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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   1 / 19 / 2024 , were approved by the faculty of the School of Instructional Technology and Innovation in accordance with department bylaws:

DocuSigned by:
Laurie Dias
990D235765764F2...   January 19, 2024
_____
Name (printed or typed) / DFC or P&T chair   Signature/ Date

Department Chair Approval - I approve the attached guidelines:

DocuSigned by:
Arvin Johnson
5DADA67CF05344E...   January 19, 2024
_____
Name (printed or typed)   Signature/ Date

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

DocuSigned by:
Albert Jimenez
59A936302FCE49D...   January 19, 2024
_____
Name (printed or typed)   Signature/ Date

College Dean Approval - I approve the attached guidelines:

DocuSigned by:
Adrian Epps
1291FC05539840D...   January 29, 2024
_____
Name (printed or typed)   Signature/ Date

Provost Approval - I approve the attached guidelines:

DocuSigned by:
Ivan Pulinkala   January 31, 2024
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Name (printed or typed)   Signature/ Date

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Kennesaw State University

School of Instructional Technology and Innovation

Bagwell College of Education

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

Revised:

January 4, 2023

Approved by Faculty:

January 19, 2024

Introduction

All guidelines must adhere to USG policy and KSU guidelines and policy. If any information contained in the college or department promotion and tenure guidelines contradicts the USG policy or the KSU Faculty Handbook, USG policy and the KSU guidelines and policy will supersede the department (or college) guidelines. *https://handbooks.kennesaw.edu/*

The document outlines the following:
- Alignment of the School with the University and College Strategic Plans, Missions, Faculty Performance Guidelines, and Accrediting Entities
- Distinguishing characteristics of SITI
- General expectations for SITI faculty performance
- An overview of the three performance categories to be addressed in P&T portfolios: Teaching, Mentoring, and Supervision of Students; Research and Creative Activity; and Professional Service
- A description of SITI faculty workload
- General expectations of faculty roles, and responsibilities at each of the following ranks: Lecturer, Assistant Professor, Associate Professor, and Professor
- The Performance Planning & Evaluation Rubric for Promotion and Tenure
- Post-Tenure Review
- Guidance for Faculty Performance Agreement
- Policy on revising and approving SITI P&T guidelines

The School follows all university guidelines for submission of faculty P&T portfolios. Faculty members preparing for promotion and tenure should consult the current KSU Faculty Handbook and the Faculty Affairs Policies and Procedures website for information on P&T training opportunities, forms, narrative examples, timelines, procedures, and format of portfolio submissions.

No statements contained in this SITI P&T Guidelines document are intended to contradict any applicable College, University, or Board of Regents policy statements. If any current or future policy statements of the Board of Regents, the University, or the Bagwell College of Education are in contradiction to the statements appearing in this SITI P&T Guidelines document, such policy statements will be deemed to have control over the statements appearing in this document.

Alignment of the School of Instructional Technology and Innovation with the University and College Strategic Plans, Missions, Faculty Performance Guidelines, and Accrediting Entities

SITI is committed to achieving the Kennesaw State University and the Bagwell College of Education Mission and Outcomes. These guidelines adhere to the Kennesaw State University (KSU) Faculty Handbook Section 3, and the Bagwell College of Education Guidelines for Promotion and Tenure. These P&T guidelines are aligned with the college and university mission statements and strategic goals. The guidelines also consider requirements by national, regional, and state professional accrediting entities that have unique standards for courses and programs offered by the department.

Distinguishing Departmental Characteristics

The mission of the School of Instructional Technology and Innovation (SITI) is to advance the effective use of technology to support teaching, learning, and leadership in all contexts through practitioner preparation, professional service, and research.

According to the School's vision, SITI will be internationally recognized for innovative teaching and learning; educational research to advance the use of instructional design and technologies; meaningful and collaborative partnerships, and student success.

SITI offers two endorsement certificates, an undergraduate degree program, an undergraduate minor, and five graduate degree programs, as follows:

- Online Teaching Endorsement Certificate
- Personalized Learning Endorsement Certificate
- Bachelor's (B.S.) in Learning, Design, and Technology
- Minor in Learning, Design, and Technology
- Master's (M.Ed.) in Instructional Technology
- Specialist (Ed.S.) in Instructional Technology (Certification Track)
- Specialist (Ed.S.) in Instructional Technology (Advanced Track)
- Doctorate (Ed.D.) in Instructional Technology (Certification Track)
- Doctorate (Ed.D.) in Instructional Technology (Advanced Track)

All endorsement and graduate degree programs are offered fully online, necessitating that SITI faculty are skillful experts in designing and delivering online instruction to practicing educators. All of our graduate degree programs qualify Georgia certified teachers for a T-5, T-6, or T-7 upgrade of their teaching certificate or to add an endorsement. Three degrees (M.Ed., Ed.S. Certification Track, and Ed.D. Certification Track) lead to an initial service certification in Instructional Technology (S-5 or S-6) for Georgia teachers. Our certification-track graduate programs (M.Ed., Ed.S., and Ed.D.) and endorsements (OTE and PLE) are accredited by the Georgia Performance Standards Commission (GaPSC) and align to their program standards: https://www.gapsc.com/. Additionally, our certification programs also align to the International Society for Technology in Education Standards for Educators (ISTE-E): https://www.iste.org/standards/iste-standards-for-teachers. Our Advanced Track programs are aligned to the ISTE Technology Coaching Standards and the Consortium for School Network (CoSN) Framework for Essential Skills of the K-12 Chief Technology Officer (CTO). In addition to these degree programs, the School contributes to preparing digital-age educators by coordinating and delivering undergraduate and graduate technology-related service courses to other Educator Preparation Programs (EPP) throughout the college and university. Our service role requires that our faculty be knowledgeable of other programs and collaborate with EPP faculty.

Based on standards from leading organizations in performance improvement and instructional design, the Bachelor of Science with a major in Learning, Design & Technology prepares individuals to design, develop, implement, and evaluate instruction and training in business, medical, educational, and other domains. Graduates of this program possess the knowledge and practical experience needed to: (a) analyze the education and training needs of an organization; (b) effectively apply instructional design and

learning theories in workplace contexts; and (c) design, develop, and evaluate learning solutions for face-to-face, online, and hybrid learning environments. The program also offers a minor version of the degree.

General Expectations of Faculty Performance

The School has appropriate, discipline-specific guidelines informing colleagues and new faculty members of evidence required to demonstrate expectations in each category of faculty performance. These guidelines are consistent with the KSU policies on required review, promotion, and tenure considerations, and faculty performance. They also adhere to the mission, goals, and philosophy for the workload guidelines as approved by KSU, as well as Board of Regents Policies.

"Because department promotion and tenure (P&T) guidelines are discipline-specific and are approved by deans and the Provost as consistent with college and University standards, those guidelines are understood to be the primary basis for promotion, tenure, and post-tenure review recommendations and decisions. Therefore, at all levels of review the rationale for these decisions will be stated in a letter to the candidate with specific and detailed reference to the department review guidelines used to justify the recommendations and decisions that have been made. Any revisions made to departmental guidelines must include the date of approval/adoption. Revisions to departmental guidelines become effective 12 months following their adoption. However, individual faculty may choose to be reviewed under revised guidelines immediately upon their adoption. A copy of the "Approval Form for Department Promotion and Tenure Guidelines" must be attached as a cover sheet to the department guidelines included in portfolios for Pre-Tenure, Promotion and/or Tenure and Post-Tenure Review." (KSU Faculty Handbook Section 3.1).

Since SITI offerings are primarily on the graduate levels, all SITI tenure-track faculty are required to earn and maintain graduate faculty status as specified in the KSU Faculty Handbook annually. Therefore, the SITI guidelines are highly influenced by the Graduate College's criteria to earn and maintain this status.

