

**Tenure & Promotion Guidelines**  
**Department of First-Year Programs**  
**April 24, 2007**

**Distinguishing Departmental Characteristics**

While the Department of First-Year Programs does not currently offer any degree programs, it houses key programs that are central to the mission and strategic plan of KSU and that contribute markedly to the success of KSU students. These programs are the Learning Communities and KSU 1101—First Year Seminar. The department's key focus is first-year students' successful transition to higher learning. The First-Year faculty are expected to make excellent teaching and mentorship, both inside and outside the classroom, their priority. Professional Service and Research & Creative Activities are intended to strengthen teaching and insure the smooth, effective functioning of the department and, where appropriate, the larger university community.

Because Professional Service (PS) and Research and Creative Activities (RCA) can be defined in a variety of ways, depending on a faculty member's situational context, faculty in the Department of First-Year Programs may elect a workload distribution that emphasizes a faculty member's goals and priorities and forms the basis for evaluating performance for tenure and promotions. The expectations will be delineated in the form of a Faculty Performance Agreement (FPA) that is mutually approved by the faculty member and the Department Chair at the time of the faculty member's annual review. Faculty will be expected to maintain the emphasis articulated in the FPA for a three-year period minimum; however, modifications to the FPA can be made.

**Descriptions of Specific Programs**

1. Learning Communities

The Learning Communities program is a curriculum initiative that promotes the integration of General Education and other lower-division courses during a student's first semester. A typical learning community is a theme-based cluster of courses that allows a student cohort to take 2-4 courses together while also taking advantage of faculty collaboration, out-of-class learning opportunities, and service learning. There are general interest communities and discipline-based communities that link major courses with General Education offerings. Enrollment in a Learning Community or a First-Year Seminar (KSU 1101) is required of all first-time, full-time students with fewer than 15 credit hours

2. KSU 1101—First-Year Seminar

The First-Year Seminar is an integral part of the KSU curriculum that aims to introduce first-year students to the culture of the university, foster their academic and personal success, develop their decision-making capabilities, and enhance their critical thinking and communication skills. A defining characteristic of this three-hour, academically

oriented course is the close interaction of the instructor and student. This interaction is facilitated by the intentionally small size of each seminar: 25 students. First-Year faculty, who also act as advisors, guide students in assignments both inside and outside the classroom that promote global learning, ethical decision-making, career exploration, and self-assessment. The curriculum also offers its Common Reader program to engage first-year students in a common experience in discourse and discovery. The First-Year Seminar is often featured as an anchor in Learning Communities. First-time, full-time students with fewer than 15 credit hours are required to enroll in KSU 1101 (as an independent course) or one of the Learning Communities.

### **Interpretation of University Tenure & Promotion Guidelines by Performance Area**

Kennesaw State University has established guidelines at multiple levels of review (university, college, and department) to honor the individual contributions of faculty members while evaluating their performance with respect to the central mission of the institution, the college, and the department. Kennesaw State University's tenure and promotion guidelines place a priority on the quality, significance, and impact of the products in each of the performance areas – Teaching, Supervision & Mentoring, Research & Creative Activities, Professional Service, and possibly Administration & Leadership.

Where promotion and tenure decisions are concerned, all faculty members **above the rank of Lecturer** must demonstrate satisfactory performance in each of the areas defined in this document and in accordance with university guidelines. For untenured, tenure-track faculty members, scholarship is an essential component of the tenure decision. For tenured faculty members, promotion beyond current rank requires evidence of ongoing scholarship.

Faculty members must document specific accomplishments, and the quality and significance of those accomplishments, in their Annual Review Document (ARD). In conjunction with the ARD, faculty members must submit a Faculty Performance Agreement (FPA) outlining their goals. In the annual review process, the Department Chair will evaluate each faculty member's performance as *1 – Unsatisfactory*, *2 – Below Rank*, *3 – At Rank*, *4 – Above Rank*, or *5 – Excellent*.

