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 11 / 27 / 2023 , were approved by the faculty of the Department of Ecology, Evolution, and Organismal Biology in accordance with department bylaws:

Matthew Laposata (P&T Chair)   Nov. 29, 2023
_____   _____
Name (printed or typed) / DFC or P&T chair   Signature/ Date

Department Chair Approval - I approve the attached guidelines:

Paula Jackson   November 29, 2023
_____   _____
Name (printed or typed)   Signature/ Date

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

David Garofalo   November 29, 2023
_____   _____
Name (printed or typed)   Signature/ Date

College Dean Approval - I approve the attached guidelines:

Vishnu Suppiramaniam   November 29, 2023
_____   _____
Name (printed or typed)   Signature/ Date

Provost Approval - I approve the attached guidelines:

Ivan Pulinkala   December 1, 2023
_____   _____
Name (printed or typed)   Signature/ Date

RHM - 08 Sept 16

Kennesaw State University
College of Science & Mathematics
Department of Ecology, Evolution, and Organismal Biology

Guidelines for Faculty Performance, Promotion, and Tenure

November 27, 2023

Table of Contents

I. Introduction

The Department of Ecology, Evolution, and Organismal Biology (EEOB) is a unit of the College of Science and Mathematics (CSM) at Kennesaw State University (KSU). The Department includes a collaborative, collegial, and diverse group of scholars who value excellence in teaching and mentorship, who are active in campus leadership, and who are successful in research activities that involve both undergraduate and graduate students.

The work of a university faculty member at Kennesaw State University involves many different facets that include the three areas of: 1) Teaching, Supervision, and Mentoring; 2) Scholarship and Creative Activity; and 3) Professional Service. Individual faculty are expected to develop professional goals that reflect their unique ways of contributing to the university and departmental goals. These goals are developed and evaluated each year in the Faculty Performance Agreement (FPA) and Annual Review Document (ARD) process and serve to support the faculty member in their annual evaluations as well as in tenure, promotion, and post-tenure review (P&T and PTR) decisions. This document is intended to provide guidance with respect to the standards of performance expected of faculty in the Department of Ecology, Evolution, and Organismal Biology in each of the three areas.

II. Alignment of the Department of Ecology, Evolution, and Organismal Biology with the University and College Strategic Plan, Mission, and Faculty Performance Guidelines

"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."

Important Links that should be consulted:

University System of Georgia:
https://www.usg.edu/policymanual/section8/C245

Kennesaw State University Faculty Handbook:
https://catalog.kennesaw.edu/index.php?catoid=69

Faculty Resources: https://facultydevelopment.kennesaw.edu/facultysuccess/faculty-resources.php

Watermark:
https://facultyactivitydata.kennesaw.edu/

The Department of Ecology, Evolution, and Organismal Biology is committed to achieving the Mission and Strategic Plans of the Department, the College of Science and Mathematics, and Kennesaw State University. These guidelines aim to support and elaborate on the guidelines for promotion, tenure, and post-tenure review that have been established by the University System of Georgia (USG), KSU, and the CSM, as applied to faculty in the Department of Ecology, Evolution, and Organismal Biology.

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 promotion, tenure, and post-tenure review recommendations and 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.

III. General Guidelines for Faculty Performance

Faculty performance in the Department of Ecology, Evolution, and Organismal Biology is evaluated following the general guidelines established by the University and the College of Science and Mathematics, and specific guidelines and expectations established by the Department. University guidelines concerning performance and evaluation are provided in Section Three of the KSU Faculty Handbook, "Review and Evaluation of Faculty Performance". University guidelines provide guidance on the processes of annual performance review, tenure, promotion, and post-tenure review. The Faculty Performance Guidelines of the Department of Ecology, Evolution, and Organismal Biology provide department-specific guidelines that will be used as the primary basis for arriving at promotion and tenure decisions. Faculty should consult the KSU Faculty Handbook (available on KSU's Academic Affairs website) and this document as they establish goals and prepare for the annual review or promotion and tenure process.

Faculty preparing a portfolio for promotion and/or tenure are expected to address and document major accomplishments in the performance areas reflected in their FPA. As indicated in the Faculty Handbook, the portfolio narrative and documentation should **focus on discussing the quality and significance of the accomplishments under review**. See Section 3 - Evaluation of the Quality and Significance of Faculty Scholarly Accomplishments in the Faculty Handbook and Section IV below for information on documenting quality and significance of your work.

IV. Department Specific Guidelines for Each Area of Review

This section provides examples of specific activities appropriate for each performance area. Disseminated and peer-reviewed products that arise from faculty activities in any performance area are considered scholarship; examples of scholarship for each performance area are also provided. Lastly, this section provides various measures that can be used by the faculty member to demonstrate the quality and significance of their activities and accomplishments. In all cases, the list of examples given is meant to be illustrative and not exhaustive.

A. Teaching, Supervision, and Mentoring

As stated in the KSU Faculty Handbook, *"Highly effective teaching and learning are the central institutional priorities of Kennesaw State University."* As such, teaching and mentoring effectiveness are fundamentally essential for continued faculty employment, tenure, and promotion in rank. In the Department of Ecology, Evolution, and Organismal Biology, teaching, supervising and mentoring activities may include, but are not limited to:

- High-quality teaching across a variety of instructional settings (e.g., traditional classroom, online/distance instruction, instructional laboratory, seminar, directed study, tutorials, undergraduate and graduate research and scholarship, field studies, study abroad).
- Incorporating effective pedagogical approaches and active learning into classes through group activities, writing exercises, case studies, instructional technologies, and other approaches.
- Developing and/or implementing new or innovative instructional materials.
- Curricular (e.g., new course, certificate program, or program) development, modification, implementation and evaluation.
- Securing external awards to fund the development and implementation of innovative pedagogical strategies.
- Mentoring students individually and collectively during office hours or extra tutoring sessions.
- Providing students with letters of recommendation.
- Providing advisement to students on issues related to academic progression or professional school and student career matters.
- Mentorship of undergraduate and/or graduate students in degree programs, particularly in research and scholarly activities.

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

- Publications in peer-reviewed scientific and/or professional journals, monographs, book chapters, on-line reviewed publications, technical reports, and educational web-based products.
- Professionally reviewed presentations at conferences, consortia, and seminars.
- The development and dissemination of innovative pedagogical materials and programs for educators, students, or the general public.
- Externally funded grants for pedagogical activities. Note that internal awards (e.g., Mentor-Protégé Awards, Faculty Summer Research Grants, or Faculty Incentive Awards) are considered primarily as seed funding in preparation for pursuit of external grants, and not scholarship *per se*.
- Externally reviewed textbooks, laboratory manuals, and similar published materials.

In the portfolio, faculty are required to present student comments provided in student evaluations from all of their courses to assess and demonstrate their effectiveness in teaching, supervision, and mentoring. In addition, faculty are required to use at least one additional measure to assess their teaching effectiveness. Additional sources of evidence that can be used to assess and demonstrate teaching, supervising and mentoring effectiveness include, but are not limited to:

- Evaluation of course delivery, including course materials and assessment techniques, by pedagogical specialists, such as the fellows at the Center for Excellence in Teaching and Learning (CETL).
- Externally validated supplemental assessment instruments administered by the faculty member or a peer. An externally validated instrument is one that has been endorsed by a peer or other outside party. Examples of supplemental assessment instruments include student questionnaires that gather learning focused feedback, pre- and post-content assessments, and concept inventories. Faculty should specifically address any modifications or improvements that were made (or why none were made) based on the findings of the assessment instrument.
- Student interviews or focus groups conducted by someone other than the instructor.
- Sample syllabi, assessments, laboratory assignments, and course materials.
- Student success after graduation (e.g., acceptance into a graduate or professional program; securing a job in a related field).
- Graduate and alumni acknowledgements (comments or letters unsolicited by the faculty member, e.g., a letter from KSU's Career Services Center indicating that a graduate(s) has recognized the faculty member as making a difference in their academic growth.
- Unsolicited and solicited letters from students (clearly indicate if a letter is solicited or unsolicited).
- Teaching and/or advising awards.
- Scholarship of teaching (publications on innovative teaching strategies).

