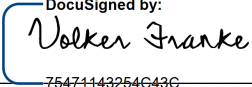Kennesaw State University
Academic Affairs

Approval Form for Department Promotion and Tenure Guidelines

A copy of this form, completed, must be attached as a cover sheet to the department guidelines included in portfolios for Pre-Tenure, Review, Promotion and Tenure and Post-Tenure Review.

I confirm that the attached guidelines, dated **January 12, 2024** were approved by the faculty of the **School of Conflict Management, Peacebuilding and Development** in accordance with department bylaws:

Volker Franke

January 17, 2024

_____

Name (printed or typed) / DFC or P&T chair   Signature/ Date

Department Chair Approval - I approve the attached guidelines:

Charity Butcher

January 17, 2024

_____
Name (printed or typed)   Signature/ Date

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

Anja Bernardy

January 17, 2024

_____
Name (printed or typed)   Signature/ Date

College Dean Approval - I approve the attached guidelines:

Catherine Kaukinen

January 17, 2024

_____
Name (printed or typed)   Signature/ Date

Provost Approval - I approve the attached guidelines:

Ivan Pulinkala

January 25, 2024

_____
Name (printed or typed)   Signature/ Date

RHM - 08 Sept 16

Kennesaw State University
School of Conflict Management, Peacebuilding and Development
Promotion and Tenure Guidelines
(January 12, 2024)

14

15

16

17 **I.   Introductory Department Characteristics**

18

19   The School of Conflict Management, Peacebuilding and Development aims to advance our
20   mission, as well as the mission of Kennesaw State University by providing educational
21   opportunities that will give our graduates the maximum options for employment; creating a
22   shared sense of purpose among faculty, staff, and students engaged in conflict management,
23   peacebuilding, and development locally and globally; contributing (through research,
24   teaching, practice and engagement) to the prevention, reduction, elimination, resolution and
25   transformation of violent conflict both domestically and internationally; developing strategies
26   and tools to systematically analyze, understand, explain and predict conflict and the
27   mechanisms that contribute to its solution, including the use of nonviolence to address
28   injustice; and, making the Norman J. Radow College of Humanities and Social Sciences and
29   Kennesaw State University a true first-choice destination for conflict management,
30   peacebuilding, and development scholarship, education, and practice in the United States and
31   across the globe. The School offers a Master's degree in Conflict Management (MSCM) and
32   a PhD in International Conflict Management (INCM) as well as certificate and continuing
33   education programs through the Center for Conflict Management.

34

35 **II.   General Statement on Faculty Reviews**

36

37   All guidelines must adhere to USG policy and KSU guidelines and policy. If any information
38   contained in the college or department promotion and tenure guidelines contradicts the USG

1   policy or the KSU Faculty Handbook, USG policy and the KSU guidelines and policy will
2   supersede the department (or college) guidelines.
3
4   Faculty members are reviewed annually and also participate in periodic multi-year reviews:
5   - Pre-Tenure Review
6   - Review for promotion and tenure
7   - Review for promotion to Professor
8   - Post-Tenure Review (PTR).
9
10 Annual reviews do not determine the outcome of multi-year reviews. Annual reviews allow
11 direct supervisors to provide faculty members with substantive feedback directly related to
12 their progress toward successfully completing their next multi-year reviews.
13
14 The SCMPD follows the KSU Faculty Review guidelines in Section 3 of the *KSU Faculty*
15 *Handbook* for all reviews.
16
17 It is incumbent upon all Norman J. Radow College of Humanities and Social Sciences' faculty
18 undergoing reviews to be familiar with review procedures and faculty performance
19 expectations and requirements. While more specific performance expectations and
20 requirements can be found in this document, review procedures and general performance
21 expectations are stated in section three of the Faculty Handbook and the Norman J. Radow
22 College of Humanities and Social Sciences' (RCHSS) Promotion and Tenure Guidelines. In
23 addition, as noted in the RCHSS P&T Guidelines, RCHSS faculty are required to include all
24 quantitative and qualitative student evaluations in their portfolio. Signed Annual Review
25 Documents (ARDs) and Faculty Performance Agreements (FPAs) for the last five years are
26 also required. Tenure-track faculty submitting a portfolio for promotion or tenure must also
27 notify their school director of their intent to do so in their FPA and prepare a list of possible
28 external reviewers by the end of January preceding the review that begins that August.
29
30 Because department promotion and tenure (P&T) guidelines are discipline-specific and are
31 approved by deans and the Provost as consistent with college and University standards, those
32 guidelines are understood to be the primary basis for promotion, tenure, and post-tenure review
33 recommendations and decisions. Therefore, at all levels of review the rationale for the
34 decisions will be stated in a letter to the candidate with specific and detailed reference to the
35 department review guidelines used to justify the recommendations and decisions that have
36 been made.
37
38
39
40 **III. Workload Model, Guidelines, and Workload Adjustments (See Section 2.2. of the *KSU***
41   ***Faculty Handbook*)**
42
43   **A. General Statement**
44   Faculty workload models seek to align faculty members' interests and strengths with
45   school/department, college, and university goals and resources. They promote equity

