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 <u>11/082023</u>, were approved by the faculty of the Department of <u>Geography and Anthropology</u> in accordance with department bylaws:

Terry Powis   November 8, 2023
_____   _____
Name (printed or typed) / DFC or P&T chair   Signature/ Date

Department Chair Approval - I approve the attached guidelines:

Brandon Lundy   November 8, 2023
_____   _____
Name (printed or typed)   Signature/ Date

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

Anja Bernardy   November 29, 2023
_____   _____
Name (printed or typed)   Signature/ Date

College Dean Approval - I approve the attached guidelines:

Catherine Kaukinen   December 5, 2023
_____   _____
Name (printed or typed)   Signature/ Date

Provost Approval - I approve the attached guidelines:
Ivan Pulinkala   January 25, 2024
_____   _____
Name (printed or typed)   Signature/ Date

RHM - 08 Sept 16

Kennesaw State University
Norman J. Radow College of Humanities and Social Sciences
Department of Geography and Anthropology
Promotion and Tenure Guidelines
(October 5, 2023)

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I. Introductory Distinguishing Department Characteristics

A. Background

At Kennesaw State University, the Department of Geography and Anthropology maintains challenging and responsive programs, including a BS in Anthropology, BA in Geography, BS in Geospatial Sciences, Minor in Anthropology, Minor in Environmental Studies, Minor in Geography, Certificate in Geographic Information Sciences (GIS), and Certificate in Land Surveying. The department is additionally responsible for courses in the general education curriculum. Originating in the fall of 1974, when Kennesaw Junior College offered its first anthropology course, the Department of Geography and Anthropology was founded in 2006. The Anthropology program began with the first Anthropology minor awarded in 1993, followed by the BS in Anthropology in 2006. The Geography program began with the undergraduate Geographic Information Sciences (GIS) Certificate program in 1997, one of the first certificate programs recognized by the Board of Regents, followed by the creation of the BS in Geographic Information Science in 2001, a first for the state of Georgia. The BA in Geography was approved in 2008, and a fully online option was added in 2015. In fall 2020, the BS in GIS merged with the BS in Surveying and Mapping to become the BS in Geospatial Sciences (GSS), an outcome of the consolidation of Southern Polytechnic State University and Kennesaw State University in 2015. The Surveying program started in 1948, as part of Civil Engineering Technology at Southern Polytechnic State University, with the BS in Surveying and Mapping first offered in 1998. In 2014, the GIS program was a finalist for the Regents' Teaching Excellence Award for a Program. The Geography and GSS programs won the 2021 AAG (American Association of Geographers) Award for Bachelors Program Excellence.

B. Purpose of the Document

This document is intended to aid in the understanding of expectations regarding the review of Geography and Anthropology faculty. Departmental guidelines serve to interpret and make university guidelines relevant to the disciplines represented in the Department of Geography and Anthropology. While they do not supersede university and college guidelines, they hold primacy during evaluations for pre-tenure, promotion, tenure, post-tenure, and annual reviews.

C. Mission of the Department

The Department of Geography and Anthropology is a student-centered department committed to fulfilling the mission of the Norman J. Radow College of Humanities and Social Sciences (RCHSS), which is to prepare students with a liberal arts education that empowers them to understand the human condition, to meet the challenges of the 21st century, and to become contributing citizens in a global society. Geography seeks to study and understand the distribution and dynamics of human and natural features and the interrelationships between humans and their physical environment. Geospatial Science/Geographical Information Science applies geospatial technologies to analyze the spatial processes produced and/or modified by human-environment interactions. Anthropology examines pre-contact, historic, and contemporary peoples with such topics as human evolution, subsistence and settlement patterns, family, urbanization, development, transnationalism, globalization, social conflict, gender,

symbolic systems, and human ecology through its archaeological, socio-cultural, and biological sub-disciplines. Thus, the Department seeks to provide and enrich students with a curriculum that addresses these components regarding the world's human, cultural, and physical systems. The Department is committed to conducting high quality research that reflects faculty expertise and interests; collaborative research with students is promoted. The Department strives to address the advisory and informational needs of the students, the University, and the community at large. Through teaching, scholarship and service, the Department is committed to providing students with the knowledge, creativity, and skills necessary to become productive global citizens of the world.

II. General Statement on Faculty Reviews

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 overall performance expectations are stated in the Faculty Handbook Section 3 and the RCHSS Promotion and Tenure Guidelines (RCHSS P&T Guidelines). As noted in the RCHSS P&T Guidelines, RCHSS faculty are reviewed annually and participate in periodic multi-year reviews:

- pre-Tenure Review
- third-year review for Lecturers (optional, depending on the school/department)
- review for promotion to tenured Associate Professor (P&T review, required)
- review for promotion to Senior Lecturer, or Principal Lecturer (optional)
- review for promotion to Professor (optional)
- post-Tenure Review (PTR).

Annual reviews allow direct supervisors to provide faculty members with substantive feedback directly related to their progress toward successfully completing their next multi-year reviews. While annual reviews do not determine the outcome of multi-year reviews, they serve as the base for eligibility for expedited post-tenure reviews. Multi-year reviews evaluate faculty performance over a window of time for purposes such as promotion-and-tenure (P&T), promotion, post-tenure review (PTR), and pre-tenure preview.

These guidelines, as well as the individual Faculty Performance Agreements (FPAs) negotiated under them, will be established through KSU's shared governance process by bodies and officers detailed in the University Handbook under Section 3 - Shared Governance and Committees. Because department promotion and tenure guidelines are discipline-specific and are approved by deans and the Provost as consistent with college and university standards, these 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.   Workload Model, Guidelines, and Workload Adjustments

A. General Statement

By following the general requirements stated in the Faculty Handbook Section 2.2 - Workload Model for Teaching Faculty, these guidelines outline the workload model for faculty in the Department of Geography and Anthropology and the procedure for workload adjustments that may be made in response to annual and multi-year faculty performance reviews. This model provides a common vocabulary to describe the varied work and outcomes of faculty members, and an agreed framework for discussions of that work. The model also enables the department to distribute faculty work more equitably.

B. Criteria for Workload Distribution

In the Department of Geography and Anthropology, faculty are evaluated in three performance areas: Teaching, Supervision, and Mentoring (Teaching or TSM), Scholarship and Creative Activities (SCA), and Professional Service (Service or PS).

The standard workload expected in TSM, SCA, and PS for the typical tenure-track/tenured teaching faculty is 60% TSM (3/3 teaching load or equivalent in credit hours), 30% SCA, and 10% PS, and for non-tenure track lecturer faculty, it is 90% TSM (5/4 teaching load or equivalent in credit hours), 0% SCA, and 10% PS.

The workload for non-tenure track faculty with professorial ranks (e.g., Clinical Faculty and Research Faculty) and non-tenure track Academic Professionals depends on situational context and must be defined in the faculty member's FPA negotiated with the chair and agreed upon by the dean.

The minimum workload effort in the area of SCA for a tenure-track/tenured faculty pursuing or expecting promotion or promotion-and-tenure is 20%. The minimum workload effort in the area of Professional Service for all faculty members is 10%.

A typical semester-long, three-credit course ordinarily represents 10% of faculty effort for the academic year. Teaching loads are calculated based on the number of credits, and not the number of courses. For example, teaching six three-credit courses in the academic year is 60% of faculty workload, while teaching three four-credit and two three-credit courses in the academic year is also equivalent to 60% of faculty workload.

The teaching loads for Practicums (ANTH 3397 and not GIS 4415), Directed Studies (4400), and Directed Applied Research (4100) are calculated based on faculty's involvement in the project and benefit from it according to the RCHSS Guidelines for Faculty Credit for Participation in Directed Studies and Directed Applied Research with Undergraduate Students.

