

MANUAL FOR PROMOTION AND TENURE

College of Health and Human Services

George Mason University

February 1, 2011

1 **INTRODUCTION**

2 The processes of granting promotion and tenure and reappointing faculty are
3 essential mechanisms of insuring quality and allocating rewards in the university. They are
4 intended to be both rigorous and fair. Great care is taken to insure accurate assessments
5 and proper outcomes. It is not our intention in this manual to enumerate every step
6 necessary for promotion, tenure, and reappointment. Rather, this document is an
7 expression of the philosophy that will guide the evaluators and is intended to provide
8 candidates a clear statement of expectations as well as a clear description of the
9 processes that will be followed in the college. Candidates for promotion and tenure are
10 directed to the George Mason University *Faculty Handbook* (revised January 1, 2009),
11 sections 2.4 and 2.5, the university’s Promotion and Tenure Casebook Template
12 (Appendix A in this manual), and their departmental manual for guidance about preparing
13 and submitting a dossier in application for tenure, promotion, and/or reappointment and
14 for details of the university and unit expectations. Candidates for reappointment are
15 directed to the *Faculty Handbook*, section 2.6, and their departmental manual.

16 The College of Health and Human Services will evaluate all candidates in three
17 areas of professional life: teaching, research and scholarship, and service. As will be
18 described later in this manual, the college values all of these areas highly and has
19 established specific expectations for performance by its faculty in each one.

20 **TENURE AND PROMOTION**

21 The university policy on tenure and promotion, found in the *Faculty Handbook*,
22 states that, for all candidates, “genuine excellence must be exhibited in the areas of

23 teaching or research and scholarship and high competence must be exhibited in both.”
24 The College of Health and Human Services, however, is strongly committed to research
25 and scholarship and requires all candidates for tenure and promotion to demonstrate
26 genuine excellence in research and scholarship, at least high competence in teaching,
27 and at least satisfactory performance in service.

28 The *Faculty Handbook* also states that a recommendation for tenure and
29 promotion to associate professor requires that candidates “. . . must provide evidence
30 that their contributions in their area(s) of genuine excellence have had some significant
31 impact beyond the boundaries of this University. If the primary strength is . . . in
32 theoretical or applied research and scholarship, there should be evidence that the
33 candidate’s contributions have significant influence on colleagues at other institutions in
34 this country, and where applicable, abroad.” Finally, the *Handbook* also specifies that
35 candidates for promotion to the rank of professor “. . . must maintain high competence
36 in teaching, research and scholarship, and service while also maintaining genuine
37 excellence in teaching and/or research and scholarship. In addition, evidence of
38 significant impact beyond the boundaries of the University must be much more
39 substantial than in cases involving tenure or promotion to the rank of associate
40 professor.” Reappointment, promotion, and tenure recommendations are based upon
41 an evaluation of performance over the faculty member’s total period of service at
42 George Mason University. Scholarly achievements prior to joining the George Mason
43 University faculty weigh less heavily in these evaluations, but are also considered. The
44 following

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46 guidelines are intended to give specific expression to these broad requirements and to
47 provide details about the evaluation process.

48 **Research and Scholarship**

49 **Philosophy**

50 The College of Health and Human Services views research and scholarship as
51 encompassing any activity that advances our disciplines or professions by creating or
52 extending knowledge and modes of inquiry. While the essential core is research and
53 publication of findings, it also includes all other activities that support or enhance
54 research. The college recognizes that scholarship comes in many forms and employs a
55 variety of methods. We view debates over the relative merits of basic vs. applied
56 research, theoretical vs. empirical work, scholarship of discovery vs. scholarship of
57 integration, qualitative vs. quantitative methods, and primary vs. secondary analyses as
58 misguided. Each research topic, method, approach, and technique should be judged
59 only on whether it is appropriate to the stated research goal and whether it produces a
60 valuable product. We believe, therefore, that success in research and scholarship can
61 be achieved in many ways and that no one approach or technique is inherently superior
62 to another. For example, a person who chooses mainly to write articles for refereed
63 journals could be seen as equally successful with another who publishes his/her work in
64 books whose publication process has comparable peer review scrutiny. Candidates
65 who pursue a mixture of publication media (e.g., articles, books [authored or edited],
66 and chapters in books) will be evaluated on the whole body of work, just as those who
67 specialize in one form of scholarly expression.

68 Since peer review is one of the fundamental principles of scholarship, we will rely
69 heavily on that process, in all its forms, and will give little or no credit to published work
70 that was not peer reviewed. By “peer reviewed” we mean that other scholars have
71 evaluated the quality of the work and judged it suitable for publication. This process can
72 include refereed journal articles, chapters in books edited by others, invited papers
73 appearing in edited volumes or conference proceedings, books and monographs which
74 are refereed by editorial boards and outside reviewers, emerging forms of electronic
75 publication that are peer reviewed, and even invited book reviews where the reviewer is
76 solicited because of his or her reputation in the field. In general, textbooks will be
77 considered as a contribution to scholarship if it can be shown to make significant or
78 seminal contributions to the scholarship of the field.

