



Kennesaw State University
Academic Affairs

Approval Form for Department Promotion and Tenure Guidelines

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

I confirm that the attached guidelines, dated **December 7, 2023** were approved by the faculty of the School of Art & Design in accordance with Department bylaws:

Department P&T Approval - I approve the attached guidelines:

DocuSigned by:
Natasha Lovelace Habers January 16, 2024
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 Natasha Lovelace Habers, P&T Chair Signature/ Date

Department Chair Approval - I approve the attached guidelines:

DocuSigned by:
Geo Sipp January 16, 2024
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 Geo Sipp, Director Signature/ Date

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

DocuSigned by:
Edward Eanes January 16, 2024
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 Edward Eanes, Chair Signature/ Date

College Dean Approval - I approve the attached guidelines:

DocuSigned by:
Harrison Long January 16, 2024
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 Harrison Long, Interim Dean Signature/ Date

Provost Approval - I approve the attached guidelines:

Ivan Pulinkala DocuSigned by:
Ivan Pulinkala January 25, 2024
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 Ivan Pulinkala, Provost Signature/ Date

School of Art and Design Promotion and Tenure Guidelines

Revised December 7, 2023

School of Art and Design (SOAAD) criteria for promotion and tenure, along with the standards described in the university's Faculty Handbook.

MISSION

The mission of the Kennesaw State University School of Art and Design is to lead in the education of art students and to promote the visual arts as an essential expression of the human condition. The School cultivates artistic and intellectual growth by developing creativity, innovation, critical thinking, and technical proficiency. All programs uphold and exceed national standards in studio art, art history, art criticism, aesthetics, and art education. A commitment to excellence in teaching, research, creative activity, service, and scholarship provides students with the tools to be informed citizens in a global society and to succeed professionally. The School continually seeks to expand its engagement with and prominence in the local community, the state, the nation, and the world.

INTRODUCTION

This document establishes the criteria used for SOAAD tenure-track or tenured faculty members applying for promotion or tenure. It also guides the School's Promotion and Tenure Committee and School Director in acting on reappointment, promotion, or tenure. In accordance with the University's Faculty Handbook the School of Art and Design bases the evaluation of its faculty's work and contributions and its consequent recommendation for tenure and/or promotion on three key performance areas: Teaching; Scholarship and Creative Activity; and Professional Service. Significant scholarly activity is expected in all three areas. Scholarly activity applies to all faculty work if it is "deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought."

All guidelines must adhere to both USG (University System of Georgia) and KSU (Kennesaw State University) policy. If any information contained in the college or department promotion and tenure guidelines contradicts the USG policy or the KSU Faculty Handbook, USG policy and the KSU guidelines and policy will supersede the department (or college) guidelines. 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.

WORKLOAD MODEL AND GUIDELINES

School of Art & Design tenure-track, teaching faculty workloads align with the COTA (College of the Arts) Workload Guidelines and with the Faculty Handbook (Section 2.2). The typical faculty workload is:

- 60% Teaching
- 20 - 30% Scholarship & Creative Activity (S/CA)
- 10-20% Professional Service (equivalent to 60 hours of service/semester).

The workload for non-tenure track lecturers aligns with the COTA tenure and promotion guidelines:

- 80% Teaching
- 10% Scholarship & Creative Activity
- 10% Professional Service

TEACHING

Teaching is central to the school's and university's missions and thus plays a prominent role in tenure and promotion decisions. Teaching refers to the best pedagogical practices and responsibilities required to be an effective educator and mentor. Excellence in teaching is reflected in the faculty member's currency in the discipline and commitment to innovative pedagogical development. Additionally, being involved in the enhancement and development of departmental curricula and supervising student research initiatives and capstone projects are significant. The recognition of teaching through awards, honors, grants, or fellowships will be considered evidence of excellence in teaching.

To be considered for tenure and/or promotion, a faculty member must demonstrate effectiveness in the classroom. The School of Art and Design expects its faculty to be actively engaged in the classroom and to provide quality instruction. Ideally, a faculty member should be highly successful in the full range of teaching levels: introductory courses offered primarily for non-majors (usually these are General Education classes), introductory and advanced undergraduate courses for the School's majors and related majors, as well as graduate courses (if applicable). However, individual faculty members usually have particular strengths in teaching different levels of students or types of courses, and departmental needs often dictate specialization. Nonetheless, there is an expectation that a faculty member should demonstrate effectiveness in teaching both undergraduate and, when applicable, graduate courses. All faculty members are expected to be flexible in accepting teaching assignments in response to department needs (subject to a reasonable number of separate preparations), even if their research becomes specialized in other directions.

