I. Mission, Vision, and Core Values

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

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

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

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

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

III. Overview of Faculty Workload Expectations

A. Establishing Career Goals

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

The Inclusive Education Department workload expectations are in alignment with the expectations as noted in the BCOE and KSU Promotion and Tenure (P&T) Guidelines (see Bagwell College of Education Guidelines for Promotion and Tenure, 2019). More detailed information can be found in these documents. It should be noted that where the department diverges from both the KSU and BCOE P&T Guidelines, is in the definition of mentoring, wherein the Inclusive Education Department embraces a broader interpretation of the term. Because of the department’s emphasis on collaborative work, mentoring activities include B-12 teachers, teacher candidates, teacher leaders and administrators, teacher education faculty, professional organizations, and the community at large as key constituents. The department
supports a broad interpretation of activities within the three basic categories and encourages faculty to engage in activities that impact more than one area simultaneously.

B. Basic Expectations and Responsibilities

The basic categories for performance include (a) Teaching, Supervising, and Mentoring; (b) Scholarship and Creative Activity; and (c) Professional Service. Individual faculty are hired for specific instructional responsibilities, which may vary with their discipline and as determined by the faculty member’s FPA. Typically these include teaching specific courses, and supervising student teaching and clinical experiences. Regardless of a faculty member’s specific instructional responsibilities, there are basic expectations of professional faculty performance, such as teaching and mentoring, and may include supervision. Faculty should:

- Start and end their classes, appointments, and meeting attendance at the scheduled time
- Provide feedback to learners in a timely manner (e.g., returning graded papers and evaluated materials or responding to messages). Learners need feedback about the quality of their performance in order to understand what they do well and in what ways they need to improve
- Relate instructional methods to learning objectives
- Respect and maintain confidentiality (e.g., grades, personal information, incidences of alleged academic dishonesty, advising or special needs)
- Apply stated standards and expectations of the instructor, department, college, and university consistently, regularly and objectively to all learners
- Communicate and enforce KSU’s policy with respect to academic integrity
- Provide a syllabus for each course at the beginning of the term and review with candidates
- Provide written expectations/contracts for individualized learning experiences (e.g. “clinical experiences, internships, cooperative learning courses, and directed studies”) as well as the withdrawal date for the term
- Be accessible to students -- faculty should provide and publicize multiple means of contact for students and colleagues
- Respect exceptionality, language, religious, cultural, and gender differences
- Believe that all students can learn and provide equitable access to all learners
- Adhere to KSU’s policy prohibiting sexual harassment both in and out of the classroom

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

- Participation in college and departmental governance
- Attendance at departmental and college meetings
- Student advisement
- Development of philosophy of education, teaching and learning
- Preparation of courses and syllabi in concert with state, national, and discipline specific guidelines
- Demonstration of best practices (e.g., high leverage, high impact) in the classroom
- Engagement in reflective and reflexive practice
- Professional development
- Membership and contribution to professional organizations

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• Engagement in research and other scholarly activities
• Engagement with communities (e.g. schools, districts, community/parent organizations, educational initiatives)

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

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

IV. Promotion & Tenure Review

A. Teaching, Supervising, and Mentoring

a. Teaching, definition of-
   Refer to Faculty Handbook, p. 17, under “Primary Instructional Activities.”

b. Supervising, definition of-
   Refer to Faculty Handbook, p. 17, under “Primary Instructional Activities.”

c. Mentoring, definition of-
   As noted in “Primary Instructional Activities” on p. 17 of the Faculty Handbook, faculty of the Inclusive Education Department consider mentoring to be a core departmental value not only with regard to students in KSU classes but including B-12 teachers and administrators, teacher education faculty, and the community at large in order to advocate for the academic and social needs of English learners and students with exceptionalities.

B. Evaluation of Quality and Significance with regard to Teaching, Supervision and Mentoring of Students

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, section 3.3, p. 33. In addition, see section 3.4 – Evaluation of Quality and Significance in Scholarship and Creative Activity for other relevant issues to be considered in documenting and evaluating the quality and significance of faculty accomplishments, which should be addressed in all areas in each Annual Review Document (ARD). Criteria and examples are provided in the accompanying Inclusive Education Department P&T Guideline rubrics.

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

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

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

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

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

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

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

Scholarly teaching, learning, and mentoring become scholarship when it possesses three attributes:
1. It becomes public;
2. It becomes an object of critical review and evaluation by members of one's community and academic area; and
3. It is used and built upon by the members of a community, or within the research base for an academic area.

Boyer's (2015) four level model of scholarship recognizes the work that goes into mastery of knowledge as well as the presentation of information so that others might understand it. Additionally, Boyer (2015) has suggested two other levels of his model, which may inform the scholarship of research and creation: Discovery and Integration. Discovery denotes “what contributes not only to the stock of human knowledge but also to the intellectual climate of a college and university.... What is to be known? What yet is to be found?” Integration is what happens when scholars put isolated facts into perspective, making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way... seeking to interpret, draw together, and bring new insight to bear on original research.” This is one way, among many, that faculty may use to conceptualize how he/she frames his/her scholarship at the university.

D. Scholarship and Creative Activity, definition of
Scholarship and Creative Activity should be conducted in relevant settings, grounded within a theoretical framework, and rigorous in methodology. The primary aim of Scholarship and Creative Activity is to impact the professional community by building upon shared concerns. KSU's Faculty Handbook encourages formal institutional recognition and rewards for work in the schools. Scholarly Research and Creative Activity becomes scholarship when it possesses same attributes as those for Teaching (p. 5).

