

Kennesaw State University
Department of Elementary and Early Childhood
Education

Bagwell College of Education

Guidelines for Promotion, Tenure, Post-Tenure Review

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Approved by faculty:

DEPARTMENTAL FACULTY AND PERFORMANCE GUIDELINES FOR ELEMENTARY AND EARLY CHILDHOOD EDUCATION

I. Introduction

The Department of Elementary and Early Childhood Education is a unit of the Bagwell College of Education at Kennesaw State University. The Department will be recognized as a collaborative, collegial and diverse group of scholars who value excellence in teaching and mentorship, who are active in campus leadership and who are successful in research activities that may involve both undergraduate and graduate students.

The work of a university faculty member at Kennesaw State University involves many different facets that include the three areas of: 1) Teaching, Supervising, and Mentoring; 2) Scholarship and Creative Activity; and 3) Professional Service. We believe that individual faculty should develop goals that reflect their unique ways of contributing to the university and departmental goals. These goals are developed and evaluated each year in the Faculty Performance Agreement (FPA) and Annual Review Document (ARD) process and serve to support the faculty member in his/her annual evaluations as well as in promotion, tenure, and post-tenure review decisions. This document is designed to provide guidance with respect to the standards of performance expected by the Department of Elementary and Early Childhood Education in each of the areas.

II. Alignment of the Department of Elementary and Early Childhood Education with the University and College Strategic Plan, Mission, and Faculty Performance Guidelines

The Department of Elementary and Early Childhood Education is committed to achieving the Mission and Strategic Plans of the department, the Bagwell College of Education, and Kennesaw State University. The guidelines published here are intended to support and elaborate on the guidelines for promotion, tenure, and post-tenure review of Kennesaw State University and the Bagwell College of Education, as applied to faculty in the Department of Elementary and Early Childhood Education. Each faculty member should carefully consider all guidelines for portfolio preparation and review at the university, college, and departmental levels as she or he establishes goals and prepares for the annual review or promotion and tenure application.

The Department of Elementary and Early Childhood Education acknowledges and supports the Resolution on the primacy of Departmental Promotion and Tenure Guidelines approved by the Faculty Senate (approved by the Faculty Senate, April 9, 2007), which includes the following:

1. Department P & T Guidelines that have undergone approval at all levels (department, college, dean, and provost) are in essence an understanding between the faculty member and the university.
2. Reviews of P & T portfolios at each level (department P & T committee, department chair, dean, provost, and if need be, college P & T committee) shall be based upon the criteria spelled out in the department P & T guidelines, or in the case of joint appointments the criteria spelled out in the joint appointment agreement.

3. Letters written in review of P & T portfolios at each level (department P & T committee, department chair, dean, provost, and if need be, college P & T committee) shall make specific and detailed reference to the current department P & T guidelines in justifying the P & T decisions made by that committee or individual.

B. Mission of the Elementary and Early Childhood Education Department

The primary mission of the Elementary and Early Childhood Education Department is to prepare educators to facilitate learning of multiple content areas using pedagogies developmentally appropriate for early childhood (birth through five and pre-kindergarten through grade five), general education and lifespan special education (mild disabilities). Through a collaborative integrative approach, the department prepares individuals to function professionally in multiple settings in general education (B-K and P-5) and lifespan special education within the context of a multicultural, pluralistic, and technological society.

III. General Guidelines for Faculty Performance

Faculty performance in the Department of Elementary and Early Childhood Education is evaluated following the general guidelines established in the College and University guidelines. The general guidelines are given in Section III of the Bagwell College of Education Promotion and Tenure Guidelines. The key points of these general guidelines are:

- The Faculty Performance Agreement;
- The Annual Review Document;
- College responsibilities to provide resources for teaching, research, and service; and the faculty member's responsibilities for funding and professional development;
- Definitions of scholarly activity and scholarship;
- Participation in approved teacher preparation efforts and in school improvement.
- Mention something about quality and significance (per KSU Faculty Handbook) being the major criteria.

IV. Guidelines for each area of review for faculty performance

A. Teaching, Supervision, and Mentoring

Teaching, supervision and mentoring excellence is considered to be an essential requirement for continued faculty employment, tenure, and promotion in rank. A faculty member's *philosophy* of teaching, supervising, and mentoring of students is the explicit foundation upon which to articulate one's broad goals for effective teaching and promoting student learning and development within the context of one's discipline and the courses one teaches. For this and other reasons explicitly articulated in the KSU Faculty Handbook, a philosophy of teaching, supervising, and mentoring of students is a mandatory component of any faculty review document presented to a chair, one's peers, or administrators beyond the chair.

Teaching. As noted in the KSU Faculty Handbook, teaching is an intentional act in which learning processes and outcomes of students are monitored, managed, and facilitated in a caring and flexible context supported by a relevant syllabus, designated readings and topics, and explicit evaluation criteria. In the Bagwell College of Education (BCOE), the *standard* teaching, research, scholarship and creative activity, and professional service workload is, in percentage terms, 60/20/20. The teaching component (60%) includes teaching three (3) courses in the fall and three (3) courses in the spring; summer teaching is dependent on the needs of the department and the desire and expertise of the faculty member. Workload adjustments that vary from the standard teaching load shall be negotiated with, and agreed to by, the department chair. Note that all workload adjustment agreements are subject to final approval by the Dean. The rationale for workload adjustments varies and may include, but is not limited to, consideration of the following:

- Supernumerary class size or number of preparations, or both
- Dissertation supervision (e.g., chairing or serving on a committee)
- Special responsibilities (e.g., course coordination, program coordination, professional development)

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

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

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

Evaluation of Teaching and Mentoring Effectiveness

Evaluation of the quality and significance of faculty accomplishments in the area of Teaching, Supervising, and Mentoring of Students should reflect a systematic, goal-oriented, and assessment-based perspective. Merely listing individual courses taught does not address quality and significance (KSU Faculty Handbook).

