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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 12, 2023** were approved by the faculty of the Department of the **Department of Theatre and Performance Studies** in accordance with Department bylaws:

DocuSigned by:
Amanda Morgan December 13, 2023
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Amanda Wansa Morgan, P&T Chair Signature/ Date

Department Chair Approval - I approve the attached guidelines:

DocuSigned by:
Charles Meacham December 13, 2023
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Chuck Meacham, Chair Signature/ Date

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

DocuSigned by:
Edward Eanes December 13, 2023
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Edward Eanes, Chair Signature/ Date

College Dean Approval - I approve the attached guidelines:

DocuSigned by:
Harrison Long December 13, 2023
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Harrison Long, Interim Dean Signature/ Date

Provost Approval - I approve the attached guidelines:

Ivan Pulinkala DocuSigned by:
Ivan Pulinkala January 5, 2024
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Ivan Pulinkala, Provost Signature/ Date

Kennesaw State University
College of the Arts
Department of Theatre and Performance Studies
Expectations for Faculty Performance and
Guidelines for Promotion and Tenure

I. INTRODUCTION

Brief History and Vision Statement:

The Department of Theatre and Performance Studies was established as the Department of Theater by the Board of Regents in September 1996. In 2004, the name of the department changed to include the discipline of performance studies; in 2010, the name changed again to include the discipline of dance. In 2012, the department reassumed its name, Department of Theatre and Performance Studies, with the creation of the Department of Dance. In 2014, the department re-drafted the following vision:

The Department of Theatre and Performance Studies aspires to be a leading force in the innovative fusion of theatre and performance studies. We envision expanding the impact of our projects and programming into regional, national, and international arenas through the creative and scholarly work of our students and our faculty.

General Expectations for TPS Faculty:

All Theatre and Performance Studies faculty work must be in alignment with the university, college, and departmental missions. The mission of the Department of Theatre and Performance Studies states:

The Department of Theatre and Performance Studies cultivates scholar-artists who engage in rigorous research, critical investigation, and creative artistry. We prepare our graduates to be artists, scholars, and entrepreneurs in a variety of professions where their creativity, critical thinking, and communication skills make significant contributions to local and global communities.

- We combine the breadth of a liberal arts education with the depth of professional theatre and performance training.
- We equip students with a diverse portfolio of transferable skills.
- We witness, investigate, and create performances across cultures ranging from the traditional theatrical canon to new works, adaptations, and the avant-garde.
- We foster the development of original creative work, research, and scholarship.
- We incorporate and honor diverse voices.
- We integrate local, regional, national, and international engagement activities

- into our curricular and co-curricular programming.
- We approach the study and creation of performance as a method of analysis, a mode of inquiry, and an aesthetic act.
- We integrate a variety of pedagogical methods including digital technologies, classical training, and experimental performance.
- We stimulate entrepreneurial thinking.
- We promote collaboration across academic and creative contexts.

TPS Faculty Workload:

TPS tenure and tenure track teaching faculty, aligning with the Faculty Handbook (Section 2.2) and COTA Workload Guidelines, are typically workloaded as follows:

- 60% Teaching
- 20% Scholarship & Creative Activity (S/CA)
- 10% Professional Service (10% Professional Service is equivalent to 60 hours of service/semester).
- 10% S/CA, or Professional Service (10% of workload distribution is determined by individual faculty in consultation with the Chair).

Workload percentages must be specified in the FPA (Faculty Handbook, Section 3.10). Changes in workload can be initiated by the faculty or the Department Chair, but must take into account the Department's situational context and need for the department to fulfill its mission.

Performance Areas:

In keeping with university and college guidelines, a TPS faculty member may be evaluated according to work in three basic performance areas:

1. Teaching, Supervising, and Mentoring
2. Research and Creative Activity
3. Professional Service

As stated in the university guidelines:

Depending upon college and departmental guidelines, faculty members need not demonstrate noteworthy achievements in all three areas, but must be noteworthy in two and satisfactory in the third. All teaching faculty are expected to emphasize excellence in teaching and demonstrate noteworthy achievement in at least one other (BoR Policy Manual 8.3.5, 8.3.6, and 8.3.7). Appropriate activities and noteworthy achievement in all three areas is defined by the specific departmental guidelines.

These standards must be honored by all levels of review in the promotion and tenure process. Regardless of the individual's relative emphasis in the performance areas, all faculty members are expected to devote at least 10% of their time to professional service activities, which are essential to the life of the institution. (*KSU Faculty Handbook 3.2.*)

Central to the university, college, and departmental guidelines is the principle of flexibility, insofar as the institution acknowledges that individual faculty responsibilities, roles, and areas of emphases will vary widely. Expectations for each TPS faculty member's goals and priorities will depend upon and be articulated in annual written agreements or Faculty Performance Agreements between the faculty member, the TPS

Department Chair, and the Dean of the College of the Arts. (See description of the FPA later in this document.) Each year the faculty member will complete an Annual Review Document (ARD) that details their accomplishments relative to professional development and the three areas listed above. (See description of the ARD later in this document.)

Notwithstanding this flexibility, it is expected that TPS faculty members:

- Demonstrate effective performance in teaching, supervising, and mentoring.
- Contribute to the production season in a manner consonant with the department's needs, and their expertise.
- Demonstrate scholarly work in all areas of review and produce scholarship in an area consonant with the department's needs and their area(s) of emphasis.
- Contribute appropriate department, college, and university level Service

Additionally, 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.

Scholarly Work and Scholarship:

Every TPS faculty member with Scholarship & Creative Activity workload is expected to demonstrate *scholarly work** in *all areas of emphasis*. Furthermore, TPS faculty members are expected to produce *scholarship in at least one area of emphasis*, whether it be teaching, supervision and mentoring; research and creative activity; or professional service.

*To reiterate university definitions: *scholarly* is an adjective to describe “a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought” (*KSU Faculty Handbook 3.4.A.*). In contrast, *scholarship* refers to tangible products “disseminated in appropriate professional venues relating to the performance area. In the process of dissemination, the product becomes open to critique and evaluation” (*KSU Faculty Handbook 3.4.A.*).

In all activities, TPS faculty members are expected to model the “scholar-artist” profile as defined in the TPS Mission Statement that is likewise expected of TPS majors. At the Assistant and Associate Professor ranks, it is expected that a faculty member will produce scholarship that is aligned with their degree and area of expertise. Both research and creative activity are recognized as yielding forms of scholarship. As the faculty member progresses towards the rank of Professor, it is expected that they will not only deepen work in their area of emphasis; they will also produce scholarship that includes both writing/publication as well as creative work. The department recognizes that areas of emphasis and scholarship may change.

