I. Distinguishing Departmental Characteristics

A. Focus and Scope

Part of University College, the Department of First-Year and Transition Studies is degree-granting and houses key initiatives central to the mission and strategic plan of KSU that contribute markedly to the success of KSU students. These include Learning Communities, First-Year Seminars, the Information and Communications Technology Course (ICT 2101), and the Master of Science in First-Year Studies degree. The department’s key focus is ensuring first-year students’ successful transition to post-secondary education.

B. Curricular Initiatives

1. **Learning Communities**

   The Learning Communities program is a curricular initiative that promotes the integration of General Education and other lower-division courses. A typical learning community is a theme-based cluster of courses that allows a student cohort of 25 students or fewer to take 2-4 courses together while also benefiting from faculty collaboration, out-of-class learning opportunities, and integrative learning assignments. Types of learning communities included are general-interest, learning communities for special populations, and discipline-based learning communities that link introductory major courses with General Education offerings.

2. **First-Year Seminar**

   The three-credit hour First-Year Seminar (KSU 1101) is an integral part of the KSU curriculum and often featured as an anchor course in Learning Communities. A defining characteristic of this course is the close interaction of the instructor and student. While introducing students to the culture of the university and guiding them in their transition to post-secondary education, faculty for this course help students develop both skills and knowledge for academic and college success. In particular, students in the First-Year Seminar learn and practice strategies for thinking critically in a diverse world, becoming socially and academically acclimated to the University, and creatively and collaboratively solving problems. First-time, full-time students with fewer than 15 credit hours are required to complete a First-Year Seminar or join a Learning Community and complete all courses that comprise it.

3. **ICT 2101 – Information and Communications Technology (3 credit hours)**

   This digital literacy course explores how computers and the Internet have revolutionized society and become an integral part of every profession. This course provides the foundation for students to become informed and creative problem-solvers capable of using and envisioning the potential of digital technologies. Students learn to apply fundamental principles of computing,
including but not limited to digitization, digital logic, and algorithmic thought, to enhance their skill in the use of digital applications, create digital resources, and assess digital assets. Other topics include digital security and privacy, the implications of digital disruption, and careers in the digital age.

4. Master of Science (M.S.) in First-Year Studies

The M.S. in First-Year Studies equips students with the knowledge of the transitions that first-year students face in order to prepare them to design, manage, and deliver both curricular and co-curricular programs to help first-year students succeed. This degree encompasses the theory and study of factors affecting the initial college experience, including foundations of students’ transitional experience and research on various programs that promote a successful transition.

C. Faculty

Faculty teaching in the Department of First-Year and Transition Studies have expertise and credentials in a variety of academic disciplines. This diversity is reflected in the variety of types of Scholarship and Creative Activity, Professional Service, and Teaching. The Department prizes this diversity and promotes interdisciplinary and collaborative efforts in curricular, instructional, and programmatic initiatives.

D. Faculty Workload

The University’s flexible workload model allows for a range of workload distributions among individual faculty members and is designed to allow faculty to utilize their unique strengths and abilities to benefit Kennesaw State University. Because Teaching (T), Professional Service (PS) and Scholarship and Creative Activity (SCA) can be defined in a variety of ways, depending on a faculty member’s situational context, faculty in the Department of First-Year and Transition Studies may elect a workload distribution emphasizing a faculty member’s goals and priorities while aligning with the fundamental expectations of the faculty position. These goals and expectations will be delineated in the form of a Faculty Performance Agreement (FPA) that is mutually approved by the faculty member and the Department Chair at the time of the faculty member’s annual review. The FPA lists the faculty member’s goals and priorities for a period agreed upon by the faculty member and his or her supervisor(s) to fit current and anticipated circumstances. (from KSU Faculty Handbook, p. 65)

Each faculty member will work with the FYTS Department Chair to determine his/her workload for each faculty performance area. The chair is responsible for ensuring the faculty workloads are equitable across the department and that, collectively, they fulfill departmental needs. All FPAs are subject to final approval by the Dean.

1. Teaching Load: A three-credit hour class represents 10% of a faculty member’s effort for the academic year. For faculty who are teaching discipline-based courses that are time-intensive (e.g., studio, lab courses, large lecture, or field experiences), equivalencies will be established. Undergraduate and graduate research, directed studies, and similar activities will also be evaluated for equivalencies.

2. Scholarship and Creative Activity Load: Load distribution for SCA is dependent upon a variety of factors and relative to a faculty member’s FPA. Because of the diverse disciplines represented by faculty in the department, SCA also takes on many forms. Thus, workload distributions and expected products are negotiated between the
faculty member and the department chair.

