KENNESAW STATE
UNIVERSITY
NORMAN J. RADOW COLLEGE OF
HUMANITIES AND SOCIAL SCIENCES
School of Conflict Management,
Peacebuilding and Development

School of Conflict Management, Peacebuilding and Development

Guidelines for the Evaluation of Faculty Performance,
Including Promotion and Tenure Guidelines [1]

School of Conflict Management, Peacebuilding and Development (SCMPD) Faculty

These guidelines are used for evaluating the performance of faculty who are fully housed in or jointly appointed to the School of Conflict Management, Peacebuilding and Development (SCMPD) as defined by its bylaws.

The programs within the School of Conflict, Peace and Development (SCMPD) share a commitment to interdisciplinary learning. Some faculty members focus on research and typically publish in blind peer-reviewed journals, while other faculty members are more involved in practice, publishing in more practice-oriented publications, including blind peer-reviewed journals, but also encompassing "grey literature" (such as white papers, policy briefs, and training materials). The criteria for promotion and tenure therefore reflect these differing foci.

Part of the job of faculty associated with SCMPD is to promote the reputation of the School. Faculty at all levels should demonstrate activities that help build the reputation of the School locally, regionally, nationally, and/or globally. This will take different forms depending on faculty areas of research and practice.

These guidelines identify the types of School faculty and the procedures for promotion, tenure and other performance reviews; and the interpretation of university and college guidelines as they pertain to the School.

Faculty with Credit towards Tenure

The CHSS Guidelines state as follows:

> In some cases, probationary credit towards tenure may be awarded at the assistant or associate professor level to new hires who have previously held full-time faculty employment at Kennesaw State University or other colleges or universities. In accordance with the BOR Academic & Student Affairs Handbook Section 4.4.1 and the Kennesaw State University Faculty Handbook (see section "Tenure Review"), an individual may be granted between 1 to 3 years of prior credit towards tenure based on previous full-time faculty employment. Faculty members who use probationary years of credit towards tenure and/or promotion must clearly state in their narrative the number of years of previous work they are including as part of their portfolio

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[1] Proposed by SCMPD's Promotion and Tenure Committee (April 2017), adapted from several documents, including University Handbook; P & T document from the INCM Governance Committee; ISD P & T document; and CHSS P & T Guidelines. First presented to the SCMPD faculty on May 4, 2017.

performance evaluation and provide detailed documentation of performance in the three areas of evaluation during those years as the ones at KSU. In addition, the number of years of previous work included as part of the performance review cannot exceed five full years of full-time appointment.

In cases where prior credit towards tenure has been awarded, Promotion & Tenure review committees must take into account activities completed in all review categories for the period stated in the narrative before the individual was hired in a full-time associate or assistant professor position at KSU.

Faculty Reviews

Reviews of Faculty Holding Joint Appointments

Faculty members who hold joint appointments between SCMPD and another department should consult the faculty handbook guidelines for joint appointees and individual Memoranda of Understanding (MOUs). The tenure home's (Department or SCMPD) guidelines will take precedence.

- Some departments encompass multiple disciplines (e.g., Geography and Anthropology; Sociology and Criminal Justice), while SCMPD will have faculty from multiple disciplines. In creating the joint committee, at least two members must be from the discipline of each faculty member to be reviewed. If this is not possible, the joint committee will seek the recommendation of at least one discipline specific colleague who is affirmed as a temporary and ad hoc non-voting member by a majority vote of the committee members.
- The P&T committees will be responsible for considering the P&T guidelines of both units during their deliberations, as well as the Memorandum of Understanding (MOU) signed by the Chair of the home department and the Director of the School.

Pre-tenure Review for Joint-Appointed Faculty with School of Conflict, Peace and Development (SCMPD) as their Tenure Home:

The purpose of the pre-tenure review (conducted in a faculty member's third year at KSU) is to assist faculty members in determining whether they are making appropriate progress toward tenure and to assess the individual's trajectory to be tenured. The pre-tenure review does not constitute a tenure decision, but rather provides guidance and feedback to the faculty member for successful completion of the tenure requirements.

