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Kennesaw State University
Academic Affairs

Approval Form for College Promotion and Tenure Guidelines

A copy of this form, completed, must be attached as a cover sheet to the College guidelines.

I confirm that the attached guidelines, dated _01/29/2024_ , were approved by the faculty of the Bagwell College of Education in accordance with college bylaws:

College Faculty Council Approval – I approve the attached guidelines:

Nihal Khote

DocuSigned by:
Nihal Khote
58E7C9269D354E0...

January 30, 2024

Name (printed or typed) / CFC chair — Signature/ Date

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

Albert Jimenez

Name (printed or typed) / Committee chair — Signature/ Date

College Dean Approval - I approve the attached guidelines:

Adrian Epps

DocuSigned by:
Adrian Epps
55266220501A4E7

January 30, 2024

Name (printed or typed) — Signature/ Date

Provost Approval - I approve the attached guidelines:

Ivan Pulinkala

DocuSigned by:
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January 31, 2024

Name (printed or typed) — Signature/ Date

RHM – 08 Sept 16

BAGWELL COLLEGE OF EDUCATION

GUIDELINES FOR PROMOTION AND TENURE (2023)

REVISION OF THE 2019 GUIDELINES

Submitted by BCOE Promotion & Tenure Committee to Dean Adrian Epps March 1, 2023

Distributed to Tenured, Tenure-Track Faculty: April 26, 2023

Forwarded to BCOE College Faculty Council: _01/22/2024_ / Approved _Nihal Khote_

Forwarded to BCOE Promotion & Tenure Committee: 01/18/2024/ Approved _____

Forwarded to Dr. Adrian Epps (Dean, BCOE): _01/29/2024_

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BAGWELL COLLEGE OF EDUCATION
GUIDELINES FOR PROMOTION AND TENURE

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.

I.   BACKGROUND STATEMENT

In 2023 the Board of Regents charged the university in revising the post-tenure review guidelines to include the new five-point review scale. The university also committed to ensuring the scholarship guidelines for each college and department benchmark the rigor of a designated R2 university based on information gained from peer and aspirant institutions. The college Promotion and Tenure (P&T) committee also consulted the departmental guidelines for guidance in the revision of the scholarship standards in the college level guidelines. The College P&T Committee researched peer and aspirant institutions and revised the current college level P&T guidelines. These guidelines were submitted to departmental P&T committees to obtain faculty feedback and provide that feedback to the college committee. The college P&T made the appropriate revisions based on the departmental feedback and then the guidelines were submitted to the Dean and the College Faculty Council for feedback. Departmental P&T Guidelines were revised by the Department P&T Committees and submitted to the department chairs, college P&T committee, and Dean for feedback.

The college P&T committee examined the standards and practices implemented by both aspirant and peer institutions to inform the development and rigor of the Bagwell College of Education P&T guideline revisions. Through this process, the scholarship expectations in the P&T guidelines for the Bagwell College of Education increased in rigor, quality, and quantity by describing more rigorous expectations for scholarship across different work load models, as well as by creating expectations and differentiations for scholarly performance across ranks and across the new five-point evaluative scale for decision making in Promotion & Tenure, Annual Reviews, and Post-Tenure Review.

II. DISTINGUISHING COLLEGE CHARACTERISTICS

The BCOE and the EPP at Kennesaw State University are committed to developing expertise among candidates in initial and advanced programs as teachers, teacher leaders, and school leaders who possess the capability, intent, and expertise to facilitate high levels of learning in all of their students through effective, research-based practices in classroom instruction, and to enhance the structures that support all learning. To that end, the EPP fosters the development of candidates as they progress through stages of growth from novice to proficient to expert and leader.

Within the EPP conceptual framework, expertise is viewed as a process of continuous development, not an end-state. To be effective, teachers and educational leaders must embrace the notion that teaching and learning are entwined and that only through the implementation of

validated practices can all students construct meaning and reach high levels of learning. In that way, candidates are facilitators of the teaching and learning process. Finally, the EPP recognizes, values, and demonstrates collaborative practices across the college and university and extends collaboration to the community-at-large. Through this collaboration with professionals in the university, local communities, public and private schools, and school districts, parents and other professional partners, the EPP meets the ultimate goal of bringing all of Georgia's students to high levels of learning.

The BCOE is accountable to several regulatory and accrediting agencies. Programs are accredited by Georgia's Professional Standards Commission (GaPSC), Georgia's Board of Regents (BOR), and the Southern Association of Colleges and Schools (SACS), all of which are guided by multiple professional standards. We, therefore, acknowledge and value faculty leadership and contributions to the curriculum and its delivery, to B-12 schools/communities, and to their respective disciplines in making sure the College is in alignment with all professional standards and retains full and continuing accreditation approval.

The BCOE is committed to the collaborative development and implementation of teacher and leader education programs. BCOE fosters the development of teachers and school leaders who design and implement developmentally and culturally responsive instruction in B-12 settings. To ensure the integrity of BCOE programs, faculty members are committed to the development and implementation of faculty partnerships with the B-12 schools which are supported by the Board of Regents Board of Regents Policy Manual, Section 8.3.14, Enhancing Teaching and Learning in K-12 Schools and USG Institutions

> University System of Georgia (USG) institutions shall support and reward faculty who participate in significant and approved efforts to improve teaching and learning in K-12 schools and USG institutions through decisions in promotion and tenure, pre-tenure and post-tenure review, annual review and merit pay, workload, recognition, allocation of resources, and other rewards consistent with the related provisions in the Academic & Student Affairs Handbook.

The BCOE recognizes the demanding work shown by its faculty and the importance of respect for collegiality and work/life balance. The college recognizes that a great deal of work is engaged in by faculty to complete annual duties. The attitude held by the college and some administrators is one of celebration of faculty work from an asset-based perspective and not one of deficit. The view of portfolios and annual reviews, while being held to the standards and expectations of performance set by the department, college, and university, encourage an attitude of accomplishments to be celebrated along with support for continued and further success.

III. FACULTY WORKLOAD EXPECTATIONS

A. Basic Categories

The basic categories of faculty performance are:
- Teaching, Supervising, and Mentoring of Students
- Scholarship and Creative Activity
- Professional Service

The KSU Faculty Handbook details these performance areas and lists examples in each. Given the historic mission of the college to develop teachers and school leaders, all faculty members will assume responsibility in teaching, supervising, and mentoring and will participate in service activities essential to the life of the institution. Furthermore, as an R2 Carnegie institution, all tenure track faculty will assume responsibility for productivity in the area of Scholarship and Creative Activity.