Classroom teaching is only one part of a faculty member's teaching duties. Contact with students outside the classroom setting may also be a factor in evaluating teaching. Organizing student seminars, colloquia, conferences, supervising theses and independent studies, and the advisement of students are important types of teaching. Frequent and active presence on campus is crucial to all of these endeavors.

Evidence of effective teaching that may strengthen the candidate's case may include:

- Student ratings of teachers
- Course syllabi and written assignments demonstrating up-to-date course content and innovative pedagogical approaches
- Examples of successful student work
- New course development and curricular innovation
- Internship and co-op supervision
- Supervision of independent studies and theses
- Innovative use of classroom formats or technologies
- Positive comments by students, teaching assistants, and by colleagues with firsthand classroom experience of the faculty member
- Awards for teaching excellence
- Formal peer evaluations of teaching
- Experience as a guest instructor or lecturer in others' classes
- Evidence of collaboration and collegiality with other instructors in the discipline
- Interdisciplinary collaboration in teaching across KSU or with other universities
- Mentorship of other part-time, temporary, and tenure-track instructional faculty
- Mentorship of students who apply for prestigious merit awards
- Efforts to promote student research and recognition of student work outside the university
- Effective student advisement

- Workshops or master classes
- Support and supervision of student research and capstone projects
- Guest teaching, seminars, invited lectures outside the university

Examples of faculty achievement in the area of student success in teaching include, but are not limited to:

- Development of and participation in student success initiatives
- Course revision/development based on student feedback
- Development of a special topics course addressing student needs
- Engagement in High Impact Practices (undergraduate research/creative activity, community engagement, service learning, work-based learning, study abroad programs)
- Providing opportunities for student participation in conferences, festivals, and external performances
- Mentoring directed study projects
- Engagement in mentorship of curricular and co-curricular activities
- Participation in mid-term grade reporting
- Involvement in faculty professional development activities related to student success

Evidence from Student Ratings of Teachers (SRTs) provides an important gauge of teaching performance. The department reviews these quantitative measures judiciously. Recognizing that many junior faculty members are undertaking full classroom responsibilities for the first time when they join the faculty (and even experienced professors may find the KSU student body to be different from students elsewhere), the department looks not only at the statistical means of the SRTs but also at the full distribution of the responses to particular questions and whether there is a trend of improvement after a faculty member's arrival at KSU. Students' written comments will provide crucial context for the quantitative measures. Other contexts—such as the challenges faced by faculty teaching large sections or general education courses, courses that represent new preparations, or certain difficult or required courses—are taken into account in evaluating the SRTs. The department also considers the organization, clarity, and thoughtfulness of the syllabi, the level of engagement that takes place in the classroom, and other factors that enhance active learning.

For tenure/promotion School of Art and Design faculty should provide evidence of:

- Effective teaching
- Currency in the discipline
- Commitment to pedagogical development
- Demonstrated leadership in student mentoring
- Active role in developing/enhancing discipline-specific programming
- Sustained, high level of proficiency in teaching recognized by colleagues and through the quality of student work

SCHOLARSHIP AND CREATIVE ACTIVITY

The creation of original works in art and design, and the investigative study of art's practice, history, theory, criticism, and pedagogy constitute this area of faculty work. The study and creation of art are intellectual, scholarly activities. At Kennesaw State University, research and creative activity is a cyclical process that is deliberate and intentional, systematic, and planned, measured and evaluated, revised, and rethought. Whatever the degree of specialization or the discipline involved, all faculty who work in research, scholarship, and creative activity should utilize the processes of discovery, analysis, synthesis, application, and evaluation that are common to all intellectually-based activities. Scholarship may also be produced in the areas of Teaching and Service, and should similarly meet the criteria outlined above.

The tangible products of research and creative activity become scholarship when they are formally presented to and evaluated by peers and the public. In the School of Art and Design, **publication**, **presentation**, and **exhibition** are the most common (but not the only) forms of research and scholarship. As many of the disciplines represented in the School often utilize collaboration, in such cases candidates must clearly articulate the precise nature of their contributions to the collaborative work. To achieve promotion or tenure, the candidate should not only have produced a body of scholarship prior to the time of the review, but s/he should also show evidence of a clear and discernible trajectory of upcoming research and creative activity. A faculty member's recent scholarly trajectory can be the best indicator of future activity. To this end, the School seeks out external reviews of faculty scholarship and creative activity provided by artists, scholars, and academic professionals whose work is most closely connected to the candidate's discipline.

Scholarship activities listed below are generally categorized as (1) "most desirable;" (2) "more desirable;" (3) "desirable." Two activities from category 3 are equivalent to one activity from category 2.

