Kennesaw State University

School of Communication & Media

Promotion & Tenure Guidelines

Adopted by the School Faculty on March 12, 2020

Approved by the Provost on ____________
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I. INTERPRETATIONS AND ADAPTATIONS OF UNIVERSITY AND CHSS
GENERAL CRITERIA IN THE SCHOOL OF COMMUNICATION & MEDIA

All CHSS faculty undergoing reviews are expected to be familiar with review procedures and faculty
performance expectations and requirements. School-specific performance expectations and requirements
are in this document. General review procedures and performance expectations are stated in Section
Three of the Faculty Handbook and the CHSS Promotion and Tenure (P&T) Guidelines. In particular, the
CHSS P&T Guidelines state that CHSS faculty must include all quantitative and qualitative student
evaluations in their portfolio. Tenure-track faculty submitting a portfolio for tenure or promotion must
also notify their School Director of their intent to do so in their FPA and submit a list of possible external
reviewers by the end of January during the FPA-covered year.

A. Faculty Workload

The School of Communication & Media has experienced a period of rapid growth. As a gated
program with roughly 1,800 majors, we continue to have an increased demand for faculty. All of
our faculty are needed and expected to contribute to fulfilling essential service roles on school,
college, and campus committees.

The workload will be negotiated between the faculty member and the School Director. The
normal teaching load for tenure-track faculty is 3/3 but can be adjusted in the FPA depending on
the faculty member and the School’s situational contexts, and subject to approval by the Dean.

The current teaching load for lecturers and senior lecturers is 5/4. However, this teaching load
may be adjusted depending on the faculty member and the School’s situational contexts, and
subject to approval by the Dean.

Faculty may negotiate for reassigned time to pursue and complete significant scholarship &
creative activity, service, or teaching-related projects, not considered part of the normal
workload. These may include, but are not limited to, starting up student associations,
reorganizing internship/co-op programs (unless it is part of a course), serving as general
education coordinator, serving as lead coordinator for courses with multiple sections, developing
on-line programs, or providing significant service work for professional organizations.

Such requests must be included in the annual Faculty Performance Agreement (FPA) and
provide detailed descriptions of products and deadlines, including detailed justifications. These
annual goals must be specific, measurable, and time-bound. FPAs are to be developed in
consultation with the School Director and are subject to approval by the Dean.

Unless otherwise specified, completion of projects is expected by the end of the first annual
review period after the semester in which the reassigned time was given.

B. Unique Nature of Communication
The study of communication is, by its nature, responding to forces that were unanticipated only a few months or years ago. It is an ever-changing, ever-evolving phenomenon. While some communication scholars focus on a relatively narrow and defined stream of research, given the fluid nature of the field, it is difficult and perhaps even counterproductive to expect an inviolate long-term research scholarship plan for every communication faculty member. The same can be said for service commitments, given the rapidly changing nature of the communication profession locally, nationally, and globally. Because of this reality, what may appear to be an unfocused and disjointed pattern of scholarship may actually demonstrate a commitment to maintaining currency in the field and, consequently, be the most efficacious method of bringing relevancy and contemporaneous perspectives to teaching and learning. Any multi-year plan proposed by communication faculty should reflect this reality.

To that end, the following are activities faculty members should consider as means to fulfill their professional duties. These lists complement those found in the KSU Faculty Handbook and the CHSS Guidelines. This list in no way supplants activities listed in the Handbook, which may be used in faculty evaluation. However, faculty are not restricted to items on these lists, and may, in consultation with the school director, include other activities deemed suitable for consideration under the various headings below. Documentation of the quality and significance (rather than a recitation of tasks and projects) of such activities will serve as the basis for faculty annual reviews as well as tenure and promotion considerations.

Full-time faculty may hold a joint appointment in two schools or departments. Faculty who are housed in the School of Communication & Media shall be evaluated annually by the School Director with formal written input from the director, the coordinator, or the chair of the other program/department. This collaborative performance evaluation is designed to ensure a comprehensive, fair, and objective review regarding teaching, advising, and mentoring; scholarship & creative activity; and professional service. This annual performance review will become a part of Third-Year Reviews (if applicable); Tenure and Promotion Reviews (if applicable); promotion to full professor (if applicable); and Post-Tenure Reviews.

Faculty members who hold a joint appointment with another unit on campus:
- may represent the School on the School Promotion & Tenure committee
- may represent the School on the CHSS Promotion & Tenure committee
- may represent the School on the School Faculty Council
- may represent the School on the CHSS College Faculty Council

Jointly appointed faculty may not serve simultaneously on a School Promotion & Tenure Committee and the CHSS Promotion & Tenure Committee.

