Kennesaw State University
Academic Affairs

Approval Form for Department Promotion and Tenure Guidelines

A copy of this form, completed, must be attached as a cover sheet to the department guidelines included in portfolios for 3rd Year Review, Promotion and Tenure and Post-Tenure Review.

I confirm that the attached guidelines, dated 04/29/2015, were approved by the faculty of the Department of Secondary & Middle Grades Education in accordance with department bylaws:

Nita Paris, SMGE T&P Chair, 2014-2015
Name (printed or typed) / Title

Department Chair Approval - I approve the attached guidelines:

Lynn Stallings
Name (printed or typed)

College Review Committee Approval - I approve the attached guidelines:

Debra Coffey
Name (printed or typed)

College Dean Approval - I approve the attached guidelines:

Arlinda J. Eaton
Name (printed or typed)

Provost Approval - I approve the attached guidelines:

Ken Harmon
Name (printed or typed)

08 Oct 12
I. Distinguishing Departmental Characteristics

A. Characteristics of Instructional Commitment to General Education, Undergraduate Major, Graduate Programs, and Service Courses

The Middle Grades and Adolescent Education Program area faculty are committed to the collaborative development of expertise in teaching and learning. Programs for adolescents should be developed and implemented with input from various constituencies, integrate strong academic preparation grounded in a liberal arts tradition, include input from discipline studies, and include pedagogical studies while providing diverse, school-based, clinical experiences. Such programs foster the development of knowledge, skills, and dispositions required of professional learning facilitators who design and implement integrated instructional programs for learners that are developmentally and culturally responsive.

The department offers an undergraduate program in Middle Grades Education and graduate programs in Adolescent Education at the masters and doctoral levels. Service courses are also offered to support secondary, elementary, and P-12 programs. These programs are facilitated through effective teaching, supervision and mentoring, professional development, professional service, scholarship and creative activity to advance teacher preparation. Faculty performance in the Department of Secondary and Middle Grades Education is also expected to adhere to the mission of Kennesaw State University and the Bagwell College of Education. Some of the key elements of the departmental mission that determine faculty performance are as follows:

1. Effective and collaborative teaching which models the middle school philosophy and best practices in secondary schools.
2. Professional service that advances the preparation of teachers to educate adolescents.
3. Continuous improvement for faculty and programs through professional development for scholarship, research, creative activity, administration and leadership, and professional service.
4. The delivery of foundations courses to prepare P-12 teacher educators.
5. Effective use of technology to facilitate teaching and learning.
6. An enhanced understanding of the whole student through the principles of diversity (PTEU Diversity Statement).
7. The advancement of scholarship to contribute to the field of education.
8. A supportive classroom environment to educate preservice and inservice teachers.
9. Collaborative relationships with local schools and other agencies committed to the education of adolescents.
B. Degree Programs Offered
1. Bachelor of Science degree leading to initial teaching certification in Middle Grades Education in specific fields
2. Master of Education degree in Adolescent Education in specific fields
3. Master of Arts degree leading to initial teaching certification in specific secondary education fields (programmatic operation under direction of other colleges)
4. Ed.S./Ed.D. degree in specific fields

C. Special Departmental Commitments to Service/Research/Grants/Scholarship Activity
Service, research, grants, and scholarship primarily emphasize schools and community, professional development of teaching, and furthering understanding of teaching and learning.

D. Faculty Workload Conditions
In conjunction with the chair and in consideration of departmental and college needs, 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 Department of Secondary and Middle Grades Education 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. Because research and scholarship agendas, service and creative activity obligations, teaching, supervision and mentoring, administration and leadership and other related factors obviously vary from faculty member to faculty member, a faculty member’s workload configuration will be determined by the department chair, in consultation with the faculty member and approved by the Dean. 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.

Possible Load Configurations
1. Graduate Teaching Load, Masters Level: Faculty with this load configuration can expect to teach six graduate courses during the academic year. Faculty who assume this configuration have chosen to meet a higher level of expectations for scholarship, which includes being on committees, the pursuit of grants, working closely with the students in regard to writing and presenting responsibilities and opportunities.
2. **Undergraduate Teaching.** Faculty who follow this load configuration can expect to teach seven to eight undergraduate courses the academic year and are expected to demonstrate significant contributions to enhancing the undergraduate program.

3. **Mixed Model A. Graduate and Undergraduate Teaching:** Some faculty members who teach graduate courses and/or having an administrative role will assume a mixed load. The number of courses taught per semester will be determined in consultation with the chair. These faculty members will have a higher level of expectation in scholarship, based on the proportion of time spent teaching graduate courses.

4. **Mixed Model B. Graduate Teaching:** Some faculty members who teach both Masters and Ed.S./Ed.D. graduate courses and/or having an administrative role will assume a mixed load. The number of courses taught per semester will be determined in consultation with the chair. These faculty members will have a higher level of expectation in scholarship, based on the proportion of time spent teaching graduate courses.

Load configurations will be negotiated between faculty and the department chair at the time of the FPA meeting and will be in effect during the ensuing annual review period. Faculty members can, as the need arises, seek to alter their load configuration to match their changing situational contexts. Such changes, however, should occur early in the load cycle and not at the end. Faculty whose performance is inconsistent with the demands of a particular load configuration can be asked by the department chair to assume a more appropriate load configuration. Any changes must be made official in the revised FPA.

**Instructional Responsibilities**

*Illustrative Examples of the Workload Model:* Some examples of possible FPA workload combinations appear below. The examples reflect various percentages of effort in the four faculty performance areas. The examples given are merely illustrative. Note that individual FPAs can vary almost infinitely, as agreed upon by the faculty member and chair and as approved by the dean.