B. Scholarship and Creative Activity

The Department of Ecology, Evolution, and Organismal Biology recognizes a process of research that can include idea generation, identification of necessary resources, gathering and analyzing data, theoretical and computational calculations and/or modeling, and disseminating the results at professional meetings and in peer-reviewed formats. All aspects of this process are considered necessary scholarly activity. Scholarship, however, is defined specifically as a creative, intellectual work that is disseminated and professionally reviewed by peers in the discipline. This may include research based on the faculty member's training and expertise ("discipline-based research"), teaching and learning-based research, or other appropriate efforts as defined in the Faculty Performance Agreement.

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

- Establishment of an active, focused, sustainable, data-generating, research program.
- Mentorship of undergraduate or graduate students in directed study projects or related research mentorships.
- Establishment of collaborative relationships within the department, college, or university, or with colleagues at other institutions.
- Grant development for external and internal awards.

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

- Discovery or applied research activities disseminated in peer-reviewed scientific and professionally based journals, monographs, book chapters, and on-line peer-reviewed publications.
- Industrial research that leads to patents, presentations, or publications in refereed journals.
- Publication and dissemination of research in technical reports written for governmental agencies, if the report is peer-reviewed by other professionals in the field.
- Publication of peer-reviewed textbooks and review articles.
- Presentations at professional conferences, consortia, seminars, etc.
    including any presentations produced from student mentorship.
- Externally reviewed grants.

Sources of evidence that can be used by faculty to address the quality and significance of their scholarship and creative activities may include, but are not limited to:

- External evaluation letter(s) from individuals in the candidate's field of research. Such letters are required in the promotion and tenure process and are outlined in Section 3.12 "Faculty Review Process" in the KSU Faculty Handbook.

7

- Peer-reviewed publications:
    - The impact factor for the journal.
    - The citation number by others in the field.
    - The H index—an index based on a set of an individual's cited papers (i.e., the number of publications) and the number of citations that they have received in other publications.
    - An external review of the significance of a publication by a peer in the field. Note that the reviewer should disclose their relationship with faculty member in such a letter.
    - For multi-authored papers, the candidate should describe their specific contributions to the work and may include letter(s) from co-authors addressing the candidate's contributions.

- Grants or contracts:
    - Evidence of a funded proposal, such as an award notification from the funding agency.
    - Degree of competitiveness of the program or funding agency, such as the average funding rate of submitted proposals.
    - For awards with multiple Principal Investigators (PIs), the candidate should describe their specific contributions to the proposal and the proposed project and may include letter(s) from co-PIs addressing the candidate's contributions.
    - For unfunded grant proposals, the candidate should include all reviewer comments, the proposal evaluation score (if one is given by the funding agency) and a copy of the grant application, including cover page with signatures.

- Book chapters:
    - Publisher reviews of chapter.
    - External review by editor(s) or by an expert in the field.

- Textbooks or books:
    - For textbooks, the candidate should indicate the number of adoptions of their textbook relative to comparable textbooks.
    - External review of the book or textbook by a peer in the field.

- Online Publishing of New Curricula or Teaching Materials:
    - Number of adoptions, uses, or downloads.
    - External letters of support from peers or users that address the online curricular materials.

- Conference Presentations:
    - Document if presentation was invited.
    - Note quality of conference for the research.
    - Note the scope of the conference (regional, national, or international).

- Invited Colloquia:
    - Note the scope of the colloquium (regional, national, or international) and the quality of the colloquium.

- Workshops
    - Note the scope of the workshop (regional, national, or international).
    - Participant evaluations addressing the quality and value of the presented workshop.

- Technical Reports:
    - Indicate if report resulted in policy or procedural actions and describe the scope of the action.
    - External letter(s) of support from peers and/or stakeholders documenting the quality and value of the report.
    - Serving as expert witness for an agency or a company in an area related to the candidate's scientific expertise.

- Patents:
    - Indicate the type and stage of the patent. Stages of patents may include, in chronological order: invention, disclosure, provisional application, full application, patent granted, and commercialization.

- Supervised Research:
    - Participant author on professional presentation.
    - Participant author on peer-reviewed publication.
    - Documented participant success after graduation, such as acceptance into a professional or graduate program or securing a job in a related field.

- All/Any Forms of Scholarship and Creative Activities
    - Award/recognition for work and/or scholarship.

Evaluation of a faculty member's research effectiveness will be based upon evidence that a faculty member has systematic inquiry activities associated with teaching or scientific research, the majority of which are associated with their research program established at KSU. Further, a faculty member's research activities should: (a) encompass notable levels of discipline expertise; (b) be innovative or logically contribute to the discipline or professional knowledge base; (c) be replicable or elaborated (i.e., sustainable); and (d) be documented and peer-reviewed. Within the Department of Ecology, Evolution, and Organismal Biology, it is recognized that the faculty represent diverse disciplines, such as field biology, environmental science, biology education, ecology, and plant biology. The pace of research is acknowledged to vary among the sub-disciplines, especially those that require long periods of time for significant data collection. It is also acknowledged that research involving student mentorship often takes more time to achieve substantial results than independent research. When evaluating faculty from such a range of disciplines, differences in the time required for establishing a research program, time required for data collection and analysis, and need for external funds will be considered. Nonetheless, faculty should be able to show that their performance in this area meets the criteria expected for academics in their field.

C. 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 or support individuals and/or groups in the institution, the USG, professional associations, or external communities at the local, state, regional, national, or international levels. In the Department of Ecology, Evolution, and Organismal Biology, faculty professional service activities include but are not limited to:

- Leadership and/or active participation in university-, college-, or department-level activities, committees, faculty governance bodies, and task forces.
- Leadership and/or significant achievements in activities within professional organizations at the international, national, regional, and state level (such as serving on governing boards, standing committees, ad hoc committees, and task forces).
- Leadership and/or consulting/advising with relevant community, state, regional, or national organizations, agencies, universities, or businesses.
- Outreach to schools (elementary, middle or high schools) and to community colleges, including presentations at schools, conducting teacher workshops, judging science fairs, and administering and volunteering at science fair, the Science Bowl, and Science Olympiad.
- Serving as coordinator for accredited programs.
- Organizing a regional, national, or international conference.
- Serving as a designated faculty mentor for a new faculty member.
- Developing and/or maintaining departmental, college, or university documents such as the part-time faculty handbook, program brochures, and departmental web pages.
- Supervising, coordinating, and maintaining shared equipment.
- Coordinating laboratories or courses.
- Providing service work to industry that does not lead to scholarly publications.
- Leadership (faculty sponsor/advisor) of student-based professional clubs, honor societies, etc.
- Participating in promotional and recruiting activities for the department, college, and/or university.
- Professional review of external accreditation reports or self-studies.
- Editorships/reviewer board membership of professional journals or scholarly books/monographs.
- Professional review of journal article and/or books, and book chapters and service as a reviewer for granting agencies.
- Accreditation self-study development, planning, assessment and/or program reviews and assessment reports.
- Other service duties that are mutually agreed upon by the faculty member and the Department Chair but which are not assignable to other areas.

Service activities may be considered scholarship when tangible, disseminated, and peer-reviewed results are produced. Scholarship of service alone is not sufficient to meet, nor can it substitute for, the criteria for scholarship and creative activity required for tenure and/or promotion.

Scholarship of service is distinguished from routine service work by the significance and scope of the leadership and the products produced by the activity. Examples include:

- Authoring a significant institutional document for the department, college, or university.
- Making significant contributions to writing institutional self-study reports, governance documents, or other notable institutional documents.
- Preparing accreditation reports, such as the report required for continued accreditation of the B.S. in Biology and Environmental Science degree programs.