When documenting their accomplishments, faculty should consider and convey the scholarly aspect of those accomplishments. *Scholarly* is an umbrella term used to apply to faculty work in all performance areas. Scholarly is an adjective used to describe the processes that faculty 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.

*For any particular piece of work to be considered scholarship it must be done in a scholarly manner and must either involve assessment/evaluation of the impact on student*

*learning or must be subjected to substantive peer review or both. It must then be published and/or presented in an appropriate venue.*

Teaching, Supervision & Mentoring: The expectation of the Department of First-Year Programs is that every faculty member is actively engaged in the teaching, supervision and mentoring of first-year students. Effective teaching is a necessary condition for satisfactory performance. Consistent with institutional policy, criteria of teaching effectiveness may include, but are not limited to, the following:

- syllabi, assignment sheets, assessments, and other instructional material clearly delineating the faculty member's ability to fulfill the learning outcomes for his or her courses;
- development of innovative teaching techniques;
- appropriate learning objectives, required skills, and instructional outcomes;
- measures of the achievement of student learning outcomes;
- appropriate use of instructional technology to enhance teaching and learning;
- student, peer and supervisory evaluation of teaching and advising including the KSU mandated evaluation forms and the required quantitative instrument developed, provided by the department and scored by departmental or college staff; and
- evidence of effective mentoring and supervision of students by peer observations, testimonials from students, and other tangible forms of effectiveness.

Documenting teaching effectiveness should focus on both the quality and significance of a faculty member's contributions. Numerical averages and student comments derived from the student evaluations are important inputs into assessing teaching effectiveness. In the performance evaluation process, faculty members may augment student evaluation data with their own interpretation of the results. Assessment of the achievement of student learning outcomes is essential. Materials presented as evidence of teaching effectiveness will be most informative if they demonstrate growth and improvement over time. Course revisions and pedagogical change in response to collected data demonstrate a commitment to continuous improvement and innovation in the classroom. Faculty members may provide other measures of teaching effectiveness such as teaching awards, evidence of handling diverse and challenging teaching assignments, securing grants for curriculum development, introduction of innovative teaching techniques, and contributions to the achievement of departmental teaching-related goals.

Regarding the scholarly nature of teaching, Hutchings and Shulman (1) propose that teaching is scholarly "[w]hen it entails... practices of classroom assessment and evidence gathering, when it is informed not only by the latest ideas in the field but by current ideas about teaching the field, [and] when it invites peer collaboration and review." For example, an instructor updates the content of a course after reading research articles in discipline-based journals and attending presentations at professional meetings. In addition, the instructor attends sessions at professional meetings focused on pedagogical issues, reads interdisciplinary articles on pedagogies, and participates in on-campus

teaching workshops, which motivate the instructor to try new pedagogies in an effort to deliver course content more effectively and efficiently. The instructor also collects feedback from students using classroom assessment techniques advocated by Angelo and Cross (2) and modifies course content and pedagogies based on this feedback. Periodically, the instructor discusses these activities with a colleague for suggestions on further refining the course content and pedagogy.

Faculty members are also expected to use various other means to continuously improve their teaching effectiveness. One particularly useful method is receiving constructive feedback from peers.

Research & Creative Activity: The Department of First-Year Programs is an interdisciplinary department committed to quality, collaborative, interdisciplinary Research and Creative Activity (RCA). The department honors faculty research and creative endeavors in each individual faculty member's discipline, first-year initiatives, and the scholarship of teaching and learning. RCA must include appropriate peer-reviewed publications and products. RCA can also be demonstrated and evaluated in terms of three different categories of scholarship: discipline-based scholarship (scholarship of discovery), scholarship of application and/or integration, and scholarship of teaching and learning.

➤ Discipline-Specific Scholarship (Scholarship of Discovery) is the creation of new knowledge. Outputs from discipline-based scholarship include but are not limited to publications in peer reviewed academic journals, research monographs, scholarly books, and chapters in scholarly books.

