

Promotion and Tenure Guidelines for the Department of Technical Communication and Interactive Design

**College of Humanities and Social Sciences
Kennesaw State University**



Table of Contents

Purpose of Guidelines	1
Relationship to Other Governing Rules and Regulations	1
General Statement.....	1
Tenure-track Faculty with a Joint Appointment in Two or More Departments	2
Distinguishing Characteristics of TCID	3
Undergraduate Degree Programs.....	3
Graduate Degree Program.....	3
General Expectations for Faculty.....	4
Faculty Performance Evaluations and Annual Review Documents	4
External Letters.....	5
Definitions of Satisfactory and Noteworthy Performance	5
TCID-specific Performance Expectations for Non-tenure-track Faculty	6
Workload	6
Lecturers and Senior Lecturers.....	6
Clinical Faculty.....	7
TCID-Specific Performance Expectations for Tenured/Tenure-Track Faculty	9
Workload	9
Assistant Professors	9
Associate Professors.....	11
Professors.....	12
Department Chair	13
Examples of Activities.....	14
Teaching.....	14
Research and Creative Activity	15
Professional Service.....	17
Administration and Leadership.....	18
Revision of Guidelines	18
Approvals	19

Promotion and Tenure Guidelines for the Department of Technical Communication and Interactive Design

Purpose of Guidelines

This document details guidelines for faculty promotion and tenure in the Department of Technical Communication and Interactive Design (TCID). These guidelines are the primary basis for annual reviews and for promotion and tenure decisions.

IMPORTANT: Faculty must follow the broader college- and university-level guidelines before following the specific TCID guidelines. See the "Relationship to Other Governing Rules and Regulations" heading below.

Relationship to Other Governing Rules and Regulations

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

General Statement

All CHSS faculty undergoing reviews are expected to be familiar with review procedures and faculty performance expectations and requirements. Department-specific performance expectations and requirements are in this document. General review procedures and performance expectations are stated in Section Three of the Faculty Handbook and the CHSS Promotion and Tenure (P&T) Guidelines. In particular, the CHSS P&T Guidelines state that CHSS faculty must 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 submit a list of possible external reviewers by the end of January during the FPA-covered year.

Tenure-track Faculty with a Joint Appointment in Two or More Departments

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

Distinguishing Characteristics of TCID

The Department of Technical Communication and Interactive Design educates qualified professionals in the fields of technical communication, user experience, interactive design, and instructional design by providing exceptional teaching and learning experiences for our students.

Undergraduate Degree Programs

The Department's undergraduate degrees—a BS in Technical Communication and a BS in Interactive Design—offer students choices as they prepare for careers within the fields of digital and visual content creation and design. Both programs involve students in the theoretical and cultural components of digital environments and offer practice through a full range of multimodal, analog and digital projects integrated throughout the curriculum.

Graduate Degree Program

At the time of writing, TCID does not have a graduate program.

General Expectations for Faculty

TCID faculty must first follow the guidelines laid out in the current academic year's KSU Faculty Handbook and the College of Humanities and Social Sciences Promotion & Tenure (CHSS P&T) Guidelines as they prepare evaluation materials. After those guidelines are satisfied, faculty must satisfy TCID's specific guidelines.

Tenure-track faculty will be evaluated in three performance areas:

- Teaching (including teaching, supervising, and mentoring);
- Research and Creative Activity; and
- Professional Service.

Faculty holding administrative positions (defined as 50% or more of workload devoted to administration) and faculty holding coordinator positions (as defined in the TCID Bylaws) will also be evaluated for their performance in Administration and Leadership as part of their Professional Service.

Each tenured/tenure-track faculty member will be evaluated in the relevant areas during their Annual Review, Pre-Tenure Review, Promotion & Tenure Review, and Post-Tenure Review.

Each non-tenure-track faculty member will be evaluated in the relevant areas during their Annual Review and (if applicable) Promotion Review. TCID has opted not to establish a pre-promotion review process for Lecturers.

Faculty Performance Evaluations and Annual Review Documents

Each January, each TCID faculty member will prepare a Faculty Performance Agreement (FPA) and an Annual Review Document (ARD). The FPA outlines the faculty member's expected workload and goals for the upcoming year; the ARD reviews the faculty member's performance for the previous year.