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C. Workload Expectations for Annual Review and Promotion

Tenure track and tenured faculty are expected to conduct activities in the three areas: TSM, SCA, and PS. The emphasis given to each performance area for a given faculty member will depend upon written agreements between the faculty member and the chair, and approval of the dean. Each faculty member's goals for a period are outlined in the faculty member's FPA. This agreement will be developed in consultation with the chair, who will have the responsibility to negotiate, assign, and coordinate the distribution of the various activities of individual faculty to assure that the collective work of the department is accomplished. The quality and quantity of the activities will be evaluated annually in the Annual Review Document (ARD) by the faculty member, the chair, and dean.

D. Short-term versus Ongoing Workload

When faculty take on new assignments or activities during the academic year, workloads can be adjusted in consultation with the chair, and upon approval of the dean. These changes must be documented in an updated FPA and signed off on by the faculty, chair, and dean. These changes remain in effect for the academic year and are re-evaluated during the next annual review cycle, when the adjusted workload can be renewed or discontinued.

E. Workload Adjustments

Workload models for tenured faculty can vary. Tenured faculty who consistently meet expectations on the standard workload model (60/30/10) will not be required to move to a different model; however, faculty for whom a different model would be more appropriate will collaborate through a joint agreement with the chair in the selection of a more appropriate workload model through the annual ARD/FPA process, which must be approved by the dean.

The non-standard workload models can vary, if they meet the minimum SCA and PS loads of 10% each and do not exceed a teaching load of 24 credit hours per academic year. Some examples of adjustments with various percentages of effort in the three performance areas are given below:

- **TSM Emphasis**: 70% (4/3 course load) TSM, 20% SCA, and 10% PS
- **SCA Emphasis**: 50% (3/2 course load) TSM, 40% SCA, and 10% PS
- **PS Emphasis:** 50% (3/2 course load) TSM, 20% SCA, and 30% PS

Workload percentages are typically assigned in increments of 10, with the sum of the workloads in the areas of TSM, SCA, and PS totaling 100%. In TSM, a 10% increment of workload corresponds to an additional 3-credit hour course taught in Spring or Fall term, or its equivalent. In SCA, a 10% increment of workload corresponds to at least one additional significant scholarly product each year, which could include a conference presentation, a journal publication, and/or a proposal submission for external funding. In PS, most faculty will hold a 10% workload, which corresponds to regular internal committee service as well as service to external professional organizations.

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 SCA project (e.g., article, book, grant, creative work, etc.), a pedagogical innovation or change on which the faculty member would like to focus, or demonstrated effectiveness in and commitment to TSM, SCA, or PS. 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.

The chair may propose an adjustment to a tenured faculty member's workload based on performance patterns documented in three consecutive annual reviews. As articulated in the Faculty Handbook Section 2.2: "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 consider "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 approval of the Dean.

IV.   Faculty Performance

A. Faculty Performance Areas

As described in the KSU Faculty Handbook Section 3.3, the three basic performance areas in which faculty must be evaluated at KSU are Teaching, Supervision, and Mentoring (TSM), Scholarship and Creative Activities (SCA), and Professional Service (PS). The Faculty Performance Agreement (FPA) delineates the relative emphasis of an individual faculty member's activities in these three areas. The typical faculty member will focus work in the specific areas that reflect their knowledge and expertise in advancing the university's mission. While faculty may focus on student success in all areas, they are to highlight activities promoting student success in at least one of these three areas in their FPAs. Faculty must also participate in professional development opportunities in at least one of the three areas of performance and identify the professional development activities in their FPAs. Faculty must address in their portfolio narrative how they promote student success and how their continuing professional development activities influence, support, and/or shape their performances in both their annual reviews and multi-year reviews.

B. Detailed Expectations in the Faculty Performance Areas

1. Teaching, Supervision, and Mentoring

As described in the KSU Faculty Handbook Section 3.3, this category of faculty performance refers to a wide variety of instructional activities that engage faculty peers and others to facilitate student learning. This area also includes activities such as mentoring, advising, and supervision. According to their agreed workload for scholarship and creative activities, all teaching 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;
- Formal student course evaluations;
- 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;
- The development of courses to be delivered in new formats;
- Demonstrated evidence of effective supervision or mentoring;
- Departmental or college-level awards/recognitions of teaching;
- Publication in journals and/or presentations at conferences focused on the scholarship of teaching and learning;
- Evidence of working with undergraduate or graduate students on research or community service projects;
- Involvement in curriculum revisions;
- Involvement in curriculum assessment procedures;
- Leadership at relevant faculty workshops in scholarship of teaching and learning;
- Mentorship of new faculty in 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 teaching reviewed by peers;
- Other items resulting from teaching activities.

Examples of student success in teaching include:
- Advising and mentoring students outside the classroom;
- Employing experiential learning and other high impact practices in classrooms;
- Professional development activities and initiatives with students;
- Supporting students attending conferences and workshops;
- Student conference presentations resulting from classwork;
- Student publications resulting from classwork;
- Student awards and grants sponsored by faculty;

- Securing internships or job opportunities for students;
- Supporting students attending graduate school.

2. Scholarship and Creative Activity

As described in the Faculty Handbook Section 3.3, scholarship and creative activity at KSU is broadly defined in the institution's mission statement as a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy in the communities served by the University. KSU and RCHSS measure research and scholarly activities aligning with academic units' expectations outlined in the annual review, tenure, and promotion criteria.

For faculty members to acquire P&T, they must provide evidence of SCA productivity within a focused line(s) of inquiry. According to their agreed workload for SCA, all tenured and tenure-track faculty should demonstrate the quality and significance of their accomplishments by some combination of the following:

- Published peer-reviewed books by reputable presses/publishers;
- Published articles in recognized 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, technical reports, conference proceedings, monographs, scholarship of teaching and learning (SoTL), and book-length works;
- Edited peer-reviewed books or journal special issues;
- Presentations at academic conferences;
- Invited presentations in academic occasions;
- Submissions of internal and external research grants;
- Awarded internal and external research grants;
- Internal and external awards for excellence in research;
- Evidence of contributions to the development of collaborative, interdisciplinary, cross institutional, international, or community-engaged research programs;
- Relevant non-peer reviewed publications;
- Patents, popular press, opinion pieces, public scholarship, and broadcast media;
- Evidence of research progress, such as data collection, draft proposals and manuscripts, and project reports;
- Other items resulting from scholarship and creative activities.

Examples of student success in SCA include:
- Evidence of promoting undergraduate and graduate research;
- Evidence of involving students in faculty's research projects;
- Co-authored publications with students;
- Co-authored conference presentations with students;
- Student's research awards and grants sponsored by faculty;

- Student's research papers or presentations supervised by faculty.

Documentation and evaluation of accomplishments in SCA focuses on the quality and significance of the work. Merely listing individual tasks and projects does not address quality and significance. SCA standards are minimum thresholds for tenure-earning faculty members and do not guarantee promotion and/or tenure.

