Department of Sociology and Criminal Justice

Promotion and Tenure Guidelines

I. Introduction

The Review and Evaluation of Faculty Performance section of the Kennesaw State University Faculty Handbook (Section 3.3) states that there are three categories of faculty performance: 1) Teaching; 2) Scholarship and Creative Activity; and 3) Professional Service. In addition to teaching assigned courses, the Teaching category includes activities such as mentoring, advising, and supervision. The Scholarship and Creative Activity category includes a broad array of scholarship with the expectation that in order for something to be considered scholarship, it must meet the expectations of scholarship as established by the department, school, or college. Professional Service includes service to the department, school, college, university, profession, and community (but the service activity must be related to a person's status as a faculty member).

The purpose of this document is to

- Present the guidelines for promotion & tenure for tenure-track faculty in the Department of Sociology and Criminal Justice.
- Present the guidelines for the promotion of lecturers to senior lecturer in the Department of Sociology and Criminal Justice.
- Present the guidelines for the promotion of clinical faculty in rank in the Department of Sociology and Criminal Justice.

Faculty Workload

In the Department of Sociology and Criminal Justice, the workload for a tenure-track faculty member includes 1) teaching, 2) scholarship, and 3) professional service. The current normal teaching load for tenure-track faculty is 3/3. The workload for a lecturer includes 1) teaching and 2) professional service. The current normal teaching load for a lecturer is 5/4.

Any reassigned time or workload equivalency will be determined through discussion with the Chair. Reassigned time or workload equivalency will be considered for faculty who, for an example, direct major external grants/contracts, faculty who receive internal grants/awards that include reassigned time, and/or for faculty who undertake administrative roles in the department. Currently, the Assistant Chair and the Graduate Program Director receive two reassigned courses per academic year for their administrative roles. Other reassigned time may be granted at the discretion of the Chair with approval from the Dean.

Sections 3.5-3.10 of the KSU Faculty Handbook present the general expectations for tenure and promotion for tenure-track faculty, i.e., instructors, assistant professors, associate professors, and professors, and non-tenure-track faculty, i.e., lecturers, senior lecturers, and clinical faculty.

In addition to the university expectations for tenure-track faculty and non-tenure-track faculty, all faculty in the College of Humanities and Social Sciences are expected to:

- Maintain the up-to-date knowledge, skills, and credentials needed to fulfill their commitments and to incorporate them into their scholarly activities;
- Meet their responsibilities and carry out their assignments in a constructive, productive, and professional manner;
- Cultivate excellence and demonstrate a commitment to curriculum improvement, innovation, and progress;
- Work in close consultation with the department chair and develop a Faculty Performance Agreement (FPA) in which faculty outline their goals and priorities for the period of time noted in the Agreement.

Note: The Faculty Performance Agreements must take into consideration the mission and guidelines of the College and Department and must be approved by the Dean of the College.

In the sections below, this document outlines the expectations and evaluation criteria for promotion and tenure for tenure-track faculty as well as the expectations and evaluation criteria for promotion for non-tenure track faculty.

It is incumbent upon all CHSS faculty undergoing reviews to be familiar with review procedures and faculty performance expectations and requirements. While 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 Faculty Handbook and the College of Humanities and Social Sciences Promotion and Tenure Guidelines. In addition, as noted in the CHSS P&T Guidelines, 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 their department 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.

II. Tenure-Track Teaching Faculty Expectations

This section of the Sociology and Criminal Justice Guidelines summarizes the general expectations of tenure-track faculty members and, in regard to teaching, adds a stipulation not in the university-wide guidelines (see Section IV below). Tenure-track faculty members are expected to engage in all three categories of faculty performance: 1) Teaching; 2) Scholarship; and 3) Professional Service. Unless otherwise specified in the Faculty Performance Agreement, tenure-track faculty members' effort across the three areas of performance is as follows: 60% Teaching, 30% Scholarship, and 10% Professional Service.

Tenure-track faculty members' performance must be noteworthy in at least two areas, of which teaching must be one, and satisfactory in the third. Tenure-track faculty members are to engage in scholarly activity in all of the chosen areas. In one area, at least, tenure-track faculty members are expected to produce scholarship.[1]

[1] The Faculty Handbook defines scholarly activity as ". . . a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought." It defines scholarship as ". . . tangible outcomes of the scholarly processes" (Section 3.4.A.).

