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Promotion & Tenure (P&T) Guidelines¹

I. Introduction

The Review and Evaluation of Faculty Performance section of the Kennesaw State University *Faculty Handbook* states that:

There will be three categories of faculty performance: 1) Teaching, Advising, and Mentoring; 2) Scholarship and Creative Activity; and 3) Professional Service. In addition to teaching, the Teaching category includes activities such as mentoring and advising. Scholarship and Creative Activity will include a broad array of scholarship with the expectation that in order for something to be considered scholarship it must meet the expectations of scholarship as established by the department, school, or college. Professional Service includes service to the department, school, college, university, profession, and community (but the service activity must be related to a person’s status as a faculty member).

The purpose of this document is to

- Present the guidelines for promotion & tenure for tenure-track faculty in the College of Humanities and Social Sciences
- Present the guidelines for the promotion of lecturers to senior lecturer in the College of Humanities and Social Sciences
- Present the guidelines for promotion in rank of clinical faculty in the College of Humanities and Social Sciences
- Serve as a bridge between University and departmental guidelines
- Provide continuity and consistency among departments in the College
- Assist everyone involved in the review process in interpreting University guidelines

The normal teaching load for tenure-track faculty is 3/3.

The quality and significance in each performance area should be further specified at the department level.

The KSU *Faculty Handbook* clearly presents the general expectations for tenure-track faculty, i.e., instructors, assistant professors, associate professors, and professors, and non-tenure-track faculty, i.e., lecturers, senior lecturers, and clinical faculty.

¹ In this document, “department” or “departmental” refers to a department or school, “department chair” includes “school director”.

35 **II. Tenure-Track Teaching Faculty Expectations**

36 This section of the CHSS Guidelines summarizes the general expectations of tenure-track faculty
37 members and, in regard to teaching, advising, and mentoring, adds a stipulation not in the
38 university-wide guidelines (see Section IV below).

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40 Scholarship and Creative Activity; and 3) Professional Service. In addition to teaching, the
41 Teaching category includes activities such as mentoring and advising. Scholarship and Creative
42 Activity will include a broad array of scholarship with the expectation that in order for something
43 to be considered scholarship it must meet the expectations of scholarship as established by the
44 department, school, or college.

45 Professional Service includes service to the department, school, college, university, profession,
46 and community (but the service activity must be related to a person's status as a faculty member).

47 As stated in the *KSU Faculty Handbook*, Section 3.3, the categories of faculty evaluation are

- 48 • Teaching, advising, and mentoring
- 49 • Research and creative activity
- 50 • Professional service

51 Faculty members' performance must be noteworthy in at least two areas, of which teaching,
52 advising, and mentoring must be one, and satisfactory in the third. Faculty members are to
53 engage in scholarly activity in all of the chosen areas. In one area, at least, faculty members are
54 expected to produce scholarship.²

55 The College of Humanities and Social Sciences guidelines acknowledge the two schools and the
56 nine distinctive, diverse academic departments making up the College. Further, the College
57 acknowledges that departmental guidelines will address the distinctive expectations of faculty
58 members in the schools and departments.

59 Nevertheless, in all of the areas selected for evaluation, all faculty in the College are expected to

- 60 • Maintain the up-to-date knowledge, skills, and credentials needed to fulfill their
61 commitments and to incorporate them into their scholarly activities and scholarship
- 62 • Meet their responsibilities and carry out their assignments in a constructive,
63 productive, and professional manner
- 64 • Cultivate excellence and demonstrate a commitment to developmental
65 improvement, innovation, and progress
- 66 • Work in close consultation with their chairs and develop a Faculty Performance
67 Agreement (FPA) in which they outline their goals and priorities for the period of
68 time they note in the Agreement

69 Note: the Agreements must take into consideration the mission and guidelines of the College
70 and departments, and the Agreements must be approved by the Dean of the College.

² The *Faculty Handbook* defines scholarly activity as “. . . a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought.” It defines scholarship as “. . . tangible outcomes of the scholarly processes” (Section 3.4.A.).

71 III. Tenure-Track Teaching Faculty Evaluation and Review

72 The evaluation process in the College of Humanities and Social Science has four parts: the annual
73 Review, the Pre-Tenure Review, the Promotion & Tenure Review, and the Post-Tenure Review.

74 During each academic year, faculty members will have an annual review with their department
75 chairs. Prior to the review, faculty members will prepare an Annual Review Document (ARD) in
76 which they present evidence to demonstrate the progress they are making on the plans
77 presented in their Faculty Performance Agreement (FPA). Department chairs will provide written
78 evaluations of the faculty. Along with the ARD, they are forwarded to the Dean's office for review.
79 After the review, both chairs and faculty members sign the documents and return them to the
80 Dean's office for signing. At all levels of review, within ten calendar days of the date the
81 document is signed, faculty members may make a written response to the evaluation.

