INTERNATIONAL RESEARCH AND EXCHAGE BOARD

UNIVERSITY ADMINISTRATION SUPPORT PROGRAM

(UASP)

Improving Institutional Effectiveness Through Human Resources Development-
Awarding Tenure at University of Kentucky

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Introduction

Human resources management plays a key role in the development of universities. Thanks to growing institutional autonomy universities exercise more responsibilities in managing their faculty. Due to better opportunities for managing human resources further attention is focused on devising efficient human resources tools.

It is important for universities to make sure that academics are properly motivated. So, the essential question in managing universities is how to keep motivated highly skilled faculty while maintaining direction and performance. Certainly, decisions to promote faculty and to award tenure are among the most important judgments made by universities, since they determine the future quality of academic programs. These decisions serve multiple purposes. Since the quality and the strength of an academic institution depend largely on the composition of its tenured faculty, the decision to award tenure must be taken with increased foresight.

The debate over the need in tenure has long history and from time to time becomes a subject of controversial judgments. Sometimes academics of younger generation are denouncing current system because of the decreasing trends in the number of tenure awards. Moreover, they often consider tenured faculty as an *unfair obstacle* to their full-time employment. According to them tenured professors are remaining in their roles beyond a normal retirement age.[1] Other critical view reported by them is that tenure track positions are increasingly difficult to obtain and the selection criteria are quite a vague.

The grounds for criticism also are originated from *economic circumstance*. Specifically, most of critics call attention at economic factors by emphasizing the costly nature of maintaining the tenure system. On the background of certain criticism, it is of vital importance for the high educational institutions to weigh up the need of tenure, specifically, to measure the overall benefits of tenure system.

On the optimistic side, tenure makes *positive contribution* to institutional reputation and knowledge accumulation process. As usual, tenured faculty serve as a role model and inspiring factor for young generation of academics, as well as for students.

Further argument in favour of tenure is related to *academic freedom*. It is widely accepted that because of being free from reprisal, the tenured faculty promotes a productive and free university environment. The concept of academic freedom, its longevity would be impracticable without the tenure. Thus, tenure is an essential part of academic freedom.

Next conceptual issue which is the subject of active academic discussion relates to conditions of *termination of tenure*. There is a diversity of views in the US high educational institutions about the criteria for termination of tenure. Some of them employ a system through which a tenured status may be annulated "for cause". The criteria for employing the termination of

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[1] Perley, 1998, quoted by Michael Cameron, Journal of Student Affairs at New York University, Volume VI, 2010

tenure are following: adequate cause, incompetence, moral turpitude, failure of institutional relationship, religious criteria, and termination because of financial exigencies.[2] Despite the numerous definitions of the situations around the termination procedures, still, clearer criteria are needed to ensure impartial decision-making in tenure termination cases.

Overall, despite the existing controversies in addressing the tenure system, it remains a standard practice in the vast majority of the US high educational institutions. In general, it is considered as a role model for the junior faculty while securing academic freedom and promoting quality education. Moreover, a tenured faculty impacts positively the academic experience of students by demonstrating commitment to the scholarly growth of students, improving graduation rates, and promoting retention. Therefore, high education institutions' leaders must recognize the benefits that tenured faculty bring to their institutions and endure the long lasting academic tradition of tenure.

University of Kentucky is among institutions which considers as their principal mission to respect academic freedom, responsibility and tenure. Therefore, it has designed the policy to accomplish its institutional goals through providing definitive guidance to units, supporting tenured faculty to increase their productivity, identify and address problems in performance. The detailed analysis of the UK model of tenure will be conducted in the next chapters. Therefore, this research is of twofold gain: it allows us to get acquainted with tenure model maintained at UK. It will also serve as a base to rely on while attempting to work out ILIA's model in the tenure field that would be compatible with its institutional goals.

Goal and Objectives of the Study

This study has originated with the aim to examine the valuable experience gained by the University of Kentucky (UK) in the tenure policy sphere. The study seeks to examine the tenure practice and its merits in the American higher education system on the base of specific example of University of Kentucky. The interpretation of the findings of the case study will allow us to work out recommendations and standard model of tenure policy for further implementation in the Ilia State University(ILIA).

Therefore, the goal of this case study is to review the tenure system development in the UK and explore the valuable practice it has gained while attempting to ensure faculty development. Specifically, the case study is focused on faculty promotion and tenure practice. The knowledge, synthesized as an outcome of the study, will be used to work out the model of the tenure framework at ILIA.

Since the main objective of the aforementioned case study was to explore the patterns of tenure process, the following specific objectives have been accomplished to respond the goals stated by the research:

- To describe the tenure system being in practice at UK
- To give accurate explanation of the tenure policy, rules and procedures at UK
- To review the evolution and development patterns of the tenure at UK
- To suggest the model that best responds to current needs of ILIA in motivating its faculty through tenure system

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[2] 1940 Statement of Principles of Academic Freedom and Tenure

Accordingly, the study gave answers to following key research questions:

- How is the Tenure process organized at UK?
- Does UK applies clear policy and procedures to succeed in the tenure sphere?
- What is the formal relationship between the educational units governing the tenure process at UK?
- How are the decisions related to granting tenure taken at the university and local levels and how are these decisions disseminated?
- What could be the best model to be endorsed while establishing efficient tenure system at ILIA?

Methodology

As mentioned, the purpose of the research was to investigate the tenure award policy at UK with the aim to identify and design the model that best suits to the needs of ILIA. To examine the practice of tenure at UK, the preference has been given to case study methodology, therefore, both types of data, primary and secondary were collected to solidify the evidence base of the research.

Full information on tenure was extracted from the UK official documents of various character, regulations, reports, etc. A number of other secondary sources have been explored to bring to completion the present study: books, articles, reviews, etc., on promotion and tenure. This information has been combined with the primary data of interviews obtained from the participants. The objective was to get hold of multiple perspectives of the tenure concept and practice viewed from the different individuals of administrative and educational units.

Participants for individual depth interviews were chosen because of their rich experience and attitudes that reflect the full scope of the tenure progress at UK. Overall, 30 persons from various administrative and academic layers were interviewed. Some of the interviewees were experts while others were non-experts in the tenure field. The interviewees were invited to give an account of their experience and attitude toward the tenure at UK, with those chosen representing different levels within the UK or different perspectives of the same subject which safeguarded high added value and depth of perspective. This allowed me to embrace the broader view and the nature of the tenure process at UK.

Theory

Tenure has been described in many ways. Below are given two descriptions which identify tenure in a different manner:

- "Tenure is a means to certain ends, namely (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society."[3]

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[3] *1940 Statement of Principles on Academic Freedom and Tenure (USA)*

- "Although widespread in institutions of postsecondary education, tenure is controversial because of the widespread perception that it guarantees lifetime employment to faculty and requires virtually no accountability with respect to their performance or behavior. Although tenure does provide faculty with substantial job security, tenure's principal rationale is only indirectly related to the economic security of faculty members".[4]

Tenure emerged in the middle ages and secured academic protection to scholars. In 1158, the Holy Roman Emperor Frederick Barbarossa issued an edict protecting scholars in their journeys. This decree evolved as a model in the university to affect rapidly growing academic mission of the Roman Papacy.[5] Over centuries, this model spread across the world, including the higher education system of the USA.

Current US system of employment for faculty in higher education is dated back in 1915, when the AAUP[6] issued a declaration of principles outlining tenure of employment.

