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KENNESAW STATE
UNIVERSITY

Kennesaw State University

School of Communication & Media

Promotion & Tenure Guidelines

Adopted by the School Faculty on March 12, 2020

Approved by the Provost on _____

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47 I. INTERPRETATIONS AND ADAPTATIONS OF UNIVERSITY AND CHSS
 48 GENERAL CRITERIA IN THE SCHOOL OF COMMUNICATION & MEDIA

49 All CHSS faculty undergoing reviews are expected to be familiar with review procedures and faculty
 50 performance expectations and requirements. School-specific performance expectations and requirements
 51 are in this document. General review procedures and performance expectations are stated in Section
 52 Three of the Faculty Handbook and the CHSS Promotion and Tenure (P&T) Guidelines. In particular, the
 53 CHSS P&T Guidelines state that CHSS faculty must include all quantitative and qualitative student
 54 evaluations in their portfolio. Tenure-track faculty submitting a portfolio for tenure or promotion must
 55 also notify their School Director of their intent to do so in their FPA and submit a list of possible external
 56 reviewers by the end of January during the FPA-covered year.

57 **A. Faculty Workload**

58 The School of Communication & Media has experienced a period of rapid growth. As a gated
 59 program with roughly 1,800 majors, we continue to have an increased demand for faculty. All of
 60 our faculty are needed and expected to contribute to fulfilling essential service roles on school,
 61 college, and campus committees.

62
 63 The workload will be negotiated between the faculty member and the School Director. The
 64 normal teaching load for tenure-track faculty is 3/3 but can be adjusted in the FPA depending on
 65 the faculty member and the School's situational contexts, and subject to approval by the Dean.

66
 67 The current teaching load for lecturers and senior lecturers is 5/4. However, this teaching load
 68 may be adjusted depending on the faculty member and the School's situational contexts, and
 69 subject to approval by the Dean.

70
 71 Faculty may negotiate for reassigned time to pursue and complete significant scholarship &
 72 creative activity, service, or teaching-related projects, not considered part of the normal
 73 workload. These may include, but are not limited to, starting up student associations,
 74 reorganizing internship/co-op programs (unless it is part of a course), serving as general
 75 education coordinator, serving as lead coordinator for courses with multiple sections, developing
 76 on-line programs, or providing significant service work for professional organizations.

77
 78 Such requests must be included in the annual Faculty Performance Agreement (FPA) and
 79 provide detailed descriptions of products and deadlines, including detailed justifications. These
 80 annual goals must be specific, measurable, and time-bound. FPAs are to be developed in
 81 consultation with the School Director and are subject to approval by the Dean.

82
 83 Unless otherwise specified, completion of projects is expected by the end of the first annual
 84 review period after the semester in which the reassigned time was given.

85
 86
 87
 88 **B. Unique Nature of Communication**

89

90 The study of communication is, by its nature, responding to forces that were unanticipated only a
 91 few months or years ago. It is an ever-changing, ever-evolving phenomenon. While some
 92 communication scholars focus on a relatively narrow and defined stream of research, given the
 93 fluid nature of the field, it is difficult and perhaps even counterproductive to expect an inviolate
 94 long-term research scholarship plan for every communication faculty member. The same can be
 95 said for service commitments, given the rapidly changing nature of the communication
 96 profession locally, nationally, and globally. Because of this reality, what may appear to be an
 97 unfocused and disjointed pattern of scholarship may actually demonstrate a commitment to
 98 maintaining currency in the field and, consequently, be the most efficacious method of bringing
 99 relevancy and contemporaneous perspectives to teaching and learning. Any multi-year plan
 100 proposed by communication faculty should reflect this reality.

101
 102 To that end, the following are activities faculty members should consider as means to fulfill their
 103 professional duties. These lists complement those found in the KSU Faculty Handbook and the
 104 CHSS Guidelines. This list in no way supplants activities listed in the Handbook, which may be
 105 used in faculty evaluation. However, faculty are not restricted to items on these lists, and may, in
 106 consultation with the school director, include other activities deemed suitable for consideration
 107 under the various headings below. Documentation of the quality and significance (rather than a
 108 recitation of tasks and projects) of such activities will serve as the basis for faculty annual
 109 reviews as well as tenure and promotion considerations.

110
 111 Full-time faculty may hold a joint appointment in two schools or departments. Faculty who are
 112 housed in the School of Communication & Media shall be evaluated annually by the School
 113 Director with formal written input from the director, the coordinator, or the chair of the other
 114 program/department. This collaborative performance evaluation is designed to ensure a
 115 comprehensive, fair, and objective review regarding teaching, advising, and mentoring;
 116 scholarship & creative activity; and professional service. This annual performance review will
 117 become a part of Third-Year Reviews (if applicable); Tenure and Promotion Reviews (if
 118 applicable); promotion to full professor (if applicable); and Post-Tenure Reviews.

119
 120 Faculty members who hold a joint appointment with another unit on campus:

- 121 • may represent the School on the School Promotion & Tenure committee
- 122 • may represent the School on the CHSS Promotion & Tenure committee
- 123 • may represent the School on the School Faculty Council
- 124 • may represent the School on the CHSS College Faculty Council

125 Jointly appointed faculty may not serve simultaneously on a School Promotion & Tenure
 126 Committee and the CHSS Promotion & Tenure Committee.