Faculty will submit the FPA and ARD to the Department Chair, who will review the documents. The Chair will evaluate the FPA and ARD, meet with the faculty member to review the FPA and ARD, and provide a written evaluation of the faculty member. After the review, both the Chair and the faculty member will sign the documents and submit them to the Dean for approval.

At all levels of review, within ten calendar days of the date the document is signed, faculty members may make a written response to the evaluation.

External Letters

External letters are required for promotion to Associate Professor and Professor. See the current Faculty Handbook for details.

Definitions of Satisfactory and Noteworthy Performance

TCID faculty should consult the current KSU Faculty Handbook and CHSS P&T Guidelines for examples of what constitutes satisfactory and noteworthy performance in each area of evaluation and each academic rank. TCID-specific guidelines and sample activities appear in the following sections.

TCID-specific Performance Expectations for Non-tenure-track Faculty

In addition to the guidelines laid out in the current academic year’s KSU Faculty Handbook (or the KSU Faculty Handbook applicable to the faculty member) and the applicable CHSS P&T Guidelines, the following specific criteria apply to TCID non-tenure-track faculty.

Workload

The current typical teaching load for lecturers and senior lecturers is 5/4. The typical breakdown of Teaching; Research and Creative Activity; and Professional Service is

Teaching.....	90
Research and Creative Activity.....	0
Professional Service.....	10

Lecturers and Senior Lecturers

Lecturers and Senior Lecturers are reviewed annually for contract renewal. Faculty in these positions are not eligible for tenure.

Teaching

The primary responsibility of Lecturers and Senior Lecturers is teaching. Therefore, these faculty are expected to be highly effective in this area and are expected to demonstrate highly effective teaching ability in order to qualify for reappointment.

Effective teaching engages teachers, students, and others in learning (inside and outside of the classroom) through group instruction, individual instruction, student supervision, and other activities.

Lecturers are expected to

- establish a strong record of accomplishment of highly effective teaching and mentoring that reflects a solid foundation for continued effectiveness in these activities;
- establish rapport with students and colleagues;
- create and update instructional materials;
- engage in self-assessment through the use of student evaluations, assessment of student learning outcomes, and other data.

For promotion to Senior Lecturer, a Lecturer must

- demonstrate teaching effectiveness through attendance and participation in professional development opportunities, teaching evaluations, and assessment of student learning outcomes;

- be adept at integrating new teaching techniques and pedagogical innovations.

Research and Creative Activity

Lecturers and Senior Lecturers are not expected to perform any activities in the Research and Creative Activity category. However, Lecturers and Senior Lecturers who engage in Research and Creative Activity can include these items as part of their Annual Reviews and promotion reviews.

Professional Service

Lecturers and Senior Lecturers are expected to maintain a record of appropriate service, including attending TCID faculty meetings and serving on Department-level committees.

Clinical Faculty

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

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

Reviews and Promotion

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

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

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

TCID-specific Performance Expectations for Tenured/Tenure-track Faculty

In addition to the guidelines laid out in the current academic year’s KSU Faculty Handbook (or the KSU Faculty Handbook applicable to the faculty member) and the applicable CHSS P&T Guidelines, the following specific criteria apply to TCID tenured/tenure-track faculty.

Workload

The current typical teaching load for tenured/tenure-track faculty members is 3/3. The typical breakdown of Teaching; Research and Creative Activity; and Professional Service is

Teaching.....	60
Research and Creative Activity.....	30
Professional Service.....	10

As presented in the Faculty Handbook, there are a number of possible modifications to workload, which can either increase or decrease a faculty member’s teaching load.

Tenured faculty who consistently meet expectations on the standard workload model (60/30/10) will not be required to move to a different model; however, faculty for whom a different model would be more appropriate will collaborate with their Chair in the selection of that model through the annual ARD/FPA process, which must be approved by the Dean.

Assistant Professors

As experience increases, Assistant Professors should increase the breadth and depth of their Teaching; Research and Creative Activity; and Professional Service contributions. Quality and significance of the work, not quantity, are the main criteria for evaluating performance in these areas.

