

Guidelines for the Review and Evaluation of Faculty Performance
School of Government and International Affairs
Kennesaw State University

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School Characteristics

The School of Government and International Affairs (SGIA) offers two undergraduate majors (Bachelor of Science in Political Science and a Bachelor of Arts in International Affairs); three minors (Legal Studies, Political Science, and International Affairs); five certificates (Constitutional Studies, European Union Studies, Political Communication, Professional Politics, and Homeland Security). The SGIA also offers two graduate programs, one a Master of Arts in Public Administration and two, a Master of Science in International Policy Management. In addition, the SGIA maintains a presence in the General Education Program through courses such as POLS 1101, American Government and POLS 2401, Global Issues.

The faculty in the SGIA are trained in a variety of fields and collaborate with faculty from other disciplines in a University programs such as African and African Diaspora Studies, Asian Studies, and American Studies. Faculty may also be affiliated with other programs or be jointly appointed with SGIA and another School/Department. Most faculty teach a 3/3 course workload with 3 courses in each of two academic semesters. Faculty must thus be prepared to meet many pedagogical and disciplinary challenges.

Purpose: The purpose of this document is to assist colleagues and Promotion and Tenure committees in interpreting and operationalizing the university's general criteria for faculty performance within the School of Government and International Affairs.

General Statement: 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 that begins that August.

I. FACULTY WORKLOAD

A. Faculty Workload Models

Workload distribution among faculty in the School of Government & International Affairs will vary depending upon the institutional needs of the School and the interests and strengths of individual faculty. The standard workload model for tenured and non-tenured faculty on the tenure track is 60% teaching (a 3/3 teaching load), 30% scholarship, and 10% service. All non-tenured faculty on the tenure track will follow the standard workload model. For tenured faculty, a variety of other workload models are possible. Examples of different workload models can be found below. Modifications to individual workload models – to include more or less teaching,

91 scholarship, or service - can be made in consultation with the Director, and with approval by the
 92 Dean. Faculty preferences, past performance, and opportunities in teaching, scholarship, and
 93 service are considered in the development of workload models during the ARD/FPA process.
 94 Modifications to individual workload models – to include more or less teaching, scholarship, or
 95 service - can be made in consultation with the Director, and with approval by the Dean. A faculty
 96 member’s strengths, interests, and past three years annual reviews will serve as the primary guide.
 97

98 In case of appeal, a faculty member may appeal to the Dean in writing within ten business days.
 99 The Dean is encouraged to seek input from an ad hoc College Committee.

100

101 The standard faculty workload for lecturers and senior lecturers is 90 percent teaching and 10
 102 percent service (90/0/10). The standard workload model for tenured and non-tenured MPA faculty
 103 on the tenure track is 60/30/10. Course reassignment for MPA faculty can be granted during the
 104 AR process based on research output, mentoring of graduate students, etc., subject to approval by
 105 the dean. The workload for clinical and administrative faculty (when applicable) depends on
 106 situational context and must be defined in the FPA.

107

108 **B. Table 1. Common Workload Models**

109

Model	Teaching %	Scholarship %	Service %	Load
Standard Model *	60	30	10	3/3
Teaching I Model	70	20	10	4/3
Teaching II Model **	80	10	10	4/4
Teaching-Service Model **	70	10	20	4/3
Research I Model	50	40	10	3/2
Research II Model	40	50	10	2/2
Research-Service Model	50	20	30	3/2
Service Emphasis Model	60	20	20	3/3

110 * Faculty seeking tenure shall select the standard workload model – unless an alternative arrangement
 111 has been mutually agreed between the faculty member and the SGIA Director *and* the arrangement is
 112 stipulated in the faculty member’s FPA. In no case shall the faculty scholarship percentage be below 30%.

113 ** Faculty seeking promotion shall not select this model.

114

115 **C. Evidence of Satisfactory Performance for Various Workload Models**

116

117 Below are the Basic Criteria for All Workload Models. General expectations for faculty are
 118 provided here in each Model and described more fully in Section III. Expectations of Faculty.

119

120 1. **All faculty must be noteworthy in teaching** and noteworthy in one other area
 121 (scholarship/research) or service to be eligible for tenure or promotion. “Noteworthy” means the
 122 faculty member has completed all of the duties for satisfactory teaching and achieved some
 123 combination of additional activities listed below in Section III Expectations of Faculty, such that
 124 the faculty member’s teaching is high quality and significant as demonstrated by the faculty
 125 member during the AR process.

126

127 2. **Research expectations and criteria specific to each Model** are spelled out below and in

128 Section III. All peer-reviewed or peer-reviewed equivalent scholarly products must be distributed
129 in appropriate and competitive outlets that are considered quality venues within each faculty
130 member's field.

131
132 3. **Reliable and proficient service** to the School, College, and/or University is expected in all
133 Models. Specific criteria are explained below and in Section III.

134 135 **D. Explanations of Workload Models**

136 137 **Standard Workload Model**

138
139 Assistant Professors and Associate Professors (non-tenured tenure-track and tenured faculty
140 eligible for promotion) on the standard workload model (60/30/10) have a 3/3 course load. They
141 are expected to produce a level of scholarship during the review period that would demonstrate
142 progress toward "satisfactory" status in terms of promotion in the area of scholarship, as defined
143 in the SGIA promotion and tenure guidelines.

144 145 **Teaching I Model**

146
147 Faculty on the Teaching I Model (70/20/10) will teach a 4-3 course load. Productivity expectations
148 for scholarship would be two-thirds of the expectations for the standard model, as faculty would
149 be devoting one-third less of their time on scholarship.

150 151 **Teaching II Model**

152
153 Faculty on the Teaching II Model (80/10/10) will teach a 4-4 course load. In order to be satisfactory
154 (meeting expectations) on scholarship, a faculty member should write one manuscript and present
155 the manuscript at an academic conference or forum during a two-year period. There is no
156 requirement for peer reviewed/appropriately reviewed publications under this model; however, a
157 publication in a peer-review journal, edited volume, or similar venue may be substituted for the
158 required two academic presentations during a five-year review window.

