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Approval Form for Department Promotion and Tenure Guidelines

A copy of this form, completed, must be attached as a cover sheet to the department guidelines included in portfolios for Pre-Tenure, Review, Promotion and Tenure and Post-Tenure Review.

I confirm that the attached guidelines, dated November 15, 2023 were approved by the faculty of the Department of World Languages and Cultures in accordance with department bylaws:

Robert Simon December 1, 2023

DocuSigned by:
Robert Simon
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Name (printed or typed) / DFC or P&T chair Signature/ Date

Department Chair Approval - I approve the attached guidelines:

Federica Santini December 1, 2023

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

Anja Bernardy December 1, 2023

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College Dean Approval - I approve the attached guidelines:

Catherine Kaukinen December 5, 2023

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Provost Approval - I approve the attached guidelines:

Ivan Pulinkala January 25, 2024

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Name (printed or typed) Signature/ Date

**KENNESAW STATE UNIVERSITY
RADOW COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF WORLD LANGUAGES AND CULTURES
PROMOTION AND TENURE GUIDELINES**

Approved November 15, 2023

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I. DISTINGUISHING DEPARTMENTAL CHARACTERISTICS

The Department of World Languages and Cultures (WLC) is a place diverse in both its program offerings and faculty areas of specialty and interest. The activities of the WLC place it at the center of the University's efforts to ensure that all KSU students can participate effectively in the international community. The Department prides itself on its excellence in teaching; faculty scholarship and creative activities, including the development of undergraduate scholarship; engagement with local, national, and international communities; and service to the college and the university.

The Department has a strong commitment to:

- Preparing students to be linguistically and culturally proficient in a second or third language and culture to use in related professional careers.
- Fostering a comprehensive, interdisciplinary scholarship agenda, with a highly diverse international focus, including world language education, cultural studies, literary theory, intercultural competence, linguistics, translation studies, and film studies.
- Internationalizing the University and the community through the faculty members' diverse expertise within the areas of professional service, community engagement, and participation in interdisciplinary programs.

The Department serves thousands of Kennesaw State University students interested in studying Arabic, ASL, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Latin, Portuguese, Russian, and Spanish. In all courses, faculty members make available content knowledge in the target languages, literatures, and cultures, as well as opportunities for students to develop the skills needed to live and work in an increasingly diverse and multicultural world. The Asian Studies program in the Department explores diverse topics and themes on linguistic, literary, cultural, philosophic-religious, aesthetic, social, institutional-political, educational, and other related spheres of Asian people and civilization.

The Modern Language and Culture (ML&C) major encompasses programs in Chinese, French, German, Italian, and Spanish with concentrations in Second Language and Culture, Teacher Certification in WorldLanguage, Applied Business, and Cross-disciplinary Perspectives. The ML&C major is distinguished regionally and nationally through the requirement of student participation in a significant experiential learning activity in the target language to enhance the authenticity of linguistic and cultural education. The Asian Studies Major also endeavors to explain the complex interactions among them in terms of both tradition and transformation. Some emphasis is placed not only on the cultural diversity, unity, and achievements of Asian countries but also on the comparative and interdisciplinary ways of promoting a broader and deeper understanding of the East. This enterprise may shed new light on Western civilizations, histories, traditions, cultures, and modern changes. Our minor programs in Asian Studies, Chinese Studies, French and Francophone Studies, German Studies, Italian Studies, Japanese, Korean, Lusophone Studies, and Spanish enrich students through a variety of foci and disciplinary approaches. Our department also offers a track in World language Education (WLED), designed specifically for in-service teachers of Chinese, French, German, and Spanish. All teacher certification programs are committed to the collaborative model adopted by KSU's Educator Preparation Provider (EPP) and the Bagwell College of Education. In addition, the Critical Languages Program provides access to language courses, such as Arabic, ASL, Hebrew, Russian, and others as needed, which are not offered through the department's core programs.

The Department is the home of the World Languages Resource Collection, which is an integral part of language teaching at KSU. The World Languages Resource Collection supports and promotes world language learning and instruction by providing guidance with the creation and dissemination of innovations with respect to world language pedagogy, intercultural competency, and instructional technology.

II. MISSION STATEMENT

The WLC's highly diverse, international community is committed to collaborating in innovative work that crosses both national and disciplinary boundaries. Faculty members' diverse fields of expertise range from world language education to cultural studies, literary theory, intercultural competence, linguistics, and film studies. The Department contributes significantly to the College mission of facilitating an understanding of human interaction across world cultures and time, enhancing awareness of global perspectives, and fostering in students the knowledge, skills, and versatility needed to succeed personally, academically, and professionally in an ever-changing society.

III. GENERAL STATEMENT

It is incumbent upon all Norman J. Radow College of Humanities and Social Sciences' 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, the Norman J. Radow College of Humanities and Social Sciences' (RCHSS) Promotion and Tenure Guidelines, and the USG Academic and Student Affairs Handbook. In addition, as noted in the RCHSS P&T Guidelines, RCHSS faculty are required to include all quantitative and qualitative student evaluations in their portfolio. Signed Annual Review Documents (ARDs) and Faculty Performance Agreements (FPAs) for the last five years are also required. Tenure-track faculty submitting a portfolio for promotion or tenure 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.

