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Kennesaw State
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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 **October 9, 2023**, were approved by the faculty of the **College of the Arts** in accordance with college bylaws:

College Faculty Council Approval – I approve the attached guidelines:

<small>DocuSigned by:</small>  <small>0C8C82B41AF243A...</small>	October 11, 2023
Charles Parrott, CFC chair	Date


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

<small>DocuSigned by:</small>  <small>0EDED073347E41B...</small>	October 11, 2023
Edward Eanes, Committee chair	Date

College Dean Approval - I approve the attached guidelines:

<small>DocuSigned by:</small>  <small>5C3F13E1306B4C5...</small>	October 12, 2023
Harrison Long, Interim Dean	Date

Provost Approval - I approve the attached guidelines:

<small>DocuSigned by:</small>  <small>02FA0CC7B24D4B3...</small>	November 15, 2023
Ivan Pulinkala, Provost	Date

College of the Arts
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(10/09/23)

Introduction

The College of the Arts (COTA) was established in 1998 as the School of the Arts, later becoming The College of the Arts in 2004. As of 2023, the College is comprised of four units: the School of Art and Design, the Department of Dance, the Dr. Bobbie Bailey School of Music, and the Department of Theatre and Performance Studies. COTA offers both academic and professional programs of study that prepare students for graduate study, careers in the visual and performing arts, and careers in related fields. All COTA units offer extensive co-curricular programs that include numerous exhibitions and performances, both on-campus and off-campus.

Purpose of this Document

This document outlines general faculty performance expectations, processes, and procedures for the review, evaluation, and promotion of tenure-track, tenured, and non-tenure track faculty without professorial rank, particular to the roles and responsibilities of the College of the Arts Promotion and Tenure Committee (COTA P&T).

All processes, procedures, and general expectations for COTA faculty will be listed in the Kennesaw State University Faculty Handbook, Section 3. Given the range of disciplines within COTA, this document provides the flexibility for each unit to interpret institutional metrics based on specific disciplines within the various units of COTA, while ensuring the accreditation standards of the Southern Association of Colleges and Schools Commission on Colleges, Georgia Professional Standards Commission (for teacher preparation programs), the National Association of Schools of Art and Design, the National Association of Schools of Music, the National Association of Schools of Theatre, and the National Association of Schools of Dance.

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.

General Guidelines for Faculty Performance

The College of the Arts recognizes the criteria for annual review, promotion, tenure, and post-tenure review as outlined in the KSU Faculty Handbook Section 3.12. The primary aspects of evaluating faculty performance include:

- Faculty Performance Agreement (FPA)
- Annual Review Document (ARD)
- Multi-Year Reviews including:
 - Pre-tenure Reviews
 - Review for Promotion and Tenure
 - Post-Tenure Reviews
 - Post-Tenure Review for Administrative Faculty

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Basic Categories of Faculty Performance

The basic categories of faculty performance at KSU are teaching, scholarship and creative activity, and professional service. The typical faculty member will focus work in the specific areas that reflect their knowledge and expertise in advancing the University mission. See KSU Faculty Handbook Section 3.3 for a full description of each faculty performance area.

Teaching

This category of faculty performance refers to a wide variety of instructional activities that engage faculty peers and others to facilitate student learning. Teaching also includes activities such as mentoring, advising, and supervision. Teaching effectiveness will be assessed and evaluated not only from the perspective of the teacher's pedagogical intentions but also from the perspective of student learning.

Scholarship and Creative Activity

Scholarship and creative activities include a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy in the communities served by the College of the Arts and Kennesaw State University. Tenured and tenure-track faculty are expected to generate external peer-reviewed scholarship or creative activity on the local, regional, national, and/or international levels as appropriate to their discipline and faculty rank.

Professional Service

Professional service involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks that benefit the University, the community, or the profession. Professional service includes service to the department, school, college, University, profession, and community. Service activities must be related to a faculty member's discipline or role within the University. Documentation and evaluation of service activities will focus on quality and significance rather than on a plain recitation of tasks and projects.

Evaluation of Quality and Significance

According to the KSU Faculty Handbook Section 3.4: "quality and significance are the primary criteria for evaluating faculty performance. Quality and significance of scholarly work are overarching, integrative concepts that apply equally to all areas of faculty performance. A consistently high quality of scholarly work and the promise for future exemplary scholarly work are more important than the quantity of the work done."

