PROMOTION AND TENURE GUIDELINES

Kennesaw State University

College of Humanities and Social Sciences

Department of Interdisciplinary Studies

February 2020

DISTINGUISHING PROGRAM CHARACTERISTICS

Faculty in the Interdisciplinary Studies Department (ISD) of Kennesaw State University (KSU) share a commitment to interdisciplinary learning and scholarship; critical, cultural and social analysis; intersectionality; transnational perspectives; and public engagement. Grounded in the content knowledge bases and methodologies of a range of fields, the Department dedicates itself to crossing boundaries—whether disciplinary, social, cultural, national, or institutional—and engages students in an exchange of learning and service in local communities and abroad. Students and faculty seek opportunities for collaborative work with partners in the University community and beyond by co-sponsoring events and projects reflecting a shared vision of social justice, global awareness, and the power of critical analysis linked to social action.

A distinguishing feature of the work of many ISD faculty members is systematic integration of research, teaching, and service. The Department greatly values public and community-engaged scholarship, publications that reach a broad audience, and the scholarship of teaching and learning, in addition to traditional peer-reviewed research.

Review committees at all levels should note that Memoranda of Understanding (MOUs) for jointly appointed faculty usually specify more service in ISD than in the other department, regardless of which is the faculty's home. This provision reflects that exigencies not only of developing comparatively new programs in ISD but of engaging

students, the University as a whole, and the broader community in interdisciplinary, intersectional, and transnational perspectives on knowledge and social action.

It is incumbent upon all faculty of the College of Humanities and Social Sciences (CHSS) undergoing reviews to become familiar with review procedures and faculty performance expectations and requirements. Whereas more specific performance expectations and requirements can be found in this document, review procedures and general performance expectations are stated in section three of the *Kennesaw State University Faculty Handbook* (henceforth, *KSU Faculty Handbook*) and the CHSS *Promotion and Tenure (P&T) Guidelines.* In addition, as noted in the latter, CHSS faculty are required to include all quantitative and qualitative student evaluations in their portfolio. Tenure-track faculty submitting a portfolio for tenure or promotion must also notify the Chair of their intent to do so in their FPA and prepare a list of possible external reviewers by the end of January preceding the review that begins that August.

I.a. Faculty

Department Faculty Members (DFMs) are defined by departmental bylaws and are subject to rules elaborated by the *KSU Faculty Handbook*.

I.b. Pre-Tenure Review

For DFMs whose lines (lecturers) and tenure lines (tenure-track and tenured faculty) do not reside in ISD, consult the *KSU Faculty Handbook* guidelines for joine appointees and individual MOUs.

I.c. Pre-Tenure Review

The Department, in accordance with the *KSU Faculty Handbook*, holds that the purpose of pre-tenure review is to assist faculty members in determining whether they are making appropriate progress toward promotion to Associate Professor and tenure and to assess their current readiness to be promoted and tenured. The pre-tenure review does not

constitute a tenure decision, but, rather, provides feedback regarding faculty strengths and weaknesses.

For jointly appointed faculty, the pre-tenure review will be conducted according to the process defined in their Joint Appointment Agreement, typically by a joint-appointment promotion and tenure (P&T) committee comprised of five members selected by the two units: three members from the home unit (the faculty member's tenure home) and two members from the complementary unit.

- Units having a standing P&T committee will select their representative from among the members of that committee to serve on the joint appointment P&T committee.[1]
- ISD's Tenure, Promotion, and Joint Appointment Committee (TPJAC) will select two or three individuals from among its members to serve on the joint appointment P&T committee.
- The joint appointment P&T committee will consider the P&T guidelines of both units during its deliberations, but tenure-home departmental guidelines will have precedence.

For faculty who hold a 100 percent appointment within ISD, review will be conducted by TPJAC.

II. INTERPRETATIONS AND ADAPTATIONS

OF THE UNIVERSITY'S GENERAL CRITERIA

These Guidelines for the Evaluation of Faculty Performance serve to interpret and make specific KSU's and CHSS's P&T guidelines. Departmental guidelines do not supersede University or College guidelines: they merely interpret those guidelines in the specific context of a department.

