I. Mission, Vision, and Core Values

Mission and Vision
The Inclusive Education Department is a unit of the Bagwell College of Education (BCOE) and the Educator Preparation Provider (EPP) at Kennesaw State University (KSU), united in its mission to support and honor diverse learners and families. In our pursuit to provide leadership in building the capacity of all schools and to promote the educational success of every learner, the department is committed to the collaborative development of expertise in teaching, learning and leadership through student-centered learning that is integrative and intentional. In cooperation with families, school systems, and community agencies, the departments’ programs prepare teachers and teacher leaders who demonstrate the knowledge, skills, and dispositions to facilitate high levels of learning through inclusive practices. Through an integrated research-based approach, programs and courses are systematically created and implemented to transform candidates’ worldviews, enabling them to become lifelong learners who are prepared the meet the complexities of a global society.

The Inclusive Education Department offers programs at the Masters, Specialist, and Doctoral levels in Special Education and Teaching English to Speakers of Other Languages (TESOL). The programs and endorsements offered by the department share a philosophy of inclusion that is embedded throughout curriculum focused on culturally and linguistically responsive teaching, critical thinking and collaboration, and student-centered learning within inclusive settings. Faculty members focus on the preparation of expert teachers and leaders, thus assuring that all standards for each discipline – both at the state and national levels – are met, and our vision for broad-based awareness of equity and social justice for engaged citizenship is realized.

Core Values
The Inclusive Education Department’s emphasis is on diverse learners who have historically been marginalized, if not disenfranchised, within educational settings and who experience poor academic outcomes and often hostile educational environments as a result. This includes students whose first language is not English, as well as, students identified with, or at-risk of, having disabilities. Our fundamental belief that all children have the capacity to learn is evidenced by:

- Developing teachers who can effectively teach and assess students who are diverse linguistically, culturally, and in their learning abilities;
- Collaborating with other departments in the BCOE and other colleges at KSU to expand their candidates' abilities to offer effective instruction to all students;
- Sharing expertise, individually and collectively, in effective inclusion of ALL students;
- Advocating the development of inclusive practices across all levels - BCOE, schools, the state of Georgia, the United States, and internationally;
- Establishing global/local connections and relationships around issues of inclusion, language development, social justice, and diversity;
- Advocating for children and families; and
- Utilizing an asset-based, critical pedagogical framework that emphasizes inclusive practices.

In holding others accountable for achieving these goals, we are also accountable to each other.
II. Distinguishing Department Characteristics

The Inclusive Education Department is unique in that it is comprised of professionals in both Special Education and TESOL. Offering graduate programs at the Masters, Specialist, and Doctoral levels, the department additionally supports programs across the BCOE, KSU and the community with courses that clearly promote an inclusive philosophy and ideology. As indicated above, the core values of the department are grounded in a social justice framework that situates the policy and praxis of teaching linguistically and culturally diverse students and students of diverse abilities in a context of fairness, equity, and access. With B-12 students as the focus, department courses promote candidates’ knowledge and dispositions around issues of language and culture, family and community engagement, and inquiry and reflexivity.

III. Overview of Faculty Workload Expectations

A. Establishing Career Goals
In conjunction with the chair of the Inclusive Education Department and in consideration of departmental and college needs, as well as research and scholarship agendas, service and creative activity obligations, teaching, supervision and mentoring, administration and leadership and other related factors, each faculty member will assume a faculty workload. All faculty members must negotiate their performance workload each year with the department chair, and ultimately with approval from the department chair and the Dean. The department prides itself on collaboration efforts and enthusiastically supports such efforts, acknowledging the additional time required to do this work. The Inclusive Education Department develops faculty workloads that enhance the unique contributions of each faculty member and are consistent with each faculty member’s accomplishments, expertise and career development. Annual performance evaluations, tenure, and post-tenure reviews are conducted in relation to the situational context of the faculty member. Toward that end, the department can negotiate individual configurations, which faculty will assume and which will determine the evaluative criteria used in decisions affecting their retention, tenure, post-tenure, promotion, and merit pay. All faculty members are expected to fulfill basic obligations in teaching and service to the department, college and university and are expected to work with the department chair to establish career objectives and goals.

The Inclusive Education Department workload expectations are in alignment with the expectations as noted in the BCOE and KSU Promotion and Tenure (P&T) Guidelines. More detailed information can be found in these documents. It should be noted that where the department diverges from both the KSU and BCOE P&T Guidelines, is in the definition of mentoring, wherein the Inclusive Education Department embraces a broader interpretation of the term. Because of the department’s emphasis on collaborative work, mentoring activities include B-12 teachers, teacher candidates, teacher leaders and administrators, teacher education faculty, professional organizations, and the community at large as key constituents. The department supports a broad interpretation of activities within the three basic categories and encourages faculty to engage in activities that impact more than one area simultaneously.