In 1925 the American Council on Education called a conference of representatives of a number of its constituent members, among them the AAUP, for the purpose of formulating a shorter statement of principles on academic freedom and tenure. The statement formulated at this conference[7] became acceptable by the Association of American Colleges[8] in 1925 and by the AAUP in 1926.

Later on, because of extensive discussions on the 1940 *Statement of Principles on Academic Freedom and Tenure* with leading educational associations and with individual faculty members and administrators, a joint committee of the AAUP and the Association of American Colleges met during 1969 to re-evaluate this key policy statement. It was decided to draw up interpretations of the 1940 *Statement* from the experience gained in implementing and applying it for over thirty years and of adapting it to pressing needs. These explanations were adopted in April 1970.

The statement promoted public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in the US universities and colleges. According to document that was adopted on a consensual basis, tenure was perceived as a mean to carry out the following tasks:

- Freedom of teaching and research and of extramural activities
- A sufficient degree of economic security to make the profession attractive to men and women of ability

The statement set forth the main principles of the academic freedom and tenure. Since the main objective of the aforementioned case study is to explore the patterns of tenure process, I will limit myself by laying down only tenure principles stipulated by the *Statement*:

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4 Lawrence White, Vice President and General Counsel, University of Delaware, Newark, Delaware.
[5] Metzger, 1973, quoted by Michael Cameron, Volume VI, 2010
[6] AAUP - American Association of University Professors
[7] 1925 Conference Statement on Academic Freedom and Tenure
[8] In 1925, AAC - now the Association of American Colleges and Universities

The main idea behind the academic tenure is that after the expiration of a probationary period, academics should have permanent tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

A considerable amount of literature has been written according to which in order to ensure implementation of the successful tenure policy, the following principles have to be addressed:

- The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

- Beginning with appointment to the rank of full- time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full- time service in all institutions of higher education.

- During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

- Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges and should have the opportunity to be heard in his or her own defence by all bodies that pass judgment upon the case.

- Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

Tenure's purposes explained in the *1940 Statement of Principles on Academic Freedom and Tenure* were endorsed consequently by hundreds of learned societies and professional organizations in the USA[9].

The 1940 *Statement of Principles* enumerates the essential requirements of academic tenure:
- A *written contract of employment* clearly setting forth the precise terms and conditions governing the appointment;
- A *probationary period* of specified maximum length;
- Minimum *procedural standards* for the termination of a tenured appointment for cause.

The theoretical debate around the tenure concept sources suggest that in accordance with the law of contracts, tenure means two things:

- The appointment is of indefinite term;

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[9] See the list of organizations in appendix N 1.

- The appointment can be terminated only for reasons and only in accordance with procedures that are specified as part of the contract;

In recent years, there has been an increasing amount of literature that has come to similar conclusions regarding certain aspects of tenure, namely:

- The extended duration of a tenured appointment aids academic freedom in that it makes possible commitments to very long-term projects;
- Long-term employment stability represents an important benefit of tenure and stable employment promotes efficiency by diminishing uncertainty;
- The social contract aspects of tenure creates a favourable climate for academic freedom.

Some studies have presented scientifically acceptable evidences of causal relationships between tenure and academic freedom[10].

In a nutshell, most studies in the field recognize American Tenure-Track system to be exemplary. Career development for the university faculty evolves in the following way: the incumbent starts as assistant professor and is later promoted to associate professor and finally full professor without having to change positions. Thus, many sources have attempted to conclude that tenure is most appropriate model that affords high job security and it is usually characterised by a high level of professional stability. However, "entry into a tenure track is determined by an utterly selective and competitive process and university teachers have to undergo a process of continuous evaluation and performance assessment." [11].

Overview of Tenure Promotion And Granting Policy In The University Of Kentucky

Decisions to promote faculty and to award tenure are among the most important judgments made by the UK[12]. These decisions have strong impact on the future quality of academic programs. Consequently, university provides accurate and thorough guidance to all members of the academic community who are involved in the evaluation of candidates for promotion and tenure.

As interviewees explained, the UK has been pursuing its goals and accomplishing the tenure model in particular way, via multiple title series. UK has the terminology of tenurable title series designations: Regular, Special, Librarian, Medical and Extension Title Series, which is almost unique among other US institutions. UK has set ambitious goal of becoming a Top 20 public research university by 2020. Its Business Plan foresees the growth of number of tenure-eligible faculty of more than 1600[13].

Granting of tenure and tenured faculty review and development processes in the UK are governed by three categories of regulations, namely:

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[10] J. Peter Byrne, "Academic Freedom Without Tenure?", New Pathway Series, January 1, 1997.

[11] Managing the University Community: Exploring Good Practice, Edited by Bernadette Conraths abd Annamaria Trusso, European University Association, 2007.

[12] See the UK profile in Appendix N 2.

[13] Aligning Faculty Classification and Tenure Policies With Top 20 Goals: A Framework for Discussions, K. R. Subbaswamy, Provost, December 2007

- Tenured Faculty Review and Development Policy (Administrative Regulation 3:11, dated 12/16/2000)

- Appointment, Reappointment, Promotion, and the Granting of Tenure in the Regular Title Series (Administrative Regulation 2:2-1, dated 1/1/2000; Special regulations are also adopted for Extension Title Series, Special Title Series, Research Title Series, Adjunct, Clinical and Librarian Title Series).

- Procedures for Faculty Appointment, Reappointment, Promotion and the Granting of Tenure (Administrative Regulation 2:1-1, dated 7/01/2011

As mentioned, UK has adopted special *Policy Document for Tenured Faculty Review and Development*. This policy is designed to provide definitive guidance to units in supporting tenured faculty to increase their productivity and to identify and address problems in performance.

Three areas of activity are important in the *evaluation* of faculty for appointment, reappointment, promotion, and the granting of tenure:
- Teaching, advising and other instructional activities;
- Research or other creative activity;
- Professional, university, and public service.

All appointment, reappointment, promotion, and tenure actions are arranged on the basis of merit, therefore, the detailed description of each of these areas are stipulated as a guide for evaluating the achievements of a faculty member.

The central role in the evaluation process of faculty appointment, reappointment, promotion and the granting of tenure belongs to educational units. They establish the criteria for assessing the performance of individuals being under review phase. As a rule, review dossier moves beyond the educational unit of applicant and college whose faculty members form the judgments before the dossier is handed over the external reviewers who are invited for their principle guidance in promotion of tenure cases.

The Provost is showing proper respect when the nearly unanimous judgments emerge from the college level units, i.e. unit faculty, educational unit administrator, college advisory committee, etc. Therefore, educational unit faculties perform the mentioned function with the full responsibility. They ensure the objectivity and neutrality of the evaluative process.

Due to variety of disciplines there are distinctions set forth in the qualitative and quantitative requirements related to assessments of candidates' performance. The difference can be articulated in articles in the reputable journals, scholarly books published by a famous press, evidence of teaching excellence, professional achievements through grants, etc.

The educational units have established statements for use in guiding evaluations for promotion and tenure, describing the evidences of activity in instruction research and service.