Evaluation of faculty performance is based on workload and evidence of faculty members' involvement in student success activities as outlined in department guidelines, this document, and the KSU Faculty Handbook. The quality and significance of scholarly accomplishments in teaching/mentorship/supervision, scholarship/creative activity, and service are central to the evaluation for promotion and tenure. COTA faculty have expertise and credentials in a variety of academic disciplines and generate a broad array of creative and scholarly products depending on faculty members' areas of expertise and professional assignments. The College of the Arts places great value on this diversity and recognizes that what constitutes "quality" and "significance"

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varies within the arts units; therefore, faculty members must look to their home unit guidelines for specific expectations, definitions, and criteria for successful applications for promotion and tenure, post-tenure review, and possible remediation. It is incumbent upon each faculty member to make a comprehensive and persuasive case for quality and significance of the research/creative work. For guidance on appropriate evidentiary files to include, it is essential to consult the KSU Faculty Handbook, Section 3.12.

Reviewers' Role in Evaluating Quality and Significance

Reviewers are required to fairly evaluate these claims based on the arguments in the narrative and all other evidence submitted by the candidate. Ultimately, the faculty member's annual Faculty Performance Agreement that is negotiated with the department chair and approved by the dean will articulate precise expectations for work produced annually, as well as work that will be undertaken and completed in any given year of each rank. Faculty with a minimum 20% SCA are expected to produce a minimum of one significant disciplinary peer-reviewed scholarship product or significant professional creative activity every two years during the period under review that is disseminated to external communities (local, regional, national, or international), appropriate to their faculty rank.

Workload Expectations

Each faculty member's workload is determined by the situational context and by an agreement between the faculty member and the department chair with approval of the dean. Meeting workload expectations, however, does not ensure a successful P&T review.

Teaching

The typical workload expected in the area of teaching for tenure-track/tenured teaching faculty is 60%, where 10% teaching equates to all facets of a course's preparation, instruction, and assessment for a 3-credit hour lecture course, or its disciplinary equivalent for non-lecture instruction spanning various schedule types and credit hour ratios (i.e. applied lesson, laboratory/ensembles/studio, practicum, internship, etc.).

Scholarship and Creative Activity (SCA)

The typical Scholarship and Creative Activity (SCA) workload for tenure-track/tenured faculty member is a minimum of 20% SCA each year. A tenured or tenure-track faculty member with 20% SCA is expected to generate at least one significant peer-reviewed scholarly product or significant professional creative activity over a two-year period.

Professional Service

The minimum Professional Service workload for tenure-track/tenured faculty is 10%, where 10% Professional Service is roughly equivalent to 60 hours of service per semester (4 hours/week for Fall, Spring), for a combined total of 120 hours.

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Guidelines for Each Area of Review for Faculty Performance

Standard COTA Workload Models

Aligning with the Faculty Handbook, Section 2.2 – Workload Model for Teaching Faculty, the College of the Arts employs multiple workload models across its units. The workload models for tenure-track or tenured faculty expecting to be promoted or tenured will include a minimum of 20% SCA (Faculty Handbook, Section 3.3). As such, the standard workload model for *tenure-track and tenured* teaching faculty is:

Teaching 60%

- 3/3 teaching load.
- 10% Teaching/Supervising/Mentoring is equivalent to all facets of a course's preparation, instruction, mentorship, and assessment for a 3-credit hour lecture course, or its disciplinary equivalent for non-lecture instruction spanning various schedule types and credit hour ratios (i.e., applied lesson, laboratory/ensembles/studio/non-lecture-based classroom, practicum, internship, etc.).

20-30% Scholarship & Creative Activity (SCA)

- 20% SCA is equivalent to one significant peer-reviewed scholarly product or significant professional creative activity over a two-year period.

10-20% Professional Service

- 10% Professional Service is roughly equivalent to 60 hours of service per semester (4 hours/week for Fall, Spring), for a combined total of 120 hours.

The standard workload model for *lecturers* is:

80% Teaching

- 4/4 teaching load.
- 10% Teaching/Supervising/Mentoring is equivalent to all facets of a course's preparation, instruction, and assessment for a 3-credit hour lecture course, or its disciplinary equivalent for non-lecture instruction spanning various schedule types and credit hour ratios (i.e., applied lesson, laboratory (i.e. ensembles, studio, non-lecture-based classroom), practicum, internship, etc.).

