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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 10/10/2023, were approved by the faculty of the Department of English in accordance with department bylaws:

Brian Artese DocuSigned by:
Brian Artese
November 9, 2023
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Name (printed or typed) / DFC or P&T chair Signature/ Date

Department Chair Approval - I approve the attached guidelines:

John Havard DocuSigned by:
John Havard
November 9, 2023
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Name (printed or typed) Signature/ Date

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

Anja Bernardy DocuSigned by:
Anja Bernardy
November 29, 2023
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Name (printed or typed) Signature/ Date

College Dean Approval - I approve the attached guidelines:

Catherine Kaukinen DocuSigned by:
Catherine Kaukinen
December 5, 2023
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Name (printed or typed) Signature/ Date

Provost Approval - I approve the attached guidelines:

Ivan Pulinkala DocuSigned by:
Ivan Pulinkala
January 12, 2024
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Name (printed or typed) Signature/ Date

**KENNESAW STATE UNIVERSITY
RADOW COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**

**PROMOTION AND TENURE GUIDELINES
FOR THE
DEPARTMENT OF ENGLISH**

I. Distinguishing Departmental Characteristics

At Kennesaw State University, the Department of English is responsible for courses in the general education curriculum and maintains challenging and responsive programs for its English major; the professional writing, linguistics, film, and literary studies minors; the English Education degree; a Master of Arts in Professional Writing; and a Master of Arts in Teaching Secondary English. Additionally, we are involved in delivering graduate-level certificate programs. We are the largest department on campus, with experts in English Education; various periods in British, American, and World literatures; literary and cultural theory; composition and rhetoric; linguistics; film studies; new media; professional and applied writing; and five different creative writing fields.

II. General Statement

It is incumbent upon all Radow College of Humanities and Social Sciences (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 the Faculty Handbook Section 3 and the RCHSS Promotion and Tenure (P&T) 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. Tenure-track faculty submitting a portfolio for tenure or promotion must also notify their Department Chair of their intent to do so in their Faculty Performance Agreement (FPA) and prepare a list of possible external reviewers by the end of January preceding the review that begins in August.

Because department P&T guidelines are discipline-specific and are approved by deans and the Provost as consistent with college and University standards, those guidelines are understood to be the primary basis for promotion, tenure, and post-tenure review recommendations and decisions. Therefore, at all levels of review the rationale for these decisions will be stated in a letter to the candidate with specific and detailed reference to the department review guidelines used to justify the recommendations and decisions that have been made.

III. Tenure-track Faculty with a Joint Appointment in Two or More Departments

Promotion and tenure review of tenure-track faculty with a joint appointment in two or more departments must adhere to the terms of the faculty Memorandum of Understanding (MOU), which clearly delineates the composition of the P&T committee membership as well as any special consideration for what types of Scholarship and Creative Activity are acceptable. Unless otherwise specified in the MOU, faculty with a joint appointment must follow the Home Department P&T Guidelines requirements for promotion and tenure.

IV. Faculty Performance Areas

The Department of English observes flexible guidelines as to expectations of faculty members in the following three faculty performance areas:

1. Teaching, Supervision, and Mentoring
2. Scholarship and Creative Activity
3. Professional Service

These guidelines, as well as the individual FPAs negotiated under them, will be established through KSU's shared governance process by bodies and officers detailed in the Faculty Handbook under "Governance in the Colleges." The Department of English guidelines are understood to be the primary basis for P&T decisions within our department.

V. Faculty Performance Agreement (FPA)

Each individual faculty member shall divide their professional efforts among the appropriate three faculty performance areas noted above. That division of effort will be reflected in an FPA negotiated between the individual faculty member and the Department Chair, subject to final approval by the Dean. If the faculty member and the Chair cannot reach agreement on the FPA, the Dean will make the final determination. FPAs may change from year to year and even from semester to semester as needs and opportunities change. To align with Georgia Board of Regents standards, faculty must identify professional improvement goals in at least one performance area. Moreover, faculty are to highlight activities promoting student success in at least one of the three performance areas that will be evaluated: Teaching, Scholarship and Creative Activities, and/or Professional Service. Student success goals are defined at the Department level and may be negotiated with the Chair. Examples of measurable student success goals include but are not limited to:

- Participating in student success initiatives offered by the Department, College, or University (e.g., posting midterm grades on OwlExpress)
- Attending student-success oriented workshops or training offered by the Department, College, or University (e.g., CETL workshops, S.A.F.E. Training)
- Participating in student-centered academic and professionalization activities (e.g., undergraduate research, teaching in student learning communities)

Faculty may negotiate with the Chair (and the Dean) for further reductions in teaching load based on administrative duties, special initiatives, or projects. Service and scholarship achievements during reassigned time are to be no less valued for promotion and tenure than those accomplished without reassigned time.

VI. Faculty Review Process

Faculty performance is evaluated through two basic, interrelated processes: annual reviews and multi-year reviews. Annual reviews give an evaluation of the faculty member's performance over one year within the context of the multi-year reviews. The multi-year reviews, involving multiple reviewers, are a more comprehensive examination of a faculty member's role in and contribution to the Department, College, and University. Guidelines for the composition and duties of the Department of English review committee for pre-tenure, promotion and tenure, and post-tenure review follow those found in the Faculty Handbook.

VII. Format of Annual Review

The annual assessment of a faculty member's contributions to the University will be based upon their performance in regard to the items listed in the most recent year's FPA. The basis of this assessment is an Annual Review Document (ARD) that is compiled by the faculty member to demonstrate their progress toward the FPA items. This document will convey accurate information by which the faculty member is to be evaluated, counseled, and judged in their

professional performance at KSU and must address contributions not only in terms of quantity but also in terms of quality and significance.