79 Obtaining extramural grant support for one’s research is a highly valued scholarly
80 activity, especially for tenured faculty, and success in seeking grant support, particularly
81 from national sources, will weigh heavily as evidence of scholarly reputation. However,
82 while grant support will inform the judgment of reputation, it is only one of the categories
83 that make up the overall assessment of research and scholarship. Assistant professors
84 seeking promotion to the next higher rank are expected to begin a focused line of
85 research, which is likely to involve seeking and receiving internal grant support and may
86 involve seeking extramural grants, though success in this area is not required for
87 promotion and tenure at this level. Grant support, however valuable, is only a means to
88 an end and is no substitute for the products of research.

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90 Other scholarly activities, such as organizing sessions for professional meetings

91 and reviewing, refereeing, and editing the work of others also are valued and expected
92 activities for any scholar. Although no specific type or amount of such activities is
93 required for promotion and tenure, successful candidates for tenure and promotion will
94 be active in such roles.

95 The college recognizes that a loose prestige hierarchy of scholarly journals does
96 exist within our various fields. However, many scholars disagree about such rankings,
97 and some view the attempt to assign status value to journals as potentially misleading.
98 The difficulty of ranking journals is most apparent with “specialty” journals, where
99 specialists in one sub-field are technically unable to draw comparisons between their
100 own journals and those of another sub-field. In fact, very valuable work using innovative
101 approaches or presenting new ideas or evidence that challenges existing knowledge
102 may be published in lesser-known journals. We further recognize that important
103 contributions to scholarship may appear in non-traditional forms of refereed media such
104 as CD-ROMs, internet journals, and edited databases. Nevertheless, the goal of the
105 College is to foster production of high-quality scholarship, and we will expect every
106 candidate to meet that standard. It will be the candidate’s responsibility to demonstrate
107 the value and importance of his or her work. Quality of publications will be assessed on
108 several factors: 1) the work’s impact on the field, shown through reviews, citations, or
109 other evidence; 2) the prestige or standing of the journal in which an article appears (if
110 apparent or demonstrable) or the publisher of a book or book chapter; 3) the
111 candidate’s explanation of the importance of the work; 4) opinions of outside reviewers;
112 and 5) the evaluating faculty committee’s independent assessment of the work.

113 The college recognizes the value of both individual and cooperative scholarship.

114 While we acknowledge the importance (and sometimes the difficulty) of determining the
115 relative contributions of several co-authors, research in health and human services is
116 increasingly a team enterprise, and interdisciplinary research—which we strongly
117 support—by definition, results in publications with multiple authors. We cannot,
118 therefore, assign higher intrinsic value to either single-authored or jointly-authored
119 works. Candidates who choose to collaborate may be able to publish a greater number
120 of items than one working alone. Also, the order of authorship does not necessarily
121 convey information about relative contribution to the work. We will accord credit
122 proportional to the candidate’s contribution to a multiple-authored work, if that
123 contribution can be established, and it will be the candidate’s responsibility to explain
124 her or his contribution to the work. Again, the quality of the work will be assessed
125 independently.

126 As a result of interdisciplinary collaborations, some of a candidate’s publications
127 may appear in the scholarly outlets of other disciplines (a nurse, for example, may
128 publish in an education or economics journal). While our primary focus remains the
129 development of research on health and human services, we do recognize that our
130 faculty can and do regularly make contributions to the knowledge base of other
131 disciplines, and we will not disadvantage such work appearing in publications outside
132 the health and human services professions if its fundamental quality and importance
133 can be established.

134 Finally, perhaps the issue of most concern to candidates is the number of
135 publications required for promotion and tenure. The College of Health and Human
136 Services strongly resists the idea that qualitative evaluations (e.g., “genuine excellence”

137 and “high competence”) can be defined solely by numbers of publications or other
138 scholarly activities. In other words, there is no magic number. We expect candidates to
139 demonstrate their scholarly productivity through both the quality and quantity of their
140 publications and other research activities. For example, it is possible that a smaller
141 number of works of outstanding quality will be evaluated as equal or superior to a much
142 greater number of publications of lesser quality. However, all things being equal, it will
143 be easier to make a strong case for promotion and tenure if the number of publications
144 is high.

