in other ways that support the commonweal.”

For more information about Oxford College’s tenure and promotion criteria, please see the “Faculty Appointments: Policies, Procedures, and Criteria” document on our website: <http://oxford.emory.edu/operations/human-resources/employment/faculty-documents/>.

You will find enclosed the candidate’s dossier, which includes: a complete curriculum vitae, teaching, scholarship, and service statements, and evidence of scholarship and professional work. Also enclosed are an external reviewer form and a supplier’s 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. If possible, please return your letter of evaluation on or before January 8th.

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

Sincerely,

A handwritten signature in dark ink, appearing to read "Kenneth L. Anderson". The signature is fluid and cursive, with the first name "Kenneth" and last name "Anderson" clearly distinguishable.

Kenneth L. Anderson, Ph.D.
Dean for Academic Affairs and Chief Academic Officer

Appendix G-3

Peer Review Instructions for Professor of Pedagogy

Dear ____ :

Thank you for agreeing to review the dossier of ____ who is being considered for promotion to Professor of Pedagogy 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 modest 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 950 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, Oxford students continue to Emory College, Goizueta Business School, or the Nursing School to continue their studies.

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 3/3, our Lecturers each have a unique set of responsibilities with distinct expectations for teaching. (insert description of the lecturer's specific duties) In addition to their teaching responsibilities, Lecturers 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.

Our requirements for promotion to Professor of Pedagogy 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. Professors of Pedagogy have made significant contributions to the development and improvement of Oxford's educational programs."

For more information about Oxford College's promotion criteria, please see the

"Faculty Appointments: Policies, Procedures, and Criteria" document on our website:

<http://oxford.emory.edu/operations/human-resources/employment/faculty-documents/>.

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 Lecturers 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-a-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 _____'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 _____'s contribution.

You will find enclosed the candidate's dossier, which includes: a complete curriculum vitae, teaching, scholarship, and service statements, and evidence of scholarship and professional work. Also enclosed are an external reviewer form and a supplier's 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. If possible, 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.

Sincerely,

A handwritten signature in cursive script, reading "Kenneth L. Anderson". The signature is written in dark ink and is positioned above the printed name and title.

Kenneth L. Anderson, Ph.D.
Dean for Academic Affairs and Chief Academic Officer

Appendix H

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 Dean of 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 Dean of 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 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.

b. For consideration of continued appointment following the third-year review, Committee shall meet after the Professors have deliberated and shall consider the candidate's dossier (including letters from outside and student reviewers) and the recommendation of the Professors.

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 not in the candidate's Division shall vote on the candidate's promotion. The vote totals shall be recorded and reported to the Dean of Academic Affairs. The Chair of the Committee will present a report to the Dean of Academic Affairs that synthesizes the Committee's discussion.

5. After deliberations on third-year review cases, the members of the Committee not in the candidate's Division shall vote on the candidate's continued appointment. The vote totals shall be recorded and reported to the Dean of Academic Affairs. The Chair of the Committee will present a report to the Dean of 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 I-1

2020 - 21 Calendar for Tenure

Fall Candidates: [candidate's name]

5/1	<p>Division Chair shall provide DAA with:</p> <ul style="list-style-type: none"> • List of 8 names of possible external peer referees (including a list of referees which notes institutional affiliation, expertise, and relationship to candidate) • Eight names of former students (including up-to-date contact info) • An electronic 1-page CV for submission to potential peer and student referees
8/1	<p>The candidate shall submit the following via Interfolio for distribution to reviewers:</p> <ul style="list-style-type: none"> • For external peer reviewers - including the following: <ul style="list-style-type: none"> ✓ An updated full CV ✓ Teaching Philosophy and Teaching, Scholarship, and Service Statements ✓ Samples of scholarly work • For student reviewers – (this is done electronically by Academic Affairs): <ul style="list-style-type: none"> ✓ An updated full CV ✓ Teaching Philosophy and Teaching Statement ✓ Samples of scholarly work (optional)
9/25	<p>The candidate shall submit their full dossier via Interfolio. The full dossier includes:</p> <ul style="list-style-type: none"> • Materials sent to external reviewers referenced above (updated if needed) • A one-page CV • Portfolio Appendices: <ul style="list-style-type: none"> ✓ a.Syllabi. ✓ b.Student Feedback (e.g.,notes from students; etc.) ✓ c.Other supporting material. • 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 personal statement of no more than five pages summarizing teaching, scholarship, and service.
9/25	Deadline to receive external reviewers' letters
By 10/19	Summative report of evaluation shall be sent from the Division Chair to the DAA, including individual letters written by the tenured members of the division.
By 10/26	Letters from tenured faculty outside the division shall be submitted to the DAA.
By 11/13	Deadline to receive the Tenure & Promotion Committee's review letter.
By 11/30	The DAA will make a recommendation to the Dean of the College.
By 12/4	If the recommendation is positive and supported by the Dean of the College, all pertinent information will be advanced to TPAC.