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[1] As stated in the *KSU Faculty Handbook*, "[n]o person can participate in more than one stage of the review process."

Committed to preserving the University's focus on the "evaluation of the quality and significance of faculty scholarly accomplishments" as set forth in the *KSU Faculty Handbook* (Section 3.4), ISD uses a holistic approach to evaluate faculty performance and does not rely exclusively or primarily on the quantification of standards or the translation of expectations into numerical equivalents.

The *KSU Faculty Handbook* specifies that faculty contribute to and are evaluated in the following areas:

- Teaching, supervision, and mentoring (TSM)
- Scholarship and creative activity (SCA)
- Professional service (PS)

Contributions to the different evaluation areas are likely to vary from semester to semester and year to year, as well as over a career. The diversity of contributions should be consistent with and draw on the strengths of the candidate. Over time, a faculty member's contribution to each of the primary three evaluation areas should be evident. Work in each evaluation area should be consistent with principled interpersonal behavior that fosters strong relationships among those affected by the candidate's work.

University guidelines specify that faculty should take a scholarly approach in all areas. *Scholarly* in this context "is an umbrella term used to apply to faculty work I all performance areas. Scholarly is an adjective used to describe the processes that faculty should use within each area. In this context, scholarly refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought" (*KSU Faculty Handbook)*. Faculty members should also engage in activities that lead to *scholarship*, "a noun used to describe tangible outcomes of the scholarly processes."

In all evaluation areas, quality and significance are the main criteria for evaluating performance. Thus, DFMs should concentrate on these aspects of their work rather than on quantity.

Additionally, DFMs are expected to engage in academic professional-development activities that help them perform their TSM, SCA, and PS responsibilities with enhanced effectiveness.

II.a. Expectations of and Progression Through Rank

Lecturers and Senior Lecturers

Both ranks of lecturers are integral members of the Department, and the important service work they do merits recognition as part of the review process.

Lecturers and senior lecturers have a 5/5 workload with a one-course reassignment for service, making the normal teaching load 5/4. Service assignments are negotiated individually between the Chair and the lecturer or senior lecturer at the time of annual review and are documented in the FPA and ARD.

Lecturers

According to the *KSU Faculty Handbook*, "The heavy teaching load of these individuals constitutes a full workload and offsets the absence of a full range of regular faculty responsibilities that normally rounds out the typical full undergraduate faculty workload at KSU." Thus, TSM will be the primary category used in evaluation of lecturers. Evaluators will also consider service related to these activities and participation at relevant Department meetings.

Senior Lecturers

As experience increases, lecturers should increase in breadth and depth of their knowledge of course subject matter and of effective teaching techniques. Development of new courses, including team-taught and cross-disciplinary courses, and mentoring of other faculty members may be undertaken.

Clinical Faculty

Per KSU guidelines, clinical faculty are educators-practitioners who have a background in their disciplinary area and who practice the discipline in the work setting. The following clinical ranks are recognized at KSU: Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. The clinical faculty position is non-tenure track, and the holder is not eligible for tenure or probationary credit toward tenure. According to the Board of Regents policy (8.6.3), "promotion to the rank of professor requires the earned doctorate or its equivalent in training, ability, and/or experience."

In the Department of Interdisciplinary Studies, clinical faculty make practical contributions in education, industry, clinical and/or professional settings. Clinical faculty must maintain a balance that is different from the workload of tenure-track faculty. Unless otherwise set forth in the FPA, clinical faculty generally spend less time engaged in SCA. Typically, the primary responsibilities of CHSS clinical faculty emphasize their applied experience. Such responsibilities include, but are not limited to, student supervision (e.g. supervision of field, practicum, internship, or clinical experiences), applied instruction (e.g. teaching a course on news reporting or psychological assessment), or other applied activities that contribute to the Department or College (e.g. advising or grants and contracts).