Scheduling of the FPA and ARD reviews and disposition of annual review documents for subsequent-level review follow specifications in the Faculty Handbook and will be performed by the Chair and/or designee.

A. Annual Review Process

Faculty will be evaluated on their annual performance in the categories of teaching, scholarship and creativity, and service using a five-point rubric required by the Georgia Board of Regents but defined by the Department (see KSU Faculty Handbook 3.12). The following criteria are based on standard workloads, which for tenure-stream faculty is 60% teaching, 30% research and creative activity, and 10% service, and for lecturers 90% teaching and 10% service. Evaluation of faculty will be adjusted based on workload and individual faculty responsibilities and situations as represented in individual FPAs. For instance, tenure-stream faculty can negotiate for higher research and lower teaching expectations or vice versa, and evaluation of tenure-stream and lecturer faculty should be based on expectations appropriate to rank. As such, the following rubric criteria are representative examples of activities for evaluation in each category but are not exhaustive or limited to these examples. More specific criteria may be articulated in internal Department documents that are updated each year.

Tenure-stream faculty who are assigned a rating of 1 or 2 on an annual evaluation will develop a Performance Remediation Plan (PRP) in consultation with the Department Chair. The plan will specify benchmarks and support mechanisms meant to assist the faculty member in succeeding in addressing the deficiency by the subsequent review.

Non-tenure positions will use the five-point scale. They are not impacted by Performance Remediation Plans (PRPs) or Performance Improvement Plans (PIPs), given they are non-tenure track lines. Performance of 1s and 2s will be addressed through ARDs/FPAs.

Annual Review Rubric

5. Exemplary

Teaching, Supervision, and Mentorship

- Develops new courses or substantially revises existing courses in formats and curriculum that benefits student progression through the major
- Department-, College-, or University-level awards or recognition of teaching
- Develop and implement innovative pedagogical strategies and materials of excellent quality and significance that promote student success

Scholarship and Creative Activity

- Strong evidence of rigorous quality and significant scholarly and/or creative publication record far exceeding required minimum set by Department for five-year rolling periods
- Editorship for academic journal, university press, or equivalent
- Featured or invited speaker at conferences, workshops, community or media events, or similar gatherings related to faculty members academic or creative field or professional expertise

Professional Service

- Demonstrated participation in leadership roles (e.g., committee chair, liaison, lead for impactful project) in Department, College, University, discipline, or community-engaged organizations related to professional expertise
- Serving on editorial board for an academic or creative journal, university press, or equivalent
- Strong record of developing and/or leading study abroad programs, advising student organizations, and the like
- Extensive contribution of scholarly teaching, professional development initiatives, and academic labor

4. Exceeds Expectations*Teaching, Supervision, and Mentorship*

- Excellence in peer-review teaching observations, student evaluations, or other feedback mechanisms and implementation of feedback in course revision or development
- Demonstrated evidence of successful mentoring (e.g., thesis or dissertation committee membership, early career faculty professional mentorship)
- Regularly participates in professional development activities and training for pedagogical development

Scholarship and Creative Activity

- Established measurable record of progressive academic and/or creative agenda and publication exceeding Department minimums (e.g., regular publications and submissions of works to peer-reviewed mediums, juried festivals)
- Regularly presents at conferences, workshops, community or media events, or similar gatherings related to their academic or creative field or professional expertise
- Regularly reviews manuscripts or submissions for academic or creative journals, university presses, juried festivals, or similar creative outlets

Professional Service

- Actively participates in Department, College, or University committees or taskforces
- Strong record of significant community engagement related to area of scholarly or professional expertise
- Strong record of participation in statewide, regional, national, and/or international professional or academic organizations

3. Meeting Expectations*Teaching, Supervision, and Mentorship*

- Meets expectations for satisfactory teaching as articulated in the Faculty Handbook, such as:
 - Regularly meets with classes and uses a variety of techniques and approaches in the classroom that are directed at student engagement and learning
 - Measurable commitment to instructional development by implementing course changes based on student feedback, peer teaching evaluations, or the like
 - Advisement and mentorship of students outside of the classroom

Scholarship and Creative Activity

- Establishes measurable record of an academic or creative agenda and publication that evidences progress towards scholarly and creative goals reflecting Department minimums
- Attends and presents at conferences, workshops, or similar professional gatherings related to academic or creative field

Professional Service

- Regular engagement in Department, College, and/or University activities such as working groups or ad hoc committees
- Measurable engagement in community-centered activities related to academic, creative, or professional area of expertise
- Measurable participation in the activities of statewide, regional, national, and/or international professional or academic organizations

2. Needs Improvement

Teaching, Supervision, and Mentorship

- Shows some but not sufficient evidence of meeting expectations for satisfactory teaching as articulated in the Faculty Handbook, such as:
 - Periodic missed classes and lack of communication
 - Shows little evidence of instructional improvements from previous period of review
 - Relies on limited venues of feedback (e.g., some evidence of engaging course evaluations but no engagement with professional development) and does not demonstrate a commitment to developing their pedagogy

Scholarship and Creative Activity

- Shows some progress towards an academic or creative agenda but does not evidence sufficient progress towards long-term measurable outcomes needed to meet Department minimums
- Irregularly attends conferences, workshops, or other professional gatherings related to academic or creative field

Professional Service

- Shows some measurable evidence of participation or engagement with Department, College, or University activities or committee work
- Demonstrates some but irregular evidence of service to academic, creative, or professional field

