

Approval for Department Promotion and Tenure Guidelines

The Psychology Department Tenure and Promotion Guidelines were approved at all levels, including the approval of Provost Ken Harmon on 11/16/2011. At that time, the "Approval Form for Department Promotion and Tenure Guidelines" did not yet exist. Academic Affairs has indicated that the following emails are sufficient for documenting the approval of the guidelines that follow.

From: "Angelina Conti" <aconti@kennesaw.edu>
To: "Daniel T. Rogers" <droger29@kennesaw.edu>
Sent: Monday, August 13, 2012 8:13:49 AM
Subject: Re: Dept of PSYC T&P Guidelines

Hi Dr. Rogers,

The email from Dr. Harmon that approves the T&P guidelines is sufficient. The T&P Guideline approval form had not been created at that time. It is not necessary to complete the form at this time.

Thank you,
Angie

From: "W. Ken Harmon" <wharmon3@kennesaw.edu>
To: "Thierry Leger" <tleger@kennesaw.edu>
Cc: "Richard Vengroff" <rvengrof@kennesaw.edu>, "Angelina Conti" <aconti@kennesaw.edu>, "Aisha Coore" <acoore@kennesaw.edu>
Sent: Wednesday, November 16, 2011 9:21:41 AM
Subject: Re: Dept of PSYC T&P Guidelines

Hi Thierry:

My apologies for the delay on responding to this request.

I have reviewed the attached guidelines and approve them. We will keep a copy in the Provost's office.

Please let me know if you have any questions.

Thanks.

Ken

**Department of Psychology
Kennesaw State University
Guidelines for the Evaluation of Faculty Performance**

Approved by Provost Ken Harmon on November 16, 2011

The Department of Psychology's Guidelines for the Evaluation of Faculty Performance serve to interpret and make specific Kennesaw State University's tenure and promotion guidelines for the university and the specific college of the department. In this manner, department guidelines do not supersede university and college guidelines; they merely interpret those guidelines in the specific context of a department and its discipline.

KSU's university guidelines specify that faculty members contribute to and are evaluated in the following areas:

1. Teaching, supervision, and mentoring (TSM)
2. Research and creative activity (RCA)
3. Professional service (PS)
4. Administration and leadership (AL; based on situational context)

As is the case with day-to-day activities, contributions to the different evaluation areas likely vary over time (semester-to-semester and year-to-year) and over a career. The diversity of contributions is consistent with and draws on the strengths of the individual faculty members. Over time, contribution to each of their evaluation areas is evident. Faculty members' work in each of their evaluation areas is consistent with principled interpersonal behavior that fosters strong relationships among those affected by their work.

University guidelines specify that faculty should take a scholarly approach in all areas. "In this context, scholarly refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought" (2009-2010 KSU Faculty Handbook, p. 94). Faculty members should also engage in activities that lead to scholarship ("a noun used to describe tangible outcomes of the scholarly processes," 2009-2010 KSU Faculty Handbook, p. 94). This scholarship requirement applies to all faculty members.

In all evaluation areas, quality and significance of the work are the main criteria for evaluating performance. Thus, faculty members should concentrate on these aspects of their work rather than quantity.

Faculty members prepare a Faculty Performance Agreement (FPA) each January in conjunction with their Annual Review Document (ARD). The FPA reflects the division of effort among the evaluation areas and sets the stage for the faculty member's work for the coming year; the ARD looks back at the previous year to provide a report on how the faculty member achieved, did not achieve, or has in progress the various goals in that year's FPA. As noted in the KSU Faculty Handbook, "FPAs may change from year to year and even from semester to semester as needs

and opportunities change” (p. 73). Faculty members submit the FPA and ARD to the department chair, who reviews the documents. The chair compiles a report, meets with the faculty member to review the ARD and to develop a satisfactory FPA for the coming year, and submits both documents to the dean for approval. Adjustments to the workload may be made for particular reasons, including, but not limited to, class size and additional contact hours for lab hours and supervision. Adjustments are noted in the ARD and FPA and taken into account in tenure and promotion proceedings.