127

128 **C. Academic Achievement and Professional Development**

129

130 The School of Communication is committed to the concept that professional development is an
 131 ongoing expectation for faculty members. It is the faculty's belief that maintaining currency in
 132 the process, practices, research, technology, and writing concomitant to its discipline and the
 133 higher education profession advances the faculty member as scholar and teacher. To that end,
 134 faculty development activities -- both on campus and through academic and professional

135 associations -- will be considered worthy pursuits and will be evaluated accordingly. Faculty
 136 development is expected in all three areas of teaching, advising, and mentoring; scholarship and
 137 creative activity; and service. Documentation of the quality and significance (rather than a
 138 recitation of tasks and projects) of such activities will serve as the basis for faculty annual
 139 reviews as well as promotion and tenure considerations.

140

141 Activities in Professional Service and Scholarship & Creative Activity for the School of
 142 Communication & Media in the College of Humanities and Social Sciences at Kennesaw State
 143 University should include some of the following criteria and be documented in faculty members'
 144 annual reviews:

145

- 146 • The activity requires a high degree of professional and/or discipline-related expertise.
- 147 • The activity could be peer-reviewed or evaluated by (inter)disciplinary peers.
- 148 • The activity is innovative and breaks new ground.
- 149 • The activity can be replicated.
- 150 • The activity and its results can be documented.
- 151 • The activity and its results can be evaluated.
- 152 • The activity has significance and impact.
- 153 • The activity has heuristic value.

154

155 **D. Teaching, Advising, and Mentoring**

156

157 Excellence in teaching is central to the philosophy of the School of Communication & Media.
 158 Excellence in teaching incorporates instruction, advising, mentoring, supervision, leadership, and
 159 innovation in the development of new curricula or programs. Evidence of excellence in teaching
 160 should include demonstrated learning outcomes of students.

161

162 The following are examples of documentation of teaching effectiveness:

163

164 Student evaluations. All faculty shall comment on their student evaluations in their ARD and
 165 submit all their student evaluations as part of their pre-tenure, promotion and tenure portfolios.
 166 The standards for noteworthy teaching are commensurate with those outlined in the Kennesaw
 167 State University Faculty Handbook. Assessment of student learning objectives is a responsibility
 168 of each faculty member.

169

170 Peer observations. Non-tenured faculty are recommended to be observed in the classroom by a
 171 qualified communication faculty member as appropriate. Reviewers should send their peer
 172 observation letters to the non-tenured faculty member with a copy to the School Director. Non-
 173 tenured faculty should submit letters from those who evaluated their classes in Annual and
 174 Tenure & Promotion reviews. Evaluations can include matters of pedagogy and/or matters of
 175 substance (i.e., is the faculty member knowledgeable, is course information current, does he/she
 176 manage the course well, and other relevant commentary).

177

178 Student projects. Faculty should list any in-class or out-of-class experiences, especially those
 179 completed as part of a capstone or skills-based class, projects completed with the
 180 help of a SALT scholar and other projects completed with the help of student

181 researchers, as well as applied projects they directed during the year.

182

183 Student awards and recognitions. Faculty should describe awards won by their students for work
184 related to the faculty member's instruction, supervision, or mentoring.

185

186 Student papers and presentations. Faculty should describe research papers and creative projects
187 that were publicly presented or disseminated by students; and/or student papers which were
188 published or accepted for publication in collaboration with, or under, the faculty member's
189 supervision.

190

191 Evidence of effective mentoring. Faculty should indicate the approximate number of students
192 they counseled, mentored or advised during the year, along with evidence of effective mentoring.

193

194 Curricular development/new preparations. Faculty should describe all new courses they
195 developed and/or taught for the first time during the year, including hybrid and/or online courses.
196 They should also describe major changes and improvements they made in one or more of the
197 courses they taught.

198

199 Faculty should include any additional evidence, not specified above, of activities undertaken
200 during the year to improve their teaching effectiveness (i.e., improved syllabi, assignments and
201 activities, assessment measures, recruitment of guest speakers, incorporation of service-learning
202 activities, etc.).

203

204 Teaching graduate courses and/or an Honors Colloquium may also be considered in this
205 category.

206

207 In addition to these activities, feedback from students, alumni, community professionals, faculty
208 teaching awards, including nominations, semifinalist, or finalist status for such awards, should be
209 considered as evidence of effective teaching.

210

211 **E. Scholarship & Creative Activity**

212

213 While scholarly activity describes an ongoing process of systematic inquiry, scholarship refers to
214 the outcome or end product of such activity. Within the communication discipline, research and
215 scholarship may encompass a wide range of activities and outcomes from quantitative research
216 (such as survey design, content analysis, and experimental studies), qualitative analysis (such as
217 rhetorical criticism), and/or creative endeavors (such as video/audio and multi-media work,
218 public relations campaigns, training programs, news casts, graphic design and editing of a
219 publication, and website design). Scholarship & creative activity is usually discipline-specific.
220 Long form journalism, publication in nationally recognized professional outlets or national
221 media, and activities that support new models of sustainability in the communication profession
222 are recognized as scholarship and creative activity.

223

224 Because school faculty engage in both scholarship and creative activity, appropriate venues for
225 research dissemination can be discipline-specific or interdisciplinary, in professional or trade
226 publications. The level of participation in scholarship & creative activity required of a particular

227 faculty member will depend on the individual faculty member's position, rank, and stated annual
228 goals.