Sources of evidence that can be used by faculty to assess and demonstrate the quality and significance of professional service may include, but are not limited to:

- The impact of the service role on students, a particular student population, the department, college, university, and/ or profession.
- The reports and other product(s) developed in the course of a service role, with the candidate clearly indicating their specific contributions to the product.
- Documentation of the impact of the service product on students, the department, college, university, and/or profession.
- Policy or procedural changes that result from the service role, with the candidate clearly noting the nature and scope of the change.
- Recognition by others of your contribution and/or leadership in the service activity (such as a Professional Service Award from the college, university, or a professional organization; a letter of acknowledgement or appreciation – with an indication if letter was solicited or unsolicited).

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

D. CSM Student Success Activities

Student Success is important to the goals of CSM, KSU, and the USG. Student success can be accomplished through Teaching, Supervision, and Mentoring; Scholarship and Creative Activity; or Professional Service. Student Success contributions in the CSM should be intentional actions that lead to the following outcomes:

- Increasing the diversity and number of students completing courses successfully while maintaining learning expectations (i.e., increasing the proportion and diversity of students earning A or B in an early course in a course sequence who earn an A or B in a later course in that sequence).
- Increasing students' retention in CSM degree programs or retention at KSU (e.g., through creating a sense of belonging among students; reducing barriers or bottlenecks to students' progression).

11

- Enriching the student experience (e.g., expanding student participation in local, national, or international conferences, volunteer or networking opportunities, student organizations, QEP engagement, experiential learning, honors experiences, student leadership experiences, study abroad, alumni engagement with KSU, student-facing seminars, summer undergraduate research programs; developing peer-to-peer mentoring).

(see Appendix B for specific examples of Student success metrics)

V. Workload Models and Promotion Guidelines

University guidelines specify that each department will establish flexible guidelines as to the expectations of faculty members in the three faculty performance areas. The Department of Ecology, Evolution, and Organismal Biology and the College of Science and Mathematics recognizes two general workload models for Tenure Track faculty; and workload models for Non-Tenure Track Faculty in Professorial Ranks (e.g., Clinical Faculty) and Non-Tenure Track Lecturers. These models take into consideration departmental, college and university needs, and the professional goals of faculty. It is probable that a faculty member will have different emphases and assignments at different points in their career and will therefore consider transitioning between available workload assignments. The workload model followed will be determined by the chair, in consultation with the faculty member, based on departmental, college and university needs, and specified in the FPA upon approval by the dean. These models are described below.

In the Department of Ecology, Evolution, and Organismal Biology, many classes have laboratories or other components that involve significant effort in terms of time spent, while only counting as one credit hour. In addition, there may be large single lecture sections that are split into several laboratory sections. Therefore, in the following workload models teaching workload has been expressed in terms of contact hours. Teaching workload will be determined by the Chair, in consultation with faculty, based on Departmental, College and University needs. In addition, when establishing a teaching workload for a given semester, the department chair will take into consideration class size for an assigned course, the number of different course preparations assigned, and assignment of a new course preparation.

See Section 2.2 of the Faculty Handbook for workload model descriptions.

EEOB Tenure-Track Workload Models and Research Expectations for Promotion and Tenure

- Focus 1: Research model (> 30% RCA Workload)

Assistant to Associate:

One peer-reviewed publication (as lead author, last author, or corresponding author), one funded extramural grant, and a combination of scholarly deliverables appropriate to candidate's research program as agreed upon and elucidated in FPAs.

An estimation of RCA productivity to meet the required scholarly deliverables for this workload model:

Publication outcome guidelines:
1. Have 1 peer-reviewed research outcome for every 10% workload effort in RCA over a rolling 6-year period. For example:
   a. A faculty member with a 30% RCA workload should have 3 peer-reviewed research outcomes over 6 years.
   b. A faculty member with a 10% RCA workload is expected to have 1 peer-reviewed research outcome.

Grant development outcome guidelines:
1. Faculty should be active in generating and submitting proposals to funding agencies to sustain their research/scholarship program. This activity may include:
   a. Submitting proposals to external agencies to support RCA efforts.
   b. Obtaining grants from external agencies to support RCA efforts.
   c. Using feedback from an unsuccessful proposal submission to focus projects by:
      i. Obtaining additional preliminary data to demonstrate proof of concept
      ii. Reworking proposal concepts based on referee reports.
   d. Securing internal funding to seed projects and obtain preliminary data to support subsequent proposals to an external agency.

Associate to Full:

Since promotion to Associate Professor: One additional peer-reviewed publication (as lead author, last author, or corresponding author), one additional funded extramural grant that is sufficient to support research goals, and a combination of scholarly deliverables appropriate to candidate's research program as agreed upon and elucidated in FPAs, that lead to candidate demonstrating national recognition in their field.

An estimation of RCA productivity beyond the baseline expectations for this workload model has been provided above.

- Focus 2: Teaching and Mentoring Model (<=30% RCA Workload)

Assistant to Associate
One peer-reviewed publication (as lead author, last author, or corresponding author), evidence of sustained activity and promise of success in securing extramural funding (as indicated by funding agency feedback) that is sufficient to support research goals, and a combination of scholarly deliverables appropriate to candidate's research program as agreed upon and elucidated in FPAs.

An estimation of RCA productivity beyond the baseline expectations for this workload model has been provided in Table 1.

Associate to Full
Since promotion to Associate Professor: One additional peer-reviewed publication (as lead author, last author, or corresponding author), one funded extramural grant that is sufficient to support research goals, and a combination of scholarly deliverables appropriate to candidate's research program as agreed upon and elucidated in FPAs, that lead to candidate demonstrating national recognition in their field.

An estimation of RCA productivity beyond the baseline expectations for this workload model has been provided in Table 1.

Post-Tenure Review
Scholarly expectations follow the Focus model of the candidate.

RCA > 30%:
One peer-reviewed publication (as lead author, final author, or corresponding author) and extramural funding during the evaluation period, along with other expectations as spelled out in FPAs.

RCA ≤ 30%:
Combination of scholarly deliverables appropriate to candidate's research program as agreed upon and elucidated in FPAs.

Table 1: EEOB Tenure-Track Research expectations for Promotion and Tenure Summary Table for 5-Year* expectations by RCA Workload.

See Section IV B of this document for guidance.

RCA workload %	expected peer-reviewed research outcomes (5-years)	additional peer-reviewed research outcomes (5-years)	total peer-reviewed research outcomes (5-years)
10	1	0	1
20	1	1	2
30	1	2	3
40**	1	3	4
50	1	4	5
60	1	5	6
70	1	6	7
80	1	7	8
90	1	8	9

* Evaluations usually occur at the beginning of the 6th year after appointment, promotion, or previous post tenure review.

**Note that extramural funding is expected for an RCA > 30%

EEOB Non-Tenure Track Faculty in Professorial Ranks (e.g., Clinical Faculty)
Workload Models and Expectations for Promotion

Clinical Faculty Model:

The Clinical Faculty Model provides a workload model for faculty who are *educator practitioners in professional departments who have a background in their disciplinary areas and who practice the discipline in the work setting* (KSU Faculty Handbook). Clinical Faculty are strongly involved in clinical, classroom, and/or field-based teaching, with expectations of high-quality performance in teaching, supervision, and student mentoring. Faculty on this workload model are expected to teach 9–15 contact hours per week and have service as their secondary area of emphasis. Clinical Faculty positions are non-tenure track. The Clinical Faculty ranks recognized at KSU are Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. Clinical Assistant Professors are adapting to the expectations of the academy and KSU and getting established in the clinical specialty area. A pattern of effective and productive contributions in clinical, educational, industry, and/or professional settings in the disciplinary area begins modestly. These contributions expand in depth, focus, significance and recognition, and productivity in later years. Clinical Associate Professors make contributions as a result of their clinical specialty. These contributions occur in clinical, educational industry, and/or professional settings. The professional identities of Clinical Associate Professors should become more advanced, more clearly defined, and more widely recognized as their careers progress. The faculty member establishes a strong record of accomplishments with broader impact and recognition within and beyond the University. Clinical Professors are experienced and senior members of the faculty who have become highly accomplished in their clinical specialty area. They are faculty whose careers have advanced to mature and higher levels of effectiveness and productivity.