Review and Promotion

In addition to annual reviews, clinical faculty may apply for an optional promotional review. The Board of Regents of the University System of Georgia requires a minimum four full academic years of service at KSU (including the year of review) at the rank of assistant professor to be eligible for promotion to rank of associate professor, and five full academic years of service at KSU (including the year of review) at the rank of associate professor to be eligible for promotion to the rank of professor.

Non-tenure track clinical faculty with professorial rank must prepare a portfolio for promotion consideration. The portfolio contents will follow the guidelines for tenure

track faculty who are reviewed for promotion. (See *KSU Faculty Handbook*, Section 3.12, "Portfolio Guidelines and Contents").

The Department of Interdisciplinary Studies will follow the "general expectations for promotion and faculty performance for non-tenure track clinical faculty in professorial ranks" set forth in the *KSU Faculty Handbook* Section 3.7. When submitting a portfolio for promotion in rank, clinical faculty are responsible for making a strong case for the quality and significance of their work as defined in their FPAs. Recommendation for promotion in rank will be based on a thorough review of the faculty's portfolio according to responsibilities and goals set forth in annual FPAs.

Tenure-Track and Tenured Faculty

Tenured faculty may negotiate an emphasis on TSM, SCA, or PS in their FPAs. The annual performance review must document the quality and significance of their work and must reflect this emphasis.

Tenured and tenure-track faculty who are seeking promotion and/or tenure are required to provide external review letters in their P&T portfolios, following the policy and procedures outlined in the *KSU Faculty Handbook.* Faculty members must communicate to their Chair(s) in January whether they intend to go up for promotion the following fall.

During P&T review, evaluators must judge faculty performance as noteworthy in at least two areas and as at least satisfactory in the third. The candidate must be noteworthy in teaching, supervising, and mentoring and must have produced scholarship in at least one area.

Candidates for tenure and promotion must provide a record of substantive work demonstrating success in scholarship.

A variety of criteria may be used to establish the significance of a scholarly work. The case for the work's significance must be made by the applicant, using criteria and

methods appropriate for the work in question. The applicant's demonstration of the value of a scholarly work must be articulated in the portfolio narrative and in a manner likely to be clear to reviewers at the College and University levels who are not trained interdisciplinary scholars or who are not conversant in the relevant field(s).

Means of assessing the significance of scholarship include the following:

- Peer-review. As a general rule, peer-reviewed work is respected more highly than non-peer-reviewed work. It is the responsibility of the applicant to indicate the type of peer review undergone for each work of scholarship (for example, single blind, double blind, open, or review by an editor and/or editorial board).
- Available ratings for certain types of work that indicate the quality and the selectiveness of the press and journal (for example, journal acceptance rates, citation reports, book reviews, or portfolio reviews).
- Explicit discussion/demonstration of the quality and significance of the scholarly/creative product. These means might be especially relevant to certain types of regional scholarship, collaborative scholarship, and scholarship aimed at a non-specialist audience.

The Department recognizes that some forms of scholarship are not traditionally peer-reviewed. It is therefore incumbent on faculty members: (1) to solicit reviews of their work in the field or (2) to make the case that the product has been reviewed in a manner comparable to peer-review. It is also incumbent upon faculty members to make a case for the significance of their work in creating new knowledge, fostering effective learning environments, or engaging with public audiences in collaborative historical work.

It is the faculty member's responsibility to confirm that the Chair agrees with the faculty member's assertions regarding the comparability and significance

of non-traditional scholarship in the annual reviews for the years leading up to the application for tenure and/or promotion.

Candidates who are administrators or leaders in the Department and who are seeking promotion might provide (1) descriptions of leadership in TSM that illustrate how the faculty assisted unit colleagues in achieving more scholarly and effective teaching; (2) descriptions of leadership in SCA that illustrate how the faculty aided unit colleagues in their effort to improve the quality and significance of their research, or (3) descriptions of leadership in PS that illustrate how the faculty encouraged and assisted unit colleagues in engaging in more scholarly and effective service.

