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Kennesaw State University
Academic Affairs

Approval Form for Department Promotion and Tenure Guidelines

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

I confirm that the attached guidelines, dated **May 11, 2023** were approved by the faculty of the Department of **History and Philosophy** in accordance with department bylaws:

Brian Swain — DocuSigned by: Brian Swain 24A1197DCA0E471... — November 15, 2023

Name (printed or typed) / DFC or P&T chair — Signature/ Date

Department Chair Approval - I approve the attached guidelines:

Bryan McGovern — DocuSigned by: Bryan McGovern 246CBDA5B1AE4D5... — November 15, 2023

Name (printed or typed) — Signature/ Date

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

Anja Bernardy — DocuSigned by: B37AA100F4654C2... — November 29, 2023

Name (printed or typed) — Signature/ Date

College Dean Approval - I approve the attached guidelines:

Catherine Kaukinen — DocuSigned by: Catherine Kaukinen 4E4CB0582A0A43E... — December 5, 2023

Name (printed or typed) — Signature/ Date

Provost Approval - I approve the attached guidelines:

Ivan Pulinkala — DocuSigned by: Ivan Pulinkala 02FA0CC7B24D4B3... — January 4, 2024

Name (printed or typed) — Signature/ Date

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KENNESAW STATE UNIVERSITY

RADOW COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF HISTORY AND PHILOSOPHY

PROMOTION AND TENURE GUIDELINES

Last Revised by DFC 04 May 2023

Principles of Operation of these Guidelines

1. Given that department P&T guidelines are discipline- and field-specific and are approved by deans and the provost as consistent with college and university standards, department guidelines are understood to be the primary basis for promotion and tenure decisions. In cases when the Chair, Dean, or Provost reverses a promotion or tenure recommendation of the department P&T committee, the rationale for such a reversal shall be stated in a letter to the candidate and shall make reference to these department P&T guidelines in justifying the decision to reverse the committee's recommendation.
2. Consistent with the University Promotion and Tenure Guidelines, the Department of History and Philosophy accepts the following categories of scholarship: the scholarship of discovery, which builds new knowledge through traditional research; the scholarship of integration, which interprets the use of knowledge across disciplines; the scholarship of application, which aids society and professions in addressing problems; and the scholarship of teaching, which studies teaching models and practices to achieve optimal learning.
3. As indicated in the Faculty Handbook, "departmental guidelines become effective 12 months following their adoption. However, individual faculty may choose to be reviewed under revised guidelines immediately upon their adoption." To be adopted, these guidelines have to be approved by the faculty of the Department of History and Philosophy, the Department Chair, the RCHSS P&T Committee, the Dean, and the Provost.
4. For the purposes of evaluation for promotion and tenure, faculty performance is deemed 'satisfactory' unless it does not meet expectations. Satisfactory faculty performance consistently meets fundamental job expectations and thereby contributes to the everyday functioning of the faculty member's department, college, and university. Faculty performance is deemed 'noteworthy' insofar as it consistently excels in meeting fundamental job expectations and results in notable scholarly activities or contributions. Descriptions of what constitutes satisfactory and noteworthy work in teaching, scholarship, and service for considerations of promotion and tenure are in Section III below.

General Statement

It is incumbent upon all RCHSS faculty undergoing reviews to be familiar with review procedures and faculty performance expectations and requirements. While more specific performance expectations and requirements can be found in this document, review procedures and general performance expectations are stated in section three of the Faculty Handbook and the Radow College of Humanities and Social Sciences Promotion and Tenure Guidelines. In addition, as noted in the RCHSS P&T Guidelines, RCHSS faculty are required to include all quantitative and qualitative student evaluations in their portfolio.

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Tenure-track faculty submitting a portfolio for tenure or promotion must also notify their department chair of their intent to do so in their FPA and prepare a list of possible external reviewers by the end of January preceding the review that begins that August.

I. FACULTY WORKLOAD (See Section 2.2 of the Faculty Handbook)

A. Workload will be indicated in the Faculty Performance Agreement and may be renegotiated with the chair and approval of the dean. Tenured faculty and non-tenure track faculty may be assigned workloads specific to professional service or research with the approval of the chair and the dean in keeping with departmental needs.

The standard workload model for pre-tenured and tenured faculty members is, 60 percent Teaching, Supervision and Mentoring of students (i.e., a 3/3 teaching load), 30 percent Scholarship and Creative Activity (SCA), and 10 percent Professional Service (60/30/10).

The standard workload model for Lecturers and Senior Lecturers is 90 percent Teaching (a 5/4 load) and 10 percent Service (90/0/10).

The workload for non-tenure track faculty with professorial ranks (including Clinical Faculty and Research Faculty) depends on situational context and must be defined in the faculty member's Faculty Performance Agreement (FPA).

A tenure-track faculty member for whom a different workload model is appropriate must collaborate with their chair/director during the Annual Review Document/Faculty Performance Agreement (ARD/FPA) process and develop a new workload model. The faculty member's strengths, interests, and last three years' ARDs will be the primary factors that guide the new model's selection, which must be approved by the RCHSS Dean. These different workload models may vary — for example:

70/10/20 – 4/3 Teaching, 10% SCA, 20% Service
50/40/10 – 3/2 Teaching, 40% SCA, 10% Service
60/20/20 – 3/3 Teaching, 20% SCA, 20% Service

The modified workload must meet the minimum SCA and Service loads of 10 percent each and teaching load must not exceed 24 credit hours per academic year.