Clinical Professors have strong records of contribution to and leadership in their specialty area. These contributions are in on-campus and off-campus work in clinical, educational, industry, and/or professional settings. Clinical Professors are typically characterized as leaders, mentors, and experts, and these accomplishments merit regional, national, or international attention and recognition. Clinical Professors continue to grow and develop in their clinical specialty area. By policy, the earned doctorate or equivalent in training, ability and/or experience is required for promotion to the rank of Clinical Professor. Neither the possession of the doctorate nor longevity of service is a guarantee of promotion.

The process for promotion will be the same as that used for promotion within the tenure-track professorial ranks. A portfolio, following the format and set of deadlines required by the University, will be submitted and evaluated at each level of review required by University promotion procedures. Clinical Faculty who are hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank). Each review provides feedback for optional promotion reviews as well as the next required six-year review. A successful review for the optional promotion review restarts the six-year performance review cycle.

Expectations for Promotion by Rank for Non-Tenure Track Faculty in Professorial Ranks (ex. Clinical Faculty) in the Department of Ecology, Evolution, and Organismal Biology

Requirements for the rank Non-Tenure Track Assistant Professor

Credentials:
1. Holds a Doctorate in the field or related discipline.
2. Maintains appropriate licenses and certifications if appropriate to practice in the clinical area or field-based areas.
3. Maintains professional growth by attending continuing education programs in the profession or field of specialty.

Teaching:
1. Mentors students in the classroom, field-based settings and clinical settings.
2. Responsive to student, peer, and administrative feedback.
3. Recognized as an excellent teacher through student and peer evaluations.

Service:
1. Coordinates assigned courses and provides pedagogical and technical support to faculty instructing these courses.
2. Participates in committees within the Department and College.
3. Actively participates in professional organizations.

Scholarship/Creative Activity and Innovative Project Development is not required but may be negotiated.

Requirements for the rank Non-Tenure Track Associate Professor.

Meets all requirements of the Assistant Professor Rank <u>and</u>:

Credentials:
1. Holds a Doctorate in the field or related discipline.

Teaching:
1. Expands teaching leadership through course development, curricular development or service to accreditation initiatives.

Service:
1. Expands coordination across sections of the assigned course through the development and implementation of materials and techniques that promote student success.
2. Provides leadership on Department, College or University Committees.
3. Participates and provides leadership and/or consultation for professional organizations, community-based agencies, or media at the state or regional levels.

Scholarship/Creative Activity and Innovative Project Development is not required but may be negotiated.

Requirements for the rank Non-Tenure Track Professor.

Meets all requirements of the Associate Professor Rank <u>and</u>:

Credentials:
1. Holds a Doctorate in the field or related discipline.
2. Maintains professional growth by pursuing appropriate credit and non- credit offerings.

Teaching:
1. Consults with other institutions or agencies on educational issues.
2. Assumes a leadership role in innovative curricular modifications.

Service:
1. Evaluates coordination efforts of coordinated course(s) and provides evidence of significance of coordination service.
2. Demonstrates significant leadership in cross-section and cross-course coordination efforts.
3. Demonstrates significant leadership in committees at the Department, College and/or University levels.

Scholarship/Creative Activity and Innovative Project Development is not required but may be negotiated. This can be demonstrated by involvement in one or more of the following:

1. Conducts research independently or in collaboration with others.
2. Presents scholarly works at regional, national, or international conferences.
3. Publishes findings of scholarly work or innovative projects either independently or collaboratively in reputable professional journals.
4. Applies for or receives grants to fund scholarly activities.
5. Creates and publish publisher materials such as textbook chapters.

EEOB Non-Tenure Track Lecturers Workload Models and expectations for Promotion

The Department of Ecology, Evolution and Organismal Biology follows the University's guidelines concerning lecturers, senior lecturers, and principal lecturers:

"In most cases, a lecturer's, senior lecturer's, or principal lecturer's primary responsibility is instructional (i.e., teaching, labs, supervision, clinicals, etc.) and therefore, is expected to be a highly effective teacher. In most cases, those responsibilities will primarily be devoted to teaching multiple sections of the same undergraduate courses. The heavy teaching load of such 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, senior lecturer, or principal lecturer may be individualized and differ from the typical lecturer, senior lecturer, or principal lecturer workload described above. 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. 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)." Service will comprise, at a minimum, 10% of faculty workload.

Non-tenure track faculty are employed full-time in a non-tenure seeking position with annual review and renewal, whose primary responsibility and interests are in the teaching and supervision of students in a variety of settings. Faculty following this model will typically carry a teaching load of 15 – 18 contact hours per week of class instruction per semester. They do not have specified expectations in scholarship but are expected to perform selected service activities (e.g., participate in student advisement, serve on committees, serve as a course coordinator, or other necessary tasks or service roles). Faculty may perform scholarship and creative activity (rather than service) as agreed upon in their FPA. **This model is not available to faculty seeking tenure nor to tenured faculty seeking promotion.**

As stated in the KSU Faculty Handbook, *"A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service, after serving a minimum of four years in rank. Thus, after the review is conducted during the 5th year, a faculty member is promoted (has the new title) at the beginning of the 6th year."* The handbook further states *"The criteria for promotion to senior lecturer or principal lecturer are evidence of highly effective teaching ability inside and/or outside of the classroom environment and value to the University in the area of*

teaching and student learning (or highly effective professional service and/or administration and leadership for lecturers/senior lecturers/principal lecturers with these primary responsibilities)." Materials that can be used to demonstrate highly effective teaching can be found in section IV of this document. The process for promotion will be the same as that used for promotion within the professorial ranks. A portfolio, following the format required by the University, will be submitted and evaluated at each level of review required by University promotion procedures, following the same schedule of deadlines. The portfolios for promotion to senior and principal lecturer should demonstrate exceptional teaching ability and extraordinary value to the institution, especially in the areas established in the faculty member's FPA.

See Section 3.10 of the Faculty Handbook for more information regarding promotion and faculty performance expectations of non-tenure track lecturers.

Table 2: Expectations for Promotion by Rank for Lecturers in the Department of Ecology, Evolution, and Organismal Biology in the Performance Area of Teaching, Supervision, and Mentoring

General expectations for promotion in rank are described in Section VIII of this document. For promotion, faculty members must already be meeting the expectations of the next rank.

Lecturer	Senior Lecturer	Principal Lecturer
A lecturer should: • Have a well-stated philosophy of teaching and learning. They will be able to demonstrate how this philosophy has guided them in the development and selection of classroom pedagogies and activities for the courses they teach; • Demonstrate that they are a competent and highly effective teacher*; • Mentor incoming lecturers in their area of expertise; • Willing to support students through advising and mentoring.	In addition to continuing the expectations of a lecturer, the senior lecturer should demonstrate or develop: • Leadership in curricular development in their area of expertise; • Leadership in advising and mentoring undergraduate in their area of expertise; • Demonstrate highly effective teaching through advanced pedagogical activities (refer to Section IV*).	The principal lecturer: • Is expected to *continue performing* at the level achieved at the time of promotion from senior to principal lecturer. In doing so, they will be highly effective and accomplished in this area and have made significant contributions to curricular development and/or institutional initiatives, and should be able to demonstrate such.

* Refer to section IV. A (Teaching, Supervision, and Mentoring) for assessment and demonstration of teaching effectiveness.

Table 3: Expectations for Promotion by Rank for Lecturers in the Department of Ecology, Evolution, and Organismal Biology in the Performance Area of Professional Service.