145 **Categories of Research and Scholarship**

146 The candidate for promotion and tenure should submit written evidence of
147 research and scholarship organized in the following categories: 1) scholarly writings in
148 journals, books, monographs, and reviews; 2) presentations at professional meetings;
149 3) research awards and grants; 4) scholarly services to the profession; 5) recognition
150 by national, scholarly, and professional associations; 6) general recognition within their
151 discipline or profession; 7) specialized professional activities in their discipline. In
152 addition to the lists described below, the candidate must provide copies of all
153 publications listed. For multiple-authored works and collaborative projects, the
154 candidate should provide the names of all authors as they appear in print and explain in
155 detail the nature and degree of his/her own contribution to the work. Clear
156 documentation must be provided for works accepted for publication but not yet
157 published. Work in progress and work submitted but not yet accepted for publication
158 may not be included. Candidates will select the subset (3-5) of published works to be
159 distributed to external reviewers.

160 **1. Scholarly Writings in Journals, Books, Monographs, and Reviews**

161 **A. Published Articles**

162 The candidate should provide a list of published articles and those accepted
163 for publication. This list should include for each article the title, the journal,
164 volume, date (or projected date) of publication, and a brief description of the
165 article and its contribution to the candidate's field.

166 **B. Chapters in Books**

167 The candidate should provide a list of chapters that have been published in
168 edited books and those accepted for publication. This list should include for
169 each entry the title of the chapter, the title of the book, the book's editor(s),
170 the publisher, the date (or projected date) of publication, and a brief
171 description of the chapter and its contribution to the candidate's field.

172 **C. Books and Monographs**

173 The candidate should provide a list of books or monographs published or
174 accepted for publication. This list should include the title, publisher, date (or
175 projected date) of publication, and a brief description of the work and its
176 contribution to the candidate's field. For works only accepted for publication,
177 clear indication should be given of whether the item is a completed book
178 manuscript in press and scheduled for publication at a definite date, or a
179 book project for which a contract has been awarded for a manuscript to be
180 submitted to the publisher in the future.

181 **D. Book Reviews**

182 The candidate should provide a list of book reviews published or accepted
183 for publication, including the author and title of the book reviewed, the
184 place of appearance, and the date (or projected date) or publication.

185 **2. Presentations at Professional Meetings**

186 The candidate should provide a list of presentations at professional meetings.
187 This list should include the title of the presentation, the type of presentation (paper,
188 poster, invited paper or speech, symposium presentation, or roundtable discussion), the
189 name, location, and date of the meeting, and and an abstract of the presentation.

190 **3. Awards and Grants**

191 The candidate should provide a list of all research proposals submitted, research
192 grants and contracts received, and all scholarships, fellowships, travel awards, and
193 personal development awards that supported the candidate's scholarly research and
194 professional development. This list should include the title of each project supported or
195 submitted, the agency to which it was submitted, and, if awarded, the amount and
196 period of the award and the precise role of the investigator and any other co-
197 investigators on the project. The candidate also must provide an abstract of each
198 proposal submitted and copies of official letters of award for funded projects.

199 **4. Significant Scholarly or Professional Services**

200 Significant scholarly or professional services include serving as a journal editor
201 or associate editor, member of an editorial board, referee for scholarly journals or
202 granting agencies, member of a proposal review panel or study section, consultant for

203 professional organizations and public agencies, and other types of significant service to
204 the research community. The candidate should provide a list that includes the activity,
205 organization, and dates of service.

206 **5. Recognition by Scholarly and Professional Associations**

207 Honors, such as fellow status and awards from scholarly and professional
208 associations that result from the candidate's research contributions will be viewed as
209 evidence of scholarly reputation.

210 **6. General Recognition within the Discipline or Profession**

211 Invitations received for colloquium presentations or workshops at professional
212 associations or other universities and reviews and citations of published work will be
213 viewed as further evidence of scholarly reputation. The candidate should provide a list
214 of titles, locations, and dates for invited presentations and, for reviews and citations, a
215 complete bibliographic citation of the work in which they appear.

216 **7. Specialized Professional Activities in the Discipline or Profession**

217 Included here are materials for which descriptions are not presented in any other
218 category. These materials may not include work in progress or work submitted but not
219 yet accepted for publication.

220 **Evaluation of Research and Scholarship**

221 Based on the evidence submitted, the College Committee on Promotion, Tenure,
222 and Reappointment will evaluate the candidate's research and scholarship according to
223 three categories: genuine **excellence, high competence, and unsatisfactory**. For the
224 service category, an additional category of **satisfactory** will be used.

225 **Tenure and Promotion to Associate Professor**

226 Promotion to the rank of associate professor with tenure requires that a faculty
227 member be evaluated as building a strong, competitive program of research; show
228 evidence of both quantity and quality of publication; and be recognized by scholars
229 outside George Mason University as a person who has contributed to the advancement
230 and development of his/her field and seems likely to continue doing so. The College of
231 Health and Human Services recruits and hires tenure track faculty with the expectation
232 that they will demonstrate genuine excellence in research and scholarship, at least high
233 competence in teaching, and at least satisfactory performance in service.