1. Does Not Meet Expectations

Teaching, Supervision, and Mentorship

- Does not meet expectations for satisfactory teaching as articulated in the Faculty Handbook, such as:
 - Faculty does not regularly meet with classes for instruction
 - Fails to show measurable evidence of course or pedagogy development
 - Does not participate in mentorship opportunities

Scholarship and Creative Activity

- No measurable progress towards an academic or creative agenda
- No evidence of attendance or participation in conferences, workshops, or other professional gatherings related to academic or creative field

Professional Service

- No measurable evidence of service or engagement in Department, College, or University activities
- No measurable evidence of service or engagement of community-centered activities related to area of scholarly, creative, or professional area of expertise

VIII. Workload Model and Guidelines

These guidelines outline the workload model for faculty in the English Department and the procedures for workload modifications that may be made in response to annual faculty performance reviews (Faculty Handbook Section 2.2). In the Department of English, faculty are evaluated in three performance areas: Teaching, Supervision, and Mentoring; Scholarship and Creative Activity; and Professional Service. The standard workload for tenure-track and tenured faculty is 60%, 30%, and 10%, respectively (a 3/3 teaching load). The standard workload for Lecturers and Senior Lecturers is 90%, 0%, and 10%, respectively (a 5/4 teaching load). Workload adjustments can be made to these standard expectations, depending upon a faculty member's performance and/or upon a faculty member's desire to change workload focus. Requests for alternative workloads may be based on exceptional circumstances such as unique scholarly agendas, external grants, and course reassignments awarded by the University or College through competitive processes. Lecturers and Senior Lecturers will remain on the standard lecturer workload of 90%, 0%, 10%. In keeping with the Faculty Handbook, rare exceptions to this model may exist whereby, depending upon departmental resources and needs, "the responsibilities assigned to a lecturer or senior lecturer may be individualized and differ from the typical lecturer or senior lecturer workload described above. In such cases, the responsibilities must be specified in the FPA" (Faculty Handbook Section 3.10). Changes in workload can be initiated by the faculty or the Department Chair but must take into account the Department's situational context and the need for the Department to fulfill its mission. Adjustments are subject to final approval of the Dean.

1. Teaching, Supervision, and Mentoring

Based on the RCHSS Promotion and Tenure Guidelines, all tenured and tenure-track faculty should fulfill requirements for noteworthy teaching, supervision, and mentoring, demonstrated by some combination of the following:

- the use of diverse and effective pedagogical strategies as evidenced by syllabi, lesson materials, teaching philosophy, peer observations, CETL evaluations, or certificates in online pedagogy and course design, evaluations performed using other rubrics or course development tools, feedback from instructional designers, or student feedback;
- the use of a variety of materials and techniques that are designed to enhance student learning and engagement;
- a demonstrated commitment to continued improvement through reflection, participation in professional development courses or activities, attendance at conferences focused on teaching and learning, or solicitation of feedback from peers and students;
- the development of new courses;
- demonstrated evidence of effective supervision or mentoring;
- departmental or college-level awards/recognitions of teaching;
- the development of new courses or 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 new faculty in the area of teaching, supervision, and mentoring;
- the receipt of grants that are specifically for the scholarship of teaching and learning or classroom improvement;
- development of innovative pedagogical strategies;
- excellence in reviews by peers.

2. Scholarship and Creative Activity

In addition to other scholarly activity such as presenting at conferences, pursuing funded grants, and other research and creative activities for which the candidate can make a strong case regarding their quality and significance, faculty are expected to publish:

- Artifacts or articles in recognized international or national refereed journals; or the equivalent level of scholarly achievement in
 - other types of peer-reviewed publications, including articles in recognized journals with regional or state readership, book chapters, monographs, scholarship of teaching and learning (SoTL), and book-length works;
 - editorially reviewed publications including book chapters, monographs, and book-length works, from reputable academic presses/publishers;
 - a book-length work, such as a monograph, an edited collection, a novel, or a chapbook;
 - digital scholarship and creative activities, including academic blogs, webtexts, archives, digital humanities projects, and work in other forms of digital media/content with appropriate peer or professional review for acceptance and/or other types of critical review and evaluation of quality;
 - other types of scholarly products, such as significant internal and/or external grants or community-engaged and public scholarship;
 - journal editorships when the faculty member articulates a compelling rationale for the work's intervention in the field;
 - creative activities with appropriate peer or professional review such as professionally vetted or juried creative works, including but not limited to short stories, series of poems, plays, scripts, comics, video games, etc.;
 - other types of creative activities which are honored and/or professionally engaged in production or development, such as but not limited to plays, short- and long-form film, television, new media scripts, treatments, beat sheets, outlines, pitch decks, and other notable development activities.

Faculty are responsible for providing justification for equivalencies in their ARD based on quality, significance, contribution to the field, and work required for artifacts published. Cases for equivalencies may be made with reference to the Scholarship and Creative Activities Equivalencies Document found in internal Department of English policy documents.

3. Service

All faculty are expected to engage in service activities for the Department, the College, the University, the profession, and the community. Examples of service activity include but are not limited to:

- taking on service roles in the Department;
- serving on and/or chairing Department, College, or University committees;
- volunteering for ad hoc departmental committees or working groups;
- reviewing submitted manuscripts for presses or journals;
- serving on the advisory board of a journal;
- community-engaged activities relying upon professional expertise in response to an identified community concern or need (for example, literacy center tutoring, judging local writing contests or scholarships, or contributions to outreach efforts);
- service on regional and/or national boards and committees related to academic disciplines and organizations.

IX. Workload Adjustments

Workload adjustments can be made by the Chair in consultation with the faculty member and are subject to approval by the Dean. Evaluation of individual workload models follows a three-year cycle, except where shorter periods (one or two years) of workload adjustment would work better for the faculty member's professional plans.