- For the purpose of pre-tenure review for joint-appointed faculty, the pre-promotion review will be conducted by a P&T committee composed of five members elected by the two units: three members from the tenure home and two members from the complementary unit. Units having a standing P&T committee will select their representatives from the members of their P&T committee.

Promotion and Tenure Review for School of Conflict, Peace and Development (SCMPD) Faculty Holding Joint Appointments:

For the purpose of P&T, the first level of review of faculty holding a Joint Appointment will be conducted by a P&T committee composed of five members elected by the two units: three members from the tenure home, and two members from the complementary unit. The members of these joint P&T committees will be elected by a majority vote of each respective committee-that is, of the tenure home committee and the committee of the complementary unit.

- Units having a standing P&T committee will select their representatives from the members of their respective P&T committees.
- Only faculty at the same rank or above will vote on P&T decisions.
- The vote tally for and against recommending promotion and/or tenure will be recorded on the coversheet (but not names of individuals casting those votes).

<u>Promotion and Tenure Review for School of Conflict Management, Peacebuilding and Development Faculty:</u>
Faculty members whose sole tenure home is SCMPD will be reviewed by SCMPD's P&T Committee.
- The SCMPD P&T committee is composed of three to five members, at least three of whom **must be a full professors.** If needed, as per Faculty Handbook procedures, SMCPD may select a full professor from another KSU department to serve on the P&T Committee.
- Members of the committee cannot have more than 30% in the area of Administration and Leadership outside SCMPD.
- Only faculty at the same rank or above will vote on P&T decisions.
- The vote tally for and against recommending promotion and/or tenure will be recorded on the coversheet (but not names of individuals casting those votes).

Interpretations and Adaptations of University's General Criteria

Faculty members are expected to familiarize themselves with guidelines for evaluating faculty performance provided in KSU's Faculty Handbook.

SCMPD guidelines serve to establish specific KSU's Promotion and Tenure guidelines for SCMPD faculty. In this manner, SCMPD guidelines are subject to university and college guidelines and interpret those guidelines in the specific context of SCMPD. SCMPD uses a holistic approach to evaluating faculty performance.

KSU's university guidelines specify that faculty members contribute to and are evaluated in the following areas:
1. Teaching (T)
2. Scholarship and Creative Activity (SCA)
3. Professional Service (PS)

As is the case with day-to-day activities, contributions to the different evaluation areas likely vary over time (semester-to-semester and year-to-year) and over a career. The diversity of contributions should be consistent with and draw on the strengths of individual faculty members. Over time, faculty members' contributions to each of the primary three evaluation areas should be evident.

In all evaluation areas, quality and significance of the work consistent with the expectations at the rank to be promoted into are the main criteria for evaluating performance.

CHSS Definitions of Satisfactory and Noteworthy Contributions

Concerning faculty performance measures, the CHSS Guideline states as follows:

> At all levels of review, faculty are expected to demonstrate the quality and significance of their work (KSU Faculty Handbook Section 3.5.). Faculty members' performance must be noteworthy in at least two areas, of which Teaching, Advising, and Mentoring must be one, and satisfactory in the third.

> Satisfactory faculty consistently fulfill fundamental job expectations and contribute to the everyday functioning of their department, college, and university. They are productive members of the greater academic community.[2]

> Noteworthy faculty consistently exceed their fundamental job expectations. They make notable contributions to their greater academic communities.