229
230 The following are examples of scholarship through which scholarship and creative activity may
231 be disseminated:

- 232
- 233 1. Appropriately reviewed articles in academic online or offline journals. The faculty
234 member is responsible for documenting quality of publication by providing such
235 information as journal ranking, acceptance rate, article impact factor, number of citations,
236 or other metrics for the significance of the journal.
 - 237 2. Single- or co-authored books. The faculty member should provide evidence that the book
238 manuscript underwent the peer-review process before publication, and address whether
239 the book would be considered a scholarly or popular press publication.
 - 240 3. Edited volumes. If the volume is co-edited, the faculty member should explain their
241 individual contributions. The faculty member should also address the reputation of the
242 publisher, and whether the book would be considered a scholarly or popular press
243 publication.
 - 244 4. Chapters published in books. The faculty member should specify whether the
245 contribution was invited or appropriately reviewed.
 - 246 5. Articles/chapters published in online or offline conference proceedings. The faculty
247 member should specify whether the entries were appropriately reviewed for inclusion in
248 the proceedings.
 - 249 6. Books or ancillary instructional materials published, or evidence of progress on these
250 publications.
 - 251 7. Appropriately reviewed research presented at poster sessions at academic or professional
252 meetings, conferences, or conventions.
 - 253 8. Appropriately reviewed papers presented at academic or professional meetings,
254 conferences, and conventions.
 - 255 9. Grants or external fundraising received for the purpose of furthering scholarly and
256 professional activities or investigations.

257
258 Other elements of scholarly productivity that should be considered as part of the faculty
259 member's overall research trajectory, but do not carry the same weight as peer-reviewed
260 publications, are:

- 261
- 262 1. Book reviews published in professional or academic online or offline
263 journals.
 - 264 2. Invited articles published in professional online or offline journals.
 - 265 3. Invited papers presented at academic or professional meetings, conferences,
266 or conventions. Invited or appropriately reviewed panel presentations.
 - 267 4. Other products of scholarly or creative activities, such as audio/video/digital
268 productions or podcasts, that advance inquiry in the discipline or contribute
269 to the body of knowledge of the communication discipline. Regularly
270 published research-based blogs are also considered in this category.

271
272 In addition to these scholarly activities and their tangible outcomes, awards or nominations for

273 awards received by a faculty member recognizing his or her scholarship will serve as evidence of
274 performance in this area.

275
276 The School of Communication & Media encourages collaborative research projects and
277 recognizes the importance of collaboration in the communication discipline. Faculty are
278 encouraged to participate in collaborative works in the area of scholarship and creative activity.
279 However, it is equally as important for faculty at the associate- and full-professor level to
280 demonstrate individual expertise in their respective areas, ideally through sole- and/or first-
281 authored publications. The responsibility for demonstrating the quality and significance of one's
282 research agenda, as well as making a case for one's documented expertise in the field, belongs to
283 the candidate petitioning for promotion to full professor or undergoing post-tenure review.

284 285 **F. Professional Service**

286
287 Academic and professional service includes: 1) service to the institution on a school, college, and
288 campus level; 2) service to one's discipline; and 3) service to the community, consistent with
289 university guidelines.

290
291 In accordance with the mission of Kennesaw State University, faculty are expected to play an
292 active role in contributing their expertise, skills, and leadership to both internal and external
293 groups. Just as with Scholarship & Creative Activity, the level of participation in Service will
294 depend on the individual faculty member's position, rank, and stated annual goals.

295
296 Appropriate examples of service activities include the following:

- 297
298 1. Serving as an officer in a local, national, or international academic or professional
299 organization in the discipline.
300 2. Serving as an officer in any organization where input to the organization is based on
301 the faculty member's discipline (i.e. serving as chair of a public relations committee
302 for a non-profit organization).
303 3. Serving as program coordinator or in a similar leadership role at professional
304 conferences or meetings.
305 4. Organizing symposia or conferences on, or being instrumental in the success of
306 bringing academic/professional meetings to the Kennesaw State University campuses.
307 5. Chairing school committees or campus committees or serving in other internal
308 leadership roles.
309 6. Serving as author or editor of major institutional reports.
310 7. Serving as faculty advisor to student organizations.
311 8. Serving on committees in the school, college, and university.
312 9. Offering continuing education or community education courses, seminars, or
313 workshops, including workshops for school faculty.
314 10. Overseeing student service projects performed on behalf of campus or community
315 organizations.
316 11. Serving as a respondent or roundtable facilitator at meetings, conferences, and
317 conventions.
318 12. Serving as a reviewer of competitive research papers.

- 319 13. Serving as a manuscript reviewer for online or offline academic or professional
- 320 publications.
- 321 14. Consulting with individuals or groups related to communication as it is defined by
- 322 this school.
- 323 15. Serving as a content expert for media outlets.
- 324 16. Reviewing and critiquing of grant applications.
- 325 17. Serving as an editor of online or offline academic or professional publications.

326
 327 In addition to these activities, awards or award nominations recognizing the faculty
 328 member's service activities should be included as evidence of performance in the Service area.