1. Criteria

For tenure-stream faculty members on the standard 60%, 30%, 10% workload, satisfactory performance in the area of Scholarship and Creative Activity (S/CA) is defined as the publication of two peer-reviewed articles or their equivalents within a rolling period of five years. For other workload models, S/CA performance expectations will be negotiated between the faculty member, Chair, and Dean. For faculty with a higher research workload, additional accomplishments will be required beyond the minimums for the standard 60%, 30%, 10% workload, commensurate with differences of 10% increments. These increased expectations will be stipulated in the faculty member's FPA. For instance, a faculty member on a 50%, 40%, 10% workload might be expected to produce four peer-reviewed articles or their equivalents during the five-year period, based on the negotiation via the FPA. The faculty member is evaluated yearly and expected to demonstrate and document progress towards meeting their research and/or creative expectations. Evidence of progress includes but is not limited to:

- presentations;
- conference participation related to research projects;
- communications with publisher/editor;
- book or journal contract;
- completed or in-progress drafts;
- editorial work that leads to publication;
- conducting research, such as visiting archives or investigating a subject in preparation for a scholarly or creative project;
- book reviews related to research projects;
- revise and resubmit and rejection letters;
- reader reports;
- writing group feedback;
- reports or other materials generated and/or publicly disseminated in collaboration with community partners;
- applications or other materials showing the procurement and/or activities related to grants, fellowships, or other research support (internal and external);
- IRB applications, progress reports, initial summaries of data, or other materials providing

- evidence of ongoing research;
- publications.

2. Procedures for Review

Workload adjustments 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. Such a proposal may include a plan for a major S/CA project (article, book, creative work, digital artifact, etc.); a pedagogical innovation or change on which the faculty member would like to focus; or demonstrated effectiveness in and commitment to teaching, S/CA, or service. For instance, a tenured faculty member performing an extraordinary level of service for the Department, College, University, or the profession may petition the Chair to move to a workload with a stronger emphasis on service (20% if the commitment exceeds 8 hours per week on average, or 30% if the commitment exceeds 12 hours per week on average and/or involves a significant leadership role).

The Chair may propose an adjustment to a faculty member's workload based on performance patterns documented in three consecutive annual reviews. 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 proposed arrangement must take into account "institutional needs." The faculty member and Chair in consultation with the Dean work together to agree on a plan to help satisfy requirements for workload adjustments. After the subsequent three-year cycle, if the faculty member has not performed satisfactorily in the proposed focus area, the faculty member's workload will be changed in consultation with the faculty member and Chair with the approval of the Dean. While this three-year cycle is the norm, if a faculty member would benefit from a shorter-term workload adjustment, one- or two-year workload adjustments can be negotiated with the Chair in consultation with the Dean. Three-year workload adjustments may also be terminated after the first or second year if necessary at the initiation of the faculty member or Chair and with the approval of the Dean.

In the event of a disagreement between the faculty member and the Chair regarding workload adjustments from the standard 60/30/10, the faculty may appeal the Chair's decision to the Dean.

X. Process Leading to and Expectations for Promotion from Lecturer to Senior Lecturer and from Senior Lecturer to Principal Lecturer

All lecturers, senior lecturers, and principal lecturers are reviewed annually for contract renewal, as faculty members in these positions are not eligible for tenure. Lecturers at all ranks have as their primary responsibility the area of Teaching, Supervision, and Mentoring and therefore are expected to be highly effective in this area. There are no expectations for S/CA for lecturers at any rank. Service responsibilities for lecturers at any rank account for 10% of their workload and are negotiated with the Chair. As stated in the Faculty Handbook Section 3.10, "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)." In cases where responsibilities are individualized to include Scholarship and Creative Activity or additional Professional Service, responsibilities must be delineated in the FPA.

There is a time-in-rank minimum before being eligible for promotion. "Board of Regents policy allows for

consideration of early promotion. According to USG Academic and Student Affairs Handbook 4.6, strong justification must be provided to support any consideration of ‘early’ promotion wherein the individual has served fewer than the minimum number of five years in rank at the current institution” (Faculty Handbook 3.6). Also, promotion is not a function simply of time in rank. Portfolios are “evaluated based on highly effective accomplishments” (Faculty Handbook 3.12).

Lecturers, senior lecturers, and principal lecturers are appointed on a year-by-year basis. Reappointments follow policies outlined in the Faculty Handbook Section 3.10. Lecturers, senior lecturers, and principal lecturers have the presumption of reappointment for the subsequent year unless notified in writing.

Lecturers, senior lecturers, and principal lecturers will be reviewed annually by the Chair and/or designee using the ARD process. The Chair and/or designee will work with the lecturers, senior lecturers, and principal lecturers to determine their FPA for the following year.

1. Criteria for Lecturers, Senior Lecturers, and Principal Lecturers

As is the case with other university positions, the FPA of each faculty member is the most important item for determining responsibilities in teaching and service. Lecturers of any rank must demonstrate excellence in teaching, supervising, and mentoring. Lecturers of any rank should feel free to include any relevant research and creative activity as part of their annual review, third-year review, and promotion documents whenever such activity supports their work in the areas of Teaching, Supervision, and Mentoring and/or Service.

A. Teaching, Supervision, and Mentoring

Faculty can document the criteria for teaching, supervision, and mentoring in a variety of ways, including student evaluations, peer reviews, observations, etc.

Expectations for Lecturers

- Meeting scheduled classes.
- Maintaining regular office hours.
- Using teaching evaluations for professional growth and improvement.
- Documenting student learning and providing feedback to students on their progress in a timely fashion.
- Supervision and mentoring of students when FPA includes it.
- Staying current in one’s field and integrating current methods and content into teaching.
- Implementing appropriate teaching methods to support student learning.

