Kennesaw State University
Southern Polytechnic College of
Engineering and Engineering Technology

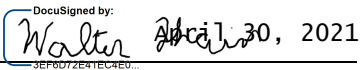# Guidelines for Promotion and Tenure

April 28, 2021

Kennesaw State University
Academic Affairs

Approval Form for College Promotion and Tenure Guidelines
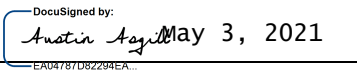
A copy of this form, completed, must be attached as a cover sheet to the College guidelines.

I confirm that the attached guidelines, dated April 28, 2021, were approved by the faculty of the Southern Polytechnic College of Engineering and Engineering Technology in accordance with college bylaws:
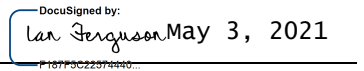
College Faculty Council Approval – I approve the attached guidelines:

Walter Thain	*Walter* April 30, 2021
Name (printed or typed) / CFC chair	Signature/ Date
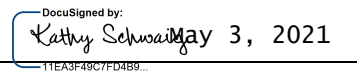
College P&T Review Committee Approval - I approve the attached guidelines:

Austin Asgill	*Austin Asgill* May 3, 2021
Name (printed or typed) / Committee chair	Signature/ Date

College Dean Approval - I approve the attached guidelines:

Ian Ferguson	*Ian Ferguson* May 3, 2021
Name (printed or typed)	Signature/ Date

Provost Approval - I approve the attached guidelines:

Kathy Schwaig	*Kathy Schwaig* May 3, 2021
Name (printed or typed)	Signature/ Date

I.   Introduction

The Southern Polytechnic College of Engineering and Engineering Technology is a unit at Kennesaw State University. The College will be recognized as a collaborative, collegial and diverse group of scholars who value excellence in teaching and mentorship, who are active in campus leadership, and who are successful in research activities that may involve both undergraduate and graduate students.

The work of a university faculty member at Kennesaw State University involves many different facets that include the three areas of: 1) Teaching, Supervising, and Mentoring; 2) Scholarship and Creative Activity; and 3) Professional Service. The College believes that individual faculty should develop goals that reflect their unique ways of contributing to the university and departmental goals. *These goals are developed and evaluated each year in the Faculty Performance Agreement (FPA) and Annual Review Document (ARD) process and serve to support the faculty member in their annual evaluations as well as in tenure, promotion, and post-tenure review (TP&PTR) decisions.* This document is designed to provide guidance with respect to the standards of performance expected by the Southern Polytechnic College of Engineering and Engineering Technology in each of the areas.

II.   Alignment of the Southern Polytechnic College of Engineering and Engineering Technology with the University and College Strategic Plan, Mission, and Faculty Performance Guidelines

The Southern Polytechnic College of Engineering and Engineering Technology is committed to achieving the Mission and Strategic Plans of the college and Kennesaw State University. The guidelines published here are intended to support and elaborate on the guidelines for tenure, promotion, and post-tenure review of Kennesaw State University, as applied to faculty in the Southern Polytechnic College of Engineering and Engineering Technology. *Each faculty member should carefully consider all guidelines for portfolio preparation and review at the university, college, and departmental levels as they establish goals and prepare for the annual review or tenure and promotion application.*

The Southern Polytechnic College of Engineering and Engineering Technology acknowledges and supports the Resolution on the primacy of Departmental Promotion and Tenure (P&T) Guidelines approved by the Faculty Senate (approved by the Faculty Senate, April 9, 2007)**,** which includes the following:

1. Department P&T Guidelines that have undergone approval at all levels (department, college, dean, and provost) are in essence an understanding between the faculty member and the university.

2. Reviews of P&T portfolios at each level (department P&T committee, department chair, dean, provost, and if need be, college P&T committee) shall be based upon the criteria spelled out in the department P&T guidelines, or in the case of joint

appointments the criteria spelled out in the joint appointment agreement.

3. Letters written in review of P&T portfolios at each level (department P&T committee, department chair, dean, provost, and if need be, college P&T committee) shall make specific and detailed reference to the current department P&T guidelines in justifying the P&T decisions made by that committee or individual.

III.   General Guidelines for Faculty Performance

Faculty performance in the Southern Polytechnic College of Engineering and Engineering Technology is evaluated following the general guidelines established in the University guidelines. The key points of these general guidelines are:

- The Faculty Performance Agreement;
- The Annual Review Document;
- Department responsibilities to provide resources for teaching, research, and service; and the faculty member's responsibilities for funding and professional development;
- Definitions of scholarly activity and scholarship;
- Participation in approved teacher preparation efforts and in school improvement;
- According to the KSU Faculty Handbook (3.4. Evaluation of the Quality and Significance of Faculty Scholarly Accomplishments), "Quality and significance are the primary criteria for evaluating faculty performance. Quality and significance of scholarly work are over-arching, integrative concepts that apply equally to all areas of faculty performance. A consistently high quality of scholarly work, and its promise for future exemplary scholarly work, is more important than the quantity of the work done."

IV.   Guidelines for each area of review for faculty performance

The Southern Polytechnic College of Engineering and Engineering Technology recognizes the criteria for promotion and tenure as outlined in the KSU Faculty Handbook (3.5 General Expectations for Tenure, Promotion and Post-tenure Review). Evidence for consideration of promotion and tenure should be referenced according to the three categories of evaluation identified under KSU Faculty Handbook, Section 3.3, Basic Categories of Faculty Performance. The categories are as follows:

1. Teaching,
2. Scholarship and Creative Activity, and
3. Professional Service.

A. Teaching

As stated in the University guidelines, teaching and mentoring effectiveness is considered to be fundamentally essential for continued faculty employment, tenure, and promotion in

rank. In the Southern Polytechnic College of Engineering and Engineering Technology, teaching, supervision and mentoring activities may include but are not limited to:

- High quality teaching across a variety of instructional settings (classroom, instructional laboratory, online, seminar, directed study, tutorials, undergraduate research and scholarship, etc.);
- Incorporating effective research based pedagogical methods into classes;
- Developing new, innovative, or high-impact teaching methods;
- Developing new or innovative, including industry-related instructional materials;
- Assessing and/or evaluating course and/or student learning outcomes;
- Professional student mentoring for our degree programs, graduate school, and career;
- Supervising and mentoring of undergraduate and/or graduate students in research and scholarship;
- Supervising and mentoring undergraduate capstone project students;
- Supervising and mentoring undergraduate students in courses with service-learning components;
- Teaching an internship course in which enrolled students are working as interns;
- Curricular development, modification, implementation and evaluation.