159 160 **Teaching-Service Model**

161
162 Faculty on the Teaching-Service Model III (70/10/20) will teach a 4-3 course load. In order to be
163 satisfactory (meeting expectations) on scholarship, a faculty member should write one manuscript
164 and present the manuscript at an academic conference or forum during a two-year period. There is
165 no requirement for peer reviewed publications under this model; however, a publication in a peer-
166 review/appropriately reviewed journal, edited volume, or similar venue may be substituted for the
167 required two academic presentations during a five-year review window.

168 169 **Research I Model**

170
171 Assistant Professors and Associate Professors (non-tenured tenure-track and tenured faculty
172 eligible for promotion) on the Research Model I (50/40/10) model have a 3/2 course load and are
173 expected to be very active in research and creative activity.

174

175 **Professors: Professors on the Research Model I (50/40/10) have a 3/2 course load and are
176 expected to maintain a vigorous research agenda.

177

178 **Research II Model**

179

180 Assistant Professors and Associate Professors (non-tenured tenure-track and tenured faculty
181 eligible for promotion) on the Research Model II (40/50/10) must buyout at least one course from
182 external grants and maintain a high research productivity.

183

184 **Professors: Professors on the Research Model II must buyout at least one course from external
185 grants and maintain a high research productivity.

186

187 **Research-Service Model**

188

189 Assistant Professors and Associate Professors (non-tenured tenure-track and tenured faculty
190 eligible for promotion) on the Research Model III (50/20/30) model have a 3/2 course load, and,
191 while expected to have an active research agenda, are also expected to maintain a service load
192 commensurate with thirty percent of their time, approximately 12 hours per week. Faculty should
193 expect to devote at least 8 hours per week toward research and creative activity and maintain at
194 least satisfactory progress in RCA over their review period.

195

196 **Service Emphasis Model**

197

198 Faculty on the Service Model I (60/20/20) will teach a 3/3 course load. Faculty would be expected
199 to serve on at least two major committees or shared governance bodies, with a leadership (e.g.,
200 chair) position on one entity, or serve on a total of three committees or shared governance bodies.
201 Alternatively, to evidence a 20% service load, faculty can demonstrate that they devoted an
202 average of 8 hours per week to service. Productivity expectations for scholarship would be two-
203 thirds of the expectations for the standard model, as faculty would be devoting one-third less of
204 their time on scholarship.

205

206 * Faculty seeking promotion and/or tenure must not select any workload model that would make
207 them ineligible for promotion and/or tenure per the Faculty Handbook.

208

209 **Faculty at the rank of Professor are not eligible for promotion, therefore promotion
210 expectations contained in the School's P&T guidelines cannot be used to determine workload
211 model expectations. Professors do, however, undergo post-tenure review. See the language in each
212 section for expectations for Professors.

213

214 **Clinical Professor Model**

215

216 Clinical professors are educators-practitioners who have a background in their disciplinary area
217 and practice the discipline in the work setting. Clinical faculty must maintain a balance that
218 emphasizes their applied experience to meet the needs of the School. Such responsibilities include,
219 but are not limited to, student supervision (e.g., supervision of field, practicum, internship, or

220 clinical experiences), applied instruction (e.g., teaching a course on news reporting or
 221 psychological assessment), or other applied activities that contribute to the department, school, or
 222 college (e.g., advising or grants and contracts). Hence, clinical faculty may teach courses in their
 223 area of expertise and may engage in other activities to meet the needs of the program or School. If
 224 teaching, the faculty member must perform in noteworthy fashion and bears the responsibility for
 225 providing evidence that his/her teaching meets this expectation as spelled out in this document
 226 below. Evidence should be made clear through FPAs and the AR process.

227

228 **II. COURSE RELEASES AND REASSIGNED TIMES**

229

230 The School provides course releases for faculty with heavy mentoring responsibilities and
 231 reassigned time for certain positions to allow faculty members to perform significant
 232 administrative duties and/or non-instructional responsibilities that are essential for the functioning
 233 and commitments of the School. Course reassignments are negotiated with the Director, subject
 234 to approval by the Dean.

235

236 Faculty positions that typically receive course reassignments include the Assistant Chair,
 237 Undergraduate Degree Program Coordinators, Graduate Directors, Internship Coordinator, and the
 238 Simulation Team Faculty Advisors.

239

240

241 **III. EXPECTATIONS OF FACULTY-PERFORMANCE CRITERIA**

242

243 **A. Teaching, Supervising, and Mentoring**

244

245 Teaching is the primary focus for all faculty at Kennesaw State University and is the principal
 246 mission of the School of Government and International Affairs. Highly effective teaching is a
 247 necessary condition for satisfactory performance at Kennesaw State University and faculty are
 248 therefore expected to perform their teaching duties in a noteworthy fashion, as described below.
 249 The School encourages teaching excellence through effective classroom performance and by
 250 demonstrable evidence of continued instructional and scholarly development on the part of the
 251 faculty member. It is incumbent upon all faculty applying for promotion and/or tenure to document
 252 evidence that supports noteworthy teaching and to explain why their teaching is of high quality
 253 and significant. Candidates should be sure to include in their portfolios a demonstration of quality
 254 and significance. Evidence in support of noteworthy teaching includes, but is not limited to syllabi,
 255 exams, course materials, evaluations, peer reviews, or other supporting materials.

256

257 **1. Fundamental Activities:**

258 • meeting all scheduled classes

259 • meeting the School's teaching loads and course assignments consistent with School needs

260 • maintaining regular office hours

261 • assessing instructional effectiveness, including using results of evaluation for professional
 262 growth and improvement

263 • documenting student learning and providing feedback to students on their progress

264 • mentoring and advising students

265 • maintaining currency of subject matter and integration of course content with theory and

- 266 practice
- 267 • updating instructional programs, courses, curriculum materials, tests, and assignments
- 268 • setting goals for instructional improvement

269

270 **2. Additional Activities:**

- 271 • advising student organizations
- 272 • coaching student organizations for regional, national, or international competitions
- 273 • mentoring peers
- 274 • engaging in pedagogical innovation and experimentation
- 275 • development of new courses
- 276 • guest lecturing, speaking and other in-house faculty presentations
- 277 • publishing in in-house teaching newsletters
- 278 • becoming involved in curricular matters
- 279 • supervising graduate/undergraduate students and others in practicum, internships, co-ops,
- 280 service learning, directed studies, or study abroad programs, and supervising an “Honors
- 281 Experience”
- 282 • enhancing effectiveness in teaching, supervision, and mentoring by taking part in teaching
- 283 workshops or professional development programs
- 284 • earning recognition and awards for distinguished teaching
- 285 • writing proposals for grants to fund teaching innovation
- 286 • publication in journals and/or presentation at conferences focused on the scholarship of
- 287 teaching and learning
- 288 • teaching honors credit(s) or supervising honors projects
- 289 • teaching overload credit(s) due to School/university need
- 290 • evidence of working with undergraduate or graduate students on research projects
- 291 • development of innovative pedagogical strategies
- 292 • excellence in peer reviews in departmental evaluation process, if applicable

293

294 Evidence of the quality and significance of teaching performance may include some or all of the

295 following: student evaluations, course syllabi, evidence of work with student groups, letters from

296 students describing mentoring relationships, letters from external parties that are familiar with the

297 candidate’s teaching, documentation on curriculum development, student portfolios, peer

298 evaluation, in-house publication of pedagogy.