IV. TENURE-TRACK FACULTY WITH A JOINT APPOINTMENT IN TWO OR MORE DEPARTMENTS

To complete a review for promotion and tenure (P&T), a faculty member with a joint appointment will undergo a review by a joint P&T Committee. The joint P&T Committee will typically include a total of five members, with three members selected from the faculty member's home department P&T Committee, and two members selected from the sharing unit's P&T Committee, as stated in the Memorandum of Understanding (MOUs) for joint appointments in the RCHSS. Joint-appointed faculty members' ratio of activities in each department is negotiated by the joint-appointed faculty member and the Chairs of the two departments and defined in the signed MOU and will be taken into consideration during P&T Review. When reviewing joint appointees, review committee members will follow the P&T guidelines for the faculty member's home department, as stated in the RCHSS MOUs for joint appointments (also see Faculty Handbook, 3.5.E).

V. TIMETABLES FOR REVIEW OF FACULTY (Lecturers, Senior Lecturers, Principal Lecturers, Clinical Faculty, Tenure-track Faculty)

Annual, pre-tenure, promotion, tenure, and post-tenure reviews in the WLC will be conducted according to the schedules published yearly by the Office of the Provost on the Academic Affairs website. Faculty members are responsible for meeting exact deadlines.

VI. PRE-TENURE REVIEW TOWARD PROMOTION AND TENURE: PROCEDURES

A successful pre-tenure review requires that the faculty member demonstrate that s/he is developing a significant role in the Department through teaching, supervision, and mentoring of students, scholarship and creative activity, and professional service as appropriate. For non-administrative faculty, the review of pre-tenure portfolios begins with the Department P&T Review Committee, proceeding in turn to the department chair and the dean. At each

level, review committees and administrators consider the progress of the candidate toward promotion and tenure. A letter is written at each level of review outlining the strengths and weaknesses of the candidate with respect to this question. A copy of each review letter is uploaded into Watermark. If the performance in any of the categories is judged to be not successful / not satisfactory the faculty must be provided with a Performance Remediation Plan. See Faculty Handbook 3.12.B.1.

VII. ADHERENCE TO UNIVERSITY AND RCHSS GUIDELINES

The WLC P&T guidelines adhere to the guidelines established by the University and appearing in the *Faculty Handbook* (Section 3: “Review and Evaluation of Faculty Performance”) and by the Norman J. Radow College of Humanities and Social Sciences as stated in Section III: “Tenure-Track Teaching Faculty Evaluation and Review”.

VIII. PRIMACY OF WLC P&T GUIDELINES

Because department promotion and tenure (P&T) guidelines are discipline-specific and are approved by deans and the Provost as consistent with college and University standards, those guidelines are understood to be the primary basis for promotion, tenure, and post-tenure review recommendations and decisions. Therefore, at all levels of review the rationale for these decisions will be stated in a letter to the candidate with specific and detailed reference to the department review guidelines used to justify the recommendations and decisions that have been made.

IX. WORKLOAD MODELS AND EXPECTATIONS

1. Faculty workload is determined primarily by the situational context of the individual, which is determined by their responsibilities in the three areas in which full-time teaching faculty are evaluated: teaching, supervision, and mentoring of students; scholarship and creative activity; professional service. In establishing a faculty member’s situational context, the WLC Chair and the faculty member take into consideration the faculty member’s teaching, scholarship and professional service commitments, the number of students supervised in internships or in educational field experiences, special projects assigned by the Chair, and other activities that advance the mission of the Department, College, and/or the University. Individual workloads promote equity among faculty members while recognizing the broad range of disciplines and degree programs within our department’s programs.

The standard workload model for pre-tenured and tenured faculty members is 60 percent Teaching, Supervision and Mentoring of students (a 3/3 Teaching load), 30 percent Scholarship and Creative Activity (SCA), and 10 percent Professional Service (Service) (60/30/10).

The standard workload model for Lecturers, Senior Lecturers, and Principal Lecturers is 90 percent Teaching (a 5/4 load) and 10 percent Service (90/0/10).

The workload for non-tenure track faculty with professorial ranks (including Clinical Faculty and Research Faculty) depends on situational context and must be defined in the faculty member’s Faculty Performance Agreement (FPA).

2. A tenure-track faculty member for whom a different workload model is appropriate must collaborate with their chair/director during the Annual Review Document/Faculty Performance Agreement (ARD/FPA) process and develop a new workload model. The faculty member’s strengths, interests, and last three years’ ARDs will be the primary factors that guide the new model’s selection, which must be approved by the RCHSS Dean.

3. These different workload models may vary — for example,
 - **70/10/20** – 4/3 Teaching, 10% SCA, 20% Service
 - **50/40/10** – 3/2 Teaching, 40% SCA, 10% Service
 - **60/20/20** – 3/3 Teaching, 20% SCA, 20% Service as long as the modified workload meets the minimum SCA and Service loads of 10 percent each and does not exceed a teaching load of 24 credit hours per academic year for tenure line faculty.
4. Reviews of individual faculty members are based on the expectations for rank noted below but are adjusted according to the faculty workload distribution. The period of any short-term or long-term modulated workload will be based on the individual faculty member's situational context, needs of the Department, and pending approval from the Chair and Dean.
5. The WLC follows the distribution of faculty members' workload as described in the *KSU Faculty Handbook* Section 2.2 and is consistent with the College P&T document.

