BAGWELL COLLEGE OF EDUCATION
GUIDELINES FOR PROMOTION AND TENURE

A REVISION OF THE 2007 GUIDELINES
In Collaboration with the BCOE College Faculty Council 2013-2014,
College Tenure & Promotion Committee 2013-2014,
College Tenure & Promotion Committee 2014-2015, and
College Promotion & Tenure Committee 2016-2017

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September, 2016
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I. MISSION, VISION, AND CORE VALUES

The mission of the Bagwell College of Education (BCOE or the College) reflects that of the Educator Preparation Provider (EPP) and is aligned with the mission of the university. BCOE faculty prepare educators to improve student learning through innovative teaching, purposeful research, and engaging service within a collaborative teaching and learning community.

The BCOE faculty members embrace the vision that as a nationally recognized EPP, we will remain at the forefront of educator preparation. Informed by responsive engagement in collaborative partnerships, we advance educational excellence through innovative teaching in an ever-changing global and digital learning environment. The vision is captured in the theme “Collaborative Development of Expertise in Teaching, Learning and Leadership.”

Faculty members of the BCOE are committed to the core values listed below. We are committed to:

- Excellence in teaching.
- Purposeful and necessary service to the department, college, university, schools, and profession.
- Scholarship
- Initiatives that create new opportunities for research, service, leadership, and education in a global environment. Thus, a common goal is to increase efforts to enhance global learning for both faculty and students.
- Improvement of teaching quality and student learning in B-12 classrooms by providing professional service to the schools.
- Democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning, leadership, and service. We value diversity, collaboration, professionalism, and shared governance.
- A safe, collegial workplace established and sustained by its members who are valued for their talents and diversity of experiences, background, and perspectives.
- Adherence to the highest standards of intercultural communication as an important foundation for establishing and maintaining an authentic and ethical culture of collaboration.
- The process of guiding and mentoring faculty and students for success and sustainability.
- Collegiality and academic citizenship, exemplifying high standards of ethical and professional behavior.

Note: These core values were adopted in 2007. The College P&T committee recommends the faculty revisit these beliefs and reaffirm or revise accordingly.
II. DISTINGUISHING COLLEGE CHARACTERISTICS

The BCOE and the EPP at Kennesaw State University are committed to developing expertise among candidates in initial and advanced programs as teachers, teacher leaders, and school leaders who possess the capability, intent, and expertise to facilitate high levels of learning in all of their students through effective, research-based practices in classroom instruction, and to enhance the structures that support all learning. To that end, the EPP fosters the development of candidates as they progress through stages of growth from novice to proficient to expert and leader.

Within the EPP conceptual framework, expertise is viewed as a process of continued development, not an end-state. To be effective, teachers and educational leaders must embrace the notion that teaching and learning are entwined and that only through the implementation of validated practices can all students construct meaning and reach high levels of learning. In that way, candidates are facilitators of the teaching and learning process. Finally, the EPP recognizes, values, and demonstrates collaborative practices across the college and university and extends collaboration to the community-at-large. Through this collaboration with professionals in the university, local communities, public and private schools, and school districts, parents and other professional partners, the EPP meets the ultimate goal of bringing all of Georgia’s students to high levels of learning.

The BCOE is accountable to a number of regulatory and accrediting agencies. Programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP), Georgia’s Professional Standards Commission (PSC), Georgia’s Board of Regents (BOR), and the Southern Association of Colleges and Schools (SACS), all of which are guided by multiple professional standards. We, therefore, acknowledge and value faculty leadership and contributions to the curriculum and its delivery, to B-12 schools/communities, and to their respective disciplines in making sure the College is in alignment with all professional standards and retains full and continuing accreditation approval.

The BCOE is committed to the collaborative development and implementation of teacher and leader education programs. BCOE fosters the development of teachers and school leaders who design and implement developmentally and culturally responsive instruction in B-12 settings. To ensure the integrity of College programs, faculty members are committed to the development and implementation of faculty partnerships with the B-12 schools which are supported by the Board of Regents in Section 8.3.15.1 Work in K-12 Schools which states:

USG institutions will support and reward faculty who participate in significant and approved efforts to improve teaching and learning in K-13 schools, including teacher preparation, through decisions in promotion and tenure, pre-tenure and post-tenure review, annual review and merit pay, workload, recognition, allocation of resources, and other rewards.
Participation in teacher preparation and in school improvement may include documented efforts of faculty in:

1. Improving their own teaching so as to model effective teaching practices in courses taken by prospective teachers
2. Contributing scholarship that promotes and improves student learning and achievement in the schools and in the university; and,
3. Collaborating with public schools to strengthen teaching quality and to increase student learning.