329
 330 **II. INTERPRETATION AND ADAPTATION BY RANK AND TENURE**

331
 332 **A. Tenure-track Faculty with a Joint Appointment in Two or More Departments**

333
 334 Promotion and Tenure review of a tenure-track faculty with a joint appointment in two or more
 335 departments must adhere to the terms of the faculty Joint Appointment Agreement (JAA), which
 336 clearly delineates the composition of the P&T committee membership as well as any special
 337 consideration for what type of scholarship and creative activity is acceptable. Unless otherwise
 338 specified in the JAA, faculty with a joint appointment must follow the Home Department P&T
 339 Guidelines requirements for promotion and tenure.

340
 341 **B. Tenure**

342
 343 Academic tenure is a privilege granted on the basis of professional promise and value within the
 344 structure and mission of the School of Communication & Media, the College of Humanities and
 345 Social Sciences, Kennesaw State University, and the University System of Georgia. Based on
 346 BOR policy (8.3.7), tenure requires an earned doctorate or its equivalent in training, ability,
 347 and/or experience. Neither the possession of the doctorate nor longevity of service is a guarantee
 348 of tenure.

349
 350 Recommendations regarding tenure are based on the merits of individuals, their academic
 351 achievements, and their potential for contributing to the success of the school and/or a particular
 352 program or related program. Full-time, tenure track faculty members are eligible to be reviewed
 353 for tenure in their fifth year and are required to be reviewed no later than their sixth year. Tenure
 354 will be granted to those faculty members who have demonstrated excellence in meeting the
 355 needs and expectations of the School of Communication & Media and the university during the
 356 probationary period. Criteria for tenure are based on general performance expectations as stated
 357 in the Faculty Handbook, in the College of Humanities and Social Sciences Promotion and
 358 Tenure Guidelines, on specific school performance guidelines as listed below, and on discipline-
 359 specific guidelines as listed in this document. Candidates will be judged according to their rank
 360 and position at the time of the review process. The procedure for promotion and tenure is
 361 outlined in the Faculty Handbook.

362
 363 Specifically, tenure decisions are made in the context of institutional and school expectations,
 364 and, according to a faculty member's rank, experience, position, and program affiliation. In order

365 to earn tenure, faculty members' performance must be noteworthy in at least two areas, of which
366 teaching, advising, and mentoring must be one, and satisfactory in the third. Tenure-track faculty
367 members who are not recommended for tenure will receive a terminal one-year contract.

368

369 **C. Expectations for Assistant Professors**

370

371 C.1. Assistant Professor: Teaching, Advising, and Mentoring

372 Highly effective teaching is a central priority in the school's mission. Effective teaching engages
373 teachers, students, and others in learning (inside and outside the classroom) through group
374 instruction, individual instruction, student supervision, mentoring, advising, counseling, and
375 curricular or pedagogical innovation. Assistant professors are expected to establish a strong
376 record of accomplishment of highly effective teaching, advising, and mentoring (students and
377 peers) that reflects a solid foundation for continued effectiveness in these activities.

378

379 Faculty at this rank should establish rapport with students and colleagues; set appropriate time
380 aside for advisement, school meetings, and updating materials for instruction; and begin self-
381 assessment through the use of student evaluations, assessment of student learning
382 outcomes, and other data.

383

384 The assistant professor is encouraged to ask a senior colleague to observe his or her teaching and
385 to write a formal evaluation. This is one source of evidence of teaching effectiveness for
386 documenting promotion and tenure.

387

388 Faculty should be able to document progression in teaching effectiveness through attendance and
389 participation in professional development opportunities, teaching evaluations, and assessment of
390 student learning outcomes. Faculty should be adept at the integration of new teaching techniques
391 and pedagogical innovation. Faculty could be involved in discussion and interpretation of
392 curriculum, at least at the school level.

393

394 C.2. Assistant Professor: Scholarship & Creative Activity

395 A highly productive record of accomplishment in scholarship is judged according to one's
396 experience and rank. The assistant professor is not expected to perform at the same level as
397 the experienced senior faculty with advanced rank. However, assistant professors are expected to
398 establish strong records of accomplishment in scholarship that reflect solid foundations for
399 continued productivity and further maturation in the advanced ranks. Acceptable publications
400 may include: peer-reviewed journals, peer-reviewed book chapters, invited articles in
401 professional publications, textbooks, and other forms of scholarly and creative activity as defined
402 in this document. Print and online publications are acceptable. Assistant professors are
403 encouraged to seek the guidance of the school director and mentors to assist them in gauging
404 their scholarship and creative activity progress.

405

406 The Assistant Professor can use the annual review to document progress in his/her research.
407 This allows the assistant professor to indicate at which stage(s) his/her research exists (data
408 collection, conference presentation(s), or publication submission or acceptance).

409

410 By the time an Assistant Professor petitions for promotion to Associate Professor, the minimum
411 required output for satisfactory achievement in Scholarship and Creative Activity is the
412 equivalent of two peer-reviewed publications (e.g., journal articles, book chapters, significant
413 external grants). Additionally, candidates are expected to have a demonstrated record of
414 conference presentations at the local, state, or regional level.

415
416 By the time candidates petition for promotion to Associate Professor, the minimum required
417 output for noteworthy achievement in Scholarship and Creative Activity is the equivalent of
418 three peer-reviewed publications (e.g., journal articles, book chapters, significant external
419 grants). Additionally, candidates are expected to have a demonstrated record of conference
420 presentations at the national or international level.

421
422 Other scholarly work or creative activity will be taken into consideration in evaluating one's
423 performance in this area.