10% Professional Service

- 10% Professional Service is equivalent to roughly 60 hours of service per semester. (4 hours/week for Fall, Spring), for a combined total of 120 hours.

10% Teaching, Scholarship & Creative Activity, or Professional Service

- 10% of workload distribution is determined by individual faculty in consultation with director/chair.

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The standard workload for *tenured administrative faculty* is:

80% Professional Service

- 10% Professional Service is equivalent to 60 hours of service per semester (4 hours/week for Fall, Spring), for a combined total of 120 hours.

10% Teaching

- 1/0 teaching load.
- 10% Teaching/Supervising/Mentoring is equivalent to all facets of a course's preparation, instruction, and assessment for a 3-credit hour lecture course, or its disciplinary equivalent for non-lecture instruction spanning various schedule types and credit hour ratios (i.e. applied lesson, laboratory (i.e. ensembles, studio, non-lecture-based classroom), practicum, internship, etc.).

10% Scholarship & Creative Activity (SCA)

- One significant peer-reviewed scholarly product or significant professional creative activity over a four-year period.

Faculty Review Process

Administrative and teaching faculty performance is evaluated via two basic and interrelated processes: annual reviews and multi-year reviews.

Annual Reviews

The annual assessment of a faculty member's contributions to the University will be based on performance in reference to the criteria listed in the most recent year's Faculty Performance Agreement(s) (FPA). The basis of this assessment is an Annual Review Document (ARD) that is compiled by the faculty member to demonstrate progress toward the criteria in the FPA. This document will convey accurate information and the criteria by which the faculty member is to be assessed, counseled, and judged. The professional performance at KSU must address the quantity, quality, and significance of the contributions. The annual review process and required formats of the ARD and FPA are defined the KSU Faculty Handbook, Section 3.12.

Chairs and directors will evaluate faculty members in each of the three performance categories—teaching, scholarship, and creative activity, or service-based upon the following five-point rubric:

5. Exemplary
4. Exceeds Expectations
3. Meets Expectations
2. Needs Improvement
1. Does Not Meet Expectations

Student Success

In both annual and multi-year reviews, faculty must highlight activities promoting student success in at least one of the three performance areas: teaching, scholarship, and creative

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activity, and/or professional service. For guidance on appropriate evidentiary files to include, it is essential to consult the KSU Faculty Handbook, Section 3.12.

Examples of Student Success in Teaching include but are not limited to:

1. Development and participating in student success initiatives,
2. Engagement in High Impact Practices (undergraduate research/creative activity, community engagement, service learning, work-based learning).
3. Mentoring directed study projects,
4. Participation in Mid-term grade reporting.

Examples of Student Success in Scholarship and Creative Activity:

1. Inclusion of students in creative activity, scholarship, research, presentations, appearances, etc.,
2. Mentorship of student work toward publications, presentations, performances, or proposals.

Examples of Student Success in Service:

1. Creation and development of student success initiatives,
2. Developing or participating in assessment tools and benchmarks,
3. Mentorship of student service roles on department/college/university committees,
4. Facilitating alumni outreach and events,
5. Developing service-learning opportunities.

Performance Remediation Plan (PRP)

If a tenure-track or tenured faculty member receives a “1 - Does Not Meet Expectations” or “2 - Needs Improvement” in any of the categories during an annual review, the chair and faculty member will develop a Performance Remediation Plan (PRP) in consultation with the faculty member to remediate the faculty member’s performance. A PRP sets realistic goals and strategies for the faculty member to begin meeting expectations in the following year’s annual review. The PRP must be approved by the dean and submitted to Academic Affairs. For further details on the performance remediation process and the corrective post tenure review process refer to the current edition of the KSU Faculty Handbook and the BOR Faculty and Student Affairs Handbook.

Non-tenure track positions will also utilize this 5-point scale; however, the faculty member is not impacted by PRPs. The result of the faculty member's annual evaluations will be utilized as part of subsequent retention and promotion decisions. Performances of 1s or 2s will be addressed during the ARD/FPA process.