The basic categories of faculty performance at KSU are teaching, supervision, and mentoring, research and creative activity, and professional service. According to the KSU Faculty Handbook, Graduate Faculty members are expected to demonstrate a high level of scholarly activity and active professional involvement and are required to demonstrate teaching expertise at advanced and specialized levels appropriate for graduate programs (see KSU Faculty Handbook Section 4.1.2).

The Faculty Performance Agreement (FPA) delineates the relative emphasis of an individual faculty member's activities in these three categories. In all cases evaluation of faculty performance will be based on evidence of the quality and significance of the individual faculty member's scholarly accomplishments in his or her respective areas of emphasis (see KSU Faculty Handbook Section 3.4). Additionally, as of the 2023 FPA, faculty are to highlight activities promoting *student success* and *professional growth* in at least one of the three performance areas: Teaching, Scholarship and Creative Activities, and/or Professional Service.
Scholarly activity is an umbrella term applied to faculty work in all performance areas: Teaching, service, and research and creative activity. *Scholarly* is an adjective used to describe the processes that faculty should use within each area. In this context, scholarly refers to a cyclical process that is

deliberate and intentional, systematic and planned, measured and evaluated, and revised and rethought. On the other hand, *scholarship* is a noun used to describe tangible outcomes of the scholarly processes. These tangible products provide evidence for faculty accomplishments in the category of Research and Creative Activity. They are disseminated in appropriate professional venues relating to the performance area. In the process of dissemination, the product becomes open to critique and evaluation. Scholarship may be in any of Boyer's categories of scholarship: discovery, integration, application, teaching, or engagement (service) (see BCOE P&T Guidelines Section IV).

"Depending upon college and departmental guidelines, faculty members need not demonstrate noteworthy achievements in all three areas but must be noteworthy in two and satisfactory in the third. All teaching faculty are expected to emphasize excellence in teaching and demonstrate noteworthy achievement in at least one other (BoR Policy Manual 8.3.5, 8.3.6, and 8.3.7)" (see KSU Faculty Handbook Section 3.2).

Appropriate activities and noteworthy achievements in all three categories are defined by these *SITI P&T Guidelines*. All levels of review in the tenure and promotion process honor these standards set forth here.

General expectations for faculty performance and Tenure and Promotion are outlined in the KSU Faculty Handbook. Faculty should carefully review each of the relevant handbook sections. See Table 1.

Table 1: General Expectations for Faculty Performance and Tenure and Promotion Links

Topic	Relevant KSU Faculty Handbook Sections(s)
Workload Model for Teaching Faculty	2.2. Workload Model for Teaching Faculty
Categories of Faculty Performance: Teaching, Scholarship/Creative Activity, Professional Service	2.4. Faculty Performance and Assessment 3.3. Basic Categories of Faculty Performance
Faculty Responsibilities	2.1. Academic Freedom and Responsibility 2.4. Faculty Performance and Assessment 2.8. Class Rolls 2.9. Grading 2.11. Faculty Absences 2.12. Policies Concerning Research with Human Participants, Research with Animals and Biosafety 2.13. Faculty Policies and Procedures with Legal Implications 3.1. Review and Evaluation of Faculty Performance - Introduction 3.2. Overview of Faculty Responsibilities
Review and Evaluation of Quality and Significance	2.5. Assessment of Teaching Effectiveness 3.4. Evaluation of the Quality and Significance of Faculty Scholarly Accomplishments

Topic	Relevant KSU Faculty Handbook Sections(s)
Faculty Review Process	3.12. Faculty Review Process 3.12.A. Annual Reviews 3.12.A.5. Performance Remediation Plans (PRP) 3.12.A.6. Corrective Post-Tenure Reviews (CPT) 3.13. Multi-Year Review Schedules 3.12.B.1. Pre-Tenure Reviews 3.12.B.2. Review for Promotion and/or Tenure 3.12.B.4. Post-Tenure Review 3.12. B.4. II. Performance Improvement Plan (PIP) 3.12.B.4.III. PIP Follow-up Actions and Due Process
General Expectations for Promotion and Tenure by Rank	
Tenure Track Faculty in Professorial Ranks	3.5. General Expectations for Tenure, Promotion, Post-Tenure Review, and Faculty Performance for Tenure Track Faculty in Professorial Ranks
Non-Tenure Track Faculty	3.6. General Expectations for Promotion and Faculty Performance for Non-Tenure Track Faculty in Professorial Ranks
Clinical Faculty	3.7. General Expectations for Promotion and Faculty Performance for Non-Tenure Track Clinical Faculty in Professorial Ranks
Lecturers and Senior Lecturers	3.10 General Expectations for Non-Tenure Track Lecturers and Senior Lecturers
Administrative Faculty	3.11 Administrative Faculty

Basic Expectations and Responsibility

Basic expectations of SITI faculty relate to standard behavior, credentials, procedures, and norms that influence hiring, meeting processes, and daily interactions:

- earned degree in instructional technology or closely related field
- experience working with K-12 schools or instructional design venues
- continues to serve community partners (e.g., K-12 schools, business, industry, government, non- profit organizations, etc.) in a scholarly manner
- adheres to SITI bylaws
- adheres to Bagwell College of Education bylaws
- adheres to department meeting norms
- adheres to any departmental, classroom, and online teaching norms
- devotes a required amount of time to professional service (see KSU Faculty Handbook Section

3.2)

- abides by all university policies as stated in current university handbook (including those related to sexual misconduct, financial responsibility, etc.)
- abides by all Board of Regents policies
- maintains a well-stated philosophy of teaching, learning and assessment of students supported by the scholarly literature
- engages effectively in the annual faculty review process
- engages in professional development that aligns with scholarly activity
- exhibits reasonable responsiveness to professional communications
- shares responsibilities among colleagues, as fairly as possible, in service to the department, college, and university

Categories of Faculty Performance

Beyond basic expectations and responsibilities, SITI faculty are expected to perform in the three categories of teaching, supervising, and mentorship; scholarship and creative activity; and professional service in a manner that demonstrates quality and significance to the department, college, university, and profession.

Teaching, Supervising, And Mentoring

In SITI, teaching, supervising, and mentoring of students are considered critical to the mission of the department. This section includes a brief description of each of the key elements as they apply to KSU, the BCOE, and SITI, and highlights the general expectations that relate to promotion and tenure and the related department specific FPA goals articulated by each faculty member on an annual basis. In all cases a faculty member should refer to the KSU Faculty Handbook for specific and detailed information regarding university-wide definitions, policies, and practices.

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 (see KSU Faculty Handbook Section 2.4). 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.

All faculty members' teaching is subject to various forms of evaluation. University student evaluations are a mandatory form of evaluation for each class taught within the last two weeks of each semester. Both selective and holistic review of this data is valued in the review process. Additional forms of evidence that attest to the quality and significance of one's teaching or further explain data outliers may include independent survey, dissemination of one's best teaching practice to targeted audiences, peer review of teaching or instructional products, and teaching-related grant or awards (see KSU Faculty Handbook Section 2.5). It is expected that each SITI faculty member will demonstrate evidence of effective teaching for all review purposes. Effective teaching in the department includes completing all required assessment

activities required for sustaining regional, state, and national accreditation of programs.
Supervising. In SITI, supervision generally refers to overseeing field experiences and capstone projects. Supervising, as operationally defined in the KSU Faculty Handbook, relates to a faculty member's, at any contract level, responsibility to observe, evaluate, and provide feedback to students who are engaged in academic experiences, intentionally structured for credit or pay, that generally take place outside the context of the classroom, and in which specific learning outcomes are explicitly stated and used to gauge the quality of student performance and professional behavior.

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 students, junior faculty, part-time faculty, or peers. Mentoring may involve advising, collaborating, or identifying opportunities for an individual to reach new academic or professional goals. All faculty members are expected to formally or informally mentor students. All formal mentoring activities should be included in the FPA.