299

300 **3. Expectations of Performance at Different Stages of Academic Career Development (TSM)**

301

302 **3a. Clinical Faculty**

303

304 Clinical faculty are not eligible for tenure, but they follow the annual review processes and

305 timelines outlined for tenure track faculty. Clinical faculty are primarily assessed in the

306 performance areas of teaching, supervision, and mentoring of students and professional service,

307 with less emphasis in scholarship and creative activity.

308

309 Clinical faculty are educators-practitioners who have a background in their disciplinary area and

310 who practice the discipline in the work setting. The following clinical ranks are recognized at KSU:

311 Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. The clinical

312 faculty position is non-tenure track, and the holder is not eligible for tenure or probationary credit
313 toward tenure. According to Board of Regents policy (8.6.3), “promotion to the rank of professor
314 requires the earned doctorate or its equivalent in training, ability, and/or experience.”

315
316 Unless otherwise set forth in the Faculty Performance Agreement (FPA), clinical faculty generally
317 spend less time engaged in scholarship and creative activity. Typically, the primary responsibilities
318 of CHSS clinical faculty shall emphasize their applied experience. Such responsibilities include,
319 but are not limited to, student supervision (e.g., supervision of field, practicum, internship, or
320 clinical experiences), applied instruction (e.g., teaching a course on news reporting or
321 psychological assessment), or other applied activities that contribute to the department or college
322 (e.g., advising or grants and contracts).

323
324 Reviews and Promotion: In addition to annual reviews, clinical faculty may apply for an optional
325 promotion review. The Board of Regents of the University System of Georgia requires a minimum
326 of four full academic years of service at KSU (including the year of review) at the rank of assistant
327 professor to be eligible for promotion to rank of associate professor and five full academic years
328 of service at KSU (including the year of review) at the rank of associate professor to be eligible
329 for promotion to the rank of professor.

330
331 Non-tenure track clinical faculty with professorial rank must prepare a portfolio for the optional
332 promotion consideration. The portfolio contents will follow the guidelines for tenure track faculty
333 who are reviewed for promotion, see KSU Faculty Handbook Section 3.12 (Portfolio Guidelines
334 and Contents).

335
336 The School of Government and International Affairs will follow the “general expectations for
337 promotion and faculty performance for non-tenure track clinical faculty in professorial ranks” set
338 forth in the Faculty Handbook Section 3.7. When submitting a portfolio for promotion in rank,
339 clinical faculty are responsible for making a strong case for the quality and significance of their
340 work as defined in their FPAs. Recommendation for promotion in rank will be based on a thorough
341 review of the faculty’s portfolio according to responsibilities and goals set in annual FPAs.
342 (added 5-3-20, as Per Dean Leger)

343

344

345 **3b. Lecturer**

346

347 Early in Rank: New lecturers should meet School needs quickly, with an understanding of how
348 their particular area of expertise fits into School curriculum. Faculty at this rank should establish
349 rapport with students and colleagues and set appropriate time aside for course preparation.

350

351 Midway in Rank: Lecturers should refine teaching techniques by attending teaching workshops
352 and revising courses based upon feedback from students, colleagues, and the School Director. As
353 teaching experience is gained lecturers should continually develop a teaching portfolio for School
354 assessment. Lecturers should maintain currency in the subject matter taught.

355

356 Lecturer Ready for Promotion to Senior Lecturer: Lecturers at this stage should have a high level
357 of teaching effectiveness and should be able to document progression in teaching effectiveness

358 through attendance and participation in teaching workshops, maintenance of a teaching portfolio,
359 and continuous reassessment of teaching effectiveness. Lecturers should integrate new teaching
360 techniques and pedagogical innovations into their courses.

361

362 **3c. Senior Lecturer**

363

364 Senior lecturers must maintain a high level of teaching effectiveness through continuous
365 development of pedagogy and courses. In addition, a teaching portfolio must be maintained
366 documenting teaching effectiveness. Senior lecturers demonstrating noteworthy performance
367 consistently meet their fundamental job expectations and make notable contributions to their
368 greater academic communities.

369

370 **3d. Assistant Professor**

371

372 Early in Rank: New Assistant Professors should meet School needs quickly, with an understanding
373 of how their particular area of expertise fits into School curriculum. Faculty at this rank should
374 establish rapport with students and colleagues, set appropriate times aside for advisement, and
375 update materials for instruction as needed.

376

377 Midway in Rank: As teaching experience is gained, faculty should maintain portfolios for School
378 assessment. Self-assessment should also be conducted, through the use of student evaluations and
379 documentation of student learning. To prepare for a successful Pre-Tenure Review, faculty should
380 maintain currency in subject matter and seek to engage in "additional" (noteworthy) activities
381 listed above.

382

383 Assistant Professor Ready for Promotion to Associate Professor: According to the KSU Faculty
384 Handbook Assistant Professors ready for promotion should be performing "fundamental" and
385 "additional activities" at a level associated with "early in rank" Associate Professors. Faculty
386 demonstrate this through attendance and participation in teaching workshops, portfolios and
387 evaluations. Faculty should be involved in discussion and interpretation of curriculum at least at
388 the School level. Faculty should also become more adept at the integration of new teaching
389 techniques, and pedagogical innovation. Candidates should demonstrate, through documentation
390 in the portfolio, the quantity, quality, and significance of their efforts and achievements.