B. Basic Expectations and Responsibilities
The basic categories for performance include (a) Teaching, Supervising, and Mentoring; (b) Scholarship and Creative Activity; and (c) Professional Service. Individual faculty are hired for specific instructional responsibilities, which may vary with their discipline and as determined by the faculty member’s FPA. Typically these include teaching specific courses, and supervising student teaching and clinical experiences. Although mentoring of students and colleagues is an important ancillary activity for most faculty, KSU holds no specific expectation that faculty will engage in explicit mentoring activities unless that expectation is established in the faculty member’s FPA. Regardless of a faculty member’s specific instructional responsibilities, there are basic expectations of professional faculty performance. Faculty should:
• Start and end their classes, appointments, and meeting attendance at the scheduled time
• Provide feedback to learners in a timely manner (e.g., returning graded papers and evaluated materials or responding to messages). Learners need feedback about the quality of their performance in order to understand what they do well and in what ways they need to improve
• Relate instructional methods to learning objectives
• Respect and maintain confidentiality (e.g., grades, personal information, incidences of alleged academic dishonesty, advising or special needs)
• Apply stated standards and expectations of the instructor, department, college, and university consistently, regularly and objectively to all learners
• Communicate and enforce KSU’s policy with respect to academic integrity
• Provide a syllabus for each course at the beginning of the term and review with candidates
• Provide written expectations/contracts for individualized learning experiences (e.g. “clinical experiences, internships, cooperative learning courses, and directed studies”) as well as the withdrawal date for the term
• Be accessible to students -- faculty should provide and publicize multiple means of contact for students and colleagues
• Respect exceptionality, language, religious, cultural, and gender differences
• Believe that all students can learn and provide equitable access to all learners
• Adhere to KSU’s policy prohibiting sexual harassment both in and out of the classroom

C. General expectations for performance of a faculty member in the BCOE include, but are not restricted to the following:

• Participation in college and departmental governance
• Attendance at departmental and college meetings
• Student advisement
• Development of philosophy of education, teaching and learning
• Preparation of courses and syllabi in concert with state, national, and discipline specific guidelines
• Demonstration of best practices (e.g., high leverage, high impact) in the classroom
• Engagement in reflective and reflexive practice
• Professional development
• Membership and contribution to professional organizations
• Engagement in research and other scholarly activities
• Engagement with communities (e.g. schools, districts, community/parent organizations, educational initiatives)

D. Responsibilities for faculty will be determined by the Faculty Performance Agreement (FPA), which should:

• Clarify the general responsibilities and relative emphasis of the individual in teaching, supervising, and mentoring; Scholarship and Creative Activity; professional service; and, where applicable, administration and leadership;
• Articulate the manner in which the faculty member’s activities relate to the departmental, college, and university mission and goals;
• Identify the expectations for scholarly activity in all of the faculty member’s performance areas; and
• Identify the performance area(s) that will include scholarship expectations and describe those expectations.

IV. Promotion & Tenure Review

A. Teaching, Supervising, and Mentoring
   a. Teaching, definition of
Refer to BCOE P&T Guidelines section V., subsection B.

b. Supervising, definition of
   Refer to BCOE P&T Guidelines section V., subsection C.

c. Mentoring, definition of
   The KSU and BCOE P&T Guidelines limit the focus of mentoring to students. As noted in section III, subsection B (Hyperlink) above, faculty of the Inclusive Education Department consider mentoring to be a core departmental value not only with regard to students in KSU classes but including B-12 teachers and administrators, teacher education faculty, and the community at large in order to advocate for the academic and social needs of English learners and students with exceptionalities.

B. Evaluation of Quality and Significance with regard to Teaching, Supervision and Mentoring
   Evaluation of the quality and significance of faculty accomplishments in the area of Teaching, Supervising, and Mentoring in the ARD and P&T portfolios should reflect a systematic, goal-oriented, and assessment-based perspective. Merely listing individual courses taught does not address quality and significance (KSU Faculty Handbook, section 3.3). In addition, see section 3.4 -- Evaluation of Quality and Significance in Scholarship and Creative Activity for other relevant issues to be considered in documenting and evaluating the quality and significance of faculty accomplishments. Criteria and examples are provided in the accompanying Inclusive Education Department P&T Guideline rubrics.

V. Scholarly Activities, Scholarship, and Scholarship of Teaching, Supervision & Mentoring

A. Overview of Faculty Scholarly Activities
   While the professional activities of faculty will vary, all faculty members are expected to be scholarly in each performance area in which they are engaged. Specific examples are included in the Inclusive Education Department P&T Rubric. Scholarly describes the processes that faculty should use within each area of engagement. It refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought. When evaluating a faculty member’s scholarly accomplishments, the role of the department P&T committee will be to:

   • Assess clarity and appropriateness of scholarly goals, methods and outcomes;
   • Assess appropriateness of the faculty member’s expertise and the extent to which he/she applied his/her expertise to the activity;
   • Consider the innovation, significance, quality, and impact of the scholarly efforts; and
   • Look at the faculty member’s efforts to share the knowledge, practice, and lessons learned from these efforts.

B. Overview of Faculty Scholarship
   Scholarship describes the tangible outcomes of the scholarly processes. Faculty members are expected to produce scholarship in the performance area(s) in which they place the most emphasis. In other words, faculty members are not expected to produce scholarship in all of their performance areas, only those in which they are most engaged (note: scholarship in only one area is acceptable and appropriate; scholarship may also overlap performance areas).

   In Scholarship Reconsidered: Priorities of the Professoriate (2015), Boyer articulated “a new paradigm for faculty scholarly activity” which expanded the concept of scholarship, traditionally viewed as the scientific discovery of new knowledge, to include three other equally important areas: the scholarship of integration, the scholarship of...
application, and the scholarship of teaching. Citing Boyer (2015) is one avenue among many that faculty may use to conceptualize the framing of one’s scholarship at the university.

Criteria and examples are provided in the accompanying Inclusive Education Department P&T Guideline rubrics.

C. Scholarship in Teaching, Supervision & Mentoring, definition of
Scholarly teaching, learning, and mentoring focuses on learning and is well grounded in the sources and resources appropriate to the field. The aim of scholarly teaching is to make transparent how faculty members have made learning possible. Board of Regents (BOR) recommendation 803.17 encourages formal institutional recognition and rewards for work in B-12 schools.