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

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

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

F. Evaluation of Quality and Significance
Evaluation of all scholarly accomplishments will be based on five criteria of quality and significance as described in the KSU Faculty Handbook section 3.4 and as adapted from Glassick, Huber & Maeroff's (1997) standards of scholarly work as described in Scholarship.
Assessed, a follow-up publication to Boyer's (2015) Scholarship Reconsidered. Merely listing individual tasks and projects does not address quality and significance (KSU Faculty Handbook, 3.3). Given that the BCOE values scholarship in all areas of performance, the same standards of scholarly work must be applied to each area, and issues of quality and significance of accomplishments should be addressed in all areas in each Annual Review Document (ARD).

Documentation and evaluation of all scholarly accomplishments will be based on five criteria of quality and significance as described in the KSU Faculty Handbook section 3.4 and as adapted from Glassick, Huber & Maeroff’s (1997) standards of scholarly work as described in Scholarship Assessed, a follow-up publication to Boyer’s (1990) Scholarship Reconsidered.

VI. Professional Service

A. Overview of Professional Service

Professional service is a broad category that encompasses internal service to the university, college and department and external service to the greater educational community, and the community at large. See Faculty Handbook, 3.3. C).

B. Evaluation of Quality and Significance

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

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

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

VII. Inclusive Education Department Promotion and Tenure Committee

Composition of the Inclusive Education Department P&T Committee is as follows:

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

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

IX. External Review Letters

External letters are required for promotion and tenure decisions. All department chairs, deans, associate deans, VPs, AVPs, etc. must follow the same procedure for soliciting and incorporating external letters into their portfolio following the guidelines for teaching faculty. See Faculty Handbook, Section 3.12 B.
Inclusive Education Department Promotion & Tenure Guidelines
– Tenure Track

Teaching, Supervision & Mentoring

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

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

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

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

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

<table>
<thead>
<tr>
<th>Categories</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Full Professor</th>
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<tbody>
<tr>
<td>Evidence of Pedagogical Acumen</td>
<td>Emerging evidence of relevant activities may include:</td>
<td>Clear and consistent evidence of relevant activities may include:</td>
<td>Clear, consistent and sustained record of relevant activities may include:</td>
</tr>
<tr>
<td></td>
<td>• Begins to reflect on candidate evaluations and feedback. Peer evaluations note some of</td>
<td>• Reflection on candidate evaluations and feedback occurs on a consistent basis.</td>
<td>• Reflection on candidate evaluations and feedback over time indicate record of excellence.</td>
</tr>
</tbody>
</table>

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| the following: goal clarity, adequate preparation, appropriate methods, significant results, effective presentation (including online and hybrid modalities); | Peer evaluations note most of the following: goal clarity, adequate preparation, appropriate methods, significant results, effective presentation (including online and hybrid modalities); | Peer evaluations note most, if not all of the following: goal clarity, adequate preparation, appropriate methods, significant results, effective presentation (including online and hybrid modalities); |
| Initial self-evaluation and adjustment based on formative assessment and self-examination. | Self-evaluation and adjustment based on formative assessment and self-examination have become nuanced, sophisticated, and a model for others to emulate. | Self-evaluation and adjustment based on formative assessment and self-examination have become nuanced, sophisticated, and a model for others to emulate. |
| Reflective self-critique is developing, leading to course improvement and evidence of improved student achievement. | On-going reflective self-critique leading to course improvement and evidence of improved student achievement as demonstrated in changes made to course syllabi and examples of student work across semesters. | A pattern of reflective self-critique leading to course improvement and innovation with a record of evidence of improved student achievement based upon impact data analysis and program improvement has been achieved and is a model for others. |
| Early development and use of technology to improve instruction. | Development and use of technology to improve instruction is done on a consistent basis. | Sustained development and use of technology to improve instruction has become a model to be emulated by others. |
### Professional Growth & Development

| Emerging evidence linking one's teaching to current literature and attendance at workshops, conferences, and seminars. Initial evidence of sharing information and expertise. | Clear and consistent evidence linking one's teaching to current literature and attendance at workshops, conferences, and seminars. Evidence of increasingly sharing information and expertise, particularly at national and/or international venues. | Sustained evidence of linking one's teaching to current literature and attendance at workshops, conferences, and seminars. Evidence of leadership in sharing information and expertise as well as leading such activities and serving as a role model for others. |

### Professional Collaboration & Mentoring

<table>
<thead>
<tr>
<th>Emerging evidence of relevant activities may include:</th>
<th>Clear and consistent evidence of relevant activities may include:</th>
<th>Clear, consistent and sustained record of relevant activities may include:</th>
</tr>
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<tbody>
<tr>
<td>• Beginning collaboration with colleagues and peers in teacher education and the community to ensure the academic and social needs of English learners and students with exceptionalities are met in B-12 schools.</td>
<td>• Collaboration with colleagues and peers in teacher education and the community that results in significant achievement of English learners and students with exceptionalities in B-12 schools becomes increasingly consistent.</td>
<td>• Collaboration with colleagues and peers in teacher education and the community that results in sustained high achievement among English learners and students with exceptionalities in B-12 schools and serves as model for others.</td>
</tr>
<tr>
<td>• Disposition toward mentoring colleagues and peers</td>
<td>• Mentoring of colleagues and peers in teacher education, B-12 education, and the community at large that results in quality practice and significant</td>
<td>• Leadership in mentoring of colleagues and peers in teacher education, B-12 education, and the community at large that results in quality practice and sustained high achievement among diverse learners in B-12 schools.</td>
</tr>
<tr>
<td>• Early collaboration with teacher candidates and/or graduates, which lead to increased achievement among diverse learners in B-12 schools.</td>
<td></td>
<td>• Collaboration with teacher candidates and/or graduates, which leads to sustained and</td>
</tr>
</tbody>
</table>
- Commitment to collaboration with candidates focused on improving teaching, advising, and or supervision at early stages of career.
- Early mentoring of teacher candidates which results in improved pre-service teacher skills and increased achievement among diverse learners in B-12 schools.
- Engagement in collaborative research with faculty that establish one's early research agenda.
- Engagement in collaborative research with candidates that result in quality scholarship.