X. FACULTY PERFORMANCE

The three basic performance areas in which faculty members may be evaluated are teaching, supervision and mentoring; scholarship and creative activity; and professional service. Student success is an integrated part of all areas of evaluation and will be documented for review purposes on FPA and ARD reports in at least one area of evaluation. Faculty are to highlight activities promoting student success in at least one of the three performance areas: Teaching, Scholarship and Creative Activities, and/or Professional Service. Faculty are also asked to engage in professional development activities in at least one of the three areas of performance.

XI. COMMUNITY-BASED WORK AND CIVIC ENGAGEMENT

Congruent with the WLC distinguishing characteristics, and the mission of the institution, RCHSS, and the WLC, faculty engagement in community-based work will be recognized and supported. Community-based work by faculty may include work in schools, in government agencies, in not-for-profit and for-profit organizations, and at the local and global level. As appropriate, such efforts may be connected to curricular, co-curricular, and extracurricular activities in the form of students' coursework, field-based teaching experiences, volunteer initiatives, service-learning projects, internship and study abroad experiences.

As approved by the Board of Regents of the University System of Georgia, faculty members' collaborative efforts in teacher preparation and school improvement with teachers and administrators in K-12 schools will be recognized and supported by the WLC. Participation in teacher preparation and in school improvement may include documented efforts of the faculty in:

1. Improving their own teaching so as to model effective teaching practices in courses taken by prospective teachers;
2. Contributing scholarship that promotes and improves student learning and achievement in the schools and in the university;
3. Collaborating with public schools to strengthen teaching quality and to increase student learning. In consultation with the WLC Chair and RCHSS Dean, faculty members must negotiate community-based work in their FPA and ARD documents and document the scope and significance of their work in relation to a performance area (i.e., teaching, supervision, and mentoring; scholarship and creative activity; and professional service). Thus, the faculty members' community-based work must benefit either their own

professional development in the performance areas, or student learning, or the work and services provided by stakeholders in the community. Properly documented and peer-reviewed faculty engagement in community-based work is eligible for consideration in the promotion and tenure process.

XII. LECTURERS, SENIOR LECTURERS, AND PRINCIPAL LECTURERS: SPECIFIC EXPECTATIONS

Lecturers, Senior Lecturers, and Principal Lecturers in the WLC are reviewed annually for contract renewal and are not eligible for permanent tenure. Lecturers, Senior Lecturers, and Principal Lecturers have as their primary responsibility the teaching, supervision, and mentoring of students and therefore are expected to be noteworthy in these areas when going up for promotion. Unless otherwise set forth in the WLC Faculty Performance Agreement (FPA), there are no expectations for scholarship by Lecturers, Senior Lecturers, or Principal Lecturers; however, professional service responsibilities are expected. The

Faculty Handbook states that “A lecturer’s portfolio will be evaluated based on highly effective accomplishments in two performance areas: 1) teaching; and 2) professional service (related to teaching assignments). For lecturers with primary responsibilities in professional service and/or administration and leadership, their portfolios will be evaluated based on highly effective performance in those areas” (Section 3.10.A.). The current teaching load for Lecturers, Senior Lecturers, and Principal Lecturers is 5/4. The *Faculty Handbook* and the “RCHSS Faculty Expectations, Evaluation, and Review Guidelines” provide guidelines and deadlines for submission of materials for review.

XIII. PROMOTION OF NON-TENURE TRACK FACULTY WITH PROFESSORIAL RANK (INCLUDING CLINICAL FACULTY AND RESEARCH FACULTY)

Per KSU guidelines, Non-Tenure Track Faculty with Professorial Rank 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”.

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 WLC 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).

General Expectations for Clinical Faculty

For clinical faculty performance expectations, review process, and promotion process, see Faculty Handbook, section 3.6.B. For portfolio guidelines and content, see section 3.7. The timeline for Clinical faculty undergoing a promotion review will be identical to the timeline established for tenure-track faculty. Clinical Faculty who wish to be reviewed for promotion in rank must inform their school director or department chair during the spring semester prior to the review. RCHSS P&T guidelines will provide general performance expectations for clinical faculty. It is incumbent upon clinical faculty to work closely with their school director to clearly articulate their responsibilities and performance expectations in their FPA/ARDs.

In the Department, clinical faculty make practical contributions in education 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 RCHSS and WLC 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 school, department, or college (e.g., mentoring or grants and contracts).

Clinical faculty workload depends on the situational context and must be defined in the FPA with the Department Chair.

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 WLC follows guidelines as stated in the *KSU Faculty Handbook*, Section 3.12.

XIV. EXPECTATIONS IN TEACHING

The distinctions expected to be found among faculty members' performance at the various ranks relate to an evolving philosophy of teaching and practice (i.e., classroom practice and approaches to the discipline). As individuals move through the ranks, they are expected to demonstrate an increasing ability to put theory into practice, to assess the effectiveness of these practices, and to pursue either greater depth or broader range of activities.

As stated in the RCHSS guidelines, for promotion tenure-track faculty must demonstrate that their performance has been noteworthy in at least two areas, of which teaching, supervision, and mentoring must be one, and satisfactory in the third area. Satisfactory faculty "consistently fulfill fundamental job expectations and contribute to the everyday functioning of their department, college, and university" (RCHSS P&T Guidelines, 4). Noteworthy faculty "consistently exceed their fundamental job expectations" (4). For promotion, non-Tenure-Track faculty must demonstrate that their performance in teaching, supervision, and mentoring has been noteworthy.