Expectations for specific scholarship projects and outcomes are discussed and negotiated with the Chair at Annual Review meetings. See expectations for faculty ranks for further details.

Each faculty member must clarify and document the scope of their scholarly work and scholarship, especially its significance on the international, national, regional and/or local levels. Documentation may include evidence of peer review, citation of awards, student and administrative evaluations, published reviews, composition commissions, acknowledgements of scholarship and creative work in official letters from peers, or any tangible evidence that demonstrates the significance of the accomplishments and their impact on the profession. The department may evaluate the quality and significance of this work on criteria such as originality, scope, richness, depth, contribution to the arts, and recognition by peers.

Quality and Significance in Theatre and Performance Studies:

“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.” (*KSU Faculty Handbook* 3.4.B.).

Quality and significance in the Department of Theatre and Performance Studies encompasses not only those principles articulated in the university guidelines (Sections 3.4.B.), but also the following criteria that are integral to effective participation in TPS disciplines. These include, but are not limited to:

- Consistently high standards of excellence.
- Ongoing collegiality and collaboration in all curricular and co-curricular activities.
- Consistent and clear communication with colleagues and fellow collaborators.
- Theoretical and practical results that advance the curricula, outreach activities, and production seasons.
- Modeling the “scholar-artist” for students.
- Staying current in the fields of theatre and performance studies and advancing the disciplines through theoretical and creative innovation.
- Ethical and professional behavior, not only as expected by the academy, but ethical and professional protocol as practiced in the creation of theatre and performance events.

Specific examples of work that represent quality and significance relative to the three areas of evaluation will be discussed later in the document.

Annual and Multi-Year Reviews:

Faculty members are evaluated annually (single-year review) and as candidates for tenure, promotion to the various ranks, and (multi-year reviews).

Annual Reviews:

There are two interrelated instruments utilized for annual reviews. Both documents are intertwined with one another and are integral to the promotion and tenure process.

- The **Faculty Performance Agreement (FPA)** is the annual document negotiated between the department chair and the faculty member that itemizes their responsibilities, goals, and priorities for the upcoming year. The overriding factor

in determining the activities of each faculty member must be the needs of that faculty member's college, department, and its academic programs.

The Faculty Performance Agreement (FPA) must:

- clarify the general responsibilities and relative emphasis of the individual in teaching, scholarship and creative activity, and professional service,
 - articulate the way the faculty member's activities relate to the departmental and college mission and goals,
 - identify the performance area(s) that will include scholarship expectations and describe those expectations.
 - identify how the faculty member will promote student success in at least one of these areas.
- The **Annual Review Document (ARD)** is compiled annually by each faculty member as demonstration/documentation of their “progress toward the criteria in the FPA” from the previous year (*KSU Faculty Handbook, 3.7.A.*).

“The exact format and layout of the ARD and the FPA will be determined by the faculty member's department. The College P&T Committee, the department chair, the dean, and the Provost must approve these formats.” (*KSU Faculty Handbook, 3.7.A.*)¹

Multi-Year Reviews:

When submitting evaluation materials for **Promotion and Tenure** and **Post-Tenure Reviews**, faculty members are required to submit **Portfolios** that document the quality and significance of their work over a period of several years (numbers vary).

In 2021, the Board of Regents modified its post-tenure review policy to include a five point scale to evaluate each of the three areas during annual reviews, which, at KSU has also been adopted for post-tenure review; a performance improvement plan for faculty who score a 1 or a 2 during their post-tenure review; and a corrective post-tenure review leading to a performance improvement plan for faculty who score a 1 or a 2 in any performance area during two consecutive annual reviews.

¹ As of 2014, approved College of the Arts/Theatre and Performance Studies formats for the ARD and FPA were integrated with KSU's Watermark system, which then became the electronic vehicle for generating these reports.

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. Extensive improvements are needed.	This rating in any area necessitates a PRP for tenure-line 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-line faculty

(BoR Policy Manual 8.3.5.4, BoR Faculty and Student Affairs Handbook 4.7).

For further details about promotion and tenure processes, including guidelines for multi-year review procedures, and portfolio guidelines and contents, see *KSU Faculty Handbook*, 3.7.B.

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.

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 Remediation Plan (PRP)

If a pre-tenured 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.

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).

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)

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 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.

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

Multi-Year Reviews

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

II. TEACHING, SUPERVISING, AND MENTORING OF STUDENTS

The Department of Theatre and Performance Studies expects effective performance, evaluation and appropriate revision in the areas of Teaching, Supervising and Mentoring from its entire teaching faculty. These activities may vary in form depending on individual faculty roles within the department, and include but are not limited to the activities of classroom instruction, student mentoring and advising, effective leadership, and supervision through the theatrical production process.

KSU believes that teaching can take many forms, including but not limited to lectures, interactive discussions, small group work, laboratory and creative work, supervising of research, original projects, internships and assistantships, private lessons or tutorials, distance education, asynchronous learning opportunities, mentoring, and advising. Within these multiple and flexible forms, KSU holds to a high standard of academic integrity. KSU expects its faculty to be current and well-qualified in their disciplines; to model and maintain the professional standards of their disciplines through research/creative activity; to inspire excitement for learning; to help students make connections among individual courses, their major areas of study, the general-education program, and lifelong learning; and to evaluate regularly the effectiveness of their teaching. (*KSU Faculty Handbook 2.4.*)

Teaching

Teaching involves the development of knowledge, understanding, and application in an environment where the instructor must monitor, manage, and facilitate the learning process. An instructor should provide a rich learning environment that allows for a range of individual learning styles. Following a syllabus designed by the instructor, specific topics in a discipline are presented through various forms of teaching and discovery based on a selection of reading materials and other resources. The learning outcomes and expectations should be identified in the syllabus and formally assessed. (*KSU Faculty Handbook 2.4.*)

The Department of Theatre and Performance Studies values the activities of teaching in a number of venues that include, but are not limited to the classroom. Faculty are involved with teaching during the production process, as well as through individual coaching and training. The Department recognizes and credits faculty for the significant amount of time they spend teaching their craft through the process of production, design and creation of our performance season. The unique nature of our disciplines requires the practical application of skills, and the Department recognizes the work of its faculty on the production season as central to the teaching and learning process.