3. Professional Service

As described in the KSU Faculty Handbook Section 3.3, professional service (PS) involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks that benefit the department, college, university, community, or profession. PS is a vital part of faculty governance and operation of the university. Scholarly PS to communities external to the university is highly valued. PS to the community should be related to the faculty member's discipline or role at the university. Evidence of the quality and significance of PS can support promotion and tenure. Examples of PS activities include but are not limited to:

- Taking on service roles in the department, including contributing to academic program reviews and assessments, promoting the programs to potential students and prospective employers; contributing to department documents, and participating in department meetings, activities, and events;
- Serving on and/or chairing department, college, or university committees;
- Serving as discipline coordinator;
- Serving as internship and/or lab coordinator;
- Mentoring new faculty;
- Volunteering for ad hoc departmental committees or working groups;
- Reviewing submitted manuscripts for journals; presses, and conferences;
- Reviewing applications for grants, awards, and academic competitions;
- Serving as the editor or on the editorial/advisory board of a journal;
- Community-engaged activities relying upon professional expertise in response to an identified community concern or need;
- Serving on regional and/or national boards and committees related to academic disciplines and organization;
- Serving as organizer in sections and panels of conferences.

Examples of student success in PS include:
- Advising student clubs or student professional organizations;
- Reviewing manuscripts, conference abstracts, grant proposals for students;
- Directing study abroad programs;
- Organizing experiential learning activities (e.g., field trips or field experiences);
- Coordinating internships;
- Involving students in service-learning and other community engaged activities;
- Involving students in department, college, and university events;
- Serving on committees dedicated to student success.

V.   Faculty Performance Agreements

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

As described in the KSU Faculty Handbook Section 3.2, the FPA must:
- Clarify the general responsibilities and relative emphasis of the individual in TSM, SCA, and PS;
- Articulate the way the faculty member's activities relate to the departmental and college mission and goals;
- Identify the expectations for scholarly activity in all the faculty member's performance areas;
- Identify the performance area(s) that will include scholarship expectations and describe those expectations;
- Clarify how the faculty member will promote student success in one of the three areas;
- Identify how the faculty member will pursue continuous professional growth in one of the three areas.

VI.   Faculty Review Criteria and Processes

Faculty performance is evaluated through two basic, interrelated processes: annual reviews and multi-year reviews. Annual reviews evaluate the faculty member's performance over one year in the multi-year review context. 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, university, profession, and community.

A. Annual Review

As described in the Faculty Handbook Section 3.12, the annual assessment of a faculty member's contribution to the University will be based on performance in reference to the criteria listed in the most recent year's FPA. The basis of this assessment is an Annual Review Document (ARD) compiled by the faculty members to show 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. The ARD and the FPA together provide a retrospective and prospective synopsis of a faculty's performance. They provide the basis for all levels of reviewers to properly assess the contributions of the faculty member.

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

The chair will evaluate faculty members in each of the three performance areas – TSM, SCA, and PS based upon the following five-point rubric:

> 5. Exemplary
> 4. Exceeds Expectations
> 3. Meets Expectations
> 2. Needs Improvement
> 1. Does Not Meet Expectations

Please refer to the Faculty Handbook Section 3.12 for the general description of each point category. The specific description of each point category for a performance area in the Department of Geography and Anthropology is shown below:

Score	Category	Description	Comments
5	Exemplary	Faculty member has performed in an exemplary and exceptional manner with regard to the expectations in the performance area, both according to the FPA as well as in accordance with the department workload expectations at rank.	It is incumbent upon the Faculty member to demonstrate exemplary performance
4	Exceeds Expectations	Faculty member exceeded expectations in the performance area in accordance with the department workload expectations at rank.	This could signify a significant increase of work performed per the approved FPA. It is incumbent upon the Faculty member to demonstrate performance that exceeds expectations in this performance area.
3	Meets Expectations	Faculty member met FPA objectives in the performance area, in accordance with the department workload expectations at rank.	
2	Needs Improvement	Faculty member's efforts and performance fell below expectations in the performance area as negotiated in the approved FPA.	This rating necessitates a PRP for tenure-track and tenured faculty

1	Does Not Meet Expectations	Faculty member's efforts and performance fell far below expectations in the performance area as negotiated in the approved FPA, and did not meet the department expectations even at a minimal level.	This rating necessitates a PRP for tenure-track and tenured faculty

In the Department of Geography and Anthropology, the chair will calculate the points in each performance area based on the ARD in reference to the most recent year's FPA for each faculty member using the Department Annual Review Point Metrics. The chair adjusts the calculated points based on the workload expectations in each area as described below and factors in qualitative discussions of quality and significance based on the ARD narrative and supporting documentation. The overall evaluation will weigh the points in each area by the workload percentage in that area. The overall evaluation will then be rounded to the nearest whole number, with 0.5 or above rounding up. The overall evaluation cannot exceed 4 if there is a 1 in any performance area.

Please refer to the Faculty Handbook Section 3.12 for the detailed process for Annual Review.

Performance Remediation Plan

If a tenured or tenure-track faculty member receives a "1" or "2" in any of the categories during an annual review, the chair and the faculty member will develop a Performance Remediation Plan (PRP) to remediate the faculty member's performance. A PRP sets forth realistic goals and strategies for the faculty member to begin meeting expectations in the following year's annual review. Please refer to the Faculty Handbook Section 3.12 for the detailed requirements for the PRP. During the annual review process in the following year, the faculty member will address the goals and strategies in the PRP from the previous year. If the faculty member's performance in every category is determined by the chair to be a 3 or above, the PRP is successfully completed. If the PRP was not successfully completed – the performance in any category (whether the same or different area from the prior year) is evaluated by the chair, to be a 1 or 2 – the faculty member, if tenured, will participate in a corrective post tenure review the following fall.

For untenured tenure-track faculty who receive a 1 or 2 in any review category during an annual review, the Department follows the Faculty Handbook Section 3.12.A.5 regarding PRP to address any shortcomings. In the case of deficiency identified through an annual review, they will be put on a PRP. If there is deficiency over two consecutive annual reviews, institutions will determine specific consequences ranging from being put on a Performance Improvement Plan (PIP) to correct deficiencies, to possible separation of employment.

Non-tenure track positions will also use the 5-point scale. They are not impacted by Performance Remediation Plans (PRPs) or Performance Improvement Plans (PIPs), etc., given they are nontenure track lines. Performance ratings of 1s or 2s will be addressed as they previously have been in ARDs/FPAs.

1. Expectations for Tenured and Tenure-Track Faculty

General Expectations

Quality and significance are the primary criteria for evaluating faculty performance. Quality and significance of scholarly work are overarching, integrative concepts that apply equally to all areas of faculty performance. A consistently high quality of scholarly work, and the promise for future exemplary scholarly work, is more important than the quantity of the work done. The criteria for evaluating the quality and significance of scholarly accomplishments include the following:

Clarity and Relevance of Goals:
Faculty members should clearly define the goals of scholarly work in their respective areas of emphasis and the relevance of their scholarly work to their FPA. Clarity of purpose and relevance of goals provide a critical context for documenting and evaluating scholarly work.

Mastery of Existing Knowledge:
Faculty members must be well prepared and knowledgeable about developments in the relevant context of their scholarly activity. The ability to educate others, conduct meaningful research, produce creative works, and provide high quality professional service depends upon mastering existing knowledge and background information. Faculty members should use appropriate techniques, methods, and resources in their scholarly work.

Effectiveness of Communication:
Faculty members should communicate effectively with their audiences and subject their ideas to critical inquiry and independent review.

Significance of Results:
Faculty members should demonstrate the extent to which they achieve their expressed goals. They should also articulate how their scholarly accomplishment(s) have had a significant professional impact. Such significance might be confirmed by various credible sources (e.g., academic peers, community participants, or other experts), as well as by published documents such as reviews, citations, acknowledgments, or professional correspondence regarding one's work or studies that support an innovative approach (e.g., teaching).

Consistently Ethical Behavior:
Faculty members should conduct their work with honesty, integrity, and objectivity. They should foster a respectful relationship with students, community participants, colleagues, and others who participate in or benefit from their work. Faculty members should uphold recognized standards for academic integrity.