As stated in the University and College guidelines, teaching and mentoring effectiveness is considered to be fundamentally essential for continued faculty employment, tenure, and promotion in rank. In the Department of Elementary and Early Childhood Education, teaching, supervision and mentoring activities may include but are not limited to:

- High quality teaching across a variety of instructional settings (classroom, instructional laboratory, seminar, directed study, tutorials, undergraduate research and scholarship, etc.)
- Incorporating effective pedagogical methods into classes, such as group activities, writing exercises, teaching with technology, etc.
- Developing new or innovative instructional materials.
- Mentoring students either by individual attention during office hours or extra tutoring sessions
- Field-based supervision
- Mentorship of undergraduate and/or graduate students in degree programs, particularly, in research and scholarship
- Curricular development, modification, implementation and evaluation
- Grant development for external and internal awards

Evaluation of a faculty member's teaching, supervision and mentoring effectiveness may include student written evaluations, faculty's evidence and description of innovative teaching techniques, peer reviews, and other independent evidence as suggested in the following areas: a) effectively plans and organizes subject matter of courses assigned, b) utilizes effective teaching and instructional assessment methods to better understand and to further improve teaching effectiveness and student learning, c) functions effectively in an advisement capacity with students, d) serves as an effective mentor of students through supervision of research and/or, and e) expands his or her knowledge/skills to improve effectiveness as an on-going activity to further the instructional capabilities of the department.

Teaching activities may be considered scholarship when tangible and disseminated results are produced. Examples include:

- Dissemination of results in peer-reviewed professional journals, monographs, book chapters, on-line reviewed publications, technical reports, etc.
- Professionally reviewed presentations at conferences, consortia, seminars, etc.

- The development and dissemination of innovative materials and programs for K-12 teachers and their students, such as those activities produced from Teacher Quality Grants.
- Externally funded grants. In considering grant awards, consideration is given to the degree of competitiveness of the program or the funding organization.
- Results produced from internal funding such as papers and presentations. Note that internal awards themselves are considered primarily as seed funding in preparation for pursuit of external grants, and not scholarship *per se*.
- Textbooks, laboratory manuals, and similar published materials are considered scholarship if they have been externally reviewed.

B. Scholarship and Creative Activity (SCA)

The Department of Elementary and Early Childhood Education recognizes a process of research that includes idea generation, identification of necessary resources, gathering and analyzing data, and disseminating the results at professional meetings and in published formats. All aspects of this process are considered necessary scholarly activity. Scholarship, however, is defined specifically as a creative, intellectual work that is disseminated and professionally reviewed by peers in the discipline. This may include research based on the faculty member's training and expertise, teaching and learning-based research, or other appropriate efforts as defined in the Faculty Performance Agreement.

Scholarly activity in scholarship and creative activity may include, but is not limited to:

- Establishing an active, sustainable, data generating, research agenda.
- Mentoring undergraduate or graduate students in directed study projects or related research mentorships
- Establishing collaborative relationships within the department, college, or university and with colleagues at other institutions.
- Grant development for external and internal awards (either as a principal investigator or as a co-investigator)

Research rises to the level of scholarship when it becomes disseminated and professionally reviewed. Scholarship includes, but is not limited to:

- Research disseminated in peer-reviewed journals, monographs, book chapter, on-line reviewed publications, etc.
- Publication of peer-reviewed textbooks and review articles
- Presentations at professional conferences, consortia, seminars, etc. including any presentations produced from student mentorship.
- Externally funded grants.

Sources of evidence that can be used to assess and demonstrate the quality and significance of SCA may include, but is not limited to:

- Peer-reviewed publications
 - The impact factor for the journal
 - The number of citations by others in the field
 - For multi-authored papers, documentation of quality and significance of your contribution (e.g., letter from co-author)
- Grants or Contracts
 - Evidence of funded grants or contracts
 - Degree of competitiveness of the program or funding agency
 - Letter from co-PIs that document the significance of your contribution to the success of the proposal and your role in the proposed project
 - For unfunded proposals: Reviewer comments, proposal score, grant application
- Book chapters, online materials, textbooks
 - External review by editor(s) or by an expert in the field
 - Number of adoptions or downloads relative to comparable textbooks
- Conference presentations
 - Documentation if presentation was invited
 - Scope of conference (regional, national, international)
 - Acceptance rate
- Award/Recognition for SCA

C. 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 individuals and/or groups in the Department, the Bagwell College of Education (BCOE), the Educator Preparation Provider (EPP), 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 is necessary to facilitate effective delivery of programs and student services. Professional service activities will be evaluated based upon the nature and extent to which the individual applies professional expertise to their work with: (a) local, state, regional, national, or international professional organizations; (b) the Department, College, and/or University community in support of teaching, service, or research functions; and/or (c) K-12 schools, the community, non-profit organizations, governmental groups, or private business/agencies whose missions align with the broader mission of KSU.