Expectations for Senior Lecturers

- Meeting the above listed expectations for lecturers; and
- Maintaining consistent a) pedagogical reflection, b) currency in teaching field, c) course quality, and d) effectiveness in teaching, mentoring, and supervision.

Expectations for Principal Lecturers

- Meeting the above listed expectations for lecturers and senior lecturers; and
- Demonstrating a) a positive impact beyond instructional settings, such as dissemination of instructional innovation or participation in special teaching activities, b) evidence of creating and/or adopting effective instructional practices, and c) impactful and highly effective professional service.

B. Service

Lecturers, senior lecturers, and principal lecturers have a 5/4 teaching load with expectations of 10% service. Service assignments are negotiated individually between the Chair and the lecturer, senior lecturer, or principal lecturer at the annual review and documented in the FPA and ARD.

2. Lecturer Pre-Promotion Review

Lecturers will participate in a mandatory internal pre-promotion review during their third year of employment. The process for this review will be stipulated in internal Department of English policy documents.

3. Optional Review for Promotion from Lecturer to Senior Lecturer

Lecturers should refer to the Faculty Handbook regarding eligibility to apply for this elective promotion, the process for submitting the application, and the contents of the digital portfolio. Per the Faculty Handbook, candidates for senior lecturer should demonstrate “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)” (3.10.1). Criteria may include but are not limited to reflection and growth as teachers in responses to varying forms of feedback or meaningful service beyond minimum expectations of participation in teaching committees.

4. Optional Review for Promotion from Senior Lecturer to Principal Lecturer

Senior lecturers should refer to the Faculty Handbook regarding eligibility to apply for this elective promotion, the process for submitting the application, and the contents of the digital portfolio. Per the Faculty Handbook, candidates for principal lecturer should demonstrate “evidence of creating and/or adopting effective instructional practices, or a positive instructional impact beyond instructional settings, such as dissemination of instructional innovation or participation in special teaching activities” (3.10.1). Criteria may include but are not limited to utilization of high-impact practices, positive instructional impact beyond the classroom, or impactful professional service such as mentorship of early career colleagues.

X. General Expectations for Non-Tenure-Track Faculty with Professorial Ranks (Including Clinical Faculty and Research Faculty) and Academic Professionals

Per KSU guidelines, Non-Tenure Track Faculty with Professorial Ranks are educators-practitioners 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 Non-Tenure Track Faculty with Professorial Ranks position is non-tenure track, and the holder is 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 English, 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. Unless otherwise set forth in the FPA, Non-Tenure Track Faculty with Professorial Ranks generally spend less time engaged in Scholarship and Creative Activity. Typically, the primary responsibilities of RCHSS clinical faculty shall emphasize their applied experience. Such responsibilities include, but are not limited to, student supervision (e.g., supervision of field, practicum, internship, or clinical experiences), applied instruction (e.g., teaching a course in professional writing disciplines), or other applied activities that contribute to the department or college (e.g., advising or grants and contracts).

Academic Professionals are non-tenure-track educator/practitioners with a background in the disciplinary area who may both hold faculty responsibilities while also working in staff/administrative roles appropriate to their qualifications. Expectations and criteria for the

Academic Professional role are found in the Faculty Handbook 3.10.2.

1. Reviews and Promotion

In addition to annual reviews, clinical faculty may apply for an optional promotion review. The Board of Regents of the University System of Georgia requires a minimum of four full academic years of service at KSU (including the year of review) at the rank of assistant professor to be eligible for promotion to the 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 clinical 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 English will follow the “general expectations for promotion and faculty performance for non-tenure track clinical faculty in professorial ranks” set forth in the Faculty Handbook Section 3.7. When submitting a portfolio for promotion in rank, clinical faculty are responsible for making a strong case for the quality and 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.

XI. Process Leading to and Expectations for Promotion and Tenure for Tenure-Track Faculty

Beginning at the rank of assistant professor, a tenure-track faculty member starts to craft a unique role within the Department through activities in Teaching, Supervision, and Mentoring; Scholarship and Creative Activity; and Professional Service, creating a distinct professional identity. This identity will be recognizable and clearly defined by the time the faculty member reaches the associate level, then refined even more fully at the rank of professor. Throughout this process of growth, the faculty member’s professional profile will be embodied in the yearly articulation of goals for the three areas set forth in the annual FPAs and ARDs.

1. Pre-Tenure Review

In order to demonstrate excellence in the three areas during the pre-tenure review, tenure-track faculty will submit (Faculty Handbook Section 3):

- Narrative (no more than 12 double-spaced pages, 12-point font).
- All past ARDs and FPAs.
- Current Curriculum Vitae.
- A copy of the most recent departmental P&T Guidelines.
- Syllabi for each separate course (not each separate section). Original teaching materials, such as writing assignments, exams, peer-review assignments, handouts, or screen shots of visual supplements.
- Student evaluations for all classes taught.
- *Optional* peer review materials may be included. Peer review materials are accepted, although not required, as further evidence of academic achievement and pedagogical reflection of teaching effectiveness. These materials may be indicative of an initial assessment and reflection of teaching to seek ways to improve teaching effectiveness and create context for improvement.

- Evidence supporting progress in scholarly and creative activity, including publications and/or works that are in press, in progress, or forthcoming.
- Documentation of service.
- If applicable, documentation of administrative/leadership work.