Advising. While not explicitly included in the title, all faculty members are expected to participate in the advisement of our students. Advisement of SITI students may include any activity intended to support learners in successful program completion through individual or group communications, meetings, or advocacy on behalf of the student to organizational units such as, but not limited to, the Dean's office, Registrar's office, or Financial Aid.

Evaluation of Quality and Significance. Evaluation of the quality and significance of faculty accomplishments in the area of Teaching, Supervising, and Mentoring of Students should reflect a systematic, goal-oriented, and assessment-based perspective. In addition, see the *BCOE Promotion and Tenure Guidelines* and *Evaluation of Quality and Significance in Research and Creative Activity* for other relevant issues to be considered in documenting and evaluating the quality and significance of faculty accomplishments.

Research and Creative Activity

Faculty members are expected to be productive in the area of research and creative activity. Research and creative activity is defined as "a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem-solving, aesthetics, and pedagogy in the communities served by the University" (see KSU Faculty Handbook Section 3.3.B). In SITI, the Scholarship of Teaching and the Scholarship of Service are subsumed in the category of Research and Creative Activity.

Scholarly researchers approach their research and creative activity in a systematic and intentional manner. They have a clear agenda and plan for their work in this area. Faculty who do scholarly work in this arena engage in programmatic research and creativity as opposed to random, haphazard forays into research and creative activity that have less chance of building a substantial body of work. Researchers transform their work into scholarship when the work is formally shared with others, exhibits the use of appropriate and rigorous methods, and is subject to informed critique and review, which would include the usual process of peer review and publication, showcasing, or presentation (see KSU Faculty Handbook Section 3.4.A).

Evaluation of Quality and Significance. In supporting the evaluation of quality and significance in Research and Creative Activity, faculty members should delineate a research and creative activity

framework, agenda, or plan for all pre-tenure, promotion, tenure, and post-tenure reviews. 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, and Maeroff's (1997) standards of scholarly work as described in *Scholarship Assessed*, a follow-up publication to Boyer's (1990) *Scholarship Reconsidered*. "Merely listing individual tasks and projects does not address quality and significance" (see KSU Faculty Handbook Section 3.3.B). Given that the BCOE values scholarship in all areas of performance, the same standards of scholarly work must be applied to each area, and issues of quality and significance of accomplishments should be addressed in all areas in each Annual Review Documents (ARD).

Evaluations cannot be defined solely by the number of publications or other scholarly activities. The pace of research varies according to faculty's areas of interest with some research problems or methodologies requiring longer periods of time for significant data collection and analysis. In addition, research involving undergraduate or graduate mentorship takes longer to achieve results than similar activities that are produced by an individual faculty member's effort who does not engage in student mentorship. Thus, a smaller number of higher-quality works may be equal to or greater than a larger number of scholarly products. Documentation and evaluation of accomplishments in Research and Creative Activity for those reviews shall focus on the quality and significance of the work.

External Review Letters. Guidelines for external review letters addressing faculty accomplishments in Research and Creative Activity will follow university requirements (see KSU Faculty Handbook Section 3.12). Additional information regarding external review letters is located at the end of this section.

Primary Sources of Evidence. Generally, publications and presentations are primary sources of evidence for research and creative activity. The annual faculty review platform provides a variety of contribution types.

Publications may include but are not limited to:
- Books
- Book chapters
- Journal articles
- Invited publications
- Book reviews
- Academic technologies including patents, software, and technology-related products
- Grant proposals submitted to funding agencies for review and feedback
- Technical reports on results of research, teaching, or service to state, regional or national agencies including grant related agencies or accrediting agencies. (Technical reports alone are not sufficient evidence for meeting tenure, promotion, or post-tenure review expectations in the college.)

Presentations may include but are not limited to:
- Peer-reviewed presentations
- Keynote or invited presentations
- Invited lectures

Contributions to Collaborative Scholarship. SITI values scholarship, which emerges from collaborative efforts across departments, colleges, and with our external partners in K-12, corporate, government, and non-profit settings. Furthermore, collaboration in scholarly work with colleagues from other universities is valued. Faculty must identify the nature and extent of their contributions when describing the quality and significance of such collaborations. "Authorship is reserved for persons who make a substantial contribution to and who accept responsibility for a published work" (APA Publication Manual, 2020, p. 24).

Professional Service

Professional service involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks that benefit the University, the community, or the profession. Professional service includes service to the department, school, college, University, profession, and community. The service activity must be related to a person's status as a faculty member.

Department, College, and University Service. Faculty members will draw on their professional expertise to engage in a wide array of scholarly service to the governance and professionally related activities of the department, college, or University. Service is a vital part of faculty governance and to the operation of the University. Evidence of the quality and significance of institutional service can support promotion and tenure. Governance and professionally related service creates an environment that supports scholarly excellence and the achievement of the University's mission.

Service to Community and Profession. Scholarly service to communities external to the University is highly valued and frequently enhances teaching, scholarship, and creative activity. Service to the community should be related to the faculty member's discipline or role at the University. Service to schools or school systems may include providing professional development programming, instructional technology recommendations, or other services requiring field-specific expertise. Appropriate professional organizations SITI faculty may serve include, but are not limited to, GaETC, ISTE, CoSN, SITE, OLC, AECT, iNACOL, AACE, AACTE, or technology-related special interest groups in research-focused organizations such as GERA, EERA, and AERA. Service roles in these organizations should be scholarly in nature (see definition of scholarly above).

Evaluation of Quality and Significance. In all types of professional service, documentation and evaluation of scholarly service will focus on quality and significance rather than on a simple recitation of tasks and projects. Documentation of the products or outcomes of professional service should be provided by the faculty member and considered as evidence for the evaluation of his or her accomplishments. Documentation should be sufficient to outline a faculty member's agreed-upon responsibilities and to support an evaluation of effectiveness.

SITI Promotion and Tenure Committee

There is a single SITI Promotion and Tenure Committee with a minimum of three 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 cover sheet (but not names of individuals casting those votes).

External Letters

As noted earlier in this section, SITI guidelines for external review letters addressing faculty accomplishments in Research and Creative Activity will follow university requirements as specified in the KSU Faculty Handbook Section 3.12. Information regarding the number of letters, as well as the process by which external letters are solicited and used can be found in the KSU Faculty Handbook Section 3.12.B.

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Faculty Workload

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Tenure-Track Faculty

Multiple workload options for the SITI faculty are intentionally designed to ensure SITI, BCOE, and KSU achieve their instructional needs and educational mission and allow SITI to manage appropriate staffing of their graduate and undergraduate programs including service courses. A summary of available workload models adopted by SITI is presented in Table 1. In general, assistant professors pursuing tenure and promotion are expected to pursue either a Teaching- Scholarship/Creative Activity Balance or Teaching-Scholarship-Service Balance model in the first two to three years of their career. These models allow early career faculty to show proficiency in all three critical areas of teaching, scholarship, and service. Options for more experienced assistant professors and for associate professors seeking promotion can include any other approved workload configurations. General expectations for teaching faculty workload are located in the KSU Faculty Handbook Section 2.2.

Variations to these workload examples presented in this document can be made on a case-by-case basis and may change year-to-year. See Table 2. The workload of a faculty member is negotiated by the faculty and the chair with approval of the Dean during the Faculty Performance Agreement (FPA) process, reflecting the faculty member's long-term career objectives and performance, as well as the needs and goals of SITI, the BCOE, and the university. Annual performance reviews will consider the faculty member's success in achieving the requirements of the assigned workload during the evaluation period.

The recommended guidelines for Research and Creative Activity are based on a 60/20/20 workload model. As noted in the KSU Faculty Handbook and the BCOE Promotion and Tenure Guidelines, all teaching faculty are expected to demonstrate excellent performance in the courses they teach. If faculty members have workload modifications, they will be expected to (1) demonstrate how these activities differ from the basic workload model, and (2) provide quality and significance evidence for their activities. It is the faculty member's responsibility to communicate to the P&T Committee what their workload has been.

