


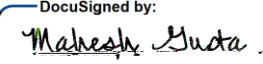
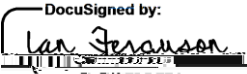

**Kennesaw State University
Southern Polytechnic College of
Engineering and**

DRAFT

Approval Form for College Promotion and Tenure Guidelines

A copy of this form, completed, must be attached as a cover sheet to the college guidelines.

I confirm that the attached guidelines, dated October 20, 2023 were approved by the faculty of the Southern Polytechnic College of Engineering and Engineering Technology in accordance with college bylaws:

<p>Greg Wiles</p> <hr/> <p>CFC chair Approval, 2023-24</p>	<p>DocuSigned by: </p> <hr/> <p>Signature/ Date</p>
<p>Mahesh Gupta</p> <hr/> <p>College P&T Review Committee Approval</p>	<p>DocuSigned by: </p> <hr/> <p>Signature/Date</p>
<p>Ian Ferguson</p> <hr/> <p>College Dean Approval</p>	<p>DocuSigned by: </p> <hr/> <p>Signature/ Date</p>
<p>Ivan Pulinkala</p> <hr/> <p>Provost Approval</p>	<p>DocuSigned by: </p> <hr/> <p>Signature/ Date</p>

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I. Introduction

The Southern Polytechnic College of Engineering and Engineering Technology is a unit at Kennesaw State University, an institution that has been recognized by the Carnegie Classification of Institutions of Higher Education® as an R2. The college is a collaborative, collegial and diverse group of scholars who value excellence in teaching and mentorship, who are active in campus leadership, and who are successful in research activities that may involve both undergraduate and graduate students. All undergraduate programs within the college are ABET accredited.

The work of a university faculty member at Kennesaw State University involves many different

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can be found in Appendix A (under Additional activities, above and beyond those basic expectations, may include but are not limited to:

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provide other measures of teaching effectiveness, such as some, but not necessarily all, of the following: teaching awards, evidence of handling diverse and challenging teaching assignments, securing grants for curriculum development or teaching techniques, accomplishments involving community-engaged pedagogy, peer observations, and contributions to the achievement of departmental teaching-related goals.

Faculty who designated teaching as their area of focus for student success should report those student success activities that occur in teaching in their ARD.

Examples of Student Success in Teaching

mentoring. Examples of student success in this area include faculty who advise or mentor students outside the classroom, employ forms of experiential learning and other high impact practices in their classrooms, and/or apply professional development activities and initiatives offered by the college, institution, or the USG to their work with students.

B. Scholarship and Creative Activity

The Southern Polytechnic College of Engineering and Engineering Technology recognizes a process of research that includes idea generation, identification of necessary resources, gathering and analyzing data, and disseminating the results at professional meetings and in published formats. All aspects of this process are considered necessary scholarly activity. Scholarship, however, is defined specifically as a creative, intellectual work that is disseminated and professionally reviewed by peers in the discipline (Faculty Handbook section 3.4). This may

-based
-and-learning-based research, or other appropriate efforts as defined in the
FPA. The pace of research is acknowledged to Qq0.00000912 0 612 792 reW*nBT/F13 12 Tf1 0 0 1 148

organizations at the international, national, regional, and state level (boards, standing committees, ad hoc committees, task forces, etc.).

- ◁ Developing and/or maintaining departmental, college, or university documents such as the college or department P&T guidelines, college or department bylaws, part-time faculty handbook, program brochures, departmental web pages, etc.
- ◁ Leadership and/or consulting/advising among a broad base of relevant community, state, regional, or national organizations, agencies, schools, or businesses.
- ◁ Working on outreach to schools (elementary, middle or high schools) and to community colleges, including presentations at schools, teacher workshops, judging science fairs, working with the Science Bowl and Science Olympiad, etc.
- ◁ Serving as an official faculty mentor for new faculty that is assigned by the department or college.
- ◁ Instrument supervision and maintenance, including seeking new equipment quotes, etc.
- ◁ Coordinating laboratories or courses.
- ◁ Supervising students enrolled in an internship course but not as the instructor teaching the course.
- ◁ Providing service work to industry not leading to scholarly publications.
- ◁ Leadership (faculty sponsor/advisor) in student-based professional clubs, competition teams, honor societies, etc.
- ◁ Promotional and recruiting activities for department, college, and/or university.
- ◁ Professional review of external accreditation reports, folios, or self-studies.
- ◁ Editorship/reviewer board membership of professional journals or scholarly books/monographs.
- ◁ Professional review of journal articles, conference proceedings, books, etc.
- ◁ Accreditation self-study development, planning, assessment, including ABET.
- ◁ Grant writing for support of student activities, student groups, or coursework.
- ◁ Faculty Advisor for student organizations/competitions.
- ◁ Other service duties agreed upon by the faculty member and the Department Chair.