B. Suggested Workload Variations for Full-time Faculty

Introduction

The Bagwell College of Education (BCOE) serves multiple stakeholders, including B-12 partners, the Georgia Department of Education (GaDOE), the Georgia Professional Standards Commission (GaPSC), and several external accreditation agencies. The BCOE has established a college-wide baseline for faculty workload that ensures equity, accountability, and transparency within BCOE as Kennesaw State University (KSU) moves to become a top tier R2 Carnegie institution. This faculty workload document provides the flexibility required to meet the needs and expectations of BCOE departments and the college and honors the BCOE's strong commitment to teaching, scholarship, and service. The workload options reflect the BCOE's commitment to and appreciation of diversity with respect to contributions by its faculty members.

Workload Models

Multiple workload options described below are intentionally designed to ensure the BCOE and KSU achieve their instructional needs and educational mission and allow the BCOE to manage appropriate staffing of graduate and undergraduate programs. Variations to the baseline workload models (i.e., 60-20-20 or 60-30-10) may be made on a case-by-case basis and may change year-to-year. 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 the relevant department and the College. Performance reviews will reflect the faculty member's success in achieving the requirements of the assigned workload during the evaluation period.

All tenured and tenure-track faculty seeking promotion in rank will be expected to start from the baseline workload models. However, it is recognized that the needs of the faculty and individual departments may vary.

Teaching

Most faculty in the college are assigned an annual teaching load of six (6) three-credit courses or the credit hour equivalent (60% total workload). Assignment of Scholarship & Creative Activity and Professional Service comprise the remaining 40% of workload.

Tenured faculty who are not seeking promotion or are not sustaining a robust research agenda will be assigned an annual teaching load of seven (7) to eight (8) three-credit hour courses (70% to 80% teaching). For those with a 70% to 80% teaching load, at least 10% of the remaining workload must be in each of Scholarship and Creative Activity (SCA) and Professional Service. The potential workloads in this scenario would be 70-10-20 or 80-10-10, respectively.

Non-tenure track faculty, with no SCA requirement, have a workload spread across teaching and Professional Service. For those with a 70% to 90% teaching load, the remaining 10% to 30% of their workload typically will be assigned in Professional Service as articulated in the KSU Faculty Handbook (Sections 2.2, 3.2, 3.3, and 3.4) and in accordance with departmental guidelines.

In recognition of the importance of completed quality dissertations to KSU's R2 status, credit will be given in the BCOE for chairing and/or serving on doctoral dissertations under certain conditions. A doctoral mentoring focused workload model is possible for faculty who provide intensive doctoral mentoring by chairing and/or serving on dissertations (see table in pp. 10-12). The doctoral mentoring focused workload model is restricted to faculty who: a) have Graduate Faculty Status; b) chair at least three and/or serve on at least five dissertation committees per academic year; c) show continuous progress in mentoring doctoral candidates; and d) show continuous scholarship productivity. These restrictions set the minimum requirements to qualify for the doctoral mentoring workload model though they do not guarantee approval of the model in any given academic year. This workload model is requested in negotiation with the chair and approved by the chair and dean based on both the needs and resources of the department and college.

To ensure adequate capacity to meet doctoral candidate needs, faculty not eligible or interested in the Doctoral Mentoring Focused Workload Model, but chairing or serving on dissertation committees will also get credit for their work based on the needs of the department and college. Faculty chairing three (3) doctoral dissertations or serving on five (5) dissertation committees or a combination of chairing/serving on five (5) committees will be eligible for a one-time course reassignment equivalent to 10% of the annual faculty workload. This reassignment can be taken in negotiation with the Department Chair and approval by the Dean.

Credit for the supervision of undergraduate research, special topics courses, or delivery of multiple credit-bearing independent study courses will be determined at the department level and approved by the Dean. While individual departments have policies in place to address these situations, no workload credit is given for teaching one student in an independent study course, rather credit for independent studies is based on cumulative students taught in these independent study courses.

Scholarship & Creative Activity
The quality and impact of a faculty member's scholarship is mandated in the university guidelines and valued by the BCOE. Taking into account the diverse needs and discipline-specific expectations of the BCOE's departments, the need exists for flexible expectations and norms that appropriately represent quality and significance. A scholarship focused workload model is possible for faculty who engage in significant levels of scholarship. Although there is a minimum expectation at the college level, each department determines the metrics by which these expectations are met. Progress will be reviewed during the annual review of faculty. The minimum workload effort in this area for tenure-track or tenured teaching faculty expecting to be tenured and/or promoted is 20% per academic year. The college P&T committee recognizes that significant scholarly activities can look different for various departments and disciplines and require various time and effort. For this reason, the rigor increase was related to the number of peer reviewed publications at each level and a designation of a minimum of scholarly activities engaged in over the five-year period. The college P&T committee recognizes that significant scholarly activities can look different for various departments and disciplines and require various time and effort. For this reason, the rigor increase was related to the number of peer-reviewed publications at each level and a designation of a minimum of scholarly activities engaged in over the five-year period. All tenure track faculty are required by the BOR to maintain a minimum of 10% scholarship.
Additionally, a delineation of varying expectations for scholarship were made in the workload models. Workload models with more scholarship have an increased minimum for overall scholarship activities, number of significant scholarly contributions, and number of peer reviewed publications.

Professional Service
Each department determines the Professional Service expectations and metrics by which faculty will be evaluated. Progress will be reviewed during the annual review of faculty. The minimum workload effort in this area is 10% per academic year. Program coordination is considered Professional Service, but program size and complexity are considered when negotiating Professional Service load with the Department Chair. In the BCOE, program coordination may be especially time intensive (i.e., due to coordination across the EPP or the college, or the size and complexity of the program). Therefore, coordination may constitute up to 10% of workload per semester based upon department and college needs.