Table 2: SITI Workload Configuration Example

Areas of Performance	Teaching Focus 70%-0%-30% 80%-10%-10% 90%-0%-10%	Teaching-Scholarship-Service Balance 60%-20%-20%	Teaching-Scholarship/Creative Activity Balance 60%-30%-10%	Scholarship Focused 40%-40%-20%	Significant Doctoral Mentoring Focused 50%-30%-20%	Service Focused 40%-20%-40%
Teaching	7/ course/year 8/ courses/year 9 courses/year	6 courses/year	6 courses/ year	4 courses/year	5 courses/ year*	4 courses/ year
Scholarly Activities	10% =2 scholarly products as outlined in the rubric for promotion by rank	4 scholarly products as outlined in the rubric for promotion by rank	5 scholarly products which includes the 4 scholarly products from the balanced teaching load as outlined in the rubric for promotion by rank and 1 additional publication	6 scholarly products which includes the 4 scholarly products from the balanced teaching load as outlined in the rubric for promotion by rank 1 additional publication and 1 funded external grant or contract	5 scholarly products which includes the 4 scholarly products from the balanced teaching load as outlined in the rubric for promotion by rank an additional publication as outlined in the rubric for promotion by rank	4 scholarly products as outlined in the rubric for promotion by rank
Service	10%=60 hours/ semester 30%=180 hours/ semester	120 hours/ semester	60 hours/ semester	120 hours/ semester	120 hours/ semester	240 hours/ semester

*Dissertation mentoring comes from the teaching percentage. One course is assigned to dissertation service per year.

NOTE: Refer to Section 2.2 of the KSU Faculty Handbook for additional workload model examples.

Non-Tenure-Track Faculty (Lecturers and Academic Professionals)

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

The workload configuration for non-tenure-track faculty holding a Lecturer position in SITI consists of an 80%, 4-4 teaching load, indicating the teaching of four 3-credit-hour courses during the Fall semester and four, 3-credit-hour courses during the Spring semester. The remaining time is allocated to service (20%) to the School.

This workload can be modified on a temporary basis when the chair and faculty agree to reduce the faculty member's teaching load and increase service to the School by 20%.

The workload configuration for non-tenure-track faculty holding an Academic Professional position in SITI "may be involved in duties of a managerial, research, technical, special, career, public service or instructional support nature….[They]…may not be assigned a position where the teaching and research responsibilities total 50% or more of the total assigned time." See Faculty Handbook section 3.10.2.

General Expectations of Faculty by Rank

The following section is designed to help faculty members plan their professional activities and outline the general expectations of faculty at each rank. Promotion to the next rank demonstrates that faculty members have fully achieved all expectations of their current rank and have begun fulfilling the roles and responsibilities of the next rank.

Tenure-Track Faculty

Assistant Professor
Adapting to university expectations and establishing oneself in academia are the primary concerns of assistant professors. Assistant professors develop and refine their teaching, establish a scholarship focus, and establish a foundation for meaningful service to the department, college, and profession. "A typical pattern of effective and productive scholarly work for the assistant professor is one that begins modestly in the early years, perhaps with limited or local significance, and expands in depth, focus, significance, recognition, and productivity in later years" (see KSU Faculty Handbook Section 3.5). They begin developing a body of work that has the potential for impacting her/his field through professional publications, presentations, and service. By the pre-tenure review, assistant professors must show clear evidence of growth and potential for continued development in all three categories of performance.

Associate Professor
Associate professors develop a scholarship agenda into a meaningful and coherent body of work. They establish a consistent record of scholarship and make significant contributions to the broader community (e.g., state, national/international). Associate professors refine their teaching; engage in scholarship of quality and significance; and approach work in a scholarly manner. Associate professors are maturing in

their career with a clearly defined professional identity and increasingly meaningful service contributions. They fulfill all general expectations of and provide leadership for the department, college, and/or university.

Professor

Professors have developed a consistent and sustained record of achievement in teaching, scholarship, and service. They have produced scholarship of quality and significance meaningful to their field of study. They may be invited to deliver keynote invitations; give professional presentations; and write chapters, articles, and books. The professor is productive within their specialty area and within the context expected of a senior-level faculty member. Professors serve as mentors for junior faculty and advise them as they plan their move through the ranks of academia. Peers and colleagues recognize and respect professors for their leadership contributions within the larger community (e.g., state, national/international).

Non-Tenure-Track Faculty

Lecturer/Senior Lecturer

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

Academic Professionals

According to the Board of Regents Policy Manual, Academic Professionals may be responsible for training and instructional support such as program development and support, needs assessments, instructional materials, supervision of clinical practice or field experiences including out-of-call educational opportunities. Employee performance is evaluated for non-tenure track Academic Professionals through annual reviews. Non-tenure track academic professionals will follow the annual review processes and timelines outlined for non-tenure track faculty in the KSU Faculty Handbook Section 3.13.

Third Year Pre-Tenure Review (On Track Not Tenured)

Faculty who are employed on an annual tenure track contract will undergo a third-year pre-tenure review. Individual institutions will choose whether this review will serve in lieu of the annual evaluation or will be in addition to the annual evaluation. The purpose of the third-year pre-tenure review is to provide a rigorous analysis and detailed feedback on the faculty member's body of work in the areas of teaching, student success activities, research/scholarship, and service towards tenure. The institution is responsible for clearly identifying the policies and procedures for third year pre-tenure reviews. This process should at least include a review from the department chair, peers, college/school wide tenure committee (if used) and the Dean. The previous annual evaluations must be part of the review. The overall evaluation must

indicate whether the faculty member is making satisfactory progress toward tenure and promotion (BoR POLICY 8.3.5.1 FACULTY).

- The faculty member is responsible for providing documentation and materials for the third-year pre-tenure review, as outlined in the institutional guidelines.
- The appropriate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member's third year pre-tenure review. A written report of the faculty member's progression towards achieving future milestones of tenure will be provided to the faculty member after the conference.
- The faculty member will sign a statement to the effect that he/she has been apprised of the content of the third-year pre-tenure evaluation.
- The faculty member will be given a specific period (e.g., 10 working days) to respond in writing to the third year written evaluation, with this response to be attached to the evaluation.
- The appropriate supervisor will acknowledge in writing receipt of the response, noting changes, if any, in the annual written evaluation made because of either the conference or the faculty member's written response. The specific time period for this response is 10 working days from the faculty member's rebuttal/response. This acknowledgement will become a part of the official records and is not subject to discretionary review.
- If the performance in any of the categories is judged to be not successful/not satisfactory, the faculty member must be provided with a Performance Remediation Plan (PRP).
The appropriate supervisor will develop the PRP in consultation with the faculty member with feedback from any committee that participated in the third-year review. The PRP must be approved by the Dean of the academic unit. The faculty member will have one year to accomplish the goals/outcomes of the PRP. This will become part of the official personnel records.

Post-Tenure Reviews

The review of post-tenure portfolios for faculty and college-level administrators occurs every five years after granting of tenure or promotion. For a description of "teaching faculty" and "administrative faculty," see KSU Faculty Handbook Section 1.1. See KSU Faculty Handbook Section 3.5.C for a description of the process for Post-tenure Reviews (PRT) for teaching faculty. Additionally, there is a dedicated PTR section later in this document. Administrative faculty will participate in the Administrative Post-Tenure Review as described in the KSU Faculty Handbook Section 3.12B5.

Performance Planning & Evaluation Rubric for Promotion and Tenure

The following rubric will be used by reviewers to determine promotion and tenure. The rubric is also designed to help faculty members plan their professional activities leading to promotion and tenure. In making decisions about promotion and tenure, reviewers will examine the quality and significance of all submitted portfolio materials, including annual faculty performance agreements (FPAs), annual review documents (ARDs), university-required student course evaluations, and external letters, as specified by university and college policies.

