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 04/21/2020, were approved by the faculty of the Department of First-Year and Transition Studies in accordance with department bylaws:

Deborah N. Smith
Name (printed or typed) / P&T chair
Signature/ Date

Department Chair Approval - I approve the attached guidelines:

Ruth A. Goldfine
Name (printed or typed)
Signature/ Date

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

Val Whittlesey
Name (printed or typed)
Signature/ Date

College Dean Approval - I approve the attached guidelines:

Lynn Disbrow
Name (printed or typed)
Signature/ Date

Provost Approval - I approve the attached guidelines:

Kathy Schwaig
Name (printed or typed)
Signature/ Date
Promotion & Tenure Guidelines  
Department of First-Year and Transition Studies

I. Distinguishing Departmental Characteristics

A. Focus and Scope

Part of University College, the Department of First-Year and Transition Studies 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, and the Digital Literacy course (ICT 2101). The department’s key focus is ensuring students’ successful transition to and through 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 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 offered include general-interest learning communities, 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.

3. ICT 2101 – Information and Communications Technology

This three credit hour 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.
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 faculty accomplishments in the areas 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 that emphasizes their goals and priorities while aligning with the fundamental expectations of their individual positions. 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 hire and yearly at the faculty member’s annual performance review. The FPA lists the faculty member’s goals and priorities for a specific period of time to fit current and anticipated circumstances. Examples of various workload models that include workload percentage distributions for teaching, scholarship and creative activity, and professional service are provided below.

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. Workloads of faculty who are not performing satisfactorily on one model may be modified in order to better utilize their capabilities and meet department/college needs. Faculty for whom a different model would be more appropriate will collaborate with their chair/director in the selection of that model. A faculty member’s strengths, interests, and past five years’ annual reviews will serve as their primary guide to the selection of that model. Faculty meeting or exceeding expectations on their existing workload model will not be required to change to a different workload model. If a chair/director and faculty member cannot agree on a workload, the department P&T committee will make a non-binding workload recommendation to the dean, and the dean will make the final determination (KSU faculty handbook section 2.2). A decrease in SCA effort should not adversely impact a faculty member’s progression toward tenure; meaning that an SCA reassignment of less than 20% should only occur post-tenure and in cases when progress toward promotion to professor is not recommended based on preference or performance. 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., large online sections), equivalencies will be established. Undergraduate and graduate research, directed studies, and similar activities will also be evaluated for equivalencies. The norm for workload effort expected in the area of teaching for the typical tenure-track/tenured teaching faculty is 60%. The norm for Lecturers in the area of teaching is 90%.
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 First-Year and Transition Studies Department, SCA also takes on many forms. Thus, workload distributions and expected products are negotiated between the faculty member and the department chair. Per the faculty handbook, the norm for workload effort expected in the area of scholarship/creative activity for the typical tenure-track/tenured teaching faculty is 30%. The minimum workload effort in this area expected for a tenure-track or tenured teaching faculty expecting to be tenured and/or promoted is 20%. Lecturers typically have no workload expectation in the area of SCA.

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, all faculty are expected to devote a minimum of 10% (120 hours/year) of their time to PS.

**Illustrative Example of the Workload Model**

Some examples of possible FPA workload combinations appear below and are derived from the KSU Faculty Handbook. The norms for workload effort expected in the area of teaching, scholarship/creative activity, and service for the typical tenure-track/tenured teaching faculty are 60%, 30%, and 10%, respectively. The examples reflect various percentages of effort in the three faculty performance areas. The examples given are merely illustrative. Individual FPAs can vary almost infinitely, as agreed upon by the faculty member and chair and as approved by the dean.

**Some Illustrative Workload Examples**

Actual FPA percentages for each faculty member will be negotiated with the department chair as part of annual review.