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Bagwell College of Education Tenured/Tenure-Track Workload Configuration Examples *

Area of Performance	Teaching Focused	Balance Teaching	Balanced Scholarship	Scholarship Focused	Significant Doctoral Mentoring Focused **	Service Focused ***
Teaching, Supervison & Mentoring	70%-10%-20% 80%-10%-10%	60%-20%-20%	60%-30%-10%	40%-40%-20%	60%-20%-20% 60%-30%-10%	60%-20%-20% 40%-20%-40%
	7 courses/year 8 courses/year	6 courses/year	6 courses/year	4 courses/year	5 courses/year + 1 course for doctoral mentoring	4 courses/year
	Demonstrated effective teaching and significant levels of scholarly teaching activities	Demonstrated effective teaching and significant levels of scholarly teaching activities	Demonstrated effective teaching and reasonable levels of scholarly teaching activities	Demonstrated effective teaching and moderate levels of scholarly teaching activities	Demonstrated effective teaching and moderate levels of scholarly teaching activities and intensive levels of doctoral mentoring	Demonstrated effective teaching and reasonable levels of scholarly teaching activities
	See Department Guidelines for activities considered and metrics within this area of performance					
Scholarship & Creative Activity	Three scholarly and creative activities, of which one (1) is a significant scholarly and creative activity as defined by the department guidelines, within a five (5) year period if 10% scholarship expectations	Four scholarly and creative activities, of which two (2) are significant scholarly and creative activities as defined by the department guidelines, within a five (5) year period	Five scholarly and creative activities, of which three (3) are significant scholarly and creative activities as defined by the department workload guidelines, within a five (5) year period	Five scholarly and creative activities, of which four (4) are significant scholarly and creative activities as defined by the department guidelines within a five (5) year period	Four scholarly and creative activities, of which two (2) are significant scholarly and creative activities as defined by the department guidelines, within a five (5) year period (20% scholarship and creative activity)	Four scholarly and creative activities, of which two (2) are significant scholarly and creative activities as defined by the department guidelines, within a five (5) year period

Area of Performance	Teaching Focused	Balance Teaching	Balanced Scholarship	Scholarship Focused	Significant Doctoral Mentoring Focused **	Service Focused ***
	*All tenured faculty must have at least 10% scholarship	*At least two (2) of the scholarly & creative activities must be a peer-reviewed publication	*At least two (2) of the scholarly & creative activities must be a peer-reviewed publication	*At least three (3) of the scholarly & creative activities must be peer-reviewed publications	Five scholarly and creative activities, of which three (3) are significant scholarly and creative activities as defined by the department workload guidelines, within a five (5) year period (30% scholarship and creative activity) *At least two (2) of the scholarly & creative activities must be a peer-reviewed publication	*At least two (2) of the scholarly & creative activities must be a peer-reviewed publication
	See Department Guidelines for activities considered and metrics within this area of performance					
Professional Service	At least one (1) significant department, college, university or professional service activities as defined by the department workload per 10% service workload within a five (5) year (10% = 120 hours per	At least one (1) significant department, college, university or professional service activities as defined by the department workload per 10% service workload (10% = 120 hours per	At least one (1) significant department, college, university or professional service activities as defined by the department workload per 10% service workload within a five (5) year period (an average of one or two per year)	At least one (1) significant department, college, university or professional service activities as defined by the department workload per 10% service workload within a five (5) year period (an average of two (2) per year)		At least one (1) significant department, college, university or professional service activities as defined by the department workload per 10% service workload

Area of Performance	Teaching Focused	Balance Teaching	Balanced Scholarship	Scholarship Focused	Significant Doctoral Mentoring Focused **	Service Focused ***
	period (an average of one per year)	year) within a five (5) year period (an average of two per year)				within a five (5) year period (an average of four (4) per year)
	See Department Guidelines for activities considered and metrics within this area of performance					

* Other workloads not displayed are possible and is negotiated by the faculty member and the chair with approval of the Dean during the Faculty Performance Agreement (FPA) process. The work baselines described here represent a five-year period in a workload model. In situations where faculty members change workload models, the faculty member negotiates the expected work with the department chair and with approval of the Dean through the FPA process.

** **Faculty** on other workload tracks are encouraged to participate on student dissertation committees and can use this involvement to partially fulfill service expectations.

***This option is primarily, but not exclusively, for program coordinators.

IV.   TEACHING, SUPERVISING, AND MENTORING OF STUDENTS

In the BCOE, teaching, supervising, and mentoring of students are considered central to the mission of the College. This section includes a brief description of the three key elements as they apply to KSU and the BCOE, as well as 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, faculty members should refer to the KSU Faculty Handbook for specific and detailed information regarding university-wide definitions, policies and practices.

Teaching, supervising, and mentoring are the most common instructional activities of the BCOE faculty. Teaching in the BCOE is innovative and involves facilitation of a learning environment which engages learners in their development and application of knowledge. Supervision in the BCOE typically occurs in B-12 schools with a focus on improving candidates' teaching performance through observations, conferences, and/or providing feedback. Mentoring facilitates and enhances the academic and professional success of either students or colleagues through a variety of formats including providing resources or forming professional relationships. "Although mentoring of students and colleagues is an important ancillary activity for most faculty, KSU holds no specific expectation that faculty will engage in explicit mentoring activities unless that expectation is established in the faculty member's FPA" (KSU Handbook, Section 2.4). The teaching, supervising, and mentoring completed by BCOE faculty should be described in the faculty member's FPA goals and align to expectations in the KSU Faculty Handbook and departmental P&T guidelines.

A BCOE 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. One's philosophy includes the personal values, beliefs, and goals that undergird and sustain one's perspectives, approaches and expectations relative to teaching, supervising, and mentoring, and relate in important ways to a department's mission, to institutional initiatives [EPP or General Education], or accreditation requirements. Moreover, a BCOE faculty member's philosophy statement can be reflected in the selection of elements and examples of teaching, supervising, and mentoring that he or she wishes to submit for evaluation. For these reasons, a philosophy of teaching, supervising, and mentoring of students is a recommended component of any BCOE faculty review document presented to a chair, one's peers, or administrators beyond the chair.

A. 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. "KSU expects its faculty to be current and well-qualified in their disciplines; to model and maintain the professional standards of their disciplines through research/creative activity; to inspire excitement for learning; to help students make connections among individual courses, their major areas of study, the general-education program, and lifelong learning; and to evaluate regularly the effectiveness of their teaching" (KSU Faculty Handbook, Section 2.4). "Teaching effectiveness at KSU will be assessed and evaluated not only from the perspective of the teacher's pedagogical intentions but also from the perspective of student learning" (KSU Faculty Handbook, Section 3.3).

B. Five-point Rubric for Teaching, Supervising, and Mentoring of Students

The BCOE emphasizes that course evaluations must be considered as one, but not the only, indicator of faculty teaching performance. This means that a solid argument for exceeding expectations or for needing improving the area of teaching must be based on data gathered through multiple sources of evidence, only one of which may be the results of course evaluations. Additionally, evaluations do not provide statistical significance as the representative of the entire class experience, and thus do not provide a reliable source of quantitative data. Other potential sources of evidence may include learning management system analytics, peer evaluations, various sources of qualitative and quantitative data, and SGIDs.