234 The candidate will be judged **genuinely excellent** in research and scholarship if
235 the committee judges the candidate's work as excellent in both quantity and quality.
236 Such a candidate, for example, might have published a significant number of refereed
237 articles and/or book chapters of excellent quality; or a larger number of refereed articles
238 and/or book chapters of both excellent and very good quality; or a book of excellent
239 quality and a significant number of articles and chapters, all of very good quality. To
240 qualify as genuinely excellent, a candidate also should have been very active in other
241 research roles, such as intramural research grant recipient, conference session
242 organizer or participant, journal referee, grant reviewer, or book reviewer.

243 The candidate will be judged **highly competent** in research and scholarship if
244 the committee judges the candidate's work as very good in both quantity and quality.
245 Such a candidate, for example, might have published a significant number of refereed
246 articles and/or book chapters of very good quality; or a larger number of articles and/or

247 chapters of mixed (e.g., excellent, very good, and good) quality; or a smaller number of
248 articles and/or chapters of excellent quality; or a book and a small number of articles
249 and chapters of very good quality. To qualify as highly competent, a candidate also
250 should have performed several additional research roles, such as conference session
251 organizer or participant, journal referee, book reviewer, or grant reviewer.

252 The candidate will be judged **unsatisfactory** in research and scholarship if the
253 committee judges the candidate's work as weak in either quantity or quality. For
254 example, such a candidate might have published a small number of refereed articles
255 and/or chapters of good quality; or a book and one or two articles, all of moderate
256 quality. A candidate also may have performed one or two additional research activities,
257 such as conference session organizer or participant, journal referee or book reviewer.

258 **Promotion to Professor**

259 Promotion to the rank of professor is a recognition by the college that a faculty
260 member's scholarship is of such high quality and importance that she or he has
261 achieved a national reputation as a leading scholar in his/her field. Promotion to this
262 level is available only to those whose research and scholarship is judged as having
263 achieved **genuine excellence**.

264 The candidate will be judged **genuinely excellent** in research and scholarship if
265 the committee judges the candidate's scholarly work as excellent in both quantity and
266 quality and of unquestioned importance. Such a candidate, for example, might have
267 published a large number of important and influential refereed articles and/or book
268 chapters of excellent quality; or a book and a significant number of articles and

269 chapters, all of excellent quality; or two or more books of excellent quality and a large
270 number of articles and chapters of excellent and very good quality. [For those seeking
271 the rank of professor, the numbers corresponding to “significant” and “large” cannot be
272 specified.] A candidate also must have secured extramural funding to support his/her
273 research and should have been highly active in additional research roles, such as
274 conference session organizer or participant, journal referee, grant reviewer, or book
275 reviewer.

276 The candidate will be judged **highly competent** in research and scholarship if
277 the committee judges the candidate’s scholarly work to be very good in both quantity
278 and quality. Such a candidate, for example, might have published a significant number
279 of refereed articles and/or book chapters of very good quality; or a large number of
280 articles or chapters of good quality; or a book and a smaller number of articles and
281 chapters of excellent quality. To qualify as highly competent, a candidate also should
282 have performed several additional research roles, such as extramural research grant
283 recipient, conference session organizer or participant, journal referee, book reviewer, or
284 grant reviewer.

285 The evaluation category, **unsatisfactory**, is reserved for candidates who fall
286 short of meeting the standards listed above for **high competence**.

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Teaching

290 **Categories of Teaching**

291 The quality of teaching of faculty members is of paramount importance to the
292 College of Health and Human Services and to the university; indeed, it is the heart of
293 what we do. Accordingly, tenure and promotion to the ranks of both associate professor
294 and professor are available only to those who are judged at least **highly competent** in
295 teaching.

296 Candidates for promotion and tenure must submit written evidence of effective
297 teaching, organized according to the following categories: 1) syllabi and list of courses
298 taught; 2) student evaluations; 3) peer evaluations of teaching; 4) honors for
299 outstanding teaching or instructional activities; 5) evidence of instructional service
300 beyond the classroom; 6) published materials; and 7) other materials. The candidate
301 may not solicit letters to include in any of these categories.

302 **1. Syllabi and List of Courses Taught**

303 The candidate must include the most recent syllabus for each course taught
304 during the previous 8 semesters. Only one syllabus for each different course is
305 required. The candidate may include supplementary materials to document the quality
306 of course content. (See 6. *Other Materials*, below.) In keeping with university and
307 college policy on assessment of teaching effectiveness, the candidate's syllabi will be
308 assessed for conformity with university guidelines, appropriate learning outcomes,
309 differentiation of graduate and undergraduate expectations, and readings and
310 assignments appropriate to course level and catalog description.

311 **2. Student Course Evaluations**

312 The candidate must include standardized course evaluations for every course

313 she/he has taught during the previous 8 semesters. All student comments must be
314 included, not just a sampling.