TSM Expectations

Since teaching is the principal mission of the department, highly effective teaching is a necessary condition for satisfactory performance within the department. The department encourages

teaching excellence through effective classroom and out-of-classroom performance and by demonstrable evidence of continued instructional and scholarly development on the part of the faculty member. Undergraduate advising and advising student organizations are included under the area of TSM.

All faculty are expected to meet all their scheduled classes, maintain regular weekly office hours, remain current with course content and methods, and engage in scholarly teaching. Faculty are expected to aid in program and student development through supervision and mentoring activities, which may include advising students for the department majors and minors. As faculty move through the ranks, they will be expected to articulate in their ARDs and FPAs progress they have made in their TSM relative to their statements of teaching philosophy (where required).

SCA Expectations

All tenured and tenure-track faculty will be expected to have a clear scholarly agenda in which they produce basic and/or applied scholarship. The department 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;
- The scholarship of teaching, which studies teaching models and practices to achieve optimal learning; and
- The scholarship of service, which applies expert knowledge in applied contexts.

The SCA process includes proposal preparation, literature review, data gathering, analysis, manuscript preparation and editing, and dissemination. Very rarely does the SCA process start and finish within one review period. Faculty should show evidence of scholarship and creativity through documentation of the research process, publications, professional papers, presentations, grants for research (submitted or awarded), and other creative activities. Faculty members are expected to discuss the significance of their scholarship. The quality and quantity of the work is expected to increase with each rank.

PS Expectations

All full-time permanent faculty are expected to engage in PS activities essential to the life of the institution and profession. Faculty members will use their knowledge and expertise in a scholarly manner in service opportunities to the department, college, university, community, and profession. Occasionally, exceptionally large institutional service commitments may be required, such as presiding over a faculty senate, chairing a major task force, or developing a community advisory program. On such occasions, recognition and workload adjustments above expected levels of service should be provided. Community service outside the college or institution may be recognized with the expectation that such activity must relate to the faculty member's professional discipline and area(s) of expertise.

Good documentation of PS describes the faculty member's role in each service activity, how they used their expertise in the role, and clearly demonstrates the outcome or impact of the service activity. Examples of poor documentation include listing committee assignments, providing no evidence of the nature of activities, results or outcomes, providing evidence of outcomes without evidence of the faculty member's role, and/or providing no evidence of quality or significance of the PS activity. Although all PS may not be scholarly, faculty should document the quality and significance of all service activities.

Administration and leadership expectations may be included as a part of some faculty PS performance evaluations. Per the Faculty Handbook Section 3.3 C, "Those in administrative roles should demonstrate the quality and significance of their leadership and administration, especially how effectively they foster the requisite fiscal, physical, interpersonal, intercultural, international, and intellectual environment (e.g., improving the quality and significance of scholarship or service in their unit). In sum, administrative faculty act as leaders by assisting colleagues in their unit to achieve and surpass university, college, and departmental goals in teaching, scholarship and creative activity, and professional service."

2. Expectations for Tenured and Tenure-Track Faculty at Particular Ranks

Assistant Professors

Assistant Professors have the challenge of acclimating to a new institution while establishing their TSM, SCA, and PS records. Early in rank, assistant professors will be settling in, learning about the institution, department, programs, and students, and establishing their own research agenda. Assistant professors should demonstrate progress in each performance evaluation area.

TSM Expectations
As all faculty in Geography and Anthropology are evaluated for TSM, assistant professors should be working toward high quality scholarly teaching. Assistant professors should focus on developing and improving their courses, soliciting and integrating student and peer feedback on pedagogy, and advising students for the majors and their discipline. Assistant professors should be able to demonstrate quality teaching that improves with each year. Examples of activities to support the assistant professor's TSM portfolio are provided in Section IV (B1).

SCA Expectations
Assistant professors should have a clear scholarly research agenda that shows progress over time and ultimately results in scholarship that is reviewed either through peer review, or in a manner comparable to the peer review process. Assistant professors should focus on establishing and developing research projects, seeking resources to carry out the research, conducting research, presenting research at conferences, and submitting manuscripts for publication or other dissemination outlets. Examples of activities to support the assistant professor's SCA portfolio are provided in Section IV (B2).

PS Expectations

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As all faculty are expected to fulfill basic obligations in PS, assistant professors should perform service for the benefit of the department, its programs, and the college. Assistant professors should focus on program building, essential department functions, and relevant professional and community service. Examples of activities to support the assistant professor's professional service portfolio are provided in Section IV (B3).

Associate Professors

Associate professors are expected to contribute to TSM, SCA, and PS at more advanced levels. The specialty areas, expertise, and professional identities of associate professors should become more developed, clearly defined, and widely recognized as their academic careers progress. Typically, as the faculty member's roles and contributions grow in significance, leadership, and initiative, the faculty member establishes a strong record of accomplishments with broader impact and recognition within and beyond the university.

TSM Expectations
The associate professor typically models instructional leadership and undertakes educational initiatives. Associate professors should focus on high quality teaching through innovative pedagogy, assessment and integration of student learning outcomes, supervision of students, program development, and peer mentoring. The department expects TSM activities to be more developed than those of an assistant professor. Examples of activities to support the associate professor's TSM portfolio are provided in Section IV (B1).

SCA Expectations
Associate professors are expected to turn their SCA achievements developed as an assistant professor into one or more established areas or specialties. Associate professors will have a clear agenda of programmatic research resulting in peer-reviewed publications and presentations. As specialized expertise evolves, the faculty member's strong contributions, leadership roles, and initiatives in SCA are expected to increase within and beyond the campus. The department expects commitment to scholarship beyond that of an assistant professor. Examples of activities to support the associate professor's SCA portfolio are provided in Section IV (B2).

PS Expectations
The department expects the faculty member's record of service contributions that began while an assistant professor to expand in breadth, depth, and significance. Highly productive PS for associate professors may be documented by a strong record as a contributing member or leader in service activities. Major service contributions can occur at any level of the university and beyond the institution. The department expects commitment to PS beyond the levels expected from an assistant professor. Examples of activities to support the associate professor's professional service portfolio are provided in Section IV (B3).

Professors

A professor is typically characterized as a leader, mentor, scholar, expert, and distinguished colleague. For promotion to professor, the individual must be an accomplished faculty member. The faculty member must be an established teacher, scholar, and contributor to professional

service beyond KSU. Senior faculty who are professors assume leadership roles in major administrative positions, committees, initiatives, or professional associations. Furthermore, a professor is expected to assume a leadership role in SCA and PS beyond that of associate professor. The scholarly work of the full professor will merit regional, national, or international attention and recognition.

TSM Expectations
Full professors are expected to be highly effective and highly accomplished in TSM by experimenting with, revising, updating, and improving their techniques for working with students and others as effective facilitators of learning. Professional development in this area is critical to stay abreast of current pedagogy. Professors should make strong contributions and take leadership roles in curricular and instructional development, evaluation, or reform, and assume leadership positions which provide opportunities for faculty and students to develop and grow. The department expects commitment and activity related to teaching beyond the levels expected of the associate professor. Examples of activities to support the professor's TSM portfolio are provided in Section IV (B1).

SCA Expectations
SCA of a professor are characterized by a level of achievement that is more accomplished and more broadly recognized within and beyond the university than is typical of the associate professor. These highly accomplished achievements often merit regional, national, or international attention and recognition. Scholarship achievements with significant impact in the state or Greater Metropolitan Atlanta also meet this expectation. Examples of activities to support the professor's SCA portfolio are provided in Section IV (B2).