Indicators of such service might include but are not limited to the following activities:

- Representing and advocating on behalf of the Department
- Providing for scheduling
- Providing for student advisement
- Providing for mentoring of faculty and staff
- Providing service and support to varied constituencies
- Organizing programs and lecture series that promote program or Department visibility on campus and in the broader community
- Coordinating recruiting for majors and minors
- Developing strategic plans for and coordinating program assessment
- Participating in leadership for the program in appropriate College- and University-level governance bodies and consultative committees

Possible measures/sources of information include the following:

- Documentation indicating leadership assignments
- Evidence of program evaluation
- Evaluations by supervisors, peers, and employees

- Copies of products developed

Assistant Professor

Teaching, Supervision, and Mentoring: In adjusting to the new role of Assistant Professor, faculty members typically spend significant time and effort in developing and refining pedagogical skills. Additionally, most novice assistant professors devote substantial time and energy to developing, testing, and refining their assigned courses and teaching effectiveness. As comfort with the role increases, an expanded view of teaching is acquired. This expanded view may be reflected in engaging teachers, students, and others in learning inside and outside the classroom through group instruction; individual instructions; student supervision, mentoring, and advising; and curricular or pedagogical innovation. The teaching repertoire typically expands somewhat. During this time, faculty develop a philosophy of teaching and learning that establishes their educational goals, incorporate into course materials regular revisions reflecting current research and theory, practice innovative approaches to teaching, and make use, as appropriate, of information contained in course evaluations.

Scholarship and Creative Activity: SCA for Assistant Professors are varied and broadly defined. In a candidate's early years in the academy, focus is placed on developing areas for SCA. Peer-reviewed products (or comparable activity) and evidence of a productive trajectory of scholarship are required for the award of P&T.

Professional Service: PS activities for the Assistant Professor should be limited, for TSM and SCA take precedence due to the intensive time each requires. Although the Assistant Professor's PS activities (e.g., extra-departmental activities) may not be substantial in the first few years in a rank, an increase is appropriate over time.

Associate Professor

Teaching, Supervision, and Mentoring: As experience increases, faculty members should continue to demonstrate proficiency in this area and should increase the breadth and depth of their knowledge of course subject matter and effective teaching

techniques. New courses in the faculty member's area of expertise, mentoring of other faculty members, or (as opportunity or need arises) cross-disciplinary courses may be undertaken.

Scholarship and Creative Activity: Activities for Associate Professors in the area are varied and broadly defined. Associate Professors continue developing their area(s) of expertise. There is continuing expectation of peer-reviewed products or comparable activity at this level.

Professional Service: In comparison with Assistant Professors, Associate Professors often demonstrate an increase in quantity and/or quality of PS within and outside the Department.

Full Professor

Teaching, Supervision, and Mentoring: The full Professor is a well-established and effective teacher who continues to demonstrate proficiency in this area. The Department expects faculty at this rank not only to maintain high standards for remaining current in their areas of expertise but also to provide guidance and to serve as mentors to less experienced DFMs where possible and appropriate.

Scholarship and Creative Activity: Activities for full Professors in this area are varied and broadly defined. There is a continuing expectation of peer-reviewed products or comparable activity.

Professional Service: Full Professors share their experience and expertise with the Department, institution, profession, and community. Full Professors are often involved in a high level of service and leadership within and beyond the departmental level.

II.b. Teaching, Supervision, and Mentoring

ISD values and rewards classroom practices that embrace collaborative teaching and learning, inquiry-based learning, academically based service learning, and

interdisciplinary modes of teaching and learning. The Department supports teaching that challenges students to examine previously held positions critically. Faculty are encouraged to highlight how their teaching integrates these values and practices into the curriculum.

The following lists suggest activities relevant to the review area of TSM. Faculty members should not view these as checklists, in part because quantity is not necessarily an indication of quality and significance. Nor are the lists exhaustive; faculty should view them as a series of possibilities. Furthermore, certain activities may, in the context of some faculty, suggest a closer fit with a different area of evaluation. Faculty members choose activities in TSM in consultation with colleagues and especially in consultation with the Chair. The faculty member and the Chair agree on planned activities annually, in the written FPA.