The following lists of activities in the area of Teaching, Supervision, and Mentoring (TSM) are neither exhaustive nor a checklist. Quantity of activities does not necessarily indicate quality and significance. It is the faculty member's responsibility to document the depth, breadth, and/or impact of the activities s/he pursues. Following RCHSS and University guidelines, this list provides examples of what the WLC considers satisfactory and noteworthy in teaching.

Appropriate activities at all ranks may include:

- Teaching groups, classes, seminars, or conducting workshops as appropriate;
- Developing and revising instructional programs, courses, curriculum materials, tests, and other assignments;

- Utilizing multiple methods for assessment of teaching effectiveness, e.g., interim student comments and student self-evaluations, multiple approaches to teaching and analysis of results over time;
- Engaging in pedagogical innovation and pedagogy-based scholarship;
- Earning recognition and awards for distinguished teaching, supervision, and/or mentoring;
- Documenting student learning through student self-evaluations, portfolios, standardized or other externally administered examinations, etc.;
- Supervision of students and others in field placements, internships, community engagement, student teaching, and other related activities as appropriate;
- Mentoring students;
- Demonstrating evidence of scholarship and creative activity in the discipline that enhances and invigorates teaching;
- Demonstrating positive instructional impact beyond instructional settings (e.g., presentation or publication of instructional innovation; community engagement, SOTL products);
- Supervising student scholarship projects and directed studies;
- Attending and/or participating in workshops dealing with teaching.

1. Lecturer

Satisfactory

To be considered Satisfactory in TSM, a Lecturer:

- Develops and refines teaching practices, activities, and course materials;
- Adjusts teaching in response to feedback from students and section coordinators;
- Attends and/or participates in workshops dealing with teaching;
- Demonstrates implementation of best teaching practices.

Noteworthy

To be considered Noteworthy in TSM, a Lecturer:

- Develops, analyzes, and refines teaching practices and activities;
- Assesses and adjusts teaching practices and activities in response to a variety of indicators such as student comments, peer mentoring and assessments of student learning outcomes;
- Demonstrates excellence in teaching practices as well as growth and evolution in terms of their approach to teaching;
- Collaborates with peers in a variety of professional learning activities;
- Takes an active role in revision of course materials and content.

2. Senior Lecturer

Satisfactory

To be considered Satisfactory in TSM, a Senior Lecturer:

- Develops, analyzes, and refines teaching practices and activities;
- Assesses and adjusts teaching practices and activities in response to a variety of indicators such as student comments, peer mentoring and assessments of student learning outcomes;
- Demonstrates excellence in teaching practices as well as growth and evolution in terms of their approach to teaching;
- Collaborates with peers in a variety of professional learning activities;
- Takes an active role in revision of course materials and content.

Noteworthy

To be considered Noteworthy in TSM, a Senior Lecturer:

- Demonstrates a sustained record of developing, analyzing, and refining teaching practices and activities;

- Assesses and adjusts teaching practices and teaching philosophy in response to a variety of indicators such as student comments, peer mentoring, assessment of student learning outcomes;
- Attends and/or participates in workshops dealing with teaching;
- Demonstrates a commitment to continued development as a teacher;
- Takes an active role in the revision of course materials, content, and curricula;

3. Principal Lecturer

Satisfactory

To be considered Satisfactory in TSM, a Principal Lecturer:

- Demonstrates a sustained record of developing, analyzing, and refining teaching practices and activities;
- Assesses and adjusts teaching practices and teaching philosophy in response to a variety of indicators such as student comments, peer mentoring, and assessment of student learning outcomes;
- Attends and/or participates in workshops dealing with teaching;
- Demonstrates a commitment to continued development as a teacher;
- Takes an active role in the revision of course materials, content, and curricula.

Noteworthy

To be considered Noteworthy in TSM, a Principal Lecturer:

- Adopts instructional practices leading to highly effective teaching and positive impact on student success;
- Demonstrates that they consistently refresh and update their courses and take steps to develop professionally;
- Provides evidence that they incorporate practices aimed at student success in their courses;
- Produces presentation or publication of instructional innovation, with a demonstration of positive instructional impact;
- Incorporates high-impact practices in their courses.

3. Assistant Professor

Satisfactory

To be considered Satisfactory in TSM, an Assistant Professor/a Clinical Assistant Professor:

- Analyzes teaching practices and refines their teaching philosophy;
- Assesses and adjusts teaching practices and teaching philosophy in response to a variety of indicators such as student comments, peer mentoring, assessment of student learning outcomes;
- Develops activities that reflect upon the teaching philosophy;
- Attends and/or participates in workshops dealing with teaching;
- Demonstrates a commitment to continued development as a teacher;
- Supervises field experiences, directed studies, student research projects, internships, etc.;
- Fulfills the duties related to teaching outlined in the FPA (Clinical Faculty may have special assignments beyond those mentioned on this list).

To be considered Noteworthy in TSM, an Assistant Professor/a Clinical Assistant Professor:

- Communicates successfully their teaching philosophy to colleagues and students;
- Implements methods and pedagogical practices and activities that reflect the teaching philosophy;
- Institutes assessment tools that effectively measure teaching practices;
- Seeks collaborative venues in which to discuss teaching practices in order to continue to refine both philosophy and the implementation of that philosophy;
- Takes an active role in revision of curricula;
- Devotes increased attention to mentoring students and advisement, both formal and informal;

- Develops new courses;
- Earns awards for teaching and/or supervision students;
- Demonstrates excellence in the fulfillment of duties related to teaching outlined in the FPA (Clinical Faculty may have special assignments beyond those mentioned on this list).