PS Expectations
The professor is expected to have a well-established service record that reflects a recognizable pattern of growth and development in the breadth, depth, and significance of PS contributions. A strong service record for the professor should contain highly accomplished achievements as a contributor, coordinator, leader, initiator, or mentor in groups such as major committees or task forces; campus or community organizations; special projects and initiatives; administrative positions; state, regional, or national organizations; and/or professional associations. The department expects commitment to PS beyond the levels expected of the associate professor. Examples of activities to support the professor's professional service portfolio are provided in Section IV (B3).

Administrative Faculty

Expectations and evaluations of the Department Chair are outlined in the Department of Geography and Anthropology 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.).

3. Expectations for Non-Tenure-Track Lecturer Faculty

General Expectations

*Mastery of Knowledge***:**
A lecturer is required to have a master's degree or Ph.D. (or equivalent) in the discipline and expertise and experience in the relevant area(s) of TSM. All lecturers are expected to have a high commitment to TSM and PS. All lecturers are expected to establish an effective teaching philosophy and practices consistent with the department's instructional needs. Lecturers are expected to have up-to-date knowledge, skills, pedagogy, and credentials needed to fulfill assigned duties. SCA requirements do not apply to lecturers; however, lecturers who engage in SCA are welcome to include them as part of their annual, third year, and/or promotion reviews as relevant to their ongoing education in the field.

Effectiveness of Communication:
Lecturers should communicate effectively with their audiences and subject their ideas to critical inquiry and independent review.

Significance of Results:
Lecturers should demonstrate the extent to which they achieve their expressed goals. They should also articulate how their scholarly accomplishment(s) have had a significant professional impact. Such significance might be confirmed by various credible sources (e.g., academic peers, community participants, or other experts), as well as by published documents such as reviews, citations, acknowledgments, or professional correspondence regarding one's work or studies that support an innovative approach (e.g., teaching).

Consistently Ethical Behavior:
Lecturers should conduct their work with honesty, integrity, and objectivity. They should foster a respectful relationship with students, community participants, colleagues, and others who participate in or benefit from their work. Faculty members should uphold recognized standards for academic integrity.

SCA is usually not an area concentration for lecturers. Lecturers generally have 5/4 or 4/5 teaching load or equivalent based on the number of credit hours.

Expectations for Non-Tenure Track Lecturer Faculty at Particular Ranks

The following non-tenure track lecturer faculty ranks are recognized at KSU: Lecturer, Senior Lecturer, and Principal Lecturer. In most cases, a lecturer's, senior lecturer's, or principal lecturer's primary responsibility is instructional (i.e., teaching, labs, supervision, clinicals, etc.) and therefore, is expected to be a highly effective teacher (see KSU Faculty Handbook, Section 3.10.1).

Lecturers

Lecturers have the challenge of acclimating to a new institution while establishing their TSM and PS records. Early in rank, lecturers will be settling in, learning about the institution, department,

programs, and students. Lecturers should demonstrate progress in each of the two performance evaluation areas.

TSM Expectations
All faculty in Geography and Anthropology are evaluated on the quality and impact of their TSM. Lecturers should be working toward high quality teaching that is reflective and intentional. Lecturers should focus on developing and improving their courses, soliciting and integrating student and peer feedback on pedagogy, and advising students for the majors and their discipline. Lecturers should be able to demonstrate quality teaching that improves with each year. Examples of activities to support the lecturer's TSM portfolio are provided in Section IV (B1).

PS Expectations
All faculty are expected to fulfill basic obligations in PS. Lecturers should perform service related to their teaching for the benefit of the department, its programs, and the college. Lecturers should focus on program building, essential department functions, and relevant professional and community service. Examples of activities to support the lecturer's professional service portfolio are provided in Section IV (B3).

Senior Lecturers

Senior lecturers are expected to contribute to TSM and PS at more advanced levels. The teaching specialty and expertise of senior lecturers should become more developed, clearly defined, and widely recognized as their academic careers progress. Typically, as the senior lecturer's roles and contributions grow in significance, leadership, and initiative, the senior lecturer establishes a strong record of accomplishments in teaching and professional services with broader impact and recognition within and beyond the development.

TSM Expectations
The senior lecturer typically models instructional leadership and undertakes educational initiatives. Senior lecturers should focus on high quality teaching through innovative pedagogy, assessment and integration of student learning outcomes, supervision of students, program development, and peer mentoring. The department expects TSM activities to be more developed than those of a lecturer. Examples of activities to support the senior lecturer's TSM portfolio are provided in Section IV (B1).

PS Expectations
The department expects the faculty member's record of service contributions that began while a lecturer to expand in breadth, depth, and significance. Highly productive PS for senior lecturers may be documented by a strong record as a contributing member or leader in teaching-related service activities. Major service contributions can occur at any level of the university and beyond the institution. The department expects commitment to PS beyond the levels expected from lecturer. Examples of activities to support the senior lecturer's professional service portfolio are provided in Section IV (B3).

Principal Lecturers

Principal lecturers are typically characterized as highly effective teachers who have a consistent track record of highly proficient and highly effective teaching across the courses to which they have been assigned, including evidence of positive impact on student learning or positive student outcomes. They are also leaders, mentors, and experts in their teaching areas. For promotion to principal lecturer, the individual must be an accomplished faculty member in both TSM and PS. Furthermore, a principal lecturer is expected to assume a leadership role in TSM and PS beyond that of senior lecturer.

TSM Expectations

In addition to fulfilling all the requirements expected of lecturers and senior lecturers, principal lecturers are expected to 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" (KSU Faculty Handbook 3.10.1). Principal lecturers are expected to be highly effective and highly accomplished in TSM by experimenting with, revising, updating, and improving their techniques for working with students and others as effective facilitators of learning. Professional development in this area is critical to stay abreast of current pedagogy. Principal lecturers should make strong contributions and take leadership roles in curricular and instructional development, evaluation, or reform, and assume leadership positions which provide opportunities for faculty and students to develop and grow. The department expects commitment and activity related to teaching beyond the levels expected of the senior lecturer. Examples of activities to support the principal lecturer's TSM portfolio are provided in Section IV (B1).

PS Expectations

Principal lecturers are expected to provide impactful and highly effective professional service related to their teaching, such as through mentoring other lecturers. They are expected to have a well-established service record that reflects a recognizable pattern of growth and development in the breadth, depth, and significance of PS contributions. The department expects commitment to PS beyond the levels expected of the senior lecturer. Examples of activities to support the principal lecturer's professional service portfolio are provided in Section IV (B3).

4. Expectations for Non-Tenure Track Faculty with Professorial Ranks (Including Clinical Faculty and Research Faculty)

Per KSU guidelines, clinical faculty 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 clinical faculty position is non-tenure track, and the holder is not eligible for tenure or probationary credit toward tenure.

In the Department of Geography and Anthropology, clinical faculty must maintain a balance that is different from the workload of tenure track faculty. Unless otherwise set forth in the Faculty Performance Agreement (FPA), clinical faculty generally spend less time engaged in SCA. Typically, applied experiences are the primary responsibilities of clinical faculty. 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 on news reporting or psychological assessment), or other applied activities that contribute to the department or college (e.g., advising or grants and contracts).

Clinical Assistant Professor

Faculty members at this rank are adapting to the expectations of the academy and KSU and getting established in the clinical specialty area. A pattern of effective and productive on-campus and off-campus contributions in clinical, educational, industry, and/or professional settings in the disciplinary area begins modestly, with a limited focus or local significance. These contributions expand in depth, focus, significance, recognition, and productivity in later years.