- Collaboration with teacher candidates and/or graduates, which leads to improved pre-service teacher skills and significant achievement among diverse learners in B-12 schools.
- Mentoring of teacher candidates which results in strong pre-service teacher skills and significant achievement among diverse learners in B-12 schools.
- Engagement in collaborative research activities with faculty and peers that result in quality scholarship.
- Engagement in collaborative research with candidates that result in quality scholarship and establish a pattern of future scholarly work.

- Leadership in mentoring of teacher candidates which results in quality practice and sustained high achievement among diverse learners in B-12 schools.
- Directing and/or leading collaborative research activities with faculty and peers that result in quality scholarship that has a sustained impact on high achievement among diverse learners in B-12 schools.
- Leadership of collaborative research with candidates that result in quality scholarship that has a sustained impact on high achievement among diverse learners in B-12 schools and displays a pattern of quality scholarly work over time.
- Leading others in mentoring future candidates & colleagues in quality professional activities such as research, presentations, and publications, and have a sustained impact on high achievement among diverse learners in B-12 schools and establish a pattern of quality scholarship.
### Instructional & Curricular Leadership

Emerging and developing evidence of participation in instructional and curricular leadership. Examples of relevant activities may include:

- Curricular design, development and implementation
- Development of new course(s) or, course materials,
- Creation or updating of handbooks
- Implementation of innovative service delivery models
- Cross-disciplinary or collaborative materials development.
- Participation in on-going professional development (online & f2f course)
- Online course design and redesign

Clear and consistent evidence of participation in instructional and curricular leadership. Examples of relevant activities may include:

- Curricular design, development and implementation
- Development of course manuals, new course(s) or, course materials,
- Creation or updating of handbooks,
- Development and implementation of innovative service delivery models
- Cross-disciplinary or collaborative materials development
- Participation in on-going professional development

Clear, consistent & sustained record of modeling and leading on-going instructional and curricular leadership. Examples of relevant activities may include:

- Curricular design, development and implementation
- Development of course manuals, new course(s) or, course materials,
- Creation or updating of handbooks,
- Leadership in development and implementation of innovative service delivery models
- Cross-disciplinary or collaborative materials development
- Participation in on-going professional development (online & f2f course)
- Online course design and redesign
Scholarship & Creative Activities

Scholarly Activity Guidelines: Research and creative activities should be conducted in academic or community settings, grounded within a theoretical framework, and conducted with methodological rigor. The primary aim of Scholarship and Creative Activity is to have an impact on the professional community by building upon shared concerns and troubling the status quo. When preparing an electronic portfolio for promotion, faculty members must demonstrate proficiency at the level for which they are seeking promotion. For the preparation of the electronic portfolio, faculty members should collect artifacts in Digital Measures evidencing the quality and significance of their scholarly efforts. We value co-authorship in addition to sole or primary authorship. Additionally, submission and review of scholarship is recognized as well as approval and publication in terms of time invested.

High (H), Medium (M), and Low (L) levels of scholarship are guidelines, not policies. These may be modified with appropriate justification.

Qualifying Criteria for Assistant Professors may include:
- Peer-reviewed presentations at professional conferences
- Emerging evidence publications focused on teaching and learning, engagement, and/or discovery.
- Integration of teaching, scholarship of teaching, and service activities.
- Engagement in applied research through the scholarship of Integration and Application (e.g. program evaluation, data collection, surveys). Initiates applied research at the local level to improve one’s own teaching.
- Collaboration with others in the development, submission and ultimate publication of newsletters, academic reports, conference papers, journal articles, book chapters, software, or books.
- Scholarship is exchanged with other members of KSU and local professional communities (i.e., presentations to department or college, BOR, or professional conferences or meetings (local, state, regional)).
- Development of tools and resources for program evaluations at the department level.
- Development of policies or resources that positively impact the teaching and learning of B-12 teachers and students.
- Application of the Scholarship of Discovery, Integration and Application to enhance one’s own teaching.

Qualifying Criteria for Associate Professors may include:
- Peer-reviewed presentations and publications focused on teaching and learning, engagement, and/or discovery.
• Integration of teaching, scholarship of teaching, and service activities.
• Initiation of applied research through the scholarship of Integration and Application (e.g. program evaluation, data collection, surveys).
• Pursuit of cross-disciplinary research projects, integrative studies, reviews literature, interpretative analyses, etc...
• Scholarship builds upon previous scholarship and shared concerns.
• Collaboration with others in the development, submission, and ultimate publication of newsletters, academic reports, conference paper, journal articles, book chapters, software, or books;
• Serving as sole and/or lead author of scholarly material (e.g. accreditation and other programmatic and unit reports, analysis and reflection of program or unit level candidate performance data, course development or revision, multimedia products, on-line materials, research data reports, and/or peer reviewed articles, monologues, chapters, books, proceedings).
• Establishment of a clear and well-defined record of publication in professional and/or peer-reviewed journals which make significant impact in appropriate discipline.
• Record of scholarship is exchanged with other members of the professional community beyond the department, college, and university; presentations have a broader audience and have the potential to make a significant contribution on the state, national, and/or international level;
• Leadership in the development of tools and resources for program evaluations at the department, college and/or university level.
• Participation at the department, college, university, state, national or international level to develop policies or resources that positively impact the teaching and learning of B-12 teachers and students.
• Mentoring colleagues, students, and practicing professionals in the Scholarship of Discovery, Integration and Application to enhance one's own teaching.
• Initiation and/or collaboration in development of proposals for internal and/or external funding of projects.