**Teaching Emphasis (Lecturers and Post-tenure; Not seeking promotion – 90/0/10)**

9 course load per academic year
90% Teaching effort
0% SCA effort
10% PS effort

**Teaching/Service Emphasis (Lecturers and Post-tenure; Not seeking promotion – 80/0/20)**

8 course load per academic year
80% Teaching effort
0% SCA effort
20% PS effort

**Teaching/Scholarship & Creative Activity/Professional Service Balance I (Standard - 60/30/10)**

6 course load per academic year
60% Teaching effort
30% SCA effort
10% PS effort

**Teaching/Scholarship & Creative Activity/Professional Service Balance II (60/20/20)**

6 course load per academic year
60% Teaching effort
20% SCA effort
20% PS effort
Teaching/Scholarship & Creative Activity/Professional Service Balance III (50/40/10)***
5 course load per academic year
50% Teaching effort
40% SCA effort
10% PS effort

Service Emphasis (12-month faculty, tenure-track or tenured seeking promotion)
10-20% Teaching
20-30% SCA effort
50-70% Professional Service

Administrative Service Emphasis (Department Chairperson only; 12-month; 0-10/0/90-100)****
0-1 course load per academic year
0-10% Teaching effort
0% SCA effort
90-100% PS effort

*Norm expectations for tenure-track/tenured teaching faculty.
**Minimum expectations for tenure-track/tenured teaching faculty. Additionally, faculty with this workload model must show evidence of significant leadership/productivity in service roles.
***External funding is required for this balance model.
****Recognizing the significant and intended administrative function of the chair position, teaching and SCA are encouraged and valued, but not required for full professors serving in the role. Workload adjustments may be negotiated for a chair desiring to teach and pursue SCA. If a chair plans to apply for tenure and/or promotion, their portfolio will be evaluated for teaching, scholarship, and creative activity, so this should be considered in developing the individual’s workload.

Table 1: Expected Activities in Scholarship and Creative Activity over 5-year period for Tenured and Tenure-Track Faculty

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<tr>
<td>Peer-reviewed, peer-adjudicated, and invited publications or creative products</td>
<td>1</td>
<td>3</td>
<td>4</td>
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<td>Peer-reviewed presentations and other peer-reviewed scholarly products or activities</td>
<td>2</td>
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II. 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

C. Annual Review for All Faculty
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 upcoming annual and two-five year goals. The Department Chair conducts the annual review of a faculty member’s performance in teaching, scholarship and creative activity, and professional service, providing an evaluation in the format required by the college, which shall indicate whether a faculty member’s performance is noteworthy, satisfactory, or unsatisfactory, which are defined below.

- **Noteworthy** - A rating of *noteworthy* indicates that the faculty member has completed the goals set forth in their FPAs, 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, and quality and significance are at superior levels.

- **Satisfactory** - A rating of *satisfactory* indicates that the faculty member has completed the goals set forth in their FPAs 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.

- **Unsatisfactory** - A rating of *unsatisfactory* indicates that the faculty member has completed few or none of the goals set forth in their 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.
III. Evaluation and Review of Tenure-Track and Tenured Faculty Seeking Promotion

A. 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; however the awarding of tenure for assistant professors can only be approved after a positive decision on promotion has been made by the KSU President.” 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 a 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. Per the KSU Faculty Handbook, faculty seeking promotion to the next rank must provide evidence that demonstrates they are already performing satisfactorily at the beginning level of that next rank. * Additionally, faculty must receive a noteworthy designation in at least two areas of performance (one of which must be teaching) and satisfactory in the other in order to be tenured.

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

B. 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 (1999) 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 (1993)] 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.

C. Evaluation of Teaching

1. *Fundamental Responsibilities*. All faculty are expected to excel 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, 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 by examples of subsequent course improvements;
- student, peer, and supervisory evaluation of teaching including the KSU
  mandated end of course evaluations. (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; and
- 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.

**D. 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 disseminated through publication and/or presentation 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-reviewed/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. Products arising 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. Products 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” (University System of Georgia, Academic and Student Affairs Handbook, 2011). Hutchings and Shulman (1999) 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 typically 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 or transition studies.

3. **Sources of Evidence.** In demonstrating quality and significance in the area of SCA, the following kinds of evidence may be considered:
   - external grant funding;
   - peer reviewed publications;
   - invited publications and presentations;
   - 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 KSU P&T college and department guidelines for individual disciplines; and
- other substantive work products.