Supervising

Supervision occurs in situations where a learner is engaged for a fixed period of time in a structured academic experience for credit or pay with specified learning outcomes. These experiences often take place outside of the classroom in a job setting. The learner is expected to demonstrate competence in performing the learning outcomes, and the purpose of supervision is to improve the quality of that performance by guiding, monitoring, and providing feedback. The supervisor observes, evaluates and provides feedback about the quality of the performance of tasks and appropriate professional behavior. Although a faculty member may be responsible for supervising a group of students, actual observation and conferences typically occur in a one-to-one relationship between learner and instructor. (*KSU Faculty Handbook 2.4.*)

The size and nature of the disciplines housed within the Department of Theatre and Performance Studies require faculty to work closely with students on research and creative projects, as well as academic supervision of internships. Faculty are often called upon to supervise performers, designers, technicians, administrators, directors, choreographers, dramaturgs, and researchers, thereby helping students to develop artistically and academically. The Department recognizes and places great value on the work of faculty who spend significant amounts of time working individually with students, helping them achieve specific creative and academic goals.

Mentoring

The purpose of mentoring is to facilitate and enhance the academic and professional success of an individual. Mentoring may take many forms, ranging from providing resources for learning and development to forming professional relationships with students and colleagues. Faculty mentor students in order to attract them to a discipline, retain them in degree programs, and enhance their professional success. Faculty mentor colleagues in order to retain them at KSU and help them develop professional expertise. A primary focus of all mentoring is the development of ideas and an understanding of a discipline. Mentoring activities challenge both the mentee and the mentor to consider new ideas and construction of knowledge and encourage both to engage in reflection and scholarly activities. Frequently, in mentoring relationships, faculty challenge the mentees by setting high expectations for the quality of the mentee's work and the development and achievement of their long-term goals. Although the mentee ultimately selects the mentor, faculty invite students and colleagues to engage in a mentoring relationship through their actions during teaching, supervising, and other professional activities. For example, faculty can directly initiate contact and conversations; be

available, open, and receptive; nurture potential by providing messages of encouragement and support of scholarly efforts; provide resource information and materials for professional development; and invite students and/or colleagues to engage in collaborative endeavors. (*KSU Faculty Handbook 2.4.*)

This is further clarified by section 4.4 of the BOR Faculty and Student Affairs Handbook, which states “effective advising and mentoring; undergraduate and graduate research; other forms of experiential learning; engagement in other high impact practices; the development of student success tools and curricular materials; strategies to improve student career success; involvement in faculty development activities; and other activities identified by the institution to deepen student learning.” Successful work in the both the academic and production areas of the TPS Department naturally address this definition.

The Department of Theatre and Performance Studies recognizes and credits faculty for their work as mentors of student groups and individuals within the Department. The performance disciplines housed within the Department often require faculty to serve in an advisory role for student groups that pursue learning and development through practical application and organization.

Scholarly Work in Teaching, Supervising, and Mentoring

Establishing a record of excellence in the areas of Teaching, Supervising and Mentoring of students is imperative for promotion and tenure within the Department of Theatre and Performance Studies.

Scholarly teachers plan their class activities in order to ascertain outcome data regarding student learning. Faculty members typically revise their courses from semester to semester; the scholarly faculty member makes these revisions deliberately and systematically assesses the effect of the revisions on students’ learning. The following semester, the scholarly faculty member makes more revisions based on the previous semester’s outcomes if such revisions are warranted. Professional development activities such as attending workshops and conferences related to teaching are examples of scholarly accomplishments in teaching. This process can result in scholarship when the faculty member makes these processes and outcomes public and subject to appropriate review. (*KSU Faculty Handbook 3.4.A.*)

The expectations for faculty in these areas may vary depending on rank and role within the Department. The Department evaluates effectiveness in the areas of teaching, supervising, and mentoring in a number of ways. Examples of significant work include, but are not limited to:

- Development of innovative and effective means of instructing groups, classes, seminars, workshops etc., within the department, college, and university.
- Development of new courses.
- Effective instruction of diverse and challenging courses.
- Guest lectures, guest artist residencies, master classes, and workshop

- presentations at conferences and other off-campus venues.
- Teaching, guest lecturing, and facilitation of lectures and talkbacks for season productions.
- Supervision of student internships and mentoring individual students through directed study projects.
- Advising, mentoring, and supervising students, peers and other groups of individuals placed under one's leadership.
- Creation and revisions of syllabi, and revision of course content.
- Experimentation with pedagogical innovation and technological innovation in teaching.
- Earning recognition and awards for distinguished teaching and mentoring.
- Awards won by students under the faculty member's supervision.
- Strong student evaluations.
- Strong administrative evaluations/feedback on teaching.
- Incorporation of academic and creative professional achievement into effective innovation in teaching, supervising and mentoring.
- Maintaining a teaching portfolio and articulating one's teaching philosophy, goals, strategies, and assessments in written narratives.

Scholarship in Teaching, Supervising and Mentoring

In addition to establishing a record of excellence and competence in the areas of teaching, supervising and mentoring, faculty may choose to specialize and develop *Scholarship of Teaching and Learning* (SOTL). *

***Definition:** The Scholarship of Teaching and Learning is the “systematic examination of issues about student learning and instructional conditions which promote the learning (i.e., building on previous scholarship and shared concerns), which is subjected to blind review by peers who represent the judgment of the profession, and, after review, is disseminated to the professional community.” (Research Universities Consortium for the Advancement of the Scholarship of Teaching and Learning *Policies and Procedures Supporting the Scholarship of Teaching and Learning in the Research University, Draft*. Carnegie Consortium for the Advancement of the Scholarship of Teaching and Learning, 2005.)

The department recognizes the following forms of scholarship in the areas of teaching, supervising, and mentoring, and values the following products as evidence of quality and significance:

- Presentations of research based on teaching, supervising, and mentoring at conferences and other academic and professional venues.
- Publications based on the scholarship of teaching, supervising, and mentoring.
- Contributions to academic journals (including editing) and publications that provide evidence of individual research and expertise in the areas of teaching, supervising, and mentoring.
- Web-based presentations, publications, and archives of pedagogical material.
- Dissemination of originally developed course information to the academy through publication, electronic media, video, and other tangible products.

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

- development and participating in student success initiatives,
- course revision/development based on student feedback,
- development of a special topics course addressing student need,
- 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.