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

Internal Service

1. Service to the Department

- a. Special responsibilities performed (e.g., program coordination, program development, course development)
- b. Student recruitment activities
- c. Active participation in department level activities, committees, task forces, etc. (this is also applicable to college and university committees)
- d. Faculty mentoring
- e. Partnerships required for field placements/internships or related to other departmental programs or initiatives
- f. Department administration

2. Service to the College

- a. Involvement in program accreditation preparation and/or special reports
- b. Collaborating on college initiatives
- c. Serving on college-wide committees
- d. Serving on doctoral committees
- e. College administration

3. Service to the University

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

External Service

1. Service to the Profession

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

2. Service to the Field

- a. Working with parent groups, private agencies, review boards, or advisory boards
- b. Providing professional development
- c. Consultation, coaching, or technical assistance
- d. Presentations for parents or other stake holders
- e. Service to business and industry
- f. Testifying as an expert witness
- g. Participating in task forces and meetings of public, nonprofit, or private organizations

3. Partnering with Other Post-Secondary Institutions

- a. Developing linkages with partner institutions both locally and globally
- b. Facilitating organizational development
- c. Providing technical assistance

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

- An explanation of the scholarly work involved in the service role
- Copies of products developed
- Documentation of the impact or outcome of the service role
- An explanation of the faculty member's unique contribution in leadership roles or recognition by others for contributions

Service activities may be considered scholarship when tangible, disseminated, and peer-reviewed results are produced. Scholarship of service is distinguished from routine service work by the significance and scope of the leadership and the products produced by the activity. Examples include:

- Providing substantial leadership, resulting in significant written documentation, at the Department, College or University level.
- Leadership in professionally related state, regional, or national organizations.
- Organizing a regional, national, or international conference.
- Making significant contributions to writing institutional self-study reports, governance documents or other notable institutional documents.
- Preparation of accreditation reports, such as the reports required for continued accreditation of the undergraduate and graduate programs.

Professional Service may also include serving as an administrator (see KSU Faculty Handbook for definition of administrator). The service duties performed by an administrator may include activities such as:

- Day-to-day operational management of the administrative unit

- Budgeting and budget reporting
- Strategic and operational planning
- Scheduling courses and events for the unit
- Supervision of faculty and staff
- Staffing functions, including screening, hiring and training employees of the unit
- Conducting performance reviews of faculty and staff
- Marketing degree programs and unit activities
- Other work assignments that are directed toward the successful operation of the administrative unit

D. Work with P – 12 Schools

As approved by the Board of Regents, University System of Georgia, the collaborative effort of faculty in teacher preparation and school improvement with the P-12 schools will be recognized and supported by the BCOE. Participation in teacher preparation and in school improvement may include, but not be limited to, documented efforts of the faculty in:

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

V. Workload Model and Faculty Performance Agreement

In conjunction with the chair and in consideration of departmental and college needs, each faculty member will assume a faculty workload. Each individual faculty member shall divide his/her professional efforts among the four faculty performance areas noted. This division of effort will be reflected in a Faculty Performance Agreement (FPA).

The Department of Elementary and Early Childhood Education develops faculty workloads that enhance the unique collaborations 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 that faculty will assume and which will determine the evaluative criteria used in decisions affecting their retention, tenure, post-promotion, tenure, and merit pay. Because research and scholarship agendas, service and creative activity obligations, teaching, supervision, 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 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 the Annual Review Document (ARD) each year.

The recommended guidelines for Scholarship 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. Examples of Possible FPA workload combinations appear below. The examples are not intended to represent a quantitative model, but a framework for FPA/ARD discussions.

Teaching Emphasis	Workload (% of Effort)
4-4 course load Teaching.....	80
S/CA.....	10
Service.....	10
Total.....	100

Teaching – Research/Creative Activity Balance

3-3 course load Teaching.....	60
S/CA.....	30
Service.....	10
Total.....	100

Research/Creativity Activity Emphasis

2-2 course load Teaching	40
S/CA.....	50
Service.....	10
Total.....	100

Administration Emphasis

Service.....	70
S/CA.....	10
Teaching.....	20
Total.....	100

Note: Unless otherwise negotiated, Lecturers and Clinical Faculty are required to carry a 5-5 course load Teaching.

VI. General Expectations of Faculty

The Department of Elementary and Early Childhood Education requires a baseline of service from all faculty members, as outline in the College guidelines and Faculty Handbook. This baseline of service includes:

- Attending required Department, College and University meetings, seminars, and graduation;
- Working effectively with colleagues on appropriate ad hoc and chartered committees;
- Meeting with students and members of the community on issues related to the mission of the Department and College; and
- Contributing ideas and effort to improve department offerings and functions

VII. Review and Evaluation of Faculty Performance

The Department of Elementary and Early Childhood Education (EECE) 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). They also adhere to the mission, goals, and philosophy of the workload guidelines as approved by KSU, as well as USG Board of Regents Policies. In addition, the departmental guidelines should reflect the values, mission, and vision of the Bagwell College of Education as stated in its guidelines document for promotion and tenure. Further consideration of appropriate guidelines at the level of the department allows for flexibility of faculty in the EECE to achieve excellence in programs specific to the Department's mission and goals.

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. Departments must establish guidelines that establish a minimum number of hours during each week that faculty should be available on campus beyond scheduled classes. Faculty should be flexible, within reason, in making appointments with students and colleagues. As a professional courtesy, faculty should reply to phone calls, e-mails, and bulletin board questions from students 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. For additional information and recommendations on syllabus construction refer to the materials at the following link: <http://www.ipr.sc.edu/effectiveness/syllabus.htm>.