Mentoring is defined by the BOR, KSU and the BCOE as related to students and student learning. Because of the nature of the work faculty do in the Inclusive Education Department, that work is collaborative to ensure that the academic and social needs of English learners and students with exceptionalities are met in B-12 schools, teacher education classrooms, and the community. Mentoring activities are interpreted to include B-12 teachers, teacher candidates, teacher leaders and administrators, teacher education faculty, professional organizations, and the community at large.

Scholarly teaching, learning, and mentoring become scholarship when it possesses three attributes:

1. It becomes public;
2. It becomes an object of critical review and evaluation by members of one’s community and academic area; and
3. It is used and built upon by the members of a community, or within the research base for an academic area.

Additionally, Boyer’s (2015) four level model of scholarship recognizes the work that goes into mastery of knowledge as well as the presentation of information so that others might understand it. “Teaching, at its best, means not only transmitting knowledge but transforming and extending it as well—and by interacting with students, professors themselves are pushed in creating new directions. These scholars ask, ‘How can knowledge best be transmitted to others and learned best?’”

D. Scholarship and Creative Activity, definition of
Scholarship and Creative Activity should be conducted in relevant settings, grounded within a theoretical framework, and rigorous in methodology. The primary aim of Scholarship and Creative Activity is to impact the professional community by building upon shared concerns. BOR recommendation 803.17 encourages formal institutional recognition and rewards for work in the schools. Scholarly Research and Creative Activity becomes scholarship when it possesses three attributes:

1. It becomes public;
2. It becomes an object of critical review and evaluation by members of one’s community and academic area; and
3. It is used and built upon by the members of a community, or within the research base for an academic area.

Additionally, Boyer (2015) has suggested two other levels of his model, which may inform the scholarship of research and creation: Discovery and Integration.

Discovery denotes “what contributes not only to the stock of human knowledge but also to the intellectual climate of a college and university…. What is to be known? What yet is to be found?”
Integration is what happens when scholars put isolated facts into perspective, making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way…seeking to interpret, draw together, and bring new insight to bear on original research.” This is one way, among many, that faculty may use to conceptualize how he/she frames his/her scholarship at the university.

E. Scholarship of Professional Service, definition of
Scholarly service is outreach or engagement by faculty for the purpose of contributing to the public good. Contributions to the public good may include faculty work that contributes to solutions for complex societal problems, to the quality of life of Georgia’s citizens, and to the advancement of public higher education. In the case of service to the public schools, the intent should be for the improvement of teaching quality and student learning. BOR recommendation 803.17 encourages formal institutional recognition and rewards for work in the schools. Scholarly service becomes scholarship when it possesses three attributes:

1. It becomes public;
2. It becomes an object of critical review and evaluation by members of one’s community and academic area; and
3. It is used and built upon by the members of a community, or within the research base for an academic area.

Notably, Boyer’s (2015) level of Application may further inform professional service – that is, Application involves bringing knowledge to bear in addressing significant societal issues. It engages the scholar in asking, “How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions?” Application involves the use of knowledge or creative activities for development and change. With the first two functions, scholars define the topics for inquiry. With Application, groups, organizations, community, government, or emergent societal issues define the agenda for scholarship.

F. Evaluation of Quality and Significance
Evaluation of all scholarly accomplishments will be based on five criteria of quality and significance as described in the KSU Faculty Handbook section 3.4 and as adapted from Glassick, Huber & Maeroff’s (1997) standards of scholarly work as described in Scholarship Assessed, a follow-up publication to Boyer’s (2015) Scholarship Reconsidered. Merely listing individual tasks and projects does not address quality and significance (KSU Faculty Handbook, 3.3). Given that the BCOE values scholarship in all areas of performance, the same standards of scholarly work must be applied to each area, and issues of quality and significance of accomplishments should be addressed in all areas in each Annual Review Documents (ARD). In supporting evaluation of quality and significance in Scholarship and Creative Activity, faculty members should delineate a Scholarship and Creative Activity framework, agenda, or plan for all third-year, promotion, tenure, and post-tenure reviews. See the BCOE website for illustrative examples.

Documentation and evaluation of accomplishments in Scholarship and Creative Activity for those reviews shall focus on the quality and significance of the work using the criteria listed below.

1. Clarity and Relevance of Goals
   • States the basic purposes and goals of his/her work clearly
   • Identifies important questions in the field
   • Defines objectives of his/her work that are realistic and achievable

2. Mastery of Existing Knowledge
   • Shows an understanding of existing knowledge in the field
• Shows how his/her work informs existing knowledge in the field
• Brings necessary skills to his/her work

3. Communication/Dissemination
• Uses suitable style and organization to present his/her work
• Uses appropriate forums for communicating his/her work
• Uses appropriate methods to achieve goals

4. Significance of Results
• Achieves the goals or objectives of his/her work
• Adds consequentially to the field with his/her work
• Opens additional areas for further exploration

5. Consistently Ethical Behavior
• Complies with ethical, legal, and policy requirements (e.g., IRB, APA)
• Adheres to standards of professional ethics in scholarly inquiry as outlined by the USG BOR and EPP accrediting agencies

VI. Professional Service

A. Overview of Professional Service
Professional service is a broad category that encompasses internal service to the university, college and department and external service to the greater educational community, and the community at large.

B. Evaluation of Quality and Significance
Faculty members are expected to explain and document the quality and significance of their service roles. Faculty members should provide documentation of their roles such as:

• An explanation of the scholarly work involved in the service role
• Copies of products developed
• Documentation of the impact or outcome of the service role
• An explanation of the faculty member’s unique contribution in leadership roles or recognition by others for contributions. (KSU Faculty Handbook, 3.3.C)

Criteria and examples are provided in the accompanying Inclusive Education Department P&T Guideline rubric criteria.