Tenure

Tenure is a separate decision process from the elective process of promotion. Tenure must be awarded or present prior to any promotion in rank that is requested by faculty members. Although separate, only in rare circumstances should assistant professors apply for tenure and not promotion in rank. Both tenure and promotion to the associate-professor level are generally awarded simultaneously for the assistant professor. As is the case for promotion, proficiency in each of their evaluation areas is required for tenure. Because promotion requests often coincide with tenure decisions, guidance for progression toward tenure may be gained via the respective evaluation areas. The KSU Faculty Handbook also provides guidance. According to the university guidelines:

The awarding of tenure is a highly important 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 their current rank and who demonstrate potential for long-term effectiveness at the university. All tenure-track faculty members are expected to produce scholarship. This scholarship must be consistent with departmental, college, and university guidelines, and the faculty member must clearly document quality and significance to review parties beyond the department. Only under exceptional circumstances will a candidate be recommended for tenure without at least one form of scholarship as articulated in approved departmental tenure and promotion guidelines. In awarding tenure, the university recognizes the long-range value of the faculty member to the institution and ensures them the academic freedom that is essential to an atmosphere conducive to the proper operation of the university (adapted from 2009-2010 KSU Faculty Handbook, p. 97).

Scholarly Activity, Quality and Significance, and Scholarship Products

Because scholarly activity and scholarship are fundamental in the academy, guidance in the description of these concepts (along with much of the wording) is drawn heavily from the KSU Faculty Handbook (2009–2010, pp. 94–96).

Definitions of Scholarly Activity and Scholarship

Because of the connotations of the word “scholarship,” it is important to distinguish how the words “scholarly” and “scholarship” apply here. Scholarly is an umbrella term used to apply to faculty members’ work in all of their performance areas. Scholarly is an adjective used to describe the processes that faculty members should use within each area. In this context, scholarly refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought. On the other hand, scholarship is a noun used to describe tangible outcomes of the scholarly processes. This tangible product is disseminated in appropriate professional venues relating to the performance area. In the process of dissemination, the product becomes open to critique and evaluation. Scholarship may be in any of Boyer’s categories of scholarship: discovery, integration, application, teaching, or engagement (service). What follows is a description of how faculty members’ work in each performance area might be scholarly and could result in scholarship.

Examples of Scholarly Accomplishments in TSM:

Scholarly teachers plan their class activities in such a way that they seek outcome data regarding student learning. Faculty members typically revise their courses from semester to semester; the scholarly faculty member makes these revisions deliberately and systematically assesses the effect of the revisions on students’ learning. The following semester, the scholarly faculty member makes more revisions based on the previous semester’s outcomes if such revisions are warranted. This process can result in scholarship when the faculty member makes these processes and outcomes public and subject to appropriate review.

Examples of Scholarly Accomplishments in RCA:

Scholarly researchers approach their research and creative activity in a systematic and intentional manner. They have a clear agenda and plan for their work in this area. Faculty who do scholarly work in this arena engage in programmatic research and creativity as opposed to random, haphazard forays into research and creative activity that have less chance of building a substantial body of work. Researchers transform their work into scholarship through the usual process of peer review and publication or presentation.

Examples of Scholarly Accomplishments in PS:

Faculty members who perform scholarly professional service use their knowledge and expertise in a service opportunity to the university, the community, or their profession. Good documentation of scholarly service describes the role of the faculty member in each service activity, how he or she used their expertise in the role, and clearly demonstrates the outcome or impact of the service activity. Reports of service lack a scholarly dimension when they merely list committee assignments, provide no evidence of the nature of activities or results, provide evidence of outcomes but no evidence of the individual’s role, have no review by others, or provide no evidence of how the service work is consistent with professional development or goals. Although all professional service may not be scholarly, faculty members should document the quality and significance of all service activities. Scholarly service can move toward scholarship as it meets some or all of the following criteria:

- a. the service is documented as intellectual work
- b. there is evidence of significance and impact from multiple sources
- c. there is evidence of individual contributions
- d. there is evidence of leadership

- e. there is dissemination through peer-reviewed publications or presentations
- f. there is dissemination to peers, clients, the public, patients, etc.
- g. there is peer review of the professional service.