D. Faculty Review Process

The role(s) upon which each faculty member will be evaluated will be outlined in his or her Faculty Performance Agreement (FPA). This agreement will be developed in consultation with the faculty member's supervisor(s), who will have the responsibility to negotiate, assign, and coordinate the distribution of the various activities of individual faculty to assure that the collective work of the department, college, and University is accomplished. The overriding factor in determining the activities of each faculty member must be the needs of that faculty member's college, department, and its academic programs. The FPA lists the faculty member's

goals and priorities for a period agreed upon by the faculty member and his or her supervisor(s) to fit current and anticipated circumstances. The FPA must:

- Clarify the general responsibilities and relative emphasis of the individual in teaching, scholarship and creative activity, and professional service;
- Articulate the manner in which the faculty member's activities relate to the departmental and college mission and goals;
- Identify the expectations for scholarly activity in all of the faculty member's performance areas;
- Identify the performance area(s) that will include scholarship expectations and describe those expectations.

The annual assessment of a faculty member's contributions to the University will be based on his or her performance in reference to the criteria listed in the most recent year's FPA. The basis of this assessment is an annual review document (ARD) that is compiled by the faculty member to demonstrate his or her progress toward the criteria in the FPA. This document will convey accurate information and the criteria by which the faculty member is to be assessed, counseled, and judged. The professional performance at KSU must address the quantity, quality, and significance of the contributions.

The FPA must be updated annually in conjunction with the annual review. Both the annual review and the FPA are integral to the next annual review process. The ARD and the FPA together provide a retrospective and prospective synopsis of a faculty member's performance. They provide the basis for all levels of reviewers to properly assess the contributions of the faculty member.

The ARD addresses items in the past year's FPA. The faculty member's department will determine the exact format, and layout of the ARD and the FPA. The College P & T Committee, the department chair, the dean, and the Provost must approve these formats. Since the ARD and the FPA are integral to promotion and tenure decisions, they must reflect the promotion and tenure guidelines.

The first-level reviewer will comment upon the entire ARD. The ARD and any comments must be printed and signed by the faculty member and the reviewer. The entire package is forwarded to the next administrative level for review. Within 10 calendar days from the review decision, the faculty member has the right to submit a written response to the entire package and to subsequent responses by the next level or levels of review. Response letters are directed to the reviewing administrator and copied to the next level of review. Administrators reviewing candidates should be very clear in stating their expectations and in discussing problems in detail with the faculty member. Such responses become integral to the ARD throughout the review process.

ARDs, FPAs, and any additional comments, such as response letters, must be submitted with documents and materials for all promotion and tenure reviews, including pre-tenure reviews and post-tenure reviews.

Table I. Criteria for the Teaching Emphasis Model

In order to meet “Basic Requirements,” the faculty member must complete the minimal criteria as outlined below. Performance “Beyond Basic Requirements” requires significant performance in more than one activity listed under “Activities above and beyond basic requirements.” **Note: Teaching Emphasis Model is not available to individuals seeking tenure and/or promotion.**

Performance Expectations	Teaching Emphasis
<p>Expectations for Teaching, Supervision, and Mentoring</p>	<p>1. Basic Requirements:</p> <ul style="list-style-type: none"> • 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). • 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. <p>2. Activities above and beyond basic requirements:</p> <ul style="list-style-type: none"> • Develop a new course or significantly modify an existing course. • Develop innovative teaching methods. • Receive very positive student evaluations. • Receive very positive peer reviews on teaching ability. • Direct students in directed study projects. • Mentor students doing clinical experiences. • Participate in study abroad programs. • Other teaching activities agreed upon by the faculty

Performance Expectations	Teaching Emphasis
	member and the Department Chair.
Expectations for Service	<p>1. Basic requirements:</p> <ul style="list-style-type: none"> • Active participation on one department, college, and/or university committee per year. • Attending faculty meetings. • Performance in one additional area listed under “Activities above and beyond basic requirements.” <p>2. Activities above and beyond basic requirements:</p> <ul style="list-style-type: none"> • Active participation on two or more department, college, and/or university committees per year. • Serve as course coordinator in an assigned teaching area. • Service as editor or associate editor of a professional newsletter or journal. • Contributions to professionally related state, regional, or national organizations. • Active participation in promotional activities and recruitment for the department, college, or university. • Special outreach to schools or community colleges. • Referee papers, books, and/or grant proposals. • Advising student organizations. • Leadership, such as serving as chair, on departmental, college, and/or university committees. • Leading institutional and program accreditation self-studies. • Other service activities agreed upon by the faculty member and the Department Chair.
Expectations for Scholarship and Creative Activity	For the Teaching Emphasis Model, expectations for Scholarship and Creative Activity are negotiated with the Department Chair as part of the Faculty Performance Agreement.

Table II. Criteria for the Teaching/Scholarship Models

In order to meet “Basic Requirements,” the faculty member must complete the activities appropriate to rank as well as the minimal criteria as outlined below. Performance “Beyond Basic Requirements” requires significant performance in more than one activity listed under “Activities above and beyond basic requirements.”

Performance Expectations	Teaching – Scholarship/Creative Activity Models
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Performance Expectations	Teaching – Scholarship/Creative Activity Models
<p>Expectations for Teaching, Supervision, and Mentoring</p>	<p>High Quality Performance in teaching, supervision & student mentoring. Specific requirements are:</p> <p>1. Basic Requirements:</p> <ul style="list-style-type: none"> • 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). • 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. <p>2. Activities above and beyond basic requirements:</p> <ul style="list-style-type: none"> • Develop a new course or significantly modify an existing course. • Develop innovative teaching methods. • Receive very positive student evaluations. • Receive very positive peer reviews on teaching ability. • Direct students in directed study projects. • Mentor students doing clinical experiences. • Participate in study abroad programs. • Other teaching activities agreed upon by the faculty