3. **Professional Service Load:** Because of the limited number of full-time faculty in the Department of First-Year and Transition Studies and the number of service obligations requiring faculty representation, faculty are expected to devote a minimum of 10% of their time to PS.

### II. Types of Faculty Review and Faculty Performance Areas

#### A. Types of Faculty Review:
Kennesaw State University has established guidelines at multiple levels of review (university, college, and department) to honor the individual contributions of faculty members while evaluating their performance with respect to the central mission of the institution, the college, and the department. According to the KSU Faculty Handbook, the following are types of faculty performance reviews:

- Annual review of faculty performance
- Pre-tenure review for tenure-track faculty
- Review for tenure by the sixth year for tenure-track faculty with professorial rank
- Post-tenure reviews for tenured faculty with professorial rank after every five years submitted in the beginning of the sixth year
- Reviews for elective promotion for tenured faculty in the professorial rank (optional)
- Review for elective promotion for non-tenure track faculty with professorial rank, including clinical and research faculty (optional)
- Review for elective promotion for lecturers (optional)

#### B. Areas of Faculty Performance
Kennesaw State University’s tenure and promotion guidelines place a priority on the quality, significance, and impact of the products in these performance areas:

- Teaching
- Scholarship and Creative Activity (tenure-track and tenured faculty only)
- Professional Service

### III. Evaluation and Review of Tenure-Track Faculty

#### A. Annual Review
In the Department of First-Year and Transition Studies, faculty members must document specific accomplishments and the quality and significance of those accomplishments in their Annual Review Document (ARD). In conjunction with the ARD, faculty members must submit a Faculty Performance Agreement (FPA) outlining their goals. Faculty in the Department of First-Year and Transition Studies are expected to catalog their accomplishments in a portfolio, in a format designated by the University. The Department Chair conducts the annual review of a faculty member’s performance in teaching, scholarship and creative activity, and professional service, providing a narrative evaluation as well as a rating indicating whether a faculty member is exceeding, meeting, or not meeting expectations, which are defined below.
• **Exceeding Expectations** - A rating of exceeding expectations indicates that the faculty member has completed the goals set forth in the FPA and made contributions in the specified area of performance (teaching, scholarship and creative activity, or professional service) that surpass the fundamental responsibilities of the job at their current rank.

• **Meeting Expectations** - A rating of meeting expectations indicates that the faculty member has completed the goals set forth in the FPA and made contributions in the specified area of performance (teaching, scholarship and creative activity, or professional service) that are in alignment with the fundamental responsibilities of the job at their current rank.

• **Not Meeting Expectations** - A rating of not meeting expectations indicates that the faculty member has completed few or none of the goals set forth in the FPA and has made few or no contributions in the specified area of performance (teaching, scholarship and creative activity, or professional service) that are in alignment with the fundamental responsibilities of the job at their current rank.

**B. Promotion and Tenure Review**

According to the Faculty Handbook, “Tenure track faculty can be reviewed concurrently for both promotion (from assistant professor to associate professor or from associate professor to full professor) and tenure, but the awarding of promotion can only be approved after a positive decision on tenure has been made by the KSU President”. Most tenure-track faculty in the department will pursue promotion and tenure simultaneously; however, some faculty in the department who are tenured may separately pursue promotion. Regardless, pre-tenure, tenure, and/or promotion recommendations are determined through holistic assessment of a faculty member’s contributions, accomplishments, and performance using

- annual review documents (ARD),
- annual review letters,
- student evaluations,
- portfolio materials (narrative, documentation, and artifacts),
- external letters, and
- peer observations of teaching.

In alignment with the Faculty Handbook, a faculty member’s contributions, accomplishments, and performance in teaching, scholarship and creative activity, and professional service will be evaluated as:

- **Noteworthy,**
- **Satisfactory,** or
- **Unsatisfactory.**

**Definitions of Noteworthy, Satisfactory, and Unsatisfactory Contributions**

• **Noteworthy** - The body of work a faculty member presents for a specific area (T, SCA, PS) in the promotion and/or tenure portfolio is considered noteworthy when those accomplishments, contributions, and performance records are deemed remarkable, outstanding, extraordinary, or unique by teaching and administrative colleagues. Noteworthy accomplishments, contributions, and performance exceed the fundamental requirements of
the faculty position, and quality and significance are at superior levels. It is not uncommon for faculty who perform at this level to be recognized by their peers and their profession for their contributions.*

- **Satisfactory** - The body of work a faculty member presents for a specific area (T, SCA, PS) in the promotion and/or tenure portfolio is considered satisfactory when teaching faculty and administrative colleagues deem those accomplishments, contributions, and performance records to demonstrate that the faculty member has consistently fulfilled their fundamental responsibilities and has positively contributed to the everyday functioning of the department, college, and university. Although accomplishments, contributions, and performance records may not be rated *noteworthy*, a rating of *satisfactory* is indicative of faculty member’s productivity and value to the academic community.*

- **Unsatisfactory** - The body of work a faculty member presents for a specific area (T, SCA, PS) in the promotion and/or tenure portfolio is considered unsatisfactory when a faculty member is not performing or poorly performing the fundamental responsibilities of the faculty position.