Indicators of Teaching (T) Performance
In each rank, activities faculty members could report to demonstrate their T performance include, but are not limited to:[3]
- Use student feedback to improve courses and teaching;
- Incorporate new approaches to teaching;
- Develop a philosophy of teaching and learning that establishes educational goals;
- Engage in self-development activities (e.g., attending conferences/workshops).
- Incorporate regular revisions in course materials reflecting the current research and theory from the literature;
- Assess student learning outcomes;
- Design effective teaching materials, including syllabi, training materials and case studies;
- Supervise field experiences, directed studies, or other student research projects;
- Engage teachers, students, and others in learning, inside and outside the classroom, through group instruction, individual instruction, supervision, mentoring, advising, and curricular or pedagogical innovation;
- Mentor, advise, and supervise;
- Expand the teaching repertoire in the preparation of additional courses or in the development of methods or materials for existing courses;
- Develop teaching collaborations (e.g., interdisciplinary courses);
- Teach at another institution (e.g., a faculty exchange program or study abroad program);

Sources of information about these activities may include, but are not limited to:
- Formal student comments on teaching (e.g., student teaching evaluations);
- Collegial critique of course materials;
- Collegial critique of classroom teaching;
- Faculty-developed questionnaires to elicit student feedback;
- Exit interviews of students graduating, transferring, or completing a course;
- Evidence of student growth over the semester (e.g., assessment of student learning

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2 Faculty who do not meet satisfactory standards are considered not meeting expectations.
3 This and similar lists in this document have been ranked in order of importance, with the most significant listed first.

outcomes);
- Placement of students in academic or professional positions or graduate school;
- Dissemination of student research (e.g., student presentations);
- External reports of student performance;
- Teaching/supervision/mentoring awards/nominations;
- Collaborative research projects or other inquiry-based work performed with students;
- New courses piloted, developed, or taught for the first time;
- Evidence of professional development activities for improving teaching effectiveness (i.e., participation in structured collaborative activities such as learning communities);
- Expanded teaching venues such as workshops, in-service, and guest lecturing in others' classes;
- Design and/or participation in mentoring workshops or on mentoring teams.

Indicators of Scholarship and Creative Activities {SCA} Performance
Scholarship and Creative Activities (SCA) that are considered "fundamental" include, but are not limited to:
- Publication of research including one or more of the following:
  - Monographs or other scholarly books;
  - Edited volumes or special issues of academic journals;
  - Articles in blind peer-reviewed journals;
  - Case studies or chapters in scholarly books or edited volumes;
  - Policy briefs, working papers, training materials, case studies, or other practitioner-oriented publications;
  - Pedagogical or service-oriented research in appropriate journals.
  - Research or other grant proposals submitted for external funding.

[Note that publications or other outputs may be of single or joint authorship, and may be a combination of books, book chapters, and journal articles. A peer-reviewed book with a reputable University press or academic publisher may be considered to be equivalent to three peer-reviewed journal articles. School faculty are encouraged to publish with graduate students.]
- Presentations at conferences or professional meetings, or invited research lectures;
- Artistic productions (such as plays, films, paintings, sculptures);
- Writing proposals for research grants to procure funding agenda and preparing year-end reports to funding agencies;

Additional activities for consideration in SCA assessment include, but are not limited to:
- Serving as a referee for research publications or grant proposals;
- Directing artistic productions;
- Convening panels or discussing paper presentations at professional meetings;
- Conducting and participating in academic or professional workshops, seminars, and colloquia;
- Creating and conducting academic or professional conference, symposiums, or workshops.
- Earning recognition and awards for distinguished scholarly activities;
- Receiving commissions and contracts to produce reports and materials;
- Producing textbooks, ancillary text materials, training materials, case studies, software applications, and case study guides;

Indicators of Professional Service Performance
Activities for Professional Service, which must be related to a person's status as a faculty member include, but are not limited to:

- Service to the School, College, or University by serving on committees, including dissertation committees and committees formed by SCMPD focused on curriculum, P&T, etc.;
- Service to the wider-community, locally, nationally, and internationally, including service to the profession; as a policy adviser; as an editor, assistant editor, or member of an advisory committee of a journal or book; undertaking consultancies; conducting training and workshops; and giving speeches, invited lectures, or other public presentations.
- Providing informal peer review of others' work, e.g., invitation to assess the work of other scholars and writing external letters.
- Participating in research-oriented development seminars or workshops that enhance the effectiveness of one's own scholarship;
- Administrative and leadership activities are included under Professional Service.