4. Associate Professor

Satisfactory

To be considered Satisfactory in TSM, an Associate Professor or Clinical Associate Professor:

- Communicates successfully their teaching philosophy to colleagues and students;
- Implements methods and pedagogical practices and activities that reflect the teaching philosophy;
- Institutes assessment tools that effectively measure teaching practices;
- Seeks collaborative venues in which to discuss teaching practices in order to continue to refine both philosophy and the implementation of that philosophy;
- Takes an active role in revision of curricula;
- Devotes increased attention to mentoring students and advisement, both formal and informal;
- Fulfills the duties related to teaching outlined in the FPA (Clinical Faculty may have special assignments beyond those mentioned on this list).

Noteworthy

To be considered Noteworthy in TSM, an Associate Professor or Clinical Associate Professor:

- Demonstrates leadership in teaching, supervision of students, mentoring colleagues of the other ranks in teaching and pedagogy;
- Demonstrates leadership in teaching by conducting workshops and leading discussions on teaching;
- Leads the revision of curricula and/or program assessment;
- Leads and/or participates in discussions about national trends in content area;
- Demonstrates excellence in the fulfillment of duties related to teaching outlined in the FPA (Clinical Faculty may have special assignments beyond those mentioned on this list).

5. Full Professor

Satisfactory

To be considered Satisfactory in TSM, a Full Professor or Clinical Professor:

- Demonstrates leadership in teaching, supervision of students, mentoring colleagues of the other ranks in teaching and pedagogy;
- Demonstrates leadership in teaching by conducting workshops and leading discussions on teaching;
- Leads the revision of curricula and/or program assessment;
- Leads and/or participates in discussions about national trends in content area; • Leads students in research projects;
- Develops innovative pedagogical strategies;
- Fulfills the duties related to teaching outlined in the FPA (Clinical Faculty may have special assignments beyond those mentioned on this list).

Noteworthy

To be considered Noteworthy in TSM, a Full Professor or Clinical Professor provides a sustained record in some combination of the following activities:

- Leadership in teaching, supervision of students, mentoring colleagues of other ranks in teaching and pedagogy;
- Leadership in teaching by conducting workshops and leading discussions on teaching;
- Leadership in revision of curricula and/or program assessment;

- Leadership in and/or participation in discussions about national trends in content area;
- Demonstrates leadership and excellence in the fulfillment of duties related to teaching outlined in their FPAs (Clinical Faculty may have special assignments beyond those mentioned in this list).

XV. EXPECTATIONS IN SCHOLARSHIP AND CREATIVE ACTIVITY

All tenure-track faculty of the Department of World Languages and Cultures are expected to produce peer reviewed scholarship. Scholarship products must be related to the field or fields of the faculty member's professional expertise and be reviewed by professionals in the field to be eligible for consideration in the promotion and tenure process. This scholarship and its peer-review process must be sufficiently documented to permit review parties beyond the WLC to evaluate its quality and significance. The amount of time dedicated to Scholarship/Creative Activities (SCA) and the nature of such products will be negotiated on a yearly basis with the WLC Chair; course reassignments/reductions for SCA may also be negotiated with the WLC Chair on a yearly basis, subject to approval by the Dean.

Per [Section 3.4. of the KSU Faculty Handbook](#), a faculty member must have a minimum workload of 20% in SCA to be considered for promotion-and-tenure or promotion.

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

The following lists of activities in the area of Scholarship and Creative Activity (SCA) are neither exhaustive nor a checklist. Quantity of activities does not necessarily indicate quality and significance. It is the faculty member's responsibility to document the depth, breadth, and/or impact of the scholarship s/he produces by, for example, indicating the type of peer review of each work, quoting rating sources, and/or documenting impact, contribution to the specific discipline, or the like.

Following RCHSS and University guidelines, this list provides examples of what the WLC considers satisfactory and noteworthy in SCA.

Appropriate activities at all ranks may include:

- Publishing peer-reviewed scholarly works (online or in print), such as articles, books, textbooks, edited collections, book chapters, and translations;
- Publishing book reviews;
- Presenting one's scholarship at professional conferences;
- Delivering invited lectures;
- Developing specialized workshops and conducting them before a professional audience;
- Earning recognition or awards for distinguished research or scholarship contributions;
- Writing grant applications;
- Writing and disseminating professional reports of significant import that are reviewed by professionals beyond the departmental level;
- Publishing creative endeavors, such as fiction, drama, or poetry.

1. Assistant Professor

Satisfactory

To be considered Satisfactory in SCA, an Assistant Professor:

- Develops scholarship and creative activity interests by presenting at conferences/workshops and establishing professional relations with other scholars in their discipline;
- Establishes a record in scholarship and creative activity, which must include peer-reviewed publications;
- Provides evidence of a minimum of two publications, in print or forthcoming, peer-reviewed publications or peer reviewed and disseminated scholarship products, which may include but is not limited to funded grants, media products, creative work, translations, etc. when applying for promotion to Associate Professor. It is the responsibility of the candidate to discuss and demonstrate the significance of each scholarly product.