391

392 **3e. Associate Professor**

393

394 Early in Rank: Faculty should begin to mentor peers at this stage of an academic career and should
395 add to their teaching repertoire by developing new courses.

396

397 Midway in Rank: Faculty should be involved in curricular matters above the School level and
398 should participate in program evaluation, updating instructional programs, courses and other
399 materials, attend teaching workshops, publish improved teaching materials, and advise student
400 groups. Documentation and maintaining teaching portfolios is expected at a high level of quality.

401

402 Associate Professor Ready for Promotion to Professor: Associate Professors ready for promotion
403 should be performing "fundamental" and "additional activities" at a level associated with "early

404 in rank” Professors. Faculty should continue to hone teaching skills through attendance at
 405 workshops and seminars and should also share their expertise with others in the field through guest
 406 lecturing, team teaching, and development of programs and curriculum. Faculty at this level should
 407 have close contact with peers and students as part of a regular routine and should be recognized by
 408 students and by their peers. Candidates should demonstrate, through documentation in the
 409 portfolio, the quantity, quality, and significance of their efforts and achievements.

410

411 **3f. Professor**

412

413 Professors must maintain the highest quality of teaching effectiveness through continuous
 414 development of pedagogy, courses, and programs. All professors are expected to mentor peers and
 415 students, to be involved in curricular matters, to innovate in teaching, and to be recognized for one’s
 416 teaching and leadership as a role model for others. Professors should perform additional activities
 417 in TSM as fits their expertise and the needs of the School. Professors should be able to demonstrate
 418 the quality and significance of their work in the AR process.

419

420 **B. Scholarship and Creative Activity**

421

422 With few exceptions, all faculty are expected to maintain an active and productive agenda of
 423 scholarship and creative activity. Disciplinary scholarship is an ongoing process requiring
 424 professional development, intellectual enhancement and interaction with the broader academic and
 425 professional community. It involves intellectual contributions by faculty members toward producing
 426 and disseminating **traditional, pedagogical, or service-oriented** scholarship. Traditional
 427 Scholarship is defined as scholarship that is focused upon programmatic scholarship and creativity
 428 aimed at building or contributing to a substantial body of work and whose product is subject to the
 429 usual process of peer review or appropriate review and publication/presentation. Pedagogical
 430 scholarship is defined as scholarship focused upon student learning in which the processes and
 431 outcomes are public and subject to appropriate review. Service-oriented scholarship is defined as
 432 scholarship that involves the use of knowledge and expertise in a service opportunity to the
 433 University, the community, or their profession. Such activity must clearly demonstrate the outcome
 434 or impact of the service activity.

435

436 “Peer Reviewed” and Equivalents The world of publishing is changing and publication of scholarly
 437 products that reflect traditional, pedagogical, and service oriented scholarship of inquiry and
 438 investigation may also include those products made public and shared with appropriate peers in a
 439 competitive review process that may include other than traditional professional journals. Such
 440 review may include scholarly products appropriately or editorially reviewed when it is evident that
 441 academic criteria applied to the work presented results in a selection process in which the candidate’s
 442 work is chosen for publication. Candidates must demonstrate the quality and significance of his/her
 443 work and *may* include measures such as impact factors, citation numbers, readership, “downloads,”
 444 and other evidence as appropriate.

445

446 Every tenure-track faculty member is expected to perform the “fundamental” activities listed below.
 447 As faculty progress upward through the ranks, he or she is expected to perform at a more advanced
 448 level to include demonstrated proficiency in both “fundamental” and “additional” activities listed
 449 below. Faculty whose performance is to be deemed noteworthy are those who consistently meet their

450 fundamental job expectations and make noteworthy contributions to their greater academic
 451 communities. These faculty can demonstrate the quality and significance of their scholarly activity
 452 in their portfolios through the annual review process.

453
 454 For promotion to Associate Professor or Professor, manuscripts and other scholarly products should
 455 be published, in press, or fully accepted for publication. They should be published during the
 456 candidate's time at KSU unless probationary credit toward tenure and/or promotion was awarded at
 457 the time of hiring. In that case, reviewers must take into account scholarship and creative activities
 458 completed during that probationary period. Other scholarly work or creative activity will be taken
 459 into consideration in evaluating one's performance area as defined in these guidelines.

460

461 **1. Fundamental Activities:**

462

463 • Publishing scholarly products either peer-reviewed or appropriately reviewed in a variety of
 464 outlets is required.

465

466 Examples of scholarly products that fall into the category of "peer reviewed" or "appropriately
 467 reviewed" may include:

468

469 • A book, which is typically considered equivalent to a minimum of 2 to a maximum of four
 470 journal articles, depending upon its quality and significance, publishing house, and other factors,
 471 which the candidate should describe in his/her portfolio narrative

472 • Law review articles

473 • Journal Articles

474 • Book chapters

475 • Edited volumes

476 • Funded grants

477 • Online blogs, websites, or other hosted electronic forums with competitive moderation

478 • Other research and creative activities for which the candidate can make a strong case regarding
 479 their quality and significance

480

481

482 **2. Additional Scholarship and Creative Activities:**

483

484 • Publishing in excess of the minimum requirements in terms of a) the number of publications or
 485 b) the prestige of publishing outlet

486 • Giving scholarly presentations at professional meetings and/or enhancing effectiveness in
 487 scholarship by taking part in research-oriented development seminars or workshops

488 • Publishing in pedagogical journals or making educationally focused presentations at disciplinary
 489 and interdisciplinary gatherings that advance the scholarship of teaching and curricular innovation
 490 or practice

491 • Producing texts, scholarly books, ancillary text materials, software applications, and case study
 492 guides

493 • Earning recognition and awards for distinguished scholarly activities

494 • Submitting proposals for funded or unfunded internal or external research grants

495 • Publishing articles in trade publications

496 • Conducting scholarly research in the subfields of political science as required in one's service of
 497 professional, public or civic organizations or agencies, including but not limited to, discipline-
 498 related professional organizations, government institutions, courts, party offices, campaign
 499 organizations or international organizations. (Faculty must determine whether their activities might
 500 be better suited for inclusion as professional service activities or scholarship activities.)