There is no one formula for achieving satisfactory or noteworthy ratings for a faculty member’s accomplishments in teaching, scholarship and creative activity, or professional service. Rather, faculty members seeking promotion and/or tenure must construct persuasive narratives for their P&T portfolios and provide evidence that demonstrates the quality and significance of their accomplishments, contributions, or records of performance.

Following guidelines set forth in the Faculty Handbook, faculty in the Department of First-Year and Transition Studies must receive a noteworthy designation in at least two areas of performance and satisfactory in the other, in order to be tenured. In addition, faculty seeking promotion to the next rank must provide evidence that demonstrates their potential for performing satisfactorily at that next rank.*

* See Appendix for indicators of “noteworthy” and “satisfactory” by rank.

**C. General Expectations for Scholarly Work**

Faculty are expected to approach all areas of performance in a scholarly manner. *Scholarly* is an umbrella term applied to faculty work in all performance areas. *Scholarly* is an adjective used to describe the processes that faculty should use within each category of performance. In particular, *scholarly* refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought. For example, Hutchings and Shulman (1) propose that *teaching* is scholarly –*when it entails… practices of classroom assessment and evidence gathering, when it is informed not only by the latest ideas in the field but by current ideas about teaching the field, [and] when it invites peer collaboration and review. For example, an instructor may update the content of a course after reading research articles in discipline-based journals and attending presentations at professional meetings. In addition, the instructor may attend sessions at professional meetings focused on pedagogical issues, read interdisciplinary articles on
pedagogies, and participate in on-campus teaching workshops, which motivate the instructor to try new pedagogies in an effort to deliver course content more effectively and efficiently. The instructor also may collect feedback from students using classroom assessment techniques (e.g., those advocated by Angelo and Cross (2)) and may modify course content and pedagogies based on this feedback. Periodically, the instructor may discuss these activities with a colleague for suggestions on further refining the course content and pedagogy.

D. Evaluation of Teaching

1. Fundamental Responsibilities. All tenure-track and non-tenure track faculty are expected to excel in in teaching, provide supervision as per their FPA, and to mentor students and less experienced faculty members in accordance with their years of experience and areas of expertise. More specifically, all faculty are expected to:
   • Teach courses as assigned per their FPA;
   • Document teaching effectiveness by assessing the achievement of student learning outcomes;
   • Actively participate in teaching-related activities for Department programs or initiatives such as the Learning Communities program, Thrive, First-Gen, MSFYS, and Digital Literacy courses, as appropriate to the faculty member’s rank, discipline, and expertise;
   • Use effective and engaging pedagogical methods;
   • Continually update and implement an appropriate philosophy of teaching;
   • Design, develop, and redefine effective teaching materials including writing assignments, research assignments, exams, and syllabi;
   • Meet classes regularly and be well prepared for each meeting;
   • Maintain availability to students (e.g. office hours, e-mail, participation in out-of-class engagement opportunities, and other forms of communication).

2. Sources of Evidence. Materials presented as evidence of teaching quality and significance will be most informative if they demonstrate growth and improvement over time. In making a case for effective teaching, the following kinds of evidence may be considered:
   • syllabi, assignment sheets, assessments, and other instructional material clearly demonstrating the faculty member’s ability to fulfill the learning outcomes for his or her courses;
   • evidence of innovative teaching techniques;
   • measures of student achievement of learning outcomes;
   • documentation of use of instructional technology to enhance teaching and learning;
   • evidence of active participation in faculty development opportunities as demonstrated in evidence of subsequent course improvements;
   • student, peer, and supervisory evaluation of teaching including the KSU mandated evaluation in Digital Measures. (Numerical averages and student comments derived from the student evaluations are important in assessing teaching effectiveness. Faculty members may augment student evaluation data with their own interpretation of the results);
   • evidence of effective mentoring and supervision of students by peer observations, testimonials from students, and other tangible forms of
effectiveness;
- documentation of development of innovative curricula;
- evidence of community-engaged teaching;
- demonstration of continuous improvement such as course revisions and pedagogical change in response to data collected from evaluations and student performance measures;
- teaching awards;
- evidence of handling diverse and challenging teaching assignments;
- evidence of contributions to the achievement of departmental teaching-related goals.

