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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 **December 8, 2023**, were approved by the faculty of the **Norman J. Radow College of Humanities and Social Sciences** in accordance with college bylaws:

College Faculty Council Approval – I approve the attached guidelines:

Dorothy Marsil

DocuSigned by:
Dorothy Marsil
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December 11, 2023

Name (printed or typed) / CFC chair

Signature/ Date

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

Anja Bernardy

DocuSigned by:
Anja Bernardy
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December 15, 2023

Name (printed or typed) / Committee chair

Signature/ Date

College Dean Approval - I approve the attached guidelines:

Catherine kaukinen

DocuSigned by:
Catherine Kaukinen
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December 15, 2023

Name (printed or typed)

Signature/ Date

Provost Approval - I approve the attached guidelines:

Ivan Pulinkala

DocuSigned by:
Ivan Pulinkala
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January 5, 2024

Name (printed or typed)

Signature/ Date

Kennesaw State University
Norman J. Radow College of Humanities and Social Sciences
Promotion and Tenure Guidelines
(Fall 2023)

I. Introductory Distinguishing College Characteristics

The Norman J. Radow College of Humanities and Social Sciences (RCHSS) develops students as socially and globally aware citizens using a broad-based liberal arts education that cultivates problem-solving, diverse communication competencies, curiosity and creativity, critical thinking, collaboration, and teamwork. This educational matrix prepares students to understand the human condition, to meet the challenges of the twenty-first century, and to become contributing citizens in a global society. The eleven schools and departments of the RCHSS — the School of Communication and Media; the School of Conflict Management, Peacebuilding and Development; the School of Government and International Affairs; and the Departments of English; Geography and Anthropology; History and Philosophy; Interdisciplinary Studies; Psychological Science; Sociology and Criminal Justice; Technical Communication and Interactive Design; and World Languages and Cultures — all work independently and together to achieve these ends. The RCHSS is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, specialist, and doctorate degrees.

II. General Statement on Faculty Reviews

The RCHSS follows the *KSU Faculty Handbook* for all reviews. *KSU Faculty Handbook 3.12* identifies the types of faculty performance reviews, including annual reviews and multi-year reviews.

Annual reviews allow direct supervisors to provide faculty members with substantive feedback directly related to their progress toward successfully completing their next multi-year reviews. While annual reviews do not determine the outcome of multi-year reviews, they serve as the base for eligibility for expedited post-tenure reviews. Multi-year reviews evaluate faculty performance over a window of time for purposes such as promotion-and-tenure (P&T), promotion, post-tenure review (PTR), and pre-tenure preview.

Each school/department establishes performance standards for annual and multi-year reviews in relation to faculty members' workload models. These standards must be applied equitably, consistently, and appropriately to all faculty.

III. Workload Model, Guidelines, and Workload Adjustments

A. General Statement

Faculty workload models seek to align faculty members' interests and strengths with school/department, college, and university goals and resources. They promote equity among faculty members while recognizing the broad range of disciplines and degree programs within our college. *KSU Faculty Handbook 2.2* provides illustrative examples of different workloads.

The standard workload model for pre-tenured and tenured faculty members is 60/30/10: 60% Teaching, Supervising, and Mentoring (TSM), 30% Scholarship and Creative Activity (SCA, also called S/CA), and 10% Professional Service (Service) (*KSU Faculty Handbook 2.2*).

Because lecturers' "primary responsibility is instructional" (*KSU Faculty Handbook 3.10.1*), the standard workload model for Lecturers, Senior Lecturers, and Principal Lecturers is 90/0/10: 90% TSM (a 5/4 load) and 10% Service.

The workload for non-tenure track faculty with professorial ranks (including Clinical Faculty and Research Faculty) and Academic Professionals depends on situational context and must be defined in the faculty member's Faculty Performance Agreement (FPA) (*KSU Faculty Handbook 3.6, 3.7, 3.9, and 3.10.2*).

The minimum workload effort in the area of SCA for a tenure-track/tenured faculty pursuing or expecting promotion or promotion-and-tenure is 20% (*KSU Faculty Handbook 3.3.B*). The minimum workload effort in the area of Professional Service for all faculty members is 10% (*KSU Faculty Handbook 3.2*).