Appendix I-2

2020 - 21 Calendar for Tenure

Spring Candidates: [candidate's name]

5/1	<p>Division Chair shall provide DAA with:</p> <ul style="list-style-type: none"> • List of 8 names of possible external peer referees (including a list of referees which notes institutional affiliation, expertise, and relationship to candidate) • Eight names of former students (including up-to-date contact info) • An electronic 1-page CV for submission to potential peer and student referees
10/16	<p>The candidate shall submit the following via Interfolio for distribution to reviewers:</p> <ul style="list-style-type: none"> • For external peer reviewers - including the following: <ul style="list-style-type: none"> ✓ An updated full CV ✓ Teaching Philosophy and Teaching, Scholarship, and Service Statements ✓ Samples of scholarly work • For student reviewers – (this is done electronically by Academic Affairs): <ul style="list-style-type: none"> ✓ An updated full CV ✓ Teaching Philosophy and Teaching Statement ✓ Samples of scholarly work (optional)
1/8	<p>The candidate shall submit their full dossier via Interfolio. The full dossier includes:</p> <ul style="list-style-type: none"> • Materials sent to external reviewers referenced above (updated if needed) • A one-page CV • Portfolio Appendices: <ul style="list-style-type: none"> ✓ a.Syllabi. ✓ b.Student Feedback (e.g.,notes from students; etc.) ✓ c.Other supporting material. • 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 personal statement of no more than five pages summarizing teaching, scholarship, and service.
1/8	Deadline to receive external reviewers' letters
By 1/29	Summative report of evaluation shall be sent from the Division Chair to the DAA, including individual letters written by the tenured members of the division.
By 2/5	Letters from tenured faculty outside the division shall be submitted to the DAA.
By 2/19	Deadline to receive the Tenure & Promotion Committee's review letter.
By 2/26	The DAA will make a recommendation to the Dean of the College.
By 3/5	If the recommendation is positive and supported by the Dean of the College, all pertinent information will be advanced to TPAC.

Appendix J



EMORY
UNIVERSITY

Office of the Provost

UNIVERSITY GUIDELINES FOR CANDIDATE FILES (TENURE TRACK)

(All materials in the dossier must follow the format and exact order listed below in each part.)

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)

Dean's Letter (please follow the **exact** order of the format below):

- ✓ 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 faculty member holds a joint appointment, explain how the appointment letter informs the tenure and promotion standard, if applicable
- ✓ External reviewers' summary paragraph: The relationship to the candidate must be at arms-length (see page two), otherwise detail any potential conflicts of interest that exist. Selected reviewers should be from disciplinary peer institutions, peer aspirational institutions, or justify reviewer's expertise
- ✓ Candidate's background:
 - Educational history; include graduating year for each degree
 - 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)
 - Funding history (if applicable) - include current grants with funding amounts, total awards, number served as PI or Co-PI, etc., and funding amount
 - 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 number of publications post tenure***

- ✓ Identify and address any issues in the school-based faculty committee report
- ✓ Identify and address any issues in the department chair's report (if applicable)
- ✓ Dean's critical perspective and independent recommendation, which includes an assessment of the candidate's (scholarship, teaching, service), a brief description of the cohort within which the candidate was evaluated, and the candidate's expected career trajectory. ***Identify the candidate's strengths, weaknesses, and any concerns, particularly those highlighted by the school-based faculty committee (if applicable) or external reviewers.***
Also, include 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 reviewers' 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 full curriculum vitae (CV)