424

425 C.3. Assistant Professor: Service

426 In addition to establishing their effectiveness in teaching and scholarship, all faculty are expected
427 to fulfill basic obligations in service. The assistant professor is not expected to perform at the
428 same level as the experienced senior faculty with advance rank. However, assistant professors
429 are expected to establish records of accomplishment in service that reflect solid foundations for
430 continued productivity and further maturation in the advanced ranks. Productivity in professional
431 service should be demonstrated by evidence of significance and impact of the service, not just a
432 list of committees and responsibilities.

433
434 Assistant Professors are highly encouraged to volunteer for school and college committees in
435 order to be an active part of decision-making and governance. As a faculty member progresses
436 toward promotion and tenure, it is recommended that assistant professors serve the equivalent of
437 two or three standing or ad-hoc committees per year at the school, college or university levels, in
438 consultation with the School Director. The faculty member should avoid any overextensions of
439 service duties while still contributing to service needs of the school.

440
441 In addition to formal university-based service, assistant professors should seek out service
442 opportunities within community and professional organizations and agencies. Service at this
443 stage should involve leadership roles or evidence of significance and impact through other kinds
444 of leadership, including leadership in discipline-specific or professional activities and
445 organizations.

446
447 The Assistant Professor should provide documentation of their service including emails, minutes,
448 and thank-you notes.

449

450 **D. Expectations for Associate Professors**

451
452 The rank of associate professor is awarded to an experienced faculty member who has
453 established a solid foundation for continued success in the academy but who may be at an early
454 stage of academic career development. The specialty areas, expertise, and professional identities
455 of Associate Professors should become more advanced, more clearly defined, and more widely

456 recognized as their academic careers progress. Furthermore, the associate professor is expected
457 to assume leadership roles within the school in mentoring other faculty in teaching, scholarship,
458 and/or service.

459

460 D.1. Associate Professor: Teaching, Advising, & Mentoring

461 As an experienced member of the faculty, the associate professor typically models instructional
462 leadership and undertakes educational initiatives. Examples of such leadership and initiative
463 include the development of new courses and programs; course and program review, evaluation,
464 and restructuring; establishing new pedagogical strategies; mentoring of peers;
465 internationalizing the curriculum; adapting instructional technology for the enhancement of
466 teaching and learning; promoting applied learning; establishing internship opportunities for
467 students on and off the campus; and advancing service-learning. The School of Communication
468 & Media expects commitment to teaching beyond the minimal levels of assistant professor.

469

470 Faculty should take part in program evaluation and updating instructional programs, courses, and
471 other materials is expected.

472

473 Faculty may also share their expertise with others in the field through guest lecturing, team
474 teaching, and development of programs and curriculum. Faculty may promote the teaching
475 effectiveness of junior colleagues through conducting workshops and seminars.

476

477 D.2. Associate Professor: Scholarship & Creative Activity

478 When an associate professor elects to focus on Scholarship & Creative Activity, in addition to
479 teaching, the faculty member is expected to turn the early scholarship and creative achievements
480 realized as an assistant professor into one or more areas of research to advance the body of
481 knowledge through discipline-specific inquiry. As specialized expertise evolves, the faculty
482 member's strong contributions, leadership roles, and initiatives in the area of scholarship are
483 expected to increase within and beyond the campus.

484

485 Faculty should continue to be involved in research efforts and submit articles for publication in
486 appropriately reviewed publications. Mentoring and/or peer reviewing of research efforts should
487 become a more frequent activity. Regular participation in basic or applied research conducted in
488 any of the categories of the Boyer model is expected. Faculty members are expected to make
489 regular presentations of scholarly findings to audiences within their discipline outside the
490 university.

491

492 Faculty should be able to document the significance and impact of their research efforts on the
493 discipline and/or subfields of the discipline. Faculty should be regularly involved in the
494 dissemination of findings from research and the development of scholarship through mentoring
495 and presentations. Faculty may be involved in seeking and/or administering grants related to
496 their professional expertise. The annual reviews, in consultation with the School Director, will
497 provide proper benchmarks for scholarship and creative activity.

498

499 By the time candidates petition for promotion to Full Professor, the minimum required output for
500 **satisfactory achievement** in Scholarship and Creative Activity is the equivalent of three peer-
501 reviewed publications (e.g., journal articles, book chapters, significant external grants) since the

502 last promotion. Additionally, candidates are expected to have a demonstrated record of
503 conference presentations at the local, state, regional, national, or international level.

504
505 By the time candidates petition for promotion to Full Professor, the minimum required output for
506 **noteworthy achievement** in Scholarship and Creative Activity is the equivalent of four peer-
507 reviewed publications (e.g., journal articles, book chapters, significant external grants) since the
508 last promotion.

509
510 At this stage, a faculty member's Scholarship & Creative Activity should be internationally
511 and/or nationally recognized by colleagues as contributing to the body of knowledge in their
512 discipline. Scholarly presentation, publication of scholarly research, and review of the work of
513 others are evidence that faculty members are recognized as scholars, and the significance and
514 impact of this work should be documented. Faculty should use their scholarship to enrich their
515 teaching, and they may direct student research projects. Faculty contributions at this level should
516 be recognized by peers and colleagues in the discipline who are not members of Kennesaw State
517 University.

518
519 Other scholarly work will be taken into consideration in evaluating one's performance in this
520 area.

