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 3rd Year Review, Promotion and Tenure and Post-Tenure Review.

I confirm that the attached guidelines, dated 04/16/2013, were approved by the faculty of the Department of University Studies in accordance with department bylaws:

Dr. Liza Davis  /04/19/2013
Name (printed or typed) / Title (DFC chair, etc.) Signature/ Date

Department Chair Approval - I approve the attached guidelines:

Dr. Rebecca Casey  /04/19/2013
Name (printed or typed) Signature/ Date

College Review Committee Approval - I approve the attached guidelines:

David Thompson  9/5/13
Name (printed or typed) Signature/ Date

College Dean Approval - I approve the attached guidelines:

Roger F. Boush  5-8-13
Name (printed or typed) Signature/ Date

Provost Approval - I approve the attached guidelines:

W. Ken Horner  08 Oct 12
Name (printed or typed) Signature/ Date
I. Interpretation of University Tenure & Promotion Guidelines by Performance Area

General Expectations for Faculty Review

Kennesaw State University has established guidelines at multiple levels of review (university, college, and department) to assess the individual contributions of faculty members with respect to the central mission of the institution, the college, and the department. Kennesaw State University's tenure and promotion guidelines place a priority on the quality, significance, and impact of the products in each of the performance areas – Teaching, Supervision & Mentoring, Research & Creative Activity, Professional Service, and, where applicable, Administration & Leadership.

Where promotion and tenure decisions are concerned, all faculty members must demonstrate satisfactory performance in each of the areas defined in this document and in accordance with university guidelines. While teaching and/or program administration is the central mission of University Studies, in accordance with University-wide guidelines, research and creative activity is now an essential component in tenure and promotion decisions for all tenured and tenure-track faculty members.

Primacy of the Faculty Performance Agreement in Assessment of Faculty Performance

Each full-time faculty member in the department works with the Department Chair in developing the faculty member's Faculty Performance Agreement (FPA). The FPA is a formal agreement (approved and signed by the faculty member, the Chair, and the Dean) outlining the faculty member's unique situational context and identifying the faculty member's workload model and goals for all areas of faculty performance. The FPA defines expectations for a three-year period but may be renegotiated under the conditions described below. Any activity in a faculty member's FPA approved as a valid work product in Teaching, Supervision, and Mentoring, Research and Creative Activity, Professional Service, or Administration and Leadership will be honored as such in annual reviews and tenure and promotion evaluations.

The purpose of the FPA is to ensure (1) that each faculty member has a clear understanding of his or her expected roles and duties, (2) that the roles and duties assigned to the faculty member contribute to the departmental team and the mission of the college and the department, and (3) that each faculty member will be provided adequate time and resources to succeed in designated expectations, roles, and duties.
After the faculty member drafts the FPA, it is the Department Chair’s responsibility to determine if the FPA meets departmental needs and provides an appropriate foundation for the faculty member’s career progression. Similarly, it is the Chair’s responsibility to ensure that the FPA is reasonable and not overly-ambitious in nature. When necessary, the Chair should work with the faculty member to revise the FPA.

Once an FPA has been developed, approved, and signed, it becomes the basis for the Department Chair’s annual review evaluations. The FPA may be renegotiated if the faculty member’s situational context changes (perhaps because of an unexpected change in teaching load or a change in the direction of a faculty member’s efforts). The faculty member, the Department Chair, and the Dean must approve the revised FPA, which will replace the old FPA.

**The Annual Review Process**

Faculty members must document specific accomplishments, and the quality and significance of those accomplishments, in their Annual Review Document (ARD). In the annual review process, the Department Chair will evaluate each faculty member’s performance as *Exceeding Expectations, Meeting Expectations or Not Meeting Expectations*. The designation *Meeting Expectations* implies that the individual is performing satisfactorily, while *Exceeding Expectations* is reserved for exceptional performance that clearly goes well beyond the satisfactory performance in a given area.

While not a specific area of performance review, collegiality is important to the functioning of the department. All faculty are expected to foster respectful relationships with students, colleagues, and members of the larger KSU community.

**Academic Achievement**

Full-time, tenure-track teaching faculty members in the Department of University Studies are expected to have the terminal degree in their field. Tenure requires a terminal degree or a determination of terminal degree equivalency. A faculty member who has a master’s degree, and who was initially hired as an Instructor, but who has risen to the rank of an Assistant Professor may achieve terminal degree equivalency by making a clear and convincing case for a high level of achievement in his or her field.

**Teaching, Supervision & Mentoring**

The Department of University Studies expects every faculty member to be actively engaged in the teaching, supervision and mentoring of students. In addition, faculty must develop, articulate and implement a philosophy of teaching. This Teaching Philosophy should introduce the Teaching section of the portfolio narrative.