III. Tenure-Track Teaching Faculty Evaluation and Review

The evaluation process in the Department of Sociology and Criminal Justice has four parts: the annual Review, the Pre-Tenure Review, the Promotion & Tenure Review, and the Post-Tenure Review.

During each academic year, faculty members will have an annual review with their department chair. Prior to the review, faculty members will prepare an Annual Review Document (ARD) in which they present evidence to demonstrate the progress they are making on the plans presented in their Faculty Performance Agreement (FPA). The department chair will provide written evaluations of the faculty. The department chair will add his/her evaluations to the ARD, which along with the FPA, will be forwarded to the Dean's office for review. After the review, both chair and faculty members sign the documents and return them to the Dean's office for signing. 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 material for Pre-Tenure Review—the second kind of evaluation in the College. Sections 3.1, 3.5, 3.7, and 3.8 of the Faculty Handbook present the pre-tenure process for the faculty at Kennesaw State University. Beginning with department P&T committees, continuing to the Chair review, and on to the Dean, the Handbook specifically outlines the details for each step. The written guidelines that state specifically the expectations and evaluative criteria used in the Department of Sociology and Criminal Justice are provided in the sections below. New tenure-track faculty members will have a pre-tenure review that will give them a clear picture of the progress they are making toward tenure. Letters of review will state specifically the strengths and weaknesses of the faculty members under pre-tenure review.

The Annual Review Document, the Faculty Performance Agreement, and all written responses from faculty members, are material for Promotion and Tenure—the third kind of evaluation in the College. Sections 3.1, 3.5, 3.7, and 3.8 of the Faculty Handbook, present the promotion and tenure process for the faculty at Kennesaw State University. Beginning with the department committee, then Chair, continuing to the College level, and on to the University level, the Handbook specifically outlines the details for each step.

The fourth level of review is Post-Tenure Review. The Board of Regents' policy states that each institution shall conduct post-tenure reviews of all tenured faculty members. Each faculty member is to be reviewed five years after the most recent promotion or personnel action, and reviews shall continue at five-year intervals unless interrupted by a further review (BOR Policy Manual, Section 803.07). Chairs, deans, and other administration are exempt from the review. The Faculty Handbook describes the post-tenure review process and materials faculty members up for post-tenure review have to submit (Sections 3.1, 3.5, and 3.7, and 3.8).

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

In some cases, a maximum of three years' credit toward the minimum probationary period may be allowed for service in tenure track positions at other institutions or full full-time service at the

rank of instructor or lecturer at the same institution. 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 performance evaluation and provide detailed documentation of performance in the three areas of evaluation during those years and 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.

As stated in the Faculty Handbook, untenured faculty who use all of their probationary credits toward tenure as part of their tenure bid and who do not receive tenure are given one final opportunity to apply for tenure in their sixth year of eligibility. This policy applies to both Assistant Professors who apply for promotion and tenure using probationary credits, and Associate Professors who apply for tenure using probationary credits.

Definitions of Satisfactory and Noteworthy Contributions

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.

The following sections clarify what constitutes satisfactory and noteworthy performance in each performance area and at each rank in the Department of Sociology and Criminal Justice.

Teaching:

Faculty members are fulfilling satisfactory requirements at all levels through a demonstrated record of successful teaching in which instruction and assessments are aligned with course objectives. Faculty members are expected to be available and responsive to students, and they must generally meet the criteria for highly effective teaching as specified below. Further, candidates must demonstrate a commitment to incorporating relevant and timely best practices in their classrooms.

In the Department of Sociology and Criminal Justice, highly effective teaching is a central priority. Effective teaching engages teachers, students, and others in learning inside and outside the classroom through effective teaching pedagogies, mentoring, advising, and curricular or pedagogical innovation.

Highly effective teaching includes a variety of "in class" pedagogies that support student success and that reflect the strengths of individual faculty members. Various teaching approaches can be used to achieve highly effective teaching, including:

[2] Faculty who do not meet satisfactory standards are considered not meeting expectations.

- Service learning opportunities
- Research or inquiry-based learning
- Writing intensive assignments
- Socratic method and debate format
- Macro and micro social analysis of issues
- Collaborative and problem-solving learning assignments
- Student-centered learning, including experiential and active learning

The department values the work done by faculty to ensure these standards. Therefore, to achieve highly effective teaching, faculty will want to seek out professional development opportunities that focus on teaching pedagogy. Also, faculty must carefully review and reflect on all of their course evaluations and take steps to make improvements to their teaching pedagogies, when needed.