Exhibition:

- Solo exhibitions (1)
- Invitational exhibitions (1)
- Dual exhibitions (1)
- Small or large group exhibitions (2)
- Juried exhibitions (2)
- Open Exhibitions (3)
- Awards won in widely-recognized, selective, professional exhibitions (1)
- Other exhibition awards (2)
- Scholarly curation of professional exhibitions in respected, widely-recognized venues (1)
- Scholarly curation of professional exhibitions in other professional venues (2)
- Service as juror or judge for exhibitions (3)
- Widely-recognized, selective, professional pre-production, production, post-production, and public presentation of time-based media creative work (e.g., animation; sound artworks; software-based art; video art) (1)
- Professional pre-production, production, post-production, and public presentation of time-based media creative work (e.g., animation; sound artworks; software-based art; video art) (2)
- Critical mentions of faculty creative work in respected publications (3)

Presentation:

- Invited lectures and artist talks (2)
- Developing and conducting a professional workshop (2)
- Formal, peer-reviewed conference presentations in a variety of formats (2)
- Organizing chair of a conference panel or session (2)
- Member of a panel discussion (3)

Publication (in print or digital formats):

- Authored or co-authored books (1)
- Edited or co-edited books (1)
- Book chapters (1)
- Peer-reviewed journal articles (1)
- Editorially reviewed journal articles (2)
- Catalog entries and essays (2)
- Exhibition reviews/art criticism (2)
- Book reviews (2)
- Creative work in published form in widely distributed and respected outlets (e.g., Illustration,

- graphic design, graphic novels, or creative writing (1)
- Scholarly encyclopedia or dictionary entries (2)

PROFESSIONAL SERVICE

The department values the participation of its faculty in service, both internal (to the academic program, to the department, the college, the university) and external (the local community, professional organizations, etc.). Although the assigned service responsibilities will vary according to the faculty member's role at the university, it is expected that all faculty will be involved in service. For pre-tenure faculty, it is understood that their ability to contribute in a productive manner will begin primarily within the academic program and the department, in capacities such as participation on internal committees related to admissions, program development, and/or searches, and through advising, internship supervision, etc. However, as pre-tenure faculty become eligible for additional college and university committees, they should seek such engagements, and the department will encourage them to do so.

Professional Service includes, but is not limited to:

- Program coordination
- Chairing, or participation in standing, ad-hoc, or elected committee on the university, college, department, or program level
- Chairing or serving on an accreditation or program review team for another institution
- Honors, fellowships, or awards in recognition of service activities
- Advising or presenting to student groups
- Organizing, and/or participation in departmental and university events
- Commencement attendance
- Student advisement at orientation and registration sessions
- Organizing and/or participation in recruitment activities
- Service to professional organizations
- Pro-bono professional services not considered under scholarship
- Service contributions to professional journals that are not reviewed under scholarship
- Participation on thesis or dissertation committees at other institutions
- Tenure and promotion evaluation for other institutions
- Service as referee for peer-reviewed publications
- Invited reviews of textbooks and consultations with publishers
- Invitational participation in professional focus groups

Activities that further the School's mission within the community may also be considered, such as:

- Presentations to school groups
- Collaboration with K-12 teachers, guidance counselors and principals
- Service on boards of directors
- Discipline-related volunteer projects in the community
- Participation in government commissions and task forces

To assure strong and effective faculty governance, tenured members of the faculty have a special responsibility to contribute to the health of their department or school, college, and university. Effective participation in on-campus governance and administrative processes is required of all tenured and tenure-track faculty, including regular attendance at departmental and other required meetings. The significance of service may be evidenced by the faculty member's contributions beyond the KSU community. This may include but is not limited to:

- Evidence the faculty member contributes to the improvement of higher education
- Evidence that the faculty member contributes in some manner to the public good

- Evidence that the faculty member has served his or her profession through professional organizations

Examples of faculty achievement in the area of student success in service include, but are not limited to:

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

ANNUAL REVIEW GUIDELINES

All full-time faculty members, regardless of rank, are evaluated each year and must receive an annual review. Tenure-track/tenured faculty are also reviewed as candidates for tenure, for promotion to the various ranks, and for post-tenure review (multi-year reviews). The Faculty Handbook describes achievements in multi-year reviews as either “satisfactory” or “noteworthy.” Relative to the evaluative categories of the annual review process, “noteworthy” achievements are those rated as “exemplary” or “Exceeds expectations;” “satisfactory” achievements are rated as “meets expectations.” The director will evaluate faculty members in each of the three performance categories - teaching, scholarship and creative activity, and service - based upon the following five-point rubric.