Performance Expectations	Teaching – Scholarship/Creative Activity Models
	member and the Department Chair.
Expectations for Service	<p>1. Basic requirements:</p> <ul style="list-style-type: none"> • Active participation on one department, college, and/or university committee per year. • Attending faculty meetings. • Performance in one additional area listed under “Activities above and beyond basic requirements.” <p>2. Activities above and beyond basic requirements:</p> <ul style="list-style-type: none"> • Active participation on two or more department, college, and/or university committees per year. • Serve as course coordinator in an assigned teaching area. • Service as editor or associate editor of a professional newsletter or journal. • Contributions to professionally related state, regional, or national organizations. • Active participation in promotional activities and recruitment for the department, college, or university. • Special outreach to schools or community colleges. • Referee papers, books, and/or grant proposals. • Advising student organizations. • Leadership, such as serving as chair, on departmental, college, and/or university committees. • Leading institutional and program accreditation self-studies. • Leadership in professionally related state, regional, or national organizations. • Organizing a regional, national, or international conference. • Other service activities agreed upon by the faculty member and the Department Chair.
Expectations for Scholarship and Creative Activity	<p>1. Basic requirements</p> <ul style="list-style-type: none"> • Establish an active, sustainable, data generating, research agenda. • Present research at local, regional, national, and/or international meetings, with one peer-reviewed presentation within a one-year period. • At least two peer-reviewed publications before

Performance Expectations	Teaching – Scholarship/Creative Activity Models
	<p>applying for promotion and tenure. The publication must be dated after the arrival of the faculty member to KSU.</p> <p>2. Activities above and beyond basic requirements:</p> <ul style="list-style-type: none"> • Establish collaborative relationships within the department, college, or university and with colleagues at other institutions. • Grant development for external and internal awards (Note: Grants must be reviewed to count as scholarship) • Other activities agreed upon by the faculty member and the Department Chair. • Writing research-related books or book chapters • Recognition of individual research accomplishment by peers, including citations by others • Obtaining externally funded grants or contracts • Publish a peer-reviewed textbook • Additional peer-reviewed publications (particularly those in high quality journals and the faculty member is the primary author)

VIII. Interpretations and Adaptations for the University’s General Expectations by Rank, Taking into Account the Contextual Nature of the Department

For each of the faculty ranks described below, examples of activities appropriate for each rank are listed. These are meant to be examples only and in no way represent an all-inclusive list. Faculty members at all ranks should seek a mentor within the Department (if the Department does not assign one to him/her) to help him/her fully understand the expectations for earning promotion and tenure. A complete discussion of faculty positions, promotion, and tenure can be found in the KSU Faculty Handbook. The department concurs with the general statements summarized in the *General Expectations for Promotion, Tenure, and Post-Tenure Review* and *General Expectations for Faculty Performance in Different Ranks* of the Handbook. **Note: Effective Fall 2018, faculty must be promoted to Associate before being tenured.**

A. Tenure-Track Faculty

1. Assistant Professors

Assistant Professors ordinarily hold the earned doctorate or terminal degree in their fields of specialization. A rare exception to this requirement may be made when there is evidence of outstanding achievements and professional recognition in the candidate’s field of expertise. In most fields, the doctorate will be expected.

Adapting to the expectations of the academy and of KSU and getting established in one's scholarly work are typically the primary concerns of an assistant professor. A typical pattern of effective and productive scholarly work for the assistant professor is one that begins modestly in the early years, perhaps with a limited or local significance, and expands in depth, focus, significance, recognition, and productivity in later years.

2. Associate Professors

Associate professors extend the scope of their influence to the broader community on state, regional, national, and international levels. Associate professors advance as professionals and more clearly define their performance in teaching, scholarship and creative activity, and professional service. They engage in scholarship of quality and significance and fulfill all general expectations of and provide leadership for the department, college, and/or university.

3. Professors

Professors are experienced and senior members of the faculty who have become highly accomplished in their scholarly activities. 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 their respective areas of emphasis. A professor is typically characterized as a leader, mentor, scholar, expert, and/or distinguished colleague. Professors make significant contributions to knowledge as a result of their scholarly work, whether demonstrated through the scholarly work of scholarship and creative activity, teaching, or professional service.

B. Non-Tenure Track

1. Lecturer and Senior Lecturer

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

2. Clinical faculty positions are non-tenure track faculty positions with professorial rank. That is, there are ranks of Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor, but by BOR policy, clinical faculty members are not eligible for the award of tenure.

These department guidelines should be read in conjunction with the KSU Faculty Handbook. In the EECE Department, clinical faculty members are typically hired because of these faculty members' practical experiences in elementary and early

childhood education. They have as their primary responsibility the direct supervision of field experiences of prospective teachers (teaching area) or administration of those field experiences or field experience placements (professional service area). The Faculty Performance Agreement (FPA) establishes the supervising or administration workload and expectations for the clinical faculty positions. For clinical faculty involved in the direct supervision of field experiences for which they serve as the instructor of record for credit courses, the typical workload expectation is 80% teaching (12 credit hours per semester) and 20% professional service. For clinical faculty involved in the administration of field experiences or field experience placements, the typical workload expectation is 80% professional service (including administration) and 20% teaching. There are no expectations in the area of scholarship and creative activity for clinical faculty unless they are agreed to in an approved FPA. The expectations enumerated in this section apply to clinical faculty involved in *clinical* activities, with that term being interpreted liberally so as to encompass various field-based professional activities related to the educational programs in the EECE Department.