Evaluation of a faculty member's teaching, supervision and mentoring effectiveness may include student written evaluations, faculty's evidence and description of innovative teaching techniques, peer reviews, and other independent evidence as suggested in the following areas: a) effectively plans and organizes subject matter of courses assigned, b) utilizes effective teaching and instructional assessment methods to better understand and to further improve teaching effectiveness and student learning, c) functions effectively in mentoring students, d) serves as an effective supervisor of student research, and/or e) expands his or her knowledge/skills to improve effectiveness as an on-going activity to further the instructional capabilities of the department. Each course is evaluated by students at the end of fall or spring semester and is initiated by the faculty member according to university policy.

B. Scholarship and Creative Activity

The Southern Polytechnic College of Engineering and Engineering Technology recognizes a process of research that includes idea generation, identification of necessary resources, gathering and analyzing data, and disseminating the results at professional meetings and in published formats. All aspects of this process are considered necessary scholarly activity. Scholarship, however, is defined specifically as a creative, intellectual work that is disseminated and professionally reviewed by peers in the discipline. This may include research based on the faculty member's training and expertise ("discipline-based research"), teaching and learning-based research, or other appropriate efforts as defined in the Faculty Performance Agreement. The pace of research is acknowledged to vary among the subdisciplines within engineering, especially those subdisciplines that require long periods of time for significant data collection.

Scholarly activity in research and creative activity may include, but is not limited to:

- Establishing an active, sustainable, data generating, research program;
- Mentoring undergraduate or graduate students in directed study projects, thesis projects, or related research mentorships;
- Supervising masters and/or honors thesis;
- Establishing collaborative relationships within the department, college, or university and/or with colleagues at other institutions;
- Establish collaborative relationships with industry partners;
- Grant development for external and internal awards;
- Evaluating effective student learning and pedagogical innovation.

Teaching activities may be considered scholarship when tangible and disseminated results are produced. Examples include:

- Dissemination of results in peer-reviewed scientific and/or professional journals, monographs, book chapters, on-line reviewed publications, technical reports, etc.;
- Professionally reviewed presentations at conferences, consortia, seminars, etc.;
- The development and dissemination of innovative materials and programs for K-12 teachers and their students, such as those activities produced from Teacher Quality Grants;
- Externally funded grants;
- Textbooks, laboratory manuals, and similar published materials are considered scholarship if they have been externally reviewed.

Research rises to the level of scholarship when it becomes disseminated and professionally reviewed. Scholarship includes, but is not limited to:

- Discovery or applied research activities disseminated in reviewed scientific and professionally based journals, monographs, book chapters, conference proceedings, on-line reviewed publications, etc.;
- Industrial research leading to patents, presentations, white papers or publications in refereed journals. If non-disclosure agreement prevents dissemination of results, a support letter from the company describing the innovative work done may be submitted.;
- Publication and dissemination of research in technical reports written for governmental agencies if the report is peer-reviewed by other professionals in the field;
- Publication of peer-reviewed textbooks and peer-reviewed articles;
- Presentations at professional conferences, consortia, seminars, etc. including any presentations produced from student mentorship;
- Submission and/or award of internally and externally funded research grants. In considering grant awards, consideration is given to the degree of competitiveness of the program or the funding organization.

Evaluation of a faculty member's research effectiveness will be based upon the evidence that the individual faculty member has systematic inquiry activities and should: a)

encompass notable levels of discipline expertise, b) be innovative or logically contribute to the discipline or professional knowledge base, c) be replicable or elaborated, d) be documented and peer reviewed. Within the Southern Polytechnic College of Engineering and Engineering Technology, it is recognized that the faculty represent very diverse disciplines/subdisciplines. When evaluating faculty from such a range of disciplines, difference in the time required for establishing a research program, data collection, and analysis must be taken into account.

C. Professional Service

Professional service involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks which benefit or support individuals and/or groups in the institution, the University System, professional associations, or external communities at the local, state, regional, national, or international levels. In the Southern Polytechnic College of Engineering and Engineering Technology, faculty professional service activities include, but are not limited to:

- Chairing, co-chairing, and/or active participation in university, college, or department level activities, committees, faculty governance bodies, task forces, etc.;
- Leadership positions and/or significant achievements in activities among professional organizations at the international, national, regional, and state level (boards, standing committees, ad hoc committees, task forces, etc.);
- Leadership and/or consulting/advising among a broad base of relevant community, state, regional, or national organizations, agencies, schools, or businesses;
- Working on outreach to schools (elementary, middle or high schools) and to community colleges, including presentations at schools, teacher workshops, judging science fairs, working with the Science Bowl and Science Olympiad, etc.;
- Serving as an official faculty mentor for new faculty that is assigned by the department or college;
- Developing and/or maintaining departmental, college, or university documents such as the part-time faculty handbook, program brochures, departmental web pages, etc.;
- Instrument supervision and maintenance;
- Coordinating laboratories or courses;
- Supervising students enrolled in an internship course but not as the instructor teaching the course;
- Providing Service work to industry not leading to scholarly publications;
- Leadership (faculty sponsor/advisor) in student-based professional clubs, honor societies, etc.;
- Promotional and recruiting activities for department, college, and/or university;
- Professional review of external accreditation reports, folios, or self-studies;
- Editorships/reviewer board membership of professional journals or scholarly books/monographs;
- Professional review of journal articles, books, etc.;

- Accreditation self-study development, planning, assessment;
- Other service duties that are mutually agreed upon by the faculty member and the department chair that are not assignable to other areas;
- Grant writing for support of student activities, student groups, or coursework.