Qualifying Criteria for Full Professors may include:
• Peer-reviewed presentations and publications focused on teaching and learning, engagement, and/or discovery.
• Integration and synthesis of teaching, scholarship of teaching, and service activities.
• Initiation and extension of and leads applied research through the scholarship of Integration and Application (e.g. program evaluation, data collection, surveys).
• Collaboration with and provides leadership for colleagues within department, across university, and in larger communities to extend the scholarly body of knowledge to improve teaching.
• Leading others in the development, submission and ultimate publication of publication of newsletters, academic reports, conference paper, journal articles, book chapters, software, or books;
• Serving as sole and/or lead author of scholarly material (e.g. accreditation and other programmatic and unit reports, analysis and reflection of program or unit level candidate performance data, course development or revision, multi-media products, on-line materials, research data reports, and/or peer reviewed articles, monologues, chapters, books, proceedings).
• Maintenance of a clear, well-defined, and sustained record of publication in professional and/or peer-reviewed journals which make significant impact in appropriate discipline.
- Record of scholarship is exchanged with other members of the professional community beyond the department, college, and university; presentations consistently have a broader audience and have the potential to make a significant contribution on the state, national, and/or international level that results in peer recognition;
- Leadership and collaboration in the development of tools and resources for program evaluations at the department, college and/or university level;
- Leadership and collaboration at the department, college, university, state, national or international level to develop policies or resources that positively impact the teaching and learning of B-12 teachers and students.
- Mentoring others in the Scholarship of Discovery, Integration and Application to enhance one's own teaching.
- Initiation and leadership in development of proposals for internal and/or external funding of projects.

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

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<th>Full Professor</th>
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<tbody>
<tr>
<td>National/International Peer Reviewed Journal Articles (PUBLISHED)</td>
<td>Clear evidence of participation in scholarship, research and/or creative activities. To MEET expectations, the following are required:</td>
<td>Clear and consistent evidence of participation in scholarship, research and/or creative activities. To MEET expectations, the following are required:</td>
<td>Clear, consistent and sustained evidence of participation in scholarship, research and/or creative activities. To MEET expectations, the following are required:</td>
</tr>
<tr>
<td>• Sole/primary author in a peer-reviewed journal - H</td>
<td>- 1 High Activity and 1 Low Activity (ex. Solo presentation at National Conference; and application for internal award), OR</td>
<td>- 1 High Activity (ex. Leading role on Journal Article); 1 Medium Activities (ex. Sole/Primary author for presentation at local/regional conference, OR Nominated for a scholarship-based award); and 1 Low Activity (ex. Contributing author - 3rd, 4th, or 5th... in book chapter; and book review) OR</td>
<td>- 2 High Activities (ex. Leading role on 2 Journal Articles); 1 Medium Activity (ex. Sole/Primary author for 1 presentation at local/regional conference) OR</td>
</tr>
<tr>
<td>• Collaborating author (second/third author) in a peer reviewed journal - H</td>
<td></td>
<td></td>
<td>- 4 Medium (ex. Collaborator presentation at 4</td>
</tr>
<tr>
<td>• Contributing author (third/fourth...author) in a peer reviewed journal - M</td>
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<tr>
<td>Submission and Review to national/international peer-reviewed journals are valued accordingly:</td>
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</tr>
<tr>
<td>• Sole/primary author - M</td>
<td>- 1 Medium and 2 Low (ex. Collaborating author (second/third author) of a book chapter; and Contributing author (third/fourth...author) of a book chapter; and book review) OR</td>
<td></td>
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</tr>
<tr>
<td>• Collaborating (2nd or 3rd) author - M</td>
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<td></td>
</tr>
<tr>
<td>• Contributing (3rd-on) author - L</td>
<td></td>
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</tr>
<tr>
<td>Local/Regional Peer Reviewed Journal Articles</td>
<td>Clear evidence of participation in scholarship, research and/or creative activities. To MEET expectations, the following are required:</td>
<td>Clear and consistent evidence of participation in scholarship, research and/or creative activities. To MEET expectations, the following are required:</td>
<td>Clear, consistent and sustained evidence of participation in scholarship, research and/or creative activities. To MEET expectations, the following are required:</td>
</tr>
<tr>
<td>• Sole/primary author in a peer-reviewed journal - H</td>
<td>- 1 High Activity and 1 Low Activity (ex. Solo presentation at National Conference; and application for internal award), OR</td>
<td>- 1 High Activity (ex. Leading role on Journal Article); 1 Medium Activities (ex. Sole/Primary author for presentation at local/regional conference, OR Nominated for a scholarship-based award); and 1 Low Activity (ex. Contributing author - 3rd, 4th, or 5th... in book chapter; and book review) OR</td>
<td>- 2 High Activities (ex. Leading role on 2 Journal Articles); 1 Medium Activity (ex. Sole/Primary author for 1 presentation at local/regional conference) OR</td>
</tr>
<tr>
<td>• Collaborating author (second/third author) in a peer reviewed journal - M</td>
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<td></td>
</tr>
<tr>
<td>• Contributing author (third/fourth...author) in a peer reviewed journal -L</td>
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</tr>
</tbody>
</table>