Examples of Scholarly Accomplishments in AL:

Faculty members who are in administrative positions often provide oversight to initiatives that strengthen and enhance the mission of their unit. Building innovative programs, policies, and procedures can require scholarly investigations (e.g., research or literature reviews) and can lead to outcomes and products that are shared at professional meetings or in professional publications. For example, a department chair might develop a mentoring program in his or her department that is shared in professional meetings or publications and becomes nationally recognized.

Quality and Significance

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 its 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 Faculty Performance Agreement. 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 assistance through 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 and to which their scholarly accomplishment(s) may have had significant professional impact. Customarily in the academy, 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.

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.

Expectations of and Progression through Rank

Assistant Professor

- **Teaching, Supervision, and Mentoring (TSM):** In adjusting to the new role of assistant professor, faculty members typically spend significant time and effort in developing and refining pedagogical skills. Additionally, most inexperienced assistant professors devote much of their time and energy to developing, testing, and refining their assigned courses and teaching effectiveness. As comfort with the role increases, an expanded view of teaching is incorporated. This expanded view is reflected in a definition of teaching that includes engaging teachers, students, and others in learning, inside and outside the classroom, through group instruction, individual instruction, student supervision, mentoring, advising, and curricular or pedagogical innovation. It is also common that some expansion occurs in the faculty member's teaching repertoire. During this time, the faculty member develops a philosophy of teaching and learning that establishes his or her educational goals, incorporates regular revisions in course materials reflecting the current research and theory from the psychological literature, incorporates innovative approaches to teaching, and makes use of the information contained in the course evaluations as appropriate.
- **Research and Creative Activities (RCA):** Research and creative activities for the assistant professor are varied and broadly defined. In the early years in the academy, focus is placed on developing areas of research and creative activities. Importantly, peer-reviewed scholarship products will be necessary for the award of tenure and progression to the associate professor level.
- **Professional Service (PS):** It is not uncommon for professional service activities for the assistant professor to be limited as TSM and RCA take precedence due to time intensiveness. Although the assistant professor's PS activities may not be substantial in the first few years in rank (e.g., extra-departmental activities), over time, an increase is considered appropriate.
- **Administration and Leadership (AL):** Due to the typical precedence of TSM, RCA, and PS, it is rare that an assistant professor will have AL as an additional evaluation area. Importantly, AL is an added area based on situational context and is not a routine area of evaluation for most faculty members at this rank.

Associate Professor

- **Teaching, Supervision, and Mentoring (TSM):** As experience increases, faculty members should increase the breadth and depth of their knowledge of course subject matter and of effective teaching techniques and continue to demonstrate proficiency in this area. Courses not previously taught by the faculty member, mentoring of other faculty members, or cross-disciplinary courses may be undertaken as required by the needs of the department or the interests of the faculty member when opportunities arise.
- **Research and Creative Activities (RCA):** Activities for associate professors in this area are varied and broadly defined. Associate professors continue developing their area(s) of expertise. There is continuing expectation of peer-reviewed products (or comparable activity) at this level.
- **Professional Service (PS):** In comparison to what is common among assistant professors, an increase in quantity and/or quality both within and outside of the department is often evident.
- **Administration and Leadership (AL):** The associate professor level is often the entry point for faculty members interested in beginning development of skills in this evaluation area. Importantly, AL is an added area based on situational context and is not a routine area of evaluation for most faculty members at this rank.