Professional service activities will be evaluated based upon the nature and extent to which the individual applies professional expertise at: a) the University community in support of teaching, service, and research functions, b) the local, state, regional, national, or international professional organizations, and c) to community and/or non-profit organizations, governmental groups, or private business/agencies whose missions align with this department, college and university.

Service activities may be considered scholarship when tangible, disseminated, and peer-reviewed results are produced. Scholarship of service is distinguished from routine service work by the significance and scope of the leadership and the products produced by the activity. Examples include:

- Providing substantial leadership, resulting in significant written documentation, at the Department, College or University level;
- Leadership in professionally related state, regional, or national organizations,
- Organizing a regional, national, or international conference;
- Making significant contributions to writing institutional self-study reports; governance documents or other notable institutional documents, and
- Preparation of accreditation reports.

Professional Service may also include serving as an administrator (see KSU Faculty Handbook for definition of administrator). The service duties performed by an administrator may include activities such as:

- Day-to-day operational management of the administrative unit;
- Budgeting and budget reporting;
- Strategic and operational planning;
- Scheduling courses and events for the unit;
- Supervision of faculty and staff;
- Staffing functions, including screening, hiring and training employees of the unit;
- Conducting performance reviews of faculty and staff;
- Marketing degree programs and unit activities;
- Other work assignments that are directed toward the successful operation of the administrative unit.

V.   Workload Models

Consistent with the University guidelines, the College defines four workload models: Teaching Model, Teaching/Scholarship Model, Service Model, and Administrative Model.

A workload-hour is defined as one hour of lecture or two contact hours of lab. For

example, a one-credit hour lab (three contact hours) is 1.5 workload-hours. A three-credit hour lecture course is three workload-hours. Three workload-hours for one semester is defined as 10% of the faculty load. A minimum of 10% of time must be allocated to service.

A. Teaching Model

The Teaching Model provides a professional workload model for faculty employed full-time with annual review and renewal, whose main responsibility and interests are in the teaching and supervision of students in a variety of settings. Faculty in this model will typically carry a teaching load 24-27 workload hours of class instruction per academic year. Typically, the load teaching is the equivalent of 8 to 9 (3 credit hour lecture) courses per academic year. The overall workload of the faculty in this model with be 80 – 90 % teaching, 0 – 10% scholarship and creative activity, and 10% service. Tenured or tenure-track faculty on this model will not be eligible for tenure or promotion.

It is understood that lecturers will generally be on the Teaching Model with expectations of a 5-4 teaching load. Lecturers do not have specified expectations in scholarship but may be expected to participate in student mentoring and to serve on committees. Lecturers may serve in other roles (e.g., course coordinators) as needed. Promotion and rehiring decisions will be made considering the faculty member's success in achieving requirements of their Faculty Performance Agreement (FPA) during the evaluation period (see details in department guidelines).

The Southern Polytechnic College of Engineering and Engineering Technology follows the University's guidelines concerning lecturers and senior lecturers which is summarized as follows.

In most cases, the primary responsibility of faculty hired as lecturers or senior lecturers is teaching and they are expected to be a highly effective teacher.

In most cases their responsibilities will primarily be devoted to teaching multiple sections of the same undergraduate courses. The heavy teaching load offsets the absence of a full range of regular faculty responsibilities that normally rounds out the typical full undergraduate faculty load at KSU. Because of this, lecturers and senior lecturers are expected to demonstrate exceptional teaching ability in order to qualify for reappointment at KSU. In rare cases, the responsibilities assigned to a lecturer or senior lecturer may be individualized and unique. In such cases the responsibilities should be delineated in the FPA.

Unless otherwise set forth in a Faculty Performance Agreement, there are no expectations for scholarship. Service responsibilities may be limited to the minimum necessary to successfully teach their assigned courses (e.g., attendance at relevant department meetings and participation on appropriate department committees).

B. Teaching/Scholarship Model

The Teaching/Scholarship Model provides a professional option for faculty with interests and talents in the areas of teaching, scholarship and creative activity, and possibly administrative leadership, as outlined in Section IV of this document. The model provides an opportunity for a teaching focus with a secondary emphasis in the scholarship of one of the following: teaching, service, research and creative activity, or administrative leadership. The faculty member typically will have a teaching load of 18 workload hours (Section V) of class instruction per academic year. This is typically the equivalent of 6 (3 credit-hour lecture) courses). The proportion of effort that will be placed in all workload areas will be determined by the chair, in consultation with faculty, based on departmental, College and University needs, and specified in the Faculty Performance Agreement (FPA). The criteria for scholarship will be specified by department guidelines (e.g. making professional presentations; publishing in refereed (peer-reviewed) journals or government documents; or obtaining grant funding). This model is available for tenured or tenure-seeking faculty. The criteria for performance and evaluation will be consistent to the rank of the faculty as outlined in the department T&P guidelines.

The College guidelines for the Teaching/Scholarship Model are interpreted as follows:

- Faculty on the Teaching/Scholarship Model will typically carry a teaching load of 18 workload-hours per academic year, as defined above in Section V;
- Teaching is the primary responsibility of all faculty, and excellence in the area of Teaching, Supervision, and Mentoring is expected of all faculty;
- Each faculty member is expected to contribute in the area of Professional Service;
- Each faculty member will produce scholarship in at least one area. This could be scholarship of research and creative activity, scholarship of teaching and learning (SOTL), scholarship of service, and/or scholarship of administrative leadership;
- "Scholarship" is interpreted according to University (2020-2021 Faculty Handbook section 3.4(A)) and College guidelines, which state that "*Scholarly is an adjective used to describe the processes that faculty should use within each area. In this context, scholarly refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, and revised and rethought. Scholarship is also a noun used to describe tangible outcomes of the scholarly processes.*";
- Examples of scholarly activity and scholarship are listed above;
- Criteria for the Teaching/Scholarship Model are given in Appendix B, Table II;
- Appendix B, Table V presents the interpretations and adaptation of the University's and College's general criteria in the Southern Polytechnic College of Engineering and Engineering Technology by Rank and for Tenure.