315 **3. Peer Evaluations**

316 The candidate should include results of peer evaluations of their teaching, if
317 available.

318 **4. Honors and Instructional Grants**

319 Honors or other special recognition of the quality of the candidate's teaching
320 should be listed in tabular form. The candidate also should submit evidence of honors
321 his/her students have achieved that are directly connected with the candidate's
322 teaching or mentorship (such as papers presented, accepted for publication, or
323 published, fellowships or other rewards received, and acceptance to graduate
324 programs). Finally, the candidate should submit evidence of grant awards to support the
325 instructional mission of the college or department.

326 **5. Evidence of Instructional Service beyond the Classroom**

327 The candidate should provide lists of the following types of instructional service:
328 organizing or presenting in departmental seminars on pedagogy; supervision of directed
329 reading or independent study courses; membership on completed master's thesis
330 committees and/or direction of completed master's theses; membership on completed
331 dissertation committees and/or direction of completed dissertations; involvement in
332 preparation and/or grading of master's or doctoral examinations; references written on
333 behalf of students; supervision of internships; advisement of students; and evidence of
334 students' successful endeavors connected with the candidate's mentorship, including

335 presentation of papers at professional meetings, authorship of published papers or
336 books, involvement in professional associations, student awards, and employment.

337 **6. Published Materials.**

338 The candidate should provide a list of textbooks and other published materials
339 she/he has authored or co-authored related to instruction. The candidate should
340 provide a one- or two-sentence description of the contribution of each item to the
341 instructional mission of the department or college.

342 **7. Other Materials**

343 The candidate may include materials that demonstrate teaching preparation,
344 effectiveness of pedagogical methodology, and pedagogical creativity, such as: course
345 handouts and assignments; descriptions of learning exercises; tests; outstanding student
346 papers or other written or visual evidence of course-generated student projects, and
347 significant contributions to their department's curriculum. Such course and curricular
348 materials will be assessed for 1) their appropriateness in relation to the current state of
349 knowledge in the candidate's field; 2) how they enhance student creativity and
350 independent critical thinking; and 3) how they cultivate curiosity, creativity, and critical
351 acumen in students. Supplementary materials should demonstrate the range and variety
352 of levels of courses the candidate has taught.

353 **Evaluation of Teaching**

354 The quality of teaching will be evaluated similarly for candidates at all ranks, in
355 keeping with the categories stated above for evaluating research: **genuine excellence,**
356 **high competence, and unsatisfactory.** We are mindful of the vagaries inherent in

357 student evaluations and will view them as useful rather than definitive data.

358 The candidate will be judged to be **genuinely excellent** in teaching if, in all of
359 the categories above, the committee judges the candidate's overall teaching
360 performance as superb. For instance, the student evaluation scores must suggest
361 inspirational performance in the classroom; the course material presented must show
362 impressive preparation; and the candidate must demonstrate extensive and highly
363 effective mentoring of students, including direction of theses and/or dissertations. The
364 candidate also may have published a textbook or received awards for teaching, but
365 these achievements are not necessary and will not compensate for sub-standard
366 performance in the other areas.

367 The candidate will be judged to be **highly competent** in instruction if the
368 committee judges the candidate's teaching performance as very good. For instance, the
369 applicant's student evaluation scores must be well above average, suggesting very
370 effective performance in the classroom; the course material presented must show
371 diligent preparation; and the candidate must have mentored a significant number of
372 students, including direction of individual student work and service on thesis and
373 dissertation committees.

374 The candidate will be judged to be **unsatisfactory** in instruction if the general
375 impression is that the candidate's teaching performance is merely competent. For
376 instance, the student evaluation scores may suggest adequate performance in the
377 classroom; the course material presented suggests diligent preparation; and the
378 candidate demonstrates minimal mentoring of students.

379 **Service**

380 Service to one's colleagues, to the department, to the college, and to the
381 university are important elements in judging faculty contributions and performance.
382 Faculty also owe service to their academic discipline, usually by participating in the
383 operation of professional associations as officers or committee or board members. In
384 addition, since the health and human services professions are concerned with individual
385 and societal health and well-being and, therefore, are quite conducive to useful,
386 professionally relevant forms of community service, efforts at applying one's scholarly
387 expertise to address community concerns are highly valued in our college. However,
388 service activities, no matter how valuable, without excellence in research and high
389 competence in teaching will not be sufficient to warrant tenure and promotion.

390 The college does not ask the same quantity and quality of service contributions
391 from faculty in junior and senior ranks. The information given below indicates the
392 important forms of service for junior and senior faculty and provides some guidelines for
393 judging different levels of quality in the area of service.

394 **Categories of Service**

395 The candidate must submit written evidence of service activity related to his/her
396 areas of professional competence. The general categories of service to be listed and
397 documented in the dossier are:

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399 **1. Assistance to Colleagues**

400 Assistance to colleagues includes consulting about educational and teaching

401 issues (e.g., curriculum development, mode of presentation, or assistance with new
402 teaching technology); guest-lecturing in colleagues' courses; advice about or reviews of
403 manuscripts or grant applications; and help or collaboration on research projects.