**Faculty Workload Examples**

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

**Teaching emphasis % of Effort**

- 4-4 course load Teaching .............................................................. 80
- Scholarship of Teaching or Service .............................................. 10
- Service ........................................................................................... 10
- **Total.................................................................................................. 100**
Teaching – Research/Creative Activity balance
- 3-3 course load Teaching .............................................................. 60
- R/CA .............................................................................................. 30
- Service ........................................................................................... 10
- Total ............................................................................................ 100

Teaching – Service balance
- 3-3 course load Teaching .............................................................. 60
- Scholarship of Teaching or Service .............................................. 10
- Service ........................................................................................... 30
- Total ............................................................................................ 100

Research/Creativity Activity emphasis
- 2-2 course load Teaching .............................................................. 40
- R/CA .............................................................................................. 55
- Service ............................................................................................. 5
- Total ............................................................................................ 100

Administration/Leadership emphasis
- Chair or Director Admin/Leadership ............................................ 70
- Scholarship of Admin/Leadership ................................................. 10
- Teaching ........................................................................................ 20
- Total ............................................................................................ 100

E. Program Accreditation/Licensure/Certification Requirements (If Any)
The Middle Grades and the Adolescent Education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and Georgia’s Professional Standards Commission (PSC). The programs are guided by standards of related professional associations, including the National Middle School Association (NMSA), National Council of Teachers of Mathematics (NCTM), and National Council for Social Studies (NCSS), National Council of Teachers of English (NCTE), National Science Teachers’ Association (NSTA), and National Board of Professional Teaching Standards (NBPTS).

F. Resource Restrictions (Facilities, Equipment, Personnel, Budget)
The department, in general, has resources to support teaching, mentoring, and supervision. As budget allows, the department will support professional development of the faculty, including the funding of travel to conferences, especially for presentations.

III. Interpretations and Adaptations of the University’s General Criteria in this Department by Performance Area, Including How Performance is Typically Manifested in the Academic Disciplines of the Department

The basic categories of faculty performance are:
1) Teaching, Supervising, & Mentoring of Students
2) Research & Creative Activity
3) Professional Service
4) Administration and Leadership
The Kennesaw State University Faculty Handbook details and lists examples in these areas of performance. The Department of Secondary and Middle Grades Education supports a broad interpretation of professional activity and encourages its faculty to engage in activities that impact more than one area simultaneously (See re).

The Departmental Tenure and Promotion Committee will consider faculty portfolios in terms of significance and quality. Early in a career, a typical faculty member might be involved in a wider range of activities. As faculty members advance in rank, they will usually focus more and may integrate that focus across several performance areas.

IV. Overview of Faculty Responsibilities

A. Basic Expectations and Responsibilities

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, in some disciplines such as teacher education and nursing, 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:

- Be on time. Faculty should start and end their classes and appointments 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.
- Provide written expectations/contracts for individualized learning experiences (e.g., clinical experiences, internships, cooperative learning courses, and directed studies”).
- Be accessible to students - faculty should provide and publicize multiple means of contact for students and colleagues.
- Respect religious, cultural, and gender differences.
- Adhere to KSU’s policy prohibiting sexual harassment both in and out of the classroom.

B. Faculty Availability to Students & Colleagues

KSU is proud of its reputation of faculty being available to students and colleagues outside of class time. To ensure this positive reputation continues KSU expects its faculty to use a variety of means to be available for student questions or conferences as
well as consultation with colleagues, whether in person or electronically. Faculty should be flexible, within reason, in making appointments with students and colleagues. As a professional courtesy, faculty should reply to student questions and concerns in a timely manner.

C. Course Syllabi
The syllabus helps both faculty and students accomplish the primary mission of teaching and learning. The Criteria for Accreditation, published by the Southern Association of Colleges and Schools, states that faculty must provide students with written information about a course including course goals, requirements, content, and methods of student evaluation. Further, the goals requirements for each course should be tied to the learning objectives and instructional methods. With this in mind, faculty acknowledge that it becomes important for them to enhance the understanding of what is being taught by developing and listing clear learning objectives.

D. General expectations for performance of a faculty member in Bagwell College of Education 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 teaching and learning
- Preparation of courses and syllabi in concert with NCATE guidelines
- Demonstration of best practices in classroom
- Engagement in reflective practice
- Professional development
- Membership and contribution to professional organizations
- Engagement in research and other scholarly activities

E. 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; research and creative activity; professional service; and administration and leadership;
- 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; and
- Identify the performance area(s) that will include scholarship expectations and describe those expectations.

V. Overview of Faculty Scholarly Activities

While the professional activities of faculty vary, all faculty members are expected to be scholarly in each performance area in which they are engaged. Specific examples are listed in the table at the end of this document and in Appendix A. Scholarly describes the processes that faculty should use within each area of engagement. Scholarly refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and
evaluated, revised and rethought. When evaluating Faculty scholarly accomplishments, the role of the Tenure and Promotion committee will be to:

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

VI. 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).

Additionally, in Scholarship Reconsidered: Priorities of the Professoriate, 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.”

Available at http://www.sfsu.edu/~acaffrs/faculty_manual/docs/other/Scholarship_Reconsidered.doc

A. Scholarship in Teaching, Supervising, & Mentoring of Students

Scholarly teaching, learning, and mentoring focuses on student 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 the schools.

Scholarly teaching, learning, and mentoring become 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,
3. And, it is used and built upon by the members of that community.