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

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

10% of the faculty load.

The norms for workload effort expected

Tenured faculty not expecting promotion may follow the Teaching Emphasis Model. The workload effort expected in teaching, scholarship/creative activity, and service are 80%, 10%, and 10%, respectively.

at the college level be general in nature. Specificity is provided guidelines based on their departmental strategic plans, and other requirements. It is expected that department guidelines will be consistent with similar departments in peer R2 institutions.

Academic administrative officers shall be evaluated by the supervisor according to Section 3.12 of the Faculty Handbook.

A. Performance Remediation Plan

If a tenured or tenure-track faculty member receives a Does Not Meet or

department and the faculty member must develop a Performance Remediation Plan (PRP). For the PRP process, please refer to the Faculty Handbook Section 3.12.

B. Corrective Post-Tenure Review

Needs on two consecutive annual reviews, the faculty member will undergo a corrective post-Meet or Does Not Meet in the same area as the previous year for them 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 post-tenure review will be followed (BoR Faculty and Student Affairs Handbook 4.7 and Faculty Handbook section 3.12).

VII. Multi-Year Reviews

Multi-year reviews require the faculty member to complete a portfolio for review of their accomplishments.

A. Pre-Tenured Review

The Pre-Tenure Review is a multi-year review of the last 3 years' work of tenure-track faculty to ensure the faculty member is making appropriate progress toward achieving tenure. The review of pre-tenure documents begins with the faculty submitting their materials to the electronic

submits a Review Letter to the Department Chair via workflow. The Department Chair reviews the committee response and submits a Review Letter to the workflow, and on to the college dean.

The candidate can respond to each Review Letter. (See Faculty Handbook 3.12 for further procedures.)

If a pre

For tenure, faculty members must meet the expectations for their rank in each area of evaluation. For promotion, faculty members must already be meeting the expectations of the next rank (see Appendix B for details.)

For promotion and tenure decisions, each performance area is evaluated as

Handbook, Section 3.2). Faculty members need not demonstrate noteworthy achievements in all three categories but must be noteworthy in two and satisfactory in the third to be successful in their promotion and tenure reviews. All teaching faculty are expected to emphasize excellence in teaching and demonstrate noteworthy achievement in at least one other area (Faculty Handbook 3.2, BoR Policy Manual 8.3.5, 8.3.6, and 8.3.7). Appropriate activities and noteworthy achievement in all three areas are defined by the specific departmental guidelines.

For other types of P&T procedures, such as those pertaining to administrative faculty, please see the Faculty Handbook 3.5 and 3.12.

C. Appointment and Promotion for the Non-Tenure Track Lecturer Faculty Ranks

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). Experience is correlated with rank, but years of service or successful annual reviews alone are not sufficient to qualify for a promotion in rank. The same committee structure that is used for promotion for tenured and tenure track faculty will be used: promotion reviews for lecturers and senior lecturers begin with the Department P&T Committee, then proceed to the department chair, dean, ~~provost~~, and president (discrepant

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- < Assessing or evaluating courses, student learning outcomes, and teaching methods.
- < Participates in an appropriate number of professional development activities such as attending workshops and conferences related to teaching, as outlined in their FPA.
- < Demonstrating teaching effectiveness. This may include but is not limited to the use of effective pedagogy, student evaluations, and other measures that demonstrate teaching effectiveness.

The faculty member selected the teaching category for student success and engages in appropriate student success activities (see Section IV-A in this document).

The faculty member meets or exceeds the expectations in

level. The college expectations can be found below in Meets Extensive improvements are needed.

The faculty member selected the scholarship/creative activity category for student success, but rarely engages in student success activities (see Section IV-B in this document).

A few expectations in this area of the FPA are unmet.

3. Meets Expectations:

This faculty member adequately fulfills the basic requirements in scholarship/creative activity as required. The basic scholarship/creative activity requirements are identified as:

- < Foster and/or maintain an active, sustainable, data generating, research effort.
- < Execute or continue a scholarship plan that is appropriate to the professional field and the choice of the scholarship area, as negotiated in the FPA.
- < For scholarship of teaching, scholarship of service, or scholarship of research/creative activity, produce an appropriate number of products, as outlined in their FPA. Products are defined in Section IV-B.

The faculty member selected the scholarship/creative activity category for student success and engages in appropriate student success activities (see Section IV-B in this document).

The faculty member meets or exceeds the expectations in this area of the FPA.

