

Kennesaw State University
Department of Educational Leadership

Bagwell College of Education

**Guidelines for Tenure, Promotion, Post-Tenure Review,
and Faculty Performance**

Revised, February 2008

Approved by Faculty, February 18, 2008

P&T Procedures (for 2017-2018)
(Draft – 14 April 16; modified 26Sept16)

Introduction

The purpose of this document is to articulate the guidelines and expectations for the appraisal of faculty with respect to tenure, promotion, post-tenure, and faculty performance review within the Department of Educational Leadership (EDL). Specifically, these guidelines adhere to *the Kennesaw State University (KSU) Faculty Handbook, KSU Faculty Handbook, New Version, Section 5 (2006-2007)*, and the *Bagwell College Guidelines*. Faculty performance is expected to be aligned with the university's assigned purposes and priorities for KSU's mission to be fully realized. The academic and institutional culture of the University values distinguished teaching, scholarship, and service. KSU has high expectations for the productivity, effectiveness, and continuous improvement of faculty performance. Faculty are expected to establish and maintain strong records of accomplishment.

Additionally, this document contains a statement of the alignment with various professional accrediting entities that have unique standards for the professional degree programs offered in the department. The document includes rubrics that delineate specific descriptions of the evidence required to demonstrate expectations for Promotion and Tenure and faculty performance expectations according to the academic ranks.

Alignment of the Department of Educational Leadership with the University Mission, College Mission, and Specific Accrediting Entities

The Department of Educational Leadership is committed to achieving the Kennesaw State University and the Bagwell College of Education Mission and Outcomes. In addition, it is committed to maintaining accreditation standards associated with its degree programs.

Mission of the Department of Educational Leadership

The mission of the Department of Educational Leadership is to prepare dynamic, high-performing leaders for the transformation of schools into learning communities characterized by high levels of student success. We seek to prepare educators of broad vision and personal integrity who are committed to social justice and formal education as a means of personal and civic improvement.

The mission is also derived from the Georgia Board of Regents (BOR) Principles for the Preparation of Teachers and Leaders and Refinement to the Regents Principles (2001); standards promulgated by professional organizations such as the Interstate New Teacher Assessment and Support Consortium (INTASC, 1992); the National Board for Professional Teaching Standards (NBPTS, 1993); the National Commission for Teaching and America's Future Recommendations (1996); the Interstate School Leaders Licensure Consortium (ISLLC, 1997); and the Educational Leadership Constituent Council (ELCC, 1998). These initiatives reflect the search for strong measures "to establish high and rigorous standards for what educators should know and be able to do...and to advance related education reforms for the purpose of improving student learning in American schools" (National Board for Professional Teaching Standards, 1993).

The program goals and objectives of the Department of Educational Leadership support the achievement of this mission.

Program Goals

Goals of the Department of Educational leadership are to assist developing school leaders in:

- Developing the vision and acquiring the knowledge and skills necessary to transform schools into learning communities characterized by high levels of student success;
- Developing a critical, reflective practice approach to the challenges of school leadership; and
- Adopting a career-long, developmental learning approach to personal professional growth and renewal, and modeling this approach to others.

Program Objectives

Candidates in Educational Leadership programs will develop and demonstrate the ability to:

- Facilitate a shared vision of learning;
- Maintain a school culture and instructional program conducive to student learning and faculty development;
- Manage resources for a safe and effective learning environment;
- Collaborate with and respond to the larger community;
- Act ethically and with integrity;
- Respond to the larger political and social context;
- Facilitate the comprehensive integration of technology to support and enhance teaching, learning, and leadership; and
- Use inquiry and reflection to solve educational problems and reflection and lifelong learning to improve practice.

I) Department Committees

- a. There is a single department committee with a minimum of 3 voting members at appropriate rank for each portfolio (committees can borrow faculty from other departments if needed).
- b. Only Full professors can vote on a candidate's promotion to Full professor. Both Associates and Fulls 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.
- c. Full professors are expected to serve on P&T committees as required.
- d. 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).