UK has established the standard to evaluate the impact of an individual's work during the period in question, by assessing the effects on scholarly community, on students taught or on community members. Moreover, the cumulative profile of the candidate is also observed in order to make sure that the professional path maintained during the period in question will

be further sustained by candidate. As of time rank, it is not considered as an appropriate evaluative measure. Tenure case can commence immediately after educational unit faculty and administrator find out that the individual's record of professional accomplishments across all areas of assigned activity has met the appropriate criteria(but not later than six year) as established by university regulations and spelled out in the unit's written statements on evidence.[14]

As stated, UK current Administrative Regulations pertaining to faculty appointments have evolved under different assumptions and in a context different from the other US universities. Below is depicted the sequence of the tenure procedures at UK, while the detailed explanation of procedures can be found in Appendix N 4, *Areas of Activity and General Criteria for Faculty Appointment, Reappointment, Promotion and the Granting of Tenure in the UK.*

Figure 1.The University of Kentucky Tenure Process

Tenure Process in the University of Kentucky
Educational unit
⬇
College advisory committee
⬇
Dean
⬇
Academic area advisory committee
⬇
Provost
⬇
Board of Trustees
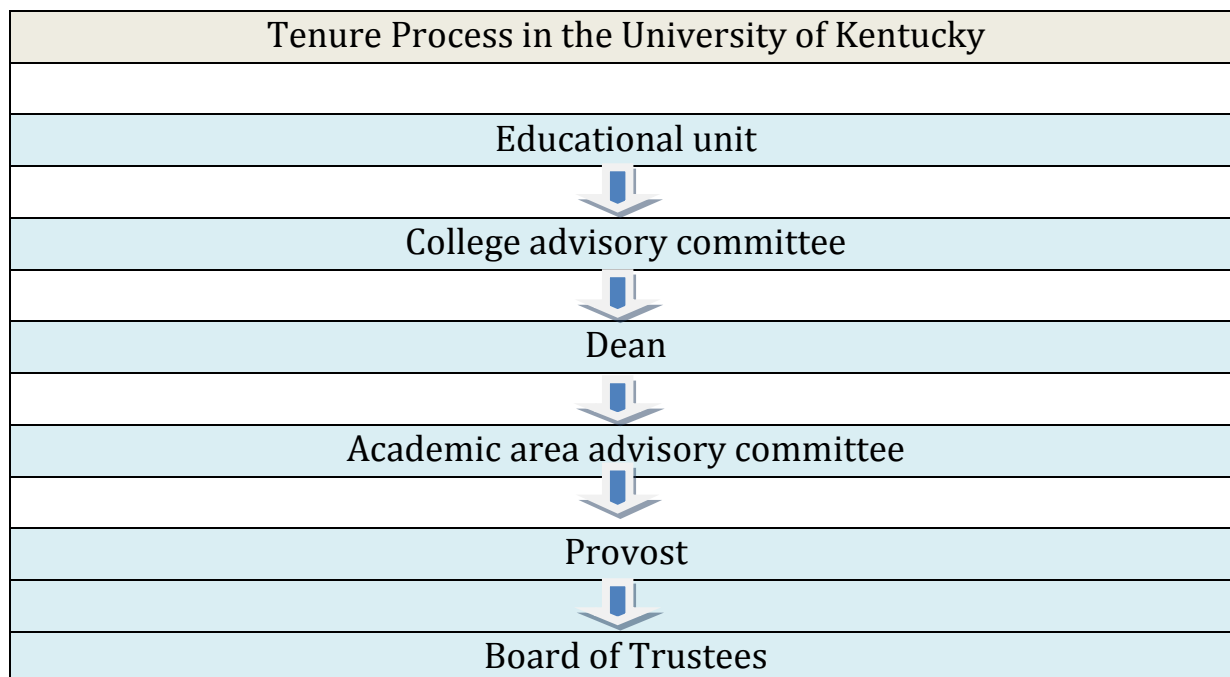
Source: D. Japaridze, 2015.

Currently, UK has 1418 faculty in the following title series categories:

Figure 2. Current Faculty by Title Series (Tenure-Track and Not Eligible for Tenure).

University of Kentucky Colleges	Clinical	Extension	Librarian	Regular	Research	Special	Lecturers	Temp/visit	Grand total
Agriculture, Food and Environment	5	12		31	4		13		65
Arts and Sciences	1			86		11	51	27	176
Business and Economics				21			10		31

[14] UK Administrative Regulations

Communication and Information				18		2	30		50
Dentistry	18				3	14		2	37
Design				9			3	4	16
Education	14			23	1		19	1	58
Engineering				28	4	1	11		44
Fine Arts				10		8	22	2	42
Graduate School	1			4			2		7
Health Sciences	4			5		8	5		22
Law	4		3	4				2	13
Libraries			6						6
Medicine	472			31	54	19	4	2	582
Nursing	11			6	1	7	13	1	39
Pharmacy	13			2	8				23
Public Health	4			16	9				29
Social Work	7			3			2		12
TOTAL	554	12	9	297	84	70	185	41	1252

Source: UK, 2015.

Tenure statistics of recent years are presented in the below given table:

Figure 3. Outcome of Provost Decision On Promotion and Tenure (2009-2014)

College	Fiscal Year 2009-10 Considered/ not approved	Fiscal Year 2010-11 Considered/ not approved	Fiscal Year 2011-12 Considered/ not approved	Fiscal Year 2012-13 Considered/ not approved	Fiscal Year 2013-14 Considered/ not approved
Agriculture	6/0	5/1	12/0	4/0	15/1
Art & Sciences	4/0				
Business &Economics	1/0	2/0		18/0	10/0
Communications &IS	5/1	4/1	6/2	2/0	5/0
Dentistry		1/0			
Design					
Education	6/0	4/1	4/0	5/0	5/1
Engineering	4/0	2/0	6/1	4/1	2/0
Fine Arts	2/0	2/0	2/0	6/0	1/0
Graduate School					
Health Sciences	1/0	1/0		1/0	1/0

Law	1/0	1/0	2/0		3/0
Libraries	1/0	1/0	1/0	2/0	3/0
Medicine	16/0	13/0	10/0	13/1	14/0
Nursing			1/0	5/0	1/0
Pharmacy	2/1		1/0	3/0	2/0
Public Health		4/3	3/2	1/0	1/0
Social Work		3/0	3/0		
Sub-Total					
Grand Total	49/2 (4%)	49/6 (12%)	61/5 (8%)	66/3 (5%)	64/2 (3%)

Source: UK, 2015.

As Figure 3 shows, there is an increase in the number of UK tenured faculty over the recent years, while the number of non-approval also declines.

Granting Tenure At Ilia State University

ILIA considers as a necessary provision to maintain outstanding faculty in order to be able to successfully educate its students and commit to community advancement. Therefore, ILIA aspires to devise the system that would continually improve the quality and performance of the faculty in order to enhance the value of the University's programs and ensure attainment of its mission[15].

Tenure model is unusual to Georgian universities. ILIA leads the way in addressing these pressing needs of the university efficiency. Therefore, it has taken successful steps in order to establish tenure system on the ground. Tenure system has been introduced at ILIA two years ago, therefore, the model is still in process of conceptual betterment. On the base of article 31 of the ILIA charter, the following contracts are offered to faculty: Special contract, Term contract, Tenure-track contract and Tenure contract.

According to Article 31 of the University Academic Staff:

1. The academic faculty consists of professors and assistants.
2. There are following categories of Professors: professors, associate professors and assistant professors.
3. Professors participate / lead the instruction and research processes.
3.1. Assistants under the supervision of professors, associate professors and assistant professors carry out researches as a part of instructional process.
4. Professors are offered four types of contract: Tenure, Tenure-track, Special and Term contracts.
A) Tenure contracts are offered to professors under following conditions:
-as a special merit of the contributions in the progress of the university
-for the significant research achievements that is likely to continue in the future;
-significant contribution to the educational process of the university, which is likely to continue in the future;

B) Tenure-track contracts are offered to professors under following conditions:

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[15] See ILIA profile in Appendix N 13.