III. SCHOLARSHIP AND CREATIVE ACTIVITY

Scholarship and creative activity at KSU is broadly defined in the institution's mission statement as 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 University. Scholarship and Creative Activity will include a broad array of scholarship with the expectation that in order for something to be considered scholarship it must meet the expectations of scholarship as established by the department, school, or college. These professional activities become recognized accomplishments when the work exhibits the use of appropriate and rigorous methods, is formally shared with others, and is subject to informed critique and review (peer-review). Documentation and evaluation of accomplishments in scholarship and creative activity will focus on the quality and significance of the work. Merely listing individual tasks and projects does not address quality and significance. Faculty members are encouraged to disseminate their best teaching practices to appropriate audiences and to subject their work to critical review. (*KSU Faculty Handbook 3.3.B.*)

In keeping with KSU guidelines for faculty performance in the category of Scholarship and Creative Activity, TPS faculty are expected to produce scholarly work and scholarship that are both aligned with KSU's mission, and appropriate to the College of the Arts and the Department of Theatre and Performance Studies' disciplines and scholarly contexts. Tenure-line faculty with a minimum 20% SCA are expected to produce a minimum of one significant peer-reviewed scholarship product/creative activity, linked to their disciplinary expertise, every two years during the period under review that is disseminated to external communities (local, regional, national, or international), appropriate to their faculty rank.

In alignment with National Association of Schools of Theatre and KSU Faculty Handbook, Creative Activity comprises one facet of disciplinary scholarship.

NAST 2022-23: “Creative activity should be accepted as a criterion for appointment and advancement in all institutions” (61).

“Faculty should be encouraged to create and present theatrical productions for a variety of settings, both on and off campus” (197-98).

At the departmental level, faculty research and creative activity must support the department’s vision, curricular needs, and co-curricular activities. For the latter, this includes regular contributions to the department’s annual production season of plays, new works, and theatre performances as appropriate to the faculty member’s area of emphasis and expertise.

Research/creative activity may take a variety of forms that encompass theory, aesthetics, and praxis; likewise, the scholarship produced will range from more traditional scholarship of written publications such as book and journal publications, monographs, and conference presentations, to creative activity that includes performance, performance composition (including ethnographies), direction, dramaturgy, choreography, playwriting, adaptation, producing, design, technology, and management. As the *KSU Handbook* guidelines state: “... distinguished creation should receive consideration equivalent to that accorded the distinction attained in more traditional areas of research” (3.3.B.). However, it is incumbent upon each faculty member to ensure not only tangible outcomes, but also documentation that demonstrates the significance of the outcomes in both research and creative realms.

Scholarly Work in Research and Creative Activity:

Reflecting the university definition iterated in the introduction to this document, scholarly work in this area involves:

- 1) Conceptualization of the subject/product.
- 2) Research and development/rehearsal/writing of the product.
- 3) Presentation and/or publication of the product.
- 4) Reflection, evaluation, and revision in response to critical review of the product.

Scholarship in Research and Creative Activity:

While a TPS faculty member may perform *scholarly* work in a number of research and creative realms, the work is not considered *scholarship* unless s/he produces both tangible products and documentation of significant outcomes as evidence of impact. Examples of such include, but are not limited to:

1) Traditional Research

- a. Written publications of original works, including dramaturgical articles, dramaturgical program notes, ethnographies or interdisciplinary projects, translations, transcriptions, interpretations, and adaptations.
- b. Reviews/editing professional publications.
- c. Presentations of papers/posters/panels at professional conferences.
- d. Presentations at invited professional events and performances.

- e. Recorded works of art:
 - i. audio or video media for distribution.
 - ii. audio or video media by commission.
 - iii. instructional audio or video media to impact teaching, studio, or other arts content.
 - iv. recorded (audio or video) performances (live or studio) by faculty or recording of compositions by faculty for commercial, promotional and/or other reasons.
- f. Publications of works of art:
 - i. dramatic, ethnographic works or interdisciplinary projects.
 - ii. producing commissions.
- g. Web-based presentations, publications, productions.
- h. Translations of works written by other authors.
- i. Completion of grant proposals to procure funding for one's work and/or the advancement of the institution.
- j. Presentations or workshops at professional meetings.

2) Creative Activity (Including, but not limited to, performances of works of art)

- a) Performances/productions and publications of works of art at external peer-review professional/academic settings befitting their faculty rank:
 - i) appearances as a performing artist (e.g. dramatic reader, ensemble member, actor, storyteller, performance artist).
 - ii) creation/production of collaborative works (in positions such as playwright, adapter, theatrical director, dramaturg, designer, choreographer, producer, ethnographer, and so forth).
 - iii) creation/production of original collaborative works (as playwright, adapter, theatrical director, dramaturg, designer, choreographer, producer, ethnographer).
 - iv) presentation of works-in-progress intended for performance (e.g. scripts, adaptations, ethnographic texts).
 - v) presentations of commissioned original compositions (e.g. theatrical, performance art, ethnographies).
 - vi) performances/creation of works that lead to live, broadcast, or computer performances, films, or videos.
 - vii) performances/creation of non-traditional or interdisciplinary applications in performance settings.

3) Community-Engaged Scholarship

- a) **Definition:** Community-based creative projects are coherent, purposeful modes of creating performance and/or knowledge that contribute to the public good and yield *artifacts* of public and intellectual value. These projects are created in a context of partnership and reciprocity, with the expectation that faculty members will make a case for the significance of their work in, for example, creating new knowledge, fostering effective learning environments, or engaging with public

audiences in collaborative performance work. ²

Contexts include but are not limited to: work in schools, government agencies, not-for-profit and for-profit organizations at the local and/or global level. The products or artifacts would take forms such as those listed above under traditional scholarship and creative activity.

Quality and Significance of Scholarship and Creative Activity:

It is incumbent upon the applicant to establish the quality and significance of their accomplishments. Criteria such as originality, scope, richness, depth of creative expression, and recognition by peers may be used to greater contextualize quality and significance.

As previously mentioned, all scholarship produced must be accompanied by documentation of significant outcomes as evidence of impact. This may include, but is not limited to:

- Samples of articles, books, editing projects, scripts
- Reviews in newspapers, journals, magazines
- Internal and external peer letters and evaluations

Examples of Student Success in Scholarship and Creative Activity may include but is not limited to:

- Inclusion of students in creative activity, scholarship, faculty research, presentations, appearances, etc.
- Mentorship of student work toward publications, presentations, performances, or proposals.
- Faculty research in the area of student success

² References:

1. "Community-engaged scholarship can be defined in several ways, but essentially it means activity that adheres to the principles of engagement (mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity) and to the quality standards of scholarship (intellectual [or creative] work that is communicated to and validated by peers)." -- Lorilee R. Sandmann, "Community Engagement: Second-Generation Promotion and Tenure Issues and Challenges," in Jean R. Straig and Marybeth Lima, eds. *The Future of Service-Learning: New Solutions for Sustaining and Improving Practice* (Stylus: 2009).