General expectations for promotion in rank are described in section VIII of this document. For promotion, faculty members must already be meeting the expectations of the next rank.

Lecturer	Senior Lecturer	Principal Lecturer
A lecturer should: • Provide evidence that they have contributed in a meaningful manner to department, college or university service efforts in at least one area. • If they were not involved significantly in department, college or university level service, they should be able to demonstrate significant involvement in service to the discipline.	A senior lecturer should: • Have taken on a leadership role in departmental (e.g., course coordinator), college, university or professional service within their discipline.	The principal lecturer is: • Expected to *continue performing* at the level achieved at the time of promotion from senior to principal lecturer. This will result in a well-established record of service that reflects a pattern of growth and development in breadth, depth, and significance of professional service activities.

EEOB Non-Tenure Track Academic Professionals Performance Expectations

The Department of Ecology, Evolution and Organismal Biology follows the University's guidelines concerning academic professionals:

As stated in in the Faculty Handbook:

"The non-tenure track Academic Professional title may be assigned to appropriate positions (as defined below). The workload for these individuals in the appropriate performance areas (Teaching, Scholarship and Creative Activity, and Professional Service) is outlined in their situational context and set forth in the Faculty Performance Agreement (FPA). In many cases, employees in these positions may be assigned roles and responsibilities to meet specific needs related to the University, college, and/or departmental missions. Persons in such positions may be involved in duties of a managerial, research, technical, special, career, public service or instructional support nature. The holder of a non-tenure track academic professional position is not eligible for consideration for the award of tenure or probationary credit toward tenure or promotion."

General categories for Academic Professionals include:

1. *Training and instructional support, which includes educational needs assessment, program development and coordination, instructional materials and technology development, delivery of specialized or skill acquisition instruction, and program evaluation. In light of the restriction above, Academic Professionals must be persons whose instructional duties account for less than half of their total time.*
2. *Technical assistance in an advisory or operating role that provides specialized knowledge appropriate for program support and development with activities ranging from a significant or advisory or operating role to managing a technical support unit to development of organizational structures and function.*
3. *Specialized management, which includes supervision of clinical practice or field experience or providing services or out-of-class educational opportunities for students."*

The handbook further describes the performance evaluation for Academic professionals: *"Employee performance is evaluated for non-tenure track academic professionals through annual reviews. Non-tenure track academic professionals will follow the annual review processes and timelines outlined for non-tenure track faculty in the KSU Faculty Handbook Section 3.13.*

Consistent with BoR Policy (BoR Policy Manual 8.3.4.3), all non-tenure track academic professionals who have served full-time for the entire previous year under written contract have the presumption of renewal for the next academic year unless notified in writing by the Provost or the President of the institution of the intent not to renew."

See Section 3 in the Faculty Handbook for full details on policies related to Academic Professionals.

VI. Annual Review of Faculty Performance

Faculty Performance Reviews and the Promotion of Student Success

As noted in Section 3.1 of the KSU Faculty Handbook ("the handbook"), faculty members at KSU submit regular performance evaluations. These include:

- Detailed annual review of faculty performance;
- Pre-tenure review for tenure-track faculty;
- Review for tenure by the sixth year for tenure-track faculty with professorial rank;
- Post-tenure reviews for tenured faculty with professorial rank after every five years submitted in the beginning of the sixth year;
- Reviews for elective promotion for tenured faculty in the professorial rank (optional);
- Review for elective promotion for non-tenure track faculty with professorial rank, including clinical and research faculty (optional);
- Review for elective promotion for non-tenure track lecturers (optional).

The three performance areas of evaluation for faculty are teaching, supervision, and mentoring; scholarship and creative activity; and professional service. In their performance evaluations, faculty should specifically stress the contributions of their activities to student success. As noted in Section 3.2 of the KSU Faculty Handbook, faculty should highlight activities that promote student success in at least one of the three performance areas of evaluation in both their annual review of faculty performance and in their multi-year performance reviews. In performance reviews for promotion and tenure, faculty members must demonstrate noteworthy achievement in activities that promote student success in one of the three performance areas. For instructional faculty (faculty who teach courses), teaching must be one of the three performance areas in which activities that promote student success are highlighted. Examples of activities that promote student success in teaching, scholarship and creative activity, and professional service are provided in Section 3.3 of the KSU Faculty Handbook.

Faculty Performance Agreement (FPA)
The proportion of emphasis, or "workload", a faculty member gives to each performance area is described in a written agreement between the faculty member, department chair, and dean – a Faculty Performance Agreement (FPA) – that is submitted annually. As stated in Section 3.2 of the KSU Faculty Handbook, "This agreement will be developed in consultation with the faculty member's supervisor(s), who will have the responsibility to negotiate, assign, and coordinate the distribution of the various activities of individual faculty to assure that the collective work of the department, college, and University is accomplished. The overriding factor in determining the activities of each faculty member must be the needs of that faculty member's college, department, and academic programs.

23

The FPA lists the faculty member's goals and priorities for a period agreed upon by the faculty member and supervisor(s) to fit current and anticipated circumstances." FPAs provide the faculty's professional goals for the coming year, and longer-term goals that encompass the next five years.

As listed in Section 3.2 of the KSU Faculty Handbook, an 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 expectations for scholarly activity in all of the faculty member's performance areas, and

- identify the performance area(s) that will include scholarship expectations and describe those expectations.

- clarify how the faculty member will promote student success in one of the three areas.

- identify how the faculty member will pursue continuous professional growth in one of the three areas

The handbook notes that FPAs are collaboratively developed between the faculty member and the chair, are ultimately subject to approval by the dean, and if consultations between the faculty member and chair fail to produce an agreed-upon FPA, then the dean is empowered the make the final determination of the faculty member's FPA. The handbook further states that a faculty member's FPA is subject to change from one year to the next, or even during an academic year, based on the needs of the department and the college. In such circumstances, a new FPA would be developed and signed by all parties, and this new FPA and the old FPA would both be considered in the evaluation of the faculty member in annual and multi-year performance evaluations. Please see Section 3.2 of the KSU Faculty Handbook for additional details of FPAs.

Evaluations of Faculty Performance
Performance evaluations of faculty occur on an annual (ARD) and multi-year (PreTenure, Promotion and Tenure, Post Tenure Review) basis. While both annual and multiyear reviews evaluate faculty performance in the same three performance areas (teaching, supervision, and mentoring; scholarship and creative activity; and professional service), the scope and format of these evaluations can differ significantly. See Section 3.3 of the KSU Faculty Handbook for general descriptions of these three performance areas and Section 3.4 of the KSU Faculty Handbook for general definitions of scholarly activity and scholarship and approaches for demonstrating the quality and significance of scholarly work.

Annual Review of Faculty Performance – Single-year Review

Section 3.12 of the KSU Faculty Handbook describes, in detail, the annual assessment of a faculty performance – through the Annual Review Document (ARD) – in which the faculty relates their contributions in the three performance areas over the previous year to the agreed-upon criteria listed in the previous year's FPA. As noted in the handbook, the ARD "…will convey accurate information and the criteria by which the faculty member is to be assessed, counseled, and judged. The professional performance at KSU must address the quantity, quality, and significance of the contributions." Note, the ARD must highlight in one of the three performance areas activities that promote student success.

The ARD is submitted through the digital workflow system using a template specific the College of Science and Mathematics and faculty performance in each of the three performance areas is rated by the chair on a five-point scale related to the faculty's workload percentage in each performance area: 5 = Exemplary, 4 = Exceeds Expectations, 3 = Meets Expectations, 2 = Needs Improvement, and 1 = Does not Meet Expectations (see Section 3.12 of the KSU Faculty Handbook for a description of each numerical rating and USG policy on workload percentages and faculty performance evaluations). Academic administrative officers are rated on a separate instrument and scale, as described in Section 3.12.