III. FACULTY WORKLOAD EXPECTATIONS

A. Basic Categories

The basic categories of faculty performance are:
- Teaching, Supervising, and Mentoring of Students
- Research and Creative Activity
- Professional Service

The *KSU Faculty Handbook* details these performance areas and lists examples in each. Given the historic mission of the college to develop teachers and school leaders, all faculty members will assume responsibility in teaching, supervising, and mentoring and will participate in service activities essential to the life of the institution. Furthermore, Kennesaw State University is working toward being reclassified as a Doctoral Research University (DRU) as defined by Carnegie. Therefore, all tenure track faculty will assume responsibility for productivity in the area of Research and Creative Activity.

Faculty members are expected to engage in and demonstrate scholarly activity in all performance areas identified in their Faculty Performance Agreement (FPA). They are expected to indicate scholarship expectations in at least one of the three areas of faculty performance.

B. Suggested Workload Variations for Full-time Faculty

Generally, a full-time tenure-track faculty workload begins with a 3-3 teaching model, indicating the teaching of three 3-credit-hour courses during the Fall semester and three 3-credit-hour courses during the Spring semester. However, division of faculty workload is flexible, as negotiated during the annual review. Faculty workload must be specified and rationalized in the FPA and ARD each year.

The recommended guidelines for Research and Creative Activity are based on a 60/20/20 workload model. Any variation from this workload should be negotiated between faculty and department chair. This agreement is subject to the final approval by the Dean. (*KSU Faculty Handbook 2.2*)

The suggested models (e.g. 60/20/20) are not intended to represent a quantitative model, but a framework for FPA/ARD discussions. Issues of quality and significance of effort cannot be quantified by percentage of time in the academic setting.
Tenure Track

<table>
<thead>
<tr>
<th>Model</th>
<th>Teaching, Supervising, and Mentoring of Students</th>
<th>Research and Creative Activity*</th>
<th>Professional Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>60/20/20</td>
<td>3-3 courses</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>60/30/10</td>
<td>3-3 courses</td>
<td>30%</td>
<td>10%</td>
</tr>
<tr>
<td>50/30/20</td>
<td>3-2 courses</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>50/40/10</td>
<td>3-2 courses</td>
<td>40%</td>
<td>10%</td>
</tr>
<tr>
<td>40/20/40</td>
<td>2-2 courses</td>
<td>20%</td>
<td>40%</td>
</tr>
<tr>
<td>40/30/30</td>
<td>2-2 courses</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>40/40/20</td>
<td>2-2 courses</td>
<td>40%</td>
<td>20%</td>
</tr>
</tbody>
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*Note: Accomplishments in Scholarship of Teaching and Scholarship of Service are included in the expectations for and reported in the area of Research and Creative Activity.

Non-Tenure Track (Lecturers and Clinical Faculty)

<table>
<thead>
<tr>
<th>Model</th>
<th>Teaching, Supervising, and Mentoring of Students</th>
<th>Research and Creative Activity**</th>
<th>Professional Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>80/0/20</td>
<td>4-4 courses</td>
<td>0%</td>
<td>20%</td>
</tr>
<tr>
<td>70/0/30</td>
<td>4-3 courses</td>
<td>0%</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Note: For Lecturers and Clinical Faculty, research, other scholarship, or project development is not an expected activity, but the faculty member may choose to participate independently or collaboratively in this area upon negotiation in the FPA.

C. Exemplars of Workload Configurations for Different Scenarios

These exemplars serve only as a guide to faculty and chairs as a means to illustrate how the workloads proposed above can be configured to accommodate all of the diverse and unique workload requirements of faculty who are teacher educators.

40/20/40: This variation may be appropriate for teaching faculty who are program coordinators or assistant department chairs. With this variation, the program coordinator would teach two courses in the fall and two courses in the spring. Professional Service expectations would increase substantially with the course reassign time each semester dedicated to service related to program assessment, recruitment or other related program-specific duties. The scholarship of teaching or service related to the program could be included as part of Research and Creative Activity.