404 **2. Contributions to the Department or School**

405 Contributions to the candidate's department or school includes memberships on or
406 chairing unit committees; planning or development of programs or unit activities; other
407 assistance not part of committee duties; serving as undergraduate or graduate director.

408 **3. Contributions to the College, University, or SCHEV**

409 Contributions to the college, university, or SCHEV include membership on or
410 chairing committees at these levels and representing the college, university, or SCHEV
411 at outside functions.

412 **4. Support of Local, State, National, or International Organizations**

413 Involvement with and work for other organizations includes employing one's
414 scholarly expertise in service as a member, officer, or consultant for a nonprofit or
415 business organization.

416 **5. Significant Community Participation**

417 Community activities include lectures, speeches, presentations, or workshops for
418 community groups and media interviews and articles in newspapers or other media
419 outlets.

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421 **6. Meritorious Public Service**

422 Public service includes professional assistance to government agencies or public

423 officials, serving on or consulting for government task forces or advisory committees,
424 and helping to develop or enhance community, state, or national resources.

425 **7. Offices Held in Professional Associations**

426 Offices held in professional associations include serving as an officer or as a
427 board or committee member. These include leadership or administrative positions only;
428 serving as member of an association's scholarly award committee, as an editor,
429 associate editor, or referee for a journal, or as a program session organizer or
430 discussant at a meeting should be listed in the *Significant Scholarly or Professional*
431 *Services* section of *Research and Scholarship*.

432 **Evaluation of Service**

433 Based on the evidence submitted, the candidate's service will be evaluated as:
434 **genuine excellence, high competence, satisfactory, unsatisfactory.**

435 **Tenure and Promotion to Associate Professor**

436 For tenure and promotion to the rank of **Associate Professor** the candidate
437 must be evaluated as at least **satisfactory** in service.

438 A candidate will be judged **genuinely excellent** in service if she or he has: 1)
439 been very active in assistance to colleagues; 2) willingly and responsibly served on
440 major departmental committees; 3) served on college, university or SCHEV
441 committees; and 4) shown significant service to community, governmental, or
442 professional organizations (e.g., consultancies, advisory board memberships,
443 speeches) or made significant contribution to public awareness of scholarly or
444 professional issues through media interviews, television appearances, or provision of

445 internet content.

446 A candidate will be judged **highly competent** in service if she or he has either 1)
447 been very active in assistance to colleagues and has willingly and responsibly
448 performed several departmental service tasks, or 2) is active in departmental service
449 tasks and serves on a college, university, or SCHEV committee, or 3) is active in
450 departmental service tasks and has had significant service to community,
451 governmental, or professional organizations (e.g., consultancies, advisory board
452 memberships, speeches) or made significant contribution to public awareness of
453 scholarly or professional issues through media activities.

454 A candidate will be judged **satisfactory** in service if she or he has been active in
455 assistance to colleagues and responsibly carries out the departmental service tasks
456 that are assigned to him or her.

457 The evaluation category, **unsatisfactory**, is reserved for candidates for associate
458 professor who fall short of meeting the standards listed above for satisfactory
459 performance.

460 **Promotion to Professor**

461 For promotion to the rank of **Professor** with tenure the candidate must be
462 evaluated as at least **highly competent** in service.

463 A candidate will be judged **genuinely excellent** in service if she or he has: 1)
464 been active in assistance to colleagues; 2) effectively taken a leading role in
465 departmental service by serving as the chairperson of at least one departmental
466 standing or ad hoc committee; 3) served effectively in one or more of the following

467 roles: graduate director, undergraduate director, chair of the recruitment committee, or
468 other major ad hoc committee; 4) done extensive and/or influential work on college or
469 university committees; 5) given significant service to community, governmental, or
470 professional organizations (e.g., consultancies, advisory board memberships,
471 speeches) or made significant contribution to public awareness of scholarly or
472 professional issues through media interviews, television appearances, or provision of
473 internet content; and 6) served frequently as an officer or board or committee member
474 of a regional or national professional association.

475 A candidate will be judged **highly competent in service** if she or he has: 1)
476 been active in assistance to colleagues; 2) effectively taken a leading role in
477 departmental service by serving as the chairperson of at least one departmental
478 standing or ad hoc committee; 3) served effectively in one or more of the following
479 roles: graduate director, undergraduate director, chair of a faculty recruitment
480 committee, or other major ad hoc committee; and 4) given significant service on college
481 or university committees.

482 A candidate will be judged **satisfactory** in service if she or he has: 1) been
483 active in assistance to colleagues; and 2) taken a leading role in departmental service
484 by serving as the chairperson of at least one departmental standing or ad hoc
485 committee.

486 The evaluation category, **unsatisfactory**, is reserved for candidates for
487 professor who fall short of meeting the standards listed above for satisfactory
488 performance.