4. Exceeds Expectations:

In addition to meeting the basic scholarship/creative activity requirements scored above as scholarship/creative activities above and beyond the basic requirements such as those listed in Section IV-B of this document.

In any given year, the hallmark of this faculty member's performance is organization and consistency in setting and achieving goals for creative scholarly activity and professional development as detailed on their FPA. This faculty activities may include, but are not limited to, publishing,q2 Tf1 0 0 1 373.2 265 Tm0 0 0.0314 rg0 0 0.0314 RG[)JTETQq0.0000093

professional service, and they did not meet the college expectations even at a minimal level. The college expectations can be found below in Meets Extensive improvements are needed.

The faculty member selected the professional service category for student success, but rarely engages in student success activities (see Section IV-C in this document).

A few expectations in this area of the FPA are unmet.

3. Meets Expectations:

This faculty member adequately fulfills the basic requirements in professional service as required. The basic professional service requirements are identified as:

- < Active participation on an appropriate number department, college, and/or university committees per year, as defined in their FPA.
- < Attend faculty meetings.
- < Performance in at least one additional area listed in Section IV-C of this document.

The faculty member selected the professional service category for student success and engages in appropriate student success activities (see Section IV-C in this document). The faculty member meets or exceeds the expectations in this area of the FPA.

4.

The faculty member meets or exceeds the expectations in this area of the FPA.

5. Exemplary:

In addition to meeting the basic

service activities above and beyond the basic requirements such as those listed in Section IV-C of this document.

This faculty member is highly respected throughout the campus for service to students, department, college, university, and the community, and may have been nominated for or received a service-oriented award. Other noteworthy activities include serving with distinction on a prestigious campus-wide committee, serving as faculty advisor of a student competition team or organizer of a student competition, or being invited to serve in an unpaid volunteer for important consulting or training initiatives for business or industry groups.

High levels of achievement serving the academic community would include holding regional or national office, appearing in national professional programs, hosting a national or international conference, serving on conference or journal editorial boards, or similar activities.

The faculty member selected the professional service category for student success and is involved in impactful student success activities (see Section IV-C in this document).

The faculty member meets or exceeds the expectations in this area of the FPA.

	Assistant Professor	Associate Professor	Professor
Scholarship and Creative Activity	<p><u>Early in Rank:</u> The Assistant Professor establishes the foundation of a scholarship plan as part of the FPA. They will develop and implement a clear plan for achieving scholarship objectives. The scholarship may be an independent project or may be a collaborative project with others at KSU or elsewhere.</p> <p><u>Established in Rank</u> Evidence of productive scholarship is given by the expectations outlined in Section IV-B of this document.</p>	<p>The Associate Professor demonstrates mastery of the Assistant Professor criteria for scholarship, following the guidelines laid out in Section IV-B of this document. Evidence for productivity in scholarship (as outlined in Section IV-B of this document.) includes presentations of poster and papers at meetings beyond the local professional community, documentation of peer-reviewed scholarly works published and in progress, writing significant institutional documents such as accreditation reports, and significant external funding proposals submission or actual receipt of external</p>	

	Assistant Professor	Associate Professor	Professor
Professional Service	<u>Early in Rank:</u> The Assistant Professor will establish foundation for professional service through participation in departmental level committees, with an increasing component of leadership and contribution as a faculty member gains experience in service positions. 0		

	Lecturer	Senior Lecturer	Principal Lecturer
Teaching	<p><u>Early in Rank:</u> The Lecturer will begin to establish themselves as a highly effective teacher by developing a well- stated philosophy of teaching and learning, teaching assigned courses, experimenting with a variety of teaching strategies and methodologies, incorporating data from student evaluations in revising teaching strategies and methodologies, and other expectations.</p> <p><u>Established in Rank:</u> The faculty member will continue to develop and refine their effectiveness as an instructor, maintaining currency in instructional context and delivery by updating and revising course content and plans. They may have an increasing role in student mentoring and supervising directed study students.</p>	<p>The Senior Lecturer has demonstrated mastery of teaching at the Lecturer rank and has begun to establish themselves as a leader in instructional and educational initiatives. This could include</p>	



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

Leslie Downs

ldowns@kennesaw.edu

Security Level: Email, Account Authentication
(None)**Electronic Record and Signature Disclosure:**

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

Envelope Sent

Hashed/Encrypted

1/25/2024 10:21:28 AM

Certified Delivered

Security Checked

1/25/2024 10:32:35 AM

Signing Complete

Security Checked

1/25/2024 10:32:55 AM

Completed

Security Checked

1/25/2024 10:32:56 AM

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i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;

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

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