The Faculty Annual Review Rubric below is not intended for promotion or tenure considerations. Rather, it is a tool for faculty and the chair to review accomplishments during the past calendar year (spring and fall semesters). A faculty member returning from a full leave of absence must complete his or her ARD (Annual Review Document) and FPA (Faculty Performance Agreement) within two weeks of returning from leave during their academic or fiscal contract period.

As per the Faculty Handbook and USG policy, the department acknowledges that

“Workload percentages for faculty roles and responsibilities must be factored into the performance evaluation model in a consistent manner. The overall evaluation must indicate whether the faculty member is making satisfactory progress toward the next level of review appropriate to their rank, tenure status, and career stage as noted in the 5-point scale.” (BoR (Board of Regents) Academic and Student Affairs Handbook 4.4).

With this policy in mind, all full-time faculty members should aspire to be noteworthy in teaching and one other area and satisfactory in the third (teaching, scholarship and creative activity, and professional service) and highlight activities promoting student success in at least one of these three areas.

Score	Category	Description	Comments
5	Exemplary	Faculty member far exceeded the department and/or college expectations in the performance area.	
4	Exceeds Expectations	Faculty member exceeded the department and/or college expectations in the performance area.	
3	Meets Expectations	Faculty member met the department and/or college expectations in the performance area.	
2	Needs Improvement	Faculty member’s efforts and performance fell below department and/or college expectations in the performance area and did not meet the department expectations even at a minimal level.	This rating in any area necessitates a Performance Remediation Plan (PRP)

		Significant improvements are needed.	for tenure-track and tenured faculty
1	Does Not Meet Expectations	Faculty member neglected their responsibilities in the performance area.	This rating in any area necessitates a PRP for tenure-track and tenured faculty

FACULTY REVIEW PROCESS

Faculty performance is evaluated through two basic and interrelated processes: annual reviews and multi-year reviews. Annual reviews serve as an evaluation of the faculty member's performance over one calendar year, within the context of the multi-year reviews. The multi-year reviews, involving a range of different reviewers, offer a more comprehensive examination of the faculty member's role in and contribution to the department, college, and university. All reviews must highlight activities promoting student success in at least one area of scholarly activity in both their annual reviews and in their multi-year reviews.

DETERMINATION OF QUALITY AND SIGNIFICANCE

All faculty must meet the basic expectations outlined in the Faculty Handbook, 2-4, "Performance and Assessment" and in 3-4, "Evaluation of the Quality and Significance of Faculty Accomplishments." Consistent inability to maintain these standards constitutes unsatisfactory performance. As described in the Faculty Handbook, 3-4, criteria for determining quality and significance of faculty scholarly work focus around:

- Clarity and relevance of goals
- Mastery of existing knowledge
- Effectiveness of communication
- Significance of results
- Consistently ethical behavior

Discussions and explanations of faculty accomplishments should be supported by rationales that demonstrate success in these areas.

Scholarly work must show qualitative consistency over time and demonstrate promise for ongoing, future productivity. Measures for the value of the work derive from: its inherent quality in the context of the currently accepted standards in its field; the depth and resonance of its contribution to art and design disciplines; and the context or importance of its venue and/or audience. In evaluating scholarship, selectivity is an important component in determining quality and significance and can be shown through a peer-review process, acceptance statistics, and other measures. Impact measures such as scholarly citations or references to/application of the research or creative activity by peer experts may provide additional evidence.

The products of creative research are highly varied. In SOAAD, faculty members are encouraged to explore pluralistic scholarship and creative activities. The output and documentation of these activities must be considered relative to each faculty member's specific area of expertise and research direction. Evidence of the quality and significance of research and/or creative scholarship is commensurate with rank sought, through documented progress toward, or establishment of, a national or international reputation based on research contributions in the faculty member's field. It should indicate the potential for sustained contribution to that field. The quality of research should be considered more important than mere quantity when evaluating the faculty member's research contributions. The record should be evaluated in terms of

overall performance, based on the factors listed above. For example, inclusion in a major international group exhibition could be seen as holding greater significance than several small, local solo exhibitions. Consistent and steady contributions on a number of committees could be seen as equal to leading the creation of one major, important service project. In the School of Art and Design, faculty members are not limited to accomplishments in their specific disciplinary area but are welcome to explore a variety of scholarly work.

Assessing the Quality of Art Exhibitions, Types of Art Exhibitions:

(The quality of an art exhibition is determined by the number of artists participating, the reputation of the exhibition venue and its geographical reach, and the career reputation of the exhibition curator(s).

Qualitatively, a non-curated exhibition is the same as a non-peer reviewed publication.)