C. Service Model

The Service Model applies to Assistant Department Chairs, ABET Coordinators, Graduate Program Coordinators, and the like where service accounts for more than 20%

of the workload. The typical teaching load for these faculty will vary from 12 – 18 workload hours per academic year. Selection of this model must be done with the support and written approval of the faculty member's supervisor and the Dean of the Southern Polytechnic College of Engineering and Engineering Technology. Expectations for scholarship and service will be documented in the Faculty Performance Agreement.

D. Administrative Model

The Administrative Model provides an appropriate workload model for academic department chairs and other faculty, for whom the majority of their time and effort is committed to the administration of academic departments, degree programs, centers or other administrative responsibilities. The typical teaching load for these faculty will vary from 0 – 6 workload hours per semester. Selection of this model must be done with the support and written approval of the Dean of the Southern Polytechnic College of Engineering and Engineering Technology. The performance criteria for these faculty will be the aggregate performance of the unit and/or program(s) supervised by the faculty. Faculty engaged in the Administrative Model are required to be active in multiple levels of service and to establish strong and effective leadership practices. The requirement of Teaching and Scholarship and Creative Activity contributions will be assessed within the context of the overall needs of the administrative unit. Expectations for scholarship and service will be documented in the Faculty Performance Agreement.

This model is intended to define the contributions of department chairs and assistant/associate deans and other administrative faculty with 12-month contracts. This model requires written approval by the Dean.

VI.   General Expectations of Faculty

The Southern Polytechnic College of Engineering and Engineering Technology requires a baseline of service from all faculty members. This baseline of service includes:

- Attending required department, College and University meetings, seminars, and graduation;
- Working effectively with colleagues on appropriate ad hoc and chartered committees;
- Meeting with students and members of the community on issues related to the mission of the department and College; and
- Contributing ideas and effort to improve department offerings and functions.

VII.   Annual Reviews

The college's Annual Faculty Evaluation Guidelines establish a three-level performance scale for each of the categories of faculty performance: (1) Teaching, (2) Scholarship and Creative Activity, and (3) Professional Service. The levels in each category are "exceeds expectations", "meets expectations", and "does not meet expectations".

The annual evaluation guidelines for the category levels are included in Appendix A. The

uniqueness of the departments in the college requires that the annual evaluation guidelines at the college level be general in nature. Specificity is provided in each department's guidelines based on their departmental strategic plans, and other requirements.

VIII.　Criteria for Evaluation

This section establishes a framework to aid departments with preparation of evaluation criteria in their promotion and tenure guidelines. Specific evaluation criteria shall be established in each department's promotion and tenure guidelines. Departments should add sufficient specificity to ensure faculty are clear about their expectations.

A. Criteria for the Teaching Model

Tenured or tenure-track faculty must devote at least 20% of their time to scholarship and creative activity to be tenured and/or promoted.

Faculty candidates for promotion to Senior Lecturer on the teaching model must demonstrate evidence of achievement "exceeding expectations" in the category of Teaching. A minimum of "meets expectations" must be achieved in Scholarship and Creative Activity and/or Professional Service if those are included in the candidates Faculty Performance Agreement.

To "meet expectations", the faculty member must complete the activities appropriate to rank found in Appendix B, Table V as well as the Basic Requirements outlined in Appendix B, Table I. "Exceeding expectations" requires significant performance in more than one activity listed under "Activities above and beyond basic requirements."

Note that Appendix B, Table I subdivides the Scholarship and Creative Activity evaluation category into a (1) Research and a (2) Scholarship component to provide guidance in those specific areas. The college does not establish a particular weighting for these two components within the Scholarship and Creative Activity category, but departments may do so.

B. Criteria for the Teaching/Scholarship Model Over a Five-Year Commitment Period

Faculty candidates for tenure and/or promotion on the teaching/scholarship model must demonstrate evidence of achievement "exceeding expectations" in the faculty performance categories of (1) Teaching and (2) Scholarship and Creative Activity. A minimum of "meets expectations" must be evidenced in Professional Service.

To "meet expectations", the faculty member must complete the activities appropriate to rank found in Appendix B, Table V as well as the Basic Requirements outlined in Appendix B, Table II. "Exceeding expectations" requires significant performance in more than one activity listed under "Activities above and beyond basic requirements."

Note that Appendix B, Table II subdivides the Scholarship and Creative Activity evaluation category into a (1) Research and a (2) Scholarship component to provide guidance in those specific areas. The college does not establish a particular weighting for these two components within the Scholarship and Creative Activity category, but departments may do so.

C. Criteria for the Service Model over a Five-Year Commitment Period

Faculty candidates for tenure and/or promotion on the service model must demonstrate evidence of achievement "exceeding expectations" in the faculty performance categories of (1) Teaching and (2) Professional Service. A minimum of "meets expectations" must be evidenced in Scholarship and Creative Activity.

To "meet expectations", the faculty member must complete the activities appropriate to rank found in Appendix B, Table V as well as the Basic Requirements outlined in Appendix B, Table III. "Exceeding expectations" requires significant performance "above and beyond basic requirements."

Note that Appendix B, Table III subdivides the Scholarship and Creative Activity evaluation category into a (1) Research and a (2) Scholarship component to provide guidance in those specific areas. The college does not establish a particular weighting for these two components within the Scholarship and Creative Activity category, but departments may do so.

D. Criteria for the Administrative Model over a Five-Year Commitment Period

Faculty candidates for tenure and/or promotion on the administrative model must demonstrate evidence of achievement "exceeding expectations" in the faculty performance categories of (1) Teaching and (2) Professional Service. A minimum of "meets expectations" must be evidenced in Scholarship and Creative Activity.