➤ Scholarship of Application/Scholarship of Integration involves the application, transfer and interpretation of knowledge as well as the integration of knowledge from multiple sources. Outputs in these areas include but are not limited to publication in peer-reviewed professional journals, book reviews, professional presentations, and research papers presented at regional, national and international conferences and meetings.

Productivity should be demonstrated by measurable outcomes that allow for the assessment of quality and value.

➤ Scholarship of Teaching and Learning enhances the instructional efforts of the institution, a discipline, or the interdisciplinary programs.

Hutchings and Shulman (1) further propose that “scholarly teaching” becomes “the scholarship of teaching” when it entails “the three additional central features of being public (“community property”), open to critique and evaluation, and in a form that others can build on.... A fourth attribute of a scholarship of teaching, implied by the other three, is that it involves question-asking, inquiry, and investigation, particularly around issues of student learning.” This form of scholarship is regularly referred to as the Scholarship of Teaching and Learning (SoTL). SoTL activities may vary in quality and

impact. An instructor first beginning to conduct SoTL research may share findings and resources (e.g., changes in a course syllabus, examples of improved assignments) at a departmental meeting or at an on-campus workshop. SoTL research of higher quality and significance may be accepted for presentation at a national conference, published in a peer-reviewed journal, or included in an edited reference book.

SoTL is further elaborated on from the University System of Georgia perspective in a document available on the web (3). In that document SoTL is defined as the “*systematic examination of issues about student learning and instructional conditions which promote the learning (i.e. building on previous scholarship and shared concerns), which is subjected to blind review by peers who represent the judgment of the profession, and, after review, is disseminated to the professional community*”. The document also provides a number of “cases” that illustrate the principles outlined in the definition.

In synthesizing material from the university guidelines, the various documents referred to in the previous paragraphs, and also from discussions with a variety of individuals on campus, the following are the key principles in determining whether a particular piece of work is determined to be “Scholarship of Teaching & Learning” regardless of the venue selected for dissemination:

1. The work was done in a scholarly manner as defined above.  
  
and
2. The work involves a systematic study of the impact on student learning  
  
and/or
3. The work is subjected to a substantive peer review based on quality and significance

Furthermore, dissemination venues vary in quality and significance. For example, a publication in a prestigious SoTL journal will be more valued than a publication in a less prestigious SoTL journal. Similarly, a publication in a less prestigious (but peer reviewed) journal may be more valued than SoTL materials distributed on an electronic discussion list or the development of a “how to” manual for distribution to one’s colleagues.

Similarly, presentation venues also vary in quality and significance. Presentation at state, regional, national or international conferences where acceptance is determined by a substantive peer review of the quality and significance of the proposed presentation and the impact of the work on student learning will be more valued than presentation at any conference where such substantive review for acceptance is not done and where acceptance may be determined primarily by the matching of the proposed presentation with the theme and focus of the conference.

Output in this area include but are not limited to:

- publications in peer-reviewed pedagogical journals,
- presentations at regional, national, and international conferences and meetings that present the findings of scholarship of teaching and learning initiatives,
- textbooks and textbook chapters,
- written cases with instructional materials,
- instructional software,
- publication in peer-reviewed journals of the design, implementation, and assessment of new courses, specifically demonstrating the contributions of that course to the enhancement of student learning,
- publication of instructional workbooks.

➤ Because the Department of First-Year Programs values and honors RCA in all disciplines, those faculty members whose discipline falls within the College of the Arts are encouraged to remain actively involved within their respective disciplines in creative endeavors that are peer-reviewed and publicly disseminated, and that contribute to the advancement of their professional reputation within their disciplines. Output in this area includes but is not limited to:

- performance pieces,
- visual works of art in all media,
- video productions, and
- other forms of creative endeavors listed within the College of the Arts guidelines for their individual disciplines.