Meeting classes regularly and maintaining accessibility to students through regular office hours are basic obligations of faculty members and necessary for a satisfactory review. University guidelines require documentation of teaching effectiveness through at least two measures. Criteria for documenting effectiveness in TSM may include, but are not limited to, the following:
- A summary or sample of student comments from the University’s mandated student evaluation;
- Other student, peer and supervisory evaluations of teaching and any quantitative or qualitative instrument that may be required by the department or used voluntarily by the faculty member;
- Measures of the achievement of student learning outcomes;
- Demonstrations of student mastery of key skills and concepts;
- Syllabi, assignment descriptions, assessments, and other instructional materials clearly delineating the faculty member’s ability to fulfill the learning outcomes for courses;
- Development, description and assessment of innovative teaching techniques;
- Curricular development, including determining appropriate learning objectives, required skills, and instructional outcomes for new or revamped courses;
- Adoption and appropriate use of instructional technology to enhance teaching and learning;
- Evidence of effective advising, mentoring, and supervision of students;
- Documentation of academic rigor, such as class GPAs and/or description of specific assignments or assessments that require critical thinking or advanced skills;
- Teaching awards and nominations;
- Evidence of handling diverse and challenging teaching assignments;
- Mentoring other faculty to enhance their teaching effectiveness.
- Evidence of engaged teaching, or curricular and co-curricular instruction that is intentionally designed to meet learning goals while simultaneously fostering reciprocal relationships with a community partner. Engaged teaching is assessable and requires structured reflection by learners.

Documenting teaching effectiveness should focus on both the quality and significance of a faculty member’s teaching. Achievement of student learning outcomes should receive prominent attention in the faculty member’s discussion and documentation. Supporting evidence of student learning outcomes can be derived from quantitative and/or qualitative assessment measures. In the performance evaluation process, faculty members may augment student evaluation data with their own interpretation of the results. Materials presented as evidence of teaching effectiveness will be most informative if they demonstrate growth and improvement over time. Course revisions and pedagogical change in response to collected data demonstrate a commitment to continuous improvement and innovation in the classroom. Faculty members are expected to seek professional development opportunities to continuously improve their teaching effectiveness, for instance, through workshops or mentoring from senior instructors.

Research & Creative Activity

As an interdisciplinary department, University Studies recognizes the value of quality collaborative, interdisciplinary scholarship, as well as RCA conducted by the individual in his or her discipline, teaching, or administrative area. Because of the unique focus of University Studies on teaching, mentoring and academic support, the scholarship of teaching is valued equally to scholarship of discovery, integration and application. Regardless of scholarship focus, a faculty member’s scholarly record should include dissemination of material through peer-
reviewed venues and publications, and this peer-reviewed status should be clearly indicated in the portfolio or vita.

Non-peer reviewed RCA should also be identified as such in the portfolio or vita. The review process recognizes the time and intellectual energy invested in scholarship that is submitted to scholarly venues but is not initially accepted. In addition to publication and presentation, other scholarly activities include reviewing or judging conference papers, writing reviews of scholarly books or textbooks, serving as a discussant where review and critique of others’ scholarship is required, and grant writing.

Expectations for RCA productivity over a three-year period, according to workload model, are displayed in Table 2 of the Appendix to this document. Regardless of workload model, peer-reviewed presentations alone are not sufficient to ensure tenure or promotion. All tenured and tenure track faculty are expected to pursue peer-reviewed publication of their research and creative activity.

The following is a list of examples of typical scholarly products. Refer to the section that follows for a discussion of criteria used to determine the significance and impact of these products, as well as to Table 2 in the Appendix to this document.

Examples of Scholarly Products:

➢ Discipline-Based 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, 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 publication in peer-reviewed professional journals, book reviews, and papers presented at regional, national and international meetings, as well as presentations of scholarship at practitioner-oriented forums.

➢ Scholarship of Teaching and Learning systematically studies the impact of pedagogical approaches on student learning. Outputs in this area include but are not limited to:
  - peer-reviewed articles and/or presentations that assess the impact of instructional design on achievement of student learning outcomes
  - publications in peer-reviewed pedagogical journals
  - presentations at regional, national and international meetings presenting results or findings of teaching and learning assessments
  - textbooks or textbook chapters
  - instructor’s manuals or student workbooks
  - written, peer reviewed case studies of pedagogical techniques
  - instructional software
- publication 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.