Additionally, Boyer’s (1990) 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?’”
available at
http://www.sfsu.edu/~acaffrs/faculty_manual/docs/other/Scholarship_Reconsidered.doc

B. Scholarship in Research and Creative Activity

Research and Creative activity should be conducted in academic settings, grounded within a theoretical framework, and rigorous in methodology. The primary aim of research 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 become 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,
3. And, it is used and built upon by the members of that community.

Additionally, Boyer has suggested two other levels of his model may inform the scholarship of research and creation: discovery and integration. Discovery is “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….seeks to interpret, draw together, and bring new insight to bear on original research.”

available at
http://www.sfsu.edu/~acaffrs/faculty_manual/docs/other/Scholarship_Reconsidered.doc

C. Scholarship in Professional Service

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 to 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 become 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,
3. And, it is used and built upon by the members of that community.

Additionally, Boyer’s 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 if 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.

Available at
http://www.sfsu.edu/~acaffrs/faculty_manual/docs/other/Scholarship_Reconsidered.doc

D. Work in Schools

As approved by the Board of Regents, University System of Georgia, faculty collaborative effort in teacher preparation and school improvement with the K-12 schools will be recognized and supported by Bagwell College of Education. Participation in teacher preparation and in school improvement may include documented efforts of the 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.

VI. Interpretations and Adaptation of the University’s General Criteria in this Department by Rank and for Tenure, Taking Into Account the Contextual Nature of the Department.

A. Tenure

A complete discussion of tenure can be found in the Faculty Handbook. The department focus concurs with the general statements summarized in the section entitled, General Expectations for Tenure, Promotion, and Post Tenure at https://web.kennesaw.edu/academicaffairs/sites/web.kennesaw.edu.academicaffairs/files/09-10%20Section%20Five_0.pdf

B. Expectations of Performance by Rank Are Exemplified for the Department by the Following Criteria:

I. Tenure-Track Faculty

a. Instructor

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. 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.

b. 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 will begin framing a scholarship agenda that addresses her/his professional interest and expertise. The assistant professor begins developing a body of work that has the potential for impacting her/his field through professional publications and presentations. 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.

c. **Associate Professor**
The associate professor develops a scholarship agenda into a meaningful and coherent body of work. She/he is establishing a consistent record of scholarship and is making significant contributions to the broader community (e.g., state, national/international). The associate professor refines her/his teaching; engages in scholarship of quality and significance; and approaches work in a scholarly manner. The associate professor is maturing with a clearly defined professional identity. She/he fulfills all general expectations of and provides leadership for the department, college and/or university.

d. **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. 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 within her/his specialty area and within the context expected of a senior-level faculty member. Professors serve as mentors for assistant professors and advise them as they plan their move through the ranks of academia. Peers and colleagues recognize and respect the professor for her/his leadership contributions within the larger community (e.g., state, national/international).

II. **Non Tenure-Track Faculty**

a. **Lecturer/Senior Lecturer**
Lecturers have as their primary responsibility teaching, supervising, and mentoring and therefore are expected to be highly effective in these areas. Unless otherwise set forth in the Faculty Performance Agreement (FPA), there are no expectations for scholarship and their service responsibilities may be limited to the minimum necessary to successfully teach their assigned courses (e.g., attendance at relevant department meetings and participation on appropriate department committees). In most cases, their responsibilities will primarily be devoted to teaching multiple sections of the same undergraduate courses.
VII. General Guidelines for Preparation of the Portfolio by Rank

A. Lecturer/Senior Lecturer
In preparing their portfolios, Lecturers and Senior Lecturers must show evidence of highly effective teaching, supervising, and mentoring. There are no expectations for scholarship and their service responsibilities may be limited to the minimum necessary to successfully teach their assigned courses (e.g., attendance at relevant department meetings and participation on appropriate department committees). For 3rd year review and promotion to Senior Lecturer, Lecturers must include one complete set of student evaluations for each course taught since affiliating with KSU.

B. Instructor
In preparing their portfolios, Instructors must show evidence of highly effective teaching, supervising, and mentoring. They are also expected to show their contributions in research and creative activity (note: this can be limited to their dissertation research) and professional service. For 3rd year review, Instructors must include one complete set of student evaluations for each course taught since affiliating with KSU.

C. Assistant Professor
In preparing their portfolios, assistant professors must show clear evidence of growth and potential for development in scholarly endeavors and scholarship. They should show clear evidence of a progression of early roles that illustrate their scholarly growth from novice to participant-observer to contributing partner. However, they are only expected to begin modestly with limited or local significance that shows promise of expansion in depth, focus, quality, significance, recognition and productivity in later years. For 3rd year review, Assistant Professors must include one complete set of student evaluations for each course taught since affiliating with KSU.

D. Associate Professor
In preparing their portfolios, associate professors must provide evidence that they have formed a solid foundation for continued success and have begun to show significant accomplishments at the state, regional and national levels and have established a strong record of quality accomplishments and scholarship. Associate professors must provide clear and consistent evidence of their scholarly advancement from an assistant professor.