2. "Publicly engaged academic work is scholarly or creative activity integral to a faculty member's academic area. It encompasses different forms of making knowledge 'about, for, and with' diverse publics and communities. Through a coherent, purposeful sequence of activities, it contributes to the public good and yields artifacts of public and intellectual value." -- Imagining America Tenure Team Initiative Final Report (see: http://imaginingamerica.org/TTI/TTI_FINAL.pdf).

IV. 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. The service activity must be related to a person's status as a faculty member. For example, faculty members might draw on their professional expertise to engage in a wide array of scholarly service to the governance and professionally related service activities of the department, college, or University. Service is a vital part of faculty governance and to the operation of the University. Evidence of the quality and significance of institutional service can support promotion and tenure. Governance and professionally related service create an environment that supports scholarly excellence and the achievement of the University's mission. Those faculty serving as administrators are encouraged to engage in service activities such as faculty development, fundraising, fiscal management, personnel management, and public relations. Whatever the individual's relative emphasis in the performance areas, all faculty members are expected to devote at least 10% of their time to professional service activities, that are essential to the life of the institution (See KSU Faculty Handbook Section 2.2). (*KSU Faculty Handbook* 3.4.C.)

Some scholarly service activities rely on a faculty members' academic or professional expertise to serve communities and organizations outside the University.

For example, a faculty member might engage in professionally related service to a community agency, support or enhance economic development for the region, provide technical assistance, or facilitate organizational development. Likewise, some scholarly service activities might rely on a faculty member's academic or professional expertise to serve their discipline or an interdisciplinary field. (*KSU Faculty Handbook* 3.4.C.)

All faculty members in the Department of Theatre and Performance Studies are expected to serve on institutional committees that are necessary for efficient management of the department, college, and university. Such responsibilities may, but do not necessarily entail, scholarly and scholarship activities. Examples of institutional service include but are not limited to:

- KSU governance committees.
- Any standing committees throughout the institution (listed on the KSU website).
- Promotion and Tenure Committees.
- TPS Season Selection Committee.
- Faculty and Student Awards Committees.

Other types of professional service may include, but are not limited to:

- Coordinating or producing interdisciplinary arts presentations.
- Organizing symposia, lecture series and/or bringing professional meetings to KSU
- Volunteering support and/or leadership to community arts organizations and projects.
- Assisting in student recruitment and retention activities.
- Serving as faculty advisor to student organizations.
- Leading or participating in institutional and program accreditation self-studies and/or serving on accreditation teams.
- Serving on state or national standard arts or educational boards.
- Serving as officers or on boards of arts or educational organizations.
- Participating in annual free arts festival(s) presented to the community-at-large
- Attracting funds for student scholarships.
- Service to the community as a consultant or advisor in his/her professional field.
- Developing and maintaining a professional website.
- Editing books.

Service in Administrative Duties

Those assigned administrative duties (listed below) should demonstrate the quality and significance of their leadership and administration, especially how effectively they foster the requisite fiscal, physical, interpersonal, intercultural, international, and intellectual environment (e.g., improving the quality and significance of scholarship or service in their unit). In sum, faculty with administrative duties act as leaders by assisting colleagues in their unit to achieve and surpass University, college, and departmental goals in teaching, scholarship and creative activity, and professional service. (*KSU Faculty Handbook 3.3.C.*)

Some faculty may complete service in administration and leadership roles, which is different from an appointment as administrative faculty. Some of these roles may include:

- General Education Coordinator (TPS 1107)
- Recruitment Coordinator
- Advisement Coordinator
- Musical Theatre Coordinator
- Acting Coordinator
- Design Tech Coordinator
- Performance Studies Coordinator
- Artistic Director
- Assistant Chair

Faculty members who are assigned administrative duties often provide oversight to initiatives that strengthen and enhance the TPS mission.

Scholarly Work in Professional Service

Professional service responsibilities may, but do not necessarily entail, scholarly and scholarship activities. Some obligatory service entails clerical and managerial work necessary to the department, college, and/or institution, whereas other service activities, such as authorship of promotion and tenure guidelines, self-studies, accreditation reports, program reviews, grants, and so forth entail considerable scholarly work. Therefore, faculty members must delineate clearly and document explicitly those service activities that entail scholarly methods when they intend to make a case for the depth and impact of the work.

Scholarship in Professional Service

Scholarship of professional service must include deliberate reflection, research, and analysis *of/about* scholarly professional service activities. As with traditional research, this scholarship must consist of a publicly disseminated tangible product (e.g., presentation and/or publication).

Examples include but are not limited to:

- Publicly presented and/or written analyses of processes and/or best practices for creating promotion and tenure guidelines, self-studies, accreditation reports, and program reviews.
- Deliberate reflection, research, and analysis *of/about* developing significant documents and programs for community, regional, national, and international organizations.
- Publication of research and analysis conducted as service for community, regional, national, and international professional organizations.

Examples of Student Success in Service may include but 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.

V. PROMOTION AND TENURE

Promotion for Professorial Ranks:

The faculty member's annual **Faculty Performance Agreement (FPA)** is negotiated with the department chair. This agreement will describe anticipated activities for the year in each area of evaluation. These activities should be appropriate to the faculty member's position and rank.

The faculty member's **Annual Review Document (ARD)** will reflect upon the work that the faculty member has completed in a calendar year, relevant to the goals discussed in the previous FPA.

Faculty members are encouraged to cite their FPA and ARD documents when composing their Promotion and Tenure narratives to contextualize their work and contributions to each area of evaluation.

The professorial ranks (see Section 3.6.A.) are typically linked to the different stages of career development and accomplishment for University faculty. “The professorial ranks are typically linked to the different stages of career development and accomplishment for university faculty. Faculty members at the different stages of an academic career tend to have different levels of experience, expertise, accomplishment, effectiveness, and productivity. They also tend to have different opportunities for contribution, leadership, and mentorship. Consequently, KSU’s general expectations for faculty performance and for promotion in rank will be dependent on experience levels and the faculty member’s career path. Experience is correlated with professorial rank, but years of service or successful annual reviews alone are not sufficient to qualify for a promotion in rank.” (*KSU Faculty Handbook 3.5.B.*)

Expectations for Tenure

[Tenure] should only be granted to those faculty members whose achievements demonstrate the quality and significance expected of their current rank and who demonstrate potential for long-term effectiveness at the University... The review for tenure involves a retrospective analysis of how well the individual has met the needs and expectations of the University during the probationary period.. The fundamental issue underlying the tenure decision is whether, in the judgment of teaching and administrative faculty colleagues, the faculty member will continue to meet institutional needs and expectations in the future. (*KSU Faculty Handbook 3.5.A.*)

When an individual is hired as a tenure-track member of the Theatre and Performance Studies faculty they begin their probationary period with a clearly articulated job description outlining their role and functions as they relate to departmental needs and programs. This is the preliminary basis for implementation and evaluation of the individual’s work.