Noteworthy

To be considered noteworthy in SCA, an Assistant Professor:

- Strengthens and consolidates professional relations with other scholars in their discipline;
- Maintains and strengthens a record in scholarship and creative activity, which must include peer-reviewed publications;
- Provides evidence of a minimum of three, in print or forthcoming, peer-reviewed publications or peer reviewed and disseminated scholarship products, which may include but is not limited to funded grants, media products, creative work, translations, etc. when applying for promotion to Associate Professor. It is the responsibility of the candidate to discuss and demonstrate the significance of each scholarly product.

2. Associate Professor

Satisfactory

To be considered Satisfactory in SCA, an Associate Professor:

- Strengthens and consolidates professional relations with other scholars in their discipline;
- Maintains and strengthens a record in scholarship and creative activity, which must include peer reviewed publications;
- Provides evidence of a minimum of three, in print or forthcoming, peer-reviewed publications or peer reviewed and disseminated scholarship products, which may include but is not limited to funded grants, media products, creative work, translations, etc. when applying for promotion to Full Professor. It is the responsibility of the candidate to discuss and demonstrate the significance of each scholarly product.

Noteworthy

To be considered noteworthy in SCA, an Associate Professor:

- Achieves recognition for scholarship and creative activity by colleagues in their discipline;
- Demonstrates a sustained record in scholarship and creative activity, including peer-reviewed publications;
- Leads and/or participates in discussions about national trends in their content area;
- Provides evidence of a minimum of four, in print or forthcoming, peer-reviewed publications or peer reviewed and disseminated scholarship products, which may include but is not limited to funded grants, media products, creative work, translations, etc. when applying for promotion to Full Professor. It is the responsibility of the candidate to discuss and demonstrate the significance of each scholarly product.

3. Full Professor

Satisfactory

To be considered Satisfactory in SCA, a Full Professor:

- Provides a record of scholarship and creative activity, including peer-reviewed publications, as set forth in the Faculty Performance Agreement (FPA);
- Participates in discussions about national trends in their content area.

Noteworthy

To be considered noteworthy in SCA, a Full Professor:

- Maintains a sustained record of scholarship and creative activity, including peer-reviewed publications, as set forth in the Faculty Performance Agreement (FPA);
- Achieves recognition for their scholarship and creative activity by colleagues in their discipline;
- Documents expertise, leadership and/or participation in discussions about national trends in their content area.

XVI. EXPECTATIONS IN PROFESSIONAL SERVICE

All members of the Department must engage in professional service activities. Expectations in this area will differ according to the Faculty Performance Agreement (FPA) developed by the faculty member in consultation with the WLC Chair. As the individual moves through the ranks, s/he is expected to demonstrate an increasing ability to pursue either greater depth or broader range of activities of professional service. Professional service activities must be related to the field or fields of the faculty member's professional expertise to be eligible for consideration in the promotion and tenure process.

The following lists of activities in the area of Professional Service (PS) are neither exhaustive nor a checklist. Quantity of activities does not necessarily indicate quality and significance. It is the faculty member's responsibility to document the depth, breadth, and/or impact of the activities s/he pursues. The amount of time dedicated to PS activities will be negotiated on a yearly basis with the WLC Chair; course reassignments/reductions for PS activities may also be negotiated with the WLC Chair on a yearly basis.

Following RCHSS and University guidelines, this list provides examples of what the WLC considers satisfactory and noteworthy in professional service.

Appropriate activities at all ranks may include:

- Contributing actively as a member or leader of committees and task forces at the departmental, college, institutional, university system, professional, and local community levels, and boards; external to the college or university that are related to the faculty member professional expertise;
- Fulfilling responsibilities in shared faculty governance;
- Administering or coordinating programs;
- Organizing or chairing panels at professional conferences/meetings;
- Serving as an officer in professional organizations or civic organizations related to the discipline;
- Organizing symposia or professional meetings at the university level;
- Developing and supervising community engagement activities related to the discipline;
- Engaging in professional practice (e.g., consulting, interpreting);
- Conducting professional development and continuing education programs in the discipline;
- Serving on visiting committees for the purposes of accreditation;
- Taking a leadership role in assessment practices and reporting at program or department level
- Promoting the program, department, or a professional organization;
- Earning community recognition or awards for distinguished service contributions;
- Developing and/or administering study abroad programs or internships;
- Coordinating/supervising events within the Department, at the college/university level or in the community.

1. Lecturer

Satisfactory

To be considered Satisfactory in PS, a Lecturer:

- Engages in professional service related to their teaching assignments, as appropriate for their situational context.

Noteworthy

To be considered noteworthy in PS, in addition to satisfactory activities, a Lecturer:

- Represents the Department as a contributing member on departmental, college, or university committees, as the Department deems necessary;
- Participates in planning or organizing departmental events or advising organizations.

2. Senior Lecturer

Satisfactory

To be considered Satisfactory in PS, a Senior Lecturer:

- Represents the Department as a contributing member on departmental, college, or university committees, as the Department deems necessary;
- Participates in planning or supervision of departmental events, organizations, or programs.
- Takes an active role in professional service in fields appropriate to their expertise.

Noteworthy

To be considered noteworthy in PS, in addition to satisfactory activities, a Senior Lecturer:

- Represents the Department as a contributing member on departmental, college, or university committees, as the Department deems necessary;
- Participates in planning or supervision of departmental events, organizations, or programs.
- Begins to establish a strong professional service record in fields appropriate to their expertise.