-For being actively engaged with the implementation of important projects at the university;

-Have progressing achievements in the research field

-Has been/will be lecturing to wider audience hence gaining success in growing the number of attendees

C) the Term contracts are offered to professors with the condition to make significant contributions to the instructional process at the university.

D) Special contracts are offered to professors under the conditions that they:

-Spend a long time abroad

-Cannot ensure their daily engagement into process due to reasonable circumstances

5. The Academic Council of the University shall determine the rules for Tenure and Tenure-track contracts.

According to model established at ILIA, tenure system relies on a number of principles and operational prerequisites according to which the decisions regarding tenure and promotion are made, namely:

- *Research.* The research must be of a quality and quantity that contribute substantially the applicant' scientific discipline. Publication in peer-reviewed journals is the principal piece of evidence showing that applicant meet this standard. it is also required that applicant is able to win research grants

- *Teaching.* It is required that applicant is a competent teacher and fulfils the responsibilities to students in a conscientious manner.

- *Service.* Applicant must demonstrate his/her will to work for the betterment of the university and the public at large. Service on college and other committees, on editorial boards of journals demonstrates his/her willingness to assume the responsibility.

The official criteria for tenure form a triangle shape. The applicant will be judged on his/her research, teaching, and service to the university. These criteria are typical, nevertheless they require to be spelled out in more details. Below are given the schematized view of the ILIA Tenure process and a table of statistics.

Figure 4. Tenure Process at ILIA.

Tenure Process at Ilia State University
College, School
⬇
Academic Council of the University
⬇
Rector
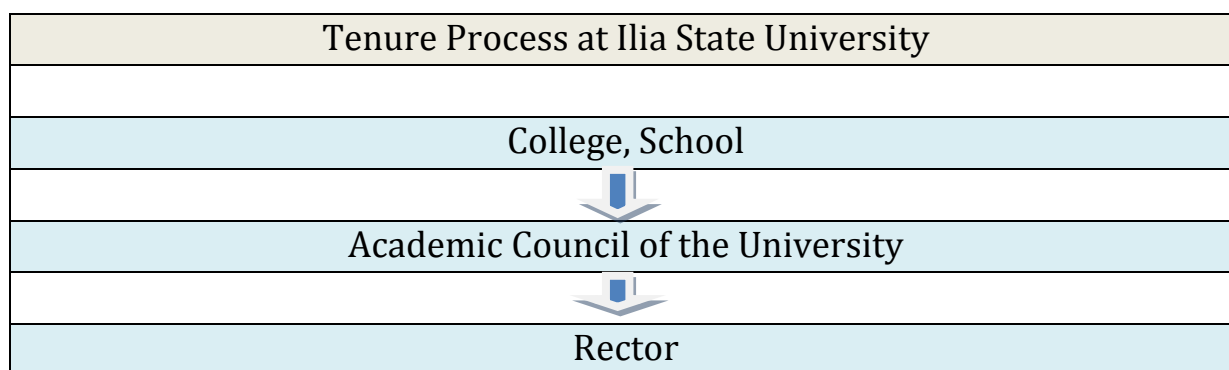
Source: D. Japaridze, 2015.

Figure 5. Tenure Award Data at ILIA

	Professor	Associate professor	Assistant professor
Tenure	18		
Tenure-track (1st level)	43	104	16
Tenure-track (2nd level)	14	15	-
Special contract	11	10	1
Term contract	5		2
Total	91	129	19

Source: ILIA, 2015.

From the data in the table it is apparent that ILIA makes serious attempts to establish solid tenure system by augmenting the number of tenured faculty in the colleges. These data serve as additional argument why ILIA needs further sophistication of the tenure regulation in order to ensure its compatibility with the best standards in the high education field.

As realized from article 31 of the university charter, the specific aspects of the tenure awarding and evaluation procedures have to be worked out in the future. Therefore, the added value of the aforementioned research is that it suggests the model and comes out with the accurate recommendations on how to advance and make competent of the tenure system at ILIA.

Findings, Conclusions

Through this case study it has been identified several trends of the tenure and promotion processes in the UK and ILIA. Accordingly, below are presented the unique patterns of the tenure processes in the respective universities.

Taken together, the results of both primary and secondary sources suggest that the model of tenure developed by the UK is efficient and meets all predetermined expectations. *UK tenure policy* offers clear and detailed descriptions of the both evaluation criteria and tenure and promotion process. Specifically, It provides all necessary information for faculty and clarifies tenure and promotion criteria for applicants while undergoing tenure process. Thus, UK has a clearly defined policy, which has fairly well specified criteria for promotion and tenure:

- **Faculty Ranks**

Faculty may be awarded tenure based on academic credentials and teaching and either research, scholarly, librarian and medicine work, when appropriate. The categories of criteria considered for tenure are clearly outlined:

-Regular Title Series(assistant professor, associate professor, professor)

-Extension Title Series(assistant extension professor, associate extension professor, extension professor)

-Research Title Series(assistant research professor, associate research professor,

-Librarian Title Series(librarian IV, librarian III, librarian II, librarian I)

-Clinical Title Series(Clinical Instructor, Assistant Clinical Professor, Associate Clinical Professor, Clinical Professor).

- **Time to Tenure**

 The time to tenure ranges from 3 to 7 years and is based on previous professional experience and rank at appointment. Generally, time from first probationary appointment to tenure is 5 to 6 years

- **General Criteria for Tenure and Promotion:**

Applicants are evaluated based on their teaching, research and their service to the institution. The criteria for research contributions are more stringent and traditionally have been more completely stated; applicants must provide evidence for their contributions in each category.

- **Means of Assessment for Tenure:**

Tenure assessment is made according to elements that can be demonstrated by the faculty and evidenced by the following measures:

Teaching
- Data from student evaluations.
- Teaching awards.
- Contributions to program and curriculum development
- Sample teaching materials.

Research
- Significant peer-reviewed research publications in an applicant's field. This might include books, monographs, journal articles and book chapters.
- Participation at conferences and in meetings of professional organizations.
- Receipt of research grants.
- Review and editing responsibilities (e.g. journals, textbooks, etc.)
- Non-peer reviewed publications (e.g. policy papers).

Service
- Participation in departmental/college/university committees.
- Participation in the university governance processes.
- Academic administrative appointments.
- Community service, relevant to academic expertise.

- **Tenure Process:**

These procedures begin with a review at the departmental level and subsequently reviewed at the college level and by Provost and endorsed by board of trustees. At every stage of the process, the policy includes opportunities for appeal or grievance. The tenure process also includes a pre-tenure review from the 2nd year of appointment that measures the candidate's progress with regard to institutional expectations for tenure.

Considering the UK tenure model, it can be suggested that the practice in place is adequate to goals outlined by the documents of strategic development of the university. The faculty interviews generally revealed that performance in teaching, research and services stems from the principles that are set forth in the tenure policy documents and regulations. They motivate faculty to aspire towards their professional development and make them efficient in bringing added value to instructional, research and services processes at UK. The only element that brings about certain scepticism is a wide range of title series that makes tenure system at UK a little bit complicated and bureaucratized. This statement is not to advocate

that the title series range should be abolished but it in the future it requires to be streamlined with the principles of effective governance.

On the subject of *ILIA*, in this study it has been found numerous evidences that the tenure process is at inception phase. There is minimal provision of political and regulatory documents, which emphasizes necessity of further installation of formal framework.

ILIA constantly encourages its faculty in research and without a record of publication, it is impossible to obtain tenure. It is also important to note, that tenure is also impossible without a record of good teaching, however service activities are still considered to be inferior to both research and teaching. Therefore, service track records must also be documented in the tenure dossier of the tenure candidate.