3. **Indicators of Noteworthy and Satisfactory Performance in Teaching**  A list denoting indicators of satisfactory and noteworthy accomplishments, contributions, and performance for promotion to the next rank is provided in the Appendix.

**E. Evaluation of Scholarship and Creative Activity**

*Scholarship* is a noun used to describe a tangible outcome of scholarly processes. For any particular piece of work to be considered scholarship, it must be done in a scholarly manner and must be subjected to substantive peer review. It must then be published and/or presented in an appropriate venue.

The Department of First-Year and Transition Studies considers SCA products presented to experts in one’s field arising from a peer- or editor-review/adjudicated process and those produced in response to an invitation from peers in the academic and/or professional community valued forms of SCA. More specifically:

- An SCA product is **peer-reviewed** when it is reviewed by persons who are independent peers within the academic and/or professional community of the author/creator, when it is subject to a process of critique and revision of its quality, and when the decision of whether or not to disseminate it resides in the evaluation made by peers.
- An SCA product is **peer-adjudicated** when it is evaluated by independent peers within the academic and/or professional community of the author/creator and recommended to receive an award or honor. Unlike peer-reviewed works, peer-adjudicated works are not subject to revision in the process of evaluation. Peer-adjudicated commonly refers to creative works produced by faculty in the performing or visual arts.
- An SCA product is **invited** when it is solicited by a peer from the academic and/or professional community for publication or presentation. Invited works, although not subject to a review process as described above for peer-review/adjudication, indicate one is recognized as an expert in one’s field.

1. **Types of Scholarship.** The Department of First-Year and Transition Studies recognizes and values the types of scholarship offered in the Boyer (1990) model:
   - **Discipline-Specific Scholarship (Scholarship of Discovery)** is the creation of new knowledge. Outputs from discipline-based scholarship include, but are not limited to, publications in peer reviewed academic journals, research
monographs, scholarly books, artistic works, peer-reviewed presentations at conferences (international, national, or regional), and chapters in scholarly books.

- Scholarship of Application/Scholarship of Integration involves the application, transfer, and interpretation of knowledge as well as the integration of knowledge from multiple sources. Outputs in these areas include but are not limited to publications in peer-reviewed professional journals, book reviews, professional presentations, and research papers presented at regional, national and international conferences and meetings. Community-engaged scholarship that may include evidence such as changes in policy and practice, legislative action, enhanced community capacity, and contributions to public discourse can also be considered this type of scholarship.

- Scholarship of Teaching and Learning is a “systematic examination of issues about student learning and instructional conditions which promote the learning (i.e., building on previous scholarship and shared concerns), which is subjected to blind review by peers who represent the judgment of the profession, and, after review, is disseminated to the professional community” (3). Hutchings and Shulman (1) propose that “scholarly teaching” becomes “the scholarship of teaching” when it includes “the three additional central features of being public ("community property"), open to critique and evaluation, and in a form that others can build on.” The Scholarship of Teaching and Learning (SoTL) is valued by the Department of First-Year and Transition Studies. Like other types of scholarship, SoTL activities may vary in quality and impact. SoTL may be in the form of a presentation at a national conference, a publication in a peer-reviewed journal, or a chapter in an edited book.

2. **Fundamental Responsibilities (Tenured and Tenure-Track).** For tenure-track and tenured faculty, SCA includes significant works that reflect a substantial and/or original contribution to the faculty member’s discipline or the scholarship of teaching and learning. Scholarship is expected of all faculty members at KSU except Lecturers and Senior Lecturers. As explained in the previous sections of this document, SCA in the Department of First-Year and Transition Studies is broadly defined. Types of scholarship and scholarly products are as diverse as the disciplines represented by the faculty who teach in the department. Fundamental responsibilities in SCA are set forth in the faculty member’s Faculty Performance Agreement, and the expected number of products varies by faculty member. Unless otherwise noted in their FPAs, faculty are expected to produce SCA related to first-year studies.

3. **Sources of Evidence.** In demonstrating quality and significance in the area of SCA, the following kinds of evidence may be considered

- publications in peer-reviewed journals;
- textbooks and textbook chapters;
- books;
• presentations at refereed conferences;
• visual arts in any media;
• performance pieces;
• curation of art exhibitions;
• presentations at regional, national, and international conferences and meetings that present the findings of scholarship of teaching and learning initiatives;
• written cases with instructional materials;
• instructional software;
• publications in peer-reviewed journals of the design, implementation, and assessment of new courses, specifically demonstrating the contributions of that course to the enhancement of student learning;
• instructional workbooks;
• published creative writing, fiction, or poetry;
• video productions;
• dramaturgy; and other forms of creative endeavors listed within the College of the Arts guidelines for their individual disciplines; and
• other substantive work products.