- 501 • Serving as a reviewer or editor of professional publications
- 502 • Submitting year-end reports to funding agencies
- 503 • Reviewing and critiquing grant applications, or manuscripts
- 504 • Convening panels or discussing paper presentations at professional meetings
- 505 • Conducting professional workshops, seminars, and colloquia for colleagues

506
 507 Faculty who claim to be noteworthy in research and creative activity must demonstrate the quality
 508 and significance of their combination of additional activities

509

510 **3. Expectations of Performance at Different Stages of Academic Career Development**

511

512 **3a. Lecturer/Senior Lecturer Track**

513

514 Lecturers and Senior Lecturers are not expected to engage in scholarship and creative activity.
 515 However, the school will endeavor to provide support (e.g., travel funding) to those who do.

516

517 **3b. Assistant Professor**

518

519 Early in Rank: New Assistant Professors should embark on scholarly and creative activities early,
 520 perhaps as an extension of dissertation research. Adequate documentation of early scholarship
 521 activity is especially important prior to publication.

522

523 Midway in Rank: Faculty should enhance their effectiveness in scholarly and creative activities by
 524 attending research workshops and scholarly meetings. Faculty should take part in scholarly
 525 meetings at the regional or national level to present research and should seek peer or appropriate
 526 review of their research in formal and informal settings. Faculty should also be available to
 527 comment on the work of their peers and assist others in research efforts.

528

529 Assistant Professor Ready for Promotion to Associate Professor: Assistant Professors ready for
 530 promotion perform fundamental and additional activities at a level associated with "early in rank"
 531 Associate Professors. Faculty at this stage should be able to document their progression through
 532 publication of scholarly research, attendance and participation in professional meetings, and by
 533 maintaining a research portfolio. Vitae should include some presentation of scholarly efforts.

534

535 Assistant professors ready for promotion to Associate professor, must have, for satisfactory
 536 performance, a minimum two peer-reviewed/appropriately reviewed published scholarly products
 537 during the review period. Faculty who have three or more peer-reviewed/appropriately reviewed
 538 scholarly products shall be considered noteworthy. Scholarly products published before arriving
 539 at KSU are considered if published during a time counted toward promotion and tenure. If the
 540 individual under review believes that he/she has the equivalent of this minimum (such as a book
 541 or monograph), this must be clearly explained/justified in the portfolio. Candidates must

542 demonstrate, through documentation in the portfolio, the quantity, quality, and significance of
 543 their scholarly output. These expectations parallel the expectations noted in the CHSS Promotion
 544 and Tenure Guidelines for Scholarship and Creative Activity.

545

546 **3c. Associate Professor**

547

548 Early in Rank: Faculty should continue to be involved in research efforts. Mentoring of research
 549 efforts of peers should become more regular. Participation in research should be a regular
 550 component of activity.

551

552 Midway in Rank: Faculty should be able to document that research efforts are contributing to the
 553 discipline and/or subfields of the discipline. Faculty should be regularly involved in release of
 554 findings from research and the development of scholarship through mentoring and public
 555 meetings.

556

557 Associate Professor Ready for Promotion to Professor: Associate Professors ready for promotion
 558 should be performing “fundamental” and “additional activities” at a level associated with “early in
 559 rank” Full Professors. Faculty at this stage should be recognized by peers and by colleagues who
 560 are not members of the KSU community as contributing to scholarship. Presentation, publication
 561 and review of the work of others are evidence that faculty members are recognized as scholars.
 562 Scholarship should contribute to teaching effectiveness. Associate professors demonstrating
 563 noteworthy performance on the standard workload model who are ready for promotion to
 564 Professor must have as a minimum (as a sole, second, or third author) four peer-
 565 reviewed/appropriately reviewed scholarly products published after promotion to Assistant.

566

567 Associate Professors on the Research I workload model are ready for promotion to Professor when
 568 they have as a minimum four (4) peer-reviewed/appropriately reviewed scholarly products
 569 published after promotion to Associate. Associate Professors on the Research II workload model
 570 are ready for promotion to Professor when they have a minimum five (5) peer-
 571 reviewed/appropriately reviewed scholarly products published after promotion to Associate.
 572 Associate Professors on Teaching or Service emphasis models are ready for promotion to
 573 Professor when they have as a minimum four (4) peer-reviewed/appropriately reviewed scholarly
 574 products published after promotion to Associate. Candidates must demonstrate, through
 575 documentation in the portfolio, the quantity, quality, and significance of their scholarly output.
 576 These expectations parallel the expectations noted in the CHSS Promotion and Tenure Guidelines
 577 for Scholarship and Creative Activity.

578

579 **3d. Professor**

580

581 Professors must be engaged in high quality scholarship. The level of scholarship activity is dependent
 582 on their workload model. Scholarship should be peer or appropriately reviewed and should be
 583 presented and/or academically or professionally distributed. Contact with off campus members of
 584 the discipline or sub-disciplines must be continued.

585

586 **C. Professional Service**

587

588 Professional service includes (1) service to the institution, (2) service to the community, (3) service
 589 to the discipline, and 4) administration and leadership. Faculty members are expected to play an
 590 active role in contributing their academic and professional skills and knowledge to support and
 591 advance the mission and tasks of the School, the College, the University, and/or the external
 592 communities at the local, state, regional, national, or international levels.

593
 594 Every tenure-track faculty member is expected to meet the “fundamental” expectations listed below.
 595 As a faculty member progresses upward through the ranks, he or she will be expected to perform at
 596 a more advanced level to included demonstrated proficiency within both the “fundamental” and
 597 “additional” expectations listed below. These are examples only, rather than an exhaustive list.
 598 Candidates should be sure to include in their portfolios a demonstration of quality and significance
 599 of their service that includes, but is not limited to, documentation of achievement of the fundamental
 600 and additional activities listed below.