ILIA has established a single set of tenure-track faculty ranks, it does not separate teaching, research and service faculty alike the UK. ILIA has established minimal set of the ranks of Assistant Professor, Associate Professor, and Full Professor. It has also reserved the Researcher and Assistant researcher rank but they are not acknowledged as the subjects of tenure.

Emphasis on research is recognized as the best avenue to enhance the reputation of ILIA nationally and internationally. Thanks to progress achieved in the research records, ILIA has gained reputation of best performer among peers in South Caucasus over the recent years.[16]

At the same time, teaching and service are regarded as local functions which relate institution to local groups of clients and peers, while the research is associated with being best linker to a widespread community of peers being in relationship throughout scholarly journals.

Teaching is still difficult to evaluate, therefore, there have to be introduced various mechanisms to do so. In addition, students' evaluations may be an extra evidence of applicant's teaching competencies. It is also planned to introduce additional tool of teaching competency like asking applicants to report on their teaching activities.

To conclude, the current study uncovered that research and instruction continues to be the predominate factor influencing faculty rewards at ILIA, service practice is in lower rank and needs be re-addressed and upheld in status. In the assessment process, there might be disclosed new evidences and criteria of service success of applicant, like being invited to serve on editorial boards and study sections, doing work for professional associations, being a consultant to government and industry, etc.

Recommendations

The case study has thrown up a number of questions in need for further sophistication of tenure model at ILIA. From ILIA perspective, UK case occurred to be highly appropriate in terms of its relevancy of tenure policy. Therefore, most of the recommendations were worked out on the example of UK model. Furthermore, in search for drafting the most appropriate model to ILIA, the detailed recommendations were drawn up. These recommendations are

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[16] www.webometrics.info, March, 2015

given in the Appendix N 5. *ILIA Regulation on Granting Tenure (Draft)*. The chapter below presents the guiding principles for ILIA to have confidence in while implementing the tenure model:

Clear and comprehensive, written procedures and standards for promotion and tenure evaluation.
 – "Teaching, research, and service" is the standard trilogy for evaluating faculty[17]
 – Develop a clear set of written procedures with specific deadlines and lists of responsibilities of the candidate.
 – Develop a clear set of written procedures with specific deadlines and lists of responsibilities of each relevant academic unit.
 – Develop standards and criteria for assessing the quality of scholarship and teaching and service
 – Make a rigorous assessment of how accurately the policy reflects the actual operations of institutional tenure system

A multi-layered promotion/tenure review process.
 – Establish specific process and procedures used to review promotion casebooks, in accord with the nature of the academic disciplines at the school or college level.
 – If the school or college includes centres/programs, review recommendations for promotion at multiple levels.
 – In reviewing both negative and positive recommendations for tenure and promotion, Rector/Academic Council may accept the recommendation or send the case back to the school or college for reconsideration.
 – The Rector/Academic Council may decline to endorse a positive recommendation from the school or college after thorough discussion with the dean. In cases in which the final rrecommendation from the school or college is negative, a positive recommendation the Rector/Academic Council would occur only after thorough discussion with the dean and only in exceptional circumstances.

Explicit safeguards to ensure consistency in the evaluation process at each level of review for all individuals.

 – Ensure that senior faculty, and administrators, who are responsible for carrying out these policies, know that they must act in good faith and they must conform to institutional and unit requirements.
 – Provide mechanisms to encourage senior faculty and administrators, who are responsible for carrying out these policies, to regularly engage in a dialogue about their respective roles and responsibilities.
 – The Rector/Academic Council is responsible for ensuring the academic integrity of the tenure process at the institutional level.

Above given principles are thought to bring added value to developing tenure system. Moreover, they will serve as a base to rely on while pursuing the goals of establishing mechanisms of employment safety and academic freedom at Ilia State University.

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APPENDICES

Appendix 1. Endorsers of the 1940 Statement of Principles of Academic Freedom and Tenure

Association of American Colleges and Universities, ...1941

American Association of University Professors,1941

American Library Association (adapted for librarians)..1946

Association of American Law Schools 1946

American Political Science Association 1947

American Association for Higher Education and Accreditation 1950

American Association of Colleges for Teacher Education 1950

Eastern Psychological Association 1950

Southern Society for Philosophy and Psychology 1953

American Psychological Association 1961

American Historical Association.......................1961

Modern Language Association 1962

American Economic Association 1962

Agricultural and Applied Economic Association..1962

Midwest Sociological Society 1963

Organization of American Historians 1963

Society for Classical Studies 1963

American Council of Learned Societies 1963

American Sociological Association 1963

Southern Historical Association 1963

  Society of American Archivists....................1966

  Southeastern Psychological Association 1966

  Southern States Communication Association..1966

  American Mathematical Society 1967

  Association for Slavic, East European, and Eurasian Studies 1967

  College Theology Society 1967

  Council on Social Work Education 1967

  American Association of Colleges of Pharmacy 1967

  American Academy of Religion 1967

  Association for the Sociology of Religion 1967

  American Society of Journalism School

American Studies Association 1963

Association of American Geographers 1963

Southern Economic Association 1963

Classical Association of the Middle West and South 1964

Southwestern Social Science Association 1964

Archaeological Institute of America 1964

Southern Management Association 1964

American Theatre Association (now dissolved) 1964

South Central Modern Language Association..1964

Southwestern Philosophical Society 1964

Council of In de pen dent Colleges 1965

Mathematical Association of America 1965

Arizona- Nevada Academy of Science 1965

American Risk and Insurance Association 1965

Academy of Management 1965

American Catholic Historical Association 1966

American Catholic Philosophical Association 1966

Association for Education in Journalism and Mass Communication 1966

Western History Association 1966

Mountain- Plains Philosophical Conference 1966

Administrators (now merged with the Association of Schools of Journalism and Mass Communication) 1967

John Dewey Society 1967

South Atlantic Modern Language Association...1967

American Finance Association 1967

Association for Social Economics 1967

Phi Beta Kappa Society 1968

Society of Christian Ethics 1968

American Association of Teachers of French 1968

Eastern Finance Association 1968

American Association for Chinese Studies 1968

American Society of Plant Biologists......1968

Society of Civil War Historians ....2014 Association...2014

Society of Mathematical Psychology ....2014 Labor and Working-Class History

Sociologists for Women in Society ....2014 Association...2014

Urban History Association ....2014 Paleontological Society....................................... 2014

World History Association 2014

American Educational Research

Appendix 2. Profile of the University of Kentucky

The University of Kentucky (UK) is a public, research extensive, land-grant university founded in 1865 year. According to Strategic Plan, UK will be one of the nation's 20 best public research universities, an institution, recognized worldwide for excellence in teaching, research and service and catalyst for intellectual, social, cultural and economic development.

One of the great strength of the UK is a richness of the campus that brings together undergraduate, graduate and professional students in an unusually comprehensive array of programs. According to strategic plan, UK has following objectives for the years to come: reach for national prominence; attract and graduate outstanding students; attract, develop and retain a distinguished faculty; discover, share and apply new knowledge; nurture diversity of thought, culture, gender and ethnicity; elevate the quality of life for Kentuckians.

By 2020, the University predicts to generate approximately $600 million in research and development expenditures and to capture a Top 20 ranking in this category.