The review process includes a pre-tenure review that takes place in the third year of a tenure-track employment and a tenure review that takes place at the end of the probationary period (typically five to six years). Unless they have significant experience in their respective fields, faculty members who have recently earned terminal degrees are discouraged from applying for promotion and tenure prior to the sixth year.

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. Faculty pursuing non-tenure track

appointments should see Sections 4.1 and 3.6.A. in the Faculty Handbook for relevant guidelines.

I) Makeup of Department Promotion and Tenure Committee

- a. There is a single department P&T committee with a minimum of 3 voting members at appropriate rank for each portfolio (committees can borrow faculty from other departments if needed).
- b. Only Professors can review and vote on a candidate's promotion to Professor. Both Associate Professors and Professors can vote on a candidate's promotion to Associate Professor. Associate Professors cannot review or assess portfolios for promotion to Professor.
- c. Faculty with the rank of Professor are expected to serve on P&T committees as required.
- d. The vote tally for and against recommending promotion and/or tenure is to be recorded on the coversheet (but not names of individuals casting those votes).

II) External Letters

- a. Please refer to the most recent Kennesaw State University Faculty Handbook regarding portfolio materials and the appropriate procedure for soliciting external letters.
- b. The candidate will not see the letters unless the candidate expressly requests a copy of the letters pursuant the Georgia Open Record Act (O.C.G.A §50-18-0 through 50-18-76). At the end of the process, the department chair will remove the letters and keep them on file for seven (7) years following separation of the employee from the institution (USG Record Retention Guidelines for Employee Personnel Records #0472-04-01).

III) Administrative Faculty

All administrative faculty (i.e. department chair, associate dean, etc.) must follow the same procedure for soliciting incorporating external letters into their portfolio following the guidelines for teaching faculty.

Expectations for Faculty Performance in Different Ranks

University Expectations for the Rank of Lecturer, Senior Lecturer, and Principal Lecturer

In most cases, lecturers' and senior lecturers' primary responsibility is teaching and therefore [they] are expected to be highly effective teachers... The heavy teaching load of these individuals constitutes a full workload and offsets the absence of a full range of regular faculty responsibilities that normally rounds out the typical full undergraduate faculty workload at KSU. In rare cases, the responsibilities assigned to a lecturer or senior lecturer may be individualized and differ from the typical lecturer or senior lecturer workload that is focused on teaching. In such cases, the responsibilities must be specified in the FPA. Unless otherwise set forth in the

Faculty Performance Agreement (FPA), there are no expectations for scholarship. Their service responsibilities may be limited to the minimum necessary to successfully teach their assigned courses. "...promotion of lecturers to senior lecturers are dependent on their performance in instruction and service as outlined in the FPA, as well as the programmatic needs and financial exigencies of the College and its units. Departments and colleges with non-tenure track lecturer faculty must incorporate into their guidelines the criteria for the promotion review for these faculty members." (*KSU Faculty Handbook*, 3.6.B.)

TPS Expectations for the Lecturer, Senior Lecturer, & Principal Lecturer

With teaching as their focus within the department (the position carries a 4/4 load or equivalent), the Lecturer, Senior Lecturer, and Principal Lecturer are evaluated on the evidence of highly effective and innovative teaching methodology and practice inside and outside the classroom environment and contributions to the department in the area of teaching, supervising, and mentoring.

Scholarship Expectations for the Lecturer, Senior Lecturer, & Principal Lecturer

There are no expectations for scholarship associated with the rank of Lecturer, Senior Lecturer, and Principal Lecturer beyond the scope of their negotiated FPA. The service responsibilities should be restricted to those necessary to successfully teach courses assigned to them and may include attending applicable departmental meetings and serving on relevant department committees.

Unless otherwise set forth in the Faculty Performance Agreement (FPA), 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). (*KSU Faculty Handbook*, 3.10.1- General Expectations for the Non-Tenure Track Lecturer Faculty Ranks)

University Expectations for the Rank of Assistant Professor:

Assistant Professors ordinarily hold the highest earned degree in their field of specialization, or its equivalent in training, ability, and/or experience" (*Board of Regents Policy Manual* 8.3.1.3).

P&T Expectations for Assistant Professors

In accordance with the Southern Association of Colleges and Schools Commission on Colleges and the National Association of Schools of Theatre faculty guidelines regarding faculty qualification and terminal credentials affirm that "...the Master of Fine Arts is an appropriate terminal degree for performance, design/technology, and playwriting..." (NAST 2023, p. 6). Furthermore, regarding the instruction in theoretical, historical, and pedagogical subjects "...the Ph.D. and comparable doctorates are the appropriate terminal degrees in these fields..."(NAST 2023, p. 6).

At the Assistant Professor level faculty are required to meet the following criteria in the in order to prepare for promotion and tenure:

- Develop teaching methodologies and innovations.
- Effectively advise students within the department, and supervise organizations placed within one's charge.
- Serve as mentors to students wishing to pursue independent projects and research.
- Serve on departmental, college and university committees.
- Contribute to the departmental production season in their area of expertise.

Scholarship Expectations for Assistant Professors

Faculty members must produce scholarship in areas in their area of disciplinary expertise. Evaluation of all scholarly accomplishments and scholarship will be based on the quality and significance of the work. At the Assistant Professor rank, scholarship is primarily focused at (but not necessarily limited to) external peer-reviewed work at the local, and regional levels. Examples for SCA in each category include:

Teaching, Supervising, and Mentoring:

An Assistant Professor who focuses on teaching, supervising, and mentoring through their scholarship is expected to create and disseminate teaching processes and outcomes that are closely tied to their disciplinary expertise, demonstrating external peer review at a local and regional level, such as:

- National Association of Schools of Theatre (NAST) Conference
- Association for Theatre in Higher Education (ATHE) Conference
- American Society for Theatre Research (ASTR) Conference
- Modern Language Association (MLA) Conference
- PCA/ACA Conference
- National Communication Association (NCA) Conference
- Southeastern Theatre Conference (SETC) Conference
- Performance Studies International (PSI) Conference
- Kennedy Center American College Theatre Festival (KCACTF) Conference(s)
- United States Institute for Theatre Technology (USITT) Conference
- National Storytelling Network (NSN/NSC) Conference

Scholarship and Creative Activity:

An Assistant Professor pursuing scholarship and creative activity is expected to produce publications or production work which are made public and are subject to appropriate external peer-review on a local and regional level; examples include but are not limited to:

- Acting, direction, dramaturgy, choreography, producing, or design work at local or regional theatres or dance companies
- Publication in theatre/performance studies/dance/design and technology journals.
- Adaptation/playwriting
- Conference presentations

Professional Service

An Assistant Professor pursuing professional service as scholarship is expected to demonstrate leadership in their disciplinary expertise. The faculty member must provide evidence of tangible outcomes associated with the service activity that analyze best practices and demonstrate its impact on the community and profession. Examples of such evidence include but are not limited to the following:

- Traditional publication analyzing the experience, process, and outcome of the service activity.
- Evidence and analysis of the resultant product of a service activity. Example: organization of a conference or event; development of documentary product; impact of a community outreach activity.
- Evidence and analysis of impact of leadership role through tangible product and peer review.
- Evidence and analysis of how the individual faculty member has contributed best practices, personal skill and expertise to achieve the service goal.

University Expectations for the Rank of Associate Professor:

Associate Professors make contributions to knowledge as a result of their scholarly work. High quality and significance (see KSU Faculty Handbook Section 3.4) are the essential criteria for evaluation. The specialty areas, expertise, and professional identities of associate professors should become more advanced, more clearly defined, and more widely recognized as their academic careers progress. Typically, as the faculty member's roles and contributions grow towards significance, leadership and initiative, the faculty member establishes a strong record of accomplishments with broader impact and recognition within and beyond the University. Based on BoR policy (BoR Policy Manual 8.3.6.2), promotion to the rank of associate professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience.

Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion. Initial appointments to the associate professor rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3). (*KSU Faculty Handbook 3.6.A.2.*)

TPS Expectations for Associate Professors

- Solid and consistent record of outstanding teaching, supervision, and mentoring, which was achieved as an assistant professor.
- During this period the record of scholarship or service is expected to mature to more sophisticated and productive levels beyond the college and university.
- The associate professor is expected to exert greater initiative and leadership than in earlier stages of career development.
- Develops specialized expertise in scholarship/creative activity.
- Makes contributions in service that have breadth, depth and sophistication that are beyond the department and college level.
- The associate professor is expected to grow in activity and recognition as a leader and initiator.
- Contribute to the departmental production season in their area of expertise.

The M.F.A. and Ph.D. degrees are the recognized terminal degrees for professors in Theatre and Performance Studies (NAST).

Scholarship Expectations for Associate Professors

Faculty members with Scholarship & Creative Activity workloads must produce scholarship in areas in their area of disciplinary expertise. Evaluation of all scholarship will be based on the quality, quantity, and significance of the work. Special value will be placed on the integration of research and creative activity into the classroom, department season, and mentoring.

Some examples in each area include:

Teaching, Supervising, and Mentoring:

An Associate Professor pursuing teaching, supervising, and mentoring as an area of scholarship are expected to produce teaching processes and outcomes which are made public and are subject to appropriate external peer-review at a regional and/or national level, for example:

- NAST Conference
- ATHE Conference
- ASTR Conference
- MLA Conference
- PCA/ACA Conference
- NCA Conference
- SETC Conference
- KCACTF Conference
- USITT Conference
- PSI Conference
- NSN Conference

Scholarship and Creative Activity:

An Associate Professor who chooses research and creative activity as his/her area of scholarship is expected to produce publications or production work which are made public and are subject to appropriate review on a national level; examples include but are not limited to:

- Acting, direction, dramaturgy, choreography, producing, or design work at a regional theatre.
- Publication in theatre/performance studies/dance/design, and technology journals.
- Adaptation/playwriting.
- Peer-reviewed conference presentations.

Professional Service:

An Associate Professor pursuing service as an area of scholarship is expected to produce outcomes that are shared at a national level either through external peer-review publications and/or or presentations; examples include but are not limited to:

- NAST Conference
- ATHE Conference
- ASTR Conference

- MLA Conference
- PCA/ACA Conference
- NCA Conference
- SETC Conference
- PSI Conference
- KCACTF Conference
- USITT Conference
- NSN Conference
- Publications relative to professional service

University Expectations for the Rank of Professor:

Professors are experienced and senior members of the faculty who have become highly accomplished in their scholarly activities. They are faculty whose careers have advanced to mature and high levels of effectiveness and productivity.

Professors have strong records of contribution to and leadership in their respective areas of emphasis. A professor is typically characterized as a leader, mentor, scholar, expert, and/or distinguished colleague. Professors make significant contributions to knowledge as a result of their scholarly work, whether demonstrated through the scholarly work of scholarship and creative activity, teaching, or professional service. Professors have a documented record of distinguished accomplishments using the criteria for quality and significance of scholarly work (see KSU Faculty Handbook Section 3.4). These accomplishments will merit regional, national, or international attention and recognition. Professors continue to grow and develop in their respective areas of emphasis. Based on BoR policy (BoR Policy Manual 8.3.6.2), promotion to the rank of professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion. Initial appointments to professor should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3). (*KSU Faculty Handbook 3.6.A.3*)

As the TPS faculty member who is emphasizing scholarship in teaching, research/creative activity, or professional service pursue the rank of Professor, it is expected that s/he will not only continue to deepen work in his/her area of emphasis, s/he must also produce scholarship that includes writing as well as creative projects; or vice versa, depending upon his/her initial outlet for scholarship. This blend represents the departmental philosophy that each faculty member must model the “scholar- artist” profile that is expected of TPS majors. Precise proportions of work and identification of specific projects to be completed in a given year must be included in the Faculty Performance Agreement that is negotiated annually with the TPS Chair.

TPS Expectations for the Rank of Professor

- The faculty member's record of service, research/creative activity, professional service, or administration and leadership has matured to sophisticated and productive levels, which surpass those at the Associate Professor level and which are broadly recognized *beyond* the University.
- The faculty member continues to be highly productive in scholarly work, scholarship, and creative activity.

- The faculty member has established record advancing the field in their specialized expertise at the national/international level.
- The faculty member has demonstrated sustained accomplishments as a leader and mentor, noted scholar-artist, expert and/or distinguished colleague.
- The faculty member is viewed as a master teacher, and is consulted as a lead teacher and mentor/supervisor.
- The faculty member's teaching role extends beyond the classroom into the professional development area.
- The faculty member continues to be consistent in maintaining up-to-date knowledge, skills, and credentials.