C. Academic Achievement and Professional Development

The School of Communication is committed to the concept that professional development is an ongoing expectation for faculty members. It is the faculty’s belief that maintaining currency in the process, practices, research, technology, and writing concomitant to its discipline and the higher education profession advances the faculty member as scholar and teacher. To that end, faculty development activities -- both on campus and through academic and professional
associations -- will be considered worthy pursuits and will be evaluated accordingly. Faculty
development is expected in all three areas of teaching, advising, and mentoring; scholarship and
creative activity; and service. Documentation of the quality and significance (rather than a
recitation of tasks and projects) of such activities will serve as the basis for faculty annual
reviews as well as promotion and tenure considerations.

Activities in Professional Service and Scholarship & Creative Activity for the School of
Communication & Media in the College of Humanities and Social Sciences at Kennesaw State
University should include some of the following criteria and be documented in faculty members'
annual reviews:

- The activity requires a high degree of professional and/or discipline-related expertise.
- The activity could be peer-reviewed or evaluated by (inter)disciplinary peers.
- The activity is innovative and breaks new ground.
- The activity can be replicated.
- The activity and its results can be documented.
- The activity and its results can be evaluated.
- The activity has significance and impact.
- The activity has heuristic value.

D. Teaching, Advising, and Mentoring

Excellence in teaching is central to the philosophy of the School of Communication & Media.
Excellence in teaching incorporates instruction, advising, mentoring, supervision, leadership, and
innovation in the development of new curricula or programs. Evidence of excellence in teaching
should include demonstrated learning outcomes of students.

The following are examples of documentation of teaching effectiveness:

Student evaluations. All faculty shall comment on their student evaluations in their ARD and
submit all their student evaluations as part of their pre-tenure, promotion and tenure portfolios.
The standards for noteworthy teaching are commensurate with those outlined in the Kennesaw
State University Faculty Handbook. Assessment of student learning objectives is a responsibility
of each faculty member.

Peer observations. Non-tenured faculty are recommended to be observed in the classroom by a
qualified communication faculty member as appropriate. Reviewers should send their peer
observation letters to the non-tenured faculty member with a copy to the School Director. Non-
tenured faculty should submit letters from those who evaluated their classes in Annual and
Tenure & Promotion reviews. Evaluations can include matters of pedagogy and/or matters of
substance (i.e., is the faculty member knowledgeable, is course information current, does he/she
manage the course well, and other relevant commentary).

Student projects. Faculty should list any in-class or out-of-class experiences, especially those
completed as part of a capstone or skills-based class, projects completed with the
help of a SALT scholar and other projects completed with the help of student
researchers, as well as applied projects they directed during the year.

Student awards and recognitions. Faculty should describe awards won by their students for work related to the faculty member’s instruction, supervision, or mentoring.

Student papers and presentations. Faculty should describe research papers and creative projects that were publicly presented or disseminated by students; and/or student papers which were published or accepted for publication in collaboration with, or under, the faculty member’s supervision.

Evidence of effective mentoring. Faculty should indicate the approximate number of students they counseled, mentored or advised during the year, along with evidence of effective mentoring.

Curricular development/new preparations. Faculty should describe all new courses they developed and/or taught for the first time during the year, including hybrid and/or online courses. They should also describe major changes and improvements they made in one or more of the courses they taught.

Faculty should include any additional evidence, not specified above, of activities undertaken during the year to improve their teaching effectiveness (i.e., improved syllabi, assignments and activities, assessment measures, recruitment of guest speakers, incorporation of service-learning activities, etc.).

Teaching graduate courses and/or an Honors Colloquium may also be considered in this category.

In addition to these activities, feedback from students, alumni, community professionals, faculty teaching awards, including nominations, semifinalist, or finalist status for such awards, should be considered as evidence of effective teaching.

E. Scholarship & Creative Activity

While scholarly activity describes an ongoing process of systematic inquiry, scholarship refers to the outcome or end product of such activity. Within the communication discipline, research and scholarship may encompass a wide range of activities and outcomes from quantitative research (such as survey design, content analysis, and experimental studies), qualitative analysis (such as rhetorical criticism), and/or creative endeavors (such as video/audio and multi-media work, public relations campaigns, training programs, news casts, graphic design and editing of a publication, and website design). Scholarship & creative activity is usually discipline-specific. Long form journalism, publication in nationally recognized professional outlets or national media, and activities that support new models of sustainability in the communication profession are recognized as scholarship and creative activity.