The ARD is reviewed by the dean after the chair review is complete. As described in Section 3.12, faculty have the opportunity to provide written responses to performance reviews at all levels of evaluation. If a tenure-track or tenured faculty member receives a rating of "2=Needs Improvement" or "1=Does not Meet Expectations" in any of the performance areas on the ARD, the faculty member and the chair will collaboratively develop a Performance Remediation Plan (PRP) to remediate performance deficiencies. See Section 3.12.A.5 of the KSU Faculty Handbook for a complete description of the PRP process.

Multi-Year Reviews of Faculty Performance

The ARD evaluates faculty performance over a one-year period, but other faculty performance evaluations encompass multiple years of activity. For each of these multi-year reviews, candidates must submit through the digital workflow model a portfolio of materials for the formal review process. The contents of these portfolios is described in detail in Section 3.12 of the KSU Faculty Handbook. Be certain to carefully review the checklist in this section and ensure all required elements are present prior to submitting your portfolio for review. Discipline-specific expectations for multi-year reviews are presented below in sections VI.

Pre-Tenure Review

Pre-tenure review occurs in the third year of a tenure track faculty member's appointment. As noted in Section 3 of the KSU Faculty Handbook, this review "is to assist faculty members in determining whether they are making appropriate progress toward tenure and to assess the individual's current readiness toward tenure. The pre-tenure review does not constitute a tenure decision, but rather, provides feedback to the faculty member as to strengths and weaknesses." The faculty's pre-tenure review is submitted through the digital workflow system and is reviewed by the department promotion and tenure committee, then the department chair, and lastly the dean. At each of these review levels, the faculty member will be provided a letter that summarizes the faculty member's accomplishments, provides suggestions for maintaining and enhancing professional activities, and conveys the reviewer's determination if the faculty member is progressing towards meeting expectations for tenure. If 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). See Section 3 of the KSU Faculty Handbook for complete details on the pre-tenure review process and its timeline.

Review for elective promotion and/or tenure for tenure-track faculty with professorial rank

Candidates must apply for tenure after five years of service at their current rank, although conditions exist under which candidates may apply earlier – see Section 3 of the KSU Faculty Handbook for further details. As noted in Section 3 of the handbook, "A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank). Tenure track faculty can be reviewed concurrently for both promotion (from assistant professor to associate professor or from associate professor to full professor) and tenure; however, the awarding of tenure for assistant professors can only be approved after a positive decision on promotion to associate professor has been made by the KSU President."

The faculty's promotion and/or tenure review is submitted through the digital workflow system and is reviewed by the department promotion and tenure committee, then the department chair, and lastly the dean. At each of these review levels, the faculty member will be provided a letter that summarizes the faculty member's accomplishments, provides suggestions for maintaining and enhancing professional activities, and conveys the reviewer's determination if the faculty member is meeting expectations for promotion and/or tenure. If no negative recommendations are received at these levels, the review proceeds to the Provost. If any negative recommendations are received at these levels, the review proceeds to the College P&T Committee that serves as the appeals committee for promotion and tenure cases. After review at this level, the portfolio continues on the Provost. See Section 3 of the KSU Faculty Handbook for complete details on the promotion and/or tenure review process and its timeline.

Post-Tenure Review

As noted in Section 3.12 of the KSU Faculty Handbook "all tenured faculty members who have rank and tenure with an academic unit must undergo post-tenure review five years after the award of tenure and subsequently every five years unless it is interrupted by a further review for promotion to a higher academic rank (Associate/Full Professor) or academic leadership promotion (e.g. department chair, Dean, Associate Provost)." See Section 3.12 for additional details on the elective option of completing post-tenure review before the mandated period and Section 3 for "intervening circumstances" that affect the timing of post-tenure review.

As noted in Section 3 of the KSU Faculty Handbook, this review "is to examine, recognize, and enhance the performance of all tenured faculty members, thereby strengthening the quality and significance of faculty work. Post-tenure review serves to highlight constructive and positive opportunities for all tenured faculty to realize their full potential of contributions to Kennesaw State University and the University System of Georgia. It also serves to identify deficiencies in performance and provide a structure for addressing such concerns."

The faculty's post-tenure review is submitted through the digital workflow system and is reviewed by the department chair, the college promotion and tenure committee, the dean, the provost, and the president. As noted in Section 3.5 of the handbook, "Post-tenure review will result in an assessment of the strengths and weaknesses in the quality and significance of a faculty member's performance in the context of individual roles and responsibilities. The overall outcome of the performance will be assessed on a five-point scale: 5 = Exemplary, 4 = Exceeds Expectations, 3 = Meets Expectations, 2 = Needs Improvement, and 1 = Does not Meet Expectations."

If a faculty member receives a rating of "2 = Needs Improvement" or "1 = Does not Meet Expectations" on their post-tenure review, the faculty member, the department chair, and the college promotion and tenure committee will collaboratively develop a Performance Improvement Plan (PIP) to remediate performance deficiencies. Faculty members who score highly on their Post-tenure review may be eligible for a monetary award as described the Faculty Handbook: "*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.* See Section 3.12.B.4 of the KSU Faculty Handbook for a complete description of the PIP process and monetary awards. *Expedited Post-Tenure Review***:** Faculty members who have received scores of 3 or above in all performance areas on the five most recent ARDs and in their overall performance ratings on these ARDs may submit an expedited Post-tenure review. Expedited reviews will solely contain the five most recent ARDs and an abbreviated narrative (recommended 3–6 pages instead of 12 page "standard" narrative"). Supporting documentation is not required for this type of review.

Review for elective promotion for non-tenure track faculty with professorial rank, including clinical and research faculty (optional)

As stated in Section 3 of the KSU Faculty Handbook, "Clinical faculty at Kennesaw State University are educator-practitioners in professional departments who have a background in their disciplinary area and who practice the discipline in the work setting. The following clinical ranks are recognized at KSU: Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. The goal of these positions is to enhance the academic and professional development of students in the mission of the institution primarily in the performance areas of teaching and professional service." Candidates apply for promotion after five years of service at their current rank, although conditions exist under which candidates may apply earlier – see Section 3 of the handbook for further details.

Clinical and research faculty complete portfolios for consideration of promotion to senior lecturer and the review pathway of these materials mirrors that of tenure-track faculty described above. Considerations are given solely to the quality and significance of their professional activities in the areas of teaching and professional service, as related to the candidate's specific duties as outlined in their FPAs.

Review for elective promotion for non-tenure track lecturers (optional)

As stated in Section 3 of the KSU Faculty Handbook "The criteria for promotion to senior lecturer are evidence of highly effective teaching ability inside and/or outside of the classroom environment and value to the University in the area of teaching and student learning (or highly effective professional service and/or administration and leadership for lecturers/senior lecturers with these primary responsibilities)." Candidates apply for promotion after five years of service at their current rank, although conditions exist under which candidates may apply earlier – see Section 3 of the handbook for further details.

Lecturers complete portfolios for consideration of promotion to senior lecturer and the review pathway of these materials mirrors that of tenure-track faculty described above. Considerations are given solely to the quality and significance of their professional activities in the areas of teaching and professional service, as related to the candidate's specific duties as outlined in their FPAs.