Faculty promotion and granting of tenure as well as post-tenure reviews is administered by the Office for faculty Advancement and institutional effectiveness(OFA&IE). It is primarily responsible for all matters relating to the full span of the career of all 1300 faculty members at UK, as well as the first stop for internal and external stakeholders to issues related to assessment, accreditation and institutional effectiveness.

The office develops and maintains expertise in matters regarding faculty appointment for all title series of faculty, faculty promotions, the granting tenure in tenure-eligible series, post-tenure reviews, faculty performance evaluation processes and outcomes, etc. The OFA&IE provides leadership for University-level assessments, accreditation and program review processes. It oversees and monitors the implementation, evaluation and management of institutional effectiveness activities, institutional accreditation requirements and various academic institutional initiatives. The office has several structural components and stuff who serve to fulfil the institutional goals of the office.

Appendix 3. Profile of the Ilia State University

Ilia State University is a flagship higher education institution in Georgia established in 2006 as a merger of six different institutions, each having a long history and a diverse institutional profile. It comprises four Departments/Schools(School of Arts and Science, Business School, School of Engineering and School of Law), each offering distinctive training in their respective direction and in-depth research opportunity in social sciences, humanities, life sciences, earth sciences, and hard sciences. These Schools offer students *BA, MA and PhD programmes* in various fields of sciences. The leadership remains open to innovative teaching and learning programs and supports research initiatives to finance research activities, justly occupying *the top research citation index* in Georgia. With *the highest competition rate for PhD programs* in the nation (10 applicants per place), approximately 13,000 students, 988 highly qualified academic staff, and with renovated research infrastructure in several Georgia's regions (including 25 large and small scale research institutes, centers and stations), Ilia State University has become one of the most desirable universities to study and work for in the country.

Appendix N4. Areas of Activity and General Criteria for Faculty Appointment, Reappointment, Promotion and the Granting of Tenure in the UK

Tenured Faculty Review and Development Policy

As mentioned, Uuniversity of Kentucky has adopted also special *Policy Document for Tenured Faculty Review and Development*. This policy is designed to provide definitive guidance to units in supporting tenured faculty to increase their productivity and to identify and address problems in performance.

According to document, the Dean shall notify the faculty employee and educational unit administrator of the initiation of a Consequential Review process and of the procedures of the review. For a faculty employee selected for Consequential Review, the educational unit administrator shall prepare a review dossier in consultation with the faculty employee. The faculty employee has the right and obligation to provide for the review dossier all the documents, materials, and statements he or she believes to be relevant and necessary for the review, and all materials submitted shall be included in the dossier. Usually, such a dossier would include an up-to-date vita, a teaching portfolio, and a statement on current research or creative work. It is not the purpose of the Consequential Review to evaluate the performance of the faculty employee but rather to develop a plan to remedy the deficiencies indicated in the performance reviews. The review should be completed within 60 days of notification of the initiation of the review. The plan must:

- Identify the specific deficiencies to be addressed
- Define specific goals or outcomes that are needed to remedy the deficiencies
- Outline the activities that are to be undertaken to achieve the needed outcomes
- Set timelines for accomplishing the activities and achieving the outcomes

- Indicate the criteria for annual progress reviews
- Identify the level and source of any funding which may be required to implement the development plan.

The faculty employee and his or her educational unit administrator should meet each semester to review the faculty employee's progress towards remedying the deficiencies. When the objectives of the plan have been met, or in any case no later than three years after the start of the plan, a final report will be prepared by the educational unit administrator and given to the faculty employee. In those cases where serious deficiencies continue to exist after the Consequential Review plans are completed, dismissal for cause procedures may be initiated.

Furthermore, each academic unit may create a process for a Developmental Review of tenured faculty that includes setting individual faculty goals in collaboration with unit chairpersons, deans, and senior faculty colleagues. These reviews should be incorporated into the current performance review process for tenured faculty to minimize administrative burden. The Provost and dean develop a process for allocating additional funds as appropriate to provide necessary support for faculty employees undertaking a Consequential or Developmental Review.

Finally, each dean prepares annually a summary report on cases resulting from the implementation of the Tenured Faculty Review and Development Policy in that college and transmit the report to the Provost.

Appointment, Reappointment, Promotion, and the Granting of Tenure in the Regular Title Series

Three areas of activity are important in the evaluation of faculty for appointment, reappointment, promotion, and the granting of tenure:
- Teaching, advising and other instructional activities;
- Research or other creative activity;
- Professional, university, and public service.

All appointment, reappointment, promotion, and tenure actions are arranged on the basis of merit, therefore, the detailed description of each of these areas are stipulated as a guide for evaluating the achievements of a faculty member.

Teaching, Advising, and Other Instructional Activities

- Teaching involves creating a learning environment, as well as transmitting, transforming and extending knowledge. Superior teaching and advising shall be recognized as integral components of the evaluation for promotion and tenure as appropriate given the faculty employee's assignment. Teaching, advising, and other instructional activities are documented through the Teaching Portfolio.

- Objective evidence of the quality of teaching shall be included in the final dossier. Such evidence should include: (a) reports by colleagues qualified in the field; (b) evaluations by students and, if available, graduates; and (c) when appropriate, the subsequent accomplishments of graduates whose major work has been supervised by the individual under consideration.

Research and Other Creative Activity

Faculty employees have a responsibility for the creation of knowledge. Communication of the work's significance to the scholarly community and to the public at large and its evaluation is an integral part of the promotion and tenure process. The documented quality of research and/or creative scholarship is an integral component of the promotion and tenure evaluation process as appropriate given the faculty employee's assignment.

Professional, University and Public Service

- A service component is a normal part of a faculty employee's obligation to the University. Formation of educational policy, participation in faculty governance, and effective performance of administrative duties, is taken into consideration in the evaluation process.

- Faculty employee's are expected to engage in service related to their professional role as scholars for the benefit and development of local, state, national, international, and the University communities. Documented scholarship related to service that is directly associated with one's special field of knowledge, expertise, and professional role within the UK shall be evaluated as positive evidence.

Above specified criteria are employed with regards to other faculty title series as well: Extension Title Series, Special Title Series, Research Title Series and Librarian Title Series.

Procedures for Faculty Appointment, Reappointment, Promotion and the Granting of Tenure

The Comprehensive Tenure review

In a comprehensive tenure review, a dossier is reviewed at multiple levels of the UK (educational unit, college advisory committee and dean, academic area advisory committee and Provost), irrespective of the judgment, favorable or not, at the previous level of review. Considerable deference in tenure cases shall be shown by the Provost to the judgments emanating from the college, especially in cases where the Provost has determined that those college-level judgments (unit faculty, educational unit administrator, college advisory committee and dean) are nearly unanimous, either for or against the granting of tenure

A tenure-eligible faculty employee is entitled to one (1) comprehensive tenure review, which shall be completed no later than the end of the next-to-last year of the probationary period. A

comprehensive tenure review shall also be extended to a new faculty employee whose initial appointment at the academic rank of Associate Professor or Professor proposes immediate tenure.

Procedural Steps Occurring at the Level of the Educational Unit

Recommendations for appointment, reappointment, terminal reappointment, joint appointment, post-retirement appointment, decision not to reappoint, promotion and the granting of tenure, concerning faculty of any rank or title series, shall be initiated by the educational unit administrator.

Assembly of the Dossier

> The educational unit administrator is responsible for the assembly of a dossier associated with a faculty personnel recommendation. The dossier is prepared from materials in the Standard Personnel File and from additional materials supplied by the educational unit administrator and faculty employee.