Because school faculty engage in both scholarship and creative activity, appropriate venues for research dissemination can be discipline-specific or interdisciplinary, in professional or trade publications. The level of participation in scholarship & creative activity required of a particular
faculty member will depend on the individual faculty member's position, rank, and stated annual goals.

The following are examples of scholarship through which scholarship and creative activity may be disseminated:

1. Appropriately reviewed articles in academic online or offline journals. The faculty member is responsible for documenting quality of publication by providing such information as journal ranking, acceptance rate, article impact factor, number of citations, or other metrics for the significance of the journal.

2. Single- or co-authored books. The faculty member should provide evidence that the book manuscript underwent the peer-review process before publication, and address whether the book would be considered a scholarly or popular press publication.

3. Edited volumes. If the volume is co-edited, the faculty member should explain their individual contributions. The faculty member should also address the reputation of the publisher, and whether the book would be considered a scholarly or popular press publication.

4. Chapters published in books. The faculty member should specify whether the contribution was invited or appropriately reviewed.

5. Articles/chapters published in online or offline conference proceedings. The faculty member should specify whether the entries were appropriately reviewed for inclusion in the proceedings.

6. Books or ancillary instructional materials published, or evidence of progress on these publications.

7. Appropriately reviewed research presented at poster sessions at academic or professional meetings, conferences, or conventions.

8. Appropriately reviewed papers presented at academic or professional meetings, conferences, and conventions.

9. Grants or external fundraising received for the purpose of furthering scholarly and professional activities or investigations.

Other elements of scholarly productivity that should be considered as part of the faculty member’s overall research trajectory, but do not carry the same weight as peer-reviewed publications, are:

1. Book reviews published in professional or academic online or offline journals.

2. Invited articles published in professional online or offline journals.

3. Invited papers presented at academic or professional meetings, conferences, or conventions. Invited or appropriately reviewed panel presentations.

4. Other products of scholarly or creative activities, such as audio/video/digital productions or podcasts, that advance inquiry in the discipline or contribute to the body of knowledge of the communication discipline. Regularly published research-based blogs are also considered in this category.

In addition to these scholarly activities and their tangible outcomes, awards or nominations for
awards received by a faculty member recognizing his or her scholarship will serve as evidence of performance in this area.

The School of Communication & Media encourages collaborative research projects and recognizes the importance of collaboration in the communication discipline. Faculty are encouraged to participate in collaborative works in the area of scholarship and creative activity. However, it is equally as important for faculty at the associate- and full-professor level to demonstrate individual expertise in their respective areas, ideally through sole- and/or first-authored publications. The responsibility for demonstrating the quality and significance of one’s research agenda, as well as making a case for one’s documented expertise in the field, belongs to the candidate petitioning for promotion to full professor or undergoing post-tenure review.

F. Professional Service

Academic and professional service includes: 1) service to the institution on a school, college, and campus level; 2) service to one's discipline; and 3) service to the community, consistent with university guidelines.

In accordance with the mission of Kennesaw State University, faculty are expected to play an active role in contributing their expertise, skills, and leadership to both internal and external groups. Just as with Scholarship & Creative Activity, the level of participation in Service will depend on the individual faculty member's position, rank, and stated annual goals.

Appropriate examples of service activities include the following:

1. Serving as an officer in a local, national, or international academic or professional organization in the discipline.
2. Serving as an officer in any organization where input to the organization is based on the faculty member's discipline (i.e. serving as chair of a public relations committee for a non-profit organization).
3. Serving as program coordinator or in a similar leadership role at professional conferences or meetings.
4. Organizing symposia or conferences on, or being instrumental in the success of bringing academic/professional meetings to the Kennesaw State University campuses.
5. Chairing school committees or campus committees or serving in other internal leadership roles.
6. Serving as author or editor of major institutional reports.
7. Serving as faculty advisor to student organizations.
8. Serving on committees in the school, college, and university.
9. Offering continuing education or community education courses, seminars, or workshops, including workshops for school faculty.
10. Overseeing student service projects performed on behalf of campus or community organizations.
11. Serving as a respondent or roundtable facilitator at meetings, conferences, and conventions.
12. Serving as a reviewer of competitive research papers.
13. Serving as a manuscript reviewer for online or offline academic or professional publications.
14. Consulting with individuals or groups related to communication as it is defined by this school.
15. Serving as a content expert for media outlets.
16.Reviewing and critiquing of grant applications.
17. Serving as an editor of online or offline academic or professional publications.