VII. Review of Faculty Performance for Promotion and Tenure

Important links

USG Guidelines; Section 8; Subsection 8.3.5. "Evaluation of Personnel"

https://www.usg.edu/policymanual/section8/C245

https://www.usg.edu/policymanual/section8/C245/#p8.3.5_evaluation_of_personnel

From KSUs Faculty Handbook (Section 3): "*Academic tenure is an employment status at the University that assures a tenured faculty member of continuous appointment from contract year to contract year, except under conditions of dismissal for cause or financial exigencies. Years of service or successful annual reviews alone are not sufficient to qualify for tenure. It 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. All tenure-track faculty are expected to produce scholarship in at least one performance area … consistent with departmental, college, and university guidelines…*"

Faculty preparing for promotion and tenure are strongly encouraged to consult the University Faculty Handbook. The information provided here is meant to emphasize a few important points concerning preparation of the portfolio:

- The portfolio is submitted through Watermark. For guidance see:
  - The CETL Faculty Resources webpages: https://facultydevelopment.kennesaw.edu/facultysuccess/faculty-resources.php
  - CETL Watermark guidelines: https://facultyactivitydata.kennesaw.edu/

- The Narrative, a Vitae, previous Annual Review Materials (including ARDs and FPAs), a copy of the Department of EEOB's Faculty Performance Guidelines (with completed signature page), external evaluation letters and supporting materials (such as Pre-Tenure Review Letters) since their last pre-tenure, tenure and/or promotion review are all submitted through Watermark.
- The portfolio will also contain supporting evidence. There is no limit to the quantity of supporting evidence that may be included, however the faculty member and department chair are expected to collaborate to ensure that all material is a representative sample of the work completed during the review period.
- The portfolio narrative must address quality and significance of activities, accomplishments, and scholarship performed over the review period, rather than simply listing/presenting products or what was taught/done/accomplished.

- The case presented in the narrative must demonstrate a consistent, self-directed progression of professional growth in all areas. The faculty member must communicate a continuity across the years of the review period that transcends individual annual review outcomes.
- External evaluation letters from individuals in the candidate's field of scholarship must be included in the portfolio. For faculty submitting a portfolio requesting promotion from assistant to associate professor and tenure (including early action cases), three external letters will be required. For faculty submitting a portfolio requesting promotion from associate to full professor, three external letters will be required. The majority of letters must come from individuals who are neither coauthors nor dissertation committee members. These letters will evaluate the candidate's research and scholarship products and comment on their significance in the discipline. The candidate and the department chair will collaborate to develop a mutually acceptable, hierarchized list. This process should be initiated early in the spring term to ensure receipt of a letter before the portfolio due date in August. Details concerning external letters can be found in **Appendix A** of this document.
- A favorable review is dependent upon the case made by the faculty member in his/her narrative (and supporting documentation). A poor narrative and/or lack of relevant documentation is grounds for a negative decision.
- Carefully review the guidelines prior to submission, ensuring that the portfolio is complete with all required pages and sections (see the University Handbook Section 3.7).

VIII. Expectations for Promotion and Tenure

To be awarded promotion and/or tenure, a faculty member must meet the expectations for his or her next rank in each performance area of evaluation (i.e. teaching, supervision and mentoring, scholarship and creative activity, and professional service). For faculty who entered KSU at the assistant professor rank or above, the probationary period is 5 to 6 years of service in rank, with a mandatory review for promotion and tenure being conducted in the sixth year of employment according to the University's promotion and tenure calendar.

Faculty members seeking promotion should already be meeting the expectations of the next rank. University guidelines specify the minimum service in rank that is necessary before promotion can be requested: for faculty without credit for previous work experience, 5 years as assistant professor for promotion to associate professor; for faculty receiving credit for previous work experience, 4 years as assistant professor for promotion to associate professor; 5 years as associate professor for promotion to professor. Promotion in rank is based upon performance and established criteria, and not the faculty member's time in service.

The Department of Ecology, Evolution, and Organismal Biology expects that tenure track and tenured faculty seeking promotion in rank and/or tenure will demonstrate effectiveness and leadership in the area of Teaching, Supervision, and Mentoring, develop a focused, sustainable and productive research program in their area of expertise, and demonstrate significant contributions and leadership in the area of professional service. Specific expectations by rank for each of the performance areas are provided in Tables II (Expectations in the Area of Teaching, Supervision and Mentoring), III (Expectations in the Area of Scholarship and Creative Activity), and IV (Expectation in the Area of Professional Service). Faculty considering application for promotion and/or tenure are strongly encouraged to consult this document and section III of the KSU Faculty Handbook.

For promotion to the rank of professor, it is expected that the faculty member will be highly accomplished in each performance area (refer to Tables 4– 6 below). After promotion to associate professor, a faculty member considering promotion to professor must continue to focus their efforts in their primary workload area and excel in one other performance area. A professor is expected to demonstrate that they have national recognition in their primary workload.

IX. Revisions to the Departmental Guidelines

The Department of Ecology, Evolution, and Organismal Biology Promotion and Tenure Committee and Department Faculty Council shall periodically review the Department Guidelines and make recommendations to the department chair regarding needed revisions. Requests to review department guidelines and/or make revisions may also come from the department chair and/or dean of the College of Science and Mathematics. When revisions are to be made, the department chair shall convene an ad hoc committee comprised of the department P&T committee, and other members of the department faculty appropriate to the process of review and revision of the Guidelines. Revisions to the guidelines shall be voted on by all full-time permanent faculty of the department. Revisions must be approved by the chair, the dean of the CSM and the provost.

Table 4: Expectations for Promotion and Tenure by Rank for Faculty in the Department of Ecology, Evolution, and Organismal Biology in the Performance Area of Teaching, Supervision, and Mentoring

General expectations for tenure and promotion in rank are described in section VIII of this document. For **tenure**, faculty members must meet the expectations for his or her rank in each area of evaluation. For **promotion**, faculty members must **already be meeting the expectations of the next rank**.

Assistant Professor	Associate Professor	Professor
An assistant professor should: • Have a well-stated philosophy of teaching and learning. They will be able to demonstrate how this philosophy has guided them in the development and selection of classroom pedagogies and activities for the courses they teach; • Be able to demonstrate that they are a competent and highly effective teacher*; • Be proficient in the delivery of two courses; • Have teaching skills and knowledge sufficient to mentor an in-coming assistant professor in one of the two courses; • Have a clearly defined niche in advising and mentoring of undergraduate and/or graduate students.	In addition to continuing the expectations of the assistant professor, the associate professor should demonstrate or develop: • Leadership in curricular development in their area of expertise; • Leadership in advising and mentoring undergraduate and/or graduate students in their area of expertise; • Other advanced activities in this performance area (refer to Section IV).	The professor is expected to *continue performing* at the level achieved at the time of promotion from associate to full professor. In doing so, he/she will be highly effective and accomplished in this area and have made significant contributions to curricular development, and should be able to demonstrate such. **A faculty member who has chosen to excel in this area is expected to demonstrate significant leadership in curricular and instructional initiatives, evaluations in the department or discipline, and demonstrate national recognition in this area.

* Refer to section IV. A (Teaching, Supervision, and Mentoring) for assessment and demonstration of teaching effectiveness.

** The professor is expected to demonstrate that they are highly accomplished in each performance area. After promotion to associate professor, a faculty member considering promotion to professor must continue to focus their efforts in scholarship and creative activity. In addition, they must excel in one other performance area.

Table 5: Expectations for Promotion and Tenure by Rank for Faculty in the Department of Ecology, Evolution, and Organismal Biology in the Performance Area of Scholarship and Creative Activity.

General expectations for tenure and promotion in rank are described in section VIII of this document. For **tenure**, faculty members must meet the expectations for his or her rank in each area of evaluation. For **promotion**, faculty members must already be meeting the expectations of the next rank.

Assistant Professor	Associate Professor	Professor
An assistant professor should: • Have evidence that they have established a clearly defined, focused, well-structured research program in their area of competence. • Have evidence that their research program is sustainable. • Have an established peer-reviewed publication and presentation record in their research discipline since joining KSU. In other words, a portion of the effort expended to complete a publication or presentation must be accomplished while a faculty member of KSU. • If RCA >30% have evidence of meritorious efforts to secure external funding to support their research/creative activity.	In addition to continuing the expectations of the assistant professor, an associate professor should: • Have evidence that their research program has contributed in a meaningful way to the body of knowledge in their area of expertise. • Have a significant peer-reviewed publication record and demonstrate that they are the intellectual driving force behind the reported scholarship • Have presentations at meetings • If RCA > 30% have evidence of external support to maintain their research program, as required by the nature of their research.*	The professor: • Is expected to continue to contribute to the body of knowledge in their area of expertise. • Should have national recognition as evidenced by a continuous record of peer-reviewed publications *and* broad dissemination in national/international settings. • If RCA >30% should have a record of external funding to support their research, as required by the nature of the research.