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- **Submission and Review** to local/regional peer-reviewed journals are valued accordingly:
  - Sole/primary author – M
  - Collaborating (2\(^{nd}\) or 3\(^{rd}\)) author – L
  - Contributing (3\(^{rd}\)-on) author - L

**Book**
- Sole/primary author of a book - H
- Collaborating author (second/third author) of a book - H
- Contributing author (third/fourth...author) of a book - M
- Editor/Co-editor of a book - H

**Book Chapter**
- Sole/primary author of a book chapter - H
- Collaborating author (second/third author) of a book chapter - M
- Contributing author (third/fourth...author) of a book chapter - L

**Book Review**
- Invited book review - M
- Book review - L

**Creative Works (i.e., Dept of Ed, district professional development materials)**
- Sole author and/or first author of a creative work (i.e., PowerPoint, poetry, conference proceedings, etc.) - H
- Collaborating author (second/third author) in a creative work - M
- Contributing author (third/fourth...author) in a creative work - L

**Grant Application**
- Sole and/or Co-PI in the development of grant application for external national or international agency (i.e. NSF, Spencer, Kellogg) - H
- Collaborator in the development of grant application for external national or international agency - H

- 2 Medium (ex. Collaborator presentation at a regional, state, or local conference; and Sole author and/or first author presentation at a local/regional conference)
- **NOTE: AT LEAST 2 HIGH OR MEDIUM PEER-REVIEWED PUBLICATIONS ARE REQUIRED PER 5 YEARS;**
- 3 Medium (ex. Collaborator presentation at 3 regional, state, or local conferences) OR
- 2 Medium (ex. Collaborator presentation at 3 regional, state, or local conferences) and 2 Low (ex. Contributing author – 3\(^{rd}\), 4\(^{th}\), or 5\(^{th}\)... in 2 peer-reviewed journals).
- **NOTE: AT LEAST 3 HIGH OR MEDIUM PEER-REVIEWED PUBLICATIONS ARE REQUIRED PER 5 YEARS**

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- Sole and/or Co-PI in the development of grant application for internal agency (i.e., BCOE grants, KSU-OVPR) - M
- Collaborator in the development of grant application for internal agency. (i.e., BCOE grants, KSU-OVPR) - L

**Funded Grants**
- Sole and/or Co-PI in the development of grant application for external national or international agency (i.e. NSF, Spencer, Kellogg) - H
- Collaborator in the development of grant application for external national or international agency - H
- Sole and/or Co-PI in the development of grant application for internal agency (i.e., BCOE grants, KSU-OVPR) - H
- Collaborator in the development of grant application for internal agency. (i.e., BCOE grants, KSU-OVPR) - M

**Conference Presentations/Keynote Addresses/Workshops (invited)**
- National/international Keynote - H

**Conference Presentations/Keynote Addresses/Workshops (invited)**
- Panel/workshops/session organizer within a National/International conference - H
- Regional/Local/Internal Keynote - H
- Sole author and/or first author presentation at a National/International conference - H

**Conference Presentations/Keynote Addresses/Workshops (invited)**
- Panel/workshops/session organizer at a regional, state, or local conference - H
- Collaborator presentation at a regional, state, or local conference - M
- Sole author and/or first author presentation at a local/regional conference - M

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<table>
<thead>
<tr>
<th>Conference Presentations/Workshops (peer-reviewed)</th>
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</thead>
<tbody>
<tr>
<td>- National/international conference - H</td>
</tr>
<tr>
<td>Conference Presentations/Workshops (peer-reviewed)</td>
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<tr>
<td>- Panel/presentation/workshops at a</td>
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<tr>
<td>National/International conference - H</td>
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<tr>
<td>- Sole author and/or first author presentation at</td>
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<tr>
<td>a National/International conference - H</td>
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<tr>
<td>Conference Presentations/Workshops (peer-reviewed)</td>
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<tr>
<td>- Panel/workshops/session organizer at a</td>
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<tr>
<td>regional, state, or local conference - H</td>
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<tr>
<td>- Collaborator presentation at a regional, state,</td>
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<tr>
<td>or local conference - M</td>
</tr>
<tr>
<td>Sole author and/or first author presentation at</td>
</tr>
<tr>
<td>a local/regional conference - M</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Awards and Recognitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Recipient of a national/international award - H</td>
</tr>
<tr>
<td>- Recipient of an internal (BCOE, KSU) award - H</td>
</tr>
<tr>
<td>Nominated for a scholarship-based award (self-nominations do not apply) - M</td>
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</tbody>
</table>

<table>
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<tr>
<th>Professional Service</th>
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</thead>
</table>

**Scholarly Activity Guidelines:** Scholarly service is outreach or engagement by faculty members for the purpose of contributing to the professional or public good related to the mission of the Inclusive Education Department. All faculty members must allocate a percentage of their time as negotiated through their Faculty Performance Agreements (FPA). When preparing an electronic portfolio for promotion, faculty members must demonstrate proficiency at the level for which they are seeking promotion. For the preparation of the electronic portfolio, faculty members should collect artifacts in Digital Measures demonstrating their scholarly efforts by providing evidence of **quality and significance** of such activities. **We highly value service performed for the successful operation and administration of the department and programs within the department. Program Coordination is now considered 20% of a faculty member’s responsibilities for promotion and tenure. Service to the community includes the UD LAB and Project Avatar as they are impactful for the school community.**

Faculty should demonstrate, and will be evaluated for promotion and tenure, based on their level of dependability, timeliness, and follow-through in completing service tasks.