In addition to these activities, awards or award nominations recognizing the faculty member's service activities should be included as evidence of performance in the Service area.

II. INTERPRETATION AND ADAPTATION BY RANK AND TENURE

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

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

B. Tenure

Academic tenure is a privilege granted on the basis of professional promise and value within the structure and mission of the School of Communication & Media, the College of Humanities and Social Sciences, Kennesaw State University, and the University System of Georgia. Based on BOR policy (8.3.7), tenure requires an earned doctorate or its equivalent in training, ability, and/or experience. Neither the possession of the doctorate nor longevity of service is a guarantee of tenure.

Recommendations regarding tenure are based on the merits of individuals, their academic achievements, and their potential for contributing to the success of the school and/or a particular program or related program. Full-time, tenure track faculty members are eligible to be reviewed for tenure in their fifth year and are required to be reviewed no later than their sixth year. Tenure will be granted to those faculty members who have demonstrated excellence in meeting the needs and expectations of the School of Communication & Media and the university during the probationary period. Criteria for tenure are based on general performance expectations as stated in the Faculty Handbook, in the College of Humanities and Social Sciences Promotion and Tenure Guidelines, on specific school performance guidelines as listed below, and on discipline-specific guidelines as listed in this document. Candidates will be judged according to their rank and position at the time of the review process. The procedure for promotion and tenure is outlined in the Faculty Handbook.

Specifically, tenure decisions are made in the context of institutional and school expectations, and, according to a faculty member's rank, experience, position, and program affiliation. In order
to earn tenure, faculty members’ performance must be noteworthy in at least two areas, of which
teaching, advising, and mentoring must be one, and satisfactory in the third. Tenure-track faculty
members who are not recommended for tenure will receive a terminal one-year contract.

C. Expectations for Assistant Professors

C.1. Assistant Professor: Teaching, Advising, and Mentoring

Highly effective teaching is a central priority in the school's mission. Effective teaching engages
teachers, students, and others in learning (inside and outside the classroom) through group
instruction, individual instruction, student supervision, mentoring, advising, counseling, and
curricular or pedagogical innovation. Assistant professors are expected to establish a strong
record of accomplishment of highly effective teaching, advising, and mentoring (students and
peers) that reflects a solid foundation for continued effectiveness in these activities.

Faculty at this rank should establish rapport with students and colleagues; set appropriate time
aside for advisement, school meetings, and updating materials for instruction; and begin self-
assessment through the use of student evaluations, assessment of student learning
outcomes, and other data.

The assistant professor is encouraged to ask a senior colleague to observe his or her teaching and
to write a formal evaluation. This is one source of evidence of teaching effectiveness for
documenting promotion and tenure.

Faculty should be able to document progression in teaching effectiveness through attendance and
participation in professional development opportunities, teaching evaluations, and assessment of
student learning outcomes. Faculty should be adept at the integration of new teaching techniques
and pedagogical innovation. Faculty could be involved in discussion and interpretation of
curriculum, at least at the school level.

C.2. Assistant Professor: Scholarship & Creative Activity

A highly productive record of accomplishment in scholarship is judged according to one's
experience and rank. The assistant professor is not expected to perform at the same level as
the experienced senior faculty with advanced rank. However, assistant professors are expected to
establish strong records of accomplishment in scholarship that reflect solid foundations for
continued productivity and further maturation in the advanced ranks. Acceptable publications
may include: peer-reviewed journals, peer-reviewed book chapters, invited articles in
professional publications, textbooks, and other forms of scholarly and creative activity as defined
in this document. Print and online publications are acceptable. Assistant professors are
encouraged to seek the guidance of the school director and mentors to assist them in gauging
their scholarship and creative activity progress.

The Assistant Professor can use the annual review to document progress in his/her research.
This allows the assistant professor to indicate at which stage(s) his/her research exists (data
collection, conference presentation(s), or publication submission or acceptance).
By the time an Assistant Professor petitions for promotion to Associate Professor, the minimum required output for satisfactory achievement in Scholarship and Creative Activity is the equivalent of two peer-reviewed publications (e.g., journal articles, book chapters, significant external grants). Additionally, candidates are expected to have a demonstrated record of conference presentations at the local, state, or regional level.

By the time candidates petition for promotion to Associate Professor, the minimum required output for noteworthy achievement in Scholarship and Creative Activity is the equivalent of three peer-reviewed publications (e.g., journal articles, book chapters, significant external grants). Additionally, candidates are expected to have a demonstrated record of conference presentations at the national or international level.