Expectations and Progression through Rank

Tenure-track faculty at all levels of SCMPD should demonstrate their engagement with activities that help build the reputation of the School locally, regionally, nationally, and/or globally. Tenure track faculty are expected to perform at a satisfactory level in all categories of performance at their current rank. By the time they are ready for promotion to the next rank, faculty are expected to demonstrate that their performance has reached a consistently noteworthy level in at least two categories at their current rank.

Satisfactory faculty consistently fulfill fundamental job expectations and contribute to the everyday functioning of their department, college, and university. They are productive members of the greater academic community.

Noteworthy faculty consistently exceed their fundamental job expectations. They make notable contributions to their greater academic communities.

The following sections intend to help clarify what satisfactory and noteworthy contributions means in the context of SCMPD

Lecturer
Twill be the primary category used in the evaluation of lecturers. PS will also be considered.

Senior Lecturer
As experience increases, lecturers should increase the breadth and depth of their knowledge of course subject matter and of effective teaching techniques. Courses not previously taught by the faculty member, mentoring of other faculty members, or cross-disciplinary courses may be undertaken as required by the needs of SCMPD or the interests of the faculty member when opportunities arise.

PS relevant to Twill be the primary category used in the evaluation of lecturers. SCA, participation at relevant SCMPD meetings, and other PS will also be considered.

<u>Assistant Professor</u>

T: In adjusting to the role of assistant professor, faculty members typically spend significant time and effort in developing, testing, and refining their courses and honing their pedagogical skills.

Promotion to Associate Professor: Noteworthy

By the time candidates petition for promotion to Associate Professor, they should have fulfilled all requirements for satisfactory teaching, advising, and mentoring as well as achieved some combination of

- The use of diverse and effective pedagogical strategies as evidenced by syllabi, lesson materials, teaching philosophy, peer observations, or student feedback
- The use of a variety of materials and techniques that are designed to enhance student learning and engagement
- A demonstrated commitment to continued improvement through reflection, participation in professional development courses or activities, attendance at conferences focused on teaching and learning, or solicitation of feedback from peers and students
- The development of new courses
- Demonstrated evidence of effective advising or mentoring

SCA: Scholarship, creative activities, and professional practice (e.g. mediations, negotiations, workshop facilitation, training programs) for assistant professors are varied and broadly defined. In the early years in the academy, focus is placed on developing areas of scholarship and creative activities. Importantly, blind peer-reviewed scholarship products (or comparable activity, for instance in gray literature for practice-oriented faculty) and evidence of a productive trajectory of scholarship will be necessary for promotion to the associate professor level and the award of tenure. Submitted external grant proposals are also valued outputs at this stage in the faculty's career. While we recognize that faculty portfolios will vary in their composition, we expect at least some peer reviewed publications in academic outlets from all faculty.

Faculty ready for promotion to associate professor should have some combination of at least five quality products, including peer-reviewed publications. Faculty going up for associate should also provide a minimum of three external letters from experts in their field that recognize the impact of the individual on their field. Refer to Kennesaw State University 2017-2018 Faculty Handbook Section 3.12. for details on external letters. External letters will be but one data point in the portfolio review.

PS on department or school committees is expected. Service to the profession outside of KSU will also be considered.

<u>Associate Professor</u>

T: As experience increases, faculty members should increase the breadth and depth of their knowledge of course subject matter and of effective teaching techniques. Faculty members may also develop new courses and mentor other faculty members.