E. Professor
Professors must provide clear and consistent evidence of their scholarly advancement from an associate professor; however, in their portfolios, Professors must also provide evidence that they have developed a sustained record of achievement in scholarly pursuits and have produced scholarship of significance and quality by building consistently upon a solid foundation.
VIII. Specific Guidelines for Preparation of the Portfolio for Non Tenure-Track Faculty: Lecturers and Senior Lecturers

Lecturers and senior lecturers must prepare a portfolio for promotion consideration and for third year and sixth year performance reviews. A lecturer’s and senior lecturer’s portfolio contents will follow the same guidelines as that of tenured and tenure-track faculty who are reviewed for tenure and promotion, however, a lecturer or senior lecturer’s portfolio will consist of only Binder 1 as stipulated in section VII (Portfolio Guidelines and Contents) in the university Faculty Handbook with the addition of samples of teaching evaluations that demonstrate highly effective teaching and student learning. Two complete sets (unless only one set exists for a course or courses) of student evaluations for each course must be included in the portfolio. A lecturer’s and senior lecturer’s portfolio will be evaluated based on highly effective accomplishments in two performance areas: 1) teaching, supervising, and mentoring of students and 2) professional service (related to teaching assignments).

IX. Specific Guidelines for Preparation of the Portfolio for Tenure-Track and Tenured Faculty

A. Portfolio Guidelines and Contents

All faculty members who are considered for tenure, promotion, third-year progress, or post-tenure review must prepare a portfolio for consideration by all involved in the formal review process. To initiate the review process, the faculty member submits his or her portfolio to the department office by the scheduled date in the fall semester. The portfolio consists of two or more three-ring binders: Binder 1 and Binder(s) Containing Supporting Materials (except for post-tenure review, which requires only Binder 1) with the major sections tabbed and clearly labeled. The candidate’s name and the type of review should be clearly labeled on the spine and front cover of each binder. The specific material required for inclusion in the portfolio can be found in the next two sections. Beyond the required material, all faculty members submitting portfolios for review should make their own decisions on what additional information to include, especially those materials relating to accomplishments at prior institutions and accomplishments since their last tenure and/or promotion review at KSU. Although material from other institutions may be considered, the quality of recent past accomplishments at KSU are major considerations for review decisions. All materials that demonstrate the quality and significance of the faculty member’s work should be included in the portfolio and review committees should consider all of the materials included in the portfolio to make their recommendation.

B. Contents of Binder 1

Binder 1 must contain the following indexed sections with appropriate tabs:

- Cover page (standard form available on Academic Affairs web pages)
- Summary sheet (standard form available on Academic Affairs web pages)
- Narrative (no more than twelve pages, double-spaced, 12-point type, with one-inch margins)
- The narrative describes the quality and significance of the faculty member’s contributions during the period under review in the following areas as appropriate:
• Teaching, Supervising, and Mentoring of Students
• Research and Creative Activity
• Professional Service
• Administration and Leadership
• Sample narratives are available on the Academic Affairs web page at www.kennesaw.edu/academicaffairs.
• Vita: the vita should be formatted to clearly demonstrate the quality and significance of the faculty member’s accomplishments, especially to those beyond the department. An example of a vitae template can be found on the Academic Affairs webpage (www.kennesaw.edu/academicaffairs).
• Annual Review Materials (including ARDs and FPAs)
• Faculty up for tenure and/or promotion should include all annual review documents and supporting materials since their last pre-tenure/tenure and/or promotion review
• Faculty up for pre-tenure should include all annual review materials since their start date at KSU
• Departmental guidelines (Administrative Faculty should include the guidelines from the department of their faculty appointment)
• Pretenure review letters (for tenure and for promotion from instructor to assistant professor)
• Response letters from previous levels of review

C. Possible Contents for Binder 2 and Other Binders Containing Supporting Materials, if appropriate

Binder(s) containing supporting materials must contain the following indexed sections, as consistent with the faculty member’s FPA. Please note that Lecturers/Senior Lecturers only submit one binder (see University Guidelines) for specifics.

I. Teaching, Supervising, and Mentoring of Students
This section contains illustrative evidence of the quality and significance of the faculty member’s teaching, supervision and mentoring. These materials may include, but are not limited to, the following:
• Teaching Philosophy Narrative
• Peer review letters
• Course syllabi
• Course materials
• Evidence of student learning
• Student evaluations
• Student survey results
• Evidence of advising activities
• Evidence of faculty development

II. Research and Creative Activities
This section contains evidence of the quality and significance of the faculty member’s research and creative activity. These materials may include, but are not limited to, the following:
III. Professional Service
This section contains evidence of the quality and significance of the faculty member’s professional service. These materials may include, but are not limited to, the following:
- Committee assignment documentation
- Copies of meeting minutes
- Copies of products developed
- Recognition by others of contributions
- Evidence of statewide, regional, national or international professional service

IV. Administration and Leadership
This section contains evidence of the quality and significance of the faculty member’s administration and leadership. Note: this section is appropriate only for those whose job is defined as involving more than 50% of administrative duties. These materials may include, but are not limited to, the following:
- Documentation indicating leadership assignments
- Evidence of program evaluation
- Supervisor, peer and employee evaluations
- Copies of products developed

Beyond the material provided in each indexed section, the faculty member may wish to include a one-page summary (in each relevant section) of activity not readily supported by documentation.

V. Scholarship
Scholarship is a noun used to describe tangible outcomes of the scholarly processes. This tangible product is disseminated in appropriate professional venues relating to the performance area(s). 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 must be specifically addressed in the portfolio, binder 2, under a tab labeled Scholarship which comes after the basic categories of faculty performance the faculty is addressing in the portfolio, such as Teaching, Supervision, and Mentoring of Students; Research and Creativity; and Administration and Leadership. If one’s scholarship addresses more than one of the basic categories, then within the Scholarship section the faculty member may insert a tab separating the two. For instance, if the scholarship addresses
the Scholarship of Teaching, Supervision, and Mentoring of Students, then a tab labeled *Teaching, Supervising, and Mentoring of Students*, could be inserted within the broad Scholarship section addressing that scholarship. Another tab within that section could be used to relate the Scholarship of *Research and Creativity*. However, the faculty member may address all scholarship within the broad tabbed area labeled *Scholarship* with no separate tabs for the different types of scholarship (the different types of scholarship must be explicated in the narrative).