521

522 D.3. Associate Professor: Service

523 When service is emphasized, the School expects the faculty member's record of service
524 contributions that began while an assistant professor to expand in breadth and depth. Service
525 should have documented significance and impact at the college or university level, or
526 professional service. Highly productive, professional service for an associate professor may be
527 documented by a strong record as a contributing member, coordinator, leader, and initiator on
528 campus committees; in campus or community initiatives, administrative positions, professional
529 associations; etc.

530 Major service contributions can occur at any level of the university as well as beyond the
531 institution.

532

533 Faculty service is expected at the school and campus level, in addition to contributions to
534 professional associations or community service. Faculty effectiveness can also be enhanced
535 through mentoring of junior faculty.

536

537 At this stage, faculty should be noted by others for their service contributions. They should hold
538 leadership positions within service organizations and should document the significance and
539 impact of these roles that reach beyond the Kennesaw State University community.

540 The Associate Professor should provide documentation of their service including emails,
541 minutes, and thank you notes.

542 **E. Expectations for Professors**

543

544 For promotion to the rank of professor, it is necessary that the individual be a superior teacher.
545 The faculty member must also be an established and recognized scholar and contributor to
546 professional service. Full professors tend to be invited more than non-tenured

547 faculty to assume leadership roles in major administrative positions, committees, initiatives, or
 548 professional associations. A professor is typically characterized as a leader, mentor, scholar,
 549 expert, or distinguished colleague. Furthermore, professors are expected to assume a leadership
 550 role in Scholarship & Creative Activity or Professional Service or both at the level associated
 551 with the individual's faculty workload model beyond that of associate professor.

552

553 E.1. Professor: Teaching, Advising, & Mentoring

554 Full professors are expected to be highly effective and highly accomplished in teaching,
 555 supervision, and mentoring. They should experiment with, revise, update, and improve their
 556 techniques for working with students and others, including junior faculty, as effective facilitators
 557 of learning. Highly effective professors should continue to make strong contributions and take
 558 leadership roles in curricular and instructional development, evaluation, or reform. The school
 559 expects commitment and activity related to teaching beyond the levels expected of the associate
 560 professor.

561

562 E.2. Professor: Scholarship & Creative Activity: Highly productive contributions in the area of
 563 discipline-related Scholarship & Creative Activity for a full professor are characterized by a
 564 level of achievement that is more accomplished and more broadly recognized within and beyond
 565 the university than is typical of the associate professor. These highly accomplished achievements
 566 often merit regional, national, or international attention and recognition. Scholarship
 567 achievements which demonstrate significance and impact globally, nationally, statewide or in the
 568 greater metropolitan Atlanta area may also achieve this general expectation. The school expects
 569 commitment to Scholarship & Creative Activity beyond the levels expected of the associate
 570 professor. At all ranks, publication in peer-reviewed journals is expected. The annual reviews, in
 571 consultation with the chair, will provide proper benchmarks for scholarship and creative activity.

572

573 E.3. Professor: Service: The full professor is expected to have a well-established service record
 574 that reflects a recognizable pattern of growth and development in the breadth, depth,
 575 significance, and impact of professional service contributions. A strong service record for the full
 576 professor should contain highly accomplished achievements as a contributor, coordinator, leader,
 577 initiator, or mentor in groups such as major committees or task forces; campus or community
 578 organizations; special projects and initiatives; administrative positions; state, regional, national,
 579 or international organizations; professional associations; and the like. The school expects
 580 commitment to service beyond the levels expected of the associate professor. The annual
 581 reviews, in consultation with the chair, will provide proper benchmarks for service expectations.

582 **F. Post-Tenure Review**

583

584 Post-tenure review of performance occurs after every five years, submitted in the beginning of
 585 the sixth year, to validate the fulfillment of the performance expectations appropriate to the
 586 faculty member's rank as noted above. The success of a program, school, department, college, or
 587 university depends on effective collaboration and teamwork, as well as the contributions and
 588 productivity of its individual members. The faculty handbook provides guidelines for
 589 submissions.

590

591 **G. Non Tenure-Track Faculty: Expectations for Lecturers and Senior Lecturers**

592

593 Some faculty members in the School of Communication and Media hold the rank of lecturer.

594 Lecturers in the school may or may not hold a terminal degree. All lecturers and senior lecturers
595 are reviewed annually for contract renewal, as faculty members in these positions are not eligible
596 for tenure and are not intended to become so. Lecturers have as their primary area of
597 responsibility teaching, and therefore are expected to be highly effective in this area. Because of
598 this, lecturers and senior lecturers are expected to demonstrate highly effective teaching ability in
599 order to qualify for reappointment at KSU. Lecturers should feel free to include any relevant
600 scholarship and creative activity as part of their annual review and promotion documents. In rare
601 cases, the responsibilities assigned to a lecturer or senior lecturer may be individualized and
602 differ from the typical lecturer and senior lecturer teaching load as described in the Faculty
603 Handbook. In such cases, the responsibilities must be delineated in the FPA. The annual reviews,
604 in consultation with the school director, will provide proper benchmarks for performance.