40/40/20: This variation may be appropriate for teaching faculty who are principal investigators for a major grant. With this configuration, the faculty member would have grant funding to “buy out” one course in the fall and one course in the spring. Research and Creative Activity
expectations would increase substantially incorporating and reflecting research and other scholarship related to the grant.

IV. SCHOLARLY ACTIVITY

Scholarly activity is an umbrella term used to apply to faculty work in all performance areas. Scholarly is an adjective used to describe the processes that faculty should use within each area. In this context, scholarly refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought. On the other hand, scholarship is a noun used to describe tangible outcomes of the scholarly processes. These tangible products provide evidence for faculty accomplishments in the category of Research and Creative Activity. They are disseminated in appropriate professional venues relating to the performance area. In the process of dissemination, the product becomes open to critique and evaluation. Scholarship may be in any of Boyer’s categories of scholarship: discovery, integration, application, teaching, or engagement (service).

Scholarship may focus on any of the performance areas (i.e., scholarship of teaching, supervising, and mentoring of students; scholarship of research and creative activity; scholarship of professional service) however it is important to note that in the BCOE, the quality and significance of one’s scholarship is to be described within the section titled “Research and Creative Activity.” Examples of scholarship in the various performance areas can be found in section 3.4 of the KSU Faculty Handbook and also on the BCOE website.

The KSU Faculty Handbook (section 3.4) states:

While the professional activities of faculty vary, every faculty member is expected to demonstrate scholarly activity in all performance areas. Furthermore, tenure-track faculty members must produce scholarship in at least one of their performance area(s) of emphasis. The performance area(s) with scholarship expectations must be agreed upon by the faculty member and the faculty member’s supervisor.” In other words, although faculty members are expected to engage in scholarly activity in all the performance areas identified in their FPA, they are not expected to produce scholarship in all areas. Evaluation of all scholarly accomplishments and scholarship will be based on evidence of the quality and significance of the work.

V. TEACHING, SUPERVISING, AND MENTORING OF STUDENTS

A. Overview

In the BCOE, teaching, supervising, and mentoring of students are considered central to the mission of the College. This section includes a brief description of each of the three key elements as they apply to KSU and the BCOE, and highlights the general expectations that relate to promotion and tenure and the related department-specific FPA goals articulated by each faculty member on an annual basis. In all cases a faculty members should refer to the KSU Faculty handbook for specific and detailed information regarding university-wide definitions, policies and practices.
A faculty member’s philosophy of teaching, supervising, and mentoring of students is the explicit foundation upon which to articulate one’s broad goals for effective teaching and promoting student learning and development within the context of one’s discipline and the courses one teaches. One’s philosophy includes the personal values, beliefs, and goals that undergird and sustain one’s perspectives, approaches and expectations relative to teaching, supervising, and mentoring, and relate in important ways to a “department’s mission, to institutional initiatives [EPP or General Education], or accreditation requirements” (KSU Faculty Handbook, Sec. 2.5). Moreover, a faculty member’s philosophy statement can be reflected in the selection of elements and examples of teaching, supervising, and mentoring that he or she wishes to submit for evaluation. For these and other reasons explicitly articulated in the KSU Faculty Handbook, a philosophy of teaching, supervising, and mentoring of students is a mandatory component of any faculty review document presented to a chair, one’s peers, or administrators beyond the chair. (KSU Faculty Handbook, Sec. 2.5)

B. Teaching

As noted in the KSU Faculty Handbook teaching is an intentional act in which learning processes and outcomes of students are monitored, managed, and facilitated in a caring and flexible context supported by a relevant syllabus, designated readings and topics, and explicit evaluation criteria (KSU Faculty Handbook, section 2.4).