Promotion to Full Professor: Noteworthy

By the time candidates petition for promotion to Full Professor, they should have fulfilled all requirements for satisfactory teaching, advising, and mentoring at the Associate Professor level as well as achieved some combination of

- Departmental or college level awards/recognition of teaching
- The development of new courses or the development of courses to be delivered in new formats
- Publication in journals and/or presentation at conferences focused on the scholarship of teaching and learning
- Evidence of working with undergraduate or graduate students on research projects
- Involvement in curriculum revisions
- Involvement in curriculum assessment procedures
- Leadership at relevant faculty workshops in the area of scholarship of teaching and learning
- Mentorship of faculty in the area of teaching, advising, and mentoring
- The receipt of grants that are specifically for the scholarship of teaching & learning or classroom improvement
- Development of innovative pedagogical strategies
- Excellence in peer reviews
- Other T activities relevant to their particular discipline or area of practice

SCA: Activities for associate professors in this area are varied and broadly defined. Associate professors continue developing their area(s) of expertise. There is a continuing expectation of peer-reviewed products (or comparable activity) at this level.

Faculty should continue to be involved in research, creative efforts, or professional practice, including conference presentations, and publications or art displays or dramatic productions. Publication of peer-reviewed academic research, impactful policy research, or recognized creative expression should be a regular activity. Mentoring of research or creative efforts of peers should also become more regular. Faculty should identify and apply for external research funding. Faculty with a creative focus should be pursuing grant funding. Over time, faculty with an academic focus should be targeting their scholarship towards more prestigious journals and/or consider the publication of books. Faculty are also encouraged to engage in policy-relevant or practice-oriented scholarship or creative activity. Faculty participation in conferences should include participating in or convening panels or workshops. Faculty with a creative focus should be pursuing displays of art, performances of drama, or other publicly notable forms of expression. Faculty ready for promotion to full professor should have some combination of at least five quality products, including peer-reviewed publications, recognized by peers since their last promotion. Faculty going up for promotion to full professor should also provide a minimum of three external letters from experts in their field who have not collaborated with the faculty member that recognize the impact of the individual on their field.. Refer to Kennesaw State University 2017-2018 Faculty Handbook Section 3.12. for details on external letters.

PS: At the associate rank, an increase in quantity and/or level both within and outside of SCMPD should be evident. College or university level service is required for promotion to full professor.

Professor

T: The full professor is a well-established and effective teacher and continues to demonstrate proficiency in this area. SCMPD expects that faculty members at this level not only maintain high standards for remaining current in their areas of expertise but also that they provide guidance and serve as mentors to less experienced faculty.

SCA: Activities for full professors in this area are varied and broadly defined. There is continuing expectation of peer-reviewed products (or comparable activity) at this level. Professors must maintain quality of scholarship or creative output, or both. Professors should continue to contribute to the advancement of the field through mentoring and review of others' work, both at KSU and beyond. Faculty at this level are expected to pursue joint research and creative activity with junior scholars or graduate students and to seek external funding with broader benefits to SCMPD, the College, and University.

PS: Full professors demonstrate that they are sharing their experience and expertise, service, and leadership with SCMPD and other appropriate constituents at KSU and beyond. This includes service to the profession, service to the surrounding community, as well as service both nationally and internationally.

Note: *We are grateful for the use of language for these guidelines from the Interdisciplinary Studies Department, from CHSS Guidelines (approved 2017}, and from various faculty members of /NCM and MSCM.*

;Found at http://www.kennesaw.edu/handbooks/faculty/.

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 07/27/2017, were approved by the faculty of the School of Conflict Management, Peacebuilding and Development in accordance with department bylaws:

AKANMU ADEBAYO _____ _Adebay_ 7/27/17
Name (printed or typed)/ SFC or P&T chair   Signature/ Date

School Chair Approval - I approve the attached guidelines:

JOSEPH G. BOCK _____ _Joseph D. Bock_ July 27, 2017
Name (printed or typed)   Signature/ Date

College P&T Committee Approval - I approve the attached guidelines:
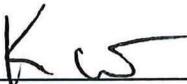
Ken White _____ _KW_
Name (printed or typed)   Signature/ Date

College Dean Approval - I approve the attached guidelines:

RH DORFF _____ _Robert H. Dorff_ 7/28/17
Name (printed or typed)   Signature/ Date

Provost Approval - I approve the attached guidelines:

W. Ken Harmon _____ _____ 8/10/17
Name (printed or typed)   Signature/ Date