Other scholarly work or creative activity will be taken into consideration in evaluating one’s performance in this area.

C.3. Assistant Professor: Service

In addition to establishing their effectiveness in teaching and scholarship, all faculty are expected to fulfill basic obligations in service. The assistant professor is not expected to perform at the same level as the experienced senior faculty with advance rank. However, assistant professors are expected to establish records of accomplishment in service that reflect solid foundations for continued productivity and further maturation in the advanced ranks. Productivity in professional service should be demonstrated by evidence of significance and impact of the service, not just a list of committees and responsibilities.

Assistant Professors are highly encouraged to volunteer for school and college committees in order to be an active part of decision-making and governance. As a faculty member progresses toward promotion and tenure, it is recommended that assistant professors serve the equivalent of two or three standing or ad-hoc committees per year at the school, college or university levels, in consultation with the School Director. The faculty member should avoid any overextensions of service duties while still contributing to service needs of the school.

In addition to formal university-based service, assistant professors should seek out service opportunities within community and professional organizations and agencies. Service at this stage should involve leadership roles or evidence of significance and impact through other kinds of leadership, including leadership in discipline-specific or professional activities and organizations.

The Assistant Professor should provide documentation of their service including emails, minutes, and thank-you notes.

D. Expectations for Associate Professors

The rank of associate professor is awarded to an experienced faculty member who has established a solid foundation for continued success in the academy but who may be at an early stage of academic career development. The specialty areas, expertise, and professional identities of Associate Professors should become more advanced, more clearly defined, and more widely
recognized as their academic careers progress. Furthermore, the associate professor is expected to assume leadership roles within the school in mentoring other faculty in teaching, scholarship, and/or service.

D.1. Associate Professor: Teaching, Advising, & Mentoring
As an experienced member of the faculty, the associate professor typically models instructional leadership and undertakes educational initiatives. Examples of such leadership and initiative include the development of new courses and programs; course and program review, evaluation, and restructuring; establishing new pedagogical strategies; mentoring of peers; internationalizing the curriculum; adapting instructional technology for the enhancement of teaching and learning; promoting applied learning; establishing internship opportunities for students on and off the campus; and advancing service-learning. The School of Communication & Media expects commitment to teaching beyond the minimal levels of assistant professor.

Faculty should take part in program evaluation and updating instructional programs, courses, and other materials is expected.

Faculty may also share their expertise with others in the field through guest lecturing, team teaching, and development of programs and curriculum. Faculty may promote the teaching effectiveness of junior colleagues through conducting workshops and seminars.

D.2. Associate Professor: Scholarship & Creative Activity
When an associate professor elects to focus on Scholarship & Creative Activity, in addition to teaching, the faculty member is expected to turn the early scholarship and creative achievements realized as an assistant professor into one or more areas of research to advance the body of knowledge through discipline-specific inquiry. As specialized expertise evolves, the faculty member’s strong contributions, leadership roles, and initiatives in the area of scholarship are expected to increase within and beyond the campus.

Faculty should continue to be involved in research efforts and submit articles for publication in appropriately reviewed publications. Mentoring and/or peer reviewing of research efforts should become a more frequent activity. Regular participation in basic or applied research conducted in any of the categories of the Boyer model is expected. Faculty members are expected to make regular presentations of scholarly findings to audiences within their discipline outside the university.

Faculty should be able to document the significance and impact of their research efforts on the discipline and/or subfields of the discipline. Faculty should be regularly involved in the dissemination of findings from research and the development of scholarship through mentoring and presentations. Faculty may be involved in seeking and/or administering grants related to their professional expertise. The annual reviews, in consultation with the School Director, will provide proper benchmarks for scholarship and creative activity.

By the time candidates petition for promotion to Full Professor, the minimum required output for **satisfactory achievement** in Scholarship and Creative Activity is the equivalent of three peer-reviewed publications (e.g., journal articles, book chapters, significant external grants) since the
last promotion. Additionally, candidates are expected to have a demonstrated record of conference presentations at the local, state, regional, national, or international level.

By the time candidates petition for promotion to Full Professor, the minimum required output for **noteworthy achievement** in Scholarship and Creative Activity is the equivalent of four peer-reviewed publications (e.g., journal articles, book chapters, significant external grants) since the last promotion.