- Solo Exhibition, the most important type of exhibition. It signifies that the artist is being singled out for their excellence, that they are worth the wall space and the time investment of at least one month of the gallery's calendar year.
- Invitational Exhibition, the second most important type of exhibition. It signifies that the artist is being *invited* to participate based upon their career stature/reputation, promise of delivering a quality product and/or professionalism.
- Dual Exhibition, an exhibition consisting of only two artists. A duo exhibition consists of an artistic dialogue between two artists who are the main subject of a single exhibition.
- Group Exhibition, an exhibition wherein the contributing artists have something in common: a theme, geographic location, age, medium, gender, educational background, race, sexual identity, political affiliation, etc. (Qualitatively, a Group Exhibition is the same as a Juried Competition.)
- Juried Competition Exhibition, an exhibition judged by a single person or a group. Awards are given for Best in Show, First Place, Second Place, Third Place, Honorable Mention, etc. The most prestigious competitions are Annuals, Biennials, and Triennials. (Qualitatively, a Juried Competition is the same as a Group Exhibition.)
- Open Exhibition, a non-juried exhibition which allows anybody to enter artworks and shows them all. A pin-up show is an example of an open exhibition.
- Faculty Exhibition, an exhibition exclusive to faculty members from an educational institution. Most faculty exhibitions are non-curated.
- Charity Benefit Exhibition, an auction/exhibition wherein artists contribute artworks to a charity. Most charity auctions are curated.

Types of Art Venues:

(It is the responsibility of the faculty applicant to elucidate the quality and significance of their exhibition venues. Venues and cultural arenas are not to be confused. The geographic reach of a cultural arena is easy to determine - all exhibitions can be placed within these four categories: Local, Regional, National, and International. Below is a list of the various types of exhibition venues.)

- Private or Public Museum, the most important type of "non-profit" exhibition venue. Museums are highly respected cultural institutions, symbols of power, stature, and sophistication. A museum exhibition means that the artist is being singled out for their excellence, that their artworks are of public interest and/or cultural value.
- Commercial Gallery, the most important type of "for profit" exhibition venue. A commercial gallery exhibition means that the artist is being singled out for their excellence, that their artworks are of critical importance and/or commercial value. Typically, the artist and the gallery enter into a contractual relationship with a consignment or representation agreement limited within a geographic region.
- Art Fairs, not to be confused with arts festivals, an art fair is a venue wherein the artist and/or gallery

pay a fee to the exhibition organizers to exhibit artworks in a convention-like setting. In return, the art fair promises that large numbers of collectors will attend the event. Art fairs are concerned with commerce and are juried by a committee.

- University Gallery, an art gallery within an academic institution. Having an art exhibition, especially a solo show, in a university gallery is prestigious because it indicates that the artworks possess cultural or educational value.
- Cooperative Gallery, a gallery jointly owned and/or operated by the artists who use its facilities. The owners/artists agree to "gallery sit" or pay an additional monthly fee as their contribution to the cooperative.
- Non-profit Gallery, a gallery that does not sell artwork nor take a percentage of any sales that transpire.
- Alternative Gallery, an art gallery outside the mainstream cultural arena. Alternative galleries are usually in warehouses, artist's lofts, coffee houses, restaurants, etc.
- Art Festivals, an art festival is usually a celebration of a particular geographic location or holiday. Art festivals are a primary venue for artisans and craftspersons. Some festivals host a fine arts exhibition.
- Vanity Gallery, an art gallery that rents or charges fees from artists in order to show their work. The exhibitions are not legitimately curated and usually include as many artists as possible. 

Types of Art Commissions:

- Public Art Commissions, Corporate Art Commissions, University Art Commissions, Private Art Commissions.

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 (teaching, student success activities, research/scholarship, and service) during an annual review or third-year 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. If there is deficiency over two consecutive annual evaluations, or deficiency over one year after the third-year review institutions will determine specific consequences ranging from being put on a Performance Improvement Plan (PIP) to correct deficiencies, to possible separation of employment. For non-tenured faculty members, the PRP and subsequent steps are suggested for developmental purposes, but completing all these steps is not necessary for non-renewal. For guidance on non-renewal, please see BOR Policy 8.3.4 Notice of Employment and Resignation. 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. Performance ratings of 1 or 2 will be addressed during the ARD/FPA process.

Corrective Post-Tenure Review

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 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 member's contribution to the Department, College, and University. When submitting evaluation materials for Pre-Tenure, Promotion, 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. For further details about multi-year review procedures, including guidelines for the promotion and tenure process and portfolio guidelines and contents, refer to the current edition of the KSU Faculty Handbook and the appropriate sections of this document and the College Promotion and Tenure Guidelines.