Criteria for Quality and Significance of Research and Creative Activity

Publication and presentation venues vary in quality and significance. As in other departments, the most valued forms of research and creative work emerge from a peer-reviewed/adjudicated process. These significant activities are distinguished from other RCA activities (see Table 2). A consistently high quality of scholarly work is more important than the quantity of the work done. Faculty members’ narratives should make a case for the quality and significance of their research and creative activity as grounded in their disciplines. Indicators may include:

- evidence of impact, contribution to a body of knowledge or the advancement of instruction
- publication or presentation in highly selective venues (where information on acceptance rates is publicly available, this should be provided in the portfolio)
- citations of work in other publications
- adoption of teaching models or techniques by other faculty
- requests for research protocols from others seeking to replicate the author’s study
- reviews or discussions of the faculty member’s scholarship by other publications
- receipt of grants or funding support
- RCA awards or nominations
- invited presentations indicative of scholarly expertise at state, regional, national or international forums
- Evidence of community engaged research and creative activity, or more specifically, collaboration between the university and external communities that is informed by the scholar’s and partner’s areas of expertise, utilizes appropriate and rigorous methods, is visible and shared with community stakeholders, and results in identifiable benefit to the external community. The product of the collaboration between the university and external communities and is made available for informed critique and evaluation.

Expectations for quality and significance increase with rank and experience. Note that faculty members choosing the RCA Emphasis workload model (see Table 2) are required to seek and obtain external funding for their work. Furthermore, the expectations for publication and presentation for RCA Emphasis faculty are such that the work published and presented should be of greater significance and impact.

Professional Service

The KSU Faculty Handbook states that “all faculty members are expected to devote at least 5% of their time to professional service activities essential to the life of the institution” (p. 91). Multiple service responsibilities are essential to the life of the Department of University Studies, University College, and KSU. 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, or organization is also a part of Professional Service. As noted in the workload models that follow, in University Studies, all tenure track faculty are expected to devote a minimum of 10% of their workload to professional service activities. The scope of service activities for each faculty member should be negotiated with the Department Chair.

As a department that emphasizes student contact and integration of campus services, as well as program administration, the Department of University Studies is committed to valuing Professional Service and evaluating it by its quality, significance and impact rather than mere quantity. Faculty must make clear in their narratives their individual contributions to committee work or group efforts and the significance of these contributions, in particular, highlighting tangible results that have significant impact. Assuming leadership roles on departmental, college or university-level committees is an important consideration in tenure and promotion decisions. Assumption of leadership roles is expected to increase with rank and experience.

Documentation of scholarly service activities, as explained on page 91 of the KSU Faculty Handbook, will be used to appropriately evaluate faculty contribution in the area of professional service. Assessment of faculty performance in this area will look for some of the following activities:

- Performing service inside or outside the department, as defined by the faculty member’s situational context
- Participation or leadership in departmental, college or university committees
- Service work that exceeds what is necessary for the everyday operation of the department, including serving as an advisor to a student organization or planning one-time or annual campus events
- Participation in curricular and policy development at any level of the university
- Applied scholarship conducted on behalf of the department, college or university, such as a formal program assessment that is not externally disseminated (applied scholarship that is presented at regional, national or international conferences should be reported under RCA)
- Conducting practitioner-oriented workshops at state, regional or national professional meetings; and
- Assuming leadership roles within professional organizations related to the faculty member’s discipline
- Non-curricular engaged service, or more specifically, any on- or off-campus community engagement that is not predominately related to teaching or research but clearly complements a faculty member’s academic expertise. Service within the greater community should link his or her professional expertise to a project, initiative or organization. According to the Engaged KSU Service Team, engaged service “help[s] foster mutually beneficial relationships that serve the community while providing opportunities to further develop socially responsible, civically engaged and educated citizens.”

Basic faculty responsibilities such as attending department meetings, participating in commencement ceremonies, attending essential department functions and meeting prospective
faculty and staff applicants are not included in Professional Service achievements. They are basic obligations required of every member of the department.

Documents providing evidence substantiating professional service will need to be supplied in a faculty member’s portfolio. This may take the form of thank you letters that specify details of the faculty member’s contributions, copies of various products that resulted from the service work (pictures, the cover page of a report, etc.), official documents that verify one’s service (programs from conferences sponsored by professional societies that document involvement, official publications from professional societies that list role, printouts of appropriate web pages that list one’s involvement), and other such materials.

Administration & Leadership

This category of evaluation applies to individuals who perform significant ongoing administrative duties, including the Department Chair, program directors/coordinators and, occasionally, faculty undertaking comparable endeavors. Administrative and leadership activities are unique for each faculty member based on the specific position(s) held. Therefore, activities and evaluation criteria in this area will be individually negotiated between the faculty member and the Department Chair, with approval of the Dean.

Evaluation of Administration & Leadership performance will address the following:
- Evaluation of the Department Chair’s administrative capabilities will utilize input from subordinates and supervisors through the Faculty/Staff Evaluation Process.
- Evaluation of program directors and coordinators will be based on evidence of the achievement of objectives for the program, department or curricular initiative for which they are responsible.