3. Principal Lecturer

Satisfactory

To be considered Satisfactory in PS, a Principal Lecturer:

- Represents the Department as a contributing member on departmental, college, or university committees, as the Department deems necessary;
- Participates in planning or supervision of departmental events, organizations, or programs;
- Exhibits in assigned service and leadership responsibilities a consistently constructive, helpful, and forward moving manner;
- Demonstrates a strong professional service record in fields appropriate to their expertise.

Noteworthy

To be considered noteworthy in PS, in addition to satisfactory activities, a Principal Lecturer:

- Represents the Department as a contributing member on departmental, college, or university committees, as the Department deems necessary;
- Participates in planning or supervision of departmental events, organizations, or programs;
- Is involved in assigned service and leadership responsibilities in a consistently constructive, helpful, and forward moving manner;
- Promotes, and contributes to, a climate and culture of collaboration within the unit;
- Sustains a professional service record in fields appropriate to their expertise.

4. Assistant Professor

Satisfactory

To be considered Satisfactory in PS, an Assistant Professor:

- Represents the Department as a contributing member on departmental, college, or university committees as appropriate to their situational context;

- Begins to establish a professional service record in fields appropriate to their expertise.

Noteworthy

To be considered noteworthy in PS, an Assistant Professor:

- Shows a sustained record of representing the Department as a contributing member on departmental, college, and university committees;
- Establishes a professional service record in fields appropriate to their expertise.
- Takes a leadership role on departmental, college, and/or university committees or initiatives.

4. Associate Professor

Satisfactory

To be considered Satisfactory in PS, an Associate Professor:

- Shows a sustained record of representing the Department as a contributing member on departmental, college, or university committees;
- Establishes a professional service record in fields appropriate to their expertise;
- Takes a leadership role on departmental, college, and/or university committees or initiatives;

Noteworthy

To be considered noteworthy in PS, an Associate Professor:

- Demonstrates a sustained record of participation and leadership in professional service to the department, college, university, and beyond;
- Sustains a professional service record in fields appropriate to their expertise.

5. Full Professor

Satisfactory

To be considered satisfactory in PS, a Full Professor:

- Demonstrates a sustained record of participation and leadership in professional service to the department, college, university, and beyond;
- Demonstrates a strong professional service record in fields appropriate to their expertise.

Noteworthy

To be considered noteworthy in PS, in addition to satisfactory activities, a Full Professor:

- Provides evidence of leadership amongst professional and organizational stakeholders beyond the university (in advisory boards, as part of editorial boards, as a conference organizer, or as part of community outreach, for example).

XVII. ANNUAL REVIEW

During each academic year, a faculty member must have an Annual Review with their direct supervisor, typically the school director/department chair. Prior to the review, the faculty member must prepare an Annual Review Document (ARD) in which they present evidence (see Section IV of this document) to demonstrate the progress they are making on the plans presented in their previous FPA.

Faculty members' individual performance must align with their faculty workload distribution as well as RCHSS/WLC expectations for P&T, promotion, and/or Post-Tenure Review (PTR).

The direct supervisor must provide the faculty member with a written evaluation that refers to the five-point scale established by the University System of Georgia Board of Regents and found in the *KSU Faculty Handbook*, Sections 3.5.C. & 3.12.A.2. Every school/department's P&T Guidelines articulate performance expectations in each area to provide faculty members with a transparent interpretation of the five-point rubric presented in Section 3.12.A.2.

Five-Point Evaluation Scale: In accordance with the USG guidelines, Section 3 of the *KSU Faculty Handbook* outlines a five-point evaluation scale (1-Does Not Meet Expectations, 2—Needs Improvement, 3—Meets Expectations, 4—Exceeds Expectations, 5—Exemplary).

Non-tenure track positions will also be evaluated using the 5-point scale. They are not impacted by Performance Remediation Plans (PRPs) or Performance Improvement Plans (PIPs), etc., given they are non-tenure track lines, as defined in the *KSU Faculty Handbook*, 3.12.

Teaching, Supervision, and Mentoring (TSM):

Score	Category	Description	Comments
5	Exemplary	Faculty member has performed in an exemplary and exceptional manner with regard to the expectations in TSM, both according to the FPA as well as in accordance with the department workload expectations at rank.	It is incumbent upon the Faculty member to demonstrate exemplary performance.
4	Exceeds Expectations	Faculty member exceeded expectations in TSM in accordance with the department workload expectations at rank. This could signify a significant increase of work performed per the approved FPA.	It is incumbent upon the Faculty member to demonstrate Performance that exceeds expectations in this performance area.
3	Meets Expectations	Faculty member met FPA objectives in TSM, in accordance with the department workload expectations at rank.	
2	Needs Improvement	Faculty member's efforts and performance fell below expectations in this performance area as negotiated in the approved FPA.	This rating necessitates a PRP for tenured or tenure-track faculty
1	Does Not Meet Expectations	Faculty member's efforts and performance fell far below expectations in this performance area as negotiated in the approved FPA, and did not meet the department expectations even at a minimal level.	This rating necessitates a PRP for tenured or tenure-track faculty

Scholarship and Creative Activities (SCA):