The BCOE recognizes the following benchmarks to be considered when implementing five level reviews:

5 – Exemplary - The faculty member has indications of going above and beyond the basic expectations of teaching as outlined by the departmental guidelines. These include but are not limited to development of innovative teaching methods, engagement in communities of practice within and beyond BCOE and KSU, curriculum development and/or revision, program assessment, engaging in a significant body of SOTL research, continuous learning to improve teaching (CETL workshop, professional workshop, conferences), BCOE or University level teaching award, or an accumulation of five or more factors listed in "Exceeds Expectations."

4 -- Exceeds Expectations – The faculty member engages in activities which go above and beyond the basic components required to meet expectations, as outlined by departmental guidelines. These activities include but are not limited to: implementation of successful initiatives that support students success, evidence of student mentoring of projects theses or dissertation committees, contribution to the development or coordinated improvement of courses or programs, mentoring faculty members teaching a new course, effective use of instructional supports (e.g., strategies, tools, programs, software), student advising with helping PCs, completing Honors Contracts with students in your course, receiving exemplary peer classroom observations, special awards or recognitions such as the "Thank a Teacher" program, or aggregate course evaluations indicating a majority of students agreed or strongly agreed that the instructor was effective in supporting learning.

3 – Meets Expectations – "Demonstrated effective teaching and significant levels of scholarly teaching activities" that support student learning. Adapts lessons and pedagogy to be aligned with research-based best practices. Classes are consistently held in the modality assigned for the duration of the course assignment. Course evaluations may show some minor areas of improvement as part of an ongoing personal effort to continually improve instruction.

2 – Needs Improvement – There are multiple indicators that a faculty member's teaching practice requires significant changes to better support student learning. Indicators may include a pattern of: failure to adapt lessons and pedagogy to be aligned with research-based best-practices, failure to regularly hold class, failure to hold class for the prescribed time period assigned (always starting late and/or ending early), failure to answer e-mails according to the syllabus and/or be responsive to student requests for support, evidence of unprofessional communication with

students or failure to demonstrate reflection on aggregate course evaluations indicating a majority of the students are not satisfied with the effectiveness of the instructor.

1 – Does Not Meet Expectations – The is no evidence that teaching has occurred at any point in the semester, or a faculty member who has previously been placed on a PRP in the area of teaching and failed to make improvements or develops additional needs for improvement, or the faculty member neglected their responsibilities in the performance area.

V.   SCHOLARSHIP AND CREATIVE ACTIVITY

Faculty members are expected to be productive in the area of scholarship and creative activity. "Scholarship and creative activity at KSU [and in the BCOE] is broadly 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" (KSU Faculty Handbook, Section 3.3.B) In the BCOE, the Scholarship of Teaching and the Scholarship of Service are subsumed in the category of Scholarship and Creative Activity.

Researchers and artists transform their work into scholarship when it becomes a tangible outcome or product formally shared with others, exhibits the use of appropriate and rigorous methods, and is disseminated and subject to informed critique and review, which would include the usual process of peer review and publication, showcasing, or presentation (KSU Faculty Handbook, Section 3.4.A).

Given the high levels of BCOE faculty engagement with and service to stakeholders in B-12 settings, scholarship and creative activity in the area of Professional Service is highly valued and encouraged. Furthermore, in keeping with the mission of the BCOE, scholarship and creative activity in the area of Teaching, Supervising, and Mentoring of Students is highly valued and instrumental to documenting effective and innovative pedagogy in B-12 or university classrooms. Hence, the College recognizes and values research and creative activity in any of Boyer's (1990) categories: discovery, integration, application, teaching or engagement/service.

Scholarly activity is an umbrella term used to apply to faculty work in all performance areas. Scholarly is an adjective used to describe the processes that faculty should implement within each area. In this context, scholarly refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, 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 Scholarship 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).

Scholarship may focus on any of the performance areas (i.e., scholarship of teaching, supervising, and mentoring of students; scholarship of research and creative activity; scholarship of professional service) however it is important to note that in the BCOE, the quality and significance of one's scholarship is to be described within the section titled "Scholarship and Creative Activity." Examples of scholarship in the various performance areas can be found in Section 3.4 of the KSU Faculty Handbook.

A. 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 (1990) Scholarship Reconsidered. Merely listing individual tasks and projects does not address quality and significance (KSU Faculty Handbook, Section 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).

In supporting evaluation of quality and significance in Scholarship and Creative Activity, faculty members should delineate a scholarship and creative activity framework, agenda, or plan for all pre-tenure, promotion, tenure, and post-tenure reviews.

B. External Review Letters

External letters are required for promotion and tenure decisions.

Administrative faculty 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.

C. Primary Sources of Evidence

Generally, publications, presentations and creative activities are primary sources of evidence for scholarship and creative activity. The annual faculty review platform (e.g., Digital Portfolio Workflow) 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
- Grants
- 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 lecture

Creative activities may include but are not limited to:
- Professional Development Programs
- Curriculum or Instructional Models
- Software development
- White Paper

See departmental promotion and tenure guidelines for specific examples of what is included as acceptable scholarship and creative activities.

D. Contributions to Collaborative Scholarship

The College values scholarship which emerges from collaborative efforts across departments, colleges, and with our external partners in B-12 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, 2010, p 18). When co-authoring, APA suggests:

> The name of the principal contributor should appear first, with subsequent names in order of decreasing contribution, but this convention can vary from field to field. If authors played equal roles in the research and publication of their study, they may wish to note this in the author notes…. Relative status (i.e., department chair, junior faculty, students) should not determine the order of authorship (APA Publication Manual, 2010 p. 19).

E. Five-point Rubic for Scholarship and Creative Activity

Process

Scholarship quality and significance can be shown in many ways. Some ways are through scholarship metrics, and others are qualitative. Benchmarking for scholarship ratings set by the college were accomplished through a review of peer and aspirant institutions identified by the university to ensure the expectations are representative of an R2 institutions and competitive with equivalently ranked peer institutions. The benchmarking first occurred in 2019 and was updated in 2023. The benchmarking process also considered the unique context of Kennesaw State University and the situational context of Bagwell College of Education. The BCOE requires an elevated level of partnerships and relationship building to conduct its work effectively. Additionally, the BCOE, due to accreditation requirements, has standards which inform our work and impact our workload, as well as quality and significance expectations. The BCOE highly regards collaborative scholarship and supports all kinds of formal scholarship as outlined in our Promotion and Tenure definitions. The benchmarking of scholarship and creative activity is used for decision making in post-tenure review based on the university guidelines.