1   among faculty members while recognizing the broad range of disciplines and degree
2   programs within our college.
3
4   The standard workload model for pre-tenured and tenured faculty members in SCMPD is
5   50 percent Teaching, Supervising, and Mentoring (a 3/2 Teaching load), 40 percent
6   Scholarship and Creative Activity (SCA), and 10 percent Professional Service (Service)
7   (50/40/10). The standard workload for lecturers and senior lecturers is 90% teaching and
8   10% service (90/0/10).
9
10   Faculty with significant doctoral advising loads may request that a maximum of 10% of
11   their teaching workload be satisfied by doctoral advising rather than scheduled teaching.
12   Such an arrangement must be specified in the faculty member's FPA, to be approved by
13   the Dean, and in line with College policy. Faculty members with a 2/2 teaching load as a
14   result of doctoral advising are not subject to increased SCA expectations, because their
15   SCA workload remains 40 percent.
16
17   Faculty will not teach fewer than 12 credits per year unless receiving a specific course
18   reassignment (e.g., for administrative work, grant buyout, or award).
19
20   **B. Workload Adjustments**
21   Workload models for tenured faculty members can vary, but a faculty member must have
22   a minimum Service load of 10 percent. Per the *KSU Faculty Handbook*, workload
23   modifications are possible, and these may increase or decrease a faculty member's
24   Teaching, SCA, and Service loads.
25
26   A faculty member for whom a different workload model is appropriate must collaborate
27   with their chair/director during the Annual Review Document/Faculty Performance
28   Agreement (ARD/FPA) process and develop a new workload model. The faculty
29   member's strengths, interests, and last three years' ARDs will be the primary factors that
30   guide the new model's selection, which must be approved by the RCHSS Dean.
31
32   As stated in Section 2.2 of the KSU Faculty Handbook, these different workload models
33   may vary — for example,
34   • **70/15/15 –** 4/3 Teaching, 15% SCA, 15% Service
35   • **60/20/20** – 3/3 Teaching, 20% SCA, 20% Service
36   • **40/50/10** – 2/2 Teaching, 50% SCA, 10% Service

37   — as long as the modified workload meets the minimum SCA and Service loads of 10
38   percent each and does not exceed a teaching load of 24 credit hours per academic year.
39
40
41
42 **IV.   Faculty Performance (See Sections 2.4. and 3.3. of the *KSU Faculty Handbook*.)**
43
44   **A. Faculty Performance Areas**
45   The *KSU Faculty Handbook* contains three areas of faculty performance:
46   • Teaching, Supervising, and Mentoring

- Scholarship and Creative Activity
- Professional Service.

Teaching, Supervising, and Mentoring (Teaching) includes scheduled teaching and activities such as mentoring, supervising, and advising students. In SCMPD, these activities often include advising students on graduate research, especially as a master's thesis advisor, member or chair of doctoral committees, or as a supervisor to research or teaching assistants.

Scholarship and Creative Activity (SCA) includes a broad array of scholarship activities and creative works. SCMPD emphasizes the production of peer-reviewed articles, book chapters, and books, as well as grant proposals, presentations, and popular press publications connected to the faculty member's research. It also includes other creative works when tied to the themes of conflict, peacebuilding, and development.

Professional Service (Service) includes service to the school, department, college, university, discipline, profession, or community. All Service activity must be related to a person's status as a faculty member.