Standard teaching expectations for all faculty are as follows:

- Engaging students in learning, inside and outside of the classroom, through group instruction, individual instruction, mentoring, advising, and curricular and other pedagogical innovations.
- Designing effective teaching materials, including syllabi, assignments, and grading standards.
- Redesigning and updating learning materials and modules using available training, peer consultation, and/or relevant research/theory.
- Assessing student learning outcomes at the course level.
- Thoughtfully engaging student feedback and comments in the improvement of courses and teaching.
- Developing a philosophy of teaching and learning that establishes educational goals.

It is the responsibility of all candidates to demonstrate the quality and significance of TSM. Indicators or "proofs" of effective and reflective teaching may include but are not limited to the following:

- Student evaluations, comments and feedback.
- Teaching-related presentations and publications (alternatively, these may be used as evidence under SCA).
- 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 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.
- TSM awards/nominations.

Promotion to Associate Professor

Satisfactory: The candidate demonstrates a record of successful teaching, advising, and mentoring in which instruction and assessments are aligned with course objectives. The candidate is available and responsive to students. The candidate has achieved a standard level of excellence by meeting the criteria for effective and reflective teaching as indicated under "Standard Teaching Expectations for All Faculty."

Noteworthy: The candidate is demonstrating a level of quality and effectiveness that goes beyond the standard expectations. Indicators of noteworthy teaching might include but are not limited to the following:

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- Departmental or upper-level awards (or award nominations) for TSM.
- Teaching collaborations (e.g. interdisciplinary courses or learning communities).
- Directed study with undergraduate or graduate students.
- Joining undergraduate or graduate students on research projects.
- Teaching at other institutions (e.g., with a faculty exchange program or study abroad program) or in the Honors College.
- Incorporating regular revisions in course materials so as to reflect current research and theory (this may include online teaching pedagogy).
- Expanding the teaching repertoire in the preparation of additional courses or in the development of methods or materials for existing courses.
- Development of a new course, a course in a new format, or a new program.

Promotion to Full Professor

Satisfactory: Candidates maintain the standards described in "Standard Teaching Expectations for All Faculty" but include significant increases in recognized quality and significance. Indicators pointing toward promotion to full Professor might be demonstrated by a variety of factors, including but not limited to the following:

- Involvement in curriculum developing/revision/assessment.
- Dissemination of theories and/or practices related to teaching, supervision or mentoring.
- Evidence of working with undergraduate or graduate students on research projects.
- Supervising Registered Student Organizations (RSOs).

Noteworthy: Candidates demonstrate a record of successful teaching, advising, and mentoring. Candidates have established records of successful teaching substantiated by identifiable student achievements. Other factors that might identify the candidate as noteworthy include, but are not limited to, the following:

- Receiving College- or University-level or external awards.
- Developing a new educational theory whose excellence is recognized by peers.

- Assuming a regional, national, or international leadership role in the area of scholarship of teaching and learning.
- Receiving a Fulbright or other teaching fellowship.
- Receiving a Fulbright Specialist or other assignment focused on curriculum development.
- Assuming a leadership role in curriculum development/revision/assessment.
- Teaching collaboratively (e.g. in interdisciplinary courses or learning communities).
- Supervising directed studies with undergraduate or graduate students.
- Mentoring undergraduate or graduate students, peers, or community members.
- Serving on and chairing thesis or dissertation committees.
- Joining undergraduate or graduate students on research projects.
- Teaching at other institutions (e.g. in a faculty exchange program or study abroad program) or in the Honors College.

II.c. Scholarship and Creative Activity

Faculty research should follow an arc that is reflective of their academic expertise, teaching assignments, and consonant with the Department's mission. Given that faculty come from various academic backgrounds, and in consideration of the interdisciplinary mission of the Department, which includes a high level of public engagement, evidence submitted by the candidate for P&T must be considered and analyzed broadly.

Candidates must explain the quality and significance of their achievements in scholarship and/or creative activity and demonstrate that a credible peer review process has been integral to their publications and other scholarly and creative activity.