605

606 The following are examples of documentation of teaching effectiveness:

607

- 608 • Student evaluations. Lecturers and senior lecturers shall submit a complete set of student
609 evaluations. The number of classes to be evaluated each year and the standards for
610 notable teaching are commensurate with those outlined in KSU and CHSS guidelines.
611
- 612 • Peer evaluations. Lecturers and senior lecturers are recommended to be observed in the
613 classroom by qualified faculty as appropriate. Reviewers should send their peer
614 evaluation letters to the faculty member with a copy to the School Director. Lecturers and
615 senior lecturers should submit letters from those who evaluated their classes in Annual
616 and Promotion reviews. Evaluations can include matters of pedagogy and/or matters of
617 substance (i.e., is the faculty member knowledgeable, is course information current, does
618 he/she manage the course well, etc.).
619
- 620 • Student projects. Lecturers and senior lecturers should list any field experiences, capstone
621 courses, directed studies, scholarly presentations, and exhibits. Student projects
622 completed with the help of student researchers as well as applied projects directed during
623 the year should also be included.
624
- 625 • Student awards and recognitions. Lecturers and senior lecturers should describe awards
626 won by their students for work related to the faculty member's instruction, advising, or
627 mentoring.
628
- 629 • Student papers and presentations. Lecturers and senior lecturers may describe research
630 papers and creative projects that were publicly presented or disseminated by students;
631 and/or student papers which were published or accepted for publication in collaboration
632 with, or under, the faculty member's supervision.
633
- 634 • Curricular development/new preparations. Lecturers and senior lecturers should describe
635 all new courses they developed and/or taught for the first time during the year including
636 hybrid and/or online courses. They should also describe major changes and
637 improvements they made in one or more of the courses they taught.

638

639 Lecturers and senior lecturers should include any additional evidence, not specified above, of
640 activities undertaken during the year to improve their teaching effectiveness (i.e., improved
641 syllabi, assignments and activities, assessment measures, recruitment of guest speakers,
642 incorporation of service-learning activities, etc.)

643

644 Teaching graduate courses and/or an Honors Colloquium may also be considered in this
645 category.

646

647 In addition to these activities, faculty teaching awards including nominations, semifinalist, or
648 finalist status for such awards, should be considered as evidence of effective teaching.

649

650 Based on BOR policy (8.3.4.3), “full time lecturers and senior lecturers are appointed by
651 institutions on a year-to-year basis.” BOR policy clearly states the criteria and procedures for
652 reappointment and non-reappointment. The criteria for promotion to senior lecturer are evidence
653 of highly effective teaching ability inside and/or outside of the classroom environment, and value
654 to the university in the area of teaching and student learning.

655

656 Lecturers’ and senior lecturers’ effectiveness will be assessed during the annual review process
657 with the School Director.

658

659 Duties of the lecturer are determined in consultation with the School Director and the Dean
660 within the parameters prescribed by the CHSS Guidelines and the KSU Faculty Handbook.
661 Evaluation of lecturers' performance will primarily focus on their effectiveness in teaching inside
662 or outside (on-line) of the classroom environment and on their value to the university in the areas
663 of teaching and student learning.

664

665 In the School of Communication & Media, lecturers and senior lecturers may perform duties
666 with appropriate teaching load adjustments. Some of these duties include, but are not limited to:

667

- 668 • Serving as a coordinator of courses with eight or more sections
- 669 • Serving as a manager of digital media spaces
- 670 • Serving as a course coordinator or internship manager

670

671 Lecturers and senior lecturers are expected to establish an effective teaching philosophy and
672 teaching practices that are consistent with the instructional needs of the school.

673 Lecturers and senior lecturers are expected to maintain the up-to-date knowledge, skills, and
674 credentials needed to fulfill assigned responsibilities at KSU and are expected to incorporate
675 these into instructional activities. Lecturers and senior lecturers are not expected to engage in
676 research and creative activities; however, if they do so they can report these activities in their
677 ARD or promotion portfolio. Lecturers and senior lecturers are expected to dedicated 10% of
678 their workload to service, primarily supporting the teaching mission of the school. Lecturers and
679 senior lecturers who undertake major service responsibilities may have their teaching load
680 adjusted. It is expected that lecturers and senior lecturers meet all scheduled classes, maintain
681 regular office hours, document student learning and provide feedback to students on their
682 progress, mentor students, document their instructional effectiveness through course evaluations,
683 and set appropriate goals for instructional improvement.

684

685 Lecturers - Teaching, Advising, and Mentoring

686 Highly effective teaching is a central priority of the school's mission. Effective teaching engages
687 teachers, students, and others in learning (inside and outside of the classroom) through group
688 instruction, individual instruction, student supervision, and other activities.

689

690 New lecturers should meet school needs quickly, with an understanding of how their particular
691 areas of expertise fit into the school curriculum. Faculty at this rank should establish rapport with
692 students and colleagues; attend school meetings; update materials for instruction; and begin self-
693 assessment through the use of student evaluations, assessment of student learning outcomes, and
694 other data. At this point in their careers, lecturers are expected to teach multiple sections of one
695 (or perhaps two) different courses.

696

697 The new lecturer will engage in formative self and peer assessments of teaching. More
698 specifically, the individual will ask the questions "What works?" and "How can I improve on my
699 teaching?" The answers should be addressed through discussions with the School Director and
700 teaching colleagues. The faculty member must show a willingness to consider and possibly
701 integrate innovative pedagogies into the teaching and learning process.