82 The Annual Review Document, the Faculty Performance Agreement, and all written responses
83 from faculty members, are material for Pre-Tenure Review—the second kind of evaluation in the
84 College. Sections 3.1., 3.5., 3.7., and 3.8 of the *Faculty Handbook* presents the pre-tenure process
85 for the faculty at Kennesaw State University. Beginning with department P&T committees, to
86 continuing to the Chair review, and on to the Dean, the Handbook outlines the details for each
87 step. **The academic departments will have written guidelines that state specifically the**
88 **expectations and evaluative criteria unique to the department.** New, tenure-track faculty
89 members will have a pre-tenure review that will give them a clear picture of the progress they
90 are making toward tenure. Letters of review state specifically the strengths and weaknesses of
91 the faculty members under pre-tenure review.

92 The Annual Review Document, the Faculty Performance Agreement, and all written responses
93 from faculty members, are material for Promotion and Tenure —the third kind of evaluation in
94 the College. Sections 3.1., 3.5., 3.7., and 3.8. of the *Faculty Handbook* present the promotion and
95 tenure process for the faculty at Kennesaw State University. Beginning with department
96 committees, continuing to the College level, and on to the University level, the Handbook outlines
97 the details for each step.

98 The fourth level of review is Post-Tenure Review. Board of Regents' policy states that each
99 institution shall conduct post-tenure reviews of all tenured faculty members. Each faculty
100 member is to be reviewed five years after the most recent promotion or personnel action, and
101 reviews shall continue at five-year intervals unless interrupted by a further review (BOR Policy
102 Manual, Section 803.07). The *Faculty Handbook* describes the post-tenure review process and
103 what faculty members up for post-tenure review have to submit (Sections 3.1., 3.5., and 3.7., and
104 3.8).

105 At all levels of review, faculty are expected to demonstrate the quality and significance of their
106 work (KSU *Faculty Handbook* Section 3.5.). Faculty members' performance must be noteworthy
107 in at least two areas, of which teaching, advising, and mentoring must be one, and satisfactory in
108 the third.

109 In some cases, probationary credit towards tenure may be awarded at the assistant or associate
110 professor level to new hires who have previously held full-time faculty employment at Kennesaw
111 State University or other colleges or universities. In accordance with the BOR Academic & Student
112 Affairs Handbook Section 4.4.1 and the Kennesaw State University Faculty Handbook (see section
113 "Tenure Review"), an individual may be granted between 1 to 3 years of prior credit towards

114 tenure based on previous full-time faculty employment. Faculty members who use probationary
115 years of credit towards tenure and/or promotion must clearly state in their narrative the number
116 of years of previous work they are including as part of their portfolio performance evaluation and
117 provide detailed documentation of performance in the three areas of evaluation during those
118 years as the ones at KSU. In addition, the number of years of previous work included as part of
119 the performance review cannot exceed five full years of full-time appointment.

120 In cases where prior credit towards tenure has been awarded, promotion & tenure review
121 committees must take into account activities completed in all review categories for the period
122 stated in the narrative before the individual was hired in a full-time associate or assistant
123 professor position at KSU.

124 As stated in the *Faculty Handbook*, untenured faculty who use all of their probationary credits
125 toward tenure as part of their tenure bid and who do not receive tenure are given one final
126 opportunity to apply for tenure the following year. This policy applies to both Assistant Professors
127 who apply for promotion and tenure using probationary credits, and Associate Professors who
128 apply for tenure using probationary credits.

129

130 **Definitions of Satisfactory and Noteworthy Contributions**

131 Satisfactory faculty consistently fulfill fundamental job expectations and contribute to the
132 everyday functioning of their department, college, and university. They are productive members
133 of the greater academic community.³

134 Noteworthy faculty consistently exceed their fundamental job expectations. They make notable
135 contributions to their greater academic communities.

136 The following sections intend to help clarify what satisfactory and noteworthy contributions
137 means in CHSS. However, each department must develop its own examples of what constitutes
138 satisfactory and noteworthy performance in each performance area and at each rank.

139

140 **Teaching, Advising, and Mentoring:**

141 Faculty members are fulfilling satisfactory requirements at both the Associate and Full Professor
142 levels through a demonstrated record of successful teaching, advising, and mentoring in which
143 instruction and assessments are aligned with course objectives. Faculty members are expected
144 to be available and responsive to students, and they should generally meet the criteria for
145 effective teaching practices as specified by departmental guidelines. Further, candidates should
146 demonstrate a commitment to incorporating relevant and timely best practices in their
147 classrooms.