601

602 In all of the areas selected for evaluation, all faculty in the School are expected to:

603

604 • Maintain the up-to-date knowledge, skills, and credentials needed to fulfill their commitments
 605 and to incorporate them into their scholarly activities and scholarship

606 • Meet their responsibilities and carry out their assignments in a constructive, productive, and
 607 professional manner

608 • Cultivate excellence and demonstrate a commitment to developmental improvement,
 609 innovation, and progress

610 • Work in close consultation with their chairs and develop a Faculty Performance Agreement (FPA)
 611 in which they outline their goals and priorities for the period of time they note in the Agreement

612

613 **1. Fundamental Activities:**

614

615 • Attendance at School (SGIA) faculty meetings

616 • Attendance at program and committee meetings

617 • Contributing actively as a member of committees and task forces at the School, College, and/or
 618 University level, as negotiated with the School Director

619

620 **2. Additional Service Activities:**

621

622 • Leading committees and task forces at the School, College and/or University level, as
 623 negotiated with the School Director

624 • Serving as a member of faculty search or promotion and tenure committees

625 • Coordinating or administering accreditation or quality assurance activities within the School,
 626 college or university

627 • Coordinating programs for professional conferences/meetings, organizing symposia or bringing
 628 professional meetings to KSU

629 • Serving as an officer in professional or civic organizations

630 • Volunteering on community service or KSU organizations

631 • Writing grants for community organizations

632 • Conducting professional development and continuing education programs

633 • Serving as a guest speaker for on or off-campus events

- 634 • Assisting in university-related fundraising campaigns
- 635 • Establishing and/or maintaining newsletters or websites for on or off-campus
- 636 organizations or departments
- 637 • Receiving recognition or awards for distinguished service contributions on or off campus
- 638 • Enhancing effectiveness in professional service by taking part in service-oriented
- 639 workshops or seminars
- 640 • Conducting scholarly research in the subfields of Political Science or International
- 641 Affairs as part of a service initiative for professional, civic or public organizations
- 642 • Receiving commissions and/or contracts for discipline related service activities
- 643 • Serving as a reviewer or editor of professional publications
- 644 • Preparing year-end reports to funding agencies
- 645 • Reviewing and critiquing grant applications, or manuscripts
- 646 • Convening panels or discussing paper presentations at professional meeting
- 647 • Conducting professional workshops, seminars, and colloquia for colleagues
- 648 • Participating in other School, college, community, or university level committees or service
- 649 • Contributing to statewide or regional professional or academic organization
- 650 • Advising student organizations
- 651 • Other service expectations as defined as relevant by the School
- 652 • Other service for which the candidate can make a strong case regarding its quality and
- 653 significance

654

655 **3. Expectation of Service Performance at Different Stages of Academic Career Development**

656

657 **3a. Lecturer/Senior Lecturer Track**

658

659 Per university guidelines, Lecturers and Senior Lecturers are required to perform professional
660 service activities related to teaching assignments. The regular course load for Lecturers and Senior
661 Lecturers may be lowered for service activities beyond regular expectations. The teaching/service
662 responsibilities and load should be clearly laid out in the annual Faculty Performance Agreement.

663

664 Early in Rank: New lecturers should discuss with the School Director the teaching and service
665 needs of the School. Lecturers choosing to complete service activities beyond regular expectations
666 will likely be directed to service opportunities at the School level.

667

668 Midway in Rank: Lecturers should engage in highly effective School service activities as a member
669 of a committee (or committees).

670

671 Lecturer Ready for Promotion to Senior Lecturer: Lecturers at this stage are expected to serve as
672 members of School committees and perform in a highly effective manner, and to seek out
673 increasingly challenging service activities within the School.

674

675 **3b. Senior Lecturer**

676

677 Senior lecturers are expected to serve as highly effective members of committees and to seek out
678 increasingly challenging service activities within the School.

679

680 **3c. Assistant Professor**

681

682 Early in Rank: New Assistant Professors should seek out opportunities to serve the KSU
 683 community through committee work, keeping in mind the demands of teaching and scholarship
 684 faced by those new to the University. Most new faculty will find service opportunities at the School
 685 level.

686

687 Midway in Rank: Faculty should take on additional committee work, seeking out service
 688 opportunities above the School level and within discipline-related community and professional
 689 organizations.

690

691 Assistant Professor Ready for Promotion to Associate Professor: Assistant Professors ready for
 692 promotion should be performing “fundamental” and “additional activities” at a level associated with
 693 “early in rank” Associate Professors. This includes a demonstrated record of engagement in
 694 appropriate School committees as well as some service at the college or university levels, or relevant
 695 disciplinary organizations. Faculty at this stage may seek out increasingly challenging service
 696 activities on and off campus. Faculty should make the most of on-campus opportunities for service
 697 by taking part in KSU service organizations and should continue to seek out service opportunities
 698 within community and professional agencies and organizations.

699

700

701 **3d. Associate Professor**

702

703 Early in Rank: Faculty should be involved in service above the School level. They should seek to
 704 enhance their service effectiveness through the use of mentoring of peers as well as workshop
 705 participation and development.

706

707 Midway in Rank: Faculty should be involved in service above the School level. Faculty at this
 708 level should be contributing to service both on and off campus. Documentation of service is
 709 expected, and faculty are expected to take larger, leadership roles in service organizations on and
 710 off campus.

711

712 Associate Professor Ready for Promotion to Professor: Associate Professors ready for promotion
 713 should be performing “fundamental” and “additional activities” at a level associated with “early
 714 in rank” Professors. Faculty at this stage should be noted by others for their service
 715 contributions. Faculty should have a demonstrated record of engagement at the School level.
 716 Significant contributions to college, or university committees, or relevant professional or
 717 disciplinary organization beyond the university are also expected. This may include:

- 718 • Leadership in department, college, or university-level, or community engaged service
- 719 • Leadership in a regional, national, or international academic organization
- 720 • Editor of regional, national or international-level publications and conferences

721

722 *Associate professors on Service workload model who are ready for promotion to Professor will
 723 have held leadership positions on at least three committees or shared governance bodies, at least
 724 one of which should be outside the School.

725

726 **3e. Professor**

727

728 At this level, Professors should be able to demonstrate that their service is recognized on and off
729 campus. Taking leadership roles in service activities is required of those at the rank of professor.

730

731 **3f. Administrative Capacity** (noted as a service role. This is not a workload model)

732

733 Some faculty members will be asked to serve in administrative capacities. This category of service
734 covers those scholarly and non-scholarly activities that some faculty and most administrators carry
735 out. Such activities include faculty development, fundraising, fiscal management, personnel
736 management, public relations, and other activities that are not traditionally captured in one of the
737 other three performance areas. Within the School of Government and International Affairs, this
738 applies primarily to teaching faculty who spend a significant part of their time on administrative
739 tasks (e.g., School Director, Assistant Director, or Program Director).