The Department of First-Year Programs draws a distinction between RCA products presented to experts in one's field arising from a peer-review/adjudicated process, those produced in response to an invitation from peers, and those presented to the public and/or students without peer-review/adjudication. They are all valued forms of research and creative endeavors. The following defines this distinction:

- An RCA product is **peer-reviewed** when it is reviewed by persons who are independent peers within the academic and/or professional community of the author/creator, the work is subject to a process of critique and revision of its quality, and the decision of whether or not to publish it resides in the evaluation made by peers.
- An RCA product is **peer-adjudicated** when it is evaluated by independent peers within the academic and/or professional community of the author/creator to receive an award or honor. Unlike peer-reviewed works, peer-adjudicated works are not subject to revision in the process of evaluation.
- An RCA product is **invited** when it is solicited by a peer from the academic and/or professional community for publication or presentation. Invited works, although not subject to a review process as described above for peer-review/adjudication, indicate one is recognized as an expert in one's field.

Documentation of RCA products and output, particularly the value and/or significance of that product/output, is the responsibility of each and every faculty member. Such documentation might include reviews of one's work or documentation of the acceptance rate for a given published work. Therefore, before submitting work for publication, faculty members should familiarize themselves with the review or editorial practices of the venue in which they are seeking publication.

The Department of First-Year Programs considers the following in weighing the significance and value of a faculty member's RCA products and output. Their significance and value can be measured by:

- evidence of their impact, contribution to a body of knowledge, or advancement of instruction;
- a combination of quality and quantity (Quality is assessed and determined by external and internal review processes. A record of multiple products indicates quantity); and
- the acquisition of external funding that directly and significantly benefits the college and the Department of First-Year Programs (This indicates RCA activities that are valued and/or seen as significant by the greater community).

Professional Service: The KSU Faculty Handbook clearly states that “all faculty members are expected to participate in service activities essential to the life of the institution” (p. 5.54), and there are multiple service responsibilities that are essential to the life of the Department of First-Year Programs, University College, and KSU. Professional service is broadly defined as contributing to the internal affairs and governance of the department, the college, the institution, and one's professional discipline. Service within the greater community that links the faculty member's professional expertise to a project, initiative, or organization is also a part of Professional Service. The Department of First-Year Programs is committed to valuing Professional Service and evaluating it by its quality, significance and impact rather than mere quantity. Documentation of scholarly service activities, as explained on pages 5.56 and 5.57 of the KSU Faculty Handbook, will be used to appropriately evaluate faculty contribution in the area of “scholarship of service.”

Assessment of faculty performance in this area may include some of the following activities:

- Participation in curricular and policy development at the department, college, or university level;
- Performing service outside the department, as defined by the faculty member's situational context, such as committee work that exceeds that necessary for the continuing operation of the department (e.g., library committee, environmental committee, etc.), service as an advisor to student organizations, and participation in various one-time or annual campus events;

- Conducting practitioner-oriented workshops or presentations (e.g., exhibiting best practices or detailing a program) or facilitating a roundtable discussion at state, regional, national, or international professional conferences or meetings; and
- Assuming discussant or leadership roles within professional organizations.

Documents providing evidence substantiating professional service must be supplied in a faculty member's portfolio. This may take the form of thank you letters that document the individual's contribution and an assessment of the quality and significance of the service responsibility, copies of various products that resulted from the service work (e.g., pictures taken at an event, the cover page of a report, etc.), official documents that verify one's service (e.g., programs from conferences sponsored by professional societies that document participation, official publications from professional societies that list the faculty member's role, printouts of appropriate web pages that list the faculty member's involvement), and other such materials.

**Administration & Leadership:** A First-Year Program faculty member's administration and leadership responsibilities should enhance and promote the department's mission. While many faculty members with the approval of the Department Chair may take on some minor administrative duties, this category will largely apply to Coordinators and Directors who perform *significant* administrative duties. Assessment of the faculty member in this area should include several measures.

Evaluation of Administration & Leadership performance will include the following:

- 360° evaluation of administrative capabilities (which includes evaluation by peers and subordinates as well as supervisors) and
- evidence of the achievement of student learning outcomes for the course, program, or curricular initiative one coordinates and/or directs.