Out of class curricular and non-curricular activities also contribute to student success and are indicative of highly effective teaching, mentoring and/or advising. Included in these activities are academic advisement of students, career mentoring, providing letters of recommendation to support students' applying to graduate/law school, supervising student research, and attending professional conferences with students, etc. Faculty who are highly effective advisors and mentors also seek out professional development opportunities to improve their skills in this area.

Promotion to Associate Professor: Noteworthy

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

- The use of diverse and effective pedagogical strategies as evidenced by syllabi, lesson materials, teaching philosophy, or student feedback;
- The use of a variety of materials and techniques 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, and/or solicitation of feedback from peers and students;
- Student engagement (e.g., supervising student research, service learning, writing intensive courses, student collaborative assignments/projects, student mentoring, and directed studies);
- Demonstrated evidence of effective advising or mentoring.

Promotion to Full Professor: Noteworthy

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

- Departmental, college, university, or external level awards/recognition of teaching;

- The development of new courses or the development of courses to be delivered in new formats as needed by the department;
- Publication of textbooks;
- Evidence of working with undergraduate or graduate students on research projects;
- Involvement in curriculum revisions and assessment;
- Development of new academic programs;
- Leadership at relevant faculty workshops in the area of scholarship of teaching and learning;
- Mentorship of new(er) faculty in the area of teaching, advising, and mentoring;
- The receipt of grants specifically for the scholarship of teaching & learning, classroom improvement, or the development of instructional materials (e.g., Affordable Learning Georgia, etc.);
- Development of innovative pedagogical strategies.

Scholarship and Creative Activity:

The focus of research and creative activities is to generate original, peer-reviewed published work. Faculty members' research is expected to follow an arc commensurate with their academic expertise, teaching assignments, and mission of the department.

In accordance with the norms for the disciplines of sociology and criminal justice, the following types of scholarship will be given highest priority in evaluations of Scholarship

- Peer-reviewed journal articles published in journals with established rankings/impact factors;
- Scholarly books published with an academic press;
- External funded grants/contracts.

Other forms of scholarship that will be recognized in evaluations of Scholarship include

- Peer-reviewed journal articles published in unranked/less established journals;
- Book chapters;
- Edited books;
- Internal funded grants;
- Other research products that have had an impact on policy, practice, or the discipline.

Other examples of Scholarship that are evidence of an active research agenda, but that do not play a substantial role in evaluations of Scholarship for promotion and tenure decisions are considered. These forms of Scholarship are evidence of "works in progress." Such works include, but are not limited to:

- Conference presentations and proceedings;
- Encyclopedia entries;
- Internal or external unfunded grant proposals.

Quality and Significance of Scholarship

It is incumbent upon the faculty to demonstrate and document the quality and significance of their scholarship as well as their contributions in multi-authored works. Gravity of impact will be gauged both qualitatively and quantitatively using descriptive and standardized measures.

Examples of quantitative measures include:

- 5-Year Journal Impact Factor (IF);
- Journal ranking in field;
- Acceptance/rejection rates;
- SENSE ranking of academic presses;
- Number of citations;
- Number of downloads.

Examples of qualitative measures include:

- Collaboration or acknowledgement by widely known person in the field;
- Impact of evaluation report/whitepaper on a social issue;
- Policy changes related to scholarly work;
- Gravity of impact on a particular community or cause;
- Links to significant organizations.

Also, the Sociology and Criminal Justice Department recognizes that the order of authorship and leadership on grants/contracts will be taken into consideration when weighing the significance of each scholarly work. For instance, sole authored publications generally carry more significance than co-authored publications. Serving as the first author on a publication carries more significance than serving as a second/third/fourth author on a publication, and serving as the sole PI or lead PI on a grant/contract carries more significance than serving as a co-PI on a grant/contract, etc. This is not intended to discourage faculty collaboration and mentorship in the publication process, however.