The schedule for required and optional reviews is specified in the KSU Faculty Handbook. The faculty member must document the quality and significance of all reviewed activities. Satisfactory annual, third-year, and multi-year reviews are based upon the faculty member meeting the specified descriptions and expectations at the current rank. Applications for promotion are based upon the faculty member exceeding the descriptions and expectations of the current rank and satisfactorily meeting the specified descriptions and expectations at the higher rank being applied for.

a. Clinical Assistant Professor

Clinical Assistant Professors are adapting to the expectations of the academy and KSU and getting established in the clinical specialty area. A pattern of effective and productive on-campus and off-campus contributions in clinical, educational, and/or professional settings in the discipline begins modestly, perhaps with a limited focus or local significance. These contributions expand in depth, focus, significance and recognition, and productivity over time. There are no expectations for scholarship and creative activity.

b. Clinical Associate Professor

Clinical Associate Professors make contributions to knowledge as a result of their clinical specialty contributions. These on-campus and off-campus contributions occur in clinical, educational, industrial, and/or professional settings. The professional identities of clinical associate professors should become more advanced, more clearly defined, and more widely recognized as their careers progress. The faculty member establishes a strong record of clinical accomplishments with broad impact and recognition within and

beyond the university. There are no expectations for scholarship and creative activity.

c. 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. There are no expectations for scholarship and creative activity.

IX. Multi-Year Reviews

A. Committee Structure and Process

Department committees are elected by the tenure-track faculty of the department. They must have a minimum of three tenured faculty members and have an FPA that specifies 30% or less in the area of Administration outside the department.

- 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).
- Only Full professors can vote on a candidate's promotion to Full professor (**Effective Fall 2018**). Both Associates and Full professors can vote on a candidate's promotion to Associate professor. Associate Professors are to recuse themselves from all discussions and voting on a candidate's promotion to Full.
- Full professors are expected to serve on P & T committees as required.
- **Effective Fall 2018**, 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).

B. Department Chairs

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

C. Pre-Tenure Review

The first of the two parts of the tenure review process is a pre-tenure review that takes place in the third year of a tenure track faculty member's appointment. All tenure track faculty eligible for tenure must receive a pre-tenure review during their third year of appointment to that tenure track position. For these faculty, the purpose of this pre-tenure review is to assist faculty members in determining whether they are making appropriate progress toward tenure and to assess the individual's current readiness toward tenure. The pre-tenure review does not constitute a tenure decision, but rather, provides feedback to the faculty member as to his or her strengths and weaknesses. At each level of the review, a summary letter will be produced that describes in detail how the faculty member is progressing toward meeting or not meeting the expectations for tenure. The letter will also include specific suggestions for maintaining and enhancing further preparations for a successful tenure decision in the future. These pre-tenure review letters and the descriptive assessments they contain become part of the individual's portfolio for the later review.

D. Post-Tenure Review

At the appointed time listed in the faculty member's contract, faculty members may go up for promotion to the next level. However, there are times when the faculty member may choose to wait to go up for promotion or may have been promoted to the maximum level of promotion possible for their rank. According the Board of Regents Policy Manual 8.3.5.4 and the Academic & Student Affairs Handbook 4.6, all faculty who have achieved tenure must go through a post tenure review process after five full years of the most recent promotion or personnel action. The purpose of this review is to help the tenured faculty strengthen the impact of their work and acknowledge their accomplishments after awarded tenure. It also provides the opportunity to inform the tenured faculty of strengths and weaknesses in his or her performance so that growth may continue.

The initial process of the post-tenure review includes faculty member submission of the most recent five annual evaluations or ARDs and a current curriculum vita to the College P and T committee. The KSU Faculty Handbook has additional information about this process. Faculty members submitting post-tenure reviews must submit materials by the stated University timeline.

Evidence submitted for post-tenure review will result in the faculty members achieving/meeting or not meeting expectations. If a faculty member is found to not meet expectations, a formal faculty development plan must be written and developed. Details regarding the plan development, persons involved and expectations for faculty members are noted in the KSU Faculty Handbook.

E. General Guidelines for Preparation of the Portfolio by Rank

All faculty members who are considered for promotion, tenure, pre-tenure, 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. Failure to submit a required tenure portfolio at the required time will result in a negative tenure decision. Each department is expected to develop a rubric that would clearly indicate what level of performance is necessary to meet the "noteworthy" and the "satisfactory" standard. Faculty applying for promotion and/or tenure are required to be noteworthy in two areas (including teaching) and satisfactory in the third. Portfolio reviews for lecturers/senior lecturers require only one binder, but faculty can submit a second binder if desired. There is no size limitation on that binder. For all other reviews, the portfolio consists of two or more three-ring binders, as follows: Binder 1 and Binder(s) Containing Supporting Materials 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 more recent 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.

1. Non-Tenure Track

a. Lecturers and Senior Lecturers

Lecturers and senior lecturers must prepare a portfolio for promotion consideration and for multi-year 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 promotion and tenure, however, a lecturer or senior lecturer's portfolio will consist of only Binder 1 as stipulated Faculty Handbook guidelines, 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).

b. Clinical Faculty

2. **Tenure-Track**

a. Effective Fall 2018, **Beginning Fall 2018**, all tenured and tenure-track faculty or non-tenure track faculty with an FPA of 50% or more in scholarship who are seeking promotion and/or tenure are required to have external review letters in P&T portfolios following the policy and procedures outlined in the KSU Faculty Handbook.

- i. 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.
- ii. 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.
- iii. Individuals who pose a conflict of interest (such as friends, relatives, KSU co-workers) will be removed from the list.
- iv. For promotion to Full, the candidate chooses 2 names out of the final 3 letter writers; the chair chooses 1.
- v. For promotion to Associate the candidate chooses 2 out of the final 3 letter writers; the chair chooses 1.
- vi. The candidate may veto two names on the chair's initial list with no reasons or explanations required.
- vii. Neither the chair nor the candidate may solicit a letter concerning Scholarship / Creative Activity from outside of the mutually agreed upon list.
- viii. 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.