To "meet expectations", the faculty member must complete the activities appropriate to rank found in Appendix B, Table V as well as the Basic Requirements outlined in Appendix B, Table IV. "Exceeding expectations" requires significant performance "above and beyond basic requirements."

Note that Appendix B, Table IV subdivides the Scholarship and Creative Activity evaluation category into a (1) Research and a (2) Scholarship component to provide guidance in those specific areas. The college does not establish a particular weighting for these two components within the Scholarship and Creative Activity category, but departments may do so.

IX.   Expectations for Promotion and/or Tenure by Rank

For tenure, faculty members must meet the expectations for his or her rank in each area of evaluation. For promotion, faculty members must already be meeting the expectations of the next rank. Refer to the guidelines in Appendix B, Table V.

X.   Revisions to College Guidelines

The Southern Polytechnic College of Engineering and Engineering Technology Faculty Council shall periodically review the College Guidelines and make recommendations to the Dean regarding needed revisions. Revisions to the Guidelines shall be voted on by the Promotion and Tenure Committee of the College.

Appendix A
Annual Faculty Evaluation Guidelines

TEACHING

The following three-level rating scale is provided for guidance in the evaluation of effective teaching performance.

Does Not Meet Expectations:

This faculty member may conduct classes with minimal effort and may miss them frequently or fail to prepare for them adequately. The faculty member does not engage sufficiently in student mentorship, such as not keeping regular office hours or consistently refusing to mentor student project teams when asked. The faculty member may also refuse to accept teaching assignments when requested by the department chair. The faculty member does not improve courses using the outcomes assessment process or revise content to maintain relevancy. This faculty member might not cooperate with colleagues in planning multiple-section courses. Student course evaluations are frequently mediocre or poor.

A number of expectations in this area as outlined on their Faculty Performance Agreement are unmet.

Meets Expectations:

This faculty member adequately fulfills duties in teaching and mentoring as required. They conduct classes, are available to students, are current in the discipline, use a variety of teaching methods appropriate to the discipline being taught, and cooperate in departmental or college-wide teaching endeavors.

This instructor is considered by their colleagues as a dependable member of the faculty and receives satisfactory student teaching evaluations. Student evaluation scores are most relevant when there is a good participation rate. This faculty member collects and evaluates outcome data regarding student learning, and if necessary, revises courses from semester to semester based on the outcome data. Revisions are made deliberately to improve the course, then systematically assessed to determine the effect on students' learning.

Over a rolling 3-year period, they participate in at least one professional development activity such as attending workshops and conferences related to teaching.

The faculty member has met the requirements of the Faculty Performance Agreement.

Exceeds Expectations:

An evaluation of exceeding expectations requires noteworthy activities beyond those associated with meeting expectations.

This faculty member establishes an effective learning and mentoring environment, plans carefully, and carries through. Students find this instructor to be a stimulating classroom lecturer or leader of discussions emphasizing critical thinking. This faculty member is very widely read in the discipline, explores new methods of high impact teaching appropriate to the discipline being taught, uses technology, and introduces the results of their own investigations into their courses.

Both students and faculty colleagues will recognize the faculty member as a very good teacher. The faculty member values student comments and often receives high student evaluation scores. Student evaluation scores are most relevant when there is a good participation rate. This faculty member collects and evaluates outcome data regarding student learning, and if necessary, revises courses from semester to semester based on the outcome data. Revisions are made deliberately to improve the course, then systematically assessed to determine the effect on students' learning.

Over a rolling 3-year period, they participate in at least two professional development activities such as attending workshops and conferences related to teaching. This faculty member endeavors to improve both the style and substance of their student mentoring role by evaluating the effectiveness of their mentoring practices. As a mentor, this professor seeks to bring out the best performance from students and prepares them to meet present and emerging challenges. This faculty member may supervise students in research, independent study courses or student club activities.

This faculty member has met or exceeded the requirements of the Faculty Performance Agreement.

SCHOLARSHIP & CREATIVE ACTIVITY

The following three-level rating scale is provided for guidance in the evaluation of scholarship and creative activity.

Does Not Meet Expectations:

This faculty member may read in their discipline beyond textbooks and what is required for class preparation. This faculty member may attend professional events such as lectures, symposia, etc., but does not actively attempt to disseminate their scholarly work amongst peers. They might not engage in activities that can lead to scholarship dissemination such as participating in research projects or consulting.

A number of expectations in this area as outlined on their Faculty Performance Agreement are unmet.

Meets Expectations:

This faculty member has demonstrated this year that they are successfully executing a plan for creative scholarly activity which includes professional development as detailed on their Faculty Performance Agreement. This faculty member's activities may include, but are not limited to, publishing or making significant progress towards the completion

of a peer-reviewed publication, an external grant proposal, or comparable intellectual contributions in their discipline or engineering education. For a consulting activity to be considered a comparable intellectual contribution, it must be scholarly and professional in nature, and adequately documented, such as written confirmation from the client as to the value and nature of the work. If a professional license or other certification is required for the faculty member to be properly credentialed to teach department courses, maintenance of these may be included as part of normal expectations in a Faculty Performance Agreement.

The faculty member has met the requirements of the Faculty Performance Agreement.

Exceeds Expectations:

An evaluation of exceeding expectations requires noteworthy activities beyond those associated with meeting expectations.

In any given year, the hallmark of this faculty member's performance is organization and consistency in setting and achieving goals for creative scholarly activity and professional development as detailed on their Faculty Performance Agreement. This faculty member's activities may include, but are not limited to, publishing, or making significant progress towards the completion of multiple peer-reviewed publications, discipline-related book chapters, an external grant proposal, patents or other government approvals, or comparable intellectual contributions in their discipline or engineering education.

Publications in quality journals, presentations at national conferences and/or grant proposal submissions to a national funding agency are particularly noteworthy. For a consulting activity to be considered a comparable intellectual contribution, it must be scholarly and professional in nature, and adequately documented, such as with written confirmation from the faculty member's client describing the value and nature of the work. This faculty member may have been nominated for or received a research- or scholarship-related award or official recognition by the college, university, or amongst peers outside the university. Other noteworthy activities include obtaining and maintaining a professional engineering license as well as obtaining other widely recognized non-teaching certifications related to the faculty member's discipline if these are not a requirement to be credentialed to teach in the faculty member's department.