### **Review, Evaluation, and Reappointment of Lecturers**

Since they are not tenure-track employees, lecturers in the Department of First-Year Programs will be reviewed annually for contract renewal, in accordance with rules laid out in Section 5.16 of the *Faculty Handbook*. Because they have the heaviest teaching load in the department, and are not tenure-track employees, their scholarship and service activities must be kept to a minimum so they can focus on teaching their assigned courses successfully. For example, they may be expected to attend department meetings and participate on appropriate departmental committees, but not to serve on college- or university-wide committees. Their primary responsibilities are teaching, supervising, and mentoring, and they are expected to be highly effective in these areas. Unless their Faculty Performance Agreement (FPA) stipulates otherwise, producing scholarship is not an expectation and will not be considered in performance reviews.

The department chair will conduct a mid-year review of lecturers in their first year in January, for the period of mid-August to December; an annual review of lecturers in their second year, again in January, for the period of January of the first year to December of

the second year; and an annual review of lecturers in their third year for the period of January of the second year to September of the third year. Annual reviews of lecturers with three or more years of service to KSU will be conducted in October for the period of October of the previous year to September of the current year.

Lecturers shall be appointed only for the term specified in their written contract, and may be reappointed only if they receive and accept a new and distinct contract offer. They must be clearly informed of the following when they are hired:

- No advance notice is necessary before the date of termination of an initial one-year contract.
- If they are under contract to teach for a second year, they must be informed in writing of their termination at least three months before they are scheduled to depart.
- If they have taught in the department for three or more years, they must be informed in writing of their termination at least six months before they are scheduled to depart, and no later than November 15.

After five years of consecutive service, a lecturer may apply for promotion to the rank of Senior Lecturer during his or her sixth year of service; if the promotion is approved, it will go into effect in the seventh year, and the six-year performance review cycle will start over again. The main criterion for reappointment is evidence of strong teaching both inside and outside the classroom, teaching that has improved student learning and added value to the university.

To document their performance, lecturers and senior lecturers will submit portfolios for performance review (beyond that provided annually by the department chair) every six years. In addition, they will submit an initial portfolio during their third year of performance. A lecturer preparing a performance review portfolio will follow the same guidelines followed by tenure-track faculty being evaluated for tenure and promotion. However, a lecturer's or senior lecturer's portfolio will consist only of Binder One and follow the guidelines stipulated in Section VII.B.8 ("Portfolio Guidelines and Contents") of the *Faculty Handbook*, adding samples and teaching evaluations that testify to the quality and impact of his or her teaching. Lecturers in the Department of First-Year Programs must include a representative sampling of student evaluations from each of the classes they have taught, including both positive and negative comments students may have made.

A lecturer's portfolio will be evaluated based on quality and achievement in two performance areas: teaching, supervising, and mentoring of students; and professional service related to teaching assignments. The same departmental committee that conducts the third-year review of tenure-track faculty will also conduct the third- and sixth-year performance reviews of lecturers and senior lecturers and determine whether lecturers in their sixth year merit promotion to the rank of Senior Lecturer. The third-year

performance review will provide feedback for the optional promotion to senior lecturer in the sixth year. During the third-year performance review, the departmental tenure and promotion committee will identify the strengths and weaknesses in a lecturer's performance and provide him or her with appropriate feedback.

Annual reviews and portfolio feedback indicating that lecturers or senior lecturers have performed poorly and failed to improve over time may result in the recommendation that their contracts not be renewed. However, they have the option to respond, in writing, to the reviewing committee or administrator within ten calendar days of receiving a negative performance review. Response letters must be copied to the next level of review, and may include a reversal of the original decision.

The promotion of lecturers to senior lecturers and the reappointment of both lecturers and senior lecturers depend not only on their performance in instruction and service, but also on the programmatic needs and financial exigencies of University College and the Department of First-Year Programs.