148 **Promotion to Associate Professor: Noteworthy**

149 By the time candidates petition for promotion to Associate Professor, they should have
150 fulfilled all requirements for satisfactory teaching, advising, and mentoring as well as
151 achieved some combination of

³ Faculty who do not meet satisfactory standards are considered not meeting expectations.

- 152 • The use of diverse and effective pedagogical strategies as evidenced by syllabi,
153 lesson materials, teaching philosophy, peer observations, or student feedback
- 154 • The use of a variety of materials and techniques that are designed to enhance
155 student learning and engagement
- 156 • A demonstrated commitment to continued improvement through reflection,
157 participation in professional development courses or activities, attendance at
158 conferences focused on teaching and learning, or solicitation of feedback from
159 peers and students
- 160 • The development of new courses
- 161 • Demonstrated evidence of effective advising or mentoring

162 **Promotion to Full Professor: Noteworthy**

163 By the time candidates petition for promotion to Full Professor, they should have fulfilled
164 all requirements for satisfactory teaching, advising, and mentoring at the Associate
165 Professor level as well as achieved some combination of

- 166 • Departmental or college level awards/recognition of teaching
- 167 • The development of new courses or the development of courses to be delivered
168 in new formats
- 169 • Publication in journals and/or presentation at conferences focused on the
170 scholarship of teaching and learning
- 171 • Evidence of working with undergraduate or graduate students on research
172 projects
- 173 • Involvement in curriculum revisions
- 174 • Involvement in curriculum assessment procedures
- 175 • Leadership at relevant faculty workshops in the area of scholarship of teaching
176 and learning
- 177 • Mentorship of new faculty in the area of teaching, advising, and mentoring
- 178 • The receipt of grants that are specifically for the scholarship of teaching & learning
179 or classroom improvement
- 180 • Development of innovative pedagogical strategies
- 181 • Excellence in peer reviews (each department will develop its own objective peer-
182 review process)

183

184 **Research and Creative Activity:**

185 It is incumbent upon the faculty to demonstrate the quality and significance of their research and
186 creative activities (such as publication venue, acceptance rates, readership, etc.) as well as their
187 contributions in multi-authored works. The focus of research and creative activities should be to
188 generate original, peer-reviewed work. Faculty members' research should follow an arc
189 commensurate with their academic expertise, teaching assignments, and mission of their specific
190 departments. Examples of research and creative activity that will be given priority in evaluations

191 of research and creative activity include, but are not limited to

- 192 • Journal articles
- 193 • Book chapters
- 194 • Edited volumes
- 195 • Single- or co-authored books
- 196 • Funded grants
- 197 • Other research and creative activities for which the candidate can make a strong case
- 198 regarding their quality and significance
- 199 • Other activities as deemed appropriate by departmental P&T guidelines

200 There are other examples of research and creative activity which establish the research trajectory
201 of the faculty member and should be given consideration in this category. Such works include,
202 but are not limited to

- 203 • Conference presentations
- 204 • Conference proceedings
- 205 • Articles in trade publications
- 206 • External unfunded grants
- 207 • Other research and creative activities for which the candidate can make a strong case
- 208 regarding their quality and significance
- 209 • Other activities as deemed appropriate by departmental P&T guidelines

210 CHSS recognizes that different fields and disciplines emphasize different forms of knowledge and
211 scholarly production, and thus it is difficult to set clear and specific minimum standards across a
212 college as diverse as CHSS. However, the college also recognizes the need to set and make
213 transparent minimum standards for promotion & tenure, and it recognizes the need to require
214 standards consistent with the research aspirations of the university. Balancing these needs,
215 departments must establish promotion & tenure guidelines that clearly delineate specific
216 minimum expectations for satisfactory and noteworthy achievement in research & creative
217 activity.

218 **Promotion to Associate Professor and Full Professor**

219 Manuscripts should be published, in press, or fully accepted for publication, and they
220 should be published during the candidate's time at KSU unless probationary credit toward
221 tenure and/or promotion was awarded at the time of hiring. In that case, reviewers must
222 take into account research and creative activities completed during up to the last five
223 years while holding a full-time faculty member position. Other scholarly work or creative
224 activity will be taken into consideration in evaluating one's performance in this area as
225 defined in departmental guidelines.

226

227 **Professional Service:**

228 Professional Service is required for all faculty members. Faculty should consult with their
229 department chairs to determine the percentage of workload that should be devoted to
230 departmental, college, university, disciplinary, or other professional service.

231 **Promotion to Associate Professor: Satisfactory**

232 By the time candidates petition for promotion to Associate Professor, they should have a
233 demonstrated record of engagement in appropriate departmental committees. Some
234 service at the college or university levels, or relevant disciplinary organizations, is also
235 expected.