Full Professor

- **Teaching, Supervision, and Mentoring (TSM):** The full professor is a well-established and effective teacher and continues to demonstrate proficiency in this area. The Department of Psychology expects that faculty members at this level not only maintain high standards for remaining current in their area of expertise but also that they provide guidance and serve as mentors to less experienced faculty in the department where possible and appropriate.
- **Research and Creative Activities (RCA):** Activities for full professors in this area are varied and broadly defined. There is continuing expectation of peer-reviewed products (or comparable activity) at this level.
- **Professional Service (PS):** Full professors demonstrate that they are sharing their experience and expertise with the department, institution, and its various constituents. Full professors are often involved in a high level of service and leadership within and beyond the departmental level.
- **Administration and Leadership (AL):** Opportunities to add this evaluation area become more available at the full professor level given the faculty member's years of experience in the academy and performance in the other evaluation areas. Importantly, AL is an added area based on situational context and is not a routine area of evaluation for most faculty members at this rank.

Evaluation Area: *Teaching, Supervision, and Mentoring*

Given the historic mission of the university, college, and department, proficiency is expected in this evaluation area for both tenure and promotion.

The following lists suggest ways faculty members may contribute and evaluate their contribution in the area of Teaching, Supervision, and Mentoring. Faculty members should not view the lists as checklists because quantity is not necessarily an indication of quality and significance. Additionally, the lists are not exhaustive, and faculty members should view them only as listing possibilities. Furthermore, the nature of some activities may actually make them fit better in one of the other evaluation areas.

Faculty members choose activities in this area via consultation with colleagues and especially with the department chair. The faculty member and the chair agree on planned activities via the written FPA.

Possible Activities:

- Engage teachers, students, and others in learning, inside and outside the classroom, through group instruction, individual instruction, supervision, mentoring, advising, and curricular or pedagogical innovation
- Employ iterative techniques in the process of developing, delivering, and refining courses
- Incorporate regular revisions in course materials reflecting the current research and theory from the literature
- Assess student learning outcomes at the course level
- Use student feedback to improve courses and teaching
- Incorporate new approaches to teaching
- Expand the teaching repertoire in the preparation of additional courses or in the development of methods or materials for existing courses
- Develop teaching collaborations (e.g., interdisciplinary courses)
- Teach at another institution (e.g., a faculty exchange program or study abroad program)
- Develop a philosophy of teaching and learning that establishes educational goals
- Engage in self-development activities (e.g., attending conferences/workshops)

Possible Measures/Sources of Information:

- Evidence of effective and innovative teaching
- Collegial critique of course materials
- Collegial critique of classroom teaching
- Faculty-developed questionnaires to elicit student feedback
- Formal student comments on teaching (e.g., student teaching evaluations)
- Exit interviews of students graduating, transferring, or completing a course
- Evidence of student growth over the semester (e.g., assessment of student learning outcomes)
- Placement of students in academic or professional positions or graduate school
- Dissemination of student research (e.g., student presentations)

- External reports of student performance
- Teaching/supervision/mentoring awards/nominations

Evaluation Area: *Research and Creative Activity*

Faculty members are expected to contribute in the area of Research and Creative Activity (RCA).

The following lists suggest ways faculty members may contribute to and evaluate their contribution in the area of Research and Creative Activities. Faculty members should not view the lists as checklists because quantity is not necessarily an indication of quality and significance. In fact, consistent with university guidelines and when appropriate and available, faculty members are encouraged to provide evidence of the quality of their contributions in this area (e.g., rejection rates, circulation rates, impact factors, citations by colleagues, nominations/awards). The lists provided are not exhaustive, and faculty members should view them only as listing possibilities. Furthermore, the nature of some activities may actually make them fit better in one of the other evaluation areas.

Faculty members choose activities in this area via consultation with colleagues and especially with the department chair. The faculty member and the chair agree on planned activities via the written FPA.