4. **Minimum Standards and Indicators of Noteworthy and Satisfactory Performance in SCA.**

While there are a variety of sources of evidence a faculty member may use to build a case for promotion and tenure, the Department of First-Year and Transition Studies maintains the following minimum standards for noteworthy and satisfactory performance. In addition to meeting the minimum standards for performance, a faculty member seeking promotion and tenure should demonstrate a pattern of consistent scholarship in rank and provide evidence of the significance and quality of SCA. It should also be noted that for promotion to full professor, SCA accomplishments reviewed during the five years immediately preceding a faculty member’s submission of a portfolio will be considered. **While minimum standards relative to quantity do not change for rank, candidates seeking promotion to professor must provide evidence of the elevated quality and significance of their work.** A list denoting indicators of satisfactory and noteworthy accomplishments, contributions, and performance for promotion to the next rank is provided in the Appendix.

**Minimum Standards for SCA**

- **Promotion from Assistant to Associate Professor AND Tenure**

  Satisfactory: The standard for *satisfactory* evaluation for promotion from assistant to associate professor and for tenure is three peer-reviewed publications or the equivalent attained during the time of service at KSU.

  Noteworthy: The standard for *noteworthy* evaluation for promotion from assistant to associate professor and for tenure is four peer-reviewed publications or the equivalent attained during the time of service at KSU.

- **Promotion from Associate Professor to Professor**

  Satisfactory: The standard for *satisfactory* evaluation for promotion from associate professor to professor is three peer-reviewed publications or the equivalent.

  Noteworthy: The standard for *noteworthy* evaluation for promotion from associate professor to professor is four peer-reviewed publications or the equivalent.

**E. 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 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 the FYTS Department may have service responsibilities that entail significant ongoing administrative duties, including the department chair, assistant department chair, program directors, course 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 (University College Promotion and Tenure Guidelines).

Sources of Evidence. When evaluating performance in PS, the following evidence may be considered:
• thank you letters or email correspondence documenting the individual’s contribution;
• 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).

2. 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.

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. Producing scholarship is not an expectation of lecturers 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 promotional reviews of lecturers.

B. Eligibility for Promotion
According to the KSU Faculty Handbook, “Only non-tenure track lecturers who were hired with credit toward promotion . . . can undergo promotion review before the fifth full year of service at KSU. 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).”

C. Types of Reviews for Lecturers
• Third-Year Review
All lecturers in the Department of First-Year and Transition studies are encouraged to submit a portfolio for review at the beginning of their third year. For those lecturers considering promotion to senior lecturer, a third-year review is required. 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 for Promotion to Senior Lecturer
A lecturer’s portfolio will be evaluated based on accomplishments in two performance areas: (1) Teaching and (2) Professional Service. In addition, the faculty handbook stresses that promotion to senior lecturer be based on evidence demonstrating **highly effective** performance in these areas. Fundamental responsibilities and sources of evidence for Teaching can be found in section III.C.1 and 2 of this document and for Professional Service in section III.E.1. Indicators of highly effective performance in teaching and professional service can be found in the Appendix.

E. Process for Promotion
Per the 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. An annual evaluation is considered *positive* when at least two of the performance areas (T, SCA, or PS) are rated satisfactory or noteworthy. 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 will be considered as candidates for remediation. An annual evaluation is considered *unsatisfactory* when two or more of the performance areas (T, SCA, or PS) are rated as unsatisfactory. 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. **Promotion and Tenure Committee Composition**
The composition of the Department of First-Year and Transition Studies’ Promotion and Tenure Committee shall be determined by the department’s by-laws. If an ad-hoc committee needs to be elected for the review of a full professor portfolio, the department faculty will nominate and elect tenured faculty at the rank of full professor to serve on the review committee. If there are not enough full professors in the department available to serve, nominees from within University College will first be considered, and then nominees from outside the college will be considered. The election will take place at the same time as other departmental committee elections.

VIII. **Portfolio Guidelines and Contents**
The Department of First-Year and Transition Studies follows the guidelines for portfolio content provided in the Faculty Handbook. All tenured faculty, tenure-track faculty, and 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 as part of the P&T portfolios, following the policy and procedures outlined in the KSU Faculty Handbook.