Examples of SCA to be considered during P&T review include but are not limited to the following products, which appear in no particular order:

- Journal articles.
- Book chapters.

- Grants (in exceptional cases, unfunded grants may be submitted as evidence).
- Substantial works of public scholarship such as resource collections or toolkits that reflect scholarly expertise.
- Publications in conference proceedings.
- Review essays that demonstrate professional expertise.
- Original works of fiction, poetry, drama (e.g. scripts, screenplays), and nonfiction.
- Textbooks and other instructional materials published by reputable outlets.
- Products created independently or in collaboration with partners, where candidates employ their expertise and professional skills.
- Other scholarly and creative activities for which candidates can make a strong case regarding quality and significance.

Faculty in ISD recognize that is difficult to set clear and specific minimum standards across a department so diverse insofar as different fields and disciplines emphasize different forms of knowledge and scholarly production. However, faculty also recognize the need to set and make transparent minimum standards for P&T that take into account both faculty workload and the research aspirations of KSU. Attempting to balance these factors, these guidelines clearly delineate specific minimum expectations for satisfactory and noteworthy achievement in SCA.

Promotion to Associate Professor

Satisfactory: The candidate has a minimum of two peer-reviewed publications or the equivalent (e.g. one peer-reviewed journal article and one significant work of public or creative scholarship or significant grant). Scholarly evidence should be published, in press, or fully accepted for publication/funding, and it should be accepted/published during the candidate's time at KSU unless probationary credit toward tenure and/or promotion was awarded at the time of hiring. The candidate must address the quality and significance of the scholarly work or creative activity submitted for consideration in the evaluation of performance in this area.

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Noteworthy: The candidate has a minimum of three publications in peer-reviewed venues or the equivalent. (A monograph will count as more than two publications.) Scholarly evidence should be published, in press, or fully accepted for publication, and should be published during the candidate's time at KSU unless probationary credit towards tenure and/or promotion was awarded at the time of hiring. Other scholarly work or creative activity may be taken into consideration in evaluating noteworthy performance. The candidate must address the quality and significance of the scholarly work or creative activity submitted for consideration in evaluating performance in this area.

Promotion to Full Professor

Satisfactory: The candidate has a minimum of three publications in peer-reviewed venues or the equivalent (e.g. two peer-reviewed journal articles and one significant grant or work of public or creative scholarship) since the last promotion. Manuscripts should be published, in press, or fully accepted for publication/funding and should have gone to press, been published, or been fully accepted since the last promotion. Additionally, the candidate has a credible record of conference presentations at the local, state, regional, national, or international level, or other evidence of reputation building and recognition among scholars. Other scholarly work can be taken into consideration in evaluating satisfactory performance.

Noteworthy: The candidate has a minimum of four publications in peer-reviewed venues or the equivalent (e.g., three peer-reviewed journal articles or book chapters and one significant grant or work of public or creative scholarship) since the last promotion. Manuscripts should be published, in press, or fully accepted for publication/funding and should have been published since the last promotion. Additionally, the candidate has a credible record of conference presentations at the local, state, regional, national, and international level. The candidate has achieved recognition for career advancements and is able to demonstrate a national and/or international profile. Other scholarly work can be taken into consideration in evaluating noteworthy performance in this area.

II.d. Professional Service

A candidate's PS should be consonant with the Department's mission and follow an arc reflecting academic expertise and teaching assignments. Included in this category of PS is activity that is undertaken on behalf of the Department, College, University, profession, and/or community and that is related directly to the candidate's professional career. As noted in the ISD bylaws, DFMs are expected to serve on "at least one Department committee (or as Department representative to a college or university level committee) each calendar year." Higher level PS should be widely recognized for its impact and importance to the candidate's professional field or career.

It is the candidate's responsibility to demonstrate the quality and significance of PS. Provided here is a list of some of the ways in which candidates may contribute in this area. Faculty should not view these as checklists, in part because quantity is not necessarily an indication of quality and significance. Nor is the list exhaustive; faculty should view it as a series of possibilities. Furthermore, certain activities may, in the context of some faculty, suggest a closer fit with a different area of evaluation. Faculty choose activities in this area via consultation with colleagues and especially with the Chair. The faculty member and the Chair agree on planned activities via the written FPA.