At this stage, a faculty member's Scholarship & Creative Activity should be internationally and/or nationally recognized by colleagues as contributing to the body of knowledge in their discipline. Scholarly presentation, publication of scholarly research, and review of the work of others are evidence that faculty members are recognized as scholars, and the significance and impact of this work should be documented. Faculty should use their scholarship to enrich their teaching, and they may direct student research projects. Faculty contributions at this level should be recognized by peers and colleagues in the discipline who are not members of Kennesaw State University.

Other scholarly work will be taken into consideration in evaluating one’s performance in this area.

**D.3. Associate Professor: Service**

When service is emphasized, the School expects the faculty member's record of service contributions that began while an assistant professor to expand in breadth and depth. Service should have documented significance and impact at the college or university level, or professional service. Highly productive, professional service for an associate professor may be documented by a strong record as a contributing member, coordinator, leader, and initiator on campus committees; in campus or community initiatives, administrative positions, professional associations; etc.

Major service contributions can occur at any level of the university as well as beyond the institution.

Faculty service is expected at the school and campus level, in addition to contributions to professional associations or community service. Faculty effectiveness can also be enhanced through mentoring of junior faculty.

At this stage, faculty should be noted by others for their service contributions. They should hold leadership positions within service organizations and should document the significance and impact of these roles that reach beyond the Kennesaw State University community. The Associate Professor should provide documentation of their service including emails, minutes, and thank you notes.

**E. Expectations for Professors**

For promotion to the rank of professor, it is necessary that the individual be a superior teacher. The faculty member must also be an established and recognized scholar and contributor to professional service. Full professors tend to be invited more than non-tenured
faculties to assume leadership roles in major administrative positions, committees, initiatives, or professional associations. A professor is typically characterized as a leader, mentor, scholar, expert, or distinguished colleague. Furthermore, professors are expected to assume a leadership role in Scholarship & Creative Activity or Professional Service or both at the level associated with the individual’s faculty workload model beyond that of associate professor.

E.1. Professor: Teaching, Advising, & Mentoring

Full professors are expected to be highly effective and highly accomplished in teaching, supervision, and mentoring. They should experiment with, revise, update, and improve their techniques for working with students and others, including junior faculty, as effective facilitators of learning. Highly effective professors should continue to make strong contributions and take leadership roles in curricular and instructional development, evaluation, or reform. The school expects commitment and activity related to teaching beyond the levels expected of the associate professor.

E.2. Professor: Scholarship & Creative Activity: Highly productive contributions in the area of discipline-related Scholarship & Creative Activity for a full 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 which demonstrate significance and impact globally, nationally, statewide or in the greater metropolitan Atlanta area may also achieve this general expectation. The school expects commitment to Scholarship & Creative Activity beyond the levels expected of the associate professor. At all ranks, publication in peer-reviewed journals is expected. The annual reviews, in consultation with the chair, will provide proper benchmarks for scholarship and creative activity.

E.3. Professor: Service: The full professor is expected to have a well-established service record that reflects a recognizable pattern of growth and development in the breadth, depth, significance, and impact of professional service contributions. A strong service record for the full 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, national, or international organizations; professional associations; and the like. The school expects commitment to service beyond the levels expected of the associate professor. The annual reviews, in consultation with the chair, will provide proper benchmarks for service expectations.

F. Post-Tenure Review

Post-tenure review of performance occurs after every five years, submitted in the beginning of the sixth year, to validate the fulfillment of the performance expectations appropriate to the faculty member’s rank as noted above. The success of a program, school, department, college, or university depends on effective collaboration and teamwork, as well as the contributions and productivity of its individual members. The faculty handbook provides guidelines for submissions.

G. Non Tenure-Track Faculty: Expectations for Lecturers and Senior Lecturers
Some faculty members in the School of Communication and Media hold the rank of lecturer. Lecturers in the school may or may not hold a terminal degree. All lecturers and senior lecturers are reviewed annually for contract renewal, as faculty members in these positions are not eligible for tenure and are not intended to become so. Lecturers have as their primary area of responsibility teaching, and therefore are expected to be highly effective in this area. Because of this, lecturers and senior lecturers are expected to demonstrate highly effective teaching ability in order to qualify for reappointment at KSU. Lecturers should feel free to include any relevant scholarship and creative activity as part of their annual review and promotion documents. In rare cases, the responsibilities assigned to a lecturer or senior lecturer may be individualized and differ from the typical lecturer and senior lecturer teaching load as described in the Faculty Handbook. In such cases, the responsibilities must be delineated in the FPA. The annual reviews, in consultation with the school director, will provide proper benchmarks for performance.