* Refer to Section IV. B for sources of evidence that can be used to address efforts made to secure external funding.

Table 6: Expectations for Promotion and Tenure by Rank for Faculty in the Department of Ecology, Evolution, and Organismal Biology in the Performance Area of Professional Service.

General expectations for tenure and promotion in rank are described in section VIII of this document. For **tenure**, faculty members must meet the expectations for his or her rank in each area of evaluation. For **promotion**, faculty members must already be meeting the expectations of the next rank.

Assistant Professor	Associate Professor	Professor
An assistant professor should: • Have evidence that he or she has contributed in a meaningful manner to department, college or university service efforts in at least one area. • If they have not been involved significantly in department, college or university level service, they should be able to demonstrate significant involvement in service to their discipline.	An associate professor should: • Have taken on a leadership role in departmental, college, university service or taken a leadership role in professional service within their discipline.	The professor is expected to *continue performing* at the level achieved at the time of promotion from associate to full professor. This will result in a well established record of service that reflects a pattern of growth and development in breadth, depth, and significance of professional service activities. *A faculty member who has chosen to excel in this area is expected to have a significant record of leadership roles at department, college, and/or university committees and/or in the professional/academic community.

* The professor is expected to demonstrate that they are highly accomplished in each performance area. After promotion to associate professor, a faculty member considering promotion to professor must continue to focus their efforts in scholarship and creative activity. In addition, they must excel in one other performance area.

Appendix A: External Evaluation Letters for Promotion in Rank

As indicated in section VII (Review of Faculty Performance for Promotion and Tenure), external evaluation letters from individuals in the candidate's field of scholarship must be included in the portfolio. In addition, the majority, if not all, of the external reviewers must be at or above the rank to which the candidate is seeking promotion and must hold academic positions at peer or aspirational institutions. For faculty submitting a portfolio requesting promotion (from assistant to associate professor and from associate to full professor), three external letters will be required. These letters will evaluate the candidate's research and scholarship products and comment on their significance in the discipline. The candidate and the department chair will collaborate to develop a mutually acceptable, hierarchized list. This process should be initiated early in the spring term to ensure receipt of a letter before the portfolio due date in August. The details of this process are as follows:

i. The person submitting a portfolio (herein after referred to as the "candidate") and the department chair/immediate supervisor (herein after referred to as "chair") develop a list of potential letter writers, twice the minimum number of the total required, with the candidate supplying at least half the names on the list.

ii. During the spring semester prior to submission of the portfolio, the chair and the candidate will discuss potential letter writers and in collaboration will develop a mutually acceptable, hierarchized list. The majority of letters must come from individuals who are neither coauthors nor dissertation committee members. If the candidate and the chair cannot reach agreement on the list of potential letter writers, the dean will make the final determination of the list.

iii. Individuals who pose a conflict of interest (such as friends, relatives, KSU co-workers) will be removed from the list.

iv. The candidate chooses 2 names out of the final 3 letter writers; the chair chooses 1.

v. The candidate may veto two names on the chair's initial list with no reasons or explanations required.

vi. Neither the chair nor the candidate may solicit a letter concerning Scholarship / Creative Activity from outside of the mutually agreed upon list.

vii. The candidate may choose to solicit a maximum of 5 additional letters of support in any area of Teaching, and/or Service from outside the mutually composed list. When soliciting such letters, the candidate will include that the writer is asked not to make a tenure/promotion recommendation as such. No individual may write more than one (1) letter of support for a single candidate's portfolio.

viii. The department chair contacts the potential letter writers by email or phone requesting their assistance.

ix.   If the letter writer accepts, the chair will send the letter writer the standard KSU "Letter to External Reviewers," the KSU faculty member's CV, department guidelines for promotion and tenure, and reprints and/or professional portfolios or other documentation as appropriate by discipline. It is unnecessary to have all materials evaluated. The candidate should select the work to be shared with the letter writer. Materials should be shared electronically with the letter writer to the degree possible.

x.   If the letter writer declines, the chair will choose another letter writer in the order of the list.

xi.   Once packets are sent to external letter writers, no additional information regarding the candidate's research/creative activity will be sent to the external letter writer

xii.   The letter writers will send their letter to the department chair who will upload the letter into electronic portfolio workflows.

xiii.   If requests are sent to more potential letter writers than are required, and if more than the required numbers are received, all letters will be included in the portfolio.

xiv.   If fewer than the number of letters requested by the chair are received, the chair will so note in the portfolio and the review will proceed.

Appendix B. CSM Student Success Activities – Examples

Student Success contributions in the CSM should be intentional actions that lead to the following outcomes:

A. Increasing the diversity and number of students completing courses successfully while maintaining learning expectations (i.e., increasing the proportion and diversity of students earning A or B in an early course in a course sequence who earn an A or B in a later course in that sequence).

B. Increasing students' retention in CSM degree programs or retention at KSU (e.g., through creating a sense of belonging among students; reducing barriers or bottlenecks to students' progression)

C. Enriching the student experience (e.g., expanding student participation in local, national, or international conferences, volunteer or networking opportunities, student organizations, QEP engagement, experiential learning, honors experiences, student leadership experiences, study abroad, alumni engagement with KSU, student-facing seminars, summer undergraduate research programs; developing peer-to-peer mentoring)

Student Success activities may include, but are not limited to, the following:

Activity	Examples
Curricular development, enhancement, implementation, or evaluation	Course and curriculum alignment efforts; developing and implementing a new course (online, in-person), certificate, or degree program, lab manuals, educational software, or textbooks; offering micro-credentials; integrating skill development into the curriculum
Organizing or participating in providing academic supports outside of class	Common study hours, open lab, summer bridge program, course-prep boot camp, online review sessions
Enhancing assessment practices	Developing, implementing, and evaluating the effectiveness of alternative assessments to evaluate mastery of course learning outcomes while considering the nature of the grading scheme and allowing for failure
Developing, implementing, or disseminating (within the CSM, across KSU, or in collaboration with colleagues at other institutions) new or innovative materials, mechanisms, processes or programs for promoting effective, evidence-based practices or assessing teaching and learning	Inclusive practices, active learning, CUREs, flipped classrooms, experiential learning, continuous reflection templates, effectively teaching with technology, rubrics, common assessments
Mentoring, supervising, or incorporating student leaders in new or innovative teaching and learning activities	Training or providing guidance to Teaching Assistants, Learning Assistants, Supplemental Instruction Leaders, Dean's Scholars, or NOYCE Scholars and using their input to improve teaching and learning activities
Mentoring students for a degree program, internships, research experiences, professional or graduate school, or career	Mentoring or supervising undergraduate or graduate students in TSM or SCA endeavors; providing student letters of recommendation
Securing awards, internal funding, or external funding for student mentees engaging in TSM or SCA endeavors	Writing grant proposals to provide funding to students for TSM or SCA activities
Other contributions that have the potential to improve student outcomes.	

CSM Guidance for faculty when preparing FPAs regarding student success activities: a. Working with colleagues is ok; just be sure to indicate your expected individual contribution

b. Consider the complexity of the activity and include an indication of how much time it will take for you to engage in the activity so that you can speak with your Department Chair about workload expectations

c. Be clear about how the activity will contribute to student success – be clear about the problem that you are working to address and for whom

d. Describe how your will know that you have achieved your goals at the end of the year – share your planned assessment of the activity's effectiveness, give indicators of quality and significance

Timeline

Due annually beginning Jan 2023 FPA
   Short term (1 year) student success goal(s)
   Long term (3-5 year) student success goal(s)

Due annually beginning Jan 2024 ARD
   Assessment data (outcome/measure of success) used to guide narrative reflection on prior year FPA goals