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Qualifying Criteria for Assistant Professors may include:
- Service on INED, BCOE, EPP, and/or University committees or service entities (e.g. course & program coordination, task forces, advisory boards, student organizations).
- Collaboration with INED, BCOE, EPP, and University colleagues to support service initiatives to benefit students and the KSU community.
- Contribution to accreditation work for CAEP, PSC, SACS or other accreditation initiatives.
- Pursuit of funding for service projects/activities through internal sources (e.g. CETL, DGA, OVPR).
- Participation in collaborative partnerships with schools and community organizations.
- Participation in and contributes to local and state professional organizations and communities (e.g. conference attendance and presentations, proposal review, interest section membership, professional development/mentoring).
- Professional engagement as a peer reviewer (e.g., support of colleagues’ and/or students’ research, conference proposals, referred journals, competitions, grants, etc.).

Qualifying Criteria for Associate Professors may include:
- Service and leadership on INED, BCOE, EPP, and/or University committees or service entities (e.g. course & program coordination, task forces, advisory boards, student organizations).
- Collaboration with INED, BCOE, EPP, and University colleagues to create and develop service initiatives to benefit students and the KSU community.
- Recognition for service (e.g. letter of thanks/accolade, newsletter entry, KSU or organization award).
- Contribution to and/or leadership on accreditation work for CAEP, PSC, SACS or other accreditation initiatives.
- Obtaining funding for service projects/activities through internal sources (e.g. CETL, DGA, OVPR).
- Development and participation in partnerships with schools and community organizations.
- Participation in and contribution to state, national and international professional organizations and communities (e.g. conference attendance and presentations, proposal review, SIG membership, leadership positions, professional development/mentoring).
- Professional engagement as a peer reviewer (e.g., support of colleagues’ and/or students’ research, conference proposals, referred journals, competitions, grants, etc.).

Qualifying Criteria for Full Professors may include:
- Sustained service and leadership contributions as a leader, coordinator, initiator, or mentor in major INED, BCOE, EPP or University committees, task forces, campus organizations, projects and initiatives, or administrative positions.
- Record of collaboration with INED, BCOE, EPP, and University colleagues to create and develop service initiatives to benefit students and the KSU community.
- Recognition for service (e.g. letter of thanks/accolade, newsletter entry, KSU or organization award).
- Provides leadership in accreditation work for CAEP, PSC, SACS or other accreditation initiatives.
- Obtaining funding for service projects/activities through external sources (e.g. NSF, USDOE, foundations).
- Participation in leadership roles in partnerships with schools and community organizations.
- Service in leadership positions in state, national and/or international organizations or communities.
- Provision of professional development/mentoring/collaboration in professional and community organizations.
- Professional engagement as a peer reviewer (e.g., support of colleagues’ and/or students’ research, conference proposals, referred journals, competitions, grants, etc.).

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

<table>
<thead>
<tr>
<th>Categories</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Full Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIVITIES</strong></td>
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</tr>
<tr>
<td>Department Committees (HIGH)</td>
<td>Clear evidence of participation in service activities. To MEET expectations, the following are required:</td>
<td>Clear and consistent evidence of relevant activities. To MEET expectations, the following are required:</td>
<td>Clear, consistent and sustained record of relevant activities. To MEET expectations, the following are required:</td>
</tr>
<tr>
<td>• Chair of Department Faculty Council - H</td>
<td>• 1 High Activity (ex. Chair of DFC), and 1 Low Activity (ex. Advisory Board Member) OR</td>
<td>• 1 High Activity (ex. Chair of Search Committee); 1 Medium (ex. Program Committee Member) and 1 Low Activity (ex. Advisory Board Member) OR</td>
<td>• 2 High Activities (ex. Program Coordinator AND Chair, DFC); 1 Medium Activity (ex. Member of Search Committee) OR</td>
</tr>
<tr>
<td>• Chair of Department Promotion &amp; Tenure – H</td>
<td>• 1 Medium (ex. Member of DFC); and 2 Low (ex. Non-committee member on 2 search committees) OR</td>
<td>• 3 Medium (ex. Member of 2 special task forces AND Non-committee search committee member with tasks) OR</td>
<td>• 4 Medium (ex. Member of Dept. P &amp; T; AND Member of Search Committee; AND Member of Awards Committee; AND Dissertation Committee)</td>
</tr>
<tr>
<td>(Average - 3 portfolios per year over 5 years)</td>
<td>• 2 Mediums (ex. Dissertation committee member on 2 committees)</td>
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<tr>
<td>• Program Coordinator - H</td>
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<tr>
<td>• Chair of Search Committees - H</td>
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<tr>
<td>• Chair of a special task force - H</td>
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<tr>
<td>• Service to the department (i.e., search committee, report writing, curriculum) – H</td>
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<tr>
<td>• Chair of Administrative Review Committee - H</td>
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</tr>
<tr>
<td>Department Committees (MEDIUM)</td>
<td></td>
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<tr>
<td>• Member of Department Faculty Council (depending on the committee’s charge) - M</td>
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<tr>
<td>• Member of Department Promotion &amp; Tenure - M</td>
<td></td>
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<tr>
<td>• Program Committee Member - M</td>
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<tr>
<td>○ (Year of accreditation/program review) - H</td>
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<tr>
<td>• Member of Search Committee - M</td>
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<tr>
<td>• Member of a special task force/ administrative review committee - M</td>
<td></td>
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<tr>
<td>Department Committees (LOW)</td>
<td></td>
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<tr>
<td>• -Member of Department Faculty Council (depending on the committee’s charge) - L</td>
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</tbody>
</table>