### **Distribution of Workload Activities**

The workload of each Department of First-Year Programs faculty member will be designed to allow them to utilize their unique strengths and abilities to benefit Kennesaw State University. Consequently, each faculty member's workload may be unique. With the exception of Lecturers, who will be expected to focus their energies almost exclusively on teaching, faculty members will divide their professional efforts among the performance areas of Teaching, Supervising, and Mentoring (TSM); Research and Creative Activity (RCA); Professional Service; and, where appropriate, Leadership & Administration, as set forth in the faculty member's Faculty Performance Agreement (FPA). The University's flexible workload model allows for a range of workload distributions within the department and among individual faculty members. Each faculty member's FPA will be developed through discussions between the Chair and that faculty member and must be approved by the Dean. FPAs may change from year to year and even from semester to semester if agreed upon by the faculty member and the chair, with approval of the Dean. For hiring and periodic FPA purposes, the Department Chair, in consultation with faculty stakeholders and with the approval of the Dean, will determine which FPA combinations best suit departmental objectives.

Illustrative examples of potential FPA workload distributions appear below. Other combinations are possible and can be individualized for faculty with specific, approved goals and objectives. All faculty members are expected to participate in service activities essential to the life of the institution.

1. Teaching Emphasis (primarily intended for Lecturers)
  - 9 course load per academic year (fall/spring)
  - 90% TSM effort
  - 0% RCA effort
  - 10% PS effort

## 2. Teaching-Service Balance

- 6 course load per academic year (fall/spring)
- 60% TSM effort
- 10% RCA effort
- 30% PS effort

## 3. Service Emphasis

- 4 course load per academic year (fall/spring)
- 40% TSM effort
- 10% RCA effort
- 50% PS effort

## 4. Teaching-Research and Creative Activity (RCA) Balance

- 6 course load per academic year (fall/spring)
- 60% TSM effort
- 30% RCA effort
- 10% PS effort

## 5. RCA Emphasis

- 4 course load per academic year (fall/spring)
- 40% TSM effort
- 50% RCA effort
- 10% PS effort

## 6. Administrative Emphasis (primarily for Coordinators and/or Directors)

- 4 course load per academic year (fall/spring)
- 40% TSM effort
- 10% RCA effort
- 10% PS effort
- 40% LA effort

## 7. Administrative/Leadership Emphasis (primarily for Department Chair)

- 1 course load per academic year (fall)
- 10% TSM effort
- 10% RCA effort
- 10% PS effort
- 70% LA effort

➤ A 3-credit hour class represents 10% of faculty effort for the academic year. For faculty teaching discipline-based courses that are time-intensive (e.g., studio, lab courses, or field experiences), equivalencies will be established. Undergraduate research, directed studies, and similar activities will also be formally recognized through the establishment of equivalencies.

➤ NOTE: Because of the limited number of full-time faculty in the Department of First-Year Programs and the number of service obligations at the department, college and university level requiring faculty representation, faculty are expected to devote a minimum of 10% of their time to Professional Service.

The following table presents sample workloads:

	Teaching Emphasis	Teaching-Service Balance	Service Emphasis	Teaching-RCA Balance	RCA Emphasis	Administrative Emphasis
Effective Teaching	YES (9 courses/yr)	YES (6 courses/yr)	YES (4 courses/yr)	YES (6 courses/yr)	YES (4 courses/yr)	YES (4 courses/yr)
Basic Service	10%	10%	10%	10%	10%	10%
Add'l Service of Significance	None	20%	40%	None	None	None
Peer Reviewed Articles, Book Chapters, Substantive Work Product (or equiv) in 3 years	None	1	1	3	3	1
External Funding required	NO	NO	NO	NO	YES	NO
Presentations and other Scholarship Products/Activities in 3 years	None	2	2	3	3	2
Leadership/Admin	None	None	None	None	None	40%

### Minimum Expectations in the Performance Areas

All faculty are expected to meet minimum expectations in each of the three performance areas: Teaching, Supervising, and Mentoring (TSM); Professional Service; and Research and Creative Activity.