Service to the profession may be established through these activities:

- Editing academic journals.
- Reviewing grant proposals.
- Reviewing submissions to journal editors or book publishers.
- Reviewing proposals to professional conferences.
- Evaluating textbooks and other instructional materials.
- Serving on review committees for funding agencies.
- Serving on committees and boards and in elected positions of scholarly societies.
- Holding elected positions in professional organizations.

- Serving in leadership roles at professional conferences or meetings.
- Serving on departmental committees.
- Serving in departmental administrative positions.
- Serving on College committees.
- Serving on Faculty Senate.
- Serving on University Council.
- Organizing symposia or conferences at KSU.
- Coordinating educational events (e.g. film discussions, roundtables, faculty learning communities.)
- Serving as author or editor of major institutional reports.
- Advising student organizations.
- Serving in administrative positions at KSU.
- Receiving awards for service at KSU.

Service to the public/community may be established through such activities as the following:

- Responding to public queries in the candidate's area of specialization.
- Performing public service in the candidate's area of specialization.
- Giving public lectures or speeches on professional topics to community groups.
- Organizing events in the community related to the candidate's scholarly expertise.

Promotion to Associate Professor

Satisfactory: The candidate has prioritized teaching and scholarship during the first few years in rank, but over time an increase in contribution to PS has occurred. The candidate demonstrates a record of engagement on appropriate departmental committees and has engaged in some service at the College or University level, or with relevant disciplinary organizations.

Noteworthy: The candidate provides a clear rationale demonstrating the relation between the service commitments and academic expertise. Community engagement with academic significance is also considered noteworthy.

Promotion to Full Professor

Satisfactory: The candidate demonstrates evidence of PS to the wider University and academic community. The candidate has taken leadership roles in the Department, College, or University, or in professional fields and has had a demonstrable impact in these roles.

Noteworthy: Evidence of the significance and impact of the candidate's PS is supported by (for example) national or international leadership positions, invited professional consultations, invited speeches to professional and academic groups or awards. Recognition for leadership in service is evident. Candidates provide a clear rationale demonstrating the relationship between their service commitments and academic expertise.

III. Department Chair

Expectations and evaluations of the Department Chair are outlined in the Interdisciplinary Studies Department bylaws. For the purpose of promotion and tenure, the Department Chair follows all Department, College and University guidelines.

IV. Revision of Guidelines

Amendments of these P&T Guidelines shall be approved by a majority vote of the permanent, full-time faculty of the Department of Interdisciplinary Studies. A secret ballot system may be used, if requested.

V. Relationship to other Governing Rules and Regulations

Nothing in these guidelines should be construed to supersede provisions of the statues of KSU as described in the *KSU Faculty Handbook* and other appropriately and procedurally (per the Faculty Handbook) established guidelines or memoranda provided

by the Office of the Provost and Vice President for Academic Affairs, the College of Humanities and Social Sciences, and the Board of Regents of the University System of Georgia.

VI. Approvals

This document was voted on and approved by the Faculty of the Department of Interdisciplinary Studies on February 19, 2020.

DocuSigned by:

Alan Lebaron

B7B07EEC712A426...   February 26, 2020

Name (printed or typed) DFC Chair, on behalf of the faculty   Signature/Date

Department Chair Approval--I approve the attached guidelines:

DocuSigned by:

Robbie Lieberman

5322DAC0D22F4C6...   February 26, 2020

Name (printed or typed)   Signature/Date

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

DocuSigned by:

Robert Simon

C48662018FA5497...   March 13, 2020

Name (printed or typed)   Signature/Date

College Dean Approval--I approve the attached guidelines:

DocuSigned by:

Shawn Long

C9F0D3FF36B148A...   March 13, 2020

Name (printed or typed)   Signature/Date

Provost--I approve the attached guidelines:

DocuSigned by:

Kathy Schwaig

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Name (printed or typed)   Signature/Date