Scholarship Expectations for the Rank of Professor

All TPS faculty at this rank are required to demonstrate the scholar-artist model by producing *both* creative activity and written scholarship. This scholarship may reside in one or more of the three areas of scholarship described below. The quality and significance of the scholarship must be peer reviewed and recognized at the national and/or international levels.

In recognition of the proclivity of faculty to produce scholarship in either the written or creative realm, faculty are required to meet the following minimal guidelines at the rank of Professor to demonstrate the scholar-artist model in their scholarship:

Note: Models 1 and 2 below do not provide exhaustive or exclusive examples. It will be incumbent upon the candidate to document the quality and significance of the work as well as the organizations and venues in which the work is disseminated. Similarly, the TPS Chair and the Departmental Promotion and Tenure Committee will be responsible for evaluating the quality and significance of the scholarship/venues.

Model 1:

Faculty who choose *creative activity* as their primary medium of scholarship should hold a substantial body of peer-reviewed creative scholarship at the professional and collegiate levels that demonstrate a mastery of their discipline.

They are also required to demonstrate written scholarship in one of the following ways:

- 2 single-authored publications*
OR
- 4 co-authored publications*
OR
- 1 single-authored and 2 co-authored publications*
OR
- 1 book (single or co-authored; published by a university or academic press; other presses may be acceptable, provided that the content is academically rigorous.)

**Note: These publications must: 1) be feature articles (i.e., not book or performance reviews); 2) not have been previously published.*

Model 2:

Faculty who choose *written research* as their primary medium of scholarship, should hold a substantial body of published scholarship that demonstrates a mastery of their discipline.

They are also required to demonstrate creative activity in one of the following ways:

- 2 professional creative projects
OR
- 2 significant community-based creative projects
OR
- 4 academic-venue creative projects
OR
- 1 professional or 1 significant community-based project and 2 academic-venue creative projects

Note: The numbers above represent products generated throughout the faculty member's KSU career.

Teaching, Supervising and Mentoring

A faculty member at the rank of Professor who chooses teaching, supervising, and mentoring as his/her area of scholarship is expected to produce presentations and publications about teaching processes and outcomes which are made public and are subject to appropriate review; examples of significant contexts include, but are not limited to:

- NAST Conference
- ATHE Conference
- ASTR Conference
- MLA Conference
- PCA/ACA Conference
- NCA Conference
- PSI Conference
- KCACTF Conference
- USITT Conference
- International conferences
- Regional, national and/or international journals, periodicals, and books

Written scholarship in this area must be supported by creative activity within the arts field, representing the scholar-artist model that is integral to the departmental mission.

Research and Creative Activity:

A faculty member at the rank of Professor is expected to produce publications and production work which are made public and are subject to appropriate external peer-review at national, and/or international level, for example:

- Acting, direction, dramaturgy, choreography, producing or design work at regional, national, and/or international theatre/performance venues.
- Publications in journals, periodicals, magazines.
- Playwriting/adaptations/translations.

Written and creative scholarship must be demonstrated to represent the scholar-artist model that is integral to the departmental mission.

Professional Service:

A faculty member at the rank of Professor who chooses service as his/her area of scholarship is expected to produce outcomes comprised of deliberate reflection, analysis, and/or research about processes/best practices for chosen service activities that are shared at a national or international level either through publication or presentation. Examples of presentation venues include, but are not limited to:

- ASTR Conference
- NAST Conference
- ATHE Conference
- Administrative or peer evaluations/feedback of service contributions
- MLA Conference
- NCA Conference
- PCA/ACA Conference
- PSI Conference
- KCACTF Conference
- USITT Conference
- NSN Conference
- International conferences
- Publications relative to the service in regional, national and/or international journals, periodicals, and books

Written scholarship in this area must be supported by creative activity within the arts field, representing the scholar-artist model that is integral to the departmental mission.

NOTES:

This document is subject to revision as dictated by changes in University and/or College of the Arts missions and circumstances.

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

The P&T Guidelines for the Theatre, Performance Studies and Dance Guidelines were approved, and therefore put into effect, by the TPS&D faculty in November 2010.

In Fall 2014, cosmetic changes were made to reflect the creation of a separate Department of Dance; revised vision and mission statements were inserted; typographical, spacing, punctuation, and formatting adjustments were made; additional citations from the *KSU Faculty Handbook* were inserted regarding Lecturers and P&T Committee make-up; and the citations to the *KSU Faculty Handbook* were corrected to align with the revised and current edition. Also amended: student evaluations were removed as documentation for quality and significance of research and creative activity; and a D.F.A. in Dramaturgy was added to the list of terminal degrees for a tenure-track position.

The document was subsequently resubmitted for formal approval and approved by the TPS Faculty, the COTA Dean, and Academic Affairs in December 2014.

In Spring 2017, substantive changes were made to reflect updates in the University Promotion and Tenure guidelines including, but not limited to, guidelines for the use of external letters.

In Fall 2023, updates were made to align with new Faculty Handbook/USG criteria.

Certificate Of Completion

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Certificate Pages: 5	Initials: 2
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Time Zone: (UTC-05:00) Eastern Time (US & Canada)	ldowns@kennesaw.edu
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Signer Events

Carmen Skaggs
 cskaggs4@kennesaw.edu
 Assistant Vice President for Academic Affairs
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 Security Level: Email, Account Authentication (None)

Signature




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Pam Cole
 pcole@kennesaw.edu
 Interim Dean
 Security Level: Email, Account Authentication (None)



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 Security Level: Email, Account Authentication (None)



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In Person Signer Events	Signature	Timestamp
Editor Delivery Events	Status	Timestamp
Agent Delivery Events	Status	Timestamp
Intermediary Delivery Events	Status	Timestamp
Certified Delivery Events	Status	Timestamp

Carbon Copy Events**Status****Timestamp**

Leslie Downs

ldowns@kennesaw.edu

Security Level: Email, Account Authentication
(None)**COPIED**

Sent: 1/5/2024 3:56:09 PM

Resent: 1/5/2024 3:56:11 PM

Viewed: 1/11/2024 8:34:56 AM

Electronic Record and Signature Disclosure:

Not Offered via DocuSign

Witness Events**Signature****Timestamp****Notary Events****Signature****Timestamp****Envelope Summary Events****Status****Timestamps**

Envelope Sent

Hashed/Encrypted

1/3/2024 10:56:01 AM

Certified Delivered

Security Checked

1/5/2024 3:56:02 PM

Signing Complete

Security Checked

1/5/2024 3:56:07 PM

Completed

Security Checked

1/5/2024 3:56:09 PM

Payment Events**Status****Timestamps****Electronic Record and Signature Disclosure**

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