Recommendation of the Educational Unit Administrator to the College Dean

> The educational unit administrator shall add to the dossier all written judgments received from the unit faculty, and his or her written recommendation, and forward that completed dossier to the dean

Procedural Steps Occurring at the Level of the College

Each college at UK with at least two educational units (e.g., departments, schools and graduate centers) within the college has a college advisory committee comprised of tenured faculty members from the college faculty, excluding educational unit administrators and assistant/associate deans. The college advisory committee shall be concerned with policy matters on, and individual cases related to, faculty appointment, reappointment, promotion and the granting of tenure. Prior to making a recommendation or decision on terminal reappointments or decisions not to reappoint, the dean shall provide the dossier to the college advisory committee, and obtain its written recommendation.

The dean first obtains the written recommendation from the college's advisory committee on the tenure recommendation of the educational unit administrator. The dean then reaches a judgment on the recommendation from the educational unit administrator. Finally, the dean adds to the dossier both the written recommendation of the college's advisory committee and the dean's written recommendation, and forward the dossier to the Provost.

Procedural Steps Occurring at the Level of the Provost

For proposals involving the consideration of initial appointment (with or without tenure), reappointment, promotion, or the granting of tenure in the terminal year of a probationary period, the Provost reviews the dossier and all recommendations and either make a positive recommendation through the President to the Board of Trustees, which shall take final action, or disapprove, stop the personnel action and notify the dean. The dean notifies the candidate in writing with a copy of that notification to the educational unit administrator.

The Board of Trustees takes final action on the proposal by approving or disapproving the Provost's recommendation. The President, through the Provost, informs the dean in writing of the Board's action. The dean notifies the candidate in writing with a copy of that notification to the educational unit administrator.

Appendix N 5. ILIA Regulation on Granting Tenure (Draft)

(To be approved by Academic Council of Ilia State University)

 The current draft regulation provides categories and criteria for granting tenure and procedures for performance review and evaluation of faculty . The regulation defines tenure as the right of a faculty member to hold his/her position and not be removed there from except for just cause as hereinafter set forth in the special article or except as provided elsewhere in this document.

This draft regulation was prepared by the study, commissioned by IREX program. It aimed to formulate and suggest tenure policy document to ILIA University. The draft regulation should will be subject of further consideration by diverse governing bodies at ILIA and subsequent experience and changes may result in modification of its contents and final approval by the university.

Criteria for the Granting of Tenure

1. Teaching Effectiveness and Fulfilment of Professional Responsibilities

Fulfilment of professional responsibilities is the fundamental criterion for determining the granting of tenure. Failure to meet these responsibilities will preclude a favorable recommendation for tenure.

Both the college and university promotion and tenure committees shall consider these criteria in making tenure recommendations. University faculty member should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should support the freedom and responsibility of all members to pursue their rightful goals. The contract, in the articles on duties and responsibilities of faculty members and workload and workload equivalents, lists specific faculty duties and responsibilities, which include but are not limited to:

- Preparing for and meeting assigned classes
- Conferring with and advising students
- Evaluating students fairly and reporting promptly on student achievement
- Participating in group deliberations which contribute to the growth and the development of the students and the university
- Accepting those reasonable duties assigned within the fields of competence

- Attempting honestly and in good conscience to preserve and defend the goals of the university, without being restricted in the right to advocate change.

The university has high expectations of its faculty for excellence in teaching or the performance of other professional services and the applicants should bear in mind the importance of creative and stimulating teaching, student achievement, effective advising, and other academic contacts with students.

2*. Continuing Scholarly Growth*

In general, these criteria reflect formal course work in the applicant's discipline, earned degrees, involvement in professional organizations directly related to the applicant's teaching or service specialty, and research and publication.

There are often considerable differences in academic background and professional experience and achievement at the time that individuals accept faculty appointments. In assessing an applicant's mastery of subject matter and scholarly growth, the college and university Academic Council will weigh carefully the nature of accomplishments prior to service at ILIA and will pay special attention to development that has occurred during the probationary period.

3. Service: Contributions to the University and/or Community

Because new faculty members are heavily committed to the development of courses and to their own scholarly growth, this criterion receives less emphasis. However, recognition will be given for university and community activities. All applicants should be active in service to their colleges.

Evidence Used to Evaluate the Level of Performance for Each of the Three Categories

Teaching Effectiveness and Fulfilment of Professional Responsibilities.

- The college dean and tenure committee will prepare separate statements describing the applicant's teaching effectiveness and fulfilment of professional responsibilities.
- The university Academic Council will review the statements prepared by the college dean and tenure committee.
- Evidence reviewed by the college dean and tenure committee.
- Evidence reviewed by the university Academic Council.

Continuing Scholarly Growth

- Evidence reviewed by the college dean and tenure committee. Consideration may be given only to activities directly related to the applicant's discipline or specialty. Dates must be provided for all activities and publications.

- Informal education: workshops, institutes, study abroad, graduate courses not part of degree program, or professionally recognized short courses.

- Scholarly Development, Activity, and Recognition - Publications, Papers delivered, expertise in new areas of teaching, grants or fellowships received.

Service: Contributions to the University and/or Community

1) Contributions to the university:

- Special individual assignments.
- Significant contributions to university governance.
- Significant contributions to departmental committees.
- Significant contributions to student organizations, activities, or other aspects of student life.
- Development of proposals which benefit the university or other significant contributions to the university.

2) Contributions to the community:

- Participation in community service in a professional capacity that brings recognition to the university.
- Professional contributions to area schools in a way that brings recognition to the university.
- Other community education or developmental activities reasonably related to the applicant's discipline.

Tenure Committees

College Tenure Committee

Each college shall have a promotion and tenure committee consisting of at least 3 tenured faculty members, not to include the college dean who shall write a separate recommendation.

In selecting the committee and in the deliberation of the committee, faculty members shall exercise professional standards of conduct to avoid actual or apparent conflicts of interest.

If the required number of tenured faculty members in a given college is not available or is not eligible to serve, or if a college has three or fewer faculty members excluding the chairperson, then the following procedure must be used:

- Tenured faculty members from the same or related disciplines must be secured.

- Those tenured faculty from outside the college must be approved by the college.
- The evaluator from outside the college must also be acceptable to the person or persons being evaluated.
- The evaluator from outside the college must receive prior approval of the Rector of the university.
- Where a mutually acceptable evaluator cannot be agreed upon, the Rector shall provide the faculty member and the college with a list containing the names of at least 3 individuals who have the qualifications for the position held by faculty member being evaluated.
- The faculty member shall have 3 working days in which to select one individual from this list. If the faculty member fails to make a selection within the 3 day period, the Rector, in consultation with the college dean and the college, shall designate one individual from this list to serve on the college evaluation committee.

University Academic Council

Academic Council is responsible for reviewing all applications for tenure received from the appropriate college committee and college deans.

Procedure for Granting Tenure

The contract

The procedures and deadline dates of the tenure application process are outlined in the individual contract.

Initial Administrative Responsibilities

The Rector designee shall send a notice to all fifth year probationers with copies to the appropriate college dean notifying the fifth year probationer that he/she has until December 31 of that year to apply for tenure. By May 31 of fifth year of probationary employment the Rector shall either grant tenure to the probationer or the probationer's sixth year of employment shall be a terminal year of employment.

Applicant Responsibilities

- The applicant is responsible for obtaining the appropriate forms from the college. The package includes the forms for:

    a. Application for tenure;

    b. Recommendation for tenure by the college dean;

    c. The recommendation for tenure by the college tenure committee.