The faculty member has met or exceeded the requirements of the Faculty Performance Agreement.

PROFESSIONAL SERVICE

The following three-level rating scale is provided for guidance in the evaluation of professional service activities. In Annual Review Documents, simply listing service activities does not address the role played, the unique contribution made, nor the alignment between these activities and the mission of the College. The faculty member must discuss their contributions in the context of the Department or the College mission and indicate the quality and significance of their Professional Service activities.

Does Not Meet Expectations:

This faculty member serves on committees to which they are appointed reluctantly and/or makes little, if any effort to assist students, or the Department, College, or University. This faculty member frequently fails to cooperate with colleagues serving on committees. The faculty member may maintain memberships in one or more professional organizations, but is seldom involved in organizational meetings, seminars, consulting work, or similar activities.

A number of expectations in this area as outlined on their Faculty Performance Agreement are unmet.

Meets Expectations:

This faculty member fulfills all their student support activities and committee assignments effectively. They assist willingly in the special service needs of the Department, College, and University; serve on committees effectively; and earn the appreciation of colleagues. This person may occasionally present a continuing education training program for persons in their discipline and occasionally presents a civic or community training program or gives a civic or community talk related to their discipline. The faculty member occasionally serves as a paper reviewer, chair, or discussant, and may occasionally perform unpaid consulting work or similar activities.

This faculty member has met the requirements of the Faculty Performance Agreement.

Exceeds Expectations:

An evaluation of exceeding expectations requires noteworthy activities beyond those associated with meeting expectations.

This faculty member is considered very effective or outstanding at student support, committee work, outreach, and continuing education programs, earning college-wide and university-wide respect. This faculty member may serve in their department's faculty mentoring program. This faculty member is occasionally selected to serve on or to chair important committees. This faculty member may have been nominated for or received a service-oriented award or served with distinction on a prestigious campus-wide committee. The faculty member may participate in regional/national organizations in their discipline, including serving as an ABET program evaluator.

The faculty member demonstrates this level of achievement by involvement in one or more of the following activities: attends professional meetings of regional and/or national organizations and/or is frequently called upon to serve as a paper reviewer, chair, or discussant, and may serve as an officer; frequently performs unpaid consulting or training services for business groups within their discipline on and off campus; or similar activities.

High levels of achievement would include holding regional or national office, appearing on national professional programs, hosting a national or international

conference, serving on conference or journal editorial boards, or similar activities. This faculty member may serve as faculty advisor to a student group. This faculty member may volunteer at some community events, i.e., judge for local science fair, speaker at career day, etc.

This faculty member has met or exceeded the requirements of the Faculty Performance Agreement.

Appendix B
Evaluation Criteria Tables By Workload Model for a Five-Year Commitment Period

Table I. Criteria for the Teaching Model Over a Five-Year Commitment Period

Performance Expectation Category	Teaching Model

Expectations for Teaching	High quality performance in teaching, supervision & student mentoring. Specific requirements are:
	
	 1. Basic Requirements (Meets Expectations):
	    a. Meet all classes.
	    b. Deliver the departmentally accepted course content for the courses being taught.
	    c. Maintain availability for students.
	    d. Provide reasonable mechanisms for evaluating student performance.
	    e. Return assigned material within a reasonable time period.
	    f. Provide academic and career mentoring for students.
	    g. Assess or evaluate course, student learning outcomes, and teaching methods.
	    h. Over a rolling 3-year period, participate in at least one professional development activity such as attending workshops and conferences related to teaching.
	    i. Demonstrate teaching effectiveness. This may include but is not limited to use of effective pedagogy, student evaluations, and other measures that demonstrate teaching effectiveness.
	 2. Activities above and beyond basic requirements:
	    a. Provide organized efforts for consultation with students.
	    b. Develop a new course or significantly modify an existing course.
	    c. Develop innovative teaching methods.
	    d. Incorporate innovative teaching methods informed by scholarship.
	    e. Receive very positive student evaluations.
	    f. Receive very positive peer reviews on teaching ability.
	    g. Supervise undergraduate and/or graduate students in research and scholarship.
	    h. Direct students in directed study projects.
	    i. Mentor and supervise students doing internships.
	    j. Advise students in specialty areas.
	    k. Participate in study abroad programs.
	    l. Other teaching activities agreed upon by the faculty member and the Department Chair.

Performance Expectation Category	Teaching Model

Expectations for Professional Service	For the Teaching Model, specific service requirements are as follows:
	
	1. Basic requirements (Meets Expectations):
	    a. Active participation on one department, college, and/or university committee per year.
	    b. Attend faculty meetings.
	    c. Performance in one additional area listed under "Activities above and beyond basic requirements."
	
	2. Activities above and beyond basic requirements:
	    a. Active participation on two or more additional department, college, and/or university committees per year.
	    b. Serve as laboratory or course coordinator in an assigned teaching area.
	    c. Service as editor or associate editor of a professional newsletter, conference proceeding, or journal.
	    d. Contribute to professionally related state, regional, or national organizations.
	    e. Active participation in promotional activities and recruitment for the department, college, or university.
	    f. Special outreach to schools or community colleges.
	    g. Review or referee papers, books, and/or grant proposals.
	    h. Advising student organizations.
	    i. Leadership, such as serving as chair, on departmental, college, and/or university committees.
	    j. Leading institutional and program accreditation.
	    k. Other service activities agreed upon by the faculty member and the Department Chair.