Faculty are to highlight activities promoting student success in at least one of the three performance areas: Teaching, Supervision, and Mentorship; Scholarship and Creative Activities; and/or Professional Service. Faculty should describe specific practices and explain how they contribute to student success. Faculty members are encouraged to consult with current and available resources, such as the RCHSS Student Success Toolkit and workshops on student success offered by CETL, to determine appropriate student success activities.

Faculty members must engage in continuous professional growth activities in at least one of the three performance areas and designate the performance area(s) in which these professional growth activities will be evaluated.

Each SCMPD faculty member is expected to
- maintain up-to-date knowledge, skills, and credentials needed to fulfill their commitments and incorporate them into their scholarly activities and scholarship
- meet their responsibilities and carry out their assignments in a constructive, productive, and professional manner
- cultivate excellence and demonstrate a commitment to developmental improvement, innovation, and progress
- work in close consultation with their director/chair and develop an FPA in which they outline their goals and priorities for the period of time they note in the Agreement
- act professionally and collegially while performing work-related activities.

The following sections offer definitions and establish detailed guidelines for each of the three performance areas, including but not limited to specific quantity and impact criteria.

Section VI below specifies the processes for evaluating these three performance areas during the annual, third-year, promotion-and-tenure, promotion, and PTR reviews.

B. Faculty Performance Expectations

1. Teaching, Supervision, and Mentoring

Per Section 3.3. of the *KSU Faculty Handbook*, this category of faculty performance refers to a wide variety of instructional activities that engage faculty peers and others to facilitate student learning. This area also includes activities such as mentoring, advising, and supervision of students. Examples of activities that may be used to fulfill requirements for noteworthy Teaching, Supervision, and Mentoring include but are not limited to:

- engaging in high-impact practices to effectively deliver course materials
- designing and incorporating student-centered learning activities
- developing well-organized, comprehensive syllabi for all assigned courses
- teaching appropriate and relevant materials that pertain to the subject matter(s) of the course
- incorporating active-learning exercises into the course curriculum
- teaching writing enhanced courses or time-intensive courses
- providing and discussing student and colleague evaluations of instructional performance
- participating in student success initiatives/projects at the university, college, or school/department level
- facilitating individual instruction and advisement (other than organized classes)
- chairing doctoral committees
- serving as a member of doctoral committees
- documenting the number of other supervised theses, projects, internships, directed studies, research projects, honors projects, and other individual instruction activities
- assisting undergraduate or graduate students who present at professional conferences
- assisting students or alumni in job-placement efforts, e.g., through making professional introductions, arranging internships, or writing letters of reference
- mentoring undergraduate/graduate teaching assistants and research assistants
- engaging in new course development
- engaging in substantial updates or redesigns of assigned courses
- adhering to schedule class meeting times
- communicating effectively and in a timely manner with students
- regularly preparing for teaching
- using fair and appropriate grading practices
- making reasonable accommodations for individual students
- engaging in professional development aimed at improving teaching effectiveness, such as CETL workshops and/or pedagogy meetings at a conference

- supporting their program through pedological innovations and/or curriculum development
- receiving a teaching excellence award
- applying for a competitive pedagogy-related grant

2. Scholarship and Creative Activity

Per Section 3.3. of the *KSU Faculty Handbook*, this category of faculty performance refers to a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem-solving, aesthetics, and pedagogy in the communities served by the University.

Per Section 3.4. of the *KSU Faculty Handbook*, a faculty member must have a minimum workload of 20% in SCA to be considered for promotion-and-tenure or promotion.

Faculty members provide evidence of this activity in their ARDs, Pre-Tenure Review portfolios, P&T portfolios, and PTR materials. As part of documenting their SCA activities, faculty members also demonstrate their activities' quality and significance.