Manuscripts are expected to be published, in press, or fully accepted for publication, and are expected to be published during the candidate's time at KSU unless probationary credit toward tenure and/or promotion was awarded at the time of hiring. In that case, reviewers must take into account scholarship produced during up to five years of full-time faculty appointment prior to being hired at KSU. A manuscript is established as a publication on the date of acceptance and evidence of the date of acceptance must be provided (e.g., email from the editor/publisher, date of acceptance identified on the published article, etc.).

Promotion to Associate Professor: Satisfactory

By the time candidates petition for promotion to Associate Professor, they must have a demonstrated record of engagement in appropriate scholarly activities within their discipline. These activities must include, but are not limited to, the production of original, peer-reviewed research that is presented at multiple professional, academic conferences and also published in multiple reputable peer-reviewed journals and/or scholarly books published by an academic press. Reputable journals are those journals

that are recognized by other scholars in the discipline and/or that have an established journal ranking and/or impact factor.

Additional scholarly activities are expected. While these could include additional scholarly books published by an academic press and/or journal articles published in reputable peer reviewed journals, other forms of scholarship, including articles published in unranked/less recognized journals, book chapters, grant/contracts, etc. will be considered.

Although satisfactory achievement in scholarship presumes multiple journal publications and/or scholarly books, the evaluation of scholarly activity will be based on both the quantity and quality of these publications. Thus, meeting the minimum number of publications does not guarantee a satisfactory performance in itself. Faculty must use indicators of the quality and significance of each publication, as noted above, to demonstrate satisfactory achievement in scholarship.

Promotion to Associate Professor: Noteworthy

For noteworthy achievement in scholarship, faculty members must have a demonstrated record of engagement in scholarly activities that are highly recognized by their discipline. Once the requirements for satisfactory achievement have been met, faculty presenting a case for noteworthy status will need to use the point system below to assist them in that distinction. At least four points are needed for noteworthy status for promotion to Associate Professor. Points are accumulated as follows:

For journal articles:

- 0.5 points for articles published in unranked journals;
- 1.0 point for articles published in journals with 5-year Impact Factors between 0.1 and 0.5;
- 1.5 points for articles published in journals with 5-year Impact Factors between 0.6 and 0.9;
- 2.0 points for articles published in journals with 5-year Impact Factors between 1.0 and 1.5;
- 2.5 points for articles published in journals with 5-year Impact Factors between 1.6 and 2.5;
- 3.0 points for articles published in journals with 5-year Impact Factors over 2.5.

For book chapters:

- 0.5 points for chapters published in books with C- or D-level publishers as identified by the SENSE ranking of academic presses;
- 1.0 point for chapters published in books with A- or B-level publishers as identified by the SENSE ranking of academic presses.

For book monographs:

- 0.5 points for books published with D-level publishers as identified by the SENSE ranking of academic presses;
- 1.0 point for books published with C-level publishers as identified by the SENSE ranking of academic presses;
- 2.0 points for books published with B-level publishers as identified by the SENSE ranking of academic presses;
- 3.0 points for books published with A-level publishers as identified by the SENSE ranking of academic presses.

For edited books:

- 0.5 points for books published with C- or D-level publishers as identified by the SENSE ranking of academic presses;
- 1.0 point for books published with A- or B-level publishers as identified by the SENSE ranking of academic presses.

For external grants or contracts:

- 0.5 points for small-sized grants/contracts ($1,000 - $9,999);
- 1.0 point for medium-sized grants/contracts ($10,000 - $99,999);
- 2.0 points for large-sized grants/contracts ($100,000+).

Promotion to Full Professor: Satisfactory

By the time candidates petition for promotion to Full Professor, they must have a demonstrated record of engagement in appropriate scholarly activities within their discipline. Faculty petitioning for promotion to Full Professor need to demonstrate more breadth or depth of their research than was demonstrated with promotion to Associate Professor. These activities include, but are not limited to, the production of original, peer-reviewed research presented at multiple professional, academic conferences and also published in multiple reputable peer-reviewed journals and/or scholarly books published by an academic or scholarly press. Reputable journals are those journals recognized by most scholars in the discipline and/or that have an established journal ranking and/or impact factor.

Additional scholarly activities are expected. While these could include additional scholarly books published by an academic press and/or journal articles published in reputable peer reviewed journals, other forms of scholarship, including articles published in unranked/less recognized journals, book chapters, grant/contracts, etc. will be considered.