Reviews of individual faculty members are based on the expectations for rank noted below but will be adjusted according to the faculty workload distribution. The period of any short-term or long-term modulated workload will be based on the individual faculty member's situational context, needs of the Department, and pending approval from the Chair and Dean. B. TEACHING:

As stated in the KSU Faculty Handbook each three-hour semester course is considered to be 10% of workload for the academic year. Enrollments must meet the demands and requirements of the department and the university.

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History Education Supervision workload will be negotiated between history education faculty and the chair, with final approval from the dean.

Chairing or serving as a committee member on a senior thesis or graduate thesis/dissertation should be noted by faculty in their Annual Review Documents as examples of effective teaching, supervision, and mentoring (below Section II). This is work that extends beyond standard workload expectations and will be recognized as such by the chair. Chairing a thesis or dissertation committee is particularly noteworthy.

C. SCHOLARSHIP AND CREATIVE ACTIVITY:

It is expected that all faculty in the Department of History and Philosophy with workload responsibilities in the area of scholarship and creative activity have measurable outcomes in that area in keeping with departmental and college guidelines. For faculty with a research-intensive workload, additional research accomplishments will be required. These increased research expectations will be stipulated in the faculty member's FPA and progress will be evaluated yearly. For other workload models, SCA performance expectations will be negotiated between the faculty member, Chair, and Dean.

D. PROFESSIONAL SERVICE:

Assistant Department Chairs, Program Coordinators of Philosophy, History Education, and Public History, whose duties are specified in department bylaws, may be assigned a Service focused workload in negotiation with the chair and approved by the dean. Program coordinators' workload may be modified depending upon the number of majors, graduation rates, recruitment and other activities. Coordinators should provide detailed evidence of the quality and significance of their work in terms of curricular development as well as recruitment, retention, progression and improved graduation rates in their annual performance reviews.

Service-Focused workloads might include course reassignments negotiated with the chair and approved by the dean for activities such as the editing of journals or leadership of professional organizations or conferences.

II. EVALUATION PROCEDURES FOR ANNUAL REVIEW

A. Faculty Performance Agreements (FPAs) will include a teaching, research, and service plan that details proposed activities for the coming year. Assistant Professors, in conjunction with the Chair, will indicate how the proposed activities will progress the faculty member toward promotion to Associate Professor and tenure.

B. Annual Review Documents (ARDs) should include a list, in accordance with the previous year's FPA, describing the year's activities and accomplishments, their significance, and how they contribute to progress toward promotion, tenure, professional development or advancement. Faculty members must be able to articulate in their ARDs the quality and significance of their achievements in teaching, scholarship and service, employing criteria that are appropriate to the activity in question.

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C. The activities listed on both the FPAs and ARDs must be consistent with the expectations of the various professorial ranks in the Faculty Handbook (3.5 and 3.6, and included below in Section III.A).

D. Workload adjustments, including supervision of students, are open to negotiation. A faculty member may request a change in workload at the time of the annual review by submitting a formal proposal detailing the justification for the change and the desired outcomes that the proposed change would enable. As articulated in the Faculty Handbook Section 2.2: "Faculty for whom a different model would be more appropriate will collaborate with their chair/director in the selection of that model. A faculty member's strengths, interests, and past three years' annual reviews will serve as the primary guide to the selection of the model." The faculty member and Chair in consultation with the Dean work together to agree on a plan.

E. As indicated in the Faculty Handbook (Section 3.2), the three basic performance areas in which faculty must be evaluated at KSU are teaching, scholarship and creative activity, and professional service. Depending upon college and departmental guidelines, faculty members need not demonstrate noteworthy achievements in all three areas but must be noteworthy in two and satisfactory in the third in their promotion and tenure reviews. All teaching faculty are expected to demonstrate noteworthy achievement in teaching. (BoR Policy Manual 8.3.5, 8.3.6, and 8.3.7). In annual reviews, each faculty performance area is scored on a five-point scale. (See Appendix: DHP ARD Assessment.)

F. In addition, faculty are to highlight activity promoting "student success" (definition and examples in KSU Faculty Handbook 3.3) in at least one of the three primary areas of evaluation: teaching, scholarship and creative activity, and professional service. Faculty should address their student success activities in their FPAs and ARDs. RCHSS also requires faculty to engage in professional development activities in at least one of the three areas of performance.

G. If a tenure-track or tenured faculty member receives a "1 – Does Not Meet Expectations" or "2 – Needs Improvement" in any of the categories during an annual review, the chair of the department and the faculty member will develop a Performance Remediation Plan (PRP) in consultation with the faculty member to remediate the faculty member's performance (see KSU Faculty Handbook 3.12 and BoR Faculty and Student Affairs Handbook 4.4).

H. If a tenured faculty member receives a 1 or 2 on two consecutive annual reviews, the faculty member will undergo a corrective post-tenure review (see KSU Faculty Handbook 3.12 BoR Faculty and Student Affairs Handbook 4.7).