Expectations for Scholarship and Creative Activity (Research Component)	Faculty on the Teaching Model are not expected to engage in scholarly activity in the area of research and creative activity. The faculty member and department chair may agree to include these activities in the Faculty Performance Agreement. Refer to the list of example activities in Appendix B, Table II. Note that all the activities therein are optional.
Expectations for Scholarship and Creative Activity (Scholarship Component)	For the Teaching Model, faculty members are not required to perform scholarship in the scholarship of teaching and learning (SOTL) and/or the scholarship of research and creative activity. The faculty member and department chair may agree to include these activities in the Faculty Performance Agreement. Refer to the list of example activities in Appendix B, Table II. Note that all the activities therein are optional.

Table II. Criteria for the Teaching/Scholarship Model Over a Five-Year Commitment Period

Performance Expectation Category	Teaching/Scholarship Model
Expectations for Teaching	Same as Appendix B, Table I.
Expectations for Professional Service	Same as Appendix B, Table I.

Expectations for Scholarship and Creative Activity (Research Component)	All faculty on the Teaching/Scholarship model are expected to exhibit scholarly activity in the area of research and creative activity. This will often be connected with activity in the area of Scholarship, as described below.
	
	1. Basic requirements (Meets Expectations)
	    a. Establish an active, sustainable, data generating, research program.
	2. Activities above and beyond basic requirements:
	    a. Mentor undergraduate or graduate students in directed study projects or related research mentorships.
	    b. Establish collaborative relationships within the department, college, or university and with colleagues at other institutions.
	    c. Grant development for external and internal awards
	    d. Other activities agreed upon by the faculty member and the Department Chair.

Performance Expectation Category	Teaching/Scholarship Model

Expectations for Scholarship and Creative Activity (Scholarship Component)	For the Teaching/Scholarship Model, faculty members are required to perform scholarship in the scholarship of teaching and learning (SOTL) and/or the scholarship of research and creative activity.
	
	Although different faculty members will have varying scholarship endeavors depending on discipline, type of scholarship, rank, and other factors, all successful scholarship is evaluated on the tangible products that that result from the scholarship. The quality as well as quantity of the products of scholarship will be taken into account in the evaluation. Quality can be demonstrated by recognition of accomplishments by peers including citations, among others. Scholarship objectives will form a key part of the Faculty Performance Agreement for faculty on the Teaching/Scholarship Model.
	
	1. Basic requirements (Meets Expectations):
	    a. Execute or continue a scholarship plan that is appropriate to the professional field and the choice of the scholarship area, as negotiated in the Faculty Performance Agreement.
	    b. For scholarship of teaching or scholarship of research and creative activity, produce five products within a five year commitment period:
	        i. Products include conference proceedings, peer-reviewed journal publication, patents, or submission of proposals for internally or externally funded grants or contracts, or obtaining an external grant.
	        ii. Tenured or tenure-track faculty members are expected to have at least one peer reviewed journal publication by the time they apply for tenure and/or promotion. The publication must be dated after the arrival of the faculty member at Kennesaw State University.
	2. Activities above and beyond basic requirements:
	    a. For scholarship of teaching, or scholarship of research and creative activity:
	        i. Obtaining internally or externally funded grants or contracts.
	        ii. Publish a peer-reviewed textbook or laboratory manual.
	        iii. Additional presentations (particularly those that are at the national/international level or peer reviewed, or in which the faculty member is an invited speaker).
	        iv. Additional peer-reviewed publications. (particularly those in high-quality journals and/or where the faculty member is the primary author).
	        v. Delivery of technical reports to agencies and organizations.
	    b. Other scholarship activities agreed upon by the faculty member and the Department Chair.

Table III. Criteria for the Service Model Over a Five-Year Commitment Period

Performance Expectation Category	Service Model
Expectations for Teaching,	Same as Appendix B, Table I

Expectations for Professional Service	For the Service Model, specific service requirements are as follows:
	
	1. Basic requirements (Meets Expectations):
	    a. Active participation on two or more department, college, and/or university committee per year.
	    b. Attending faculty meetings.
	    c. Performance in at least two additional area listed under "Activities above and beyond basic requirements."
	    d. Other service activities agreed upon by the faculty member and the Department Chair.
	
	2. Activities above and beyond basic requirements:
	    a. Serve as laboratory or course coordinator in an assigned teaching area.
	    b. Service as editor or associate editor of a professional newsletter, conference proceeding, or journal.
	    c. Contribute to professionally related state, regional, or national organizations.
	    d. Actively participate in promotional activities and recruitment for the department, college, or university.
	    e. Special outreach to schools or community colleges.
	    f. Review or referee papers, books, and/or grant proposals.
	    g. Advise student organizations.
	    h. Lead, such as serving as chair, on departmental, college, and/or university committees.
	    i. Lead institutional and program accreditation.

Expectations for Scholarship and Creative Activity (Research Component)	For the Service Model, expectations for Research and Creative Activity are negotiated with the Department Chair/Dean as part of the Faculty Performance Agreement.
Expectations for Scholarship and Creative Activity (Scholarship Component)	For the Service Model, scholarship expectations are negotiated with the Department Chair as part of the Faculty Performance Agreement to include at least two products per five-year period. Products include, but are not limited to, conference proceedings, journal publications, book chapters, grant proposals, and patents.

Table IV. Criteria for the Administrative Model Over a Five-Year Commitment Period

Performance Expectation Category	Administrative Model
Expectations for Teaching	Same as Appendix B, Table I
Expectations for Professional Service	Same as Appendix B, Table I
Expectations for Scholarship and Creative Activity (Research Component)	For the Administrative Model, expectations for Research and Creative Activity are negotiated with the Department Chair/Dean as part of the Faculty Performance Agreement.
Expectations for Scholarship and Creative Activity (Scholarship Component)	For the Administrative Model, scholarship expectations are negotiated with the Dean as part of the Faculty Performance Agreement to include at least two products per five-year period. Products include, but are not limited to, conference proceedings, journal publications, book chapters, grant proposals, and patents. For scholarship of service or scholarship of administrative leadership: a. Provide substantial leadership, resulting in significant written documentation, at the Department level. Examples of significant written documentation include self-studies, departmental guidelines or other governance documents, etc. b. Provide substantial leadership, resulting in significant written documentation, at either the College or University level.