Although satisfactory achievement in scholarship presumes multiple journal publications and/or scholarly books, the evaluation of scholarly activity will be based on both the quantity and quality of these publications. Thus, meeting the minimum number of publications does not guarantee a satisfactory performance in itself. Faculty must use

indicators of the quality and significance of each publication, as noted above, to demonstrate satisfactory achievement in scholarship.

Note: Only scholarly activity and scholarship that has been produced since the last promotion review and was not considered during that review will be considered.

Promotion to Full Professor: Noteworthy

For noteworthy achievement in scholarship, faculty members must demonstrate leadership in scholarly activities, as evidenced by serving as a single or first author/PI on at least one publication or grant/contract. Also, faculty members must have a demonstrated record of engagement in scholarly activities that are highly recognized by their discipline. Once the requirements for satisfactory achievement have been met, faculty presenting a case for noteworthy status will need to use the point system below to assist them in that distinction. At least five points are needed for noteworthy status for promotion to Full Professor. Points are accumulated as follows:

For journal articles:

- 0.5 points for articles published in unranked journals;
- 1.0 point for articles published in journals with 5-year Impact Factors between 0.1 and 0.5;
- 1.5 points for articles published in journals with 5-year Impact Factors between 0.6 and 0.9;
- 2.0 points for articles published in journals with 5-year Impact Factors between 1.0 and 1.5;
- 2.5 points for articles published in journals with 5-year Impact Factors between 1.6 and 2.5;
- 3.0 points for articles published in journals with 5-year Impact Factors over 2.5.

For book chapters:

- 0.5 points for chapters published in books with C- or D-level publishers as identified by the SENSE ranking of academic presses;
- 1.0 point for chapters published in books with A- or B-level publishers as identified by the SENSE ranking of academic presses.

For book monographs:

- 0.5 points for books published with D-level publishers as identified by the SENSE ranking of academic presses;
- 1.0 point for books published with C-level publishers as identified by the SENSE ranking of academic presses;
- 2.0 points for books published with B-level publishers as identified by the SENSE ranking of academic presses;
- 3.0 points for books published with A-level publishers as identified by the SENSE ranking of academic presses.

For edited books:

- 0.5 points for books published with C- or D-level publishers as identified by the SENSE ranking of academic presses;
- 1.0 point for books published with A- or B-level publishers as identified by the SENSE ranking of academic presses.

For external grants or contracts:

- 0.5 points for small-sized grants/contracts ($1,000 - $9,999);
- 1.0 point for medium-sized grants/contracts ($10,000 - $99,999);
- 2.0 points for large-sized grants/contracts ($100,000+).

Note: Only scholarly activity and scholarship that has been produced since the last promotion review and was not considered during that review will be considered.

External Letters Used to Review Scholarship and Creative Activities

External letters will be reviewed at all levels and will help guide the evaluation in cases where the evaluators have questions about the quality and significance of scholarship and creative activities.

Professional Service:

Professional Service is required for all faculty members. **Faculty are expected to consult with their department chair to determine the percentage of workload that will be devoted to departmental, college, university, disciplinary, or other professional service.**

Promotion to Associate Professor: Satisfactory

By the time candidates petition for promotion to Associate Professor, they must have a demonstrated record of engagement in appropriate departmental committees. Some service at the college or university levels, or relevant disciplinary organizations, or leadership at the department level is also expected.

Promotion to Associate Professor: Noteworthy

For noteworthy achievement in professional service, faculty members must provide a clear rationale demonstrating the relationship between their service commitments and academic expertise. By the time candidates petition for promotion to Associate Professor, they must have fulfilled all requirements of satisfactory service, as well as some combination of the following:

- Leadership on a department level committees or in departmental roles;
- Participation in multiple department-level committees;
- Participation on a college-level committee;
- Contribution to statewide or regional professional or academic organizations;
- Peer reviewer for journals;
- Student organization advising;

- Other service expectations as defined as relevant by departmental guidelines.

Promotion to Full Professor: Satisfactory

By the time candidates petition for promotion to Full Professor, they must have a demonstrated record of engagement at the departmental level. Significant contributions to college, or university committees, or relevant professional or disciplinary organizational activities beyond the university are expected.