IX. **Revisions to Department 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 – Performance Indicators for Promotion

Indicators of Satisfactory and Noteworthy Performance for Promotion to Associate Professor or Professor

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 will 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.

| Promotion to Associate Professor | Promotion to Associate Professor
| Satisfactory Indicators | Noteworthy Indicators AND
| Satisfactory Indicators | Promotion to Full Professor
<table>
<thead>
<tr>
<th>Satisfactory Indicators</th>
<th>Noteworthy Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develops new courses or new delivery methods for courses</td>
<td>• Is recognized for teaching by department or college</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>• Participates actively in discussion of FYTS curriculum and sharing of teaching resources</td>
<td>• Serves as mentor for colleagues and/or practicing professionals.</td>
</tr>
<tr>
<td>• Course evaluations demonstrate a mastery of course content and a high level of competency in the classroom</td>
<td>• Mentors students in professional activities such as presentations and publishing</td>
</tr>
<tr>
<td>• Demonstrates consistent growth in effective teaching</td>
<td>• Obtains certifications for teaching or evaluating online courses, accessible courses, etc.</td>
</tr>
<tr>
<td>• Supervises/mentors students in roles such as peer leader</td>
<td>• Plays a leadership role in instruction-related collaborations with colleagues</td>
</tr>
<tr>
<td></td>
<td>• Serves on or chairs individual student work or committees (e.g., portfolios, theses, directed studies, dissertation committees)</td>
</tr>
<tr>
<td></td>
<td>• Actively involved in Learning Community (LC) program through developing concepts/themes, recruiting faculty outside of department to teach in the LC, serving as faculty lead in developing integrative assignments and organizing out of class experiences, and/or assisting in assessment of LC and LC program</td>
</tr>
<tr>
<td></td>
<td>• Contributes to pedagogical improvement at or beyond the university by presenting/sharing instructional development sessions</td>
</tr>
<tr>
<td></td>
<td>• Assists with assessment, curriculum review/redesign, teaching observations of PTF, and other efforts to support and promote FYTS courses and programs</td>
</tr>
<tr>
<td></td>
<td>• Nationally or internationally recognized for teaching by the university or the profession</td>
</tr>
<tr>
<td></td>
<td>• Has received fellowships and/or awards related to teaching</td>
</tr>
<tr>
<td></td>
<td>• Possesses a sustained record of developing new courses or delivery methods</td>
</tr>
<tr>
<td></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></td>
<td>• Works with graduate or undergraduate students on research projects</td>
</tr>
</tbody>
</table>
**Indicators of Satisfactory and Noteworthy Performance for Promotion to Associate Professor or Professor**