The following are examples of documentation of teaching effectiveness:

- **Student evaluations.** Lecturers and senior lecturers shall submit a complete set of student evaluations. The number of classes to be evaluated each year and the standards for notable teaching are commensurate with those outlined in KSU and CHSS guidelines.

- **Peer evaluations.** Lecturers and senior lecturers are recommended to be observed in the classroom by qualified faculty as appropriate. Reviewers should send their peer evaluation letters to the faculty member with a copy to the School Director. Lecturers and senior lecturers should submit letters from those who evaluated their classes in Annual and Promotion reviews. Evaluations can include matters of pedagogy and/or matters of substance (i.e., is the faculty member knowledgeable, is course information current, does he/she manage the course well, etc.).

- **Student projects.** Lecturers and senior lecturers should list any field experiences, capstone courses, directed studies, scholarly presentations, and exhibits. Student projects completed with the help of student researchers as well as applied projects directed during the year should also be included.

- **Student awards and recognitions.** Lecturers and senior lecturers should describe awards won by their students for work related to the faculty member's instruction, advising, or mentoring.

- **Student papers and presentations.** Lecturers and senior lecturers may describe research papers and creative projects that were publicly presented or disseminated by students; and/or student papers which were published or accepted for publication in collaboration with, or under, the faculty member's supervision.

- **Curricular development/new preparations.** Lecturers and senior lecturers should describe all new courses they developed and/or taught for the first time during the year including hybrid and/or online courses. They should also describe major changes and improvements they made in one or more of the courses they taught.
Lecturers and senior lecturers should include any additional evidence, not specified above, of activities undertaken during the year to improve their teaching effectiveness (i.e., improved syllabi, assignments and activities, assessment measures, recruitment of guest speakers, incorporation of service-learning activities, etc.)

Teaching graduate courses and/or an Honors Colloquium may also be considered in this category.

In addition to these activities, faculty teaching awards including nominations, semifinalist, or finalist status for such awards, should be considered as evidence of effective teaching.

Based on BOR policy (8.3.4.3), “full time lecturers and senior lecturers are appointed by institutions on a year-to-year basis.” BOR policy clearly states the criteria and procedures for reappointment and non-reappointment. The criteria for promotion to senior lecturer are evidence of highly effective teaching ability inside and/or outside of the classroom environment, and value to the university in the area of teaching and student learning.

Lecturers’ and senior lecturers’ effectiveness will be assessed during the annual review process with the School Director.

Duties of the lecturer are determined in consultation with the School Director and the Dean within the parameters prescribed by the CHSS Guidelines and the KSU Faculty Handbook. Evaluation of lecturers' performance will primarily focus on their effectiveness in teaching inside or outside (on-line) of the classroom environment and on their value to the university in the areas of teaching and student learning.

In the School of Communication & Media, lecturers and senior lecturers may perform duties with appropriate teaching load adjustments. Some of these duties include, but are not limited to:

- Serving as a coordinator of courses with eight or more sections
- Serving as a manager of digital media spaces
- Serving as a course coordinator or internship manager

Lecturers and senior lecturers are expected to establish an effective teaching philosophy and teaching practices that are consistent with the instructional needs of the school.

Lecturers and senior lecturers are expected to maintain the up-to-date knowledge, skills, and credentials needed to fulfill assigned responsibilities at KSU and are expected to incorporate these into instructional activities. Lecturers and senior lecturers are not expected to engage in research and creative activities; however, if they do so they can report these activities in their ARD or promotion portfolio. Lecturers and senior lecturers are expected to dedicated 10% of their workload to service, primarily supporting the teaching mission of the school. Lecturers and senior lecturers who undertake major service responsibilities may have their teaching load adjusted. It is expected that lecturers and senior lecturers meet all scheduled classes, maintain regular office hours, document student learning and provide feedback to students on their progress, mentor students, document their instructional effectiveness through course evaluations, and set appropriate goals for instructional improvement.
Lecturers - Teaching, Advising, and Mentoring

Highly effective teaching is a central priority of the school’s mission. Effective teaching engages teachers, students, and others in learning (inside and outside of the classroom) through group instruction, individual instruction, student supervision, and other activities.

New lecturers should meet school needs quickly, with an understanding of how their particular areas of expertise fit into the school curriculum. Faculty at this rank should establish rapport with students and colleagues; attend school meetings; update materials for instruction; and begin self-assessment through the use of student evaluations, assessment of student learning outcomes, and other data. At this point in their careers, lecturers are expected to teach multiple sections of one (or perhaps two) different courses.