Corrective Post-Tenure Review (PTR)

If a tenured faculty member receives a “1 – Does Not Meet Expectations” or “2 – Needs Improvement” on two consecutive annual reviews, the faculty member will undergo a corrective post-tenure review. (Importantly, the faculty member does not have to receive a “1 – Does Not Meet Expectations” or “2 – Needs Improvement” in the same area as the previous year for a

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faculty member to be required to undergo a corrective post-tenure review.) Faculty undergoing a corrective post-tenure review will follow the same processes as faculty undergoing a regular post-tenure review. If the outcome of the Corrective Post-Tenure Review is successful, the faculty member will reset the post-tenure review clock. If the outcome of a corrective post tenure review does not meet expectations or needs improvement, the same process for an unsuccessful PTR will be followed. (BoR Faculty and Student Affairs Handbook 4.7)

Multi-Year Reviews

The multi-year reviews, involving multiple reviewers, are more comprehensive examinations of a faculty members' contribution to the Department, College, and University through their Teaching, Scholarship and Creative Activity, and demonstrate their record of student success activities in at least one of the three performance areas. When submitting evaluation materials for Pre-Tenure, Promotion and Tenure, and Post-Tenure Reviews, faculty members are required to submit portfolios that document the quality and significance of their work during their period under review.

Pre-Tenure, Promotion/Tenure, and Post-Tenure Review Response Letters

Faculty members will have a period of time and the right to respond, in writing, to each level of review, aligning with the Multi-Year Review Schedules (Faculty Handbook 3.13).

For further details about multi-year review procedures, including guidelines for the promotion and tenure process and portfolio guidelines and contents, refer to the KSU Faculty Handbook, Section 3.12. To see the schedule for Multi-Year Reviews, consult KSU Faculty Handbook Section 3.13.

Pre-Tenure Review

For non-administrative faculty, the review of pre-tenure review portfolios begins with the Department P&T Committee, proceeding in turn to the department chair and the dean. The pre-tenure review portfolio of a department chair is reviewed by the Department P&T Committee, followed by the College P&T Committee, and then the dean. The pre-tenure review for other academic administrators (deans, college-level administrators, and university-level administrators) will mirror the first three levels of review for the tenure and promotion process. If the performance in any of the categories is judged to be not successful/not satisfactory the faculty member must be provided with a Performance Remediation Plan (PRP).

Unsuccessful Pre-Tenure Reviews. If the performance in any of the categories is judged to be not successful/not satisfactory the faculty member must be provided with a Performance Remediation Plan (PRP). The appropriate supervisor will develop the PRP in consultation with the faculty member with feedback from any committee that participated in the third-year review. The PRP must be approved by the Dean of the College of the Arts. The faculty member will have one year to accomplish the goals/outcomes of the PRP. This will become part of the official personnel records.

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Promotion and/or Tenure Review

The review of promotion and tenure documents begins with the Department P&T Committee. Documents are then reviewed in turn by the department chair and the college dean. Promotion and tenure of department chairs/school directors begins at the level of the Department P&T Committee, then proceeds to a committee of department chairs from the college (composition of this committee follows procedures outlined in College Bylaws), and finally proceeds to the dean with the remainder of the process to follow as ordinary cases of promotion and tenure (see KSU Faculty Handbook Section 3.13).

Review of Disagreements in Promotion and Tenure Cases.

In instances where there is a negative recommendation among required levels of review, the portfolio goes to the COTA P&T Committee, which reviews the candidate's portfolio and renders a written recommendation for or against promotion and tenure or promotion. The COTA P&T Committee may request written clarification from previous levels of review and will have access to all portfolios in the current year in that college to see examples of successful portfolios in that year. When the COTA P&T Committee has completed its review and written its recommendation, the portfolio is forwarded to the provost for a recommendation.

Post-Tenure Review

All tenured faculty are required to submit a post-tenure review (PTR) portfolio five years after the most recent promotion or prior review. The primary purpose of post-tenure review is to examine, recognize, and enhance the performance of all tenured faculty members, thereby strengthening the quality and significance of faculty work. Post-tenure review is not a reconsideration of the faculty member's tenure status. Instead, it is a comprehensive five-year performance review that occurs after an individual is tenured. In short, PTR assesses if a tenured faculty member is meeting expectations appropriate to their rank.

Post-Tenure Review Process

Post-tenure review will result in an assessment of the strengths and weaknesses in the quality and significance of a faculty member's performance in the context of individual roles and responsibilities. (See Faculty Handbook, Section 3.5.C). See KSU Faculty Handbook Section 3.12 for the review process and portfolio instructions. The overall outcome of the performance will be assessed on a five-point scale:

- 5 - Exemplary
- 4 - Exceeds Expectations
- 3 - Meets Expectations
- 2 - Needs Improvement
- 1 - Does Not Meet Expectations

The appropriate supervisor must meet with each faculty member to discuss the results of PTR.