While the ideal outcome is for faculty performance to be exceptional in all three areas, as outlined in the Faculty Handbook the School of Art and Design expects faculty scholarly work to be "noteworthy" in Teaching as well as in at least one of the other two areas. The quality and significance of work in the third area may be either "satisfactory" or "noteworthy." Thus, if an assistant professor is no more than proficient as a scholar or creative artist, he or she must be truly superior as a teacher and in professional service activities in order to receive promotion to associate professor and tenure. However, a faculty member who fails to make at least satisfactory contributions in Scholarship and Creative Activity prior to tenure will not receive promotion to associate professor and tenure, whatever his or her teaching record.

Similarly, an excellent scholar or artist who fails to teach effectively will not receive promotion or tenure. The scholarly work area that makes up the smallest percentage of the workload in Faculty Performance Agreements would typically be the area where one might expect to see "satisfactory" performance. Because of the nature of academic work, overlap between these three areas is both common and expected.

As described in the Faculty Handbook section 3.4 – Evaluation of the Quality and Significance of Faculty Scholarly Accomplishments, "quality and significance" are the primary criteria in evaluating faculty scholarly activity. The KSU School of Art and Design will carefully follow and adhere to the Faculty Handbook in all matters related to tenure and promotion. The determination of quality and significance is further informed by national disciplinary standards and expectations as outlined by the College Art Association (<https://www.collegeart.org/standards-and-guidelines/guidelines/art-and-design-tenure>), and the National Association of Schools of Art and Design Handbook / Standards for Accreditation/Purposes and Operations/section II.E Faculty and Staff (<https://nasad.arts-accredit.org/accreditation/standards-guidelines/handbook/>). Consistently high quality in past scholarly work, and the promise of future noteworthy and exemplary scholarly work are more important than the specific quantity. Thus, sustainability and consistency are essential components in evaluating the quality and significance of faculty achievements.

The guidelines put forth in this document are not to be considered a complete, detailed, and exhaustive set of criteria. The ever-changing nature of the creative disciplines demands that these criteria remain flexible and open to new kinds of contributions and activities that the School cannot anticipate. All work and activities shall be measured in accordance with their overall quality and significance.

Faculty are to highlight activities promoting student success in at least one of the three performance areas: Teaching, Scholarship and Creative Activities, and/or Professional Service.

PERFORMANCE EXPECTATIONS IN THE PROFESSORIAL RANKS

Specific annual expectations for individual faculty members are outlined in the annual Faculty Performance Agreements, which provide the context for the promotion and tenure assessment. The general volume of activity in each area is determined by the FPA, and thus may vary from one individual

to another. However, expectations for quality and significance rise with each rank. Faculty members should already have a record of sustained accomplishment at the rank for which they are applying. Thus, an assistant professor should be regularly meeting the expectations for associate professors before applying for promotion and tenure. The same is true for associate professors applying for professor. Meeting minimum expectations is not a guarantee of tenure and/or promotion. Further clarification of expectations is delineated in the Faculty Handbook, section 3.5 – General Expectations for Tenure, Promotion, Post-Tenure Review and Faculty Performance for Tenure Track Faculty in Professorial Ranks.

*It is incumbent upon the candidate for tenure and/or promotion to make a clear and cogent argument for how s/he meets the specific standards outlined in this document and in the Faculty Handbook, sections 3.5 - 3.12.

Non-Tenure Track Ranks

The following non-tenure track lecturer faculty ranks are recognized at KSU: Lecturer, Senior Lecturer and Principal Lecturer. University expectations for non-tenure-track faculty are found in the Faculty Handbook, 3.10.1-B. Non-tenure track positions will utilize a 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. Performance ratings of 1 or 2 will be addressed during the ARD/FPA process. Non-tenure track academic professionals will follow the annual review processes and timelines outlined in the KSU Faculty Handbook Section 3.12. Criteria regarding the appointment and promotion of non-tenure track Lecturer Faculty Ranks are described in the KSU Faculty Handbook Section 3.10.1.

Tenure-Track Ranks

General expectations for the professorial ranks are found in the Faculty Handbook, 3.5-D. Noteworthy accomplishments in teaching are expected at every level.

Assistant Professor: A beginning Assistant Professor is starting to establish a record as an exceptional teacher, artist/scholar, and academic citizen. Scholarship and professional recognition may initially be focused on the local and regional level. Before the end of the term as Assistant Professor, the faculty member should already be meeting the expectations of an Associate Professor in order to qualify for promotion and tenure.