While reviewers can use first-hand knowledge of faculty members' work and a review of individual artifacts, decisions related to quality and significance will be primarily based on justifications in the faculty member's portfolio narrative. Annual faculty performance agreements (FPAs), annual review documents (ARDs), university-required student course evaluations, and external letters, as specified by university and college policies will serve as supporting documents and evidence to verify assertions in the portfolio narrative.

Years of service or successful annual reviews alone are not sufficient to qualify for tenure (see KSU Faculty Handbook Section 3.5A). Because the ARD and the FPA are integral to promotion and tenure decisions, those documents must reflect the P&T Guidelines (see KSU Faculty Handbook Section 3.12A).

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Rubric for The School of Instructional Technology and Innovation Describing Criteria for Promotion by Rank

Implied within this rubric is that faculty will sustain their work in **all** of these competencies as described below as they move through the ranks. Faculty members should always defend the quality and significance of their work across all categories. Some activities might be applicable to more than one category, but faculty members should choose one. The same activity should not be included in more than one category of a narrative. These rubrics are written according to the Balanced Teaching Workload (60/20/20). Modifications from this workload will be considered in determining whether performance expectations were met. For example, faculty on an increased research workload will be expected to produce more scholarship and faculty on an increased service load will be expected to serve in leadership capacities.

	Develop excellent teaching, facilitation, and advisement practices	Establish self as an experienced, excellent teacher and adviser	Establish self as an exemplary, highly-accomplished teacher, adviser, and mentor
Teaching, Mentoring and Supervision	• Formulate a research-based philosophy of teaching, learning, and assessment and explore how this philosophy can guide effective instructional practice. • Demonstrate excellent course facilitation skills in face-to-face or online classes. • Work toward sustained or improved trajectory in teaching practices based on data from required university course evaluations and Annual Review Documents (ARDs). • Use a variety of instructional strategies to facilitate student learning. • Develop procedures for analyzing and evaluating required university student evaluations and relevant information on student learning and revise course content, instructional strategies, and/or student assessment of learning, as needed. • Complete certification/accreditation- related assessment activities required of course instructors. • Complete all of the advisement responsibilities as outlined by the department.	• Articulate a well-developed, research-based philosophy of teaching, learning, and assessment and explain how this philosophy guides current instructional practices. • Demonstrate excellent teaching practices with evidence including but not necessarily limited to a comprehensive analysis of required KSU course evaluations and positive teaching performances on ARDs for the review period. • Demonstrate sustained practices of data analysis, reflection, and instructional improvements in course content, instructional strategies, and/or student assessment of learning, as appropriate. • Serve on doctoral committees as appropriate (for those teaching in SITI graduate programs) • Contribute meaningfully to curricular and instructional development, evaluation, or reform in department through a combination of activities such as: ◦ *Revising course content, syllabi, and/or assessments to reflect evolving certification/accreditation requirements* ◦ *Developing new courses in accordance with state and national accreditation standards.* ◦ *Developing online courses* ◦ *Providing sustained, high-quality support to part-time instructors.*	• Demonstrate an advanced, research-based philosophy of teaching, learning, and assessment practices that is exemplified in current instructional practices and provides students with best-practice models of effective instruction. • Demonstrate exemplary teaching including a comprehensive analysis of required KSU course evaluations for the review period; meeting or exceeding ARD teaching performances for the review period; and other evidence such as: ◦ *Evidence of impact of teaching and mentoring on students' professional or academic growth.* ◦ *Evidence of impact of teaching on colleagues' instructional practices.* ◦ *Receiving recognition for teaching or course design such as nominations or awards* ◦ *Other activities that provide evidence of exemplary teaching or advising students.* • Establish self as a leader in curricular and instructional development, evaluation, or reform through activities such as: ◦ *Designing innovative instructional practices.* ◦ *Leading or making significant contributions to department, college, or EPP-level efforts related to course revisions, program revision, program development, evaluation, or accreditation activities.* ◦ *Leading or making significant contributions to other activities that improve instructional programs at the department, college, or EPP-level.* • Mentor junior faculty. • Chair doctoral committees as appropriate (for those teaching in SITI graduate programs)

	Performance Expectations for Assistant Professors	Performance Expectations for Tenure and Promotion to Associate Professor	Performance Expectations for Promotion to Professor

Service	**Establish a foundation for professional service in area of expertise**
	
	• Serve and contribute meaningfully on department committees.
	• Engage in shared governance, committee work, and decision-making processes at the college and/or university levels.
	• Engage in state, regional, national, or international Instructional Technology professional organizations aligned to areas of expertise and interests.
	• Establish goals and seek opportunities for professional service.
		Establish a record of applying professional knowledge to service activities in area of expertise
		
		• Assume leadership roles on department committees/initiatives.
		• Serve on and contribute meaningfully to college and/or university committees/initiatives.
		• Contribute to local, regional, state, or national/international professional organizations through a combination of activities such as:
		  ○ *Reviewing grant proposals.*
		  ○ *Reviewing articles or manuscripts for publication.*
		  ○ *Reviewing conference proposals for state, regional, national, and/or international conferences or contributing to a conference program in other ways.*
		  ○ *Contributing to other types of events or initiatives sponsored by an organization.*
		  ○ *Participating in and contributing to a special interest group, committee, task force, professional learning community, or network sponsored by an organization.*
			Display a sustained, and increasingly significant record of applying professional knowledge to service activities in area of expertise
			
			• Assume departmental leadership roles appropriate for a tenured professor, building a sustained, significant service record of positive impact on departmental programs, decision-making, and/or shared governance.
			• Assume leadership roles at the college or university level that yield positive impact on programs, decision-making, and/or shared governance.
			• Provide leadership to the profession at local school, state, national and/or international levels through a combination of activities such as:
			  ○ *Playing a significant role in helping a school or school district advance the effective use of technology to support P-12 student learning.*
			  ○ *Assuming a leadership role, in an organization, conference, special interest group, committee, task force, professional learning community, or network*
			  ○ *Serving on and contributing to a governing board or other high-level, decision-making body.*
			  ○ *Leading new initiatives that improves or expands the professional learning options of an organization.*
			  ○ *Participating in service activities that impact state, national or international level programs or policy related to P-12 education through government organizations or task forces.*
			  ○ *Participating in a service activity that impacts state, national or international level programs or policy related to accreditation or improvement of higher education's ability to produce digital-age educators.*
			  ○ *Serving as a journal editor or on an editorial review board for a refereed journal related to the field of instructional technology.*
			  ○ *Reading large-scale, significantly-funded national grant proposals*
			  ○ *Receiving recognition for service activities, such as nominations and awards.*

	Performance Expectations for Assistant Professors	Performance Expectations for Tenure and Promotion to Associate Professor	Performance Expectations for Promotion to Professor