II) Letters

- a. The person submitting a portfolio (herein after referred to as the "candidate") and the department chair/school director (herein after referred to as "chair") develop a list of potential letter writers,

- twice the minimum number of the total required, with the candidate supplying at least half the names on the list.
- b. The chair and the candidate will discuss potential letter writers and in collaboration will develop a mutually acceptable, hierarchized list. The majority of letters must come from individuals who are neither co-authors nor dissertation committee members. If the candidate and the chair cannot reach agreement on the list of potential letter writers, the dean will make the final determination of the list..
 - c. Individuals who pose a conflict of interest (such as friends, relatives, KSU co-workers) will be removed from the list.
 - d. For promotion to Full, the candidate chooses 2 names out of the final 3 letter writers; the chair chooses 1.
 - e. For promotion to Associate the candidate chooses 2 out of the final 3 letter writers; the chair chooses 1.
 - f. The candidate may veto two names on the chair's initial list with no reasons or explanations required.
 - g. Neither the chair nor the candidate may solicit a letter concerning Scholarship / Creative Activity from outside of the mutually agreed upon list.
 - h. The candidate may choose to solicit a maximum of 5 additional letters of support in any area of Teaching, and/or Service and/ or Scholarship from outside the mutually composed list. When soliciting such letters, the candidate will include that the writer is asked not to make a tenure/promotion recommendation as such. . No individual may write more than one (1) letter of support for a single candidate's portfolio.
 - i. The department chair contacts the potential letter writers by email or phone requesting their assistance.
 - j. If the letter writer accepts, the chair will send the letter writer the standard KSU "Letter to External Reviewers," the KSU faculty member's CV, department guidelines for promotion and tenure, and reprints and/or professional portfolios or other documentation as appropriate by discipline. It is unnecessary to have all materials evaluated. The candidate should select the work to be shared with the letter writer. Materials should be shared electronically with the letter writer to the degree possible.
 - k. If the letter writer declines, the chair will choose another letter writer in the order of the list.
 - l. Once packets are sent to external letter writers, no additional information regarding the candidate's research/creative activity will be sent to the external letter writer
 - m. The letter writers will send their letter to the department chair who will insert the letter into Binder 1 in a section clearly marked "External Letters."
 - n. If requests are sent to more potential letter writers than are required, and if more than the required numbers are received, all letters will be included in the portfolio.
 - o. If fewer than the number of letters requested by the chair are received, the chair will so note in the portfolio and the review will proceed.

III) Department Chairs

- a. Department Chairs who are Associate Professors may review the portfolio of any faculty member regardless of rank.

IV) College P&T Committees

- a. Only Full professors can vote on a candidate's promotion to Full professor. Both Associates and Fulls 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.
- b. College committees require a minimum of 3 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)
- 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.

V) Administrators

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

Additional Comments:

All faculty who are required to have "Research and Creative Activity" (e.g., all tenure-track faculty, tenured faculty, and clinical and research faculty as defined by their FPA/MOU) must submit external letters as described in this policy.

Recommendation: Change the composition of the College P&T from two faculty per department to one per department.

VI) 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

Model	Teaching, Supervising, and Mentoring of Students	Research and Creative Activity*	Professional Service
60/20/20	3-3 courses	20%	20%
60/30/10	3-3 courses	30%	10%
50/30/20	3-2 courses	30%	20%
50/40/10	3-2 courses	40%	10%
40/20/40	2-2 courses	20%	40%
40/30/30	2-2 courses	30%	30%
40/40/20	2-2 courses	40%	20%

*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)

Model	Teaching, Supervising, and Mentoring of Students	Research and Creative Activity**	Professional Service
80/0/20	4-4 courses	0%	20%
70/0/30	4-3 courses	0%	30%

**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 principle 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.

Timeline for Implementation of New Promotion and Tenure Guidelines

For those going up for P&T in fall 2016, fall 2017, and fall 2018, guidelines to be used are as follows:

For the P&T cycle beginning in fall 2016: current guidelines must be used

For the P&T cycle beginning in fall 2017: current or new guidelines may be used

For the P&T cycle beginning in fall 2018: new guidelines must be used

Based on the above dates, the following changes in T&P procedures will be implemented as outlined below:

Change in T&P Procedure	Fall 2016	Fall 2017	Fall 2018
Switch to P and T (i.e. must be promoted to Associate before being tenured)	No	Appears in 2017-2018 KSU Faculty Handbook but not implemented	Required
External Letters	No	Appears in 2017-2018 KSU Faculty Handbook but not implemented	Required
Only Full professors voting on promotion from Associate to Full	No	Appears in 2017-2018 KSU Faculty Handbook but not implemented	Required
Tally of votes recommending/not recommending an action	No	Appears in 2017-2018 KSU Faculty Handbook but not implemented	Required