Promotion to Full Professor: Noteworthy

For noteworthy achievement in professional service, faculty members must provide a clear rationale demonstrating the relationship between their service commitments and academic expertise. By the time candidates petition for promotion to Full Professor, they must be recognized for their leadership in service activities. They must meet all expectations of the satisfactory level of service, as well as some combination of:

- Leadership on multiple department-level committees or in departmental roles;
- Major engagement or role on a college- or university-level committee;
- Major engagement in a regional, national, or international academic/professional organization;
- Editorial board member, Editor/Contributing Editor, or peer reviewer for regional, national, or international-level publications and conferences.

IV. Tenure-Track Teaching Faculty – Evaluation and Review Material

All material for Promotion and Tenure Review must be submitted using university procedures as defined in the Faculty Handbook. In addition, however, portfolios for the Department of Sociology and Criminal Justice must contain, from the period of the review: all quantitative student evaluations and a clear, concise, and meaningful statistical analysis of the evaluations; complete qualitative evaluations of all courses taught; and complete copies of all material submitted as examples of scholarship, e.g., entire articles and not just the first page of the article. In addition, the faculty narrative must include a discussion of the quality and significance of one's Scholarship and Creative Activity, including a description and documentation of the quality and significance of all publications or presentations and their venues (e.g., peer review process, acceptance/rejection rates, impact factors, and citation indexes).

Documentation of the quality and significance of each publication must be provided in the portfolio. Recognized documentation of the quality and significance of published scholarship can include cited reference reports (e.g., Web of Science cited reference reports or a list of published scholarship as shown among the "cited by" listed on Google scholar), copies of journal descriptions and impact factors from the publisher's website or from another reputable source (e.g., Scimago Journal & Country Rank), and journal rankings from InCites/Web of Science Journal Citation Reports, or a similar, reputable ranking system. Other examples of quality/significance indicators include acceptance/rejection rates of the journal, if available, or reputation/ranking of the publishing press where the journal or book is published.

Supporting documentation for professional service is also required. If credit toward tenure/promotion is used, then the candidate must provide supporting documentation for all

previous work (not exceeding five years prior to being hired at KSU) in all three areas of performance: teaching, scholarship, and professional service.

V. Lecturers and Senior Lecturers Expectations

According to the University System of Georgia, 8.3.4.3 Lecturers and Senior Lecturers, Full-time lecturers and senior lecturers are appointed by institutions on a year-to-year basis.

This section of the Sociology and Criminal Justice Promotion and Tenure Guidelines summarizes the general expectations of lecturers and senior lecturers. As stated in the Faculty Handbook (Section 3.10.), lecturers' and senior lecturers' primary responsibility is teaching and they are expected to be highly effective teachers. In most cases, lecturers are expected to teach multiple sections of the same undergraduate course. With a heavy teaching load, their workload consists of teaching their assigned courses and engaging in teaching-related service activities (e.g., attending department meetings, participation on appropriate department committees, etc.). Unless otherwise specified in the Faculty Performance Agreement, lecturers are not expected to produce scholarship. Therefore, all lecturers are expected to engage in two categories of faculty performance: 1) Teaching and 2) Professional Service. Unless otherwise specified in the Faculty Performance Agreement, lecturers' effort across the two areas of performance are expected to be as follows: 90% Teaching and 10% Professional Service.

VI. Lecturers and Senior Lecturers Evaluation and Review

In the Department of Sociology and Criminal Justice, the evaluation process for lecturers has three parts: the Annual Review, the Third Year Review, and the optional Promotion to Senior Lecturer Review.

During each academic year, faculty members will have an annual review with their department chair. Prior to the review, faculty members will prepare an Annual Review Document (ARD) in which they present evidence to demonstrate the progress they are making on the plans presented in their Faculty Performance Agreement (FPA). The department chair will provide written evaluations of the faculty. The department chair will add his/her evaluations to the ARD, which along with the FPA, will be forwarded to the Dean's office for review. After the review, both the chair and faculty members sign the documents and return them to the Dean's office for signing. 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 material for Third Year Review. In the Department of Sociology and Criminal Justice, lecturers are required to participate in the third-year review process. This review follows the review process specified in sections 3.1, 3.5, 3.7 and 3.8 of the Faculty Handbook. That is, Third Year Reviews for lecturers begin with the Sociology and Criminal Justice Department P&T Committee, and proceed to the department chair and the dean. Likewise, discrepant reviews and requests for an additional review also go to the College P&T Committee. The Faculty Handbook outlines the details for each step. New lecturers will have a Third Year review that will give them a clear picture of the progress they are making toward Senior Lecturer. Letters of review will specifically state the strengths and weaknesses of the faculty members under review.