236 **Promotion to Associate Professor: Noteworthy**

237 For noteworthy achievement in professional service, faculty members should provide a
238 clear rationale demonstrating the relationship between their service commitments and
239 academic expertise. By the time candidates petition for promotion to Associate Professor,
240 they should have fulfilled all requirements of satisfactory service, as well as some
241 combination of the following:

- 242 • Participation on a college level committee
- 243 • Contribution to statewide or regional professional or academic organizations
- 244 • Major engagement on a committee organized at the department level or higher
- 245 • Student organization advising
- 246 • Activity in department-, college-, or university-level community engagement
- 247 • Other service expectations as defined as relevant by departmental guidelines

248 **Promotion to Full Professor: Satisfactory**

249 By the time candidates petition for promotion to Full Professor, they should have a
250 demonstrated record of engagement at the departmental level. Significant contributions
251 to college, or university committees, or relevant professional or disciplinary organization
252 beyond the university are expected.

253 **Promotion to Full Professor: Noteworthy**

254 For noteworthy achievement in professional service, faculty members should provide a
255 clear rationale demonstrating the relationship between their service commitments and
256 academic expertise. By the time candidates petition for promotion to Full Professor, they
257 should be recognized for their leadership in service activities. They should meet all
258 expectations of the satisfactory level of service, as well as some combination of

- 259 • Leadership in department-, college-, or university-level community engagement
- 260 • Major engagement in a regional, national, or international academic organization
- 261 • Editorial board member or peer reviewer for national or international-level
262 publications and conferences
- 263 • Other professional service expectations as defined as relevant by departmental
264 guidelines

265

266 **IV. Tenure-Track Teaching Faculty – Evaluation and Review Material**

267 All material for Promotion and Tenure Review must be submitted using university procedures as
268 defined in the *Faculty Handbook*. In addition, however, portfolios for the College of Humanities
269 and Social Sciences must contain, from the period of the review, all quantitative student

270 evaluations and a clear, concise, and meaningful statistical analysis of the evaluations; complete
271 qualitative evaluations of all courses taught; and complete copies of all material submitted as
272 examples of scholarship, e.g., entire articles and not just the first page of the article.

273 In addition, the faculty narrative must include the quality and significance of one's Research and
274 Creative Activity, including a description of the quality and significance of any publications or
275 presentations and their venues (i.e., peer review process, acceptance/rejection rates, impact
276 factors, and citation indexes).

277

278 **V. Lecturers and Senior Lecturers**

279 As stated in the *Faculty Handbook* (Section 3.1.), the review for promotion of lecturers is optional.
280 For lecturer and senior lecturer performance expectations, review process, lecturer promotion
281 to senior lecturer, see *Faculty Handbook*, section 3.6.B. For portfolio guidelines and content, see
282 section 3.7.

283 The *Faculty Handbook* does not require lecturers to undergo a third-year review nor a multi-year
284 review once they are promoted to senior lecturer. However, it allows for colleges to create their
285 own third-year review process. In the College of Humanities and Social Sciences, departments
286 can opt to establish a third-year review process for Lecturers. That process will be similar to the
287 one used for the pre-tenure review for tenure-track faculty, it must be included in the approved
288 department P&T guidelines, and must apply to all lecturers in that department.

289

290 **VI. Clinical Faculty**

291 For clinical faculty performance expectations, review process, and promotion process, see
292 *Faculty Handbook*, section 3.6.B. For portfolio guidelines and content, see section 3.7. The
293 timeline for Clinical faculty undergoing a promotion review will be identical to the timeline
294 established for tenure-track faculty. Clinical Faculty who desire to be reviewed for promotion in
295 rank must inform their department chair during the spring semester prior to the review.
296 Department P&T guidelines will provide general performance expectations for clinical faculty. It
297 is incumbent upon clinical faculty to work closely with their department chair to clearly articulate
298 their responsibilities and performance expectations in their FPA/ARDs."

299

300 **VII. Department Chairs, School Directors, and Deans**

301 Expectations and Evaluations. For the purpose of promotion and tenure, department chairs and
302 deans follow all of the university, college, and department guidelines.

303

304 **VIII. Revision of Guidelines**

305 Amendments to these College P&T Guidelines shall be submitted in writing to the College Dean and shall
306 be approved by a majority vote of the permanent, full-time faculty of the College taken by a secret ballot.
307 Revisions should be drafted by a task force established by the Dean in consultation with the CFC and
308 representing all CHSS academic units and faculty ranks. Department Faculty Councils should nominate
309 more than one candidate for the task force from among the department's permanent full-time faculty,

310 with the ultimate task force composition to be determined from that pool of nominations.

311

312

313 Approved by CHSS full-time faculty vote on ...

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Chair of CFC

Date

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Dean

Date

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Provost

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