Possible Activities:

- Establish and maintain research area(s)
- Work with students on research
- Assist colleagues in the pursuit of research/scholarship

Examples of Scholarship Associated with RCA:

- Author/co-author peer-reviewed publication(s)
- Author/co-author discipline-related book(s) published by reputable outlet(s)
- Author/co-author textbook(s) and other instructional material(s) published by reputable outlet(s)
- Author/co-author published book chapters, book reviews, commentaries, newsletter articles, and technical reports
- Attain external grant(s)
- Attain internal grant(s)
- Author/co-author manuscript(s) under review
- Author/co-author presentation(s) at professional conference(s)
- Participate in a symposium or as a presenter in a workshop
- Serve as a convener or discussant at a professional meeting
- Conduct evaluations or engage in consulting
- Engage in supervised practice in the faculty member's respective field. If this supervision is aimed at a professional licensure/certification (e.g., Licensure as a Psychologist in Georgia), once a license/certificate is obtained, further unsupervised professional work no

longer qualifies as scholarship, unless it is the foundation upon which the faculty member develops ideas that are communicated to the professional community (e.g., the equivalent of data collection in a research project). Continued professional work post-licensure/certification does qualify for professional service activity.

- Author/co-author manuscript(s) in preparation or work(s) in progress
- Author/co-author unfunded grant(s)

Evaluation Area: *Professional Service*

Although extra-departmental service is encouraged, every faculty member must contribute at least a minimal amount of service at the departmental level to ensure that the department can accomplish the tasks necessary for the department to function effectively.

Provided here is a list of some of the ways faculty members may contribute in the area of Professional Service (PS). Faculty members should not view the list as a checklist because quantity is not necessarily an indication of quality and significance. Additionally, the list is not exhaustive, and faculty members should view it only as listing possibilities. Furthermore, the nature of some activities may actually make them fit better in one of the other evaluation areas.

Faculty members choose activities in this area via consultation with colleagues and especially with the department chair. The faculty member and the chair agree on planned activities via the written FPA.

Possible Activities:

- Assume leadership position(s) at the national level
- Assume active committee membership(s) at the national level
- Serve in the production of a professional publication (e.g., journal editor or associate editor)
- Author/co-author task force reports for the institution, the university system, a professional organization, or local community organization
- Assume active committee membership(s) or leadership position(s) at the regional or community level
- Coordinate academic programs
- Coordinate programs for professional conferences/meetings
- Coordinate local conferences or symposia
- Organize program initiatives
- Assume active committee membership(s) or leadership position(s) at the departmental/college/university level
- Serve as an advisor for a student organization
- Serve as a reviewer of submissions to journals
- Review proposals to professional conferences
- Evaluate textbooks and other instructional materials
- Review works by colleagues

- Engage in professionally-relevant consulting or community services. This includes ancillary activities necessary to provide the services (e.g., activities necessary for the maintenance of professional licensure like continuing education)
- Serve as a designated representative of the university or department at a professional conferences or workshop

Evaluation Area: *Administration and Leadership*

- Because individuals evaluated in this additional area are often extensively involved in activities beyond the department or are in significant administrative positions within the department (e.g., department chair), guidance in describing and evaluating this area (along with much of the wording) is drawn heavily from the KSU Faculty Handbook (2009–2010).
- The category of administration and leadership covers those scholarly and non-scholarly activities that some faculty and most administrators perform. Such activities include faculty development, fundraising, fiscal management, personnel management, public relations, and other activities that are not traditionally captured in one of the other three performance areas.
- This area applies primarily to administrative faculty and is not an evaluation area for most faculty members, but it is available to teaching faculty who spend a significant part of their time on administrative tasks (e.g., directing a program or overseeing a grant).
- Faculty evaluated in this area must clearly articulate their goals and document the quality and significance of their activities and achievements in the same manner as in any of the other areas.