In the BCOE, the standard teaching, research, scholarship and creative activity, and professional service workload is, in percentage terms, 60/20/20. The teaching component (60%) includes teaching three (3) courses in the Fall and three (3) courses in the Spring; summer teaching is dependent on the needs of the department and the desire and expertise of the faculty member. Workload adjustments that vary from the standard teaching load shall be negotiated with, and agreed to by, the department chair. Note that all workload adjustment agreements are subject to final approval by the Dean (KSU Faculty Handbook 2.2). The rationale for workload adjustments varies and may include, but is not limited to, consideration of the following:

1. Supernumerary class size or number of preparations, or both
2. Dissertation supervision (e.g., chairing or serving on a committee)
3. Special responsibilities (e.g., course coordination, program coordination, professional development)
4. Advising
5. Mentoring students or faculty, or both

All faculty members’ teaching is subject to various forms of evaluation, the one constant being that officially-designated student evaluations are mandatory to conduct for each class taught within the last two weeks of each semester. Additional forms of evidence that may attest to the quality and significance of one’s teaching include the dissemination of one’s best teaching practice to targeted audiences, the subjection of one’s work to critical review by one’s peers, as well as teaching, and teaching-related grant, awards, among others (KSU Faculty Handbook, Sec. 2.5). It is expected that a faculty member at all levels will demonstrate evidence of effective teaching for any and all review purposes.
C. Supervising

Supervising, as operationally defined in the KSU Faculty Handbook, relates to a faculty member’s, at any contract level, responsibility to observe, evaluate, and provide feedback to students who are engaged in academic experiences, intentionally structured for credit or pay, that generally take place outside the context of the classroom, and in which specific learning outcomes are explicitly stated and used to gauge the quality of student performance and professional behavior.

D. Mentoring of Students

Mentoring is characterized as a faculty member’s investment, through the use of time, energy and expertise, in the academic or professional development of his or her students. By definition, mentoring of students can take many forms, although its above-stated purpose remains constant. Mentoring may involve advising, collaborating, or identifying opportunities for a student to produce or submit work individually or in collaboration with others, working with students as an advisor or sponsor of a student organization, or any combination of the above. All faculty members are expected to formally or informally mentor students. All formal mentoring activities should be included in the FPA.

E. Evaluation of Quality and Significance

Evaluation of the quality and significance of faculty accomplishments in the area of Teaching, Supervising, and Mentoring of Students should reflect a systematic, goal-oriented, and assessment-based perspective. Merely listing individual courses taught does not address quality and significance (KSU Faculty Handbook, 3.3). In addition, see section VI.B. Evaluation of Quality and Significance in Research and Creative Activity for other relevant issues to be considered in documenting and evaluating the quality and significance of faculty accomplishments.

VI. RESEARCH AND CREATIVE ACTIVITY

A. Overview and Context

Faculty members are expected to be productive in the area of research and creative activity. “Research and creative activity at KSU [and in the BCOE] is broadly defined as a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy in the communities served by the University” (KSU Faculty Handbook, Section 3.3.B) In the BCOE, the Scholarship of Teaching and the Scholarship of Service are subsumed in the category of Research and Creative Activity. See the Bagwell College of Education’s website for examples of publications and presentations.

Researchers and artists transform their work into scholarship when it becomes a tangible outcome or product formally shared with others, exhibits the use of appropriate and rigorous methods, and is disseminated and subject to informed critique and review, which would include the usual process of peer review and publication, showcasing, or presentation (KSU Faculty Handbook section 3.4.A).
Given the high levels of BCOE faculty engagement with and service to stakeholders in B-12 settings, research and creative activity in the area of Professional Service is highly valued and encouraged. Furthermore, in keeping with the mission of the BCOE, research and creative activity in the area of Teaching, Supervising, and Mentoring of Students is highly valued and instrumental to documenting effective and innovative pedagogy in B-12 or university classrooms. Hence, the College recognizes and values research and creative activity in any of Boyer’s (1990) categories: discovery, integration, application, teaching or engagement/service (KSU Faculty Handbook, section 3.4.A.)

B. 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 (1990) 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 Research and Creative Activity, faculty members should delineate a research and creative activity framework, agenda, or plan for all pre-tenure, promotion, tenure, and post-tenure reviews. See the BCOE website for illustrative examples.

Documentation and evaluation of accomplishments in Research 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 USGBOR and EPP accrediting agencies

C. External Review Letters

Effective the 2017-2018 school year, external letters will be required for promotion and tenure decisions.

All department chairs, deans, associate deans, VPs, AVPs, etc. must follow the same procedure for soliciting and incorporating external letters into their portfolio following the guidelines for teaching faculty.

The following are guidelines for the acquisition of external letters.

1. The person submitting a portfolio (herein referred to as the “candidate”) and the department chair/school director (herein 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.

2. 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.

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

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

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

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

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

8. 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.
9. The department chair contacts the potential letter writers by email or phone requesting their assistance.