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- Member of Department Promotion & Tenure (2 or fewer promotions) - L
- Program Committee Member - L (Not year of accreditation/program review)

**Service to the Department (LOW-HIGH depending on nature/length/duration of tasks)**
- Department meetings/associated tasks – (L-H)
- Team meetings/associated tasks (L-H)
- Accreditation – (L-H)
- Curriculum and assessment development/revisions – (L-H)
- Course coordination – (L-H)
- Special task forces - (L-H)
- Non-committee search committee member tasks - L

**College Committees (HIGH)**
- Chair of Accreditation Committee (e.g., CAEP) - H
- Chair of College Promotion and Tenure - H
- Chair of Awards Committees - H
- Chair of a special task force - H
- Search Committee for BCOE Administrator (i.e., Dean) - H

**College Committees (MEDIUM)**
- Member of Accreditation Committee (e.g, CAEP) during accreditation process – M/H
- Member of College Promotion & Tenure (Revision of bylaws, high number of reviews) – M/H
- Member of Awards Committees - M
- Member of a special task force - M
- Search Committee for BCOE Position (i.e., BCOE Global Director) – M

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- Non-committee search committee member tasks - L

<table>
<thead>
<tr>
<th>Service to Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Service to the Community/ Profession/ University (VARIES/LOW-HIGH)</strong></td>
</tr>
<tr>
<td>- School partnerships - H</td>
</tr>
<tr>
<td>- Non-profit, school boards - H</td>
</tr>
<tr>
<td>- local regional, State, National, International (i.e., DOE) and organizations - H</td>
</tr>
<tr>
<td>- CEEDAR Center - H</td>
</tr>
<tr>
<td>- Service to the University (CETL, etc.) – H</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service to the Profession (VARIES/LOW-HIGH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Advisory boards - L</td>
</tr>
<tr>
<td>- Conference, journal, book proposal, grant reviewers – M</td>
</tr>
<tr>
<td>- Journal Editor – H</td>
</tr>
<tr>
<td>- Dissertation committee member - M</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program/Support Course/Endorsement Coordination (20% service)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- See Program Coordination document for full list of responsibilities. Negotiated with Department Chair regarding specific duties/responsibilities. Consider how the merge of program affects workload – H (60-20-20 configuration)</td>
</tr>
</tbody>
</table>

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## Special Initiatives (VARIABLES/LOW-HIGH)

- UDLab – H/M
- Project AVATAR – H/M

*Predatory Journals: Predatory journals are the product of publishers, known as predatory publishers, who are unethical in their publishing practices by not following industry standards. “They exist primarily to extract fees from authors” (Sorkowski et al. 2017, 481) and are far less concerned with research and publishing ethics. Cabell’s has established criteria for identifying these journals found here. Coles College prohibits use of predatory journals.*

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Lecturer/Senior Lecturer credentials:
Lecturers/Senior Lecturers hold appropriate discipline credentials to meet SACS requirements to teach undergraduate and/or graduate courses in the department. Workload expectations for teaching are the equivalent of four courses per semester (4-4 courses per contract year). Based upon BoR [Board of Regent] policy (8.3.8.1 and 8.3.8.2):

"Reappointment of a lecturer who has completed six consecutive years of service to an institution will be permitted only if the lecturer has demonstrated exceptional teaching ability and extraordinary value to the institution and if the institution determines that there is a continued need for the lecturer. The reappointment process must follow procedures outlined by the institution" (See USG's policy manual, section 8, C245).

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

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

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

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

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

Those with clinical faculty rank may prepare a portfolio for the optional promotion consideration and the third year and sixth year performance reviews. The clinical faculty's portfolio contents will follow the same guidelines as that of tenured and tenure track faculty who are reviewed for tenure and promotion in the areas of Teaching, Supervision, Mentoring, and Professional Service -- see KSU Faculty Handbook, Section 3.6). This is not a university requirement.
<table>
<thead>
<tr>
<th>Category</th>
<th>Lecturer</th>
<th>Senior Lecturer</th>
<th>Assistant Professor Clinical</th>
<th>Associate Professor Clinical</th>
<th>Full Professor Clinical</th>
</tr>
</thead>
</table>
| Evidence of Pedagogical Acumen | Clear and consistent evidence of relevant activities may include:  
• Effective teaching ability in one or more teaching contexts (i.e., face to face, hybrid, online).  
• Self-reflection of teaching to standards, effective lesson preparation | Clear, consistent and sustained record of relevant activities may include:  
• Quality and impactful teaching in multiple teaching contexts (i.e., face to face, hybrid, online).  
• Self-reflection of teaching to standards, effective lesson | Emerging evidence of relevant activities may include:  
• Effective teaching ability in one or more teaching contexts (i.e., face to face, hybrid, online).  
• Self-reflection of teaching to standards, effective lesson preparation and implementation using appropriate teaching methods to | Clear and consistent evidence of relevant activities may include:  
• Quality and impactful teaching ability in one or more teaching contexts (i.e., face to face, hybrid, online).  
• Self-reflection of teaching to standards, effective lesson | Clear, consistent and sustained record of relevant activities may include:  
• Record of quality and impactful teaching ability in one or more teaching contexts (i.e., face to face, hybrid, online).  
• Self-reflection of teaching to standards, effective lesson |
and implementation using appropriate teaching methods to ensure learning of content and critical thinking.