Clinical Associate Professor

Faculty members at this rank make contributions to knowledge because of their clinical specialty contributions. These on-campus and off-campus contributions occur in clinical, educational, industry, and/or professional settings. The professional identities of clinical associate professors should become more advanced, more clearly defined, and more widely recognized as their careers progress. The faculty member establishes a strong record of clinical accomplishments with broader impact and recognition within and beyond the university.

Clinical Professor

Professors are experienced and senior members of the faculty who have become highly accomplished in their clinical specialty area. They are faculty whose careers have advanced to mature and higher levels of effectiveness and productivity. Professors have strong records of contribution to and leadership in clinical specialty areas. These contributions are in on-campus and off-campus work in clinical, educational, industry, and/or professional settings. Clinical professors are typically characterized as leaders, mentors, and experts, and these accomplishments merit regional, national, or international attention and recognition. Clinical professors continue to grow and develop in their clinical specialty area.

Per KSU guidelines, research faculty engage in scholarly activity appropriate to their field of specialization and to the missions(s) of their particular unit. They are expected to investigate new ideas, to reinterpret established ideas, and to disseminate results of their research and scholarly activity through media appropriate to their discipline. The following research faculty ranks are recognized at KSU: Research Assistant Professor, Research Associate Professor, and Research Professor. The research faculty position is non-tenure track, and the holder is not eligible for tenure or probationary credit toward tenure.

In the Department of Geography and Anthropology, research faculty maintain a balance that is different from that of tenure track faculty regarding their workload model and expectations. Unless otherwise set forth in the FPA, research faculty generally spend the large majority of their time engaged in research and scholarly activities.

Research Assistant Professor
Individuals eligible for appointment to this rank should possess strong potential for creative and productive research/scholarship. In addition, they should show clear potential for obtaining independent research grants or contracts on which they would serve as principal or coinvestigator.

Research Associate Professor
Faculty members at this rank must have demonstrated consistency and direction in research/scholarship and must have achieved a substantial measure of accomplishment or scholarly contributions in the field of specialization. They should establish a strong record of research/scholarship accomplishments with broader impact and recognition within and beyond the University. They should have demonstrated success in obtaining independent research grants or contracts on which they serve as principal investigator or co-investigator.

Research Professor
Research professors are experienced and senior members of the faculty who have become highly accomplished in their research/scholarship specialty area. They are faculty whose careers have advanced to higher levels of effectiveness and productivity. Research professors have strong records of contribution to and leadership in research/scholarship specialty areas. These contributions are in on-campus and off-campus work. Research professors are typically characterized as leaders, mentors, and experts, and these accomplishments merit national or international attention and recognition. Research professors continue to grow and develop in their research/scholarship specialty area. They should have demonstrated success in obtaining independent research grants or contracts on which they serve as principal investigator.

5.Expectations for Non-Tenure Track 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.

B. Pre-Tenure Review

As described in the Faculty Handbook Section 3.5, academic tenure is an employment status at the University that assures a tenured faculty member of continuous appointment from contract year to contract year, except under conditions of dismissal for cause, termination, or layoff of tenured personnel due to program modification, or financial exigencies, or after an unsuccessful performance improvement plan (PIP). The awarding of tenure is a crucial decision through which the University incurs a major commitment to the individual faculty member well into the future. Years of service or successful annual reviews alone are not sufficient to qualify for tenure.

It should only be granted to those faculty members whose achievements demonstrate the quality and significance expected of an Associate Professor and who demonstrate potential for long-term effectiveness at the University. The review for tenure involves a retrospective analysis of how well the individual has met the needs and expectations of the University during the probationary period. Due to its long-term implications, the granting of tenure constitutes a weighty decision and therefore requires a thorough review process that includes the judgments and recommendations of the faculty member's teaching and administrative faculty colleagues. The entire process has two major parts: the pre-tenure review and the tenure review.

Pre-Tenure review takes place in the third year of a tenure track faculty member's appointment. This pre-tenure review helps faculty members determine whether they are making appropriate progress toward tenure and assesses the individual's current readiness toward tenure. The pre-tenure review does not constitute a tenure decision, but rather, provides formative feedback to the faculty member as to strengths and areas of improvement. At each level of the review, a summary letter will be produced that describes in detail how the faculty member is progressing toward meeting or not meeting the expectations for tenure. The letter will also include specific suggestions for maintaining and enhancing further preparations for a successful tenure decision in the future. These pre-tenure review letters and the descriptive assessments they contain become part of the individual's portfolio in subsequent tenure review.

A faculty member who is granted two or three years of credit toward tenure may replace the pre-tenure review with a tenure review in the second year in the position (if taking three years of credit toward tenure) or in the third year of the position (if taking two years of credit toward tenure).

As described in the Faculty Handbook Section 3.12 (B), if the performance in any of the categories is judged to be not successful/not satisfactory in the pre-tenure review, the faculty member must be provided with a Performance Remediation Plan (PRP). Please refer to the Faculty Handbook Section 3.12 for the detailed requirements, process, and portfolio guidelines for pre-tenure review.

C. Promotion and Tenure of Tenure-Track Faculty

As described in the Faculty Handbook Section 3.5, tenure review takes place at the end of the probationary period that leads to a tenure decision. All tenure-track faculty must be reviewed for tenure. The length of the probationary period over which this review is to occur depends upon several factors. For faculty who enter KSU at the assistant professor rank or above, the probationary period is five years, with a mandatory review for tenure being conducted in the sixth year if tenure has not already been awarded. However, faculty may be granted years of credit toward tenure for work experience before coming to KSU. If applied toward tenure, this credit plus the number of years of service at KSU must match the minimum probationary period of five years and the tenure portfolio will include evidence from this credited time and must include evidence of relevant work experience prior to employment at KSU.

The review for promotion (from assistant professor to associate professor or from associate professor to full professor) can happen concurrently with tenure review; however, the awarding of tenure for assistant professor can only be approved after a positive decision on promotion to associate professor has been made by the KSU President.

Early promotion and tenure (one year earlier than the standard) are allowed at KSU. According to USG Academic & 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.

Tenure track faculty not recommended for tenure during their required sixth-year review automatically receive a terminal one-year contract and formal notice that they will not receive another employment contract after their seventh year.

As described in the Faculty Handbook Section 3.5 (B), years of service or successful annual reviews alone are not sufficient to qualify for a promotion in rank. When a faculty member's experience, accomplishments, and career development evolve to the point where expectations applicable to beginning level of the next highest rank are being met, the faculty member can make a compelling case for promotion.

All tenured and tenure-track faculty, or non-tenure track faculty with an FPA of 50% or more in SCA, who are seeking promotion and/or tenure are required to have external review letters in Promotion and Tenure portfolios.

Please refer to the Faculty Handbook Section 3.12 for the details about external letters and the detailed requirements, process, and portfolio guidelines for promotion and tenure review.

As noted in the RCHSS P&T Guidelines Section VI.C, , faculty members need to demonstrate noteworthy achievements in two of their performance areas, one of them being TSM, and satisfactory in the third in their promotion and tenure reviews. Faculty members on a research-intensive workload model (e.g., 40% TSM, 50% SCA, and 10% PS) who seek promotion-and-tenure or promotion must be noteworthy in both areas of TSM and SCA, and at least satisfactory in PS. The expectations in the three performance areas for the promotions at different ranks are shown below:

1. TSM

Faculty members are expected to fulfill requirements at both the Associate and Full Professor levels through a demonstrated record of successful TSM in which instruction and assessments are aligned with course objectives. Faculty members are expected to be available and responsive to students, and they should meet the criteria for effective teaching practices as specified by departmental guidelines. Further, candidates should demonstrate a commitment to incorporating relevant and timely best practices in their classrooms.