4. *Indicators of Noteworthy and Satisfactory Performance in SCA.* A list denoting indicators of satisfactory and noteworthy accomplishments, contributions, and performance for promotion to the next rank is provided in the Appendix.

**F. Evaluation of Professional Service**

1. *Fundamental Responsibilities.* The KSU Faculty Handbook clearly states that all faculty members are expected to participate in professional service activities essential to the life of the institution. Professional service is broadly defined as contributing to the internal affairs and governance of the department, the college, the institution, and one’s professional discipline. Service within the greater community that links the faculty member’s professional expertise to a project, initiative, organization, or the community is also a part of Professional Service.

The Department of First-Year and Transition Studies is committed to valuing professional service and evaluating PS contributions by their quality and significance rather than mere quantity. Faculty proposing to serve more than the minimum (10%) service responsibility are expected to serve at the department, college, and/or university levels in activities (committees, working groups, etc.) that produce tangible results of impact. In addition, experienced faculty (those with senior rank and/or years of service) should assume leadership roles (by position or function) in their chosen service activities. Where appropriate, service activities should be approached in a scholarly manner and may result in tangible products of scholarship.

The following are possible avenues for PS in the department:
• participation in curricular and policy development at the department, college, or university level;
• service outside the department, as defined by the faculty member’s situational context, such as committee work that exceeds that necessary for the continuing operation of the department (e.g., library committee,
environmental committee, etc.);
- service as an advisor to student organizations, and participation in various one-time or annual campus events;
- performance of leadership roles within professional organizations;
- professionally related service that supports or enhances economic development for the region, provides technical assistance, facilitates organizational development, or contributes to the greater community;
- service utilizing professional or academic expertise to serve the faculty member’s discipline such as developing linkages with partner institutions both locally and globally;
- service to the department in an administrative capacity; and
- other service duties that are mutually agreed upon by the faculty member and the department chair that are not assignable to other areas.

In alignment with University College Promotion and Tenure Guidelines and the KSU Faculty Handbook, the Department of First-Year and Transition Studies notes serving in an administrative capacity also constitutes professional service. Individuals within University College may have service responsibilities that entail significant ongoing administrative duties, including the department chair, assistant department chair, program directors/coordinators and occasionally, faculty undertaking comparable endeavors. The service duties performed by an administrator may include activities such as the following:

- day-to-day operational management of the administrative unit;
- budgeting and budget reporting;
- strategic and operational planning;
- scheduling courses and events for the unit;
- supervision of faculty and staff;
- staffing functions, including screening, hiring, and training employees of the unit;
- conducting performance reviews of faculty and staff;
- marketing degree programs and unit activities; and
- other work assignments that are directed toward the successful operation of the administrative unit (p. 11, University College Promotion and Tenure Guidelines)

2. **Sources of Evidence.** When evaluating performance in PS, evidence that verifies the following may be considered

- thank you letters or email correspondence documenting the individual’s contribution and an assessment of the quality and significance of the service responsibility;
- copies of various products that resulted from the service work; and/or
- official documents that verify one’s service (e.g., programs from conferences sponsored by professional societies that document participation).

3. **Indicators of Noteworthy and Satisfactory Performance in Professional Service.** A list denoting indicators of satisfactory and noteworthy accomplishments, contributions, and performance for promotion to the next rank is provided in the Appendix.

10
IV. Review, Evaluation, and Reappointment of Lecturers

A. Overview
Since they are not tenure-track faculty members, lecturers in the Department of First-Year and Transition Studies will be reviewed annually for contract renewal in accordance with the KSU Faculty Handbook. Teaching is the primary responsibility of lecturers, and Professional Service that constitutes at least 10% of their total workload is expected. Unless their FPA stipulates otherwise, producing scholarship is not an expectation and will not be considered in performance reviews. The promotion of lecturers to senior lecturers and the reappointment of both lecturers and senior lecturers depends, not only on their performance in Teaching and Professional Service, but also on the programmatic needs and financial exigencies of University College and the Department of First-Year and Transition Studies. The same departmental committee that conducts the pre-tenure review of tenure-track faculty will also conduct reviews of lecturers.

B. Eligibility for Promotion
According to the KSU Faculty Handbook, “A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank)” . Non-tenure track lecturers who were hired with credit toward promotion can, however, apply for promotion before that time.