Benchmarking Scholarship generally occurs in three classifications based on intensity and/or

impact. Below describes the BCOE definitions of these benchmarks. Intensity refers to the time and effort put into a work, and impact refers to the reach and influence the scholarship has on its recipients. Impact through reach is based on the number of recipients or readers who may be impacted by the scholarship. Measurement of impact and influence includes but is not limited to number of participants, readership, level (learner, classroom, district, local, state, national, international), citations, downloads, or formal journal impact factor metrics, as well as influence of learning and change (demonstrated with quantitative or qualitative evidence). The exemplars are a partial list and faculty may describe other ways to show the impact of their scholarship in their individual narratives. Departmental guidelines give guidance in what types of activities are appropriate based on rank and workload.

- When discussing publication, faculty can discuss quality and significance through reach and readership, distribution (local, state, regional, national or international), influence and impact for change, impact factor, downloads and citations, acceptance rates, etc.

- When discussing presentation, faculty can discuss quality and significance through reach, level (local, state, regional, national, international), impact for change, acceptance rates, etc.

- When discussing grants faculty can discuss quality and significance through grant size, grantor organization, impact for change, role (for example, PI or co-PI) etc.

Levels of Review

The BCOE recognizes the following benchmarks to be considered when implementing five level reviews:

5 – Exemplary

Faculty members demonstrate leadership in the production and dissemination of scholarly work which is peer reviewed or juried. Dissemination can include presentations, publications such as reports, chapters, articles, etc. Specific numbers of scholarly works are identified by the workload. Grants and contracts are considered scholarly work and encouraged. Some exemplars of benchmarks to reach at the exemplary level are:

- Pattern of high visibility & impact or higher quality venue for your field

- Qualitative or quantitative evidence of change or impact in a cluster of schools or a district or higher

- Peer reviewed or invited publications or presentations at a state, regional, national, or international organization or an organization deemed higher quality for your field

- Attainment of an external grant that is large or has a high impact factor

- Research Awards (KSU, USG, national/international, etc.), invited keynote speakers

- Research partnership/collaboration within department, college, university, district, or foundation

- Mentor undergraduate or graduate students in directed study projects or related research mentorships

4 -- Exceeds Expectations

Faculty members demonstrate leadership in the production and dissemination of scholarly work which is peer reviewed or juried. Dissemination can include presentations, publications such as reports, chapters, articles, etc. Specific numbers of scholarly works are identified by the workload. Grants and contracts are considered scholarly work and encouraged. Some exemplars of benchmarks to reach at the exceed level are:

- Pattern of higher visibility & impact or high-quality venue for your field

- Qualitative or quantitative evidence of change or impact in multiple classrooms, grade level or school

- Peer reviewed or invited publications or presentations at a state, regional, national, or international organization or an organization deemed high quality for your field

- Attainment of an external or mid-sized grant

- Application for larger external grants

- Research Award (Department, BCOE, CETL, etc.)

3 – Meets Expectations

Faculty members produce and disseminate scholarly work which is peer reviewed or juried. Dissemination includes presentation, reports, chapters, articles, etc. Grants and contracts are considered scholarly work and encouraged. Some exemplars of benchmarks to reach at the meets level are:

- Visibility and impact at the low to moderate levels (local/state level work or publications with lower impact rates)

- Qualitative or quantitative Evidence of change or impact in an actual classroom

- Peer reviewed presentations at a local or state organization with low to moderate visibility or impact factor (or conference attendance)

- Attainment of an internal or small local grant

- Writing grant reports for sustaining and maintaining grants

2 – Needs Improvement

> The faculty member does not consistently perform research and scholarship activities appropriate for current rank and workload as defined by the departmental P&T guidelines

1 – Does Not Meet Expectations

A faculty member that does not participate in Scholarship and Creative Activity for a given review period, or one on a PRP in the area of research and failed to make improvements, demonstrate a pattern of improvement, or develops additional needs for improvement, or the faculty member neglected their responsibilities in the performance area.

VI.   PROFESSIONAL SERVICE

A. Overview and Context

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 (KSU Faculty Handbook, 3.3.C) Faculty members perform a broad array of services that are vital to supporting and sustaining the quality and effectiveness of the University and its programs and to their disciplines/professions. Whatever the individual's relative emphasis in the performance areas, all faculty members in the College are expected to devote at least 10% of their workload to professional service activities. This agreement is subject to the final approval by the Dean (KSU Faculty Handbook 2.2). In the College, faculty members are expected to address the quality and significance of their service. Please see departmental promotion and tenure guidelines for specific examples of what is included as acceptable service activities.

Service is a broad category that covers both internal and external activities. Examples of internal service include, but are not limited to, the candidate's active involvement in department, college, or university committees. External service should be related to the faculty member's discipline or role at the university (KSU Faculty Handbook 3.3.C.). In addition, Boyer (1990) contends that higher education should also support the application of knowledge through faculty engagement in community-based research, teaching, and service. Faculty engagement involves generating, transmitting, applying, and preserving knowledge for the direct benefit of internal and external audiences for the purpose of contributing to the public good.

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)

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

C. Internal Service

Service to the Department
   a. Special responsibilities performed (e.g., program coordination, program development, course development)
   b. Student recruitment activities

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    c. Committee service

    d. Partnerships required for field placements/internships or related to other departmental programs or initiatives

    e. Department administration

Service to the College

    a. Involvement in program accreditation preparation and/or special reports

    b. Collaborating on college initiatives

    c. Serving on college-wide committees

    d. College administration

Service to the University

    a. Service on committees or special task forces

    b. Developing and/or participating in recruitment activities

    c. Collaborating on unique events that promote engagement in the university, such as alumni receptions, honors events, conferences, etc.

    d. Contributing to the University's strategic goals (e.g., to enhance equal opportunity and cultural diversity)

    e. Contributing to the development of partnerships and/or establishing grant, contracts or MOUs

    f. University administration

D. External Service

Service to the Profession

    a. Accreditation team memberships and leadership roles

    b. Conference leadership or proposal reviews

    c. Professional organization leadership (local, national, or international)

    d. Editor, reviewer, or editorial board member for a professional journal

    e. Member of a reviewing committee for federal granting agencies

    f. Membership on committees of professional or academic agencies at the local, state, or national level insofar as these services involve the faculty member's professional knowledge and skill

Service to the Field

    a. Working with parent groups, private agencies, review boards, or advisory boards

    b. Providing professional development

    c. Consultation, coaching, or technical assistance

    d. Presentations for parents or other stake holders

    e. Service to business and industry

    f. Testifying as an expert witness

    g. Participating in task forces and meetings of public, nonprofit, or private organizations

Partnering with Other Post-Secondary Institutions

    a. Developing linkages with partner institutions both locally and globally

    b. Facilitating organizational development

    c. Providing technical assistance

E. Five-point Rubric for Service

Service is a broad category which includes both internal and external service work. Service is valued in BCOE as it is how we represent the college with our colleagues and the community. The BCOE recognized the context of education and the need for service in the educational sector. BCOE faculty often engage in high amounts of service to educate teachers effectively.