702

703 Lecturer Ready for Promotion to Senior Lecturer: Faculty at this stage should be able to
704 document progression in teaching effectiveness through attendance and participation in
705 professional development opportunities, teaching evaluations, and assessment of student learning
706 outcomes. Faculty should become more adept at the integration of new teaching techniques and
707 pedagogical innovation. Faculty should demonstrate effectiveness in teaching assigned courses.

708

709 Lecturers and Senior Lecturers: Scholarship and Creative Activity

710 Due to the heavier teaching load, lecturers and senior lecturers are not required to engage in
711 scholarship and creative activity.

712

713 Lecturers and Senior Lecturers: Service and Professional Activity

714 In addition to establishing effectiveness in teaching, lecturers and senior lecturers are expected to
715 maintain a record of appropriate service, including attending school faculty meetings. However,
716 some lecturers, such as those who coordinate courses, may be involved outside the school in
717 appropriate committee work. In such cases, teaching loads may be adjusted accordingly.

718 Documentation of service activities should include quality of the service activities as well as the
719 number of activities performed. Not all service assignments are equal in terms of time
720 requirements and significance of contribution. Therefore, lecturers' heavier teaching loads should
721 be considered when making service assignments.

722

723

724 **H. Expectations for Non-Tenure-Track Faculty: Clinical Faculty**

725 For clinical faculty performance expectations, review process, and promotion process, see
726 *Faculty Handbook*, section 3.6.B. For portfolio guidelines and content, see section 3.7. The
727 timeline for Clinical faculty undergoing a promotion review will be identical to the timeline
728 established for tenure-track faculty. Clinical Faculty who desire to be reviewed for promotion in
729 rank must inform their school director or department chair during the spring semester prior to the

730 review. School P&T guidelines will provide general performance expectations for clinical
731 faculty. It is incumbent upon clinical faculty to work closely with their school director to clearly
732 articulate their responsibilities and performance expectations in their FPA/ARDs.

733
734 Section 3.7 of the KSU faculty handbook recognizes educators-practitioners who have a
735 background in their disciplinary area and who practice the discipline in the work setting. The
736 following clinical ranks are recognized at KSU: Clinical Assistant Professor, Clinical Associate
737 Professor, and Clinical Professor. The clinical faculty position is non-tenure track, and the holder
738 is not eligible for tenure or probationary credit toward tenure. According to Board of Regents
739 policy (8.6.3), “promotion to the rank of professor requires the earned doctorate or its equivalent
740 in training, ability, and/or experience” Section 3.7 describes the workload expectations for
741 clinical faculty.

742 In the School of Communication & Media, clinical faculty make practical contributions in
743 education, industry, clinical, and/or professional settings. Clinical faculty must maintain a
744 balance that is different from the workload of tenure track faculty. Unless otherwise set forth in
745 the Faculty Performance Agreement (FPA), clinical faculty generally spend less time engaged in
746 scholarship and creative activity. Typically, the primary responsibilities of CHSS clinical faculty
747 shall emphasize their applied experience. Such responsibilities include, but are not limited to,
748 student supervision (e.g., supervision of field, practicum, internship, or clinical experiences),
749 applied instruction (e.g., teaching a course on news reporting or psychological assessment), or
750 other applied activities that contribute to the school, department or college (e.g., mentoring or
751 grants and contracts).

752 Clinical faculty workload depends on the situational context and must be defined in the FPA
753 with the School Director.

754 Reviews and Promotion

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

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

765 **I. External Letters**

766
767 Beginning Fall 2018, all tenured and tenure-track faculty, or non-tenure track faculty with an
768 FPA of 50% or more in scholarship, who are seeking promotion and/or tenure are required to

769 have external review letters in P&T portfolios following the policy and procedures outlined in
770 the KSU Faculty Handbook.

771 **J. School Director**

772 Expectations and evaluations of the School Director are outlined in the SOCM Bylaws. For the
773 purpose of promotion and tenure, the School Director follows all school, college, and university
774 guidelines.

775 **K. Revision of Guidelines**

776 Amendments to these School P&T Guidelines shall be approved by a majority vote of the
777 permanent, full-time faculty of the School of Communication & Media. A secret ballot system
778 may be used, if requested. Revisions will be drafted by a task force representing all faculty ranks
779 established by the School Director in consultation with the Leadership Team and School Faculty
780 Council.

781 **L. Relationship to Other Governing Rules and Regulations**

782 Nothing in these guidelines should be construed to supersede provisions of the statutes of KSU
783 as described in the KSU Faculty Handbook and other appropriately and procedurally (per the
784 Faculty Handbook) established guidelines or memoranda provided by the Office of the Provost
785 and Vice President for Academic Affairs, the College of Humanities and Social Sciences, and the
786 Board of Regents of the University System of Georgia.

787

788 This document was voted on and approved by the faculty of the School of Communication &
789 Media on March 12, 2020.

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Approved by:

DocuSigned by:
Laura Beth Daus March 12, 2020
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Faculty, on behalf of the School of Communication & Media Date

DocuSigned by:
Barbara S. Gainey March 13, 2020
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Director, School of Communication & Media Date

DocuSigned by:
Robert Simon March 31, 2020
C48662018FA5497...
Chair, College P&T Committee Date

DocuSigned by:
Shawn Long March 31, 2020
C9F0D3FF36B148A...
Dean, College of Humanities & Social Sciences Date

DocuSigned by:
Kathy Schwaig March 31, 2020
11EA3F49C7FD4B9...
Provost and Vice President for Academic Affairs Date