As stated in the USG 8.3.8.2 section on Senior Lecturers, Lecturers who have served for a period of at least six years at the employing institution may be considered for promotion to senior lecturer if the institution has adopted this title and has clearly stated promotion criteria. Promotion to senior lecturer requires approval by the president. Reappointment procedures for senior lecturers follow the same reappointment procedures as those for lecturers. Senior lecturers are not eligible for the award of tenure. The KSU Faculty Handbook (Section 3.1) states that going up for promotion of lecturers to senior lecturer is optional for lecturers. For the lecturer and senior lecturer performance expectations, review process, and lecturer promotion to senior lecturer, see Faculty Handbook, section 3.10. For portfolio guidelines and content, see section 3.7.

Senior lecturers are not required to undergo a multi-year review. However, annual reviews and/or portfolio feedback, indicative of poor performance, and with little or no improvement over time based on Department of Sociology and Criminal Justice and College of Humanities and Social Sciences promotion and tenure guidelines, provide the basis for nonrenewal of contracts for lecturers and senior lecturers. Please refer to Section 3.10 of the Faculty Handbook for a discussion of expectations and reappointment for lecturers and senior lecturers.

Definitions of Meeting Expectations

Lecturers who are meeting expectations 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.[3]

The following sections clarify what constitutes meeting expectations for lecturers in each performance area in the Department of Sociology and Criminal Justice.

Teaching:

Faculty members are meeting expectations at both the Lecturer and Senior Lecturer levels through a demonstrated record of successful teaching in which instruction and assessments are aligned with course objectives. Faculty members are expected to be available and responsive to students, and they are expected to meet the criteria for effective teaching practices as specified below. Further, candidates are expected to demonstrate a commitment to incorporating relevant and timely best practices in their classrooms.

In the Department of Sociology and Criminal Justice highly effective teaching is a central priority. Effective teaching engages teachers, students, and others in learning inside and outside the classroom through effective teaching pedagogies, mentoring, advising, and curricular or pedagogical innovation.

Highly effective teaching includes different "in class" pedagogies that support student success and that reflect the strengths of individual faculty members. Various teaching approaches can be used to achieve highly effective teaching, including:

- Service learning opportunities;
- Research or inquiry-based learning;

[3] Faculty who do not meet satisfactory standards are considered not meeting expectations.

- Writing intensive assignments;
- Socratic method and debate format;
- Macro and micro social analysis of issues;
- Collaborative and problem-solving learning assignments;
- Student-centered learning, including experiential and active learning.

The department values the work done by faculty to ensure these standards. Therefore, to achieve highly effective teaching, faculty are expected to seek out professional development opportunities that focus on teaching pedagogy. Also, faculty must carefully review and reflect on all of their course evaluations and take steps to make improvements to their teaching pedagogies, when needed.

Promotion to Senior Lecturer:

As stated in Section 3.10.A (Promotion for the Non-Tenure Track Lecturer) of the Faculty Handbook, a lecturer's portfolio for promotion to Senior Lecturer will be evaluated based on highly effective accomplishments in two performance areas: 1) teaching and 2) professional service (related to teaching, advising, and mentoring).

Faculty at this stage must be able to document progression in teaching effectiveness through teaching evaluations, assessment of student learning outcomes, and attendance and participation in professional development opportunities. Faculty are expected to become more adept at the integration of new teaching techniques and pedagogical innovation and are expected to demonstrate effectiveness in teaching more than one course. They are expected to demonstrate mentorship in advising new lecturers about pedagogy and classroom issues. Lecturers at this stage are expected to make contributions to professional service.

By the time candidates petition for promotion to Senior Lecturer, they must have fulfilled all requirements that meet expectations for teaching and service as well as achieved some combination of

- Evidence of student engagement activities (e.g., supervising student research, service learning, writing intensive courses, student collaborative assignments/projects, etc.);
- Receiving an instructional internal or external grant;
- Curriculum innovation (e.g., new course development as needed by department, QM certification and re-certification of courses, innovative assignment creation, etc.);
- Other teaching-related activities defined as relevant in the FPA.