Listed below are types of scholarly and creative activities and possibilities for demonstrating effectiveness in each area. These lists are meant to be suggestive, rather than comprehensive, and are presented in no particular order.

<u>Teaching, supervision, and mentoring:</u>

- Student ratings of instruction. Inclusion of these metrics is mandatory. Courses must have a student response rate of at least 20% to be viewed as valid.

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Faculty should include at least two additional examples of teaching effectiveness from the list below.

- evaluation from faculty colleagues
- provision of syllabi and other relevant course materials
- development of new courses/programs
- advisement of students
- field experiences and directed studies
- receipt of honors and awards by faculty members or students
- participation in workshops, conferences, and programs designed to enhance and improve teaching
- The use of diverse and effective pedagogical strategies as evidenced by syllabi, lesson materials, teaching philosophy, peer observations, or student feedback
- The use of a variety of materials and techniques that are designed to enhance student learning and engagement
- Departmental or college level awards/recognition of teaching
- The development of courses to be delivered in new formats
- Publication in journals and/or presentation at conferences focused on the scholarship of teaching and learning
- Evidence of working with undergraduate or graduate students on research projects
- Involvement in curriculum revisions
- Involvement in curriculum assessment procedures
- Leadership at relevant faculty workshops in the area of scholarship of teaching and learning
- Mentorship of faculty in the area of teaching, advising, and mentoring
- The receipt of grants that are specifically for the scholarship of teaching & learning or classroom improvement
- Other evidence of excellence may be provided consistent with the Faculty Handbook, 3.3.A., "Teaching." Scholarship and Creative Activity:
- peer-reviewed monographs, articles and book chapters (in paper or electronic form), as well as comparable peer-reviewed products in the department's disciplines and areas of expertise
- presentations at, or organization of, discipline-based or interdisciplinary conferences that indicate sustained and deliberate progress toward published scholarly work
- edited volumes of essays by other scholars
- peer-reviewed exhibits, multi-media projects historical preservation reports and plans
- documented evidence of research and/or progress toward completion of the above activities, for example book contract or acceptance letter from journal (Note: Reviews of ongoing research by peers, on the internet or otherwise, might be considered as evidence for progress.)

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- application for and/or receipt of grants or other external funding
- receipt of honors/awards for scholarship and creative activity

Professional Service:

- serving on departmental, college, or university committees
- advising student organizations
- special department service responsibilities (maintaining web page, editing newsletter, etc.)
- writing/publishing scholarly book (or exhibit) reviews
- serving as an officer in a professional organization
- writing/editing major institutional reports (such as the Georgia Professional Standards Commission report or Comprehensive Program Review)
- giving talks or providing other discipline-based service to community groups
- organizing conferences/symposia/sessions at KSU or for professional organizations
- receipt of honors/awards recognizing service to the community, the university, or professional organizations
- professional consulting (such as reviewing manuscripts for publishers or serving as an editor at a scholarly journal)
- discipline-oriented interviews with media
- public programs
- Contribution to professional or academic organizations
- Other service expectations as defined as relevant by candidates and the chair

III. PROMOTION AND TENURE FOR TENURE-TRACK AND TENURED FACULTY

A. PRE-TENURE REVIEW AND REVIEW FOR PROMOTION AND/OR TENURE

The Department of History and Philosophy follows all guidelines and policies for multi-year reviews as found in the *KSU Faculty Handbook.* This includes pre-tenure review, PRP processes in the case of an unsuccessful or unsatisfactory pre-tenure review, and processes for review of cases for promotion and/or tenure.

B. EXPECTATIONS OF CANDIDATES

Faculty members on a standard workload model who seek promotion-and-tenure or promotion must, at the minimum, be noteworthy in Teaching, Supervising, and Mentoring, noteworthy in a second performance area, and at least satisfactory in the third performance area. Faculty members on a research-intensive workload model who seek promotion-and tenure or promotion must be noteworthy in both Teaching, Supervising, and Mentoring, and SCA, and at least satisfactory in Service.

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Satisfactory faculty members consistently fulfill their fundamental job expectations and contribute to the everyday functioning of their school/department, the college, and the university. They are productive members of the greater academic community.

Noteworthy faculty members excel in meeting their job expectations. They make significant contributions to their greater academic communities.

In all three performance areas, the burden is on faculty members to demonstrate the quality and significance of their work. Possible forms of evidence are listed in Section II above and in the College P&T Guidelines IV.B.

Faculty members who submit portfolios for promotion-and-tenure or promotion will be evaluated on the totality of material in their portfolios, as described below and in the Faculty Handbook. ARDs are part of the P&T Review portfolio, but review committees will not construe faculty members' scores on the five-point scale used in ARDs as equivalent to categories of "satisfactory" or "noteworthy." Candidates for promotion or tenure should be able to show, in part through satisfactory evaluations of their ARDs, that they are performing at an appropriate level in all areas, based on the descriptions given for the various professorial ranks in the Faculty Handbook (3.6, "General Expectations for Faculty Performance in Different Ranks").