Workload modifications are possible (*KSU Faculty Handbook 2.2*). A faculty member for whom a different workload distribution is appropriate must collaborate with their chair/director during the Annual Review Document/Faculty Performance Agreement (ARD/FPA) process and develop a new workload distribution. The faculty member's strengths, interests, and last three years' ARDs will be the primary factors that guide the new distribution, which must be approved by the RCHSS Dean. Department/School P&T Guidelines should include directions on how multi-year reviews are conducted for faculty members whose workloads have changed during that review period.

Tenured faculty members who consistently meet expectations on the standard workload model (60/30/10) are not required to move to a different model.

A faculty member for whom a different workload model is appropriate must collaborate with their director/chair during the Annual Review Document/Faculty Performance Agreement (ARD/FPA) process and develop a new workload model. The faculty member's strengths, interests, and last three years' ARDs will be the primary factors that guide the new model's selection, which must be approved by the RCHSS Dean.

IV. Faculty Performance

A. Faculty Performance Areas

KSU Faculty Handbook 2.2, 2.4, and 3.3 identify and define three areas of faculty performance:

- **Teaching, Supervising, and Mentoring** (TSM, also called “Teaching” in *KSU Faculty Handbook 2.4*) includes scheduled teaching and activities such as mentoring, supervising, and advising students.
- **Scholarship and Creative Activity** (SCA) includes a broad array of scholarship activities and creative works. To qualify as an acceptable contribution to the SCA category, an item must meet the expectations of scholarship, creative works, or their equivalences established by the school, department, or college.
- **Professional Service** (Service) includes service to the school, department, college, university, discipline, profession, or community. All Service activity must be related to a person’s status as a faculty member.

Faculty members must specify activities promoting student success in at least one of the three performance areas in their FPAs (*KSU Faculty Handbook 3.3*). Faculty members are encouraged to consult with current and available resources offered by RCHSS and CETL, to determine appropriate student success activities.

Faculty members must engage in continuous professional growth activities in at least one of the three performance areas and designate the performance area(s) in which these professional growth activities will be evaluated (*KSU Faculty Handbook 3.2*).

These RCHSS P&T Guidelines acknowledge the distinction and diversity of the three schools and eight departments making up the College. It is expected that school/department P&T Guidelines will address the distinctive expectations of faculty members in these academic units. Nevertheless, in all three faculty performance areas, each RCHSS faculty member should

- maintain up-to-date knowledge, skills, and credentials needed to fulfill their commitments and incorporate them into their scholarly activities and scholarship
- meet their responsibilities and carry out their assignments in a constructive, productive, professional, and collegial manner;
- cultivate excellence and demonstrate a commitment to developmental improvement, innovation, and progress; and
- work in close consultation with their director/chair and develop an FPA in which they outline their goals and priorities for the period of time they note in the Agreement.

The following sections offer examples of each of the three performance areas. These examples are not exhaustive. A faculty member’s home school/department must weigh expectations of each performance area based on the faculty member’s workload model specified in their FPA and the faculty member’s rank. Each school/department establishes detailed guidelines for each of the three performance areas, including but not limited to specific quantity and impact criteria.

Section VI below specifies the processes for evaluating these three performance areas during the annual, third-year, promotion-and-tenure, promotion, and PTR reviews.

B. Faculty Performance Examples

See *KSU Faculty Handbook 3.3* for definitions and examples of faculty performance areas.

1. Teaching, Supervising, and Mentoring

This category includes instructional activities to facilitate student learning. Faculty “emphasize excellence in teaching” (*KSU Faculty Handbook 3.2*) in a variety of ways through their efforts in teaching, supervising, and mentoring. Examples of such instructional contexts and settings include but are not limited to the following:

- writing-enhanced courses or time-intensive courses
- standard classes with in-person, online, and/or hybrid modality
- large-enrollment classes
- individual instruction and advisement
- supervision of dissertations, theses, projects, internships, directed studies, research projects, honors projects, and other individual instruction activities
- study abroad programs
- mentorship of undergraduate/graduate teaching assistants and research assistants

Within these and other instructional contexts and settings, it is expected that faculty will follow all university expectations and policies regarding their TSM activities. Examples of standard, expected TSM-related activities include but are not limited to the following:

- adhering to assigned class meeting schedules
- using fair and appropriate grading practices
- developing appropriate syllabi for all courses
- making reasonable accommodations for students
- engaging in appropriate pedagogical practices
- communicating effectively and in a timely manner with students
- preparing for teaching
- engaging in effective and appropriate classroom management and instructional methods
- teaching appropriate and relevant materials that pertain to the subject matter of the course
- engaging in course assessment activities that enable pedagogical development
- updating courses in terms of content, delivery, and structure

Additional examples of TSM-related activities include but are not limited to the following:

- designing and incorporating active-learning and student-centered learning activities
- engaging in high-impact practices to effectively deliver course materials
- writing, submitting, and receiving a competitive pedagogy-related grant
- assisting undergraduate or graduate students who present at professional conferences, meetings, and symposia (e.g., KSU Symposium of Student Scholars, professional

association meetings, and other competitively selected and/or invited outlets for demonstrating scholarly products)

- participating in student success initiatives/projects at the university, college, or school/department level
- engaging in new course development, regardless of modality
- engaging in substantial updates or redesigns of assigned courses
- engaging in professional development aimed at improving teaching effectiveness, such as CETL workshops and/or pedagogy meetings at a conference
- supporting programs through pedagogical innovations and/or curriculum development
- other activities as deemed appropriate by school/department P&T Guidelines

Note: Performing these activities in and of themselves is not a criterion for performance to be interpreted as “noteworthy.” It is incumbent on the faculty member to demonstrate the quality and significance of their activity (*KSU Faculty Handbook 3.3, 3.4*). For example, faculty members may point to the criteria for a teaching award they received as part of their argument as to the quality and significance of their work. Additionally, there are varying degrees of participation in activities; time commitments of activities; and impact, breadth, and depth of activities. Faculty members should demonstrate how their activities and performance are notable and significant.

2. *Scholarship and Creative Activity*

Faculty members’ research and scholarly activities will be measured according to the expectations outlined in each individual academic unit’s ARD, P&T, and promotion criteria. Schools/departments should have written guidelines that state the specific expectations and evaluative criteria unique to their academic units. These expectations and evaluative criteria should account for different ranks and workload responsibilities, enabling SCA to be equitably assessed based on each faculty member’s rank and workload responsibility. Schools/departments establish equivalences, if needed, with a peer-reviewed article for other types of scholarly and creative output. *KSU Faculty Handbook 3.4* also defines “scholarly” and “scholarship.”

Schools/departments set minimum thresholds for SCA in their P&T Guidelines. Meeting these minimum thresholds does not guarantee that a tenure-track or tenured faculty member will achieve promotion-and-tenure or promotion. A tenure-track or tenured faculty member must have a minimum workload of 20% in SCA to be considered for promotion-and-tenure or promotion (*KSU Faculty Handbook 3.4*)

Faculty members with SCA workload provide evidence of this activity in their ARDs, Pre-Tenure Review portfolios, P&T portfolios, and PTR materials. As part of documenting their SCA activities, faculty members also demonstrate their activities’ quality and significance.

Examples of SCA include but are not limited to the following:

- journal article
- essay/chapter in an edited volume
- single- or co-authored book
- single- or co-authored edited volume
- conference presentation
- conference proceeding
- article in a trade publication
- podcast
- invited talk related to research and creative work
- press coverage related to research and creative work
- script, poem, creative written product, or work of fiction
- comic issue or graphic novel
- webtext or peer-reviewed blog post
- comic
- video or tabletop game
- book review, review essay
- encyclopedia entry
- textbook
- translation
- public exhibit
- digital archive
- documentary
- multimedia projects (e.g., broadcast, interactive media, experimental film, and non-traditional audiovisual work)
- archival or historic preservation
- internal, extramural, and/or community research grant
- grant supporting creative work
- creative/artist residency
- film festival attendance/acceptance
- peer-reviewed media art contest
- public exhibition and/or distribution of creative work
- film production
- interactive media
- other activities as deemed appropriate by school/department P&T Guidelines and equivalence documents.

3. Professional Service

All faculty members are expected to engage in Service activities that benefit their school/department, college, university, profession, community, or any combination of these. Faculty members are encouraged to engage in Service activities of different types (e.g.,

disciplinary, institutional) and at various levels (e.g., school/department, college, community, international). Each faculty member's workload must include a minimum Service load of 10%.