Promotion to Associate Professor: Noteworthy

By the time candidates petition for promotion to Associate Professor, they must fulfill the expectations for TSM at the Assistant Professor level and are meeting many of the expectations at the Associate Professor level as listed in Section VI (A2), and achieving a combination of:

- The use of diverse and effective pedagogical strategies as evidenced by syllabi, lesson materials, teaching philosophy, peer observations, student evaluations, 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 advising or mentoring.

Promotion to Full Professor: Noteworthy

By the time candidates petition for promotion to Full Professor, they must fulfill the expectations for TSM at the Associate Professor level and are satisfying many of the expectations at the Full Professor level as listed in Section VI (A2), as well as achieved some combination of:

- Departmental or college level awards/recognition of teaching;
- The development of new courses or the development of courses in new formats (e.g., traditional, hyflex, hybrid, online)
- Publications in journals and/or presentations at conferences focused on the scholarship of teaching and learning (SoTL);
- Evidence of working with undergraduate or graduate students on research or community service projects;
- Involvement in curriculum revisions;
- Involvement in curriculum assessment procedures;
- Leadership at relevant faculty workshops in SoTL;
- Mentorship of faculty in TSM;
- The receipt of grants that are specifically for the SoTL or classroom improvement;
- Development of innovative pedagogical strategies;
- Excellence in teaching reviewed by peers

TSM will be varied due to the diverse skills of the faculty in the Department of Geography and Anthropology, and faculty are encouraged in the FPA and ARD process to prioritize their own professional goals to support the mission of the Department and the University.

TSM is evaluated in the Department of Geography and Anthropology based on the faculty member's reflective scholarly analysis contained in the review narrative; interpretations of student responses on their evaluations for each class; the student evaluations themselves; peer reviews and other teaching effectiveness tools and metrics where applicable; course materials: syllabi, tests, exercises, and assignments; and the evidence of other activities listed in Section IV (B1).

2. SCA

The Department of Geography and Anthropology spans a wide range of faculty roles, interests, and specializations. As such, we embrace a broad definition of SCA, represented by a product that is shared with the professional community or the public, but evaluated by the professional community for quality. Examples of SCA given priority in evaluation reviews include, but are not limited to:
- Peer-reviewed journal articles;
- Peer-reviewed books;
- Funded grants;
- Peer-reviewed book chapters;
- Peer-reviewed edited books and journal special issues;
- Patents;
- Other SCA for which the candidate can make a compelling case regarding their quality and significance.

There are other examples of SCA that establish the research trajectory of the faculty member and should be considered in this category. Such works include, but are not limited to:
- Conference presentations;
- Conference proceedings;
- Non-peer reviewed books;
- Non-peer reviewed articles;
- Non-peer reviewed book chapters;
- Technical reports;
- Unfunded grant proposals;
- Other SCA for which the candidate can make a compelling case regarding their quality and significance;
- Other activities provided in Section IV (B2).

Based on the RCHSS P&T Guidelines, the responsibility of demonstrating the quality and significance of their SCA falls upon the faculty. This may be done through a variety of methods, such as but not limited to publication venue, impact factors, acceptance rates, readership, documentation of the rigor and type of peer or professional review, funding amount, and the prestige of the funder.

Promotion to Associate Professor: Satisfactory

By the time candidates petition for promotion to Associate Professor, the faculty member must fulfill the expectations for SCA at the Assistant Professor level as listed in Section VI (A2), as well as published at least 2 peer-reviewed publications, or the equivalent, during the period under review.

Promotion to Associate Professor: Noteworthy

By the time candidates petition for promotion to Associate Professor, they must fulfill the expectations for SCA at the Assistant Professor level and are meeting many of the expectations at

the Associate Professor level as listed in Section VI (A2), as well as published at least 3 peer-reviewed publications, or the equivalent, during the period under review.

Promotion to Full Professor: Satisfactory

By the time candidates petition for promotion to Full Professor, the faculty member must fulfill the expectations for SCA at the Associate Professor level as listed in Section VI (A2), as well as published at least 3 peer-reviewed publications, or the equivalent, since the promotion to associate professor.

Promotion to Full Professor: Noteworthy

By the time candidates petition for promotion to Full Professor, they must fulfill the expectations for SCA at the Associate Professor level and are meeting many of the expectations at the Full Professor level as listed in Section VI (A2), as well as published at least 4 peer-reviewed publications, or the equivalent, since the promotion to associate professor.

The number of peer-reviewed publications under consideration for review consists only of research that is published, in press, or fully accepted during the current period of review. These minimums are not a guarantee of promotion and tenure. Faculty are required to document the quality and significance of their work in SCA.

Compared to the research expectations at R2 Peer Institutions for each of our programs (BS in Anthropology, BA in Geography, and BS in Geospatial Sciences), our expectations for SCA are generally in line with them, although the R2 peers usually have a lower teaching load and no specific quantitative research requirements for tenure and promotion.

3. PS

PS is required for all faculty members. Faculty should consult with their department chairs to determine the percentage of workload that should be devoted to departmental, college, university, disciplinary, or other PS.

Promotion to Associate Professor: Satisfactory

By the time candidates petition for promotion to Associate Professor, the faculty member must fulfill the expectations for PS at the Assistant Professor level as listed in Section VI (A2). PS at the college or university levels, or relevant disciplinary organizations, is also expected.

Promotion to Associate Professor: Noteworthy

By the time candidates petition for promotion to Associate Professor, they must fulfill the expectations for PS at the Assistant Professor level and be meeting many expectations at the Associate Professor level as listed in Section VI (A2), 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 Full Professor: Satisfactory

By the time candidates petition for promotion to Full Professor, the faculty member must fulfill the expectations for PS at the Associate Professor level as listed in Section VI (A2), as well as made significant contributions to college, or university committees, or relevant professional or disciplinary organization beyond the university.

Promotion to Full Professor: Noteworthy

By the time candidates petition for promotion to Full Professor, they must fulfill the expectations for PS at the Associate Professor level and are meeting many expectations at the Full Professor level as listed in Section VI (A2), as well as some combination of the following:

- 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 publications and conferences;
- Other professional service expectations as defined as relevant by departmental guidelines.

D. Promotion of Non-Tenure Track Lecturer Faculty

In the Department of Geography and Anthropology, non-tenure track lecturer faculty are required to go through a third-year review, but it will stop at the department level. Lecturers and Senior Lecturers are not required to seek promotion.

Refer to section 3.10.1 of the KSU Faculty Handbook regarding lecturer faculty's eligibility for promotion to senior lecturer or principal lecturer. As described in the KSU Faculty Handbook Section 3.10.1 (A), the criteria for promotion to senior lecturer or principal lecturer are evidence of highly effective teaching ability inside and/or outside of the classroom environment and value to the university in teaching and student learning (or highly effective professional service and/or administration and leadership for lecturers/senior lecturers/principal lecturers with these primary responsibilities).

Lecturer faculty's portfolio contents will follow the same guidelines as that of tenured and tenure-track faculty who are reviewed for promotion. Lecturer faculty should feel free to include any relevant SCA as part of their annual review, third-year review, and promotion documents, although they must speak to its relevance to TSM or PS. A lecturer or senior lecturer's portfolio will be evaluated based on effective accomplishments in two performance areas: (1) TSM and (2) PS. The faculty member must be an established teacher and recognized within KSU. Examples of activities to support the lecturer faculty's TSM and PS portfolios are provided in Section IV (B1 & B3).

As described in the KSU Faculty Handbook 3.12.B.3, external letters are not required for non-tenure track lecturer faculty unless SCA expectations are 50% or more or their workload.