A series of satisfactory annual reviews alone, however, is not sufficient to warrant promotion or tenure. Evaluation of department faculty will be based on the following criteria:

- First, because of Kennesaw's mission to provide "exceptional educational opportunities," candidates for promotion or tenure must demonstrate highly effective teaching (for assessment of teaching effectiveness, see Faculty Handbook 2.5). Possible forms of evidence are listed in Section II above and in the College's Promotion and Tenure Guidelines. Such a demonstration of effectiveness should take into account the Department's new mission statement: "Our first mission as faculty of the Department is to provide the highest quality in teaching for each of our majors and general education students. Beyond careful conveyance of salient content, departmental instruction will strongly encourage development in higher-order thinking, meaningful self-reflection, and understanding. Students should emerge from History & Philosophy classes with a deepened understanding of their own culture, as well as the culture and world views of others. They should embrace the importance of lifelong learning, possess enhanced written and oral communication skills, and be prepared to serve as able advocates for the betterment of society."

- Second, candidates for promotion or tenure must show that they have satisfied the minimal professional service requirement and have demonstrated the potential for ongoing and substantive service to the department, university or scholarly community ("... all faculty members are expected to devote at least 10% of their time to professional service activities, which are essential to the life of the institution"- Faculty Handbook, 3.2). Faculty performance in professional service is satisfactory if and only if it satisfies the minimal professional service requirement. It is the responsibility of candidates to make the case for the satisfactoriness or noteworthiness of their professional service activities. Possible forms of evidence appear in Section II above and in the College's Promotion and Tenure Guidelines.

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- Third, candidates for promotion and tenure must demonstrate a record of substantive work demonstrating success in scholarship that is either satisfactory or noteworthy. It is the responsibility of candidates to make the case for the quality and significance of their scholarly activities and scholarship. Possible forms of evidence appear in Section II above and in the College's Promotion and Tenure Guidelines. Details concerning the nature and significance of this scholarship appear in Section III.B below.

C. THE SIGNIFICANCE OF SCHOLARSHIP

In the disciplines and areas of expertise represented in the department a variety of criteria may be used to establish the significance of a work of scholarship. The case for the work's significance must be made by the applicant herself or himself, using criteria and methods appropriate for the work in question. The applicant's demonstration of the value of a scholarly work must be articulated in the portfolio narrative and in a manner that is clear to reviewers at the college and university level who are not trained in History or Philosophy.

Means of assessing the significance of scholarship include:

1. Peer-reviewed work. As a general rule, peer-reviewed work is adjudged more highly than non-peer-reviewed work. It is the responsibility of the applicant to indicate the nature of the peer review for each work of scholarship (for example, blind peer-review, peer-review, or review by an editor).

2. Available ratings sources for certain types of scholarly work that indicate the quality and selectiveness of the press or journal (for example, journal acceptance rates, citation reports, book reviews, or portfolio reviews).

3. Explicit Discussion/Demonstration of the quality and significance of the scholarly/creative product. These might apply especially to certain regional scholarship, collaborative scholarship and scholarship aimed at a non-specialist audience.

The Department recognizes that some forms of scholarship are not commonly blind peer reviewed. It is therefore incumbent on faculty members to (a) solicit reviews of their work in a manner that provides objective assessment by recognized professionals in the field, or (b) make the case that the product has been reviewed in a manner comparable to peer review. It is also incumbent on faculty members to make a case for the significance of their work in creating new knowledge fostering effective learning environments, or engaging with public audiences in collaborative historical work. Finally, it is the faculty member's responsibility to confirm the chair's concurrence as to the comparability and significance of non-traditional scholarship in the annual reviews for the years leading up to the application for promotion or tenure.

D. EXPECTATIONS FOR PORTFOLIOS

For tenure, faculty members must submit evidence of a professional trajectory that encompasses effective teaching, service to the university and/or the profession, and quality research or creative activity. Moreover, the faculty member must demonstrate the intent and capacity to continue developing professionally in these three areas. The faculty member should consult KSU Faculty Handbook, Section 3.5 for an explanation of tenure

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review and performance assessment. For faculty with a standard workload (60/30/10), evidence of scholarly accomplishment for tenure should include at a minimum: 1) two peer-reviewed articles (either already published or accepted for publication with all stages of review completed) or 2) a book with a reputable scholarly press (either already published or accepted for publication with all stages of review completed) or 3) some combination of a peer-reviewed article, an edited book, an essay in an edited volume, or other peer-reviewed work (either already published or accepted for publication with all stages of peer review completed) Two articles or their equivalent is considered a minimum to meet satisfactory performance in SCA and does not provide in itself a guarantee of tenure. Three articles or a book or their equivalent is deemed a minimum to meet noteworthy performance in SCA and does not provide in itself a guarantee of tenure.

For faculty with a research-intensive workload (50/40/10) for the five-year review period immediately preceding tenure and promotion review evidence of scholarly accomplishment for tenure should include: 1) a minimum of three peer-reviewed articles (either already published or accepted for publication with all stages of review completed) or 2) a book with a reputable scholarly press (either already published or accepted for publication with all stages of review completed) or 3) some combination of peer-reviewed articles and scholarly products, such as an essay in an edited volume, an edited book, other peer-reviewed work, or an equivalent scholarly artifact (either already published or accepted for publication with all stages of review completed). Three articles or their equivalent is considered a minimum to meet satisfactory performance in SCA and does not provide in itself a guarantee of tenure. Four articles or their equivalent is deemed a minimum to meet noteworthy performance in SCA and does not provide in itself a guarantee of tenure. Three articles or their equivalent is considered satisfactory performance; four or more articles or a book or their equivalent is deemed noteworthy.