Score	Category	Description	Comments
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5	Exemplary	Faculty member has performed in an exemplary and exceptional manner with regard to SCA, both according to the FPA and in accordance with the department workload expectations at rank.	It is incumbent upon the Faculty member to demonstrate exemplary performance.
4	Exceeds Expectations	Faculty member significantly exceeded expectations in SCA, in accordance with the department workload expectations at rank. This could signify a significant increase of work performed per the approved FPA.	It is incumbent upon the Faculty member to demonstrate performance that exceeds expectations in this performance area.
3	Meets Expectations	Faculty member met FPA objectives in SCA in accordance with the department workload expectations at rank.	
2	Needs Improvement	Faculty member's efforts and performance fell below expectations in this performance area as negotiated in the approved FPA.	This rating necessitates a PRP for tenured or tenure-track faculty
1	Does Not Meet Expectations	Faculty member's efforts and performance fell far below expectations in this performance area as negotiated in the approved FPA, and did not meet the department expectations even at a minimal level.	This rating necessitates a PRP for tenured or tenure-track faculty

Professional Service (PS):

Score	Category	Description	Comments
5	Exemplary	Faculty member has performed in an exemplary and exceptional manner with regard to PS, both according to the FPA and in accordance with the department workload expectations at rank.	It is incumbent upon the Faculty member to demonstrate exemplary performance.
4	Exceeds Expectations	Faculty member significantly exceeded expectations in PS, in accordance with the department workload expectations at rank. This could signify a significant increase of work performed per the approved FPA.	It is incumbent upon the Faculty member to demonstrate performance that exceeds expectations in this performance area.

3	Meets Expectations	Faculty member met FPA objectives in PS in accordance with the department workload expectations at rank.	
2	Needs Improvement	Faculty member's efforts and performance fell below expectation in this performance area, as negotiated in the approved FPA.	This rating necessitates a PRP for tenured or tenure-track faculty
1	Does Not Meet Expectations	Faculty member's efforts and performance fell far below expectations in this performance area as negotiated in the approved FPA, and did not meet the department expectations even at a minimal level.	This rating necessitates a PRP for tenured or tenure-track faculty

Per *KSU Faculty Handbook*, Section 3.12.A.5., if a tenured or tenure-track faculty member receives a '1 – Does Not Meet Expectations' or '2 – Needs Improvement' in any of the categories during an annual review, the chair of the department will develop a Performance Remediation Plan (PRP) in consultation with the faculty member to remediate the faculty member's performance.

The five-point scale must be used to assess non-tenure track faculty members, but those faculty members will not be assigned PRPs.

XVIII. POST-TENURE REVIEW

To complete a successful post-tenure review, a faculty member must demonstrate a sustained level of activity appropriate to their rank in the area of teaching, supervision, and mentoring, scholarship and creative activity, and professional service as outlined above.

1. Post-Tenure Review Process (PTR)

See Sections 3.5 and 3.12 of the *KSU Faculty Handbook* for a detailed description of the PTR process, including "Expedited Post-Tenure Review" eligibility.

Five-Point Evaluation Scale: In accordance with the USG guidelines, Section 3 of the *KSU Faculty Handbook* was revised to use a five-point evaluation scale (1-Does Not Meet Expectations, 2—Needs Improvement, 3—Meets Expectations, 4—Exceeds Expectations, 5—Exemplary) from a three-point scale for annual reviews and post-tenure review. The 1-5 scale will be used for post-tenure; however, each reviewer only gives an overall rating. There will not be a rating by area.

Per Section 3.12.B.4.I. of the *KSU Faculty Handbook*, "[i]f the final rating on the five-point scale in a regularly scheduled post-tenure review is a 4 or 5, the faculty member will receive a one-time monetary award."

2. Performance Improvement Plan

In the event of a PTR that results in ratings of Does Not Meet Expectations (1) or Needs Improvement (2), the faculty member's appropriate supervisor(s) and the faculty member will work together to develop a formal Performance Improvement Plan (PIP) in consultation with the review committee based around the deficiencies found by the committee. Consistent with the developmental intent of the PTR, the PIP must be designed to assist the faculty

member in achieving progress towards remedying the deficiencies identified in the PTR. See Sections 3.12.B.4.II. and III. of the KSU *Faculty Handbook* for PIP implementation and follow-up actions and due process.

XIX. ADMINISTRATIVE FACULTY

Administrative faculty members are those who receive a contract for faculty ranked administrators and hold an administrative position at the level of Department Chair or higher. Expectations and evaluations of the Department Chair are outlined in the Bylaws of the Department of World Languages and Cultures. For the purpose of promotion, tenure, and post-tenure reviews, administrative faculty, including the Department Chair, follow all department, college, and university guidelines.

XX. ACADEMIC PROFESSIONALS

Academic Professionals have workload responsibilities in a range of performance areas (Teaching, Scholarship and Creative Activity, and Professional Service) as outlined in their situational context and set forth in the Faculty Performance Agreement (FPA). General categories for Academic Professionals include Training and Instructional Support, Technical Assistance, and Specialized Management (KSU Faculty Handbook 3.10.2). The KSU Faculty Handbook outlines performance expectations and annual review processes for Academic Professionals.

XXI. RELATIONSHIP TO OTHER GOVERNING RULES AND REGULATIONS

All guidelines must adhere to USG policy and KSU guidelines and policy. If any information contained in the college or department promotion and tenure guidelines contradicts the USG policy or the KSU *Faculty Handbook*, USG policy and the KSU guidelines and policy will supersede the department (or college) guidelines.

XXII. AMENDING THE P&T DOCUMENT

This document is subject to change upon vote of the full-time members of the WLC and approval by the Dean of the Norman J. Radow College of Humanities and Social Sciences and the Provost. To amend this document, a 2/3 votes of the voting body as defined in the WLC Governance Document is required.

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

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