**Scholarship and Creative Activity**

In addition to the minimum standards (Section III. E.4) for promotion to the desired rank, a faculty member should demonstrate a consistent pattern of scholarship at rank. The expectation for quality and significance increases with rank and experience, as does the expectation for mentoring less-experienced faculty and for assuming leadership roles. The Department of First-Year and Transition Studies considers the following in weighing quality and significance of SCA 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 AND Promotion to Full Professor Satisfactory Indicators</th>
<th>Promotion to Full Professor Noteworthy Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>a record of peer-reviewed 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>
</tr>
<tr>
<td>a record of presentations at local or state peer-reviewed conferences</td>
<td>a record of peer-reviewed publications in more selective journals or other scholarly outlets</td>
<td>invitations to serve as a keynote speaker or pre-conference workshop leader</td>
</tr>
<tr>
<td>citations of one’s work in the publications of other researchers</td>
<td>a record of presentations at national or international peer-reviewed conferences</td>
<td>invited publications, including journal articles and book chapters</td>
</tr>
<tr>
<td></td>
<td>invited presentations or workshops</td>
<td>increased citation of one’s work by others in the field, indicating a growing reputation as a leading scholar</td>
</tr>
<tr>
<td></td>
<td>written acknowledgement of the quality and significance of one’s work by others in the field</td>
<td>adoption of SoTL-based recommendations by the field at large</td>
</tr>
<tr>
<td></td>
<td>adoption by other faculty of SoTL-based teaching recommendations</td>
<td>requests for research protocols from others seeking to replicate the author’s study</td>
</tr>
<tr>
<td></td>
<td>evidence of application for external funding (e.g., grant applications)</td>
<td>receipt of grants or other funding support</td>
</tr>
<tr>
<td></td>
<td>nominations for or receipt of scholarship-related awards at KSU</td>
<td>nominations for or receipt of scholarship-related awards in the field at large</td>
</tr>
</tbody>
</table>
Indicators of Satisfactory and Noteworthy Performance for Promotion to Associate Professor or Professor 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>Noteworthy Indicators</th>
<th>Promotion to Full Professor</th>
<th>Noteworthy Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory Indicators</td>
<td>AND</td>
<td>Satisfactory Indicators</td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>department and college</td>
<td>• Contributes to statewide or regional professional or academic organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>levels</td>
<td>• Active in university-wide initiatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Serves in a leadership capacity</td>
<td>• Provides major contributions to departmental or college initiatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on departmental committees</td>
<td>• Uses professional expertise to the benefit of the institution, the community, and/or the profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reviews conference proposals at</td>
<td>• Possesses an expanding record of providing effective leadership in professional organizations at the state, regional, or national/international levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>local, state, or regional</td>
<td>• Has established a consistent record of providing professional expertise to benefit the community and/or the profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>levels</td>
<td>• Has established a consistent record of reviewing conference proposals beyond the state level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reviews manuscripts for</td>
<td>• Has established a consistent record of reviewing manuscripts for professional publications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>professional publications</td>
<td>• Presents with students at professional conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sponsors or advises student</td>
<td>• Serves as editor for professional journal(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>associations or projects</td>
<td>• Serves on an editorial board for a professional publication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Advises student organizations</td>
<td>• Possesses a sustained record of providing effective leadership in professional organizations at state, regional, and national/international levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Active in department or college</td>
<td>• Has established a record of sustained leadership on professional committees at the local, state, national or international levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>special initiatives</td>
<td>• Has established a sustained record of providing professional expertise to benefit the community and/or the profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Has received awards for professional service from the department, college, university, professional organizations, or the community</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Indicators of Highly Effective Performance for Promotion of Lecturers to Senior Lecturers

The following is a list of indicators for highly effective teaching and professional service for lecturers. 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>Teaching</th>
<th>Professional Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Implements diverse and effective teaching methods from the literature,</td>
<td>• Serves on committees at the department and college levels</td>
</tr>
<tr>
<td>modeling best practices for teaching first-year and/or graduate students.</td>
<td>• Serves in a leadership capacity on departmental committees</td>
</tr>
<tr>
<td>• Demonstrates commitment to continued improvement through reflection,</td>
<td>• Sponsors or advises student associations or projects</td>
</tr>
<tr>
<td>participation in professional development courses or activities,</td>
<td>• Advises student organizations</td>
</tr>
<tr>
<td>attendance at conferences focused on teaching and learning, or solicitation of feedback from peers and students</td>
<td>• Active in department or college special initiatives</td>
</tr>
<tr>
<td>• Teaches in Learning Communities</td>
<td>• Active in university-wide initiatives</td>
</tr>
<tr>
<td>• Participates actively in discussion of FYTS curriculum and sharing of teaching resources</td>
<td></td>
</tr>
<tr>
<td>• Explores and implements instructional technology to enhance teaching and learning</td>
<td></td>
</tr>
<tr>
<td>• Has a well-articulated philosophy of teaching and learning</td>
<td></td>
</tr>
<tr>
<td>• Course evaluations demonstrate mastery of course content and a high level of competency in the classroom</td>
<td></td>
</tr>
<tr>
<td>• Experiments with and implements innovative teaching methods</td>
<td></td>
</tr>
</tbody>
</table>
Resources


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

University System of Georgia Academic and Student Affairs Handbook/Evaluation of Faculty (2011)
https://www.usg.edu/academic_affairs_handbook/section4/C691/