The new lecturer will engage in formative self and peer assessments of teaching. More specifically, the individual will ask the questions "What works?" and "How can I improve on my teaching?" The answers should be addressed through discussions with the School Director and teaching colleagues. The faculty member must show a willingness to consider and possibly integrate innovative pedagogies into the teaching and learning process.

Lecturer Ready for Promotion to Senior Lecturer: Faculty at this stage should be able to document progression in teaching effectiveness through attendance and participation in professional development opportunities, teaching evaluations, and assessment of student learning outcomes. Faculty should become more adept at the integration of new teaching techniques and pedagogical innovation. Faculty should demonstrate effectiveness in teaching assigned courses.

Lecturers and Senior Lecturers: Scholarship and Creative Activity

Due to the heavier teaching load, lecturers and senior lecturers are not required to engage in scholarship and creative activity.

Lecturers and Senior Lecturers: Service and Professional Activity

In addition to establishing effectiveness in teaching, lecturers and senior lecturers are expected to maintain a record of appropriate service, including attending school faculty meetings. However, some lecturers, such as those who coordinate courses, may be involved outside the school in appropriate committee work. In such cases, teaching loads may be adjusted accordingly. Documentation of service activities should include quality of the service activities as well as the number of activities performed. Not all service assignments are equal in terms of time requirements and significance of contribution. Therefore, lecturers' heavier teaching loads should be considered when making service assignments.

H. Expectations for Non-Tenure-Track Faculty: Clinical Faculty

For clinical faculty performance expectations, review process, and promotion process, see Faculty Handbook, section 3.6.B. For portfolio guidelines and content, see section 3.7. The timeline for Clinical faculty undergoing a promotion review will be identical to the timeline established for tenure-track faculty. Clinical Faculty who desire to be reviewed for promotion in rank must inform their school director or department chair during the spring semester prior to the
review. School P&T guidelines will provide general performance expectations for clinical faculty. It is incumbent upon clinical faculty to work closely with their school director to clearly articulate their responsibilities and performance expectations in their FPA/ARDs.

Section 3.7 of the KSU faculty handbook recognizes 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. According to Board of Regents policy (8.6.3), “promotion to the rank of professor requires the earned doctorate or its equivalent in training, ability, and/or experience” Section 3.7 describes the workload expectations for clinical faculty.

In the School of Communication & Media, clinical faculty make practical contributions in education, industry, clinical, and/or professional settings. 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 scholarship and creative activity. Typically, the primary responsibilities of CHSS clinical faculty shall emphasize their applied experience. Such responsibilities include, but are not limited to, student supervision (e.g., supervision of field, practicum, internship, or clinical experiences), applied instruction (e.g., teaching a course on news reporting or psychological assessment), or other applied activities that contribute to the school, department or college (e.g., mentoring or grants and contracts).

Clinical faculty workload depends on the situational context and must be defined in the FPA with the School Director.

Reviews and Promotion

In addition to annual reviews, clinical faculty may apply for an optional promotion review. The Board of Regents of the University System of Georgia requires a minimum of four full academic years of service at KSU (including the year of review) at the rank of assistant professor to be eligible for promotion to rank of associate professor and five full academic years of service at KSU (including the year of review) at the rank of associate professor to be eligible for promotion to the rank of professor.

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

I. External Letters

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

J. School Director

Expectations and evaluations of the School Director are outlined in the SOCM Bylaws. For the purpose of promotion and tenure, the School Director follows all school, college, and university guidelines.

K. Revision of Guidelines

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

L. Relationship to Other Governing Rules and Regulations

Nothing in these guidelines should be construed to supersede provisions of the statutes of KSU as described in the KSU Faculty Handbook and other appropriately and procedurally (per the Faculty Handbook) established guidelines or memoranda provided by the Office of the Provost and Vice President for Academic Affairs, the College of Humanities and Social Sciences, and the Board of Regents of the University System of Georgia.
This document was voted on and approved by the faculty of the School of Communication & Media on March 12, 2020.

Approved by:

___________________________  __________________________
Laura Beth Davis  March 12, 2020
Faculty, on behalf of the School of Communication & Media
Date

___________________________  __________________________
Barbara S. Gainey  March 13, 2020
Director, School of Communication & Media
Date

___________________________  __________________________
Robert Simon  March 31, 2020
Chair, College P&T Committee
Date

___________________________  __________________________
Shawn Long  March 31, 2020
Dean, College of Humanities & Social Sciences
Date

___________________________  __________________________
Kathy Schwarcz  March 31, 2020
Provost and Vice President for Academic Affairs
Date