- In the area of TSM, all faculty are expected to excel in the classroom, provide supervision as assigned by the Chair, and to mentor students and junior faculty members in accordance with their years of experience and areas of expertise.
- The basic expectation in Professional Service requires that all faculty devote a minimum of 10% of their time to participating in the service activities essential to the life of the department.
- The area of RCA has been divided into two distinct categories. The first of these includes significant works that reflect a substantial and/or original contribution to the faculty member's discipline or the scholarship of teaching and learning. Output under this first category might include peer-reviewed articles, book chapters, or other substantive work product. The second area of RCA includes presentations and other similar RCA products and activities that do not demonstrate the same degree of effort, value, or quality as those in the former

category. The expected number of products in each category varies by faculty member based on his/her particular emphasis and FPA.

- Leadership and Administration has an expected level of performance for the Chair and *may* be applicable to other faculty in the department depending upon their administrative assignments. Such expectations will be detailed in the appropriate faculty members' FPAs.

### **Expected Activities in Teaching, Supervising, and Mentoring**

All faculty members at KSU are expected to demonstrate excellence in teaching. In the Department of First-Year Programs, faculty who are satisfactorily meeting expectations should be:

- Teaching courses as assigned per their FPA;
- Documenting teaching effectiveness by assessing the achievement of student learning outcomes;
- Continually updating and implementing an appropriate philosophy of teaching;
- Designing, developing, and redefining effective teaching materials including writing assignments, research assignments, exams, and syllabi;
- Meeting classes regularly with prepared plans for each meeting;
- Maintaining availability to students through office hours, e-mail, participation in out-of-class engagement opportunities, and other forms of communication; and
- Advising and mentoring students.

### **Expected Activities in Research and Creative Activity**

Research and Creative Activity is encouraged for all faculty members at KSU above the rank of Lecturer. As stated in previous sections of this document, research activity in the Department of First-Year Programs is broadly defined and not limited to the scholarship of discovery. In the Department of First-Year Programs, faculty who are satisfactorily meeting expectations should be achieving the goals agreed upon in their FPA. The achievement of those goals will be assessed by the product of each faculty member's RCA in the form of, but not limited to:

- Peer reviewed articles,
- Book chapters,
- Artwork,
- Performance pieces, and
- Other substantive work product

In the Department of First-Year Programs, the expectation for *quantity* in terms of RCA does not differ among ranks; rather the expectation for *quality* differs. Specifically, the expectation for quality and significance increase with rank and experience, as does the expectation for mentoring junior faculty and the assumption of leadership roles. Furthermore, faculty members with a scholarship emphasis are expected to seek and

obtain external funding for their work, and the expectation for publication and presentation are such that the work published and presented should be of greater significance and impact, as compared to those faculty members operating within a workload model that does not emphasize RCA.

### **Expected Activities in Service**

All faculty members at KSU are expected to participate in service activities essential to the life of the institution. In the Department of First-Year Programs, faculty in performance tracks that require more than the minimum (10%) service responsibility are expected to serve at the department, college, and/or university levels in activities (committees, working groups, etc.) that produce tangible results of significant impact. Experienced faculty (those with senior rank and/or years of service) should assume leadership roles (by position or function) in their chosen service activities. Where appropriate, service activities should be approached in a scholarly manner and may result in tangible products of scholarship. The scope of service activities for each faculty member shall be determined in consultation with the Department Chair, shall be subject to the approval of the Dean, and shall be documented in the faculty member's FPA.

### **Expected Activities in Administration and Leadership**

Administrative and leadership activities are unique for each faculty member based on the specific position(s) held. Therefore, activities and evaluation criteria in this area will be individually negotiated between the faculty member and the Department Chair, with approval of the Dean.

### Resources:

- (1) Hutchings, P. & Shulman, L.S. (Sept/Oct 1999). The scholarship of teaching: New elaborations, new developments. *Change* 31(5), 10-15.
- (2) Angelo, T.A. & Cross, K.P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2<sup>nd</sup> ed). San Francisco, CA: Jossey Bass.
- (3) [http://www.usg.edu/academics/handbook/section4/cases\\_fac\\_work.pdf](http://www.usg.edu/academics/handbook/section4/cases_fac_work.pdf), p.2.