10. 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.

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

12. 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.

13. 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.”

14. 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.

15. 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.

D. Primary Sources of Evidence

Generally, publications and presentations are primary sources of evidence for research and creative activity. The annual faculty review platform (e.g., Digital Measures) provides a variety of contribution types.

Publications may include but are not limited to:

- Books
- Book chapters
- Journal articles
- Invited publications
- Book reviews
- Academic technologies
- Grants
- Technical reports on results of research, teaching, or service to state, regional or national agencies including grant related agencies or accrediting agencies. (Technical reports alone are not sufficient evidence for meeting tenure, promotion, or post-tenure review expectations in the college.)

Presentations may include but are not limited to:

- Peer-reviewed presentations
- Keynote or invited presentations
- Invited lecture
Also see departmental promotion and tenure guidelines for specific examples of what is included as acceptable research and creative activities.

E. Contributions to Collaborative Scholarship

The College values scholarship which emerges from collaborative efforts across departments, colleges, and with our external partners in B-12 settings. Furthermore, collaboration in scholarly work with colleagues from other universities is valued. Faculty must identify the nature and extent of their contributions when describing the quality and significance of such collaborations. “Authorship is reserved for persons who make a substantial contribution to and who accept responsibility for a published work” (APA Publication Manual, 2010, p 18). When co-authoring, APA suggests:

The name of the principal contributor should appear first, with subsequent names in order of decreasing contribution, but this convention can vary from field to field. If authors played equal roles in the research and publication of their study, they may wish to note this in the author notes…. Relative status (i.e. department chair, junior faculty, students) should not determine the order of authorship (APA Publication Manual, 2010 p. 19).

VII. PROFESSIONAL SERVICE

A. Overview and Context

Professional service involves the application of a faculty member’s academic and professional skills and knowledge to the completion of tasks that benefit the University, the community, or the profession (KSU Faculty Handbook, 3.3.C) Faculty members perform a broad array of services that are vital to supporting and sustaining the quality and effectiveness of the University and its programs and to their disciplines/professions. Whatever the individual’s relative emphasis in the performance areas, all faculty members in the College are expected to devote at least 10% of their workload to professional service activities. Any variation from this workload should be negotiated between faculty and the department chair. This agreement is subject to the final approval by the Dean (KSU Faculty Handbook 2.2). In the College, faculty members are expected to address the quality and significance of their service. Please see departmental promotion and tenure guidelines for specific examples of what is included as acceptable service activities.

Service is a broad category that covers both internal and external activities. Examples of internal service include, but are not limited to, the candidate’s active involvement on department, college, or university committees. External service should be related to the faculty member’s discipline or role at the university (KSU Faculty Handbook 3.3.C.). In addition, Boyer (1990) contends that higher education should also support the application of knowledge through faculty engagement in community-based research, teaching, and service. Faculty engagement involves generating, transmitting, applying, and preserving knowledge for the direct benefit of internal and external audiences for the purpose of contributing to the public good.
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)

Departmental guidelines identify specific expectations in the area of professional service. In general, examples of the ways faculty members provide service may include, but are not limited to, the following opportunities for internal and external service:

C. Internal Service

Service to the Department
- Special responsibilities performed (e.g., program coordination, program development, course development)
- Student recruitment activities
- Committee service
- Partnerships required for field placements/internships or related to other departmental programs or initiatives
- Department administration

Service to the College
- Involvement in program accreditation preparation and/or special reports
- Collaborating on college initiatives
- Serving on college-wide committees
- Serving on doctoral committees
- College administration

Service to the University
- Service on committees or special task forces
- Developing and/or participating in recruitment activities
- Collaborating on unique events that promote engagement in the university, such as alumni receptions, honors events, conferences, etc.
- Contributing to the University’s strategic goals (e.g. to enhance equal opportunity and cultural diversity)
- Contributing to the development of partnerships and/or establishing grant, contracts or MOUs
- University administration
D. External Service

Service to the Profession
- Accreditation team memberships and leadership roles
- Conference leadership or proposal reviews
- Professional organization leadership (local, national, or international)
- Editor, reviewer, or editorial board member for a professional journal
- Member of a reviewing committee for federal granting agencies
- Membership on committees of professional or academic agencies at the local, state, or national level insofar as these services involve the faculty member’s professional knowledge and skill