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General Expectations for Tenure Decisions

“The award of tenure is a highly important decision through which the university incurs a major commitment to the individual faculty member well into the future. The review for tenure involves a retrospective analysis of how well the individual has met the needs and expectations of the university during the probationary period. Perhaps the greatest value of that retrospective analysis is in how well it informs the judgment of colleagues about the individual’s prospects for future contributions and achievements as a KSU faculty colleague. The fundamental issue underlying the tenure decision is whether, in the judgment of teaching and administrative faculty colleagues, the faculty member will continue to achieve institutional needs and expectations in the future.” (*KSU Faculty Handbook*, 2006-2007, New Version, Section V.A., p. 5.61).

“Years of Service or successful annual reviews alone are not sufficient to qualify for tenure. It should only be granted to those faculty members whose achievements demonstrate the quality and significance expected of their current rank and who demonstrate potential for long term effectiveness at the University.” (*KSU Faculty Handbook* , 2006-2007, New Version, Section V.A, p. 5.61).

General Guidelines for Educational Leadership Faculty Performance Promotion and Tenure

“At KSU, faculty must be recommended for tenure before being considered for promotion in all professorial ranks. Faculty can be concurrently reviewed for both Promotion and Tenure, but the awarding of promotion can only come after tenure has been recommended” (*KSU Faculty Handbook*, Revised Version, Section V.B (pg. 5.63).

The Department of Educational Leadership has appropriate, discipline-specific guidelines informing colleagues and new faculty members of evidence required to demonstrate expectations in each area of faculty performance. These guidelines are consistent with the KSU policies on required review, promotion, and tenure considerations, and faculty performance (see *KSU Faculty Handbook*, 2006-2007 Version, Section Five) and adhere to the mission, goals, and philosophy as, the workload guidelines as approved by KSU, as well as Board of Regents Policies. These guidelines are specified at the departmental level to allow for flexibility. The following are general EDL guidelines for Promotion and Tenure and faculty performance for each rank.

Teaching & Mentoring

Teaching and mentoring excellence is considered to be a fundamentally essential requirement for continued faculty employment, tenure, and promotion in rank. Faculty are required to obtain candidate evaluations at the end of each course. These candidate evaluations are to consist of any questions required by the university and any questions required by the department. All candidate evaluations must be included in materials reviewed. Specific criteria for Promotion and Tenure are specified in the attached rubric.

Scholarship

Faculty in the Department of Educational Leadership are required to be productive in terms of scholarship and meet requirements commensurate with graduate teaching. The term scholarship is used to “describe

tangible products from the scholarly processes. This tangible product is disseminated in appropriate professional venues related to the performance area. In the process of dissemination, the product becomes open to critique and evaluation.” (Bagwell College of Education College and Department Guidelines for Promotion and Tenure, 2007; CETL, 2007) Specific criteria from Promotion and Tenure are specified in the attached rubric.

Professional Service

Professional service involves the application of a faculty member’s academic and professional skills and knowledge to the completion of tasks which benefit or support the individuals and/or groups in the department, the Bagwell College of Education (BCOE), the Professional Teacher Education Unit (PTEU), the University, the University System, professional associations, and/or external communities at the local, state, regional, national, or international levels.

A strong service function is recognized as a fundamental dimension of faculty activity, and necessary to facilitate effective delivery of programs and students services within the university (Refer to *BOR Policy for Consulting Services* 4.09.01 (Section 802.1602), and *BOR Policy for Work in Schools* 4.03.02 (Section 803.17). Professional service activities will be evaluated based upon the nature and extent to which the individual applies professional expertise to their work with: a) the local, state, regional, national, or international professional organizations, b) the Department, College and University community in support of teaching, service, and research functions, and c) the community and/or non-profit organizations, governmental groups, or private business/agencies whose missions align with this department, college and university.

Sustained and significant service to the department is a fundamentally essential requirement for continued faculty employment, tenure, and promotion. Specific criteria from Promotion and Tenure are specified in the attached rubric.

All EDL faculty must model the behaviors and outcomes we seek to instill in our candidates and also those adopted by the department in the EDL Code of Ethics.

Post-Tenure Review

The review of post-tenure portfolios for faculty and college-level administrators begins with the college review committee and then proceeds to the dean. The dean then makes a summary decision. If there is a request for a second review by either the candidate under review or the college review committee, the portfolio can proceed to a committee of current chairs of the department review committees in the college. Faculty members should submit only Binder 1 materials (*KSU Faculty Handbook*, 2006-2007 Version, Section VII.B.4 (pg. 5.68).