Research and Creative Activity	**Establish a Foundation for Research and/or Creative Activity**
	• Identify areas of interest for research and creative activity.
	• Present at a local, state, regional, national, or international conference at least once per year.
	• Pursue high quality publication of scholarly work (ex. conference proceedings, online repository, non- refereed journals, refereed journals etc.) in collaboration with others or as sole author.
		Establish Identity as a Scholar
		• Establish a clearly defined agenda for research and/or creative activity.
		• Expand depth and breadth of research and creative activity through significant, high-quality publications* as evidenced by the four scholarly products below:
		(1) Publishing or having in-press a co-authored or sole- authored journal article in reputable, refereed journals;
		-and-
		(2 & 3) At least two of the following:
		• *Publishing an additional co-authored or sole-authored article in a reputable, refereed journal.*
		• *Publishing a co-authored or sole-authored article in an editor reviewed journal with substantial readership from a highly reputable professional organization.*
		• *Publishing an academic technology, which is a tangible outcome of a scholarly pursuit, contributes to knowledge in the field, and is peer-reviewed and/or has a broad audience.*
		• *Editing a book from a reputable publisher.*
		• *Publishing one monograph, chapter or case in a book from a reputable publisher as a sole author or in collaboration with colleagues.*
		• *Publishing one book from a reputable publisher as a sole author or in collaboration with colleagues.*
		• *Obtaining grant funding or receiving constructive feedback on an external grant that shows promise for funding in the near future from prominent agencies such as NSF, Spencer, IES, NIH, etc.*
		(4) Presenting three scholarly presentations at highly respected, refereed regional, national, or international conferences (such as ISTE, SITE, OLC, AECT, AACE, AERA, AACTE, ISLS, CSCL, or SERA) showing patterns of broad dissemination reaching national and/or international audiences.
			Gain Recognition as a Scholar
			• Continue to advance agenda for research and/or creative activity through a combination of activities such as:
			  • *Continuing to publish highly respected research and/or creative works.*
			  • *Continuing to present at highly respected, refereed, regional, national, or international conferences showing patterns of broad dissemination reaching national and/or international audiences.*
			  • *Receiving invitations to speak, write, and/or edit publications on topics related to your area of expertise.*
			  • *Receiving awards for your research and/or creative activities.*
			  • *Obtaining grant funding to further research or creative activity.*
			  • *Authoring white papers, plans, reports, or presentations for government agencies, for-profit companies, not-for-profits, school districts, or other types of organizations.*
			• Demonstrate impact of research and/or creative activities on P-12 schools, practitioner preparation, and/or knowledge in the fields of faculty in the School of Instructional Technology and Innovation.

		***Notes on publications:** Contributions to collaborative work must be stated in the narrative or vita; the faculty member should be lead or sole author on at least one work; and at least one written work should be published by the time of review. The others can be in-press.*	

Principal Rubric for The School of Instructional Technology and Innovation Describing Criteria for Promotion of Lecturer by Rank

Lecturers are not eligible for tenure, their primary responsibilities are in the areas of **teaching, supervision, and mentoring**; therefore, they are expected to be highly effective in these areas. Lecturers must also establish a foundation of **departmental service** and senior lecturers must establish a sustained record of departmental service. Service activities may include, but are not limited to, advisement, course coordination, mentoring, and accreditation activities as directed by the School Director. While the service requirements for lecturers are primarily to the department, lecturers may also have service activities at the college, university, profession, or community as appointed by the School Director or when the lecturer's interest and schedule allow these activities.

Lecturers are eligible for promotion in accordance with section 3.10.1 in the Faculty Handbook. Recommendation for promotion from Lecturer to Senior Lecturer will be made based on the following rubric.

SITI Lecturer/Senior/Principal Lecturer Review and Promotion Guidelines

Dimensions	Lecturer	Senior Lecturer	Principal Lecturer
Dimension A *Educational Philosophy*	· Develops and articulates a research- based philosophy of teaching, learning, and assessment that informs effective instructional practices.	· Refines and articulates a well- developed research-based philosophy of teaching, learning, and assessment that informs exemplary instructional practices.	· Demonstrates an advanced, research-based philosophy of teaching, learning, and assessment practices that is exemplified in current instructional practices and provides students with best-practice models of effective instruction.
Dimension B *Achieving Pedagogical Effectiveness through Self-Critique and Other Forms of Evaluation*	· Evidence of effective teaching ability in assigned teaching contexts (i.e., face-to-face, hybrid, online). · Evidence of self-reflection of teaching to standards, effective lesson preparation, and implementation using appropriate teaching methods to ensure learning of content and critical thinking. · Evidence of reflection on student evaluation responses, both quantitative and qualitative.	· Evidence of sustained highly effective teaching in assigned teaching contexts (i.e., face-to-face, hybrid, online). · Evidence of self-reflection showing clear consistent evidence of: teaching to standards, effective lesson preparation and implementation using appropriate teaching methods to ensure learning of content and critical thinking. · Clear consistent evidence of reflection on student evaluation responses, both quantitative and qualitative.	· Evidence of exemplary teaching including a comprehensive analysis of required KSU course evaluations for the review period; meeting or exceeding ARD teaching performances for the review period; and other evidence such as: • *Evidence of impact of teaching and mentoring on students' professional or academic growth.*

Dimensions	Lecturer	Senior Lecturer	Principal Lecturer
	· Evidence of adjusting practice based upon self-reflection, reflection on peer feedback, and analysis of qualitative and quantitative student evaluation. · Reflective self-critique leads to adjustments in course content, assessments, mentoring, and supervision (if applicable) to better serve candidate learning of content.	· Clear consistent evidence of adjusting practice based upon self-reflection, reflection on peer feedback, and analysis of qualitative and quantitative student evaluation. · Reflective self-critique shows a consistent history of making adjustments in course content, assessments, mentoring, and supervision (if applicable) to better serve candidate learning of content.	· *Evidence of impact of teaching on full and /or part-time colleagues' instructional practices.* · *Receiving recognition for teaching or course design such as nominations or awards* · *Other activities that provide evidence of exemplary teaching or advising students.*

Dimension C
 Professional Growth and Development
	· Evidence of linking teaching to current literature.
	 · Evidence of professional development (e.g., attendance at workshops, seminars, conferences, etc.) and evidence of application to classroom teaching and assessment.
		· Clear consistent evidence that current literature is used to improve teaching and revision of course content.
		 · Clear consistent evidence of professional development and clear explicit connection to classroom teaching and assessment.
			· Maintain active participation in personal professional growth and development and contribute to the professional growth and development of other colleagues such as;
			   • *Coaching colleagues*
			   • *Facilitating professional learning events for others*
			   • *Presenting at conferences*
			   • *Conducting and sharing results of action research on classroom practice to improve teaching and assessment*

Dimension D *Professional Collaboration*	· Evidence of collaborative activity with faculty to improve teaching, advising, and/or supervision.	· Clear consistent evidence of collaborative activity with faculty to improve teaching, advising, and/or supervision.	· Evidence of leading collaborative activities to improve teaching, advising, and/or supervision beyond the department with stakeholders from the college, university or community.
Dimension E *Instructional and Curricular*	· Evidence of effective development and redevelopment of course syllabi.	· Evidence of effective development and redevelopment of course syllabi,	· Establish self as a leader in curricular and instructional

Dimensions	Lecturer	Senior Lecturer	Principal Lecturer
Leadership	· Evidence of participating in departmental program assessment activities.	course manuals, and collaborative/supportive course development, as applicable. · Clear consistent evidence of participating in program assessment activities that lead to improvement of curriculum and instruction.	development, evaluation, or reform through activities such as: • *Designing innovative instructional practices.* • *Leading or making significant contributions to department, college, or EPP-level efforts related to course revisions, program revision, program development, evaluation, or accreditation activities.* • *Leading or making significant contributions to other activities that improve instructional programs at the department, college, or EPP-level.*
Dimension F *Technology*	· Evidence of effectively using instructional technology tools and resources to facilitate student learning. · Evidence of expanding knowledge of technology use in the classroom in keeping with current advances in the field.	· Clear consistent evidence of highly effective usage of instructional technologies in all teaching contexts, in keeping with current advances in the field.	· Clear consistent evidence of innovative uses of instructional technology in all teaching contexts to support instruction and student learning.
Dimension G *Service*	· Evidence of establishing a foundation for departmental professional service – Service activities may include advisement, course coordination, mentoring, accreditation activities, etc. ·	· Evidence of a sustained record of departmental professional service that advances the vision and mission of the department.	· Assume leadership roles on department committees/initiatives.