Teaching

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

For promotion to Associate Professor, the candidate’s Teaching must be noteworthy. Assistant Professors are expected to

- establish a strong record of accomplishment of highly effective teaching and mentoring that reflects a solid foundation for continued effectiveness in these

- activities;
- establish rapport with students and colleagues;
 - set appropriate time aside for creating and updating instructional materials;
 - begin self-assessment through the use of student evaluations, assessment of student learning outcomes, and other data;
 - document progression in teaching effectiveness through attendance and participation in professional development opportunities, teaching evaluations, and assessment of student learning outcomes;
 - be adept at integrating new teaching techniques and pedagogical innovations.
-

Research and Creative Activity

Assistant Professors are expected to establish strong records of accomplishment in research and creative activity that reflect solid foundations for continued productivity and further maturation in the advanced ranks. Acceptable publications may include peer-reviewed journals, peer-reviewed book chapters, invited articles in professional publications, textbooks, and other forms of research and creative activity as defined in this document and the CHSS P&T Guidelines.

For promotion to Associate Professor, the minimum required output for satisfactory achievement in Research and Creative Activity is the equivalent of two peer-reviewed publications and a demonstrated record of conference presentations at the local, state, or regional level.

For promotion to Associate Professor, the minimum required output for noteworthy achievement in Research and Creative Activity is the equivalent of three peer-reviewed publications and a demonstrated record of conference presentations at the national or international level.

Other research and creative activity will be taken into consideration in evaluating performance in this area.

Professional Service

Assistant Professors are expected to establish records of accomplishment in service that reflect solid foundations for continued productivity and further maturation in the advanced ranks.

Assistant Professors should consistently attend TCID faculty meetings and are highly encouraged to volunteer for two or three Department- and College-level committees per year in order to be an active part of decision-making and governance. The Assistant Professor should avoid any overextensions of Professional Service duties that conflict with Teaching and/or Research and Creative Activity responsibilities.

Associate Professors

The rank of Associate Professor indicates an experienced faculty member who has established a solid foundation for continued success in the academy. The specialty areas, expertise, and professional identities of Associate Professors should become more advanced, more clearly defined, and more widely recognized as their academic careers progress. Furthermore, Associate Professors are expected to assume leadership roles within the Department in mentoring other faculty in teaching, scholarship, and/or service.

Teaching

As experience increases, faculty members should increase the breadth and depth of their knowledge of course subject matter and of effective teaching techniques.

For promotion to Professor, the candidate's Teaching must be noteworthy.

Associate Professors are expected to

- continue their strong record of accomplishment of highly effective teaching and mentoring;
- take part in program evaluation and in updating instructional programs, courses, and other materials;
- develop new courses and programs;
- establish new pedagogical strategies;
- advance service learning and/or internships;
- assume leadership roles within the Department and mentor other faculty in teaching;
- use their scholarship to enrich their teaching, and they may direct student research projects.

Research and Creative Activity

Associate Professors are expected to continue producing research and creative activity, and to make regular presentations of scholarly findings to audiences within their discipline outside the university. Acceptable publications may include peer-reviewed journals, peer-reviewed book chapters, invited articles in professional publications, textbooks, and other forms of research and creative activity as defined in this document and the CHSS P&T Guidelines.

The Research and Creative Activity products of an Associate Professor should be internationally and/or nationally recognized by colleagues as contributing to the body of knowledge in their discipline. Faculty contributions at this level should be recognized by peers and colleagues in the discipline who are not members of Kennesaw

State University.

For promotion to Professor, the minimum required output for satisfactory achievement in Research and Creative Activity is the equivalent of three peer-reviewed publications since the last promotion and a demonstrated record of conference presentations at the local, state, regional, national, or international level.

For promotion to Professor, the minimum required output for noteworthy achievement in Research and Creative Activity is the equivalent of four peer-reviewed publications since the last promotion and a demonstrated record of conference presentations at the national or international level.

Other research and creative activity will be taken into consideration in evaluating performance in this area.

Professional Service

Associate Professors are expected to continue and further their successful records of accomplishment in service and to extend their service beyond the Department.

Faculty service is expected at the Department, College, and University level, in addition to contributions to professional associations or community service. At this stage, faculty should be noted by others for their service contributions. They should hold leadership positions within service organizations.

Professors

The rank of Professor (often called “full Professor”) indicates that a faculty member is a superior teacher, an established and recognized scholar, and a strong and impactful contributor to professional service.

Teaching

Professors are expected to be highly effective and highly accomplished in teaching, supervision, and mentoring. They should experiment with, revise, update, and improve their techniques for working with students and others, including junior faculty, as effective facilitators of learning. Highly effective Professors should continue to make strong contributions and take leadership roles in curricular and instructional development, evaluation, or reform. The Department expects commitment and activity related to teaching beyond the levels expected of the Associate Professor.