PART II

- ✓ Teaching dossier (teaching statement, numerical evaluation summary sheets, handwritten comments, course creation total and other related materials)
- ✓ Service dossier (service statement, service activities and other related materials)
- ✓ Copy of the selected scholarly work submitted to external reviewers

PART III

- ✓ External Reviewers Tracking Form

PART IV

- ✓ Cover page
- ✓ Dean's letter
- ✓ Candidate's one-page summary curriculum vitae (CV)
- ✓ Candidate's personal statement (**maximum of five pages**) on scholarship, teaching and service

EXTERNAL REVIEWER BEST PRACTICES

Best practice in quality assurance ensure 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 a manuscript written by the candidate

Appendix K-1

2020 - 21 Calendar for Promotion to Professor

Fall Candidates: [candidate's name]

5/1	Division Chair shall provide DAA with: <ul style="list-style-type: none"> • List of 8 names of possible external peer referees (including a list of referees which notes institutional affiliation, expertise, and relationship to candidate) • Eight names of former students (including up-to-date contact info) • An electronic 1-page CV for submission to potential peer and student referees
8/1	The candidate shall submit the following via Interfolio for distribution to reviewers: <ul style="list-style-type: none"> • For external peer reviewers - including the following: <ul style="list-style-type: none"> ✓ An updated full CV ✓ Teaching Philosophy and Teaching, Scholarship, and Service Statements ✓ Samples of scholarly work • For student reviewers – (this is done electronically by Academic Affairs): <ul style="list-style-type: none"> ✓ An updated full CV ✓ Teaching Philosophy and Teaching Statement ✓ Samples of scholarly work (optional)
9/25	The candidate shall submit their full dossier via Interfolio. The full dossier includes: <ul style="list-style-type: none"> • Materials sent to external reviewers referenced above (updated if needed) • A one-page CV • Portfolio Appendices: <ul style="list-style-type: none"> ✓ a.Syllabi. ✓ b.Student Feedback (e.g.,notes from students; etc.) ✓ c.Other supporting material. • 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 personal statement of no more than five pages summarizing teaching, scholarship, and service.
9/25	Deadline to receive external reviewers' letters
By 10/19	Full Professors review the candidate's dossier and meet to discuss.
By 10/26	The Academic Dean will share their recommendation and a copy of the Full Professors' summary letter with the Dean of the College.
By 11/30	If the recommendation is positive and supported by the Dean of the College, all pertinent information will be advanced to TPAC.

Appendix K-2

2020 - 21 Calendar for Promotion to Professor

Spring Candidates: [candidate's name]

5/1	<p>Division Chair shall provide DAA with:</p> <ul style="list-style-type: none"> • List of 8 names of possible external peer referees (including a list of referees which notes institutional affiliation, expertise, and relationship to candidate) • Eight names of former students (including up-to-date contact info) • An electronic 1-page CV for submission to potential peer and student referees
10/16	<p>The candidate shall submit the following via Interfolio for distribution to reviewers:</p> <ul style="list-style-type: none"> • For external peer reviewers - including the following: <ul style="list-style-type: none"> ✓ An updated full CV ✓ Teaching Philosophy and Teaching, Scholarship, and Service Statements ✓ Samples of scholarly work • For student reviewers – (this is done electronically by Academic Affairs): <ul style="list-style-type: none"> ✓ An updated full CV ✓ Teaching Philosophy and Teaching Statement ✓ Samples of scholarly work (optional)
1/8	<p>The candidate shall submit their full dossier via Interfolio. The full dossier includes:</p> <ul style="list-style-type: none"> • Materials sent to external reviewers referenced above (updated if needed) • A one-page CV • Portfolio Appendices: <ul style="list-style-type: none"> ✓ a.Syllabi. ✓ b.Student Feedback (e.g.,notes from students; etc.) ✓ c.Other supporting material. • 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 personal statement of no more than five pages summarizing teaching, scholarship, and service.
1/8	Deadline to receive external reviewers' letters
By 1/29	Full Professors review the candidate's dossier and meet to discuss.
By 2/26	The Academic Dean will share their recommendation and a copy of the Full Professors' summary letter with the Dean of the College.
By 3/5	If the recommendation is positive and supported by the Dean of the College, all pertinent information will be advanced to TPAC.