Preparing the Tenure, Promotion, Third-Year Progress, and Post-Tenure Portfolio

See *KSU Faculty Handbook*, 2006-2007 Version, Section VII.B.9 (pg. 5.69)

Performance Planning & Evaluation Rubric for Tenure-Track or Tenured EDL Faculty and for Faculty Performance Expectations According to Rank and Tracks

The following section is designed to help faculty members plan their professional activities. These guidelines provide the basis for annual planning and subsequent review with the Department Chair. The details

affecting expectations are discussed in the following track selection process and are relative to the faculty member's rank and tenure status.

It is implicitly understood that all faculty will, at times, maintain varying levels of emphasis on teaching, scholarship and service throughout their careers at KSU. "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 produce scholarship in one of these areas (BCOE College and Department Guidelines for Promotion and Tenure, 2007). Where Promotion and Tenure as well as maintenance of employment rank is concerned, faculty must consistently meet the expectations of performance in the (FPA) across the years under consideration for tenure or renewal and show evidence required for a particular rank set forth in rubric tables that are part of this document. For tenured faculty, promotion is dependent upon KSU eligibility requirements and the individual meeting the performance expectations delineated for the level of rank (see rubric tables) to which the individual is requesting promotion

Rubric for Department of Educational Leadership Describing Criteria for Promotion by Rank

Implied within this rubric is that faculty will sustain their work in all of these required competencies as they move through the ranks.

	Performance Expectations for Assistant Professor or Tenure at Assistant Level	Promotion from Assistant to Associate Professor or Performance Expectations for Tenure at Associate Level	Promotion from Associate to Professor or Performance Expectations for Tenure at Professor Level
Teaching	<p>Develop and demonstrates a well-stated philosophy of teaching, learning, and assessment.</p> <p>Demonstrate scholarly teaching patterns at the excellent or very good levels as reflected on a majority of student evaluations.</p> <p>Use a variety of instructional strategies to deliver content, including the use of instructional technology.</p> <p>Analyze and evaluates ALL student evaluations for years under consideration and revises teaching strategies and methodologies for continuous improvement of instruction.</p> <p>Develop formative and summative assessment methods using rubrics and other performance-based strategies to determine achievement of student-learning outcomes.</p> <p>Create and updates syllabi to reflect current course content as required by the PSC standards and BOR strands.</p> <p>Advise and mentor students enrolled in the EDL program completing all the advisement responsibilities outlined by the department.</p> <p>Demonstrate collaborative work with faculty within the Department.</p>	<p>Demonstrate leadership in instructional and educational initiatives.</p> <p>Contribute meaningfully to curricular and instructional development, evaluation or reform in department.</p> <p>Establish a reputation within area of expertise through professional organizations.</p> <p>Demonstrate Scholarship related to teaching.</p>	<p>Establish self as an excellent and highly accomplished teacher, supervisor, and mentor.</p> <p>Mentor junior faculty.</p> <p>Serve as a leader in curricular and instructional development, evaluation, or reform in department.</p> <p>Receive recognition for teaching.</p>

<p>Service</p>	<p>Establish a foundation for professional service.</p> <p>Provide sustained and significant service to the Department of EDL.</p> <p>Provide service to P-12 schools for the improvement of teaching quality and student learning (<i>BOR Policy for Work in Schools</i>).</p> <p>Serve and contribute meaningfully on department and college committees.</p> <p>Participate in institutional programs/services.</p> <p>Participate in Educational Leadership and/or Instructional Technology professional organizations.</p> <p>Participate in accreditation activities to include planning and evaluation.</p>	<p>Demonstrate membership on editorial review boards (Any one event can be counted as either scholarship or service, but not both).</p> <p>Participate at PTEU and University Levels.</p> <p>Assume leadership roles in local, regional, or state professional organizations.</p> <p>Assume leadership roles on department or college committees.</p>	<p>Demonstrate leadership roles and initiatives in the area of professional service.</p> <p>Assume leadership roles on department, college, or university committees.</p> <p>Provide service for outside agencies such as Georgia Department of Education and Professional Standards Commission.</p> <p>Receive recognition for service.</p>
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<p>Scholarship</p>	<p>Collaborate with others in scholarship endeavors as well as advance and produce individual scholarship.</p> <p>Publish or have in press two refereed journal articles in collaboration with colleagues and in which you made a significant contribution or Publish or have in press one sole author refereed journal article or Have in press one book, monograph, or chapter or case in a book as sole author or in collaboration with colleagues, or Obtain significant grant funding directly benefiting the department, college, or university.</p> <p>Present or be invited to present at a refereed state, regional, national, or international conference an average of once per year.</p>	<p>Establish self as leader in scholarly activities.</p> <p>Establish a clearly defined research agenda.</p> <p>Maintain significant sustainable progress in on-going scholarship activities and to include scholarly work connected to an established research tradition, such as qualitative, quantitative or interpretive methodology.</p> <p>Participate in research/scholarly activities which make applications of results for instructional enhancement or professional praxis within the Department of Educational Leadership</p>	<p>Demonstrate impact of scholarship.</p> <p>Establish oneself as a leader in producing quality and significant scholarship.</p> <p>Receive recognition for scholarship.</p>
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**BAGWELL COLLEGE OF EDUCATION
GUIDELINES FOR CLINICAL FACULTY RANKS (NON-TENURE TRACK)**