Research and Creative Activity

Professors are expected to contribute products to her/his discipline that are highly accomplished and broadly recognized within and beyond the university. These

products often merit regional, national, or international attention and recognition. Research and Creative Activity products that demonstrate significance and impact globally, nationally, statewide, or in the greater metropolitan Atlanta area may also satisfy this criterion. Publication in peer-reviewed journals is expected.

Professional Service

Professors are expected to have a well-established service record that reflects a recognizable pattern of growth and development in the breadth, depth, significance, and impact of professional service contributions. A strong service record for a Professor should contain highly accomplished achievements as a contributor, coordinator, leader, initiator, or mentor in groups such as major committees or task forces; campus or community organizations; special projects and initiatives; administrative positions; state, regional, national, or international organizations; professional associations; and the like.

Department Chair

Expectations and evaluations of the Department Chair are outlined in the TCID Bylaws. For the purpose of promotion and tenure, the Department Chair follows all CHSS and University guidelines.

Examples of Activities

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

Teaching

The following are suggested examples that faculty members may use to document the quality and significance of their Teaching activities.

A faculty member may perform other significant activities in the Teaching category that do not appear in these lists. These examples are not to be interpreted as a checklist because quantity is not by itself an indication of quality and significance.

Faculty must

- follow the guidelines in the “Formal Student Evaluations” section below;
- provide at least two examples of evidence that document their commitment to quality teaching; and
- discuss the quality and significance of their teaching activities.

Formal Student Evaluations

According to the CHSS P&T Guidelines, “portfolios...must contain, from the period of the review, all quantitative student evaluations and a clear, concise, and meaningful statistical analysis of the evaluations; [and] complete qualitative evaluations of all courses taught” (pgs. 7– 8).

- Data from Likert-scale items should include frequency tables that include both counts and percentages for each Likert category (i.e., Strongly Agree, Agree, Disagree, Strongly Agree, Do Not Know).
- Response rates for each section should be provided.
- Individual faculty members’ mean scores should not be compared directly.
- All qualitative student comments should be included.

General Examples of Teaching Activities

- Improve classes through student learning outcomes and feedback
- Engage in and employ innovative pedagogies in courses
- Integrate research into courses
- Engage in current practices for online learning and development of robust course resources, materials, and interactive workspaces for students
- Maintain currency of subject matter and integration of course content with theory and practice

- Share subject knowledge and pedagogy outside one's own classroom
- Support student development
- Support program development
- Support institutional initiatives within courses
- Supervise students and others in field placements, internships, service learning, and directed studies
- Mentor new faculty members

Illustrative Examples of Teaching Activities for TCID Faculty

- Evidence of effective teaching
- Teaching portfolios
- Evidence of innovative teaching
- Peer review of course materials and classroom teaching
- Questionnaires to elicit student feedback
- Formal student comments on teaching (e.g., student course evaluations)
- Exit interviews of students graduating, transferring, or completing a course
- Evidence of student growth over the semester (e.g., assessment of student learning outcomes)
- Placement of students in academic or professional positions or graduate school
- Dissemination of student research (e.g., student presentations)¹
- External reports of student performance
- Contextualized assignment development
- Teaching/supervision/mentoring awards/nominations
- Leadership at teaching workshops

Research and Creative Activity

The following are suggested examples faculty members may use to document the quality and significance of their research and creative activity.

TCID values interdisciplinary, collaborative, community-based research and creative activities, and the principles of the Boyer Model in relation to new research and creative activity. Because of the Department's particular emphasis on technical communication and interactive design, TCID privileges publishing and scholarly production in both analog and digital formats and contexts.

TCID expects its faculty members to contribute new knowledge to their fields of study, to disseminate that knowledge in reputable academic forums, and to follow all IRB requirements.

¹ Student research projects must follow all IRB requirements.

A faculty member may perform other significant activities in the Research and Creative Activity category that do not appear in these lists. These examples are not to be interpreted as a checklist because quantity is not by itself an indication of quality and significance.

Faculty must

- provide the IRB number for any Research and Creative Activity projects that required IRB clearance; and
- discuss the quality and significance of their research and creative activities.