- ix. The department chair contacts the potential letter writers by email or phone requesting their assistance.
- x. 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.
- xi. If the letter writer declines, the chair will choose another letter writer in the order of the list.
- xii. 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.
- xiii. The letter writers will send their letter to the department chair who will upload the letter into Digital Measures.
- xiv. 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.
- xv. 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.
- xvi. The candidate will not see the letters unless the candidate expressly requests a copy of the letters pursuant the Georgia Open Record Act (O.C.G.A §50-18-0 through 50-18-76). At the end of the process, the department chair will remove the letters and keep them on file for seven (7) years following separation of the employee from the institution (USG Record Retention Guidelines for Employee Personnel Records #0472-04-01).

b. Portfolio Content

- Cover page (standard form available on Faculty Affairs web page)
- Narrative (no more than twelve pages, double-spaced, 12-point type, with one-inch margins). Sample narratives are available on the Faculty Affairs web page. 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
 - Scholarship and Creative Activity
 - Professional Service

- Administration and Leadership
- Vitae - Vitae should be formatted to clearly demonstrate the quality and significance of the faculty members' accomplishments, especially to those beyond the department. An example of a vitae template can be found on the Faculty Affairs webpage.
- Annual Review Materials (including ARDs and FPAs)
- Faculty eligible 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 eligible for pre-tenure review should include all annual review materials since their start date at KSU.
- Faculty eligible for PTR should include all annual review documents and supporting material since their last promotion, tenure, or PTR review.
- Departmental guidelines (Administrative Faculty should include the guidelines from the academic home department of their faculty appointment)
- Pre-tenure review letters
- Response letters from previous levels of review
- External letters

c. Supporting Materials

- i. Teaching, Supervision, and Mentoring: This section contains illustrative evidence of the quality and significance of the faculty member's teaching. These materials may include, but are not limited to, the following (college and department guidelines may be more specific):
 - 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. Scholarship and Creative Activities: This section contains evidence of the quality and significance of the faculty member's scholarship and creative activity. These materials may include, but are not limited to, the following (college and department guidelines may be more specific):
 - Excerpts from conference programs/proceedings
 - Conference presentation evaluations

- Title pages and abstracts from professional journals or the full article
 - Title pages and tables of contents from books or the full books
 - Evidence of grant solicitation
 - Book, chapter and article reviews
 - Copies of exhibit and performance programs
 - Photographs of commissioned or exhibited art works
- 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 (college and department guidelines may be more specific):
- 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. For Administrators, additional 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
 - External letters

Note: 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.

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.

- X.** 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 all faculty members are not required to address or provide evidence in each performance area. The portfolio evidence should reflect the workload configuration as outlined in the Faculty Performance Agreement (FPA). Additionally, faculty members must be meeting the expectations for his or her rank in each area of evaluation and must be already be meeting the expectations of the next rank for promotion and tenure.

Table III: Expectations for Promotion and Tenure by Rank for Faculty in the Performance Area of Teaching, Supervision, and Mentoring

Teaching, Supervision, and Mentoring of Students		
<p>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.</p> <p>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.</p>		
Assistant Professor	Associate Professor	Full Professor
<p>Early in Rank:</p> <ul style="list-style-type: none"> • Begins to develop and articulate a philosophy of teaching, demonstrated in practice and documentation • Utilizes current methodology, technology, and resources consistent with an active involvement in one’s field of expertise and of a scholarly view of teaching • Assesses instructional effectiveness through multiple methods such as student evaluations and feedback, self-reflection, and the like and make changes or improvements in courses based on assessments of instructional effectiveness • Begins to mentor or supervise students in the department • Other specific expectations are 	<p>Meet requirements for Assistant Professor and:</p> <ul style="list-style-type: none"> • Has demonstrated mastery of teaching • Has begun to establish herself or himself as a leader in instructional and educational initiatives, such as major course or curriculum revisions, developing new course electives, online course development, employing new pedagogical strategies, service learning, incorporating undergraduates in research endeavors, receiving invitations for guest lecturing and speaking in areas of expertise, etc. 	<p>Meet requirements for Associate Professor and:</p> <ul style="list-style-type: none"> • Has established himself or herself as a highly effective and highly accomplished teacher, supervisor, and mentor • Serves as a leader in curricular and instructional development and evaluation of the department • Has been recognized as a leader in the field and provides consultation and/or professional development for KSU partners.

<p>outlined in Table II.</p> <p>Later in Rank:</p> <ul style="list-style-type: none"> • Continues to develop and refine effectiveness as an instructor, maintaining currency in instructional context and delivery by updating and revising course content and plans. • Increases role in mentoring and supervising students • Other specific expectations are outlined in Table II. 		
Scholarship and Creative Activity		
<p>Scholarly Activity Guidelines: Scholarship and creative activity should be conducted in academic settings, grounded within a theoretical framework, and rigorous in methodology. The primary aim of scholarship and creative activity is to impact the professional community by building upon shared concerns. 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.</p> <p>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.</p>		
Assistant Professor	Associate Professor	Full Professor
<p>Early in Rank:</p> <ul style="list-style-type: none"> • Presents at local or state juried conferences, professional societies, or organizations • Establishes and maintains an active research agenda • Seeks mentorship with research agenda • Other specific expectations are outlined 	<p>Meet requirements for Assistant Professor and:</p> <ul style="list-style-type: none"> • Present at regional, or national juried conferences, professional societies, or organizations • Generate published work, such as articles, books, and chapters with individual or joint authorship in 	<p>Meet requirements for Associate Professor and:</p> <ul style="list-style-type: none"> • Present at national, or international juried conferences, professional societies, or organizations • Established record of productivity in scholarship, as evidenced by contributions of significance with