- Reflection on student evaluation responses, both quantitative and qualitative, leading to improved practice.
- Adjustment of practice based upon self-reflection, reflection on peer feedback, and analysis of qualitative and quantitative student evaluation, resulting in improved practice.
- Reflexive self-critique leading to adjustments in course content, assessments, mentoring, and supervision (if applicable) to better serve candidate learning of content.

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| Professional Growth & Development | Teaching and supervision (if applicable) are linked to current literature  
 • Professional development (e.g., presentations and/or attendance at workshops, seminars, conferences, etc.), as applicable to improved classroom teaching and assessment. | Clinical work, teaching, and supervision are linked to revision of course content within current literature and professional development (e.g., presentations and/or attendance at workshops, seminars, conferences, etc.), as applicable to improved classroom teaching and assessment. | Clinical work, teaching, supervision, are linked to course content to current literature and professional development (e.g., attendance at workshops, seminars, conferences, etc.), as applicable to improved teaching and assessment.  
 • Application to classroom teaching and assessment, and clinical work, resulting in impactful practice. |  |
| Professional Collaboration | Collaboration with faculty to improve teaching, advising,  
 • Emerging evidence of relevant activities may include: | Clear and consistent evidence of relevant activities may include: | Clear, consistent and sustained record of relevant |  |
<table>
<thead>
<tr>
<th>and/or supervision</th>
<th>and/or supervision</th>
<th>and/or supervision</th>
<th>activities may include:</th>
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<tbody>
<tr>
<td>Collaboration with other faculty to improve clinical work and/or teaching, supervision, and/or mentoring.</td>
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<tr>
<td>Effective and productive on-campus and off-campus contributions in clinical, educational, and/or professional settings.</td>
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<tr>
<td>Collaboration on improving clinical work, teaching, supervision and/or mentoring.</td>
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<tr>
<td>Collaboration with other faculty to improve clinical work and/or teaching, supervision, and/or mentoring.</td>
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<tr>
<td>Pattern of effective and productive on-campus and off-campus contributions in clinical, educational, and/or professional settings.</td>
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<tr>
<td>Collaboration and accomplishments with broad impact resulting in recognition within and beyond the university.</td>
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<tr>
<td>Collaboration with other faculty, resulting in impactful clinical work and/or teaching, supervision, and/or mentoring.</td>
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<tr>
<td>Impactful record of local, national, and/or international reputation for promoting collaborative expertise in clinical work.</td>
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<tr>
<td>Impactful record of contribution to and leadership in clinical specialty areas on-campus and off-campus work in clinical, educational, and/or professional settings.</td>
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<tr>
<td>A sustained record as expert in clinical specialty area; accomplishments of merit in regional, national or</td>
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</tr>
<tr>
<td>Instructional &amp; Curricular Leadership</td>
<td>• Effective development and redevelopments of course syllabi, leading to improved practice.</td>
<td>• Contributions to improvement of candidate supervision policy and implementation (if applicable)</td>
<td>• Development of course manuals, new course(s), handbooks, innovative service delivery models; Cross-disciplinary or collaborative materials development.</td>
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<td>• Effective development and redevelopments of course syllabi, course manuals, collaborate/support course development, as applicable, leading to impactful practice.</td>
<td>• Leadership in improvement of candidate supervision policy and implementation (if applicable)</td>
<td>• Collaboration with clinical partners to impact teaching and learning of students with exceptionalities and/or English learners.</td>
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<td>• Leadership in modeling best teaching practice and encouraging sustainability by motivating others to lead.</td>
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<td>• Leadership in modeling best teaching practice</td>
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<td>Service to University, EPP, BCOE, INED</td>
<td>Professional service responsibilities are limited to the minimum necessary to successfully teach assigned courses and/or provide candidate field supervision (e.g., attendance at department meetings, participation on appropriate team level meetings, attendance at field supervisor meetings/trainings).</td>
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<td>Participation as an active member of committees within the department or BCOE.</td>
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All committee work must result in products, processes or procedures that have a significant impact on the institution, KSU students and/or P-12 schools. There is an expectation that faculty expertise will determine the types of service involvement.

Service to Communities
Professional service is not an expected activity area.

- Development and maintenance of positive relationships
- Leadership and/or consultation to schools
- Leadership and mentoring of colleagues in consultation
with clinical or field-based organizations.

- Evidence of active involvement in appropriate professional organizations.
- Evidence of provision of services at the local, state, regional, national and/or international level in areas of expertise and assignment.

and teachers.

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

to schools, district, state.

- Evidence of productive leadership in appropriate professional organizations
- Evidence of sustained provision of services at the local, state, regional, national &/or international level in areas of expertise and assignment

REFERENCES


Kennesaw State University
Academic Affairs

Approval Form for Department Promotion and Tenure Guidelines

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

I confirm that the attached guidelines, dated 03/14/2019, were approved by the faculty of the Department of Inclusive Education in accordance with department bylaws:

Dr. Harriet Bessette
Name (printed or typed) / DFC or P&T chair Signature/Date

Department Chair Approval - I approve the attached guidelines:

Dr. Kate Zimmer
Name (printed or typed) Signature/Date

College P&T Committee Approval - I approve the attached guidelines:

Karen Kubal, Ethel King-McKinnon
Name (printed or typed) Signature/Date

College Dean Approval - I approve the attached guidelines:

Cynthia J. Reed
Name (printed or typed) Signature/Date

Provost Approval - I approve the attached guidelines:

Name (printed or typed) Signature/Date

RHM - 08 Sept 16