



CLARK ATLANTA UNIVERSITY

Office of the Provost and Senior Vice President for Academic Affairs

Office of the Provost Statement of Expectations Promotion and Tenure

Promotion and tenure play a crucial role in fostering a university community where both students and faculty thrive, enabling the university to fulfill its mission of transforming student lives and preparing them for leadership in the global society. This transformation is achieved through excellence in teaching, research, and service — the pillars that form the foundation of the promotion and tenure process.

The expectations below are intended to clarify, support and reinforce the standards already articulated in the Clark Atlanta University Faculty Handbook. They do not alter the process defined in the Faculty Handbook, but rather provide a framework from the Office of the Provost to guide consistent interpretation across disciplines and units. This framework is especially intended to support transparency for faculty preparing for promotion and tenure, including junior faculty seeking clarity on institutional expectations.

Schools, departments, and programs should use the expectations below to inform their own requirements, incorporating relevant descriptions and language from this document where appropriate. Simultaneously, individual unit requirements should remain consistent with the Faculty Handbook and may elaborate on the expectations below to reflect overarching values and disciplinary norms. However, unit-level may not establish lower standards than those articulated here or in the Handbook.

The following explanations and examples illustrate the types of evidence that may be used to demonstrate excellence in Teaching, Research/Service, consistent with the Faculty Handbook and expectations from the Office of the Provost.

Teaching: Tenure-track faculty at CAU are expected to pursue excellence in teaching. Teaching may extend beyond classroom instruction to include responsibilities for student advising; curriculum development and assessment; and pedagogical innovation.

Evidence of the Pursuit of Excellence in Teaching:

- **Statement on Teaching:** A “Teaching Philosophy” statement that describes the faculty member’s pedagogical strategies, goals, and efforts towards teaching excellence.
- **A record of teaching effectiveness:** All candidates for tenure and promotion must demonstrate effective teaching in their assigned courses. This should include all student course evaluations with a table

or chart summarizing the key data from the course evaluations over the period of review. Faculty may also include peer evaluations of teaching, chair/program director evaluations of teaching, and/or student accomplishments related to instruction (i.e. a student wins an undergraduate research award for work done in a specific class).

- Range of courses taught: Consideration will be given to the variety of courses taught, including General Education, undergraduate, and graduate-level courses.
- Curriculum development: Examples of contributions to the curriculum will include the creation of new academic courses and programs; revisions to academic courses and programs; and innovative enhancements to the overall curriculum.
- Advising: Formal service as a faculty academic advisor will be considered as an additional element in the teaching portfolio.
- Mentorship: Formal mentoring involving the supervision of research, scholarship, and/or creative work is an important opportunity for enhancing the teaching and learning experience for our students. Mentorship is also critical to assisting students with career readiness.

Research, Scholarship, and Creative Activity: Tenure-track faculty at CAU are expected to pursue excellence in their professional activities which encompass research and scholarly activity, as well as artistic/creative activity. The work submitted for evidence in the promotion portfolio must include published, peer-reviewed work in academic journals, and/or academic publications. Self-published work is not sufficient for promotion and/or tenure. Creative work must be disseminated through exhibitions in competitive peer-reviewed venues.

Evidence of the Pursuit of Excellence in Research, Scholarship, and Creative Activity:

- Statement on Professional Activity: Faculty should include a statement in their portfolios that clearly describes their professional activity, and their research, scholarly, and/or creative agenda.
- External peer review: Independent evaluation by peers outside the university (e.g. through publication in peer-reviewed journals) is crucial to assess the quality and significance of contributions.
- Quality of press or venue: Consideration will be given to the reputation of the publication or performance venue.
- Quantity: A pattern of steady, consistent, and substantive work in high-quality venues.
- Grantsmanship: Grants awarded in support of a faculty member's research, scholarship, and/or creative work will serve as additional evidence of external review and evaluation.
- Conference Presentations: Work accepted for presentation at academic or professional conferences is an important indicator of the impact of a faculty member's research, scholarship, or creative activity. While

conference presentations and participation can serve as supporting evidence of scholarly engagement, they alone are not sufficient to warrant the awarding of promotion and tenure.

Service: Tenure-track faculty are expected to engage in institutional and discipline-specific service. Institutional service involves participation in departmental, school, and university-level activities, while professional service contributes to the advancement of a faculty member's discipline.

Evidence of the Pursuit of Excellence in Service:

- **Statement on Service:** Faculty should provide a statement on their service that explains their specific contributions and the substance of their service work.
- **Committee Service:** Service on institutional committees will be particularly important (e.g. search committees, assessment committees, and shared governance committees).
- **Discipline-Specific Service:** In addition, service on committees related to a faculty member's discipline (e.g. conference planning committees, local, regional, and national professional organizational committees) may serve as additional evidence in the service portfolio.
- **Leadership Roles:** Additional weight will be given to service that involves the assumption of a leadership role.