The pre-tenure review will provide formative feedback commenting on the candidate's progress towards readiness for application for tenure. If performance is deemed unsatisfactory in any of the three areas, a performance remediation plan (PRP) will be developed in consultation with the Department Chair. The PRP will provide benchmarks to assist the faculty member in progressing towards meeting expectations for tenure.

2. Expectations for Faculty Performance for Tenure Track and Tenured Faculty in the Areas of Teaching, Scholarship and Creative Activity, and Service

As stated above and in the Faculty Handbook Section 3.3, the categories for faculty evaluation are:

- Teaching, Supervision, and Mentoring
- Scholarship and Creative Activity
- Professional Service

As noted in the RCHSS Promotion and Tenure Guidelines Section 3, faculty members' performance must be noteworthy in at least two areas, of which Teaching, Supervision, and Mentoring must be one. Performance may be satisfactory in the third.

Faculty members are to engage in scholarly activity in all of the chosen areas. In one area, at least, faculty members are expected to produce scholarship. The Faculty Handbook Section 3.4.A, defines scholarly activity as "a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought." It defines scholarship as "tangible outcomes of the scholarly processes."

In all three areas, the burden is on the faculty member to demonstrate the quality and significance of their work.

3. Teaching

All faculty must meet expectations for satisfactory teaching, such as the following:

- Meeting scheduled classes.
- Maintaining regular office hours.
- Using teaching evaluations for professional growth and improvement.
- Documenting student learning and providing feedback to students on their progress in a timely fashion.
- Supervision and mentoring of students when FPA includes it.
- Staying current in one's field and integrating current methods and content into teaching.
- Implementing appropriate teaching methods to support student learning.

All tenured and tenure-track faculty are also required to have noteworthy performance in the area of teaching; as such, faculty will need to pursue increasing sophistication in teaching methods and activities as they move through the ranks.

As they do so, they will be expected to articulate in their ARDs and FPAs progress they have

made in their teaching leading up to the statement of teaching philosophy required for the pre-tenure, tenure, and post-tenure review narratives. The ARDs and FPAs encourage continued self-reflection on and improvement of pedagogical approaches, materials, methods, and techniques; reflection upon student evaluations; knowledge of and contributions to best practices in university pedagogies; opportunities to extend their teaching beyond campus in the form of field experiences, internships, guest lecturing, directed studies, or other community engagement; and leadership in teaching and mentoring of early-career faculty.

Teaching activities will be varied due to the diverse skills of the English faculty, and faculty are encouraged in the FPA and ARD process to lay claim to their own professional goals to support the mission of the Department and the University.

A. Teaching, Supervision, and Mentoring

Documentation of teaching effectiveness may take several forms but must include student evaluations of teaching. It might also include peer review of teaching, online course certifications, awards, and demonstrated changes to course syllabi and materials over time. Faculty are responsible for consulting with supervisors and collecting and analyzing evidence.

Promotion to Associate Professor:

Based on the RCHSS Promotion and Tenure Guidelines, faculty petitioning for promotion to Associate Professor should have fulfilled all requirements for satisfactory teaching, supervision, and mentoring. In order to be assessed as noteworthy, faculty must also demonstrate some combination of the following:

- the use of diverse and effective pedagogical strategies as evidenced by syllabi, lesson materials, teaching philosophy, or student feedback;
- the consistent participation in peer review of teaching over multiple years;
- the use of a variety of materials and techniques that are designed to enhance student learning and engagement;
- a demonstrated commitment to continued improvement through reflection, participation in professional development courses or activities, attendance at conferences focused on teaching and learning, or solicitation of feedback from peers and students;
- the development of new courses;
- demonstrated evidence of effective supervision or mentoring.

Promotion to Professor:

Based on the RCHSS Promotion and Tenure Guidelines, faculty petitioning for promotion to Professor should have fulfilled all requirements for satisfactory teaching, supervision, and mentoring at the Associate Professor level. In order to be assessed as noteworthy, faculty must also demonstrate some combination of the following:

- departmental or college-level awards/recognitions of teaching;
- the consistent participation in peer review of teaching, both as reviewer and reviewed, over multiple years;
- the development of new courses or the development of courses to be delivered in new formats, including, but not restricted to, international spaces;
- 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 new faculty in the area of teaching, supervision, and mentoring;
- the receipt of grants that are specifically for the scholarship of teaching and learning or classroom improvement;
- development of innovative pedagogical strategies;
- excellence in peer reviews.

Teaching is evaluated in The Department of English on the basis of the faculty member's reflective scholarly analysis contained in the narrative; interpretations of student responses on their evaluations for each class; the student evaluations themselves; peer reviews where applicable; and course materials: syllabi, tests, exercises, and assignments.

4. Scholarship and Creative Activity

The Department of English spans a wide range of faculty roles, interests, and specializations. As such, we embrace a broad definition of S/CA, represented by a product that is shared with the professional community or the public, but evaluated by the professional community for quality.

In general, in assessing the quality of scholarship efforts,

- publications are more highly valued than presentations;
- peer-reviewed or professionally reviewed work is more highly valued than non-peer-reviewed and non-professionally-reviewed work;
- a book-length work—such as a monograph, an edited collection, a novel, or a chapbook—is weighted more heavily than an individual shorter work, such as an article, an essay, or a poem.

As quality and significance of S/CA are also important, length does not alone determine the impact of scholarly and creative artifacts. Exceptional quality and significance of shorter works will also be considered in tenure and promotion decisions.

Based on the RCHSS Promotion and Tenure Guidelines, the responsibility of demonstrating the quality and significance of their research and creative activities falls upon the faculty. This may be done through a variety of methods, such as but not limited to publication venue, acceptance rates, readership, or documentation of the rigor and type of peer or professional review.