Service to the Field
- Working with parent groups, private agencies, review boards, or advisory boards
- Providing professional development
- Consultation, coaching, or technical assistance
- Presentations for parents or other stakeholders
- Service to business and industry
- Testifying as an expert witness
- Participating in task forces and meetings of public, nonprofit, or private organizations

Partnering with Other Post-Secondary Institutions
- Developing linkages with partner institutions both locally and globally
- Facilitating organizational development
- Providing technical assistance

VIII. FACULTY MEMBER RESPONSIBILITIES

The faculty member seeking promotion and tenure bears the responsibility for collecting and presenting the appropriate documentation which demonstrates his or her accomplishments in each of the performance areas. The faculty member should refer to the appropriate departmental guidelines for specifics relating to promotion and tenure within his or her respective department. The faculty member is encouraged to consult with tenured faculty within his or her own department concerning the content and preparation of the materials required for promotion and tenure.

IX. GENERAL CRITERIA BY TENURE AND RANK

A complete discussion of faculty positions, promotion, and tenure can be found in the KSU Faculty Handbook. The College concurs with the general statements summarized in Section 3.5 General Expectations for Tenure, Promotion, and Post-Tenure Review and Section 3.6 General Expectations for Faculty Performance in Different Ranks.

Clinical faculty members are non-tenure-track faculty with professorial rank. The term clinical may be interpreted liberally so as to encompass relevant professional activities that may not be of a purely clinical nature if narrowly defined, but meet specific needs related to the University,
College and/or department mission. Clinical faculty must hold, or be eligible to obtain, as applicable, board or other certification in the profession/discipline in which the individual will provide clinical, education, industry and/or professional service. Exceptions must be approved by the department chair, dean, and Provost/VPAA prior to appointment.

The holder of a non-tenure track position (with or without professorial rank) is not eligible for consideration for the award of tenure or probationary credit toward tenure. Clinical faculty may fill a declared, open tenure-track faculty position through the normal search and screening process. Administrative transfers from a tenure track faculty position with professorial rank to a non-tenure track faculty position with professorial rank require the approval of the department chair, dean, Provost/VPAA, and president, and such a transfer results in the conversion of the tenure-track position to a non-tenure track position.

While determination of specific expectations for performance for promotion and tenure are determined by individual departments, general guidelines are provided by the College to ensure equity across the college and assurance that university standards are met. Expectations of performance by rank are exemplified for the College by the following criteria:

A. Non-Tenure Track

Lecturer and Senior Lecturer

In most cases, the responsibilities of lecturer are devoted primarily to teaching and/or supervising students in school settings and are therefore expected to be highly effective in these areas. The specific responsibilities may be individualized based on the needs of the department or college and must be specified in the FPA (KSU Faculty Handbook, Section 3.6 B.1.). Lecturers show a commitment to education through reflecting upon and refining their teaching, supervising, and mentoring of students. The lecturer position is not a tenure-track position. There are no expectations for research and creative activity for lecturers.

Clinical Assistant Professor

Clinical Assistant Professors are adapting to the expectations of the academy and KSU and getting established in the clinical specialty area. A pattern of effective and productive on-campus and off-campus contributions in clinical, educational, and/or professional settings in the discipline begins modestly, perhaps with a limited focus or local significance. These contributions expand in depth, focus, significance and recognition, and productivity over time. This position is not a tenure-track position. There are no expectations for research and creative activity.

Clinical Associate Professor

Clinical Associate Professors make contributions to knowledge as a result of their clinical specialty contributions. These on-campus and off-campus contributions occur in clinical, educational, industrial, and/or professional settings. The professional identities of clinical associate professors should become more advanced, more clearly defined, and more widely recognized as their careers progress. The faculty member establishes a strong record of clinical accomplishments with broad
impact and recognition within and beyond the university. The earned doctorate or equivalent in training, ability and/or experience is required for promotion to the rank of associate professor. Neither the possession of the doctorate nor longevity of service is a guarantee of promotion. This position is not a tenure-track position. There are no expectations for research and creative activity.