The BCOE recognizes the following benchmarks to be considered when implementing five level reviews:

5 – Exemplary – The faculty member performs service activities, with quality and significance, well above expectations for their current rank and workload as defined by the departmental P&T guidelines. The faculty member has distinguished themselves in service activities by contributing significantly to their service activities and/or has also taken on significant leadership role(s) in those activities. Indicators of exemplary service include but are not limited to chairing a departmental, BCOE, or university committee, serving in significant leadership roles in professional organizations, making significant contributions to committee work, and receiving a professional organization, BCOE, or University level service award. Faculty must provide evidence of leadership in their service activities as well as explain and document the quality and significance of the service roles.

4 -- Exceeds Expectations – The faculty member performs service activities, with quality and significance, above expectations for their current rank and workload as defined by the departmental P&T guidelines. Indicators of exceeding expectations may include but is not limited to serving in multiple service roles, making important contributions to the work of committees, taking on leadership roles in department, college and/or university level service activities, and taking on leadership roles in professional organizations or community service activities. Faculty must provide evidence of important contributions in their service activities as well as explain and document the quality and significance of the service roles.

3 – Meets Expectations – The faculty member performs service activities, with quality and significance, appropriate for current rank and workload as defined by the departmental P&T guidelines. Faculty should contribute to the work of department, college, university, professional organization and/or community service activities. Faculty must provide evidence of active and full participation in their service activities as well as explain and document the quality and significance of the service roles.

2 – Needs Improvement – The faculty member does not consistently perform service activities, with quality and significance, appropriate for current rank and workload as defined by the departmental P&T guidelines. Indicators include, but are not limited to not serving on committees, not actively contributing to committee work, and/or not participating in service at a professional or community level. Faculty does not provide evidence of active and full participation in their service activities, as well as explain and document the quality and

significance of the service roles.

1 – Does Not Meet Expectations - A faculty member who doesn not participate in service activities, or one who is on a PRP in the area of service and failed to make improvements or develops additional needs for improvement, or the faculty member neglected their responsibilities in the performance area.

VII.   STUDENT SUCCESS

Faculty are to highlight activities promoting student success in at least one of the three performance areas: Teaching, Supervising, and Mentoring students, Scholarship and Creative Activities, and/or Professional Service.

VIII.   FACULTY MEMBER RESPONSIBILITIES

The faculty member seeking promotion and tenure bears the responsibility for collecting and presenting the appropriate documentation which demonstrates his or her accomplishments in each of the performance areas. The faculty member should refer to the appropriate departmental guidelines for specifics relating to promotion and tenure within his or her respective department. The faculty member is encouraged to consult with tenured faculty within his or her own department concerning the content and preparation of the materials required for promotion and tenure.

IX.   TENURE TRACK AND TENURED FACULTY

A complete discussion of tenure track and tenured faculty positions, promotion, and tenure can be found in the KSU Faculty Handbook. The College concurs with the general statements summarized in Section 3.5 General Expectations for Tenure, Promotion, and Post-Tenure Review.

X.   NON-TENURE TRACK FACULTY IN PROFESSORIAL RANKS

A complete discussion of non-tenure track faculty in professorial ranks positions, promotion, and review can be found in the KSU Faculty Handbook. The College concurs with the general statements summarized in Section 3.6 General Expectations for Promotion and Faculty Performance for Non-Tenure Track Faculty in Professional Ranks.

A. Clinical Teaching

Clinical faculty members are non-tenure-track faculty with professorial rank. The term clinical may be interpreted liberally so as to encompass relevant professional activities that may not be of a purely clinical nature if narrowly defined, but meet specific needs related to the University, College and/or department mission. Clinical faculty must hold, or be eligible to obtain, as applicable, board or other certification in the profession/discipline in which the individual will provide clinical, education, industry and/or professional service. Exceptions must be approved by the department chair, dean, and Provost/VPAA prior to appointment.

The holder of a non-tenure track position (with or without professorial rank) is not eligible for consideration for the award of tenure or probationary credit toward tenure. Clinical faculty may fill a declared, open tenure-track faculty position through the normal search and screening process. Administrative transfers from a tenure track faculty position with professorial rank to a non-tenure track faculty position with professorial rank require the approval of the department chair, dean, Provost/VPAA, and president, and such a transfer results in the conversion of the tenure-track position to a non-tenure track position. Non-tenure track positions will use the 5-point scale. They are not impacted by PRPs or PIPs, etc., given they are non-tenure track lines. Performance of 1s or 2s will be addressed as they previously have been in ARDs/FPAs.

Teaching, Supervising, and Mentoring of Students (including clinical practice)	• Mentors candidates in classroom, field-based, and clinical settings. • Recognized as an excellent teacher through candidate and peer evaluations. • Responsive to candidate, peer and administrative feedback.

Professional Service	• Participates on committees within the department or college. • Develops and maintains positive relationships with clinical or field-based organizations. • Participates in a professional organization.
Scholarship and Creative Activity	• Research, other scholarship, or project development is not an expected activity area, but the faculty member may choose to participate independently or collaboratively in this area upon negotiation in the FPA.

Clinical Associate Professor

Clinical Associate Professors make contributions to knowledge as a result of their clinical specialty contributions. These on-campus and off-campus contributions occur in clinical, educational, industrial, and/or professional settings. The professional identities of clinical associate professors should become more advanced, more clearly defined, and more widely recognized as their careers progress. The faculty member establishes a strong record of clinical accomplishments with broad impact and recognition within and beyond the university. The earned doctorate or equivalent in training, ability and/or experience is required for promotion to the rank of associate professor. Neither the possession of the doctorate nor longevity of service is a guarantee of promotion. This position is not a tenure-track position. There are no expectations for scholarship and creative activity.