VII. Inclusive Education Department Promotion and Tenure Committee
Composition of the Inclusive Education Department P&T Committee is as follows:
• A single department committee with a minimum of 3 voting members at appropriate rank for each portfolio (committees can borrow faculty from other departments, if needed)
• Only Full Professors can vote on a candidate’s promotion to Full Professor. Both Associate and Full Professors can vote on a candidate’s promotion to Associate Professor. Associate Professors are to recuse themselves from all discussions and voting on a candidate’s promotion to Full.
• Full Professors are expected to serve on P&T committees as required.
The vote tally for and against recommending promotion and/or tenure is to be recorded on the coversheet (but not names of individuals casting those votes).

VIII. Review of Promotion and Tenure Documents by Inclusive Education Department Chair

If the Department Chair is an Associate Professor, he/she may review the promotion and tenure portfolio of any faculty member for third-year review, promotion or tenure regardless of rank.

IX. External Review Letters

a. The person submitting a portfolio (herein after referred to as the “candidate”) and the department chair/school director (herein after referred to as “chair”) develop a list of potential letter writers, twice the minimum number of the total required, with the candidate supplying at least half the names on the list.

b. The chair and the candidate will discuss potential letter writers and in collaboration will develop a mutually acceptable, hierarchized list. The majority of letters must come from individuals who are neither co-authors nor dissertation committee members. If the candidate and the chair cannot reach agreement on the list of potential letter writers, the Dean will make the final determination of the list.

c. Individuals who pose a conflict of interest (such as friends, relatives, KSU co-workers) will be removed from the list.

d. For promotion to Full Professor, the candidate chooses two names out of the final three letter writers; the chair chooses one.

e. For promotion to Associate Professor, the candidate chooses two out of the final three letter writers; the chair chooses one.

f. The candidate may veto two names on the chair’s initial list with no reasons or explanations required.

g. Neither the chair nor the candidate may solicit a letter concerning Scholarship / Creative Activity from outside of the mutually agreed upon list.

h. The candidate may choose to solicit a maximum of five additional letters of support in any area of Teaching, and/or Service and/ or Scholarship from outside the mutually composed list. When soliciting such letters, the candidate will include that the writer is asked not to make a tenure/promotion recommendation as such. No individual may write more than one (1) letter of support for a single candidate’s portfolio.

i. The department chair contacts the potential letter writers by email or phone requesting their assistance.

j. If the letter writer accepts, the chair will send the letter writer the standard KSU “Letter to External Reviewers,” the KSU faculty member’s CV, department guidelines for promotion and tenure, and reprints and/or professional portfolios or other documentation as appropriate by discipline. It is unnecessary to have all materials evaluated. The candidate should select the work to be shared with the letter writer. Materials should be shared electronically with the letter writer to the degree possible.

k. If the letter writer declines, the chair will choose another letter writer in the order of the list.

l. Once packets are sent to external letter writers, no additional information regarding the candidate’s research/creative activity will be sent to the external letter writer.
m. The letter writers will send their letter to the department chair who will insert the letter into Binder 1 in a section clearly marked “External Letters.”

n. If requests are sent to more potential letter writers than are required, and if more than the required numbers are received, all letters will be included in the portfolio.

o. If fewer than the number of letters requested by the chair are received, the chair will so note in the portfolio and the review will proceed.

p. All department chairs, deans, associate deans, VPs, AVPS etc. must follow the same procedure for soliciting incorporating external letters into their portfolio following the guidelines for teaching faculty.
## Teaching, Supervision & Mentoring

**Academic Acumen** refers to the ability to successfully actualize B-12 learning and thinking through effective teaching, supervision, and mentoring.

**Mentoring** is interpreted to include B-12 teachers and administrators, teacher education faculty, and the community at large beyond the candidates we serve. Because of the nature of the work we do, collaboration is essential for ensuring that the academic and social needs of English learners and students with exceptionalities are met in B-12 schools, teacher education classrooms, and the community.

**Scholarly Activity Guidelines**: When preparing a portfolio for promotion, faculty members must demonstrate proficiency at the level for which they are seeking promotion. For the preparation of the portfolio, faculty members should collect artifacts demonstrating their scholarly efforts connected to their teaching, supervision, and mentoring. Possible activities may include, but are not limited to the criteria below.

These Guidelines are for improving, enhancing, and expanding the faculty's repertoire of knowledge, skills, and dispositions and will be assessed through holistic evaluation of criteria, which are differentiated according to the evidence that is required at each level as well as the Quality and Significance with regard to Teaching, Supervision, and Mentoring; Scholarship and Creative Activity; and Professional Service as delineated on pages 4, 6, and 7 of this document, respectively.

**NOTE**: It is NOT expected that faculty members address each bulleted item—these are guidelines. It is the quality and significance of the faculty member's activities that are pertinent when providing evidence.