C. Types of Reviews for Lecturers
- Third-Year Review
  All lecturers in the Department of First-Year and Transition studies must submit a portfolio for review at the beginning of their third year. During the third-year performance review, the departmental tenure and promotion committee will identify the strengths and weaknesses in a lecturer’s performance and provide feedback that may be valuable for lecturers seeking promotion to senior lecturer.
- Optional Review for Promotion to Senior Lecturer
  Lecturers in the Department of First-Year and Transitions may seek promotion to Senior Lecturer; however, this review is elective rather than required.

D. Criteria for Evaluation of Lecturers
A lecturer’s portfolio will be evaluated based on highly effective accomplishments in two performance areas: 1) Teaching and 2) Professional Service. Portfolios of lecturers with primary responsibilities in Professional Service will be evaluated based on highly effective performance in those areas. Expected activities in Teaching and Professional Service as well as guidelines for demonstrating quality and significance can be found above in sections III and IV.

E. Process for Promotion
Per University College Promotion and Tenure Guidelines:
The process for promotion will be similar to that used for promotion within the professorial ranks (see KSU Faculty Handbook). A portfolio, following the format required by the University, will be submitted and evaluated at each level of review required by University promotion procedures, following the same schedule of deadlines. No external letters are required. The portfolio for
promotion to senior lecturer should demonstrate exceptional teaching ability and extraordinary value to the institution, especially in the areas established in the faculty member’s FPA.

VI. Post-tenure Review

The primary purpose of post-tenure review is to examine, recognize, and enhance the performance of all tenured faculty members, thereby strengthening the quality and significance of faculty work. Post-tenure review serves to highlight constructive and positive opportunities for all tenured faculty to realize their full potential of contributions to Kennesaw State University and the University System of Georgia. It also serves to identify deficiencies in performance and provide a structure for addressing such concerns. Post-tenure review is not a reconsideration of the faculty member’s tenure status. Instead, it is a comprehensive five-year performance review that occurs after an individual is tenured. This post-tenure performance review is more comprehensive and concerns a longer time perspective (at least five years) than the annual performance reviews; post-tenure review feedback also comes from multiple peer and administrative perspectives, rather than from the perspective of one administrative head, as is the case in annual reviews.

The primary evidence to be considered by review committees/administrators for post-tenure review consists of the five most recent annual evaluations and current curriculum vitae (see KSU Faculty Handbook Section 3.7 for the review process and portfolio instructions). Three or more positive annual evaluations are necessary but are not sufficient to guarantee a positive decision. Post-tenure review also considers the broader peer and administrator perspectives provided by members of the College Tenure and Promotion Committee as well as administrative levels of review. Faculty who have three or more unsatisfactory annual evaluations (not achieving/not meeting expectations) will be considered as candidates for remediation. Post-tenure review will result in an assessment of the strengths and weaknesses in the quality and significance of a faculty member’s performance in the context of his or her individual roles and responsibilities. The overall outcome of the assessment will be categorized as either 1) Achieving Expectations in Post-Tenure Performance or 2) Not Achieving Expectations in Post-Tenure Performance. For guidelines on differentiating between achieving and not achieving expectations in post-tenure review, see the KSU Faculty Handbook, Section 3.5.

VII. Portfolio Guidelines and Contents

The Department of First-Year and Transition Studies follows the guidelines for portfolio contents provided in the Faculty Handbook. Please note that beginning Fall 2018, all tenured and tenure-track faculty, or non-tenure track faculty with an FPA of 50% or more in scholarship, who are seeking promotion and/or tenure are required to have external review letters in P&T portfolios following the policy and procedures outlined in the KSU Faculty Handbook.

VII. Revisions to College P&T Guidelines

The Department of First-Year and Transition’s Promotion and Tenure (P & T) Committee shall annually review these guidelines and make recommendations regarding needed revisions. These recommendations for revisions shall be voted on by the faculty of the department in accordance with Department Bylaws.
Appendix: Indicators of Satisfactory and Noteworthy Performance

Teaching

The following list offers indicators of satisfactory and noteworthy accomplishments, contributions, or performance for promotion to the next rank. It is not expected that faculty achieve every indicator nor is the list exhaustive. Faculty petitioning for promotion must present their case in their portfolio and narrative, emphasizing the significance and quality of their achievements.