Post-Tenure Review (PTR)

The School of Instructional Technology and Innovation (SITI) will follow the Post-Tenure Review Guidelines as outlined in Section 3 of the KSU Faculty Handbook for faculty and administrators. Those submitting a PTR portfolio to the PTR Committee should refer to the KSU Faculty Handbook for guidance on the PTR process and outcomes. "The primary evidence to be considered by review committees/administrators for post-tenure review consists of the five most recent annual evaluations and a current curriculum vitae" accompanied by a narrative are the basis for PTR decisions (see KSU Faculty Handbook Section 3.5C). The rubric below clarifies the criteria for rating an eligible faculty's portfolio during the PTR process. A rating of 3 or higher is considered a successful PTR, whereas a score of 1 or 2 will result in a formal performance improvement plan (PIP) as noted in KSU Faculty Handbook Section 3.12. Additionally, a corrective post-tenure review leading to a PIP will result for faculty who score a 1 or a 2 in any performance area during two consecutive annual reviews (BoR Policy Manual 8.3.5.4, BoR Faculty and Student Affairs Handbook 4.7). For more information, refer to the KSU Faculty Handbook Section 3.12: https://handbooks.kennesaw.edu/.

Post-Tenure Review	1 – Does Not Meet Expectations	2 – Needs Improvement	3 – Meets Expectations	4 – Exceeds Expectations	5 - Exemplary
Criteria for Scoring PTR Portfolios	The overall scores for all ARDs during the period under review had three or more Needs Improvement, Does Not Meet, or some combination; AND the faculty member's PTR narrative demonstrates that their performance does not meet expectations.	The overall scores for all ARDs during the period under review had two Needs Improvement or Does Not Meet; AND the faculty member's PTR narrative demonstrates that their performance needs improvement.	The overall scores for four or more ARDs during the period under review were Meets Expectations, Exceeds Expectations OR Exemplary with no more than 1 needs improvement or does not meet rating with an average score of at least 2.5; AND the faculty member's PTR narrative explains how they have successfully completed a PRP and how their performance is currently meeting and sustaining expectations.	The overall scores for all ARDs during the period under review were Meets Expectations, Exceeds Expectations, or Exemplary with an average score of all five ARDs being 3.5 to 4.4; AND are supported by the faculty member's PTR narrative demonstrating that their performance exceeds expectations.	The overall scores for all ARDs during the period under review were Meets Expectations, Exceeds Expectations, or Exemplary with an average score of all five ARDs being 4.5 to 5.0 AND are supported by the faculty member's PTR narrative demonstrating that they are performing at an exemplary level.

Guidance for Faculty Performance Agreement (FPA)

The School of Instructional Technology and Innovation (SITI) will follow the Faculty Performance Agreement Guidelines as outlined in the KSU Faculty Handbook for faculty and administrators (see KSU Faculty Handbook Section 3.2). "As described in the KSU Faculty Handbook Section 3.3, the three basic performance areas in which faculty must be evaluated at KSU are teaching, scholarship and creative activity, and professional service. While faculty may focus in all areas of student success, they are to highlight activities promoting student success in at least one of these three areas in both their annual reviews and in their multi-year reviews."

The Faculty Performance Agreement (FPA) must**:**
  • clarify the general responsibilities and relative emphasis of the individual in teaching, scholarship and creative activity, and professional service,

  • articulate the way the faculty member's activities relate to the departmental and college mission and goals,

  • identify the expectations for scholarly activity in all of the faculty member's performance areas, and

  • identify the performance area(s) that will include scholarship expectations and describe those expectations.

  • clarify how the faculty member will promote student success in one of the three areas (KSU Faculty Handbook Section 3.2).

Details of a faculty member's FPA are worked out in consultation between the SITI director and the individual. These are subject to final approval by the dean. If the faculty member and the chair cannot reach agreement on the FPA, the dean will make the final determination.

Guidance for Annual Review Documents (ARD)

The School of Instructional Technology and Innovation (SITI) will follow the Annual Review Guidelines as outlined in the KSU Faculty Handbook for faculty and administrators (see KSU Faculty Handbook Section 3.12). "An annual review is an evaluation of the faculty member's performance over one year, but within the context of the multi-year reviews. The multi-year reviews, involving multiple reviewers, are a more comprehensive examination of a faculty member's contribution to the department, college, and University" (see KSU Faculty Handbook Section 3.12). While positive annual reviews alone do not guarantee promotion or tenure, demonstrating the ability to meet or exceed expectations as a faculty member during the annual review process is integral to promotion and tenure decisions (see KSU Faculty Handbook Section 3.12). In all cases, evaluation of faculty performance will be based on evidence of the quality and significance (see KSU Faculty Handbook Section 3.4) of the individual faculty member's scholarly accomplishments in respective areas of emphasis. Faculty should refer to KSU Faculty Handbook Section 3.3 for guidance on elements to include in their supporting narrative. Additionally, SITI seeks to recruit and retain the best faculty in the nation. To that end, the rubric below will be used by the SITI Director to rate faculty during the annual review process, as well as to provide guidance to faculty for demonstrating annual professional growth and towards meeting the criteria in their effort to obtain promotion and/or tenure (see these P&T Guidelines).

"If a tenured-track and tenured faculty member receives a "1 – Does Not Meet Expectations" or "2 – Needs Improvement" in any of the categories during an annual review, the chair of the department and the faculty member will develop a Performance Remediation Plan (PRP) in consultation with the faculty member to remediate the faculty member's performance. A Performance Remediation Plan sets forth realistic goals and strategies for the faculty member to begin meeting expectations in the following year's annual review. (BoR Faculty and Student Affairs Handbook 4.4)." (KSU Faculty Handbook Section 3.12A5).

"Note that while this section of the Handbook pertains to tenured faculty members, tenure-track faculty members will also be evaluated annually on the elements of teaching, student success activities, research/scholarship, and service following the procedures described [in KSU Faculty Handbook Section 3.12A5]. In the case of deficiency identified through an annual evaluation, they will be put on a Performance Remediation Plan (PRP). If there is deficiency over two consecutive annual evaluations, institutions will determine specific consequences ranging from being put on a Performance Improvement Plan (PIP) to correct deficiencies, to possible separation of employment. For non-tenured faculty members, the PRP and subsequent steps are suggested for developmental purposes, but completing all of these steps is not necessary for non-renewal. For guidance on non-renewal, please see BOR Policy 8.3.4 Notice of Employment and Resignation.

Non-tenure track positions will use the 5-point scale. They are not impacted by PRPs or PIPs given they are non-tenure track lines. Performance of 1s or 2s will be addressed as they previously have been in ARDs/FPAs.

According to USG policy, "Institutions must ensure that workload percentages for faculty roles and responsibilities must be factored into the performance evaluation model in a consistent manner. The overall evaluation must indicate whether the faculty member is making satisfactory progress toward the next level of review appropriate to their rank, tenure status, and career stage as noted in the 5-point scale." (KSU Faculty Handbook Section 3.12A2)

The overall evaluation will weigh the rating in each area by the workload percentage in that area. The overall evaluation will then be rounded to the nearest whole number; however, the overall evaluation can be a maximum of 4 (cannot be 5) if there is a 1 in any area. See below for two example calculations.

Example 1:
Teaching 60% Rating 4
Scholarship 20% Rating 4
Service 20% Rating 3
Overall = (4x.6) + (4x.2) + (3x.2) = 3.8 or Exceeds Expectations (rounded to the nearest whole number).

Example 2:
Teaching 40% Rating 5
Scholarship 40% Rating 3
Service 20% Rating 3

Overall = (5x.4) + (3x.4) + (3x.2) = 3.8 or Exceeds Expectations.

*Student success and professional growth goals should be included in one of the three performance areas: teaching, scholarship, or service. As such, the evaluation of each area will take into consideration these goals and their outcomes.