Examples of Service activity include but are not limited to the following:

- participation in school-, department-, college-, or university-level committees
- contribution to statewide, regional, national, or international professional or academic organizations
- serving as an editor or its equivalent for a journal or collection
- serving as an editorial board member or peer reviewer for national or international-level publications and conferences
- major engagement on a committee organized at the school/department level or higher
- advising a student organization
- volunteering and community engagement
- leadership in community engagement
- administrative work at the school, department, college, or university level
- other professional service expectations as defined as relevant by school/department guidelines.

C. Definitions of Satisfactory and Noteworthy Contributions

Schools/departments define appropriate activities for satisfactory and noteworthy contributions in their P&T Guidelines.

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

Noteworthy contributions: Faculty members engage in notable activities and make significant contributions to their greater academic communities in the pursuit of excellence and growth and in the context of their job expectations.

1. Teaching, Supervising, and Mentoring:

Faculty members demonstrate their record of successfully facilitating student learning. Section IV.B.1 of this document provides a non-comprehensive list of examples of TSM activities and contexts.

2. Scholarship and Creative Activity:

Faculty members demonstrate the quality and significance of their scholarship and creative activity (e.g., by discussing publication/performance venue, impact factor, acceptance rate, readership, the extent of any contributions to multi-authored works). Faculty members should focus on generating original work and submitting it to peer review. Faculty members'

work should follow an arc that meets their academic expertise, their teaching assignments, and the mission of their school/department.

The RCHSS recognizes that different fields and disciplines emphasize different forms of knowledge and scholarly production, and that it is difficult to set clear and specific minimum standards across a college as diverse as ours. Consequently, schools/departments are responsible for establishing P&T guidelines that clearly delineate specific minimum expectations for satisfactory and noteworthy achievement in the SCA according to faculty workloads.

Section IV.B.2. of this document provides examples of SCA.

3. *Professional Service:*

Faculty members should consult with their director/chair to determine the percentages of workload that should be devoted to school/department, college, university, disciplinary, and other types of professional service.

Section IV.B.3 of this document provides examples of Service.

V. Faculty Performance Agreements

KSU Faculty Handbook [3.2](#) and [3.12](#) describe the purpose, scope, requirements, and development process for faculty performance agreements (FPAs). Each faculty member develops an FPA in consultation with their director/chair and submits it to their immediate supervisor in accordance with the *Faculty Handbook*. The FPA describes the relative emphasis of an individual faculty member's activities in TSM, SCA, and Service.

VI. Faculty Review Processes

A. Annual Review

KSU Faculty Handbook [3.12.A](#) describes the process for faculty to prepare and submit their Annual Review Document (ARD) and Faculty Performance Agreement (FPA), the content of those documents, and the framework with which their direct supervisor will evaluate faculty performance. *Faculty Handbook* [3.12.A.5](#) describes the Performance Remediation Plan (PRP) process connected with the ARD process. Every school/department's P&T Guidelines must articulate performance expectations in each area corresponding to the five-point scale presented in Section [3.12.A.2](#).

B. Pre-Tenure Review

Sections [3.5](#) and [3.12](#) of the *KSU Faculty Handbook* describe the Pre-Tenure Review process and outline details for each step, beginning with the school/department P&T Review committee, continuing to the Director/Chair, and on to the Dean. [Section 3.5](#) also describes the expected content of the letters generated at each level of review.

Each school/department has written P&T Guidelines that state the specific expectations and evaluative criteria unique to and that account for diverse workload models. School/department P&T Guidelines also define appropriate activities for satisfactory and noteworthy achievements for each performance area.

If performance in any category is judged to be not successful / not satisfactory, the faculty member must be provided with a Performance Remediation Plan (PRP).

Schools/departments may, but are not required to, establish an internal third-year review process for Lecturers. If a school/department wishes to institute this process, it must include a description of that process in its P&T Guidelines.

C. Promotion-and-Tenure and Promotion of Tenure-Track Faculty

Sections [3.5](#) and [3.12](#) of the *KSU Faculty Handbook* articulate process and evaluation expectations for promotion-and-tenure and promotion of tenure-track faculty members.

Each school/department has written P&T Guidelines that state the specific expectations and evaluative criteria unique to and that account for diverse workload models. School/department P&T Guidelines also define appropriate activities for satisfactory and noteworthy achievements for each performance area.