General Examples of Research and Creative Activity

- Demonstrate progress on new research and pedagogical practices
- Demonstrate progress on existing research projects
- Disseminate research through conferences, workshops or other venues
- Disseminate research through publication by reputable and appropriate outlets.
- Seek and secure funding for research
- Other production of knowledge that results in dissemination

Illustrative Examples of Research and Creative Activity for TCID Faculty

- Peer-reviewed publication(s)
- Book chapters and essays published in collections
- Textbook(s) and other instructional material(s) published by reputable outlet(s)
- Products of scholarly or creative activities, such as audio/video/digital productions or podcasts or original digital media projects, regularly published academic blogs
- Editions, translations, edited oral history collections, books, and electronic media published by reputable outlet(s)
- Exhibits, tours, or other interpretive products intended for public dissemination and vetted through a peer-review process
- Published, original works of fiction, poetry, art, drama, scripts and screenplays and nonfiction in print, and multimedia formats
- Attained external funded grant proposals and internal grant(s)
- Presentation(s) at professional conference(s)
- Participation in a symposium or presentation in a workshop
- Book reviews and review essays
- Other products of Research and Creativity Activities that have been peer-reviewed

Professional Service

Every faculty member is expected to contribute at least a minimal amount of professional service to ensure that the Department can accomplish the tasks necessary for the Department to function effectively.

The following are suggested examples faculty members may use to document the quality and significance of their professional service activities. A faculty member may perform other significant activities in the Professional Service category that do not appear in this list.

These examples are not to be interpreted as a checklist because quantity is not by itself an indication of quality and significance.

Faculty must discuss the quality and significance of their professional service activities.

General Examples of Professional Service

- Assume active committee membership(s) or leadership position(s) for department, college or university
- Assume active committee membership(s) or leadership position(s) at the national, regional, or community level
- Author/co-author task force reports for the institution, the university system, a professional organization, or local community organization
- Coordinate academic programs or organize program initiatives
- Coordinate programs for professional conferences/meetings
- Serve as a designated representative of the university or department at a professional conference or workshop
- Coordinate local, regional, national, or international conferences or symposia
- Provide service to the discipline through manuscript reviews, professional conference proposal reviews, evaluation of textbooks or other instructional materials, acting as journal editor, etc.
- Produce deliverables independently or in collaboration with external partners where the faculty member is utilizing his/her area of expertise (e.g., technical reports, museum assessments, interpretive plans, reports, educational program assessments, documentation, manuals, websites, newsletters, program evaluations)
- Engage in professionally relevant consulting or community services (this includes ancillary activities necessary to provide the services; e.g., activities necessary for the maintenance of professional licensure such as continuing education)

Administration and Leadership

Faculty holding administrative appointments must discuss the quality and significance of their Administration and Leadership activities as part of their Professional Service.

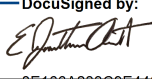
Revision of Guidelines

Amendments to these Department P&T Guidelines shall be approved by a majority vote of the permanent, full-time faculty of the Department of Technical Communication and Interactive Design.

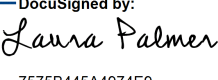
Approvals

This document was voted on and approved by the Faculty of the Department of Technical Communication and Interactive Design on November 21, 2019.

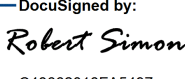
DFC Chair Approval – I approve the attached guidelines on behalf of the Faculty:

Jonathan Arnett	<small>DocuSigned by:</small>  <small>8E166A233C9E446...</small>	December 10, 2019
Name (printed or typed)	Signature/ Date	

Department Chair Approval – I approve the attached guidelines:

Laura Palmer	<small>DocuSigned by:</small>  <small>7575B445A4974E9...</small>	December 12, 2019
Name (printed or typed)	Signature/ Date	

College Promotion and Tenure Committee Chair Approval – I approve the attached guidelines:

Robert Simon	<small>DocuSigned by:</small>  <small>C48662018FA5497...</small>	January 14, 2020
Name (printed or typed)	Signature/ Date	

College Dean Approval – I approve the attached guidelines:

Shawn Long	<small>DocuSigned by:</small>  <small>C9F0D3FF36B448A...</small>	February 17, 2020
Name (printed or typed)	Signature/ Date	

Provost Approval – I approve the attached guidelines:

kathy schwaig	<small>DocuSigned by:</small>  <small>11EA3F49G7FD4B9...</small>	February 17, 2020
Name (printed or typed)	Signature/ Date	