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<thead>
<tr>
<th>Categories</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Full Professor</th>
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<tr>
<td>Evidence of Pedagogical Acumen</td>
<td>Emerging evidence of relevant activities may include:</td>
<td>Clear and consistent evidence of relevant activities may include:</td>
<td>Clear, consistent and sustained record of relevant activities may include:</td>
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<td>• Begins to reflect on candidate evaluations and feedback. Peer evaluations note some of the following: goal clarity, adequate preparation, appropriate methods, significant results, effective presentation (including online and hybrid modalities);</td>
<td>• Reflection on candidate evaluations and feedback occurs on a consistent basis.</td>
<td>• Reflection on candidate evaluations and feedback over time indicate record of excellence.</td>
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<td>• Initial self-evaluation and adjustment based on formative assessment and self-examination.</td>
<td>• Peer evaluations note most of the following: goal clarity, adequate preparation, appropriate methods, significant results, effective presentation (including online and hybrid modalities);</td>
<td>• Peer evaluations note most, if not all of the following: goal clarity, adequate preparation, appropriate methods, significant results, effective presentation (including online and hybrid modalities);</td>
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<td>• Self-evaluation and adjustment based on formative assessment and self-examination.</td>
<td>• Self-evaluation and adjustment based on formative assessment and self-examination.</td>
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<td>Professional Growth &amp; Development</td>
<td>Professional Collaboration &amp; Mentoring</td>
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| Emerging evidence linking one’s teaching to current literature and attendance at workshops, conferences, and seminars. Initial evidence of sharing information and expertise. | Emerging evidence of relevant activities may include:  
- Beginning collaboration with colleagues and peers in teacher education and the community to ensure the academic and social needs of English learners and students with exceptionalities are met in B-12 schools.  
- Disposition toward mentoring colleagues and peers  
- Early collaboration with teacher candidates and/or graduates, which lead to increased achievement among diverse learners in B-12 schools.  
- Commitment to collaboration with candidates focused on improving teaching, advising, and or |
| Clear and consistent evidence linking one’s teaching to current literature and attendance at workshops, conferences, and seminars. Evidence of increasingly sharing information and expertise, particularly at national and/or international venues. | Clear and consistent evidence of relevant activities may include:  
- Collaboration with colleagues and peers in teacher education and the community that results in significant achievement of English learners and students with exceptionalities in B-12 schools becomes increasingly consistent.  
- Mentoring of colleagues and peers in teacher education, B-12 education, and the community at large that results in quality practice and significant achievement among diverse learners in B-12 schools.  
- Collaboration with teacher candidates and/or graduates, which leads to improved pre-service teacher skills and significant |
| Sustained evidence of linking one’s teaching to current literature and attendance at workshops, conferences, and seminars. Evidence of leadership in sharing information and expertise as well as leading such activities and serving as a role model for others. | Clear, consistent and sustained record of relevant activities may include:  
- Collaboration with colleagues and peers in teacher education and the community that results in sustained high achievement among English learners and students with exceptionalities in B-12 schools and serves as model for others.  
- Leadership in mentoring of colleagues and peers in teacher education, B-12 education, and the community at large that results in quality practice and sustained high achievement among diverse learners in B-12 schools.  
- Collaboration with teacher candidates and/or graduates, which leads to sustained and significant |
| **Instructional & Curricular Leadership** | Emerging and developing evidence of participation in instructional and curricular leadership. Examples of relevant activities may include:  
- Curricular design, development and implementation  
- Development of new course(s) or, course materials,  
- Creation or updating of handbooks | Clear and consistent evidence of participation in instructional and curricular leadership. Examples of relevant activities may include:  
- Curricular design, development and implementation  
- Development of course manuals, new course(s) or, course materials,  
- Creation or updating of handbooks | Clear, consistent & sustained record of modeling and leading on-going instructional and curricular leadership. Examples of relevant activities may include:  
- Curricular design, development and implementation  
- Development of course manuals, new course(s) or, course materials,  
- Creation or updating of handbooks,  
- Leadership in mentoring of teacher candidates which results in quality practice and sustained high achievement among diverse learners in B-12 schools.  
- Directing and/or leading collaborative research activities with faculty and peers that result in quality scholarship that has a sustained impact on high achievement among diverse learners in B-12 schools.  
- Leading others in mentoring future candidates & colleagues in quality professional activities such as research, presentations, and publications, and have a sustained impact on high achievement among diverse learners in B-12 schools and establish a pattern of quality scholarly work worthy of emulation. |
### Scholarship & Creative Activities

**Scholarly Activity Guidelines:** Research and creative activities should be conducted in academic or community settings, grounded within a theoretical framework, and conducted with methodological rigor. The primary aim of Scholarship and Creative Activity is to impact the professional community by building upon shared concerns and troubling the status quo. When preparing a portfolio for promotion, faculty members must demonstrate proficiency at the level for which they are seeking promotion. For the preparation of the portfolio, faculty members should collect artifacts evidencing the quality and significance of their scholarly efforts. Possible activities may include, but are not limited to the following criteria.

NOTE: It is NOT expected that faculty members address each bulleted item—these are guidelines. It is the quality and significance of the faculty member’s activities that are pertinent when providing evidence.

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<th>Associate Professor</th>
<th>Full Professor</th>
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<tr>
<td><strong>Scholarship, Research &amp; Creative Activities</strong></td>
<td>Clear evidence of participation in scholarship, research and/or creative activities. Examples include but are not limited to the following:  - Peer-reviewed presentations at professional conferences  - Emerging evidence publications focused on teaching and learning, engagement, and/or discovery.</td>
<td>Clear and consistent evidence of participation in scholarship, research and/or creative activities. Examples include but are not limited to the following:  - Peer-reviewed presentations and publications focused on teaching and learning, engagement, and/or discovery.  - Integration of teaching, scholarship of teaching, and service activities.</td>
<td>Clear, consistent and sustained evidence of participation in scholarship, research and/or creative activities. Examples include but are not limited to the following:  - Peer-reviewed presentations and publications focused on teaching and learning, engagement, and/or discovery.</td>
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<td>Integration of teaching, scholarship of teaching, and service activities.</td>
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<td>Engagement in applied research through the scholarship of Integration and Application (e.g. program evaluation, data collection, surveys).</td>
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<td>Pursuit of cross-disciplinary research projects, integrative studies, reviews literature, interpretative analyses, etc…</td>
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<td>Scholarship builds upon previous scholarship and shared concerns.</td>
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<td>Collaboration with others in the development, submission, and ultimate publication of newsletters, academic reports, conference papers, journal articles, book chapters, software, or books.</td>
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<td>Collaboration with and provides leadership for colleagues within department, across university, and in larger communities to extend the scholarly body of knowledge to improve teaching.</td>
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<td>Leading others in the development, submission and ultimate publication of newsletter, academic reports, conference paper, journal articles, book chapters, software, or books;</td>
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<td>Serving as sole and/or lead author of scholarly material (e.g. accreditation and other programmatic and unit reports, analysis and reflection of program or unit level candidate performance data, course development or revision, multimedia products, on-line materials, research data reports, and/or peer reviewed articles, monologues, chapters, books, proceedings).</td>
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<tr>
<td>Establishment of a clear and well-defined record of publication in professional and/or peer-reviewed journals which make significant impact in appropriate discipline.</td>
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<tr>
<td>Record of scholarship is exchanged with other members of the professional community beyond the department, college, and university; presentations consistently have a broader audience and have the potential to make a significant contribution in society.</td>
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</tbody>
</table>