Additionally, faculty members' S/CA should follow an arc commensurate with their academic expertise and teaching assignments. See Section III of the RCHSS Promotion and Tenure Guidelines for examples and priority of S/CA.

In the Department of English, we have elected to quantify the publications that faculty should have to achieve promotion. This quantification follows the College guidelines for S/CA. In order for a publication to be included in a quantification of scholarship, an article, book, or other artifact must be at least "in press" or at an equivalent stage at the time of the faculty member's multi-year review.

The Department of English values collaboration and co-authorship in research and publication. Faculty submitting co-authored or co-edited work as evidence of scholarship should articulate in their narrative the level and type of the individual contribution they have made to the publication

(e.g., primary or secondary authorship, equal co-authorship). They may also provide additional supporting evidence (e.g., a letter from the collaborating author, editor, or publisher).

These expectations for scholarly and creative activity in different ranks apply to faculty on the standard 60%, 30%, 10% workload. For faculty who have negotiated other workload models, the expectation for their research accomplishments will be stipulated in the FPA in consultation with the Chair and with approval by the Dean.

Promotion to Associate Professor:

In addition to other scholarly activity, such as presenting at conferences, pursuing funded grants, and other research and creative activities for which the candidate can make a strong case regarding their quality and significance, faculty are expected to have published:

- Artifacts or articles in recognized international or national refereed journals; or the equivalent level of scholarly achievement in
 - other types of peer-reviewed publications, including articles in recognized journals with regional or state readership, book chapters, monographs, scholarship of teaching and learning (SoTL), and book-length works;
 - editorially reviewed publications including book chapters, monographs, and book-length works, from reputable academic presses/publishers;
 - a book-length work, such as a monograph, an edited collection, a novel, or a chapbook;
 - digital scholarship and creative activities, including academic blogs, webtexts, archives, digital humanities projects, and work in other forms of digital media/content with appropriate peer or professional review for acceptance and/or other types of critical review and evaluation of quality;
 - others types of scholarly products, such as significant internal and/or external grants or community-engaged and public scholarship;
 - journal editorships when the faculty member articulates a compelling rationale for the work's intervention in the field;
 - creative activities with appropriate peer or professional review such as professionally vetted or juried creative works, including but not limited to short stories, series of poems, plays, scripts, comics, video games, etc.;
 - other types of creative activities which are honored and/or professionally engaged in production or development, such as but not limited to plays, short- and long-form film, television, new media scripts, treatments, beat sheets, outlines, pitch decks, and other notable development activities.

For promotion to Associate Professor, two such publications or their equivalent is the minimum requirement for satisfactory performance; three or more such publications or their equivalent qualify for noteworthy performance.

Promotion to Professor:

In addition to other scholarly activity, such as presenting at conferences, pursuing funded grants, and other research and creative activities for which the candidate can make a strong case regarding their quality and significance, since their last promotion, faculty are expected to have published

- At least three artifacts or articles, not including those considered for the candidate's promotion to associate professor; or the equivalent level of scholarly achievement in
 - other types of peer-reviewed publications, including articles in recognized journals with regional or state readership, book chapters, monographs, scholarship of teaching and learning (SoTL), and book-length works;

- editorially reviewed publications including book chapters, monographs, and book-length works, from reputable academic presses/publishers;
- a book-length work, such as a monograph, an edited collection, a novel, or a chapbook;
- digital scholarship and creative activities, including academic blogs, webtexts, archives, digital humanities projects, and work in other forms of digital media/content with appropriate peer or professional review for acceptance and/or other types of critical review and evaluation of quality;
- others types of scholarly products, such as significant internal and/or external grants or community-engaged and public scholarship;
- journal editorships when the faculty member articulates a compelling rationale for the work's intervention in the field;
- creative activities with appropriate peer or professional review such as professionally vetted or juried creative works, including but not limited to short stories, series of poems, plays, scripts, comics, video games, etc.;
- other types of creative activities which are honored and/or professionally engaged in production or development, such as but not limited to plays, short- and long-form film, television, new media scripts, treatments, beat sheets, outlines, pitch decks, and other notable development activities.

For promotion to Professor, three such publications or their equivalent is the minimum requirement for satisfactory performance; four or more such publications or their equivalent qualify for noteworthy performance. Candidates for Professor should, moreover, show themselves to be leaders in their fields through articulation of the quality and significance of their work.

5. Professional Service

Service pertains to the application by English faculty of professional time, energies, skills, and knowledge to the Department, College, University, University System, profession, and external communities. Faculty members, in consultation with the Chair through the FPA and ARD process, will plan professional service goals, in keeping with their own education, training, and interests, and the needs of the Department.

Expectations for service vary within the ranks, but all faculty must allocate at least 10% of their time to professional service activities vital to the life of the institution and the profession. At least some of this service should be to the Department. The weight given to service above the minimum of 10% is negotiated during the FPA and ARD review process discussed above.

Service-designated activities should be integrated with teaching and other academic responsibilities toward creating a balanced academic profile as teaching and community steward and exemplary member of the academic community.

It is important to bear in mind as well that significant service contributions can be made professionally through external organizations and in various communities beyond the campus. As described above with institutional service, faculty contributions in the community or in professional organizations should increase in depth and impact as a faculty member moves from assistant professor to professor rank.

Faculty in the Department whose principal area of expertise is English Education have specific obligations and responsibilities. They have heavy service obligations in the community in working with the area schools; with Master teachers who, on part-time contracts with the University,

supervise the student teachers under the oversight of our full-time faculty; and through numerous interdependent and interdisciplinary and intercollege committees of the EPP and the College of Education. In evaluation, promotion, tenure, and other reward systems, the Department of English will recognize faculty for their work in the schools as outlined in BOR Policy.