Clinical Professor

Clinical Professors are experienced and senior members of the faculty who have become highly accomplished in their clinical specialty area. They are faculty whose careers have advanced to mature and high levels of effectiveness and productivity. Professors have strong records of contribution to and leadership in clinical specialty areas. These contributions are in on-campus and off-campus work in clinical, educational, industry, and/or professional settings. Clinical Professors are typically characterized as leaders, mentors, and experts in their clinical specialty area and these accomplishments merit regional, national or international attention and recognition. Clinical Professors continue to grow and develop in their clinical specialty area. By policy, the earned doctorate or equivalent in training, ability and/or experience is required for promotion to the rank of professor. Neither the possession of the doctorate nor longevity of service is a guarantee of promotion. This position is not a tenure-track position. There are no expectations for research and creative activity.

B. Tenure Track

Instructor

A full-time instructor is a tenure-track faculty member that is pursuing but has not yet been awarded an earned doctorate or other acceptable terminal degree. Instructors are expected to complete the terminal degree as soon as possible after appointment to KSU. Instructors are expected to be highly effective in teaching, supervising, and mentoring. They are also expected to make contributions in research and creative activity and/or professional service. The distribution of workload expectations shall be negotiated annually between the faculty member, his or her department chair, and his or her dean and set forth in a Faculty Performance Agreement. An instructor’s relative emphasis of scholarly work in the performance areas as negotiated with the chair and dean may consider completion of the terminal degree as a priority. Upon completion of the degree and subsequent promotion to assistant professor the workload expectations shall be renegotiated, consistent with the goals of the department and college.

Assistant Professor

Adapting to university expectations and establishing oneself in academia are the primary concerns of the assistant professor. The assistant professor develops and refines her/his teaching, establishes a scholarship focus, and approaches work in a scholarly manner. The new faculty member frames a scholarship agenda that addresses her/his professional interest and expertise. The assistant professor begins producing a body of work that has the potential for impacting her/his field, the institution, and/or public schools. By the 3rd year review, the assistant professor must show clear evidence of growth and potential for continued development of her/his scholarly endeavors and scholarship.
**Associate Professor**

The associate professor develops a scholarship agenda into a meaningful and coherent body of work. She/he establishes a consistent record of scholarship and makes significant contributions to the broader community. The associate professor refines her/his teaching; engages in scholarship of quality and significance; and approaches work in a scholarly manner. The associate professor matures as a professional and establishes a clearly defined professional identity. She/he fulfills all general expectations of and provides leadership for the department, college, university, and/or public schools. Starting in 2017-2018, one must be promoted to associate professor before being tenured.

**Professor**

The professor has developed a consistent and sustained record of achievement in teaching and scholarly endeavors. She/he has produced scholarship of quality and significance meaningful to her/his field of study, the institution, and/or public schools. She/he may receive keynote speaking invitations; be invited to do professional presentations; and be invited to write chapters, articles, and books. The professor is productive in scholarly endeavors and within the context expected of a senior-level faculty member. The professor mentors assistant professors and advises them as they plan their move through the ranks of academia. Peers and colleagues recognize and respect the professor for her/his leadership contributions to the broader community.

**X. SPECIFIC EXPECTATIONS FOR CLINICAL FACULTY**

**Clinical Assistant Professor**

| Credentials required for hire and/or promotion | Master’s, specialist, or doctorate degree in the discipline or a related field.  
| Certifications and/or experience appropriate to practice in the clinical or field-based areas.  
| Maintains professional growth by pursuing relevant credit and non-credit offerings. |
|---|---|
| Teaching, Supervising, and Mentoring of Students (including clinical practice) | Mentors candidates in classroom, field-based, and clinical settings.  
| Recognized as an excellent teacher through candidate and peer evaluations.  
| Responsive to candidate, peer and administrative feedback. |
| Professional Service | Participates on committees within the department or college.  
| Develops and maintains positive relationships with clinical or field-based organizations.  
| Participates in a professional organization. |
| Research and Creative Activity | • Research, other scholarship, or project development is not an expected activity area, but the faculty member may choose to participate independently or collaboratively in this area upon negotiation in the Faculty Performance Agreement. |
| Clinical Associate Professor | |
| Credentials required for hire and/or promotion | • Holds 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.  
• Maintains professional growth by pursuing relevant credit and non-credit offerings. |
| Teaching, Supervising, and Mentoring of Students (including clinical practice) | • Recognized as an excellent teacher through candidate and peer evaluations.  
• Provides leadership in teaching/mentoring or clinical practice. |
| Professional Service | • Provides leadership on department, college or university committees.  
• Provides leadership and/or consultation to schools and teachers.  
• Participates in a national professional organization. |
| Research and Creative Activity | • Research, other scholarship, or project development is not an expected activity area, but the faculty member may choose to participate independently or collaboratively in this area upon negotiation in the Faculty Performance Agreement. |
| Clinical Professor | |
| Credentials required for hire and/or promotion | • Holds 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.  
• Maintains professional growth by pursuing relevant credit and non-credit offerings. |
| Teaching, Supervising, and Mentoring of Students (including clinical practice) | • Recognized as an excellent teacher through candidate and peer evaluations.  
• Provides significant leadership in teaching/mentoring or clinical practice. |
| Professional Service | • Demonstrates significant leadership in committees at the department, college and/or university levels.  
• Provides leadership in a national or international professional organization.  
• Consults with other institutions or agencies on educational issues. |
Research and Creative Activity