740

741 Faculty in administrative and leadership positions are often not as directly engaged in teaching and
742 scholarship and creative activity in the same way as other faculty. As such, these faculty members
743 should demonstrate the quality and significance of their leadership and administration, especially
744 how effectively they foster the requisite fiscal, physical, interpersonal, and intellectual
745 environment for achievement – in these areas. For example, leadership of teaching could include
746 how the administrator assisted unit colleagues to achieve more scholarly and effective teaching. In
747 research, an administrator might document leadership by showing how the administrator aided unit
748 colleagues in their efforts to improve the quality and significance of their research. In service,
749 leadership could be demonstrated by showing how the administrator encouraged and assisted unit
750 colleagues to engage in more scholarly and effective service. In sum, administrative faculty act as
751 leaders by assisting colleagues in their unit to achieve and surpass University, college, and School
752 goals in teaching, research/creative activity, and professional service.

753

754 Examples of administrative responsibilities may include but are not limited to:

- 755 • Coordinating vision and strategies planning for the School or a unit
- 756 • Budgeting and fiscal management of School resources
- 757 • Managing day-today administrative responsibilities
- 758 • Providing for class scheduling
- 759 • Providing student advisement
- 760 • Resolving student complaints
- 761 • Providing for mentorship of faculty
- 762 • Supervising staff
- 763 • Assigning faculty and staff work loads
- 764 • Coordinating accreditation or evaluation efforts of the School or a unit
- 765 • Coordinating activities of a unit or program

766

767

768 **IV. PROMOTION AND TENURE REVIEW PROCESS**

769

770 Eligibility for tenure in the School of Government and International Affairs is available only to full
771 time, tenure-track faculty members who have obtained the terminal degree. Tenure decisions are

772 made in the context of those expectations according to a faculty member's rank, experience, position
773 and workload. When a faculty member's experience, accomplishments, and career development
774 evolve to the point where expectations applicable to the beginning level of the next highest rank are
775 being met, the faculty member can make a strong case for promotion. A successful candidate for
776 will have a record of achievements deemed noteworthy in two of the three areas under evaluation
777 (one must be *teaching*). Recommendations regarding tenure are based on the accumulated merits of
778 individuals, their academic accomplishments, and their potential for contributing to the success of
779 the School. Timelines, procedures, and criteria for performance reviews, tenure applications, and
780 promotion for faculty of all ranks and categories are detailed in the Faculty Handbook.

781

782 **A. Timeline of Review**

783

784 In order to facilitate appropriate portfolio submission, P & T Committee development, and internal
785 and external review processes, faculty shall follow the timeline outlined below and as shown on the
786 Academic Affairs website. Deviations from this timeline must be approved unanimously by the P
787 & T committee and School Director.

788

789 **1. Spring Notification**

790

791 In January of each spring, when the FPA is due, any faculty members intending to submit materials
792 for tenure and/or promotion in the fall shall notify the School Director and P & T chair of his/her
793 intention to do so. The purposes of this notice are to: 1) ensure that the member is eligible to submit
794 materials at that time; 2) begin the process of collecting external letters of support as outlined in the
795 Faculty Handbook 3) ensure appropriate Peer Teaching Review; and 4) ensure appropriate P & T
796 committee formation with joint programs/departments other than SGIA.

797

798 **2. Soliciting External Letters**

799

800 Beginning in Fall 2018, all tenured and tenure-track faculty who are seeking promotion and/or
801 tenure are required to have external review letters in P&T portfolios following the policy and
802 procedures outlined in the KSU Faculty Handbook.

803

804 According to the University Handbook, candidates for promotion to associate professor shall
805 submit no fewer than three external letters of recommendation. Any candidate expecting to submit
806 materials for promotion to associate professor in the fall, shall submit in January of the previous
807 spring the name and affiliations of at least five potential external reviewers. At least three of these
808 should be individuals who have been neither a co-author nor a dissertation committee member of
809 the candidate.

810

811 According to the Faculty Handbook, candidates for promotion to associate or full professor shall
812 submit no fewer than three external letters of recommendation. The candidate shall choose of the
813 three final letter writers and the Chair/Director shall choose one. Any candidates expecting to
814 submit materials for promotion to full professor in the fall shall submit in January of the previous
815 spring the name and affiliations of at least seven potential external reviewers. These individuals
816 should have been neither a co-author nor a dissertation committee member of the candidate.

817
818 The School Director, in consultation with the candidate, the P & T committee chair, and relevant
819 program directors/coordinators, shall be responsible for securing requisite letters, in accordance
820 with the University Handbook, by August 1. Letter writers should be instructed to comment upon
821 those aspects of the candidate's work of which he or she has first-hand knowledge.

822

823 **3. P & T Committee Peer Teaching Visits**

824

825 Every year, typically in the Spring semester, two members of the P & T Committee (except the P
826 & T chair) shall visit (once) the classroom of every pre-tenured faculty member and lecturer. The
827 visit should take place within the first 50 minutes of a class session. The purpose of this visit is to
828 provide constructive feedback on the classroom teaching capabilities of faculty members. (In the
829 event that the faculty member teaches online, he/she should provide online access to course
830 materials to the faculty visitor).

831

832 The faculty visitor writes a report (using a one page form approved by the SGIA faculty) addressing
833 the faculty member's teaching based on the following criteria: 1) classroom management; 2)
834 communication and organization; 3) interaction with students; 4) areas of strength; 5) areas for
835 improvement, if any are identified, and 6) additional comments, if any. Though not required,
836 visitors are encouraged to discuss their report with candidates. These forms are collected by the P
837 & T committee chair by the last day of spring semester classes. They are forwarded to the faculty
838 member and the School Director and must be included in the candidate's portfolio for tenure and/or
839 promotion.

840

841 In addition, a candidate may seek out a School colleague (or a colleague from another appropriate
842 University department such as CETL) to visit his/her class. A candidate may also request an
843 additional person (for instance, from his/her graduate program or joint- appointed department) to
844 visit his/her class. Additional visits must utilize the SGIA faculty approved form if included in the
845 candidate's portfolio for tenure and/or promotion. The P & T committee chair is responsible for
846 coordinating these classroom visits in consultation with candidates and the visitors.

847

848 **4. Submission of Materials**

849

850 All materials shall be submitted to the P & T committee by the time and date outlined by Academic
851 Affairs Tenure and Promotion material submission guidelines for each academic year.