Guidelines Approved 2017
### Professional Service

**Scholarly Activity Guidelines:** Scholarly service is outreach or engagement by faculty members for the purpose of contributing to the professional or public good related to the mission of the Inclusive Education Department. All faculty members must allocate a percentage of their time as negotiated through their Faculty Performance Agreements (FPA). When preparing a portfolio for promotion, faculty members must demonstrate proficiency at the level for which they are seeking promotion. For the preparation of the portfolio, faculty members should collect artifacts demonstrating their scholarly efforts by providing evidence of quality and significance of such activities. Possible activities may include, but are not limited to the following criteria.

NOTE: It is NOT expected that faculty members address each bulleted item—these are guidelines. Service contributions should be relevant to areas of expertise and assignment across ranks.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Full Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Leadership in the development of tools and resources for program evaluations at the department, college and/or university level.</td>
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<td>• Leadership in the development of tools and resources for program evaluations at the department, college and/or university level.</td>
<td>• Leadership and collaboration in the development of tools and resources for program evaluations at the department, college and/or university level.</td>
</tr>
<tr>
<td>• Participation at the department, college, university, state, national or international level to develop policies or resources that positively impact the teaching and learning of B-12 teachers and students.</td>
<td>• Participation at the department, college, university, state, national or international level to develop policies or resources that positively impact the teaching and learning of B-12 teachers and students.</td>
<td>• Leadership and collaboration at the department, college, university, state, national or international level to develop policies or resources that positively impact the teaching and learning of B-12 teachers and students.</td>
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</tr>
<tr>
<td>• Mentoring colleagues, students, and practicing professionals in the Scholarship of Discovery, Integration and Application to enhance one’s own teaching.</td>
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<td>• Mentoring others in the Scholarship of Discovery, Integration and Application to enhance one’s own teaching.</td>
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<tr>
<td>• Initiation and/or collaboration in development of proposals for internal and/or external funding of projects</td>
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<td>• Initiation and leadership in development of proposals for internal and/or external funding of projects</td>
<td>• Initiation and leadership in development of proposals for internal and/or external funding of projects</td>
</tr>
</tbody>
</table>
### Service to University, EPP, BCOE, INED

**Emerging evidence of relevant activities may include:**
- Service on INED, BCOE, EPP, and/or University committees or service entities (e.g. course & program coordination, task forces, advisory boards, student organizations).
- Collaboration with INED, BCOE, EPP, and University colleagues to support service initiatives to benefit students and the KSU community.
- Contribution to accreditation work for CAEP, PSC, SACS or other accreditation initiatives.
- Pursuit of funding for service projects/activities through internal sources (e.g. CETL, DGA, OVPR).

**Clear and consistent evidence of relevant activities may include:**
- Service and leadership on INED, BCOE, EPP, and/or University committees or service entities (e.g. course & program coordination, task forces, advisory boards, student organizations).
- Collaboration with INED, BCOE, EPP, and University colleagues to create and develop service initiatives to benefit students and the KSU community.
- Recognition for service (e.g. letter of thanks/accolade, newsletter entry, KSU or organization award).
- Contribution to and/or leadership on accreditation work for CAEP, PSC, SACS or other accreditation initiatives.
- Obtaining funding for service projects/activities through internal sources (e.g. CETL, DGA, OVPR).

**Clear, consistent and sustained record of relevant activities may include:**
- Sustained service and leadership contributions as a leader, coordinator, initiator, or mentor in major INED, BCOE, EPP or University committees, task forces, campus organizations, projects and initiatives, or administrative positions.
- Record of collaboration with INED, BCOE, EPP, and University colleagues to create and develop service initiatives to benefit students and the KSU community.
- Recognition for service (e.g. letter of thanks/accolade, newsletter entry, KSU or organization award).
- Provides leadership in accreditation work for CAEP, PSC, SACS or other accreditation initiatives.
- Obtaining funding for service projects/activities through external sources (e.g. NSF, USDOE, foundations).

### Service to Communities

**Emerging evidence of relevant activities may include:**
- Participation in collaborative partnerships with schools and community organizations.
- Participation in and contributes to local and state professional organizations and communities (e.g. conference attendance and presentations, proposal review, interest section membership, professional development/mentoring).
- Professional engagement as a peer reviewer (e.g., support of colleagues’ and/or students’ research).

**Clear and consistent evidence of relevant activities may include:**
- Development and participation in partnerships with schools and community organizations.
- Participation in and contribution to state, national and international professional organizations and communities (e.g. conference attendance and presentations, proposal review, SIG membership, leadership positions, professional development/mentoring).
- Professional engagement as a peer reviewer (e.g., support of colleagues’ and/or students’ research, conference proposals, refereed journals, competitions, grants, etc.).