For promotion to associate professor, faculty members must submit evidence of professional maturation in teaching, service, and research and creative activity. That is, faculty members seeking promotion to Associate Professor should show evidence of the adoption of sound and effective teaching practices, increased leadership and/or responsibility in professional and university service, and the development of a coherent body of quality research and creative activity. Finally, the faculty member should show the potential for on-going and sustained contributions to teaching, service, and research and creative activity.

For promotion to full professor, the department expects that the faculty member will have a documented record of significant accomplishments in teaching, research and creative activity, and service. It is expected that a full professor will have assumed a leadership role in the activities and programs of the Department and University. In the area of scholarship, a full professor should have at least one book or six peer-reviewed articles in publication (or a comparable combination of books, articles, essays in edited volumes, edited books, or other peer reviewed work); at least three of these articles or their equivalent must have been generated or substantially generated since promotion to the rank of associate professor. Publication of three articles or their equivalent since promotion is a minimum to meet satisfactory performance in SCA for promotion to full professor. The publication of four articles or their equivalent, or a book, is a minimum to be considered noteworthy in SCA. Finally, the faculty member should show evidence of on-going, sustained and likely significant future contributions to teaching, service, and research and creative activity.

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Promotion and tenure guidelines as applied to History Education faculty must reflect Board of Regents Policy: "USG institutions will support and reward faculty who participate in significant and approved efforts to improve teaching and learning in K-12 schools, including teacher preparation, through decisions in promotion and tenure, pretenure and post-tenure review, annual review and merit pay, workload, recognition, allocation of resources, and other rewards." (Board of Regents Policy Manual 8.3.15.1) This policy also applies to "faculty who participate in significant effort is to improve teaching and learning in USG institutions." (Board of Regents Policy Manual 8.3.15.2) It is the expectation of the department that History Education faculty will meet the publication minimums outlined for History faculty above.

E. TENURE-TRACK FACULTY WITH A JOINT APPOINTMENT IN TWO OR MORE DEPARTMENTS

Promotion and Tenure review of a tenure-track faculty with a joint appointment in two or more departments must adhere to the terms of the faculty Joint Appointment Agreement (JAA), which clearly delineates the composition of the P&T committee membership as well as any special consideration for what type of scholarship and creative activity is acceptable. Unless otherwise specified in the JAA, faculty with a joint appointment must follow the Home Department P&T Guidelines requirements for promotion and tenure.

F. REVIEW OF ADMINISTRATIVE FACULTY

Expectations and evaluations of the Department Chair are outlined in the Department of History and Philosophy Bylaws. For the purpose of promotion, tenure, and post-tenure review, administrative faculty, including the Department Chair, follow all department, college, and university guidelines (see KSU Faculty Handbook, Section 3.11.).

IV. NON-TENURE-TRACK FACULTY

A. LECTURERS

Lecturers of all ranks in the Department of History and Philosophy are not eligible for tenure and are appointed on a year-by-year basis. Yearly reappointment depends on recommendation of the Chair to the Dean. Lecturers of all ranks have as their primary area of responsibility the teaching, supervision and mentorship of students. The standard teaching load is 5/4. Lecturers of all ranks are expected to attend department meetings and make service contributions usually related to their teaching responsibilities, which usually comprises 10% of their workload; see section I. A.

Lecturers of all ranks may assume additional service commitments, with corresponding course reassignments, in consultation with the Chair and approval of the Dean. There are no expectations in the area of scholarship.

Lecturers of all ranks are reviewed annually using the same process of FPA and ARD as for tenure-track faculty. Non-tenure positions will use the five-point scale. They are not impacted by PRPs or PIPs, given they are non-tenure track lines. Performance of 1s and 2s will be addressed as they previously have been in ARDs/FPAs.

In consultation with the Chair, lecturers will undergo a third-year review conducted solely within the department. Unlike the third-year review of tenure-track faculty, lecturers

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cannot use the university's assessment software (e.g. Watermark, Faculty Success, etc.) as part of the review process.

Third-Year Review of Lecturers: The portfolio for third-year review shall include the following:

(1) A narrative of no more than five pages, double-spaced, 12-point type, with one-inch margins. The narrative shall describe the quality and significance of the faculty member's contributions.

(2) Supporting materials. The supporting materials should be paginated and referred to in the narrative.

(3) A vitae formatted to clearly demonstrate the quality and significance of the faculty members' accomplishments, especially to those beyond the department.

(4) Annual Review Materials, including all signed ARDs, FPAs, and any faculty response letters.

The portfolio shall be assembled into a single PDF file, and the file shall contain no more than 50 pages.