Table V: Guidelines for Faculty by Rank and for Tenure

	Assistant Professor	Associate Professor	Professor
Teaching	Early in Rank: The Assistant Professor will begin to establish herself or himself as a highly effective teacher by developing a well-stated philosophy of teaching and learning, teaching assigned courses, experimenting with a variety of teaching strategies and methodologies, incorporating data from student evaluations in revising teaching strategies and methodologies, and other expectations as outlined in Appendix B, Table I. Faculty may begin to supervise students in directed study or honors projects and to participate in mentoring. Individual contributions to assigned team-taught courses should be documented. Established in Rank: The faculty member will continue to develop and refine his or her effectiveness as an instructor, maintaining currency in instructional context and delivery by updating and revising course content and plans. They should have an increasing role in student mentoring and supervising directed study students.	The Associate Professor has demonstrated mastery of teaching at the Assistant Professor rank and has begun to establish herself or himself as a leader in instructional and educational initiatives. This could include initiating major course or curriculum revisions, developing new course electives, employing new pedagogical strategies, involving undergraduates in service learning opportunities, incorporating undergraduates/graduates in research endeavors, receiving invitations for guest lecturing and speaking in areas of expertise, engaging in formal assessment of student learning outcomes, mentoring students in directed studies and honors projects, mentor junior faculty in curricular and instructional activities, and other ways as listed in Appendix B, Table I.	The Professor has established himself or herself as a highly effective and highly accomplished teacher, supervisor and mentor, continuing the excellence in teaching demonstrated at the earlier ranks and serving as a leader in curricular and instructional development and evaluation in the department or discipline.
Professional Service	Early in Rank: The Assistant Professor will establish foundation for professional service through participation in departmental level committees, with an increasing component of leadership and contribution as a faculty member gains experience in service positions. Other appropriate activities might include service-learning activities, participation in institutional programs/services, volunteering in professionally related community service organizations/projects, participation in professional organizations, and others. Faculty with specialized service obligations, such as supervision of	The Associate Professor has established herself or himself as a leader in professional service. They will have demonstrated leadership in departmental committees or at the college and university level, or leadership in one or more professional organizations. Other specific expectations are outlined in Appendix B, Table I.	The Professor demonstrates continued significant leadership roles in institutional or professional groups, continued leadership in the area of professional service, as outlined in Appendix B, Table I.

	Assistant Professor	**Associate Professor**	**Professor**
	a certified program, are required to follow all training and other steps necessary to ensure the continued success of the program. Established in Rank: Participation in college or university level committees may begin. Service activities should show a progression from participation to leadership.		
Scholarship and Creative Activity	Early in Rank: The Assistant Professor establishes the foundation of a scholarship plan as part of the Faculty Performance Agreement. They will develop and implement a clear plan for achieving scholarship objectives. The scholarship may be an independent project or may be a collaborative project with others at KSU or elsewhere. Established in Rank Evidence of productive scholarship is given by the expectations outlined in Appendix B, Table II.	The Associate Professor demonstrates mastery of the Assistant Professor criteria for scholarship, following the guidelines laid out in Appendix B, Table II. Evidence for productivity in scholarship (as outlined in Appendix B, Table II.) includes presentations of poster and papers at meetings beyond the local professional community, documentation of peer-reviewed scholarly works published and in progress, writing significant institutional documents such as accreditation reports, and significant external funding proposals submission or actual receipt of external funding.	The Professor has an established record of productivity in scholarship as defined in Appendix B, Table II for specific tracks, reflecting mastery of Associate Professor criteria. Evidence for productivity in scholarship (as outlined in Appendix B, Table II) includes sustained demonstration of active engagement in research focus with broad dissemination of results as evidenced by significant regional recognition, national/international recognition, publications in an array of refereed professional journals and other types of refereed scholarly works, a record of external funding for scholarship.

Table V: Guidelines for Faculty by Rank and for Tenure (continued)

	Lecturer	**Senior Lecturer**
Teaching	Early in Rank: The Lecturer will begin to establish herself or himself as a highly effective teacher by developing a well-stated philosophy of teaching and learning, teaching assigned courses, experimenting with a variety of teaching strategies and methodologies, incorporating data from student evaluations in revising teaching strategies and methodologies, and other expectations. Established in Rank: The faculty member will continue to develop and refine his or her	The Senior Lecturer has demonstrated mastery of teaching at the Lecturer rank and has begun to establish herself or himself as a leader in instructional and educational initiatives. This could include initiating major course or curriculum revisions, developing new course electives, employing new pedagogical strategies, involve undergraduates in service learning opportunities, incorporate undergraduates in research endeavors, receiving invitations for guest lecturing and speaking in areas of expertise, engaging in formal assessment of student learning outcomes, mentoring students in directed studies

	Lecturer	**Senior Lecturer**
	effectiveness as an instructor, maintaining currency in instructional context and delivery by updating and revising course content and plans. They may have an increasing role in student mentoring and supervising directed study students.	and honors projects, mentor junior faculty in curricular and instructional activities, and other ways as listed in Appendix B, Table I.
Professional Service	Service Activities are negotiated with the Department Chair as part of the Faculty Performance Agreement. Early in Rank: New Lecturers should discuss with the department chair the teaching and service needs of the department. Lecturers choosing to complete service activities beyond regular expectations will likely be directed to service opportunities at the department level. Midway in Rank: Lecturers should engage in highly effective departmental service activities as a member of committees.	Service Activities are negotiated with the Department Chair as part of the Faculty Performance Agreement. Senior Lecturers are expected to serve as members of departmental committees and perform in a highly effective manner, and to seek out increasingly challenging service activities within the department.
	Lecturer/Senior Lecturer	
Scholarship and Creative Activities	Scholarship and Creative Activities are negotiated with the Department Chair as part of the Faculty Performance Agreement. Lecturers/Senior Lecturers are not expected to engage in Research and Creative Activity but are encouraged to do research. Those doing research will be supported (travel, etc.) by the Department and the College.	

Approved by CFC April 28, 2021