- Note: in the 12-page portfolio narrative in *Binder 1*, scholarship could be addressed as a separate heading in the appropriate area(s) in which it belongs (Teaching, Supervising, and Mentoring of Students; Research and Creative Activity; Professional Service; and/or Administration and Leadership). If the faculty member has accomplished scholarship in more than one area, the faculty member can address the scholarship in each relevant area relating its quality and significance specific to that area. However, the faculty member may address all scholarship under a single heading of *Scholarship*. The quality and significance of the scholarship must be addressed in the narrative.

X. **Professional Development**: Faculty members should address professional development which can be communicated via their curriculum vitae.

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<th>Associate Professor</th>
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VIII. More specific guidelines follow for preparation of the portfolio for each performance area according to each level of review for tenure-track and tenured faculty. Please note that faculty members are not required to address or provide evidence in each performance area; also, individual evidence provided should, as a rule, be addressed only in one area. The portfolio evidence should reflect the workload configuration as outlined in the Faculty Performance Agreement (FPA).
Scholarly Activity Guidelines: Scholarly teaching is teaching that focuses on student learning and is grounded in research and literature. The aim of scholarly teaching is to make transparent how faculty members have made learning possible (Shulman). When preparing a portfolio for promotion, faculty 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. Possible activities may include, but are not limited to the following.

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**Pedagogy, Evaluations and Reviews**
- Demonstrates teacher effectiveness through student and peer evaluations. Annual reviews reflect teaching, advising, and supervision effectiveness.
- Develops appropriate professional relationships with students.
- Reflects on student and peer evaluations and annual reviews to improve teaching and supervision effectiveness.
- Advises students effectively, when appropriate.

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</tr>
<tr>
<td>▪ Demonstrates consistent growth in effective teaching, supervision, and mentoring.</td>
<td>▪ Demonstrates consistent growth in effective teaching, supervision, and mentoring.</td>
<td>▪ Continues to demonstrate consistent growth in effective teaching, supervision, and mentoring.</td>
<td>▪ Has demonstrated consistent growth in effective teaching, supervision, and mentoring.</td>
</tr>
<tr>
<td>▪ Develops a well-articulated philosophy that is supported by effective teaching practices to prepare and support teachers.</td>
<td>▪ Develops a well-articulated philosophy that is supported by effective teaching practices to prepare and support teachers.</td>
<td>▪ Has refined a well-articulated teaching philosophy to prepare and support teachers, which is supported by effective teaching practices.</td>
<td>▪ Contributes to pedagogical improvement at and/or beyond the university by presenting instructional development sessions.</td>
</tr>
<tr>
<td>▪ Models best practices as reflected in appropriate standards (e.g., NBPTS, NMSA, NCTE, NCTM, NCSS, NSTA).</td>
<td>▪ Implements teaching methods from the literature, modeling best practices as reflected in appropriate standards (e.g., NBPTS, NMSA, NCTE, NCTM, NCSS, NSTA).</td>
<td>▪ Contributes to pedagogical improvement at the department level, and/or attends and presents instructional development sessions.</td>
<td>▪ Implements teaching methods from the literature, modeling best practices as reflected in appropriate standards (e.g., NBPTS, NMSA, NCTE, NCTM, NCSS, NSTA).</td>
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Teaching, Supervising, & Mentoring of Students

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</tr>
<tr>
<td>▪ Reads the pedagogical literature, and/or attends instructional development sessions.</td>
<td>▪ Reads the pedagogical literature, and/or attends instructional development sessions.</td>
<td>▪ Continues to review the pedagogical literature, and/or presents instructional development sessions to colleagues.</td>
<td>▪ Continues to review the pedagogical literature, and/or presents instructional development sessions to colleagues.</td>
</tr>
<tr>
<td>▪ Implements teaching methods from the literature/instructional development sessions in his/her own classes.</td>
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</tr>
<tr>
<td><strong>Technology &amp; Diversity</strong></td>
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<td><strong>Technology &amp; Diversity</strong></td>
</tr>
<tr>
<td>▪ Uses technology and innovative strategies to enhance teaching, advising, and supervision.</td>
<td>▪ Uses technology and innovative strategies to enhance teaching, advising, and supervision.</td>
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</tr>
<tr>
<td>▪ Implements instruction that embodies multiple cultures and a rich, diverse curriculum.</td>
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</tr>
<tr>
<td>▪ Collaborates effectively with SMGE colleagues, especially on instructional and program matters.</td>
<td>▪ Collaborates effectively with SMGE colleagues, especially on instructional and program matters.</td>
<td>▪ Plays a leadership role in instruction-related collaborations with colleagues.</td>
<td>▪ Has established a sustained record of playing a leadership role in instruction-related collaborations with colleagues.</td>
</tr>
<tr>
<td>▪ Serves as mentor for students.</td>
<td>▪ Serves as mentor for students.</td>
<td>▪ Collaborates effectively with colleagues across the college and/or university on instructional and program matters.</td>
<td>▪ Has established a sustained record of effective collaboration with colleagues across the college and/or university on instructional and program matters.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Serves as mentor for colleagues, students and practicing professionals.</td>
<td>▪ Has developed a sustained record of effective mentoring of colleagues, students and practicing professionals.</td>
</tr>
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<td></td>
<td></td>
<td>▪ Mentors students in professional activities such as presentations and publishing.</td>
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Teaching, Supervising, & Mentoring of Students

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- **Research/Creative Activity & Professional Service Connection**
  - Uses current research or professional service to inform teaching.
  - Uses effective assessment instruments to measure learner outcomes.