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Evaluation Process

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The process and schedule for applying for promotion and tenure in the College of Health and Human Services is governed by this *Manual*, the University Policy on Promotion, Tenure, and Reappointment, found in the *Faculty Handbook*, and the unit manual. The detailed schedule is found in Appendix B of this document.

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Normally, the evaluation process for tenure and promotion will begin for an assistant professor in the spring of the fifth year of service at George Mason University, when the candidate informs the unit administrator of his or her intention to apply for tenure and promotion. An important part of the evaluation for tenure and promotion at all ranks is the assessment of the candidate's credentials in research and scholarship by scholars outside George Mason University. As the first step in the process, the candidate must submit to the unit administrator a list of 6 scholars in her or his specialty area who are qualified to evaluate her or his performance and reputation within the discipline or profession. The candidate also may submit to the unit administrator the names of 3 persons who should not be solicited as external reviewers. Then, without further consultation with the candidate, the unit administrator will prepare a list of 6 additional scholars who could perform the assessment role. Both lists will be submitted to the Office of the Dean by April 15, where at least five persons will be selected, according to university guidelines, to perform a review.

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By June 15, after the unit administrator has checked the candidate's research dossier for completeness and conformity to university guidelines, the candidate then will

511 submit the dossier, including the CV, narrative research and teaching statement, and
512 reprints of all refereed publications, to the Dean's Office, so it can be sent to the outside
513 reviewers. Reviewers' letters will be due August 15, when they will become part of the
514 dossier and be considered at all levels of review in the university. If the candidate has
515 signed a waiver of his/her right to see the letters, they will remain confidential and will
516 not be shared with the candidate at any time. Candidates who have not signed a waiver
517 will be entitled to view the letters.

518 The first level of internal review is performed by the department or school's
519 Committee on Promotion, Tenure, and Reappointment (PT&R Committee), based on
520 the materials supplied by the candidate and the opinions of the outside reviewers. For
521 tenure decisions, units may choose to elect a PT&R committee OR deem all tenured
522 faculty (except the unit administrator) as a committee of the whole. In either case, only
523 tenured faculty members may participate in the decision, serve on the committee, and
524 vote. For decisions about promotion to full professor, the committee will consist only of
525 tenured full professors. During the fall semester the unit PT&R Committee will review
526 the candidate's file and the outside letters and decide whether to recommend for or
527 against tenure and promotion, informing the unit administrator in a letter including the
528 division of the vote and detailing the reasons for their recommendation. Then the unit
529 administrator will write an independent letter of recommendation, which, along with the
530 unit committee letter, outside reviewers' letters, and the candidate's dossier, will be
531 forwarded to the CHHS PT&R Committee by November 1.

532 The second level of review within the college will be conducted by the CHHS
533 Committee on Promotion, Tenure, and Reappointment, which is composed of one

534 representative from each academic unit. Each unit's PT&R Committee will elect its own
535 representative from among its members for one two-year term. The unit representative
536 to the college committee shall not vote on candidates from his or her department when
537 they are considered by the college committee. If the college committee wishes
538 additional materials, it may request them from the Dean, who will arrange for them to be
539 furnished after the candidate has been informed of the request. The college committee
540 will evaluate the file and render its own letter of recommendation to the Dean of the
541 College by December 10. The Dean shall submit her or his own letter of
542 recommendation, along with all supporting materials, to the Provost by January 15. A
543 final decision on tenure and promotion will normally be made by the university's Board
544 of Visitors in early May.

545 To help inform the candidate and unit head as soon as possible of the progress
546 of the candidate's application, and to protect the confidentiality of that process, the
547 following procedures will be followed. Notification of recommendations generated at the
548 level of the local academic unit and accompanying justifications are sent to members of
549 the faculty who participated in the preceding deliberations and to the candidate. The
550 candidate is evaluated in like manner by the promotion and tenure committee of the
551 College, which forwards its recommendation along with all preceding reports and
552 recommendations to the Dean. Notification of the recommendation of the College
553 committee is sent to each member of the department who participated in making the
554 departmental recommendation. Copies of the statement of justification are sent to the
555 candidate and the department chair.

556 All materials are reviewed by the Dean, who then forwards them along with

557 his/her recommendation to the Provost. Notification of the Dean's recommendation is
558 sent to the faculty who participated in deliberations at the local level and a copy of the
559 accompanying justification is sent to the candidate, the local unit administrator (the
560 latter copy to be retained in the candidate's permanent file), and the Chair of the
561 College PTR Committee.

562 All materials, discussions, conclusions, and letters that are part of the review
563 process will be held in strictest confidence, and no party to the process, other than the
564 candidate, may divulge any information about it to anyone not directly involved in the
565 decision. E-mail will not be used for either deliberation or sharing drafts of letters. At the
566 conclusion of the review process, the original dossier materials will be returned to the
567 candidate.