<table>
<thead>
<tr>
<th>Promotion to Associate Professor</th>
<th>Promotion to Full Professor</th>
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<tbody>
<tr>
<td><strong>Satisfactory Indicators</strong></td>
<td><strong>Satisfactory Indicators</strong></td>
</tr>
<tr>
<td>• Implements diverse and effective teaching methods from the literature, modeling best practices for teaching first-year and/or graduate students.</td>
<td>• Develops new courses or new delivery methods courses</td>
</tr>
<tr>
<td>• Demonstrates commitment to continued improvement through reflection, participation in professional development courses or activities, attendance at conferences focused on teaching and learning, or solicitation of feedback from peers and students</td>
<td>• Contributes to pedagogical improvement by presenting instructional development sessions for other KSU faculty</td>
</tr>
<tr>
<td>• Teaches in Learning Communities</td>
<td>• Collaborates effectively with colleagues across the college and/or university on instructional, curricular, and/or program matters.</td>
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<tr>
<td>• Participates actively in discussion of FYTS curriculum and sharing of teaching resources</td>
<td>• Serves as mentor for colleagues, students and/or practicing professionals.</td>
</tr>
<tr>
<td>• Explores and implements instructional technology to enhance teaching and learning</td>
<td>• Mentors students in professional activities such as presentations and publishing</td>
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<td>• Has a well-articulated philosophy of teaching and learning</td>
<td>• Obtains QM certification for teaching or evaluating online courses</td>
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<tr>
<td>• Course evaluations demonstrate a mastery of course content and a high level of competency in the classroom</td>
<td>• Plays a leadership role in instruction-related collaborations with colleagues</td>
</tr>
<tr>
<td><strong>Noteworthy Indicators</strong></td>
<td><strong>Noteworthy Indicators</strong></td>
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<tr>
<td>AND</td>
<td>AND</td>
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<tr>
<td><strong>Promotion to Full Professor</strong></td>
<td><strong>Promotion to Full Professor</strong></td>
</tr>
<tr>
<td><strong>Satisfactory Indicators</strong></td>
<td><strong>Satisfactory Indicators</strong></td>
</tr>
<tr>
<td>• Is recognized for teaching by department, college, university or the profession</td>
<td>• Has been invited to present (at conferences, other universities, teaching and learning centers, etc.) pedagogical practices or curricular developments.</td>
</tr>
<tr>
<td>• Has received fellowships related to teaching</td>
<td>• Works with graduate or undergraduate students on research projects</td>
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<tr>
<td>• Possesses a sustained record of developing new courses or delivery methods</td>
<td>• Has a record of mentoring faculty</td>
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<tr>
<td>• Has been invited to present (at conferences, other universities, teaching and learning centers, etc.) pedagogical practices or curricular developments.</td>
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</table>
Scholarship and Creative Activity
In the Department of First-Year and Transition Studies, the expectation for *quantity* in terms of SCA does not differ among ranks; rather the expectation for *quality* differs. Specifically, the expectation for quality and significance increases with rank and experience, as does the expectation for mentoring less-experienced faculty and the assumption of leadership roles. The Department of First-Year and Transition Studies considers the following in weighing quality and significance and in determining whether a faculty member’s performance is noteworthy or satisfactory:

<table>
<thead>
<tr>
<th>Promotion to Associate Professor Satisfactory Indicators</th>
<th>Promotion to Associate Professor Noteworthy Indicators</th>
<th>Promotion to Full Professor Satisfactory Indicators</th>
<th>Promotion to Full Professor Noteworthy Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a record of publications in less selective journals or other scholarly outlets</td>
<td>• a growing body of scholarship that represents the faculty member’s unique contribution to the field</td>
<td>• a body of scholarship that indicates a goal-directed, unique contribution to the field</td>
<td>• invitations to serve as keynote speaker or pre-conference workshop leader,</td>
</tr>
<tr>
<td>• a record of presentations at local or state peer-reviewed conferences</td>
<td>• a record of publications in more selective journals or other scholarly outlets</td>
<td>• invited publications, including journal articles and book chapters</td>
<td>• invited presentations or workshops</td>
</tr>
<tr>
<td>• citations of work in other publications</td>
<td>• a record of presentations at national or international peer-reviewed conferences</td>
<td>• written acknowledgement of work by others in the field</td>
<td>• increased citation of work by others in the field, indicating a growing identity as a leading scholar</td>
</tr>
<tr>
<td></td>
<td>• invited presentations or workshops</td>
<td>• adoption by other faculty of SoTL-based teaching recommendations</td>
<td>• adoption of SoTL-based recommendations by the field at-large</td>
</tr>
<tr>
<td></td>
<td>• written acknowledgement of work by others in the field</td>
<td>• evidence of application for external funding</td>
<td>• requests for research protocols from others seeking to replicate the author’s study</td>
</tr>
<tr>
<td></td>
<td>• adoption by other faculty of SoTL-based teaching recommendations</td>
<td>• nominations for or receipt of scholarship-related awards at KSU</td>
<td>• receipt of grants or other funding support</td>
</tr>
<tr>
<td></td>
<td>• evidence of application for external funding</td>
<td></td>
<td>• nominations for or receipt of scholarship-related awards in the field at large</td>
</tr>
</tbody>
</table>
# Professional Service

The following list offers indicators of satisfactory and noteworthy accomplishments, contributions, or performance for promotion to the next rank. It is not expected that faculty achieve every indicator nor is the list exhaustive. Faculty petitioning for promotion must present their case in their portfolio and narrative, emphasizing the significance and quality of their achievements.