852

853 **B. Documenting Performance**

854

855 The tenure and/or promotion portfolio should contain materials that document the success and
856 trajectory of the candidate in all of the relevant areas.

857

858 **C. Promotion & Tenure Narrative**

859

860 The P & T Committee relies on evidence from the candidate to judge his/her record using the SGIA
861 guidelines. The evidence provided by the candidate in the portfolio is of utmost importance in the

862 committee’s assessment. However, the burden is on the candidate to provide the appropriate context
863 and explanation of the included documentation in the portfolio [including the quality and
864 significance of materials in his or her portfolio]. Members of the P & T Committee may be
865 unfamiliar with the courses taught, candidate’s conference and journal outlets, committee
866 assignments, etc. It is incumbent on the candidate to familiarize the P & T committee with the details
867 of their record.

868

869 **1. Evidence of Improvement and Modification**

870

871 There are a variety of assessments used during the review processes that should guide faculty
872 members to improve in all areas of their tenure at Kennesaw State. Candidates should use the
873 narrative to explain how they have used these reviews to modify various aspects of their
874 performance. These assessments can be found in annual reviews, pre-tenure reviews, annual peer
875 teaching reviews, student evaluations, editorial reviews of manuscripts, conference feedback, and
876 informal advice from mentors, among other things. Candidates are expected to provide evidence
877 that they have responded to these reviews and explain how and why they have adjusted various
878 aspects of their professional responsibilities to address areas of weakness and expanded strengths
879 outlined in reviews.

880

881 **2. Quality and Significance of Scholarship**

882

883 The SGIA guidelines indicate that publishing peer-reviewed or “appropriately reviewed”
884 scholarship is a fundamental activity. Other forms of scholarship and creative activity are also
885 encouraged as additional activities. The portfolio narrative should explain how the faculty
886 member’s record meets these standards.

887

888 Candidates must discuss the quality and significance of their record of scholarship and creative
889 activity and document and explain why their scholarship is noteworthy if they claim to be noteworthy in
890 Research and Scholarship. This may include an explanation of the review processes their scholarship
891 has undergone, including review and publishing timelines, journal acceptance rates, review
892 processes, and editorial feedback. For instance, candidates could describe review processes for
893 publications, especially online journals, open-access journals, and non-traditional book presses, in
894 an effort to explain to P & T committee members how publications meet the criteria of
895 “appropriately” and/or “peer” reviewed. Candidates should also discuss publication schedules for
896 manuscripts accepted for publication. Journal articles that have been “accepted” by the editor for
897 publication at the time of portfolio submission will count as a publication. Books shall be counted
898 as publications by the P & T committee if the final manuscript has been accepted by reviewers and
899 editors, and a publication timeline is communicated by the publisher. Finally, candidates should
900 explain their level of contribution to multi-authored works, and when appropriate include letters
901 from co-authors corroborating their level of contribution.

902

903 Scholarly activity not yet accepted for final publication, but that demonstrates progress in on-going
904 scholarly activities, should be considered as an important part of the candidate’s record of
905 scholarship and creative activity. The candidate should describe the progress and contributions of
906 this work in his/her narrative, even if the work cannot be included by the P & T Committee as a
907 publication.

908

909 3. P & T Committee Operation

910

911 Five faculty comprise a SGIA P & T Committee and one faculty member shall be designated as
912 Chair either by appointment of the Director, by membership vote or by self-appointment. Committee
913 operation shall be in accordance with the Faculty Handbook and the CHSS Guidelines. Committee
914 members must abide by rules of confidentiality in their handling of and communication about
915 portfolios. Letters of Review from P & T Committee should highlight candidates' strengths and
916 weaknesses.

917

918 4. Explanation of Unique Circumstances

919

920 Candidates should explain in the narrative how their professional and personal circumstances may
921 have contributed to their records. Though not central to the assessment of a candidate's record, there
922 are circumstances that could prove vital to understanding the context of conference travel,
923 publication timelines, teaching assignments, service choices, and other choices both within and not
924 within the candidate's control.

925

926 5. School Director

927

928 Expectations and evaluations of the School Director are outlined in the SGIA Bylaws. For the
929 purpose of promotion and tenure, the School Director follows all school, college, and university
930 guidelines.

931

932 6. Relationship to Other Governing Rules and Regulations

933

934 Nothing in these guidelines should be construed to supersede provisions of the statutes of Kennesaw
935 State University as described in the Faculty Handbook and other appropriately and procedurally (per
936 the Faculty Handbook) established guidelines or memorandums provided by the Office of the
937 Provost and Vice President for Academic Affairs, the College of Humanities and Social Sciences
938 (CHSS), and the Board of Regents of the University System of Georgia.

939

940 V. Revision of Guidelines

941

942 Amendments to these School P&T Guidelines shall be approved by a majority vote of the permanent,
943 full-time faculty of the School of Government and International Affairs. A secret ballot system may
944 be used, if requested. Revisions will be drafted by a task force representing all faculty ranks
945 established by the School Director in consultation with the School Faculty Council.

946

947

948 VI. Approvals

949

950 This document was voted on and approved by the Faculty of the School of Government on
951 October 8, 2020.

952

953

954 **SFC Chair, on behalf of the Faculty- I approve the attached guidelines:**

955 Tavishi Bhasin DocuSigned by: Tavishi Bhasin December 10, 2020

956 ABAFF8C9C9E247F... Signature/ Date

957
958
959

960 **School Director Approval – I approve the attached guidelines:**

961 Kerwin Swint DocuSigned by: Kerwin Swint December 10, 2020

962 95A6F44243E9485... Signature/ Date

963
964
965

966 **College P&T Committee Approval – I approve the attached guidelines:**

967 Emma Wertz DocuSigned by: Emma Wertz February 4, 2021

968 2F9792EE6D8840D... Signature/ Date

969
970
971

972 **College Dean Approval – I approve the attached guidelines:**

973 Pam Cole DocuSigned by: Pam Cole February 4, 2021

974 89817EEE305A48E... Signature/ Date

975
976
977

978 **Provost Approval – I approve the attached guidelines:**

979 Dr. Kathy Schwaig DocuSigned by: Dr. Kathy Schwaig February 4, 2021

980 11EA3F49C7FD4B9... Signature/ Date

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