Annual Review	1 – Does Not Meet Expectations	2 – Needs Improvement	3 – Meets Expectations	4 – Exceeds Expectations	5 - Exemplary
ARD Teaching Performance Rating*	Teaching evaluations and supporting evidence in the narrative represent unacceptable performance based on workload indicating that responsibilities were neglected.	Teaching evaluations and supporting evidence in the narrative represent underperformance based on workload indicating that expectations were not met even at a minimal level and extensive improvements are needed.	Teaching evaluations and supporting evidence in the narrative represent expected performance based on workload indicating that expectations were met.	Teaching evaluations and supporting evidence in the narrative represent beyond expected performance based on workload indicating that expectations were exceeded.	Teaching evaluations and supporting evidence in the narrative represent exemplary performance based on workload indicating that the expectations were far exceeded.
ARD Scholarship Performance Rating*	Scholarship and supporting evidence in the narrative represent unacceptable performance based on workload indicating that responsibilities were neglected.	Scholarship and supporting evidence in the narrative represent underperformance based on workload indicating that expectations were not met even at a minimal level and extensive improvements are needed.	Scholarship and supporting evidence in the narrative represent expected performance based on workload indicating that expectations were met.	Scholarship and supporting evidence in the narrative represent beyond expected performance based on workload indicating that expectations were exceeded.	Scholarship and supporting evidence in the narrative represent exemplary performance based on workload indicating that the expectations were far exceeded.

ARD Service Performance Rating*	Service activities and supporting evidence in the narrative represent unacceptable performance based on workload indicating that responsibilities were neglected.	Service activities and supporting evidence in the narrative represent underperformance based on workload indicating that expectations were not met even at a minimal level and extensive improvements are needed.	Service activities and supporting evidence in the narrative represent expected performance based on workload indicating that expectations were met.	Service activities and supporting evidence in the narrative represent beyond expected performance based on workload indicating that expectations were exceeded.	Service activities and supporting evidence in the narrative represent exemplary performance based on workload indicating that the expectations were far exceeded.

Procedure for Revising Departmental P&T Guidelines

The SITI P&T Committee shall review the department guidelines annually. If the committee believes that revisions to the guidelines are necessary, they will request that the School Director form an ad hoc committee.

A faculty member in the School can also request that the School consider revising the guidelines. If the faculty agree with a majority vote, the School Director will form the ad hoc committee for the purposes of reviewing department guidelines and making recommendations for revision.

The ad hoc committee will be comprised of the SITI P&T Committee, and one other member of the department faculty. If no other faculty is willing to serve, the P&T Committee will serve as the ad hoc committee.

Once the ad hoc committee is formed, they will elect a chair and draft recommended changes. The changes will be given to the faculty for review and input.

After seeking input, the committee will put forth a final draft of the new P&T guidelines to the tenure-track faculty for a vote. If the changes involve guidelines for non-tenure track faculty, then non-tenure track faculty will be included in the vote. For changes to be adopted by the faculty and forwarded to other levels of approval by the School Director, college, and university, over fifty percent of the faculty members eligible to vote must agree.

Certificate Of Completion

Record Tracking

Signer Events	Signature	Timestamp
Adrian Epps aepps6@kennesaw.edu Dean, Bagwell College of Education Kennesaw State University Security Level: Email, Account Authentication (None)	*Adrian Epps* 1291FC05539840D... Signature Adoption: Pre-selected Style Using IP Address: 130.218.12.38	Sent: 1/19/2024 11:01:16 AM Resent: 1/22/2024 7:40:14 PM Viewed: 1/29/2024 3:35:40 PM Signed: 1/29/2024 3:37:03 PM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Albert Jimenez ajimen17@kennesaw.edu Interim Department Chair EDL Security Level: Email, Account Authentication (None)	*Albert Jimenez* 59A936302FCE49D... Signature Adoption: Pre-selected Style Using IP Address: 130.218.6.162	Sent: 1/19/2024 11:01:15 AM Viewed: 1/19/2024 11:03:01 AM Signed: 1/19/2024 11:03:05 AM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Arvin Johnson ajohn560@kennesaw.edu Interim Director Kennesaw State University Security Level: Email, Account Authentication (None)	*Arvin Johnson* 5DADA67CF05344F... Signature Adoption: Pre-selected Style Using IP Address: 172.226.170.181 Signed using mobile	Sent: 1/19/2024 11:01:16 AM Viewed: 1/19/2024 11:06:43 AM Signed: 1/19/2024 11:07:00 AM

Electronic Record and Signature Disclosure:
  Accepted: 8/9/2023 3:01:19 PM
  ID: a9707980-b2e4-46af-9a58-83d280efd7cd		

Laurie Dias ldias@kennesaw.edu Kennesaw State University Security Level: Email, Account Authentication (None)	*Laurie Dias* 990D235765764F2... Signature Adoption: Pre-selected Style Using IP Address: 73.137.101.165	Sent: 1/19/2024 11:01:16 AM Viewed: 1/19/2024 11:01:25 AM Signed: 1/19/2024 11:01:30 AM

Electronic Record and Signature Disclosure:
  Accepted: 3/16/2020 10:40:38 AM
  ID: 4d2a4dbf-2f0a-4e7c-93d3-f0ea47e5f8fa		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	1/19/2024 11:01:17 AM
Certified Delivered	Security Checked	1/19/2024 11:01:25 AM
Signing Complete	Security Checked	1/19/2024 11:01:30 AM
Completed	Security Checked	1/29/2024 3:37:03 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

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Should this go to Agiloft?:
Source Envelope:
Document Pages: 33
Certificate Pages: 5
AutoNav: Enabled
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Time Zone: (UTC–05:00) Eastern Time (US & Canada)

Signatures: 1
Initials: 2

Status: Completed

Envelope Originator:
Leslie Downs
ldowns@kennesaw.edu
IP Address: 130.218.12.38

Record Tracking

Status: Original
    1/31/2024 3:55:11 PM

Holder: Leslie Downs
    ldowns@kennesaw.edu

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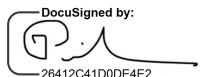| Signer Events	Signature	Timestamp
Carmen Skaggs cskaggs4@kennesaw.edu Assistant Vice President for Academic Affairs Kennesaw State University Security Level: Email, Account Authentication (None)	*CS* (DS) Signature Adoption: Pre-selected Style Using IP Address: 130.218.12.38	Sent: 1/31/2024 3:57:51 PM Viewed: 1/31/2024 4:06:02 PM Signed: 1/31/2024 4:06:18 PM

Electronic Record and Signature Disclosure:
    Accepted: 4/27/2020 12:44:36 PM
    ID: b3e5295c-f92f-4fc5-bce9-bcc2afabc6aa		

Pam Cole pcole@kennesaw.edu Security Level: Email, Account Authentication (None)	*PC* (DS) Signature Adoption: Pre-selected Style Using IP Address: 104.7.55.145	Sent: 1/31/2024 4:06:19 PM Viewed: 1/31/2024 4:31:53 PM Signed: 1/31/2024 4:31:54 PM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Ivan Pulinkala ipulinka@kennesaw.edu Security Level: Email, Account Authentication (None)	DocuSigned by: *[signature]* 26412C41D0DE4E2... Signature Adoption: Drawn on Device Using IP Address: 130.218.6.181 Signed using mobile	Sent: 1/31/2024 4:31:57 PM Viewed: 1/31/2024 4:34:56 PM Signed: 1/31/2024 4:35:20 PM

Electronic Record and Signature Disclosure:
    Accepted: 1/31/2024 4:34:56 PM
    ID: 7492bae5-4153-4553-b446-cc70f28f8f50		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

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Carbon Copy Events	Status	Timestamp
Leslie Downs ldowns@kennesaw.edu Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	**COPIED**	Sent: 1/31/2024 4:35:22 PM Resent: 1/31/2024 4:35:23 PM Viewed: 2/1/2024 12:01:05 PM

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	1/31/2024 3:57:51 PM
Certified Delivered	Security Checked	1/31/2024 4:34:56 PM
Signing Complete	Security Checked	1/31/2024 4:35:20 PM
Completed	Security Checked	1/31/2024 4:35:22 PM

Payment Events	Status	Timestamps

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