Faculty in administrative and leadership positions are often not directly engaged in teaching, supervision, and mentoring of students, research and creative activity, and professional service in the same way as other faculty. As such, these faculty members should demonstrate the quality and significance of their leadership and administration, especially how effectively they foster the requisite fiscal, physical, interpersonal, and intellectual environment for achievement in these areas. Here are some examples.

- Leadership of TSM could include how the administrator assisted unit colleagues to achieve more scholarly and effective teaching.
- In RCA, an administrator might document leadership by showing how the administrator aided unit colleagues in their efforts to improve the quality and significance of their research.
- In PS, leadership could be demonstrated by showing how the administrator encouraged and assisted unit colleagues to engage in more scholarly and effective service.

In sum, faculty evaluated in this area act as leaders by assisting colleagues in their unit to achieve university, college, and departmental goals in TSM, RCA, and PS.

Faculty members who are evaluated in this area often provide oversight to initiatives that strengthen and enhance the mission of their unit. Building innovative programs, policies, and procedures can require scholarly investigations (e.g., research or literature reviews) and can lead to outcomes and products that are shared at professional meetings or in professional publications.

For example, a department chair might develop a mentoring program in his or her department that is shared in professional meetings or publications and becomes nationally recognized.

Possible Activities:

- Represent and advocate on behalf of the department or unit
- Coordinate vision and strategic planning
- Manage budget and fiscal resources
- Provide for scheduling
- Provide for student advisement
- Provide for mentoring of faculty and staff
- Supervise faculty and staff
- Assign faculty and staff workloads
- Provide service and support to varied constituencies

Possible Measures/Sources of Information:

- Documentation indicating leadership assignments
- Evidence of program evaluation
- Supervisor, peer, and employee evaluations
- Copies of products developed

Appendix

Guidelines for the Evaluation of Lecturers and Senior Lecturers

- Lecturers and senior lecturers teach 27 semester credit hours per 9-month academic year. Three of these hours may be assigned to enhance professional activities as defined in the FPA developed in conjunction with the department chair.
- According to the 2010-2011 KSU Faculty Handbook, “The heavy teaching load of these individuals constitutes a full workload and offsets the absence of a full range of regular faculty responsibilities that normally rounds out the typical full undergraduate faculty workload at KSU” (p. 103).
- Lecturers and senior lecturers are encouraged to engage in activities that enhance the quality and effectiveness of their teaching. They may include in their evaluation materials activities that contribute to the fulfillment of their primary teaching mission. When these activities are included, it is incumbent upon lecturers and senior lecturers to demonstrate the activities' direct link to their area of evaluation (i.e., TSM).
- According to the 2010-2011 KSU Faculty Handbook, "in rare cases, the responsibilities assigned to a lecturer or senior lecturer may be individualized and differ from the typical lecturer and senior lecturer workload....In such cases, the responsibilities must be delineated in the FPA" (p. 104).
- Lecturers have teaching as their primary responsibility; therefore, their evaluation will generally be limited to teaching, supervising, and mentoring as well as departmental service responsibilities directly related to these areas. If, as may rarely occur, their FPA's include other service or research responsibilities, these activities will be evaluated according to specifications given in their annual performance agreements.
- Portfolios must be consistent with college and university guidelines.
- For additional guidance, lecturers and senior lecturers are encouraged to reference the information available in the Teaching, Supervision, and Mentoring evaluation area as appropriate and in consultation with the chair of the department.

A. Lecturer

- Teaching, Supervision, and Mentoring (TSM): Other than service relevant to TSM and participation at relevant department meetings, TSM is the only category used in the evaluation of lecturers. Suggestions of ways that faculty members may contribute in this area as well as demonstrate effectiveness appear earlier in this document.

B. Senior Lecturer

- Teaching, Supervision, and Mentoring (TSM): As experience increases, lecturers should increase the breadth and depth of their knowledge of course subject matter and of effective teaching techniques. Courses not previously taught by the faculty member, mentoring of other faculty members, or cross-disciplinary courses may be undertaken as required by the needs of the department or the interests of the faculty member when opportunities arise.