RANK: CLINICAL PROFESSOR	AREAS OF EXPECTED ACTIVITY	REQUIREMENTS
<p>Clinical Professors are experienced and become highly accomplished in their clinical senior members of the faculty who have specialty area. They are faculty whose careers have advanced to mature and high Professors have strong records of contribution levels of effectiveness and productivity, 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 leaders, mentors, and experts in their 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.</p>	<ol style="list-style-type: none"> 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 	<p>Meets all requirements of the Associate and Assistant Professor ranks and:</p> <ol style="list-style-type: none"> 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. <p>Teaching and/or Clinical Practice:</p> <ol style="list-style-type: none"> 3. Recognized as an excellent teacher through candidate and peer evaluations. 4. Provides significant leadership in teaching/mentoring or clinical practice. <p>Service</p> <ol style="list-style-type: none"> 1. Demonstrates significant leadership in committees at the department, college and/or university levels. 2. Provides leadership in a national or international professional organization. 3. Consults with other institutions or agencies on educational issues.

**BAGWELL COLLEGE OF EDUCATION
GUIDELINES FOR CLINICAL FACULTY RANKS (NON-TENURE TRACK)**

RANK: CLINICAL ASSOCIATE PROFESSOR	AREAS OF EXPECTED ACTIVITY:	REQUIREMENTS:
<p>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 advance, 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.</p>	<ol style="list-style-type: none"> 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. 	<p>Meets all requirements of the Associate and Assistant Professor ranks and:</p> <ol style="list-style-type: none"> 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. <p>Teaching and/or Clinical Practice:</p> <ol style="list-style-type: none"> 1. Recognized as an excellent teacher through candidate and peer evaluations. 2. Provides significant leadership in teaching/mentoring or clinical practice. <p>Service:</p> <ol style="list-style-type: none"> 1. Provides leadership on department, college or university committees. 2. Provides leadership and/or consultation to schools and teachers. 3. Participates in a national professional organization.

**BAGWELL COLLEGE OF EDUCATION
GUIDELINES FOR CLINICAL FACULTY RANKS (NON-TENURE TRACK)**

RANK: CLINICAL ASSISTANT PROFESSOR	AREAS OF EXPECTED ACTIVITY:	REQUIREMENTS:
<p>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.</p>	<ol style="list-style-type: none"> 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. 	<p>Credentials:</p> <ol style="list-style-type: none"> 1. Master’s, specialist, or doctorate degree in the discipline or 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. <p>Teaching:</p> <ol style="list-style-type: none"> 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. <p>Service:</p> <ol style="list-style-type: none"> 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 national professional organization.

**BAGWELL COLLEGE OF EDUCATION
GUIDELINES FOR CLINICAL FACULTY RANKS (NON-TENURE TRACK)**

Performance Expectations	Clinical Track
Workload Expectations for Teaching	Equivalent to 5 courses per semester (5-5* per contract year) *According to R. Matison the course load should be 5-5 Unless otherwise negotiated in the annual FPA.
Teaching or Clinical Expectations Appropriate for Rank	Clinical, field-based, and/or classroom teaching with high quality performance in teaching, supervision and candidate mentoring.
Service Expectations Appropriate for Rank	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.
Optional Scholarship Expectations Appropriate for Rank	As negotiated in FPA