Credentials required for hire and/or promotion	• Holds a doctorate in the discipline or a related field; or (with university approval) a master's or specialist degree plus equivalent training, ability, and/or experience. • Maintains professional growth by pursuing relevant credit and non-credit offerings.
Teaching, Supervising, and Mentoring of Students (including clinical practice)	• Recognized as an excellent teacher through candidate and peer evaluations. • Provides leadership in teaching/mentoring or clinical practice.
Professional Service	• Provides leadership on department, college or university committees. • Provides leadership and/or consultation to schools and teachers. • Participates in a national professional organization.
Scholarship and Creative Activity	• Research, other scholarship, or project development is not an expected activity area, but the faculty member may choose to participate independently or collaboratively in this area upon negotiation in the FPA.

Clinical Professor

Clinical Professors are experienced and senior members of the faculty who have become highly accomplished in their clinical specialty area. They are faculty whose careers have advanced to mature and high levels of effectiveness and productivity. Professors have strong records of contribution to and leadership in clinical specialty areas. These contributions are in on-campus and off-campus work in clinical, educational, industry, and/or professional settings. Clinical Professors are typically characterized as leaders, mentors, and experts in their clinical specialty area and these accomplishments merit regional, national or international attention and recognition. Clinical Professors continue to grow and develop in their clinical specialty area. By policy, the earned doctorate or equivalent in training, ability and/or experience is required for promotion to the rank of professor. Neither the possession of the doctorate nor longevity of service is a guarantee of promotion. This position is not a tenure-track position. There are no expectations for scholarship and creative activity.

Credentials required for hire and/or promotion	• Holds a doctorate in the discipline or a related field; or (with university approval) a master's or specialist degree plus equivalent training, ability, and/or experience. • Maintains professional growth by pursuing relevant credit and non-credit offerings.
Teaching, Supervising, and Mentoring of Students (including clinical practice)	• Recognized as an excellent teacher through candidate and peer evaluations. • Provides significant leadership in teaching/mentoring or clinical practice.
Professional Service	• Demonstrates significant leadership in committees at the department, college and/or university levels. • Provides leadership in a national or international professional organization. • Consults with other institutions or agencies on educational issues.
Scholarship and Creative Activity	• Research, other scholarship, or project development is not an expected activity area, but the faculty member may choose to participate independently or collaboratively in this area upon negotiation in the FPA.

B. Lecturer and Senior Lecturer

In most cases, the responsibilities of lecturer are devoted primarily to teaching and/or supervising teacher education candidates in school settings and are therefore expected to be highly effective in these areas. The specific responsibilities may be individualized based on the needs of the department or college and must be specified in the Faculty Performance Agreement (FPA) (KSU Faculty Handbook, Section 3.6 B.1.). Lecturers show a commitment to education through reflecting upon and refining their teaching, supervising, and mentoring of students. The lecturer position is not a tenure-track position. There are no expectations for research and creative activity for lecturers.

XI. ANNUAL EVALUATION OF THE QUALITY AND SIGNIFICANCE OF FACULTY ACCOMPLISHMENTS

Each academic year, faculty members will work with their department chair to design a Faculty Performance Agreement (FPA), an individualized plan that outlines the faculty member's professional responsibilities. The FPA will:

    a. specify the faculty member's workload configuration and rationale for any variation from the workload model norm;

    b. clarify the general responsibilities and relative emphasis of the individual in teaching, supervising, and mentoring of students; scholarship and creative activity; professional service;

    c. articulate the manner in which the faculty member's activities relate to the departmental and college mission and goals;

    d. identify the expectations for scholarly activity in all of the faculty member's performance areas;

    e. specify the scholarship and creative activity expectations.

Each academic year, faculty will prepare an Annual Review Document (ARD) in which they present evidence that demonstrates progress they are making on the plans outlined in their FPA. The department chair will meet with the faculty member to discuss the faculty member's performance. The chair will provide a written evaluation of the faculty member's performance. Both faculty and chair will sign the review documents, and the chair will then forward both the FPA and the ARD to the Dean's office for review.

A successful annual evaluation does not immediately guarantee a successful promotion and/or tenure review. While adequate progress may be demonstrated annually, multi-year benchmarks must also be met for successful multi-year review periods as outlined by the department.

The annual review process will include the department chair evaluating each of the categories of work of the faculty (teaching, scholarship, and service) and the area of student success embedded in one of those categories using the five-point scale outlined in this document against department guidelines.

    5- Exemplary

    4- Exceeds Expectations

    3- Meets Expectations

    2- Needs Improvement

    1- Does Not Meet Expectations

Earning a rating of a 3 or higher (meets expectations) in each of the areas. Earning a 1 or 2 in any area will require a performance remediation plan PRP) as outlined in the university guidelines section 3.12.

A **performance remediation plan** is developed in coordination with the faculty member and sets realistic goals which are measurable and achievable, to improve performance in the area

identified is in need through the annual review process. The faculty will make progress in the beginning to meet the goals set within the following year. The PRP is signed by the Dean and submitted to academic affairs.

As outlined in the university guidelines section 3.12, tenured faculty earning a rating of a 1 or a 2 from the five-point scale for two consecutive annual reviews will undergo a **Corrective Post-Tenure Review**. This review follows the same process as a regular post-tenure review. If the outcome of the corrective post-tenure review is successful, the faculty member will reset the post-tenure review clock. If it is unsuccessful (earning a does not meet expectations or needs improvement), the process for unsuccessful post-tenure review will be followed.

Post-tenure review policies are outlined in Section 3.5.C of the KSU Faculty Handbook.

At all levels of review, within ten calendar days of the date the document is signed, faculty members may make a written response to the evaluation. The Annual Review Document, the Faculty Performance Agreement, and all written responses from faculty members are materials to be included for review in Promotion and Tenure.

XII. PORTFOLIO PREPARATION FOR MULTI-YEAR REVIEWS

All faculty members are required to submit a portfolio for multi-year reviews as specified for their particular positions in the KSU Faculty Handbook or when applying for promotion. For example, tenure-track faculty must submit a multi-year portfolio for the pre-tenure review and every five years following the most recent promotion and/or tenure action. These faculty members are required to address and provide evidence for each performance area. Portfolio evidence should reflect the workload configuration as outlined in the FPAs and ARDs for the years involved as well as evidence that makes the best case for promotion or tenure/promotion.

All faculty on administrative contracts are included in the multi-year/post-tenure evaluation cycle. See section 1.1 of the faculty handbook.