Expedited Post-Tenure Review

As the annual review documents constitute the "primary evidence" for multi-year reviews, faculty members receiving ratings of "3" ("meeting expectations") or above in all areas of

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faculty review, as well as in their overall annual reviews during the 5-year period under PTR consideration, may submit an expedited PTR review. Expedited PTR reviews will contain all annual reviews (along with any rebuttal or response documentation) for the period under review, along with a shorter narrative (3-6 pages recommended with a 12-page maximum). No additional materials will be required for the portfolio to be considered complete. Faculty receiving a “1” or “2” rating in any area of review or in their overall annual reviews during any given year under PTR consideration, will submit the standard (full) set of portfolio materials.

Faculty qualifying for expedited post-tenure review (meaning the evaluations of the faculty member’s performance in the past five years have been “Meeting Expectations” or above in all areas of faculty review) should consult Section 3.12.4.1 “Expedited Post-Tenure Review” in the KSU Faculty Handbook.

Monetary PTR Rewards

If 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. Faculty will then be eligible for the same award in five years (and no sooner than five years) at their next post-tenure review, as per qualifying the criteria of Faculty Handbook 3.12 (4.I. Monetary PTR Rewards).

Performance Improvement Plans (PIP)

In the event of a post-tenure review that does not meet expectations (1) or needs improvement (2), the faculty member’s appropriate supervisor(s) and 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 post-tenure review (BoR Faculty and Student Affairs Handbook 4.7). Details regarding PIP criteria and due process are explained in the Faculty Handbook 3.12 (FH 3.12– Faculty Review Process, B. Multi-Year Reviews, 4. Post-Tenure Review (PTR), II. Performance Improvement Plan).

Criteria for Evaluating Multi-Year Review

As the second level review for post-tenure reviews and as an appeals committee for promotion and tenure cases, the COTA P&T committee provides an additional appraisal of a member’s multi-year portfolio submission in context of the promotion and tenure guidelines of the faculty member’s home unit, interpreting the discipline-specific context for assessing each performance area: Teaching, Professional Service, Scholarship and Creative Activity, and Student Success.

Updating This Document

It is the responsibility of the COTA P&T Committee to review this document annually to maintain its accuracy.

Instances of Contradiction

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

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policy or the KSU Faculty Handbook, USG and KSU policy and guidelines will supersede these guidelines.

Roles and Responsibilities of COTA Promotion and Tenure Committee

The committee is charged with the responsibilities of:

1. Conducting the second level of review for post-tenure reviews,
2. Conducting the second level of review for pre-tenure review portfolio of a department chair,
3. Serving as the appeals committee for promotion and tenure cases receiving any negative recommendations,
4. *ad hoc* individual service, as a fourth principal to develop a formal PIP, if requested by an affected faculty,
5. Review this document annually, incorporating updates, as necessary.

Certificate Of Completion

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
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Leslie Downs

ldowns@kennesaw.edu

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Withdrawing your consent

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. Further, you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

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How to contact Kennesaw State University:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: asklegal@kennesaw.edu

To advise Kennesaw State University of your new email address

To let us know of a change in your email address where we should send notices and disclosures electronically to you, you must send an email message to us at service@kennesaw.edu and in the body of such request you must state: your previous email address, your new email address. We do not require any other information from you to change your email address.

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To withdraw your consent with Kennesaw State University

To inform us that you no longer wish to receive future notices and disclosures in electronic format you may:

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- ii. send us an email to asklegal@kennesaw.edu and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

Required hardware and software

The minimum system requirements for using the DocuSign system may change over time. The current system requirements are found here: <https://support.docusign.com/guides/signer-guide-signing-system-requirements>.

Acknowledging your access and consent to receive and sign documents electronically

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to ‘I agree to use electronic records and signatures’ before clicking ‘CONTINUE’ within the DocuSign system.

By selecting the check-box next to ‘I agree to use electronic records and signatures’, you confirm that:

- You can access and read this Electronic Record and Signature Disclosure; and
- You can print on paper this Electronic Record and Signature Disclosure, or save or send this Electronic Record and Disclosure to a location where you can print it, for future reference and access; and
- Until or unless you notify Kennesaw State University as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by Kennesaw State University during the course of your relationship with Kennesaw State University.