Promotion from the position of Lecturer to Senior Lecturer

By the time candidates petition for promotion to Senior Lecturer, they must fulfill the expectations for TSM and PS at the Lecturer level and are meeting many of the expectations at the Senior Lecturer level as listed in Section VI (A3), and achieving a combination of:

1. Demonstrated outstanding teaching effectiveness through attendance and participation in professional development opportunities, teaching evaluations, and assessment of student learning outcomes;
2. Demonstrated ability to incorporate new teaching techniques, pedagogical innovation, and new developments in the field;
3. Demonstrated effectiveness of teaching in more than one course;
4. Contributions in PS;
5. Leadership roles in TSM and PS.

Promotion from the position of Senior Lecturer to Principal Lecturer

By the time candidates petition for promotion to principal lecturer, they must fulfill the expectations for TSM and PS at the Senior Lecturer level and are satisfying many of the expectations at the Principal Lecturer level as listed in Section VI (A3), as well as achieved some combination of:

1. Creating and/or adopting effective instructional practices;
2. Demonstrated positive instructional impact beyond instructional settings, such as presentation or publication of instructional innovation, community engaged teaching activities, and other Scholarship of Teaching and Learning (SoTL) products;
3. Demonstrated impactful and highly effective professional service, such as mentorship of other lecturers, leadership and/or impactful, constructive involvement/citizenship in assigned service responsibilities inside and/or outside the unit.

E. Promotion of Non-Tenure Track Faculty with Professorial Ranks (Including Clinical Faculty and Research Faculty)

As described in the Faculty Handbook Section 3, same as tenure-track faculty, the professional ranks of non-tenure track faculty including clinical faculty and research faculty are typically linked to the various stages of career development and accomplishment. When a faculty member's experience, accomplishments, and career development evolve to the point where expectations applicable to the beginning level of the next highest rank are being met, the faculty member can make a convincing case for promotion.

In addition to annual reviews, non-tenure track faculty with professorial ranks will have an optional third-year review to provide feedback for an optional promotion review. Only faculty who were hired in professorial rank with credit toward promotion (USG Academic & Student

Affairs Handbook 4.6) can undergo a promotion review before the fifth full academic year of service at KSU. A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank).

Board of Regents policy allows for consideration of early promotion. According to USG Academic & 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.

In addition to the minimum criteria above, promotion to the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience (BoR Policy Manual 8.3.6.2). Non-tenure track faculty with professorial ranks must prepare a portfolio for the optional third year, and optional promotion reviews. The portfolio contents will follow the same guidelines as that of tenured and tenure-track faculty who are reviewed for promotion.

Promotion to Clinical/Research Associate Professor

By the time candidates petition for promotion to Clinical/Research Associate Professor, they must fulfill the expectations at the Clinical/Research Assistant Professor level and are performing many of the expectations at the Clinical/Research Associate Professor level as listed in Section VI (A3).

Promotion to Clinical/Research Full Professor

By the time candidates petition for promotion to Clinical/Research Full Professor, they must fulfill the expectations at the Clinical/Research Associate Professor level and are performing many of the expectations at the Clinical/Research Full Professor level as listed in Section VI (A3).

F. Post-Tenure Review of Tenure Track Faculty

As described in the KSU Faculty Handbook Section 3.5 (C), the BOR requires all institutions to conduct post-tenure reviews (PTR) for all tenured faculty members every five years (beginning in the sixth year, five full years after the faculty member's most recent promotion, last PTR, or other personnel action). A tenured faculty member may voluntarily elect to go up for PTR before the five-year time limit by informing the department chair in the annual review workflow. Post-tenure review's main purpose is to examine, recognize, and enhance the performance of all tenured faculty members, thereby strengthening faculty work's quality and significance. PTR is not a reconsideration of the faculty member's tenure status. It is more comprehensive and concerns a longer time perspective than the annual reviews.

The type of PTR is determined by contract type: teaching faculty vs. administrative faculty. Please refer to the KSU Faculty Handbook Section 1.1 for the definitions of them.

The 1-5 five-point scale will be used for post-tenure review; however, each reviewer only gives an overall rating. There will not be a rating by area. Please refer to the Faculty Handbook Section 3.12 for the description of each point category.

The primary evidence to be considered by review committees/administrators for PTR consists of the five most recent annual reviews and a current curriculum vitae. PTR also considers the broader peer and administrator perspectives provided by members of the College Promotion and Tenure Committee and by administrative levels of review (KSU Faculty Handbook Section 3.5).

As described in the KSU Faculty Handbook 3.12.B.3, external letters are not required for PTR.

Please refer to the Faculty Handbook Section 3.12 for the detailed process for PTR.

Expedited Post-Tenure Review

As described in the Faculty Handbook Section 3.12, faculty members receiving ratings of "3" or above in each area and overall performance in every annual review during the 5-year period under PTR consideration, may submit an expedited PTR review.
Expedited PTR will contain all annual reviews (along with any rebuttal or response documentation) for the period under review, along with a shorter narrative (3-6 pages recommended with 12-page maximum).

Monetary PTR Rewards

As described in the Faculty Handbook Section 3.12, if the final rating on the five-point scale in a regularly scheduled PTR is a 4 or 5, the faculty member will receive a one-time monetary award. Faculty will then be eligible for the same award in five years at their next PTR. Faculty who undergo a corrective or voluntary post-tenure review, on the other hand, are not eligible for this one-time award.

Performance Improvement Plan

As described in the Faculty Handbook Section 3.12, in the event of a PTR that gives an evaluation of "does not meet expectations" (1) or "needs improvement" (2), the faculty member's appropriate supervisor(s) and the faculty member will work together to develop a formal Performance Improvement Plan (PIP) in consultation with the review committee based around the deficiencies found by the committee. A PIP may begin as soon as the first level committee evaluates at a 1 or 2. The five-year clock for PTR will be restarted in the year in which an individual has successfully completed a formal PIP. Please refer to the Faculty Handbook Section 3.12 for the detailed process and requirements of PIP.

Faculty Appeal of the PIP Action Plans

Faculty members may appeal an action plan following an unsuccessful PIP by requesting that the university's review committee examine the evidence of their progress on the PIP and assess the

proposed action. Please refer to the Faculty Handbook Section 3.12 for the detailed process of the appeal.

<u>Corrective Post-Tenure Review</u>

As described in the Faculty Handbook Section 3.12 (A), if a tenured faculty member receives a "1" or "2" on two consecutive annual reviews, the faculty member will undergo a corrective PTR. The faculty member does not have to receive a "1" or "2" in the same area as the previous year to be required to undergo a corrective post-tenure review. Faculty undergoing a corrective PTR will follow the same processes as faculty undergoing a regular PTR. If the outcome of the Corrective PTR is successful, the faculty member will reset the PTR clock. If the outcome of a corrective PTR is "does not meet expectations" (1) or "needs improvement" (2), the same process for an unsuccessful PTR will be followed.

VII.   PTR of Department Chair

The PTR of the Department chair follows the process of "Administrative Post-Tenure Review," as specified in the Faculty Handbook Section 3.12 (B). All employees who are defined as administrative faculty in Section 1.1 of the KSU Faculty Handbook are not subject to the PTR process described in Section 3.12 (B) for tenure-track teaching faculty. All eligible administrators shall be reviewed in the second full academic year in their position inclusive of "interim" years, and every five years thereafter.

VIII.   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 SCA are acceptable. Unless otherwise specified in the MOU, faculty with a joint appointment must follow the Home Department/School P&T Guidelines requirements for P&T.

IX.   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.

X.   Revisions to the Promotion and Tenure 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 Geography and Anthropology. 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.

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