Associate Professor: The fundamental criterion for tenure and promotion to Associate Professor is significant scholarly achievement demonstrating continual growth toward a national reputation; scholarship and professional recognition should be focused on at least the regional and national level. Faculty should provide evidence of ongoing scholarship and creative activity that have regional or greater presence including a minimum of five activities from Categories 1 and 2. At least one activity must be from Category 1. At least three activities must be national or greater in presence. Faculty should provide evidence of effective teaching, currency in the discipline, and commitment to pedagogical development. For tenure and promotion to Associate Professor, faculty are also expected to provide service to the department, college, and university by participating on committees and serving departmental needs. "Leadership and initiative" are expected. A clearly defined professional identity should be evident, both inside and outside the university. Before the end of the term as Associate Professor, the faculty member should be meeting the expectations of a Professor to qualify for promotion.

Professor: Activities of Professors should be "highly accomplished," demonstrating maturity, confidence, and leadership in all areas. Scholarship should make "significant contributions to knowledge" and be recognized on a national and/or international level. During the period since the previous promotion, faculty should provide evidence of ongoing scholarship and creative activity that have regional or greater presence, including a minimum of seven activities from Categories 1 and 2. At least three activities must be from

Category 1. At least five activities must be national or international in presence. Faculty should provide evidence of effective teaching, currency in the discipline, and commitment to pedagogical development. For promotion to Professor, faculty are expected to have provided service to the department, college, and university, with leadership on internal committees and service on outside committees. A consistent and well-documented record of significant accomplishment is required. The faculty member's expertise and experience should be broadly recognized both on and off campus.

TENURE

Tenure is described in the Faculty Handbook, 3.5-A. Only faculty who are consistently performing at the level of associate professor may be awarded tenure; thus, a failure to meet expectations of that rank is also a failure to achieve tenure. Similarly, initial appointments with tenure may only be made at the associate professor level and above. While the argument for tenure is necessarily a retrospective discussion, it must clearly express a rationale for why the faculty member "will continue to meet institutional needs and expectations in the future."

Pre-Tenure Review

All junior faculty members on the tenure track will undergo a Pre-Tenure Review in the third year of employment unless they are undergoing early promotion and tenure review instead. Faculty members should consider this preparation for an eventual tenure application. All instructions in the Faculty Handbook must be followed carefully, and arguments should be formulated using the information in these Guidelines. Faculty and their appropriate supervisor must also follow BoR policy and procedures as outlined in the USG handbook (https://www.usg.edu/academic_affairs_handbook/section4/C2845). Reviewers should offer a careful and lucid evaluation of the faculty member's progress towards promotion and tenure, addressing strengths and weaknesses and offering suggestions for a successful application for tenure and promotion. 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).

Tenure Review

The review for tenure occurs simultaneously with the review for promotion in the case of assistant professors. The promotion and tenure application should not only demonstrate that the applicant is consistently meeting the expectations for associate professors in art and design; but it should also indicate how this performance deserves tenure through the promise of future productivity. Faculty members hired at senior levels must make similar arguments. Reviewers will evaluate and summarize the ways in which the accomplishments and arguments presented demonstrate (or do not demonstrate) this promise of future productivity.

Post-Tenure Review

As explained in the Faculty Handbook 3.5-C: "Post-tenure review is not a reconsideration of the faculty member's tenure status." Instead, it is an opportunity for a more in-depth and long-term review of how the faculty member is meeting the expectations of the current rank. The review typically takes place every five years after the awarding of tenure unless service is interrupted with a significant administrative appointment or a leave. The Faculty Handbook, 3.5-C, and 3.12-B, provides detailed descriptions of the functions and process of the post-tenure review. These instructions should be followed carefully. The most important components are the annual review documents of the years since the last review (either for promotion or post-tenure), a complete and well-organized curriculum vitae, and the written statement. The review narrative should conform exactly to the requirements outlined in the Faculty Handbook and should explain and contextualize the scholarly accomplishments relative to how they meet the expectations of the faculty member's rank. Quality and significance should be directly addressed, and rationales provided for Meets Expectations, Exceeds Expectations, or Exemplary (3-5 of the 5-point scale). Additional supporting evidence may be provided as listed in the Faculty Handbook. In the School of Art and Design, these should include results of Student Ratings of Teachers from the review period as well as sample teaching materials, and sample evidence of scholarship such as a representative publication or images of art and

design work.

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 faculty review, as well as in their overall annual review ratings during the five-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.

Post-Tenure Review for Administrative Faculty

Faculty identified as administrative faculty in section 1.1 of the KSU Faculty Handbook will undergo an administrative post-tenure review every five years. The review process is outlined in the KSU Faculty Handbook.

Successful Post-Tenure Review

A successful post-tenure review results from a faculty member who receives a 3 or higher on their overall post-tenure review score. In cases where the faculty member receives a score of 3 or higher, no formal faculty improvement plan is required. The results of the post-tenure review are likely to reveal that the faculty member is performing well, and any development activity would focus on further enhancing the faculty member's performance.