**Clear, consistent and sustained record of relevant activities may include:**
- Participation in leadership roles in partnerships with schools and community organizations.
- Service in leadership positions in state, national and/or international organizations or communities.
- Provision of professional development/mentoring/collaboration in professional and community organizations.
- Professional engagement as a peer reviewer (e.g., support of colleagues’ and/or students’ research, conference proposals, refereed journals, competitions, grants, etc.).
| conference proposals, referred journals, competitions, grants, etc.) | referred journals, competitions, grants, etc.) |  |  |
Lecturer/Senior Lecturer credentials:
Lecturers/Senior Lecturers hold appropriate discipline credentials to meet SACS requirements to teach undergraduate and/or graduate courses in the department. Workload expectations for teaching are the equivalent of four courses per semester (4-4 courses per contract year). Based upon BoR [Board of Regent] policy (8.3.8.1 and 8.3.8.2),

A lecturer must submit a portfolio for promotion to senior lecturer after five years of consecutive service and will either be promoted to senior lecturer during the sixth year to begin in the seventh year of service or be terminated from the institution if not promoted to senior lecturer during the sixth year. Only in exceptional circumstances will a lecturer be reappointed as a lecturer after six years of consecutive service to the institution (http://www.usg.edu/policymanual/section8/policy/C245/).

Clinical Professors (all ranks)
Clinical faculty maintains a balance that is different from that of tenure track faculty regarding his/her workload model and expectations. Workload expectations for teaching are the equivalent of four courses per semester (4-4 courses per contract year). Teaching or clinical expectations are based upon rank and include clinical, field-based, and/or classroom teaching with high quality performance in teaching, supervision and candidate mentoring.

- **Clinical Assistant Professor credentials:**
  Clinical Assistant Professors hold a master’s, specialist, or doctorate degree in the discipline or a related field as appropriate to meet SACS teaching credential requirements. Certifications and/or experience are appropriate to practice in the clinical or field-based areas.

- **Clinical Associate Professor credentials:**
  Clinical Associate Professors hold a doctorate in the discipline or a related field; or (with university approval) a master’s or specialist degree plus equivalent training, ability, and/or experience.

- **Clinical Full Professor credentials:**
  Clinical Full Professors hold a doctorate in the discipline or a related field; or (with university approval) a master’s or specialist degree plus equivalent training, ability, and/or experience.

Definition of clinical work:
Clinical faculty at Kennesaw State University consists of educators-practitioners in professional departments who have a background in their disciplinary area and who practice the discipline in the work setting. The goal of clinical work in the Inclusive Education Department is to enhance the academic and professional development of teacher education candidates and teachers in the performance areas of teaching, supervision, and mentoring, and professional service.