- 2. By December 31 of the fifth year of the probationary period, a faculty member may apply for tenure. A letter requesting tenure shall be submitted to the Rector. A copy of the letter to the Rector shall go to the appropriate college Dean. The letter to the Rector shall include a statement of the reason why the faculty member believes he/she should be granted tenure.

- 3. If a fifth year probationary faculty member fails to apply for tenure, that probationer's sixth year of employment shall be a terminal year.
- 4. The applicant submits the completed tenure application forms to his/her college dean by December 31. Supporting materials are presented to the college administrator who shall forward them to the college committee chairperson.

Procedures at the College Level

- Each college is to establish written guidelines for evaluating applications for tenure and for preparing its recommendations. These guidelines shall include specific criteria for the discipline, and the procedures and criteria shall parallel the university statement on tenure, and shall be approved in advance by the college Dean and the Rector.

- Recommendation forms are to be completed by both the college dean and tenure committee. It is the responsibility of the college dean and committee to develop complete written rationales for their recommendations.

- Applicants shall be informed of their right to appear before the committee prior to the time at which the committee makes its recommendation.

- All pages of the college dean's and committee's recommendations with rationales are to be signed by the applicant. Signature only means that the applicant has seen the recommendations and does not indicate agreement.

- Applicants who disagree with the college dean's and/or committee's recommendation may attach a statement to the recommendation before it is forwarded to the university Academic Council.

- The college dean shall submit the candidate's application, recommendations of the college dean and committee and the applicant's supporting materials to the university Academic Council by February 15.

- Failure by anyone other than the applicant to meet required deadlines or to forward appropriate materials or recommendations shall not result in the disqualification of the application by the university Academic Council. If the college committee or college dean fails to submit a recommendation to the university promotion and tenure committee by the appropriate date, the applicant may submit the application and supporting material directly to the university Academic Council.

- *Procedures of the Academic Council*
- The Academic Council shall review each applicant's materials and send a memo to the applicant and the college dean acknowledging receipt of the application, recommendations, and supporting materials.

- In the event that any of the above mentioned application materials are not received by the Academic Council it shall so inform the applicant and shall allow 7 university calendar days after the applicant receives notification for completing the applications.

- The Academic Council shall review each application to determine if minimum qualifications have been met. The application of any applicant who, in the judgment of the Academic Council, does not meet minimum qualifications will be forwarded immediately to the University Rector for the final decision with regard to eligibility. If the applicant is judged eligible, the Rector should return the application immediately to the Academic Council, whereupon the application will be returned to the eligible pool of applications for consideration.

- Applications must be submitted prior to the deadline set by the applicant's contract. In cases in which applicants have presented, prior to the deadline, a written request for an extension that outlines the extenuating circumstances, expectations may be granted at the discretion of the Academic Council.

- The university Academic Council may request that additional supporting materials be forwarded to it. It may also require clarification of statements in the application or recommendation forms. The university Academic Council will not accept unsolicited materials that are sent by individuals other than the applicant, the college dean or the chairperson of the college promotion and tenure committee when he/she is acting as the representative of the entire college committee.

- Each applicant for tenure shall have the right to request and make an appearance before the university Academic Council to speak on his/her own behalf before the Academic Council submits its recommendations to the Rector.

- When preliminary review and processing have been completed, each Academic Council member will read and evaluate each application for tenure.

- The Academic Council shall meet and discuss each application for tenure.

- Each Academic Council member shall identity each applicant as either recommended for tenure or not recommended for tenure.

Procedures of the University Rector

- The Rector may consult with the Academic Council regarding the basis on which recommendations were made.

- The Rector reserves the right to seek advice from and to consult with individuals of his/her choosing in the process of making all personnel decisions. It is common administrative practice for the Rector to discuss such matters with the school deans, and others.

- In the event that the Rector rejects a recommendation of the college promotion and tenure committee, the committee shall be notified in writing, and the promotion and

tenure committee chairperson shall be given an opportunity to discuss the recommendation with the Rector.

- The Rector shall act independently if the Academic Council and college committee fails to act within the time limits specified.

- When all tenure procedure steps have been completed, the applicant's application and recommendations will be placed in his/ her official personnel file. Supporting materials will be returned to the applicant.

Standards for Evaluation of Research for Purposes of Tenure

ILIA State University confirms its commitment to academic excellence and due process in evaluating the progress of applicants against tenure and promotion. Therefore, it has been developed the guidelines. The guidelines serve to following purposes:

- They should help new faculty develop their plan of work and prepare them for success when they are evaluated for tenure.

- They should provide an equally helpful roadmap for more established faculty as they prepare for promotion to professor and continued scholarly productivity.

According to the standards, faculty must demonstrate both productivity and quality in core areas. Therefore, they should have an observable program of research. The research is acknowledged as a priority area at ILIA, therefore the tenure process should focus satisfactorily on this purpose. Because ILIA places a high value on scholarly publications, it is worth elaborating how different types of publications are viewed. Below are given criteria to be used while making every tenure decision, and to convey some idea of the weight that these are usually given.

Quantitative Indicators

Quantity of publication is the easiest evaluative dimension to take in and to discuss, but even it is sometimes difficult to determine. The simplest definition of the quantitative criteria is:

Either several books and 7-10 articles normally constitutes an reasonable case for tenure.

- *Book* refers to a published volume of original research within the field of academic interest of applicant. Although textbook does not count in this case, there might be exceptions in cases when the textbook can be considered as an important contribution to a research stream.

- *Article* points out to an existence of original research. It also might be a reinterpretation of existing research, normally published either in a refereed academic or professional journal. To count as an article it must be published. Although article can be a subject of tenure consideration, its weight is much less than that of books.

- The writing of *conference papers and grant applications*, for instance, is evidence of the active pursuit of a research agenda, and is thus a positive consideration. However, these alone, without resulting in publication, can be considered as insufficient to a tenure case.

- *Writing book reviews, editing collections, or engaging in other forms of reviewing and editing* are of positive impact, however, this type of activity cannot substitute for the publication of original scholarship.

- *Co-authored* work is certainly admissible in the tenure process, however, under condition that candidate have a relatively large proportion of co-authored pieces as the university discounts collaborative publications somewhat in its assessment of research productivity.

Qualitative Indicators

There are certain indicators practiced by the evaluators which they apply while making their critical evaluations of a candidate's scholarship.

When it comes to make evaluation of published *books*, the college/Academic Council draws particular attention to how renowned are the publishers where the books were published. Due to high standards that prominent publishers are applying in selection process, these books are considered as of high research quality and enormous importance. Although, there is no formal list of "best publishers", some universities and trade publishers have great confidence in the quality. All they print and publish are met with the due respect among academia and produce high interest of wider audience.

Articles are judged primarily by their quality and importance as assessed by the Quality Assurance Department of the university. In this assessment, the college is assisted by the degree of confidence it can place in the strength of reviewing and editorial judgment associated with various professional journals. The Quality Assurance Department does recognize that not all journals are good enough for evaluation purposes. Those individuals working on themes not commonly viewed with enthusiasm by mainstream publications will not be overlooked for publishing their work in the best available places, with the highest relevant standards and the most appropriate audiences.

With reference to *contributions to edited volumes*, the Quality Assurance Department members will take up careful scrutiny of quality, given the highly diverse processes of pre-publication refereeing relevant to such collections. It is expected that most of a candidate's publications will be placed in academic and professional journals. As a rule, the higher the ratio of journal articles to book contributions, the better. Although not all of applicant's work may be of highest quality, the Quality Assurance Department expects that a successful tenure candidate has to present a significant evidences of high-quality scholarship.