The KSU Faculty Handbook provides guidelines for the portfolio structure, contents, and timeline submissions. In addition to the University guidelines, BCOE faculty must express their philosophy of teaching, supervision, and mentoring in their narrative. Department P&T guidelines may also address information not specified in the KSU Faculty Handbook or in the College P&T Guidelines. In general, the Department guidelines should provide the structure for organizing the portfolio narrative.

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. <u>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.</u>

The purpose of the pre-tenure review is to give faculty a clear picture of their progress toward achieving tenure. Pre-tenure review letters state specific strengths and weaknesses and/or give advice on ways faculty members can better focus their work and/or improve professionally. Faculty preparing a portfolio for the pre-tenure review should refer to their department promotion and tenure guidelines, their college guidelines, and the KSU Faculty Handbook. Particular attention should be given to the understanding, responding to, and organizing evidence that makes a clear and convincing case for the quality and significance of valued faculty achievements during the period specified.

The tenure review is a process through which the faculty member submits evidence of his or her work while serving in the tenure track faculty at Kennesaw State University. The tenure process requires a five-year review period. However, faculty may be granted years of credit toward tenure for prior work experience. Faculty should consult their contract to see when they are eligible and/or required to go up for tenure. The tenure process ends the probationary period, and the faculty submits a portfolio of work to demonstrate their ability to work at the *meets expectations* level for their current rank. Successful completion of the tenure review earns the faculty member tenure.

The promotion review process allows the faculty member to submit a portfolio of work during their time at KSU to demonstrate that they are working at a rank above their current assigned rank to be awarded a promotion to a new rank, faculty must demonstrate in their portfolio evidence that they are already working at the beginning stages of that rank.

Post-tenure review is a process which guides the faculty, department, college, and university in ensuring faculty work meets guidelines and expectations and gives the opportunity to celebrate accomplishments through that work. The post-tenure review process utilizes the five-level evaluation scale outlined in these guidelines. The type of post-tenure review is determined by contract type. KSU policy 1.1 defines these contracts. The assessment outcomes of the post-tenure review process will be based on a five-point scale. These outcomes have been delineated in each of the three sections of faculty work above. The five points are further delineated with specificity according to the departmental P&T guidelines. The five points are listed below:

5- Exemplary

4- Exceeds Expectations

3- Meets Expectations

2- Needs Improvement

1- Does Not Meet Expectations

Beginning Fall 2023, post-tenure review outcomes can lead to follow up procedures, consequential actions, and rewards. Faculty who earns a rating of 3 or higher on a post-tenure review will be considered to have a successful review. Unsuccessful reviews will warrant an improvement process. Each of these potential outcome processes are listed in sections 3.12 and 3.5 of the KSU Faculty Handbook, includingPerformance Improvement Plans, Follow-up Actions, and Due Process.

XIII.   College Promotion & Tenure Committee

Only Full Professors can vote on a candidate's promotion to Full Professor. Both Associates and Full 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.

College committees require a minimum of three voting members at the appropriate rank for each portfolio.

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).

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Envelope Id: 4D8FF61AA1AD4213862D41FBDFEBC30C
Subject: Complete with DocuSign: Bagwell_Complete_with_DocuSign_college-tnp-guideline-2.pdf
Should this go to Agiloft?:
Source Envelope:

Document Pages: 39	Signatures: 1	Envelope Originator:
Certificate Pages: 4	Initials: 0	Melissa Driver
AutoNav: Enabled		mdriver6@kennesaw.edu
EnvelopeId Stamping: Enabled		IP Address: 130.218.12.38
Time Zone: (UTC-05:00) Eastern Time (US & Canada)		

Status: Completed

Record Tracking

Status: Original	Holder: Melissa Driver	Location: DocuSign
1/30/2024 5:03:03 PM	mdriver6@kennesaw.edu	

Signer Events	Signature	Timestamp
Adrian Epps aepps6@kennesaw.edu Dean Security Level: Email, Account Authentication (None)	DocuSigned by: *Adrian Epps* 55266220501A4E7... Signature Adoption: Pre-selected Style Using IP Address: 130.218.12.38	Sent: 1/30/2024 5:03:53 PM Viewed: 1/30/2024 5:05:01 PM Signed: 1/30/2024 5:05:03 PM
Electronic Record and Signature Disclosure: Accepted: 1/30/2024 5:05:01 PM ID: 79190fea-8abf-4697-ad72-382e6c08e574		

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	1/30/2024 5:03:53 PM
Certified Delivered	Security Checked	1/30/2024 5:05:01 PM
Signing Complete	Security Checked	1/30/2024 5:05:03 PM
Completed	Security Checked	1/30/2024 5:05:03 PM

Payment Events	Status	Timestamps

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Record Tracking

Status: Original	Holder: Leslie Downs	Location: DocuSign
1/31/2024 3:44:17 PM	ldowns@kennesaw.edu	

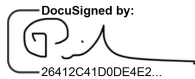| Signer Events	Signature	Timestamp
Carmen Skaggs cskaggs4@kennesaw.edu Assistant Vice President for Academic Affairs Kennesaw State University Security Level: Email, Account Authentication (None)	CS Signature Adoption: Pre-selected Style Using IP Address: 130.218.12.38	Sent: 1/31/2024 3:47:57 PM Viewed: 1/31/2024 4:03:11 PM Signed: 1/31/2024 4:04:19 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 Signature Adoption: Pre-selected Style Using IP Address: 104.7.55.145	Sent: 1/31/2024 4:04:21 PM Viewed: 1/31/2024 4:30:21 PM Signed: 1/31/2024 4:30:36 PM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Ivan Pulinkala ipulinka@kennesaw.edu Security Level: Email, Account Authentication (None)	DocuSigned by: 26412C41D0DE4E2... Signature Adoption: Drawn on Device Using IP Address: 130.218.6.181 Signed using mobile	Sent: 1/31/2024 4:30:38 PM Viewed: 1/31/2024 4:36:28 PM Signed: 1/31/2024 4:36:34 PM
Electronic Record and Signature Disclosure: Accepted: 1/31/2024 4:36:28 PM ID: f6fa4184-410a-4422-9aa2-f49325e405d8		

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
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 4:36:35 PM Resent: 1/31/2024 4:36:37 PM Viewed: 2/1/2024 12:23:33 PM

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	1/31/2024 3:47:57 PM
Certified Delivered	Security Checked	1/31/2024 4:36:28 PM
Signing Complete	Security Checked	1/31/2024 4:36:34 PM
Completed	Security Checked	1/31/2024 4:36:35 PM

Payment Events	Status	Timestamps

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