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. Faculty who undergo a corrective or voluntary post-tenure review, on the other hand, are not eligible for this one-time award.

Unsuccessful Post-Tenure Review

A faculty member who receives a 1 or 2 in the context of a post-tenure review is one whose post-tenure review is deemed unsuccessful. In this case, a formal performance improvement plan (PIP) must be written. (See KSU Faculty Handbook Section 3.12).

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 in consultation with the review committee to develop a formal Performance Improvement Plan (PIP) based on 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 for an unsuccessful PIP are explained in the Faculty Handbook 3.12.

PROCEDURAL INFORMATION

Faculty members undergoing review—as well as review committee members and the school director—should thoroughly familiarize themselves with the expectations and procedures outlined in the Faculty Handbook, 3.12. Applicants are expected to follow these written instructions closely. All participants in the process are expected to know and adhere to the timeline and process for evaluation as described in the documents on the Academic Affairs website. While the Promotion and Tenure Committee and the school director are required to make a recommendation to the administration regarding tenure and/or promotion, final decisions are the responsibility of the president.

Responsibilities of the candidate

It is incumbent upon the candidate for tenure and/or promotion to make a clear and cogent argument for how s/he meets the specific standards outlined in this document and in the Faculty Handbook. This is the function of the narrative that accompanies the application. The narrative should not simply re-list all the items on the CV again; it should interpret and explain them, focusing on the items that present the best case for the new professorial rank. Arguments should include rationales and evidence as to the “quality and significance” of the accomplishments and their merit relative to disciplinary standards and university and school expectations as outlined in this document and the Faculty Handbook. The evaluators’ role is not to piece together the relationships between a candidate’s accomplishments and the stated expectations; the application file must serve this function. Material not clearly relevant to the specifics of the argument should be omitted from the narrative. For example, a statement of teaching philosophy would be supplied in the supporting evidence, not in the candidate’s narrative.

The Faculty Handbook, 3.12-B provides an exhaustive list of portfolio documents and supporting materials. Applicants should follow these instructions carefully, including all supporting materials that are relevant to their particular disciplines and scholarly activities. To the extent that is possible, each activity or accomplishment should have an accompanying piece of evidence that verifies the achievement. The lack of such a piece of evidence does not disqualify that achievement from consideration; but probably false claims can have severe repercussions. It is noted that in some areas of scholarship and creative activity, publications, solo exhibitions, or other outcomes may appear only after lengthy or extensive effort and may appear in a wider range of venues, at the local, regional, national and/or international levels. For written scholarship, only one short writing sample need be presented in full in order to evaluate content and quality; other publications can be represented by title or contents pages. Evidence of work should be submitted through PDF’s, URL, links. For visual creative work, at minimum a set of ten to twenty quality images of completed work from the review period should be included. This evidence may be submitted through URL links.

According to the Faculty Handbook, section 3.12, once a portfolio is submitted, no material can be changed, and no new material can be added. However, "updating" information (e.g., a paper going from submitted to accepted or a grant going from submitted to funded) may be included in a response letter and considered by subsequent levels of review. This is a simple "status" change of something already submitted; it is not considered a submission of new information. Applicants submitting incomplete or substandard application materials may be failed at any level of review, at the discretion of the reviewers.

External letters

Applications for promotion must be accompanied by letters from external reviewers of the applicant’s scholarship. All instructions in the Faculty Handbook, 3.12-B, must be followed carefully. In order to conform to the calendar of reviews, candidates for promotion in SOAAD must notify the Director of their intent to apply one year in advance of the promotion deadline (mid-August of each year). This will allow time for the Director and the applicants to research suitable outside reviewers during the fall semester. At the start of the spring semester (mid-January to February), the applicant will meet with the director to review the lists and determine acceptable names according to the instructions in the Faculty Handbook.

Names should be ranked so that the Director will have alternatives in case a reviewer declines. Within one month of the selection of external reviewers, applicants will provide the Director with a current CV and a packet of materials representative of the applicants’ scholarship accomplishments. This may be identical to the supporting materials in the application portfolio, or it may be more extensive, with additional samples of written or creative scholarship. This packet will form the basis of external reviewers’ evaluations. Letter writers will only be asked to comment on the quality and significance of the candidates’ scholarship, and not on their teaching and service.

Procedure for Promotion and Tenure Guideline revisions

This document may be revised periodically. Revisions will be reviewed by a committee including the

Director and faculty. Also, the revisions must be approved by a majority of full-time permanent faculty members.

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
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Pam Cole
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 Interim Dean
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Signature Adoption: Pre-selected Style
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