568 **Promotion of Term Faculty**

569 Guidelines for promotion of term faculty are found in each unit's manual for
570 promotion, tenure, and reappointment.

571 **Reappointment of Faculty**

572 Guidelines for faculty reappointment are included in the GMU Faculty Handbook,
573 but reappointment is always dependent on the strategic goals of the College and the
574 specific needs of each academic program.

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APPENDIX A: Promotion and Tenure Casebook Template

(Supplementary books should be submitted, only if requested.)

1. Letter of recommendation from the Dean or Director.
2. Letters of recommendation from earlier committees evaluating the case, and from department chairs (where relevant).
3. Candidate's employment chronology, particularly at GMU to include: date of hire, date when appointed to a tenure track position and tenure and promotion dates, prior to full professorship.
4. Candidate's vita, including clear evidence about research – publications, grant and contract awards, conferences and invited talks, patent applications and awards, etc. Evidence of relevant entrepreneurial activities may also be provided for consideration toward promotion or tenure.
5. Candidate's statement about teaching and research, including future plans (not to exceed 8 pages).
6. Outside letters:
 - a. Minimum of 5
 - b. No more than 40% chosen by candidate (candidate may also name a few individuals to exclude, but should not see the final list)
 - c. This section should also contain the letter sent to the referees, and evidence of referee credentials.
7. Evidence of teaching quality:
 - a. Student course evaluations
 - b. Other evidence of teaching effectiveness such as:
 - (1) Class visits by peers
 - (2) Random sample letters
 - (3) Student comments based on the whole population, not selected samples
 - (4) Alumni letters
 - (5) Student focus groups
 - c. When applicable, evidence of educational work with students outside the classroom
 - d. Advising: When advising functions have been fulfilled, these may be used as evidence for overall teaching contributions
 - e. When applicable, theses and dissertations supervised.
8. Other supporting evaluative materials (testimony about service or outreach, evidence of academic entrepreneurship, etc.) -- not to exceed 8 pages.
9. Procedural checklist for Promotion and Tenure Cases (available on the Provost Office website)

APPENDIX B: Schedule for Promotion, Tenure, and Reappointment Process

| 3rd Year Reviews | Tenure and Promotion | Term Promotion |
|--|---|--|
| <p><u>By April 15 of the AY before review</u> unit administrator meets with candidates to review dossier guidelines and timeline</p> <p><u>By September 15</u> candidate presents dossier to unit administrator who forwards it to unit committee; first level review begins</p> <p><u>By November 1</u> unit committee forwards recommendation letter and dossier to unit chair</p> <p><u>By December 10</u> unit chair forwards recommendation, dossier, and supporting material to college committee</p> <p><u>By February 1</u> college committee completes reviews and presents, recommendation, dossier, and all supporting material to Dean</p> <p><u>By March 1</u> Dean presents all required material to the Provost</p> | <p><u>By April 15 of the AY before review</u> unit administrator meets with candidates to review dossier guidelines and timeline; candidate's and chair's lists of possible peer reviewers submitted to Dean's office</p> <p><u>By May 15</u> selection and confirmation of external peer reviewers is complete</p> <p><u>By June 15</u> candidate submits research dossier to Dean's office</p> <p><u>By July 1</u> research dossier has been sent to external peer reviewers</p> <p><u>By August 15</u> letters have been received from external peer reviewers; candidate presents full dossier to unit administrator</p> <p><u>By September 1</u> first level review begins by unit PT&R committee</p> <p><u>By October 15</u> unit committee forwards recommendation letter and dossier to unit chair</p> <p><u>By November 1</u> first level reviews and dossier presented to the college committee</p> <p><u>By December 10</u> chair of college committee presents dossier and all supporting material to Dean</p> <p><u>By January 15</u> Dean presents dossier and all supporting material to Provost</p> | <p><u>By April 15 of the AY before review</u> unit administrator meets with candidates to review dossier guidelines & timeline; candidate's and chair's lists of possible peer reviewers submitted to Dean's office</p> <p><u>By May 15</u> selection and confirmation of external peer reviewers is complete</p> <p><u>By June 15</u> candidate submits dossier to Dean's office</p> <p><u>By July 1</u> all required material has been sent to external peer reviewers</p> <p><u>By August 15</u> letters have been received from external peer reviewers; candidate presents updated dossier to unit administrator</p> <p><u>By September 1</u> first level review begins by unit PT&R committee</p> <p><u>By October 1</u> unit committee forwards recommendation letter and dossier to unit chair</p> <p><u>By October 15</u> unit administrator adds his/her recommendation to the candidate's dossier and presents dossier and all supporting material to the Dean</p> <p><u>By November 1</u> Dean presents dossiers and all supporting material to Provost</p> <p><i>*Timeline will need to be modified if CHHS faculty opt for a second level review for term promotions</i></p> |