Faculty members who seek promotion-and-tenure or promotion must, at the minimum, be noteworthy in Teaching, Supervising, and Mentoring, noteworthy in a second performance area, and at least satisfactory in the third performance area.

Faculty members on a research-intensive workload model (e.g., 40% TSM, 50% SCA, and 10% Service) who seek promotion-and-tenure or promotion must be noteworthy in both TSM and SCA, and at least satisfactory in Service.

External review letters are required for tenure-track and tenured faculty members who seek promotion-and-tenure or promotion (*KSU Faculty Handbook 3.12.B.3*).

D. Probationary Credit for Promotion-and-Tenure Review

See Section [KSU Faculty Handbook 3.5.A](#) for university policy on probationary credit for promotion and promotion-and-tenure reviews. In cases where prior credit towards tenure and promotion has been awarded, P&T Review committees consider activities completed in all review categories for the period stated in the narrative before the individual was hired as an Assistant Professor or Associate Professor at KSU.

E. Promotion of Lecturers and Senior Lecturers

[KSU Faculty Handbook 3.10.1](#) articulates performance expectations, review processes, portfolio guidelines and content for promotion to Senior Lecturer and to Principal Lecturer. Lecturers and Senior Lecturers are not required to seek promotion. School/department P&T Guidelines define

expectations for the promotion of Lecturers and Senior Lecturers as they relate to their discipline. External letters are not required for non-tenure track faculty unless SCA expectations are 50% or more of their workload ([KSU Faculty Handbook 3.12.B.3](#)).

F. Promotion of Non-Tenure Track Faculty with Professorial Ranks (Including Clinical Faculty and Research Faculty)

Non-tenure track faculty members with professorial ranks typically have unique responsibilities. These faculty members work closely with their school director/department chairs to clearly articulate these responsibilities and their performance expectations in their FPA/ARDs.

When reviewing a non-tenure track faculty member with professorial rank, review committees will adhere to the requirements documented in Sections [3.6](#), [3.7](#), and [3.9](#) of the *KSU Faculty Handbook* and consider the faculty member's situational context as defined in their FPAs.

These faculty members who desire to be reviewed for promotion in rank must inform their school directors/department chairs during the spring semester prior to the review. School/department P&T Guidelines will provide performance expectations for these faculty members. External review letters will not be required for non-tenure track faculty unless SCA composes 50% or more of their workload.

G. Post-Tenure Review of Tenure Track Faculty

See Sections [3.5](#) and [3.12](#) of the *KSU Faculty Handbook* for a detailed description of the PTR process, including "Expedited Post-Tenure Review" eligibility, one-time monetary award eligibility, and Performance Improvement Plans (PIPs). [Sections 3.12.B.4.II and III](#) Describe the PIP purpose and process, including when a PIP is required, how it is approved and implemented, how completion success is assessed, and what follow-up actions and due process looks like if a PIP is not successfully completed.

H. Post-Tenure Review for Administrative Faculty

See Section [3.12.B.5](#) of the *KSU Faculty Handbook* for processes and procedures that apply to PTR for administrative faculty.

VII. Joint Appointments for Tenure Track Faculty

See Sections [3.5.E](#) and [3.6.C](#) of the *KSU Faculty Handbook* for policies and procedures about annual reviews, pre-tenure review, promotion-and-tenure, promotion, and PTR for faculty members with a joint appointment in two or more schools/departments.

VIII. Accreditation Standards

Schools/departments housing accredited programs must include their accreditation standards in their P&T Guidelines and provide a link to the standards on the accrediting body's website, if available.

IX. Relationship to Other Governing Rules and Regulations

All school/department and college 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 school, department, or college guidelines.

X. Revisions to the Promotion and Tenure Guidelines

Revisions are drafted by a college task force established by the Dean in consultation with the College Faculty Council. Following a call for nominations, the Dean selects faculty members from each academic unit with keen attention to representation of faculty rank, gender, and underrepresented minority groups. Amendments are submitted in writing to the RCHSS Dean and must be approved by a majority vote of the permanent, full-time faculty members of the College taken by a secret ballot.

This document was voted on and approved by the full-time faculty of the Norman J. Radow College of Humanities and Social Sciences on **December 8, 2023**.