Promotion to Associate Professor:

Based on the RCHSS Promotion and Tenure Guidelines, faculty should strive to create clear connections between their service commitments and academic expertise. At a minimum, faculty petitioning for promotion to associate professor should have participation in department, college, and/or university-wide committees. At least some evidence in the portfolio must demonstrate the faculty member's commitment to meeting service demands in the Department of English. Faculty need to detail their participation to demonstrate that it exceeds the attendance of meetings.

Promotion to Associate Professor: Satisfactory

By the time candidates petition for promotion to Associate Professor, they should have a demonstrated record of engagement in appropriate departmental committees. Some service at the college or university levels, or relevant disciplinary organizations, is also expected.

Promotion to Associate Professor: Noteworthy

For noteworthy achievement in professional service, faculty members should provide a clear rationale demonstrating the relationship between their service commitments and academic expertise. By the time candidates petition for promotion to Associate Professor, they should have fulfilled all requirements of satisfactory service, as well as some combination of the following:

- Participation on a college-level committee
- Contribution to statewide or regional professional or academic organizations
- Major engagement on a committee organized at the department level or higher
- Student organization advising
- Activity in department-, college-, or university-level community engagement
- Other service expectations as defined as relevant by departmental guidelines

Promotion to Professor:

Based on the RCHSS Promotion and Tenure Guidelines, faculty must make clear connections between their service commitments and academic expertise. At a minimum, faculty petitioning for promotion to Professor should have leadership on department, college, and/or university-wide committees. Faculty undergoing review for promotion must demonstrate their commitment to meeting service demands in the Department of English. Faculty members should also extend their service beyond the University into professional organizations and/or advisory boards.

Promotion to Professor: Satisfactory

By the time candidates petition for promotion to Professor, they should have a demonstrated record of engagement at the departmental level. Significant contributions to college, or university committees, or relevant professional or disciplinary organization beyond the university are expected.

Promotion to Professor: Noteworthy

For noteworthy achievement in professional service, faculty members should provide a clear rationale demonstrating the relationship between their service commitments and academic expertise. By the time candidates petition for promotion to Professor, they should be recognized

for their leadership in service activities. They should meet all expectations of the satisfactory level of service, as well as some combination of

- Leadership in department-, college-, or university-level community engagement
- Major engagement in regional, national, or international professional or academic organizations
- Editorial board member or peer reviewer for national or international-level publications and conferences
- Other professional service expectations as defined as relevant by departmental guidelines

6. External Letters

Beginning Fall 2018, all tenured and tenure-track faculty, or non-tenure track faculty with an FPA of 50% or more in scholarship, who are seeking promotion and/or tenure are required to have external review letters in Promotion and Tenure portfolios following the policy and procedures outlined in the Faculty Handbook.

7. Portfolio Presentation

The Department of English expects that faculty will prepare portfolios for promotion and tenure and other multi-year reviews in accordance with the instructions in the Faculty Handbook.

Teaching, Supervision, and Mentoring; Scholarship and Creative Activity; and Professional Service are evaluated on the basis of:

- the narrative that demonstrates a reflective and scholarly engagement with the faculty member's work in these areas;
- the artifacts presented in the portfolio to substantiate the account given in the narrative.

The narrative that presents the faculty member's work in the three areas should both state and demonstrate a philosophy undergirding these professional accomplishments. It should make a strong argument for the quality and significance of the faculty member's work in all areas under review.

The narrative should be substantiated by clear reference to artifacts from the portfolio. As evidence, the referenced artifacts should clearly connect to the argument in the narrative, and it is the responsibility of the faculty member to explicitly articulate the relationship between the narrative and the evidence presented.

Finally, the portfolio, narrative, and artifacts should be presented in an orderly and easily navigated manner, making explicit the connections between the narrative and the evidence.

XII. Post-Tenure Review

Tenured English faculty are expected to sustain the level of activity appropriate to their rank and professional profile. The post-tenure review occurs five years after the last formal tenure, promotion, or post-tenure review. A corrective post-tenure review will also occur as a result of two consecutive ratings of 1 or 2 in annual reviews. See the Faculty Handbook for University Guidelines. Evaluation of faculty will be adjusted based on workload and individual faculty responsibilities and situations (for instance, faculty can negotiate for higher research and lower teaching expectations or vice versa). Faculty will submit their post-tenure review portfolio via the digital workflow to be evaluated according to the five-point rubric presented in Faculty Handbook 3.12. The 1-5 scale will be used for post-tenure; however, each reviewer only gives an

overall rating. There will not be a rating by area. Procedures for addressing an unsuccessful post-tenure review, including procedures for due process, are articulated in Faculty Handbook 3.12.

XIII. Review of Administrative Faculty

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

XIV. 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.

XV. Revision of Guidelines

Amendments to these Department P&T Guidelines shall be approved by a majority vote of the permanent, full-time faculty of the Department of English. A secret ballot system may be used, if requested. Revisions will be drafted by a task force representing all faculty ranks established by the Department Chair in consultation with the Department Faculty Council.

Approvals

This document was voted on and approved by the Faculty of the Department of English on October 10, 2023.

Name (printed or typed) / DFC Chair, on behalf of the Faculty Signature/ Date

Department Chair Approval – I approve the attached guidelines:

Name (printed or typed) Signature/ Date

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

Name (printed or typed) Signature/ Date

College Dean Approval – I approve the attached guidelines:

Name (printed or typed) Signature/ Date

Provost Approval – I approve the attached guidelines:

Name (printed or typed)

Signature/ Date

Certificate Of Completion

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