The materials for third-year review are due to the Chair (for delivery to the Department Tenure & Promotion committee) on the published due date on which Chair tenure & promotion committee letters are due to the Dean (generally early October). The committee's assessment of the candidate's portfolio is due to the candidate, with copy to the Department Chair, on the published due date on which the Dean's tenure and promotion letters are due (generally the very end of October or first of November). The Department Chair's assessment of the candidate's portfolio is due to the candidate on the published due date for college committee reviews (generally mid-December).

Examples of supporting materials may include but are not limited to the list of items in section II of these guidelines.

PROMOTION FROM LECTURER TO SENIOR LECTURER

Elective review for promotion from lecturer to senior lecturer may begin at any time after four full years of service as a lecturer, or earlier if granted probationary years of credit at the time of employment. In keeping with lecturers' responsibilities described above in Section IV. A, promotion to senior lecturer is based on performance in the areas of teaching and service. The criteria for assessment in these two areas are the same as those described above for tenure-track faculty, while recognizing that lecturers teach a narrower range of courses. Lecturers must provide two sorts of evidence of teaching effectiveness taken from the list in Section II above, in addition to student ratings of instruction. The narrative and supporting material in the portfolios for promotion to senior lecturer should reflect these emphases.

PROMOTION FROM SENIOR LECTURER TO PRINCIPAL LECTURER

For promotion to principal lecturer, the department expects that the faculty member will have met all the requirements expected of lecturers and senior lecturers and demonstrated "evidence of creating and/or adopting effective instructional practices, or a positive instructional impact beyond instructional settings, such as dissemination of instructional

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innovation or participation in special teaching activities" (KSU Faculty Handbook 3.10.1). In addition, a principal lecturer must provide evidence that meets two of the following criteria: assumed a leadership role in the activities and programs of the Department or University, developed or significantly revised programs and courses, received honors or special recognitions for teaching or service accomplishments, engaged in mentorship of other lecturers, performed scholarly activities related to teaching, received competitive grants/contracts to fund innovative and evidence-based educational activities, participated in departmental or institutional governance or academic policy development as related to teaching, sustained participation in professional development that aligns with the candidate's efforts to improve their teaching, and other impactful and highly effective professional service.

B. NON-TENURE TRACK FACULTY WITH PROFESSORIAL RANKS (INCLUDING CLINICAL FACULTY AND RESEARCH FACULTY)

Per KSU guidelines, Non-Tenure Track Faculty with Professorial Ranks are educator practitioners who have a background in their disciplinary area and who practice the discipline in the work setting. The following professorial ranks are recognized at KSU: Assistant Professor, Associate Professor, and Professor. Non-Tenure Track Faculty with Professorial Ranks are not eligible for tenure or probationary credit toward tenure. According to Board of Regents policy (8.6.3), "promotion to the rank of professor requires the earned doctorate or its equivalent in training, ability, and/or experience."

In the Department of History and Philosophy, Non-Tenure Track Faculty with Professorial Ranks make practical contributions in education, industry, clinical, and/or professional settings. Non-Tenure Track Faculty with Professorial Ranks must maintain a balance that is different from the workload of tenure track faculty.

PROMOTION OF NON-TENURE TRACK FACULTY WITH PROFESSORIAL RANKS (INCLUDING CLINICAL FACULTY AND RESEARCH FACULTY)

In addition to annual reviews, Non-Tenure Track Faculty with Professorial Ranks may apply for an optional promotion review. Kennesaw State University requires a minimum of five full academic years of service at KSU (including the year of review) at the rank of assistant professor to be eligible for promotion to rank of associate professor and five full academic years of service at KSU (including the year of review) at the rank of associate professor to be eligible for promotion to the rank of professor.

Non-tenure track faculty with professorial rank must prepare a portfolio for the optional promotion consideration. The portfolio contents will follow the guidelines for tenure track faculty who are reviewed for promotion, see KSU Faculty Handbook Section 3.12 (Portfolio Guidelines and Contents).

The Department of History and Philosophy will follow the general expectations for promotion and faculty performance for Non-Tenure Track Faculty with Professorial Ranks set forth in the Faculty Handbook Section 3.7. When submitting a portfolio for promotion in rank, such faculty are responsible for making a strong case for the quality and

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significance of their work as defined in their FPAs. Recommendation for promotion in rank will be based on a thorough review of the faculty's portfolio according to responsibilities and goals set in annual FPAs.

C. ACADEMIC PROFESSIONALS

Academic Professionals have workload responsibilities in a range of performance areas (Teaching, Scholarship and Creative Activity, and Professional Service) as outlined in their situational context and set forth in the Faculty Performance Agreement (FPA). General categories for Academic Professionals include Training and Instructional Support, Technical Assistance, and Specialized Management (KSU Faculty Handbook 3.10.2). The KSU Faculty Handbook outlines performance expectations and annual review processes for Academic Professionals.

V. POST-TENURE REVIEW (PTR) (See Section 3.12.B.4. of the Faculty Handbook)

A. All tenured faculty members will undergo post-tenure review every five years after the award of tenure, submitted in the beginning of the sixth year, five full years after the faculty member's most recent promotion or personnel action (full description in KSU Faculty Handbook 3.5 and 3.12). Post-tenure review is not a reconsideration of the faculty member's tenure status. Its purpose is to examine, recognize, and enhance the performance of tenured faculty members. Post-tenure review is based on a five-point scale as defined in the Faculty Handbook. Each level of review will provide an overall rating (i.e., there is not a rating by performance area).