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  - Uses effective assessment instruments to measure learner outcomes.

- **Research/Creative Activity & Professional Service Connection**
  - Engages in scholarship, creative activity, professional service, and continuous professional development opportunities to enhance teaching effectiveness.
  - Uses multiple assessment strategies to measure learner outcomes.
  - Serves on or chairs individual student work or committees (e.g., portfolios, theses, directed studies, dissertation committees).

- **Research/Creative Activity & Professional Service Connection**
  - Developing a sustained record of engagement scholarship, creative activity, professional service, and continuous professional development opportunities to enhance teaching effectiveness.
  - Produces and disseminates innovative curriculum materials.
  - Research from own teaching and learning is disseminated, as well as used to inform teaching and learning.
Scholarly Activity Guidelines: Scholarly teaching is teaching that focuses on student learning and is grounded in research and literature. The aim of scholarly teaching is to make transparent how faculty members have made learning possible (Shulman). When preparing a portfolio for promotion, faculty 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. Possible activities may include, but are not limited to the following.

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**Research/Creative Activity & Professional Service Connection**

- Produces course materials that illustrate effective teaching philosophy and practices.
- Uses multiple assessment strategies to measure learner outcomes and refine teaching practice.
- Serves on and chairs individual student work or committees (e.g., portfolios, theses, directed studies, dissertation committees)
Teaching, Supervising, & Mentoring of Students

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<tr>
<td>- Pursues funding for teaching endeavors through local means, such as CETL.</td>
<td>- Seeks external funding for teaching endeavors.</td>
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<td>- Receives nominations, recognition, or awards for teaching, supervision, mentoring, scholarship of teaching, innovative teaching (e.g., BCOE or KSU Distinguished Teaching or Advising Award, Foundation Prize).</td>
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Research and Creative Activity

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<tr>
<td>- Research &amp; Creativity emphasis is on completion of terminal degree</td>
<td>- Reads and reviews current research and/or literature in related areas, then uses this knowledge to ground new projects.</td>
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<td></td>
<td>- Links experiences in Academic Achievement and Continuing Professional Development to enhance effectiveness in research and creative activity.</td>
<td>- Uses literature-based knowledge to ground new projects.</td>
<td>- Possesses a sustained record of using literature-based knowledge to ground new projects.</td>
</tr>
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<td></td>
<td>- Connects research and creative activity to area of expertise.</td>
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<tr>
<td>▪ Contributes new questions and knowledge about teaching and learning or other areas that have connections to the faculty member’s area of expertise.</td>
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<tr>
<td>▪ Assesses the quality and significance of current research and/or creative activity in the field.</td>
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<td>▪ Possesses a sustained record of contributing new questions and knowledge about teaching and learning or other areas that have connections to the faculty member’s area of expertise.</td>
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**Presentations**
- Participates in professional meetings or conferences or other professional activities.

**Presentations & Publications**
- Presents at professional meetings and local, state, regional, and national/international conferences.
- Publishes scholarly work in local, state, and regional professional publications.
- Pursues publishing scholarly works in peer-reviewed publications.

**Presentations & Publications**
- Expands depth and breadth of research and creative activity through publications, presentations, and other research efforts beyond the local and state levels.
- Develops a record of publishing primarily in refereed publications.
- Develops a consistent record of presentations at state and national/international conferences.

**Presentations & Publications**
- Possesses a sustained record of presentations at national and international conferences.
- Possesses a sustained record of refereed or non-refereed publications.
- Publishes books, chapters, articles, and/or reviews.
- Is invited to contribute to professional publications.
Scholarly Activity Guidelines: Research and creative activity should be conducted in academic settings, grounded within a theoretical framework, and rigorous in methodology. The primary aim of research and creative activity is to impact the professional community by building upon shared concerns. When preparing a portfolio for promotion, faculty 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. Possible activities may include, but are not limited to the following.

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<tr>
<td>Engages in and shares his/her research through publications at national and international levels.</td>
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<td></td>
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| Presentations & Publications |
| Engages in and shares his/her research through publications at national and international levels. |
| Presents with students at professional conferences. |
| Serves as editor for professional journal(s). |
| Serves on an editorial board for a professional publication. |
Research and Creative Activity

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</tr>
<tr>
<td>▪ Reviews conference proposals.</td>
<td>▪ Reviews conference proposals at the state and regional levels.</td>
<td>▪ Reviews conference proposals at the national/international level.</td>
<td></td>
</tr>
<tr>
<td>▪ Reviews manuscripts for professional publications.</td>
<td>▪ Possesses a consistent record of reviewing for professional publications.</td>
<td>▪ Possesses a sustained record of reviewing for professional publications.</td>
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**Professional Service**

Scholarly Activity Guidelines: 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 to 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. All faculty must allocate at least 5% (generally 10%) of their time to professional service activities essential to the life of the institution. When preparing a portfolio for promotion, faculty 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. Possible activities may include, but are not limited to the following.