<table>
<thead>
<tr>
<th>Promotion to Associate Professor</th>
<th>Promotion to Full Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Satisfactory Indicators</strong></td>
<td><strong>Satisfactory Indicators</strong></td>
</tr>
<tr>
<td>• Serves on committees at the</td>
<td>• Possesses a consistent record of effective leadership on department, college, and university committees.</td>
</tr>
<tr>
<td>department and college levels.</td>
<td>• Possesses a consistent record of reviewing conference proposals beyond the state level.</td>
</tr>
<tr>
<td>• Serves in leadership capacity</td>
<td>• Has established a sustained record of reviewing manuscripts for professional publications.</td>
</tr>
<tr>
<td>on departmental committees.</td>
<td>• Presents with students at professional conferences.</td>
</tr>
<tr>
<td>• Reviews conference proposals</td>
<td>• Serves as editor for professional journal(s).</td>
</tr>
<tr>
<td>at local, state, or regional</td>
<td>• Serves on an editorial board for a professional publication.</td>
</tr>
<tr>
<td>levels.</td>
<td>• Possesses a sustained record of providing effective leadership in professional organizations at state, regional, and national/international levels.</td>
</tr>
<tr>
<td>• Reviews manuscripts for</td>
<td>• Has established a record of sustained leadership on professional committees at the local, state, national or international levels.</td>
</tr>
<tr>
<td>professional publications.</td>
<td>• Has established a sustained record of providing professional expertise to benefit the community and/or the profession.</td>
</tr>
<tr>
<td>• Sponsors or advises student</td>
<td>• Has received awards for professional service from the department, college, university, professional organizations or the community.</td>
</tr>
<tr>
<td>associations or projects.</td>
<td>• Establishes a record of contributing to student success by advising an active student organization that offers service to the college, the university, the profession, and/or the community.</td>
</tr>
<tr>
<td>• Advises student organizations</td>
<td>• Reviews conference proposals at national or international levels.</td>
</tr>
<tr>
<td>• Activity in department or</td>
<td>• Establishes a record of reviewing conference proposals beyond the state level.</td>
</tr>
<tr>
<td>college, special initiatives.</td>
<td>• Has established a consistent record of reviewing conference proposals beyond the state level.</td>
</tr>
<tr>
<td></td>
<td>• Has established a sustained record of reviewing manuscripts for professional publications.</td>
</tr>
<tr>
<td></td>
<td>• Presents with students at professional conferences.</td>
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<tr>
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<td>• Has received awards for professional service from the department, college, university, professional organizations or the community.</td>
</tr>
</tbody>
</table>
Resources


Kennesaw State University (KSU) Faculty Handbook –
[http://handbooks.kennesaw.edu/docs/faculty_handbook.pdf](http://handbooks.kennesaw.edu/docs/faculty_handbook.pdf)
Kennesaw State University
Academic Affairs

Approval Form for Department Promotion and Tenure Guidelines

A copy of this form, completed, must be attached as a cover sheet to the department guidelines included in portfolios for Pre-Tenure, Review, Promotion and Tenure and Post-Tenure Review.

I confirm that the attached guidelines, dated mm/dd/yyyy, were approved by the faculty of the Department of First-Year and Transition Studies in accordance with department bylaws:

Lynn Boettler       Lynn Boettler  5-18-2017
Name (printed or typed) / DFC or P&T chair  Signature/ Date

Department Chair Approval - I approve the attached guidelines:

Natasha L. Haber   Natasha L. Haber  6/27/17
Name (printed or typed)  Signature/ Date

College P&T Committee Approval - I approve the attached guidelines:

Richard Mosholder   Richard S. Mosholder  6/27/17
Name (printed or typed)  Signature/ Date

College Dean Approval - I approve the attached guidelines:

Lynn Stallings       Lynn Stallings  6-7-117
Name (printed or typed)  Signature/ Date

Provost Approval - I approve the attached guidelines:

Name (printed or typed)  Signature/ Date

RHM - 08 Sept 16