III. Distribution of Workload Activities

The Department of University Studies has multiple workload options designed to allow individual faculty members to utilize their unique strengths and abilities to benefit Kennesaw State University. Each faculty member will divide his/her professional efforts among the performance areas of Teaching, Supervision & Mentoring; Research & Creative Activity; Professional Service; and, where appropriate, Administration & Leadership, as set forth in the faculty member’s Faculty Performance Agreement. The University’s flexible workload model allows diversity within the department and among individual faculty members. As noted previously, based upon consultation between the faculty member and the Department Chair, with approval of the Dean, FPA agreements may change from year to year and even from semester to semester. For hiring and periodic FPA purposes, the Department Chair, in consultation with faculty stakeholders, and with the approval of the Dean, will determine which FPA combinations best suit departmental objectives.

Illustrative examples of several workload FPA combinations likely to occur in the University Studies Department appear below and in Table 1. Other combinations are possible and can be individualized for faculty with specific, approved goals and objectives.
A 3-credit hour class represents 10% of faculty effort for the academic year. Faculty teaching discipline-based courses that are time-intensive, like studio, lab courses, or field experiences, will work out equivalencies. Undergraduate research, directed studies and similar activities will also be formally recognized with equivalencies determined.

Please note that all tenure-track faculty, regardless of the FPA, are expected to have a minimum of 10% of Professional Service.

1. Teaching Emphasis (for Lecturers only)
   - 9 course load per academic year (fall/spring)
   - 90% TSM effort
   - 0% RCA effort
   - 10% PS effort

2. Teaching-RCA Balance
   - 6 course load per academic year (fall/spring)
   - 60% TSM effort
   - 30% RCA effort
   - 10% PS effort

3. Teaching-Service Balance
   - 6 course load per academic year (fall/spring)
   - 60% TSM effort
   - 30% PS effort
   - 10% RCA effort

4. RCA Emphasis
   - 4 course load per academic year (fall/spring)
   - 40% TSM effort
   - 50% RCA effort
   - 10% PS effort

5. Service Emphasis
   - 4 course load per academic year (fall/spring)
   - 40% TSM effort
   - 50% PS effort
   - 10% RCA effort

6. Administrative/Leadership Emphasis I (for coordinators)
   - 4 course load per academic year (fall/spring)
   - 40% TSM effort
   - 10% RCA effort
   - 10% PS effort
   - 40% AL effort
7. Administrative/Leadership Emphasis II (for program directors)
   - 2 course load per academic year (fall/spring)
   - 20% TSM effort
   - 10% RCA effort
   - 10% PS effort
   - 60% AL effort

8. Administrative/Leadership Emphasis III (primarily for Department Chair)
   - 1 course load per academic year (fall)
   - 10% TSM effort
   - 10% RCA effort
   - 10% PS effort
   - 70% AL effort
Table 1: Expected Activities By Workload Model

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching, Supervision &amp; Mentoring</td>
<td>9 courses/yr (90%)</td>
<td>6 courses/yr (60%)</td>
<td>6 courses/yr (60%)</td>
<td>4 courses/yr (40%)</td>
<td>4 courses/yr (40%)</td>
<td>4 courses/yr (40%)</td>
<td>2 courses/yr (20%)</td>
<td>1 courses/yr (10%)</td>
</tr>
<tr>
<td>Basic Service</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Add'l Service of Significance</td>
<td>None</td>
<td>None</td>
<td>20%</td>
<td>None</td>
<td>40%</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Total RCA Effort</td>
<td>0%</td>
<td>30%</td>
<td>10%</td>
<td>50%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Leadership/Admin</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Table 2: Expected Activities in Research and Creative Activity*

<table>
<thead>
<tr>
<th>Productivity over 3-year period as specified in FPA</th>
<th>Teaching Emphasis</th>
<th>Teaching RCA Balance</th>
<th>Teaching Service Balance</th>
<th>RCA Emphasis**</th>
<th>Service Emphasis</th>
<th>Administrative Leadership Emphasis I</th>
<th>Administrative Leadership Emphasis II</th>
<th>Administrative Leadership Emphasis III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer-reviewed articles, book chapters, major grants or other substantive work product with documented significance and impact***</td>
<td>None</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Peer-reviewed and non-peer-reviewed presentations, non-refereed publications and scholarly activities</td>
<td>None</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>External funding required</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

*Regardless of workload model, peer-reviewed presentations alone are not sufficient to ensure tenure or promotion. All faculty are expected to pursue peer-reviewed publication of their research and creative activity.

**Those with RCA emphasis are expected to seek and obtain external funding for their work. Furthermore, the expectations for publication and presentation are such that the work published and presented should be of greater significance and impact.