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<tr>
<td>▪ Contributes to the continuous improvement of the institution, the community, or the profession.</td>
<td>▪ Contributes to the continuous improvement of the institution, the community, or the profession.</td>
<td>▪ Uses professional expertise to the benefit of the institution, the community, and/or the profession.</td>
<td>▪ Links professional work in some way to public contemporary issues and to improving quality of life and/or to the advancement of public higher education.</td>
</tr>
<tr>
<td>▪ Connects professional service to area of expertise.</td>
<td>▪ Establishes a record of applying professional knowledge either through professional scholarly endeavors and/or service toward solutions to complex societal problems and human needs.</td>
<td>▪ Possesses a consistent record of applying professional knowledge through professional service toward solutions to complex societal problems and human needs.</td>
<td>▪ Possesses a sustained record of applying professional knowledge through professional service toward solutions to complex societal problems and human needs.</td>
</tr>
<tr>
<td>▪ Develops a positive rapport with personnel in area schools.</td>
<td>▪ Connects professional service to area of expertise.</td>
<td>▪ Develops and maintains a positive rapport with personnel in area schools.</td>
<td>▪ Possesses a sustained record of both developing and maintaining a positive rapport with personnel in area schools.</td>
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**Professional Organizations & Community**
- Participates in professional organizations.
- Participates in professional organizations at local, state, regional, or national/international levels.
- Contributes to the continuous improvement of the profession, and/or the community.
- Provides professional expertise to benefit the community and/or the profession.
- Possesses a developing record of providing effective leadership in professional organizations at state, regional, or national/international levels.
- Has established a record of consistent leadership on professional committees at the local, state, national and international levels.
- Has established a consistent record of providing professional expertise to benefit the community and/or the profession.
- Possesses a sustained record of providing effective leadership in professional organizations at state, regional, and national/international levels.
- Has established a record of sustained leadership on professional committees at the local, state, national and international levels.
- Has established a sustained record of providing professional expertise to benefit the community and/or the profession.
**Professional Service**

Scholarly Activity Guidelines: 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 to 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. All faculty must allocate at least 5% (generally 10%) of their time to professional service activities essential to the life of the institution. When preparing a portfolio for promotion, faculty 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. Possible activities may include, but are not limited to the following.

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 scholarly activities that is pertinent.

<table>
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<tr>
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</tr>
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<tbody>
<tr>
<td><strong>Professional Organizations &amp; Community</strong></td>
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</tr>
<tr>
<td>▪ Establishes partnerships with area systems and schools.</td>
<td>▪ Possesses a consistent record of establishing and maintaining effective partnerships with area systems and schools.</td>
<td>▪ Has established a consistent record of reviewing conference proposals beyond the state level.</td>
<td>▪ Possesses a sustained record of establishing and maintaining effective partnerships with area systems and schools.</td>
</tr>
<tr>
<td>▪ Reviews conference proposals at local, state, or regional levels.</td>
<td>▪ Has established a consistent record of reviewing manuscripts for professional publications.</td>
<td>▪ Has established a consistent record of reviewing manuscripts for professional publications.</td>
<td>▪ Possesses a sustained record of reviewing conference proposals beyond the state level.</td>
</tr>
<tr>
<td>▪ Reviews manuscripts for professional publications.</td>
<td>▪ Presents with students at professional conferences.</td>
<td>▪ Serves as editor for professional journal(s).</td>
<td>▪ Serves on an editorial board for a professional publication.</td>
</tr>
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**Professional Service**

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<tr>
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</tr>
<tr>
<td>▪ Contributes expertise to</td>
<td>▪ Serves on committees at the</td>
<td>▪ Contributes to accreditation</td>
<td>▪ Possesses a sustained record</td>
</tr>
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### Professional Service

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<tr>
<td>department and college.</td>
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<td>work for NCATE, PSC, SACS and/or other program accreditation and self-studies.</td>
<td>of leadership for accreditation work for NCATE, PSC, SACS and/or other program accreditation and self-studies.</td>
</tr>
<tr>
<td>- Participates in professional associations.</td>
<td>- Provides leadership on committees at the departmental, college, and university levels and in local schools.</td>
<td>- Possesses a consistent record of effective leadership on department, college, and university committees.</td>
<td>- Possesses a sustained record of distinguished leadership in department, college, and university committees.</td>
</tr>
<tr>
<td>- Serves on department and college committees.</td>
<td>- Contributes to accreditation work for NCATE, PSC, SACS or other program accreditation self-studies.</td>
<td>- Serves on committees at all levels (department, college, university).</td>
<td>- Possesses a sustained record of effective service to the department and BCOE.</td>
</tr>
<tr>
<td>- Serves on or provides leadership to department and college level committees.</td>
<td>- Contributes to student success by sponsoring or advising a student organization.</td>
<td>- Assumes leadership roles in NCATE, PSC, SACS or other program accreditation self-studies.</td>
<td>- Possesses a sustained record of effective service for the university and community.</td>
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<tr>
<td>- Serves on committees at the department and college levels.</td>
<td>- Assumes the leadership role of Program Chair and effectively manages the program.</td>
<td>- Establishes a record of contributing to student success by sponsoring or advising an active student organization, which offers service to the college, the university, the profession, and/or the community.</td>
<td>- Possesses a consistent record of effectively managing the leadership role of Program Chair.</td>
</tr>
<tr>
<td>- Sponsors or advises student associations or projects.</td>
<td>-</td>
<td>- Possesses a sustained record in sponsoring or advising an active student organization, which offers service to the college, the university, the profession, and/or the community and contributes to student success.</td>
<td>-</td>
</tr>
<tr>
<td>Grant Activities</td>
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<td></td>
</tr>
<tr>
<td>- Pursues funding for projects through local means, such as CETL.</td>
<td>- Has obtained funding for service activity projects through local means, such as CETL.</td>
<td>- Has obtained funding for service activity projects beyond the local level of funding.</td>
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Professional Service