B. Standard PTR. Although the primary evidence considered by review committees/administrators for post-tenure review is the five most recent annual evaluations and a current curriculum vitae, faculty members for post-tenure review must submit all materials listed on the Portfolio Document Submission List. Supporting documentation is also submitted. External letters are not required for PTR. (see KSU Faculty Handbook 3.12 for review process and portfolio instructions).

C. Expedited PTR. Faculty members receiving ratings of "3" ("meeting expectations") or above in all areas of faculty review, as well as in their overall annual reviews during the 5year period under PTR consideration, may submit an expedited PTR review. Expedited PTR reviews will contain all annual reviews (along with any rebuttal or response documentation) for the period under review, a current curriculum vitae, and a shorter narrative (3-6 pages recommended with a 12-page maximum). A successful post-tenure review results from a score of 3 or higher. Faculty who score a 4 or 5 will receive a one-time monetary reward. A score of 1 or 2 is deemed an unsuccessful post-tenure review. In this case, a formal performance improvement plan (PIP) must be written. See KSU Faculty Handbook 3.12 and BoR Faculty and Student Affairs Handbook 4.7 for information on process, due process, and other expectations for PIPs.

VI. REVISION OF THESE GUIDELINES

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A. Amendments to these Guidelines must be circulated at least one week in advance of the first of two readings at consecutive department faculty meetings and approved by a two-thirds majority of the Voting Members at the second meeting. Voting will be by secret ballot.

B. There will be no voting by proxy. Mail and e-mail ballots will be accepted, provided they have been received by the Chair of the Elections Committee at least half an hour before the beginning of the meeting. If, however, the proposed amendment is changed significantly at the second reading, no mail or email votes will be counted.

VII. RELATIONSHIP TO OTHER GOVERNING RULES AND REGULATIONS

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.

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APPENDIX: DHP ARD ASSESSMENT

Teaching

Category 1 – Does Not Meet Expectations

Evidence documents that the faculty member has not fulfilled the terms of their employment contract as it pertains to instruction.

Category 2 – Needs Improvement

Evidence documents that the faculty member has not yet demonstrated that they have fulfilled their employment contract as it pertains to instruction.

Category 3 – Meets Expectations

Evidence documents that a faculty member is meeting the departmental expectations and responsibilities of instruction, as agreed on in the faculty performance agreement and employment contract. Evidence of such activity may include, but need not be limited to:

- Syllabus includes measurable learning outcomes, descriptions of assignments, and formal assessments and grading criteria.
- Instructional methods support student learning and effective application content and skills.
- Teaching supports an engaging environment where the instructor effectively monitors, manages, and facilitates the learning process.
- Discipline specific topics are effectively presented through various methods and strategies.
- Uses at least one demonstrable student success component.

Category 4 – Exceeds Expectations

Evidence documents that a faculty member is exceeding the departmental expectations and responsibilities of instruction, as agreed on in the faculty performance agreement and employment contract. Evidence of such activity may include, but need not be limited to:

- Develops a new course.
- Undertakes professional development to enhance teaching.
- Demonstrates willingness to learn and implement new modalities (including any combination of in-person, hybrid, and fully online courses) and/or adjust schedule to support departmental needs.
- Uses multiple demonstrable student success components.
- Successfully adapts/develops courses for multiple modalities.
- Revises courses to include new texts/materials/activities.
- Serves as a member of a thesis committee.

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- Supervises student research.

Category 5 - Exemplary

Evidence documents that a faculty member is greatly exceeding the departmental expectations and responsibilities of instruction, as agreed on in the faculty performance agreement and employment contract. Evidence of such activity may include, but need not be limited to:

- Implements professional development to enhance teaching.
- Receives honors, awards, recognition for teaching.
- Conducts SoTL research.
- Facilitates student publications and/or presentations.
- Serves as the chair of a thesis committee.
- *Examples of student success components: study sessions, tutorial sessions, meets with struggling students, develops activities that prompts student engagement, transparent assignments, study guides, use of intelligent agents, shares successful work samples to scaffold student success, etc.

Scholarship and Creative Activity

Category 1 – Does Not Meet Expectations

Evidence documents that the faculty member has not fulfilled the terms of their employment contract as it pertains to scholarship and creative activity.

Category 2 – Needs Improvement

Evidence documents limited progress towards meeting employment contract as it pertains to scholarship and creative activity.

Category 3 – Meets Expectations

Evidence documents that a faculty member is meeting the departmental expectations and responsibilities of scholarship and creative activity, as agreed on in the faculty performance agreement and employment contract. Evidence of such activity may include, but need not be limited to:

- Attendance at a local, regional, national, or international conference that is relevant to the faculty member's research.
- Presentations at, or organization of, discipline-based or interdisciplinary conferences that indicate sustained and deliberate progress toward published scholarly work.
- Documented evidence of ongoing research (for example, collection and analysis of data, research notes or correspondence with libraries, archives, interview subjects, or other scholars).