- Research, other scholarship, or project development is not an expected activity area, but the faculty member may choose to participate independently or collaboratively in this area upon negotiation in the Faculty Performance Agreement.

XI. ANNUAL EVALUATION OF THE QUALITY AND SIGNIFICANCE OF FACULTY ACCOMPLISHMENTS

Each academic year, faculty members will work with their department chair to design a Faculty Performance Agreement (FPA), an individualized plan that outlines the faculty member’s professional responsibilities. The FPA will:

- specify the faculty member’s workload configuration and rationale for any variation from the standard 60/20/20 workload model;
- clarify the general responsibilities and relative emphasis of the individual in teaching, supervising, and mentoring of students; research and creative activity; professional service;
- articulate the manner in which the faculty member’s activities relate to the departmental and college mission and goals;
- identify the expectations for scholarly activity in all of the faculty member’s performance areas;
- specify the research and creative activity expectations.

Each academic year, faculty will prepare an Annual Review Document (ARD) in which they present evidence that demonstrates progress they are making on the plans outlined in their FPA. The department chair will meet with the faculty member to discuss the faculty member’s performance. The chair will provide a written evaluation of the faculty member’s performance. Both faculty and chair will sign the review documents, and the chair will then forward both the FPA and the ARD to the Dean’s office for review.

At all levels of review, within ten calendar days of the date the document is signed, faculty members may make a written response to the evaluation. The Annual Review Document, the Faculty Performance Agreement, and all written responses from faculty members are materials to be included for review in Promotion and Tenure.

XII. PORTFOLIO PREPARATION FOR MULTI-YEAR REVIEWS

All faculty members are required to submit a portfolio for multi-year reviews as specified for their particular positions in the KSU Faculty Handbook or when applying for promotion. For example, tenure-track faculty must submit a multi-year portfolio for the pre-tenure review and every five years following the most recent promotion and/or tenure action. These faculty members are required to address and provide evidence for each performance area. Portfolio evidence should reflect the workload configuration as outlined in the FPAs and ARDs for the years involved as well as evidence that makes the best case for promotion or tenure/promotion.

The KSU Faculty Handbook provides guidelines for the portfolio structure, contents, and timeline submissions. In addition to the university guidelines, College faculty must express their philosophy
of teaching, supervising, and mentoring in their narrative. Department guidelines may also address guidelines not specified in the KSU Faculty Handbook or in the College guidelines. In general, the department guidelines should provide the structure for organizing the portfolio narrative.

The purpose of the pre-tenure review is to give faculty a clear picture of their progress toward receiving tenure. Pre-tenure review letters state specific strengths and weaknesses and/or give advice on ways faculty members can better focus their work and/or improve professionally. Faculty preparing a portfolio for the pre-tenure review should refer to their department promotion and tenure guidelines, these College guidelines, and the KSU Faculty Handbook. Particular attention should be given to understanding, responding to, and organizing evidence that makes a clear and convincing case for the quality and significance of valued faculty achievements during the period specified.

XIII. College P&T Committees

a. Only Full professors can vote on a candidate’s promotion to Full professor. Both Associates and Full 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. These statements go into effect starting 2017-2018.

b. College committees require a minimum of three voting members at the appropriate rank for each portfolio.

c. 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). This statement goes into effect starting 2017-2018.

d. If there are fewer than three departments in a College, then the College P&T committee will include as many representatives from another College as needed.

REFERENCES