Clinical faculty must prepare a portfolio for the optional promotion consideration and the required third year and sixth year performance reviews. The clinical faculty’s portfolio contents will follow the same guidelines as that of tenured and tenure track faculty who are reviewed for tenure and promotion in the areas of Teaching, Supervision, Mentoring, and Professional Service -- see KSU Faculty Handbook, Section 3.6).
<table>
<thead>
<tr>
<th>Category</th>
<th>Lecturer</th>
<th>Senior Lecturer</th>
<th>Assistant Professor Clinical</th>
<th>Associate Professor Clinical</th>
<th>Full Professor Clinical</th>
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</thead>
</table>
| Evidence of Pedagogical Acumen | Clear and consistent evidence of relevant activities may include:  
- Effective teaching ability in one or more teaching contexts (i.e., face to face, hybrid, online).  
- Self-reflection of teaching to standards, effective lesson preparation and implementation using appropriate teaching methods to ensure learning of content and critical thinking.  
- Reflection on student evaluation responses, both quantitative and qualitative. | Clear, consistent and sustained record of relevant activities may include:  
- Quality and impactful teaching ability in one or more teaching contexts (i.e., face to face, hybrid, online).  
- Self-reflection of teaching to standards, effective lesson preparation and implementation using appropriate teaching methods to ensure learning of content and critical thinking.  
- Reflection on student evaluation responses, both quantitative and qualitative. | Emerging evidence of relevant activities may include:  
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- Reflection on student evaluation responses, both quantitative and qualitative. | Clear, consistent and sustained record of relevant activities may include:  
- Record of quality and impactful teaching ability in one or more teaching contexts (i.e., face to face, hybrid, online).  
- Self-reflection of teaching to standards, effective lesson preparation and implementation using appropriate teaching methods to ensure sustained learning of content and critical thinking. |
<table>
<thead>
<tr>
<th>Professional Growth &amp; Development</th>
<th>Teaching and supervision (if applicable) are linked to current literature</th>
<th>Teaching and supervision (if applicable) are linked to current literature</th>
<th>Clinical work, teaching, and supervision are linked to revision of course content to current literature and professional development (e.g., attendance at conferences and workshops).</th>
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<tbody>
<tr>
<td>Qualitative, leading to improved practice.</td>
<td>Adjustment of practice based upon self-reflection, reflection on peer feedback, and analysis of qualitative and quantitative student evaluation, resulting in improved practice.</td>
<td>Reflexive self-critique leading to adjustments in course content, assessments, mentoring, and supervision (if applicable) to better serve candidate learning of content.</td>
<td>Impactful reflection on student evaluation responses, both quantitative and qualitative, leading to improved practice.</td>
</tr>
<tr>
<td>Adjustment of practice based upon self-reflection, reflection on peer feedback, and analysis of qualitative and quantitative student evaluation, resulting in improved practice.</td>
<td>Reflexive self-critique leading to adjustments in course content, assessments, mentoring, and supervision (if applicable) resulting in sustained improvement.</td>
<td>Reflexive self-critique leading to a consistent record of making adjustments in course content, assessments, mentoring, and supervision (if applicable) resulting in sustained improvement.</td>
<td>Impactful reflection on student evaluation responses, both quantitative and qualitative, leading to high quality practice.</td>
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<tr>
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<td>Impactful reflection on student evaluation responses, both quantitative and qualitative, leading to improved practice.</td>
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<td>Reflexive self-critique leading to adjustments in course content, assessments, mentoring, and supervision (if applicable) resulting in improved practice.</td>
<td>Adjustments of practice based upon self-reflection, reflection on peer feedback, and analysis of qualitative and quantitative student evaluation.</td>
</tr>
<tr>
<td>Clinical work, teaching, and supervision, are linked to course content to current literature and professional development (e.g., attendance at conferences and workshops).</td>
<td>Reflexive self-critique leading to adjustments in course content, assessments, mentoring, and supervision (if applicable) resulting in sustained improvement.</td>
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</tr>
<tr>
<td>Professional Collaboration</td>
<td>Collaboration with faculty to improve teaching, advising, and/or supervision.</td>
<td>Collaboration with faculty to create high quality teaching, advising, and/or supervision</td>
<td>Emerging evidence of relevant activities may include:</td>
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<tr>
<td></td>
<td>- Collaboration with other faculty to improve clinical work and/or teaching, supervision, and/or mentoring.</td>
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<td></td>
<td>- Effective and productive on-campus and off-campus contributions in clinical, educational, and/or professional settings.</td>
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<td></td>
<td>- Collaboration on improving clinical work, teaching, supervision and/or mentoring.</td>
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<tr>
<td></td>
<td>- Collaboration with other faculty to improve clinical work and/or teaching, supervision, and/or mentoring.</td>
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<tr>
<td></td>
<td>- Pattern of effective and productive on-campus and off-campus contributions in clinical, educational, and/or professional settings.</td>
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<td></td>
<td>- Collaboration and accomplishments with broad impact resulting in recognition within and beyond the university.</td>
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<tr>
<td></td>
<td>- Collaboration with other faculty, resulting in impactful clinical work and/or teaching, supervision, and/or mentoring.</td>
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<tr>
<td></td>
<td>- Impactful record of contribution to and leadership in clinical specialty areas on-campus and off-campus work in clinical, educational, and/or professional settings.</td>
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</tbody>
</table>
| Instructional & Curricular Leadership | • Effective development and redevelopment of course syllabi, leading to improved practice.  
• Contributions to improvement of candidate supervision policy and implementation (if applicable) | • Effective development and redevelopment of course syllabi, course manuals, support course development, as applicable, leading to impactful practice.  
• Leadership in improvement of candidate supervision policy and implementation (if applicable) | • Development of course manuals, new course(s), handbooks, innovative service delivery models; Cross-disciplinary or collaborative materials development.  
• Collaboration with clinical partners to impact teaching and learning of students with exceptionalities and/or English learners. | • Effective development of course manuals, new course(s), handbooks, innovative service delivery models; Cross-disciplinary or collaborative materials development.  
• Collaboration with clinical partners to impact teaching and learning of students with exceptionalities and/or English learners in a significant way.  
• Leadership in modeling best teaching practice | • Leadership in ongoing development of course manuals, new courses and programs, handbooks; innovative service delivery models, cross-disciplinary or collaborative materials development; Peer review of innovations that document utility, quality, and sustainability of curriculum and/or materials.  
• Leadership in modeling best teaching practice and encourages sustainability by motivating others to lead. |

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<table>
<thead>
<tr>
<th><strong>Service to University, EPP, BCOE, INED</strong></th>
<th><strong>Service to Communities</strong></th>
<th><strong>Guidelines Approved 2017</strong></th>
</tr>
</thead>
</table>
| All committee work must result in products, processes or procedures that have a significant impact on the institution, KSU students and/or P-12 schools. There is an expectation that faculty expertise will determine the types of service involvement. | Professional service is not an expected activity area. | **• Collaboration with clinical partners to impact teaching and learning of students with exceptionalities and/or English learners in a significant way.**  
**• Leadership of collaborative initiatives with clinical partners** |
| Professional service responsibilities are limited to the minimum necessary to successfully teach assigned courses and/or provide candidate field supervision (e.g., attendance at department meetings, participation on appropriate team level meetings, attendance at field supervisor meetings/trainings). | Professional service is not an expected activity area. | Participate as an active member of committees within the department or BCOE. | Leadership on department, BCOE, or university committees. | Sustained leadership on committees at the department, BCOE, and/or university levels. |
| Professional service responsibilities are limited to the minimum necessary to successfully teach assigned courses and/or provide candidate field supervision (e.g., attendance at department meetings, participation on appropriate team level meetings, attendance at field supervisor meetings/trainings). | | | | |

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| based organizations. | Evidence of active involvement in appropriate professional organizations. | Evidence of substantive on-going involvement and/or leadership in appropriate professional organizations. |
| Evidence of provision of services at the local, state, regional, national and/or international level in areas of expertise and assignment. | Evidence of on-going provision of services at the local, state, regional, national and/or international level in areas of expertise and assignment. | Evidence of productive leadership in appropriate professional organizations. |
| Evidence of sustained provision of services at the local, state, regional, national and/or international level in areas of expertise and assignment. | Evidence of on-going provision of services at the local, state, regional, national and/or international level in areas of expertise and assignment. | Evidence of productive leadership in appropriate professional organizations. |

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