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- Ongoing works associated with the preparation of article or book chapter drafts in preparation to submit for review and publication.
- Submitted applications for internal or external research grants.
- Nomination for honors/awards for scholarship and creative activity.
- Acting as a peer reviewer for unpublished article or book manuscripts for journals and scholarly presses.
- Expert witness testimony.
- Production of blogs, podcasts, or similar items related to research

Category 4 – Exceeds Expectations

Evidence documents that a faculty member is exceeding the departmental expectations and responsibilities of scholarship and creative activity, as agreed on in the faculty performance agreement and employment contract. Evidence of such activity may include, but need not be limited to:

- Presentation of an invited or peer-reviewed paper at a local, regional, national, or international conference.
- Publication of a peer-reviewed article, encyclopedia entry, or book chapter (in paper or electronic form) as well as comparable peer-reviewed products in the department's disciplines and areas of expertise.
- Contractual acceptance for publication of article or book manuscripts.
- Published scholarly work edited volumes of essays by other scholars, peer-reviewed exhibits, multimedia projects, historical preservation reports and plans, projects connected to digital humanities.
- Creation of a blog or podcast related to one’s academic discipline.
- Participation in an oral history project, as an interviewer or in a similar capacity.
- Sustained progress toward published scholarly work, with allowances for publication delays and other circumstances beyond the control of the faculty member.
- Receipt of honors/awards for scholarship and creative activity.
- Receipt of internal or external funding to support scholarly activity.

Category 5 - Exemplary

Evidence documents that a faculty member is greatly exceeding the departmental expectations and responsibilities of research and creative activity, as agreed on in the faculty performance agreement and employment contract. Evidence of such activity may include, but need not be limited to:

- Publication of a peer-reviewed book.
- Publication of two or more peer-reviewed articles.
- Invited presentations, as a keynote or featured speaker, at national or international conferences or seminars.

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- Completion / opening of a significant museum exhibit, other public exhibit, or archival project.
- Supervision of an oral history project.
- National or international recognition for scholarly work (work is reviewed or featured in major national or international media outlets, etc.).
- Research that has a clearly demonstrated effect on public policy.
- Receipt of large internal or external grant.

Service

Category 1 – Does Not Meet Expectations

Evidence documents that the faculty member has not fulfilled the terms of their employment contract as it pertains to service.

Category 2 – Needs Improvement

Evidence documents limited service activities not yet meeting employment contract as it pertains to service.

Category 3 – Meets Expectations

Evidence documents that a faculty member is meeting the departmental expectations and responsibilities of service, as agreed on in the faculty performance agreement and employment contract. Evidence of such activity may include, but need not be limited to:

- Regularly attending department meetings (or satisfying other academic/service/community responsibilities that make regular attendance of department meetings an undue burden).
- A tenure-track and non-tenure track faculty member also “meets expectations” by a good-faith effort to serve the department or college, university, etc. by volunteering when service opportunities arise – even if others are ultimately chosen by the department to fill those roles.
- Having at least one service commitment to the department and to the college, university, community, or academic discipline, or in support of student success, or as otherwise approved in the faculty performance agreement, as appropriate by rank.

Category 4 – Exceeds Expectations

Evidence documents that a faculty member is exceeding the departmental expectations and responsibilities of service, as agreed on in the faculty performance agreement and employment contract, and as appropriate by rank. In addition to meeting expectations above, evidence of exceeding expectation activities may include, but need not be limited to:

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- Participating in a department or college committee, such as a faculty or administrator search, department faculty council, or college faculty council.
- Serving as the faculty adviser to a student organization.
- Completing one or more book reviews.
- Completing one or more peer reviews (in advance of publication) for an academic book or article manuscript.
- Serving as a member of the editorial board of an academic journal.
- Holding office in an academic or professional organization.
- Playing a significant role in the organization of a local or regional academic conference.
- Bringing outside speakers to KSU, for a lecture series or similar events.
- Undertaking activities that contribute to student success or to other elements of KSU's core mission.
- Completing endowed public speeches, lectures, or media appearances that contribute to the public visibility of their academic discipline or of the university.

- Participating, for a term exceeding one year, on a university committee such as the senate.
- Serving as the chair of a committee with significant responsibilities, such as a search committee, DFC, CFC, or any other significant committee at the departmental, college, or university level.

Category 5 - Exemplary

Evidence documents that a faculty member is greatly exceeding the departmental expectations and responsibilities of service, as agreed on in the faculty performance agreement and employment contract and as appropriate by rank. Evidence of such activity may include, but need not be limited to:

- Serving on multiple committees with significant responsibilities, such as search committees, DFC, CFC, or any other significant committees at the departmental, college, or university level.
- Serving as the editor of an academic journal.
- Playing a significant role in the organization of a national or international academic conference.
- Serving as president of an academic or professional organization
- Bringing outside speakers to KSU, for a highly significant lecture series or similar events.
- Undertaking activities that make a significant contribution to student success or to other elements of KSU's core mission.
- Completing endowed public speeches, lectures, or media appearances that make a significant contribution to the public visibility of their academic discipline or of the university.
- Organizing activities dedicated to improving the university's community outreach such as History Day, Social Studies Day, etc.

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