<p>in Table II.</p> <p>Later in Rank:</p> <ul style="list-style-type: none"> Productivity in scholarship is evidenced by published work such as articles, books, and chapters with individual or joint authorship in refereed publications. 	<p>refereed publications.</p> <ul style="list-style-type: none"> Continued involvement in scholarship and creative activity, such as action research, basic research, or funded grants (must have been reviewed). Other specific expectations are outlined in Table II. 	<p>publications and presentations</p> <ul style="list-style-type: none"> Invitations for guest lecturing and speaking on areas of expertise Create programs and activities that through data analysis and research provide a significant impact on the community.
<p>Professional Service</p> <p>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.</p> <p>Scholarly service can move toward scholarship as it meets some or all of the following criteria: the service is documented as intellectual work, there is evidence of significance and impact from multiple sources, there is evidence of individual contributions, there is evidence of leadership, there is dissemination through peer-reviewed publications or presentations, there is peer review of the professional service. 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.</p> <p>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.</p>		
<p>Assistant Professor</p>	<p>Associate Professor</p>	<p>Full Professor</p>
<p>Early in rank:</p> <ul style="list-style-type: none"> Maintains active participation in appropriate professional organizations Demonstrates engagement in public schools, early learning environments and/or community organizations Other specific expectations are outlined in Table II. 	<p>Meet requirements for Assistant Professor and:</p> <ul style="list-style-type: none"> Contributes actively as a member and leader of committees and task forces at the departmental, college, EPP, community, state, and/or national levels Contributes to the revision of existing programs 	<p>Meet requirements for Associate Professor and:</p> <ul style="list-style-type: none"> Make substantial contributions as a leader, coordinator, initiator, or mentor in major committees of task forces, campus or community organizations, projects and initiatives, administrative positions, and/or state, regional, or national professional organizations

<p>Later in rank:</p> <ul style="list-style-type: none"> • Participation in college or university level committees. Service activities should show a progression from participation to leadership. 	<ul style="list-style-type: none"> • Contributes to the development and implementation of new programs • Mentors junior faculty • Other specific expectations are listed in Table II. 	<ul style="list-style-type: none"> • Leadership on national/international level in professional organization(s) • Demonstrate initiative and leadership in establishing collaboration with local educational and community agencies to further the goals and mission of the Department • Mentor Junior Faculty with research agenda
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Table IV: General Expectations for Clinical Faculty in the Performance Area of Teaching, Mentoring, Supervising and Service

Teaching, Mentoring and Supervision		
Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor
<ul style="list-style-type: none"> • Mentors candidates in classroom, field-based, and clinical settings. • Recognized as an excellent teacher through candidate and peer evaluations. • Responsive to candidate, peer and administrative feedback • Other specific expectations are outlined in Table I 	<p>Meet Clinical Assistant Professor requirements and:</p> <ul style="list-style-type: none"> • Provides leadership in teaching/mentoring or clinical practice. • Provides leadership and/or consultation to schools and teachers 	<p>Meet Clinical Associate Professor requirements and:</p> <ul style="list-style-type: none"> • Provides significant leadership in teaching/mentoring or clinical practice •
Professional Service		
Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor
<ul style="list-style-type: none"> • Participates on committees within a department or college. • Develops and maintains positive relationships with clinical or field based organizations • Participates in a professional organization. • Other specific expectations are outlined in Table I. 	<p>Meet Clinical Assistant Professor requirements and:</p> <ul style="list-style-type: none"> • Provides leadership on department, college or university committees. • Provides leadership and/or consultation to schools and teachers. • Participates in a national professional organization. 	<p>Meet Clinical Associate Professor requirements and:</p> <ul style="list-style-type: none"> • Demonstrates significant leadership in committees at the department, college and university levels • Provides leadership in a national or international professional organizations • Consults with other institutions or agencies on educational issues.

Table V: General Expectations for Lecturers/Senior Lecturers in the Performance Area of Teaching, Mentoring, Supervising and Professional Service

Teaching, Mentoring and Supervision	
Lecturer	Senior Lecturer
<ul style="list-style-type: none"> • Effectively instructs, supervises and mentors candidates in classroom, field-based, and/or other clinical settings. • Demonstrates excellence in teaching through candidate and peer evaluations (for example, a majority of “good” and “excellent” candidate ratings; demonstrated evidence of substantive planning, organization and student engagement, as observed by peers). • Demonstrates responsiveness to candidate, peer, and administrative feedback. • Other specific expectations are outlined in Table I. 	<p>Meet lecturer requirements and:</p> <ul style="list-style-type: none"> • Five successful years of teaching. • Demonstrates a successful record of teaching and service in their teaching field. • Mentors other lecturers/faculty/staff regarding teaching courses within their field.
Professional Service	
Lecturer	Senior Lecturer
<ul style="list-style-type: none"> • Participate on committees within the department or college. • Participate in a professional organization. • Other specific expectations are outlined in Table I. 	<p>Meet Lecturer requirements and:</p> <ul style="list-style-type: none"> • Lead or co-lead department committees as appropriate.

XI. Revisions to Departmental Guidelines

The Department of Elementary and Early Childhood Education Promotion and Tenure Committee shall periodically review the Department Guidelines and make recommendations to the EECE Department Faculty Committee (DFC). After the DFC approves the P & T Committee policy revision recommendations, the recommendations will be presented to the department faculty for approval with a simple majority vote to indicate approval.