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<td>▪ Receives nominations, recognition, or awards for service (e.g., BCOE or KSU Distinguished Service Award, Philip Preston Community Leadership Award).</td>
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### Administration & Leadership Scholarly Activities

**Adminstration & Leadership Scholarly Activities:**

- *Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall.* -Stephen R. Covey
- *Outstanding leaders go out of their way to boost the self-esteem of their personnel. If people believe in themselves, it's amazing what they can accomplish.* -Sam Walton
- *Leaders don’t force people to follow—they invite them on a journey.* -Charles S. Lauer

- Has examined the literature for best practices in program management and assessment.
- Contributes to accreditation work for NCATE, PSC, SACS or other program accreditation self-studies.
- Provides leadership in collaborative partnerships with area schools.
- Receives nominations, recognition, or awards for service (e.g., BCOE or KSU Distinguished Service Award).
- Advancing campus priorities or culture (e.g., collaboration across units at KSU).
- Created and/or implemented a collaborative process for input and approval of the program plan; reflected on the effectiveness of the plan as it is implemented; modified it for improvement if needed.
- Surveyed faculty and students analyzed data and used the data to implement specific strategies.
- Provided leadership for implementation of specific strategies and/or plans and assessed their effectiveness.
- Has effectively fostered the fiscal, physical, interpersonal, and intellectual environment of her/his area.
- Focused on her/his leadership in assisting colleagues to achieve and surpass goals.
- Successfully mediated conflicts if needed after reviewing the literature for best practices to resolve conflicts.
GUIDELINES FOR CLINICAL FACULTY RANKS (NON-TENURE TRACK)

RANK: 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.

AREAS OF EXPECTED ACTIVITY:

1. Teaching and/or clinical practice (The term “clinical” may need to be interpreted liberally so as to encompass relevant professional activities that may not be of a purely clinical nature if narrowly defined); and
2. Service to the college and/or the university and the field or profession.
3. 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.

REQUIREMENTS:

Meets all requirements of the Associate and Assistant Professor ranks and:

Credentials:

1. 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.
2. Maintains professional growth by pursuing relevant credit and non-credit offerings.
3. Recognized as an excellent teacher through candidate and peer evaluations.
4. Provides significant leadership in teaching/mentoring or clinical practice.
5. Demonstrates significant leadership in committees at the department, college and/or university levels.
6. Provides leadership in a national or international professional organization.
7. Consults with other institutions or agencies on educational issues.

RANK: 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

AREAS OF EXPECTED ACTIVITY:

1. Teaching and/or clinical practice (The term “clinical” may need to be interpreted liberally so as to encompass relevant professional activities that may not be of a purely clinical nature if narrowly defined); and
2. Service to the college and/or the university and the field or profession.
3. 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.

REQUIREMENTS:

Meets all requirements of the Assistant Professor Rank and:

Credentials:

1. 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.
2. Maintains professional growth by pursuing relevant credit and non-credit offerings.
3. Recognized as an excellent teacher through candidate and peer evaluations.
4. Provides significant leadership in teaching/mentoring or clinical practice.
5. Demonstrates significant leadership in committees at the department, college and/or university levels.
6. Provides leadership in a national or international professional organization.
7. Consults with other institutions or agencies on educational issues.
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.

<table>
<thead>
<tr>
<th>RANK: CLINICAL ASSISTANT PROFESSOR</th>
<th>AREAS OF EXPECTED ACTIVITY:</th>
<th>REQUIREMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1. Teaching and/or clinical practice (The term “clinical” may need to be interpreted liberally so as to encompass relevant professional activities that may not be of a purely clinical nature if narrowly defined); 2. Service to the college and/or the university and the field or profession; and 3. 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.</td>
<td>Credentials: 1. Master’s, specialist, or doctorate degree in the discipline or a related field. 2. Certifications and/or experience appropriate to practice in the clinical or field-based areas. 3. Maintains professional growth by pursuing relevant credit and non-credit offerings.</td>
</tr>
<tr>
<td></td>
<td>4. Provides leadership in teaching/mentoring or clinical practice. Service: 5. Provides leadership on department, college or university committees. 6. Provides leadership and/or consultation to schools and teachers. 7. Participates in a national professional organization.</td>
<td>Teaching: 1. Mentors candidates in classroom, field-based, and clinical settings. 2. Recognized as an excellent teacher through candidate and peer evaluations. 3. Responsive to candidate, peer and administrative feedback.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Service: 1. Participates on committees within the department or college. 2. Develops and maintains positive relationships with clinical or field-based organizations. 3. Participates in a professional organization.</td>
</tr>
<tr>
<td>Performance Expectations</td>
<td>Clinical Track</td>
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</tr>
<tr>
<td><strong>Workload Expectations for Teaching</strong></td>
<td>Equivalent to 4 courses per semester (4-4 per contract year)</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching or Clinical Expectations Appropriate for Rank</strong></td>
<td>Clinical, field-based, and/or classroom teaching with high quality performance in teaching, supervision and candidate mentoring.</td>
<td></td>
</tr>
<tr>
<td><strong>Service Expectations Appropriate for Rank</strong></td>
<td>Leadership role and/or substantive involvement at the department, college and/or university level; and demonstration of formal contributions to a profession-related state, regional or national organization.</td>
<td></td>
</tr>
<tr>
<td><strong>Optional Scholarship Expectations Appropriate for Rank</strong></td>
<td>As negotiated in FPA</td>
<td></td>
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