Professional Service:

Professional Service is required for all faculty members. **Faculty are expected to consult with their department chair to determine the percentage of workload that is expected to be devoted to departmental, college, university, disciplinary, or other professional service.**

Service responsibilities for lecturers are expected to be relevant to teaching. Meeting these expectations includes participation in faculty meetings and appropriate committees. Other levels of service are to be specified in the FPA.

By the time candidates petition for promotion to Senior Lecturer, they must have fulfilled all requirements that meet expectations for service as well as achieved some combination of

- Participation in department-level service (e.g., committees related to teaching, search committees, strategic planning, etc.);
- Student organization advising;
- Professional service (e.g., journal/grant reviews, presider/organizer/discussant at conference, etc.);
- Other service defined as relevant in FPA.

VI. Clinical Faculty

As stated in the Faculty Handbook, clinical faculty are not eligible for tenure, but they are eligible for promotion in rank. Clinical faculty follow the annual review processes and timelines outlined for tenure track faculty; in the Department of Sociology and Criminal Justice, clinical faculty are expected to undergo a Third Year Review. Because clinical faculty's responsibilities can vary greatly, they must be clearly defined in the FPA. The Department of Sociology and Criminal Justice will follow the "general expectations for promotion and faculty performance for non-tenure track clinical faculty in professorial ranks" set forth in the 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 member's portfolio according to responsibilities and goals set in annual FPAs.

VII. Tenure-Track Faculty with a Joint Appointment in Two or More Departments

Promotion and Tenure review of a tenure-track faculty member with a joint appointment in two or more departments must adhere to the terms of the faculty Joint Appointment Agreement (JAA), which clearly delineates the composition of the P&T committee membership as well as any special consideration for what type of scholarship and creative activity is acceptable. Unless otherwise specified in the JAA, faculty with joint appointment must follow the Home Department's P&T Guidelines' requirements for promotion and tenure.

VIII. Department Chairs, School Directors, and Deans Expectations and Evaluations

For the purpose of promotion and tenure, department chairs and deans follow all of the university, college, and department guidelines.

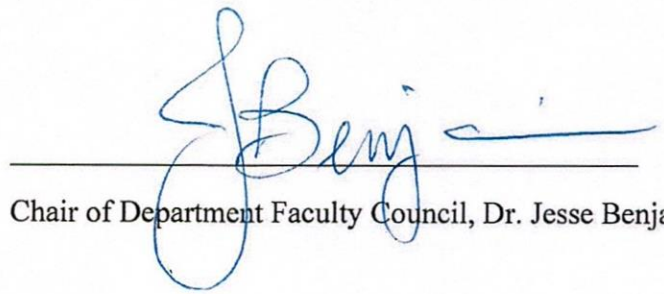
IX. Revision of Guidelines

Amendments to these Department of Sociology and Criminal Justice P&T Guidelines shall be submitted in writing to the Department Chair and shall be approved by a majority vote of the permanent, full-time faculty of the department taken by a secret ballot. Revisions are drafted by the Promotion and Tenure Committee.

Approved by Sociology and Criminal Justice full-time faculty vote on **October 16, 2018**.

_____	October 16, 2018
Chair of Department Faculty Council, Dr. Jesse Benjamin	Date
_____	October 16, 2018
Chair of Department, Dr. Dawn Baunach	Date
_____	_____
Chair of College P&T Committee	Date
_____	_____
Dean	Date
Ronald H. Matthews	_____
Provost	Date

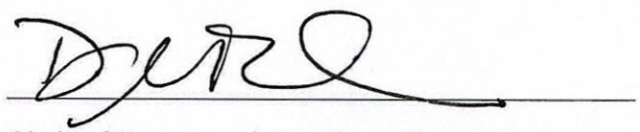
Approved by Sociology and Criminal Justice full-time faculty vote on **October 16, 2018.**



Chair of Department Faculty Council, Dr. Jesse Benjamin

October 16, 2018

Date



Chair of Department, Dr. Dawn Baunach

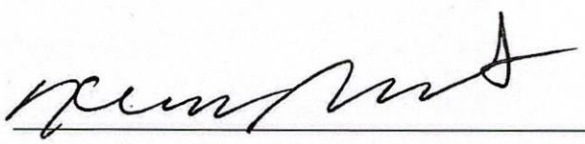
October 16, 2018

Date

Chair of College P&T Committee

11/29/18

Date



Dean

11/26/18

Date

Provost

05 Dec 18

Date