Examples of SCA include but are not limited to the following:
- peer-reviewed journal article
- essay/chapter in an edited volume
- single- or co-authored book
- editing an edited volume, singly or with co-editors
- conference presentation
- publication in conference proceedings
- article in a trade publication
- podcast
- professional practice activities such as conducting mediations or other professional work in conflict management, peacebuilding, or development
- invited talk related to research and creative work
- popular press publication related to research or creative work
- press coverage related to research and creative work
- script, poem, creative written product, or work of fiction related to conflict management, peacebuilding or development
- comic issue or graphic novel related to conflict management, peacebuilding or development
- webtext or peer-reviewed blog post
- video or tabletop game related to conflict management, peacebuilding or development
- book review, review essay
- encyclopedia entry
- textbook
- translation
- public exhibit

- digital archive
- documentary
- multimedia projects (e.g., broadcast, interactive media, experimental film, and non-traditional audiovisual work)
- archival or historic preservation
- internal, extramural, and/or community research grant
- grant supporting creative work
- film production related to conflict management, peacebuilding or development
- interactive media related to conflict management, peacebuilding or development
- other activities related to conflict management, peacebuilding or development as deemed appropriate by school/department P&T Guidelines and equivalence documents.

3. Professional Service

Per Section 3.3. of the *KSU Faculty Handbook*, this category of faculty performance refers to the application of a faculty member's academic and professional skills and knowledge to the completion of tasks that benefit the University, the community, or the profession.

All faculty members are expected to engage in Service activities that benefit the School, college, university, profession, community, or any combination of these. Faculty members are encouraged to engage in Service of different types (e.g., disciplinary, institutional) and at various levels (e.g., school/department, college, community, international). Each faculty member's workload must include a minimum Service load of 10 percent.

Examples of Service activity include but are not limited to
- participation in school-, department-, college-, or university-level committees
- contribution to statewide, regional, national, or international professional or academic organizations
- serving as an editor or its equivalent for a journal or collection
- serving as an editorial board member or peer reviewer for national or international-level publications and conferences
- major engagement on a committee organized at the school/department level or higher
- advising a student organization
- activity in school-, department-, college-, or university-level community engagement
- leadership in school-, department-, college-, or university-level community engagement
- administrative work at the school, department, college, or university level
- other professional service expectations as defined as relevant by school/department guidelines.

C. Definitions of Satisfactory and Noteworthy Contributions

Schools/departments define appropriate activities for satisfactory and noteworthy achievements in their P&T Guidelines.

Satisfactory performance entails consistently fulfilling their fundamental job expectations and contribute to the everyday functioning of their school/department, the college, and the university. They are productive members of the greater academic community.

Noteworthy performance entails exceling in meeting their job expectations. They make significant contributions to their greater academic communities.

1. Teaching, Supervising, and Mentoring:

Faculty members demonstrate their record of successfully facilitating student learning. Section IV.B.1 of this document provides examples of Teaching, Supervision, and Mentoring.

2. Scholarship and Creative Activity:

Faculty members demonstrate the quality and significance of their scholarship and creative activity (e.g., by discussing publication venue, impact factor, acceptance rate, readership, the extent of any contributions to multi-authored works). Faculty members should focus on generating original work and submitting it for peer review. Faculty members' work should follow an arc that meets their academic expertise, their teaching assignments, and the mission of their school/department.

Section IV.B.2. of this document provides examples of SCA.

3. Professional Service:

Faculty members demonstrate the quality and significance of their service (e.g., by discussing leadership roles taken, documents drafted, events organized, or reviews completed).

Section IV.B.3 of this document provides examples of Service.

V. Faculty Performance Agreements

Per Sections 3.2. and 3.12. of the *KSU Faculty Handbook*, each faculty member must develop an FPA in consultation with their chair/director. This document outlines goals and priorities for the period of time they note in the agreement. The FPA describes the relative emphasis of an individual faculty member's activities in Teaching, Supervising, and Mentoring; Scholarship and Creative Activity; and Professional Service.

A faculty member's FPA contains student success goals and professional development goals in at least one of these three performance areas and addresses the mission and relevant guidelines of the RCHSS and the faculty member's school/department. Faculty members must

submit their FPA to the SCMPD director for review according to the deadline published in Section 3 of the *KSU Faculty Handbook*.

VI. Faculty Review Processes

Faculty performance is evaluated through two basic, interrelated processes: annual reviews and multi-year reviews.

A. Annual Review

Consistent with *KSU Faculty Handbook* Section 3.12, during each academic year, a faculty member must have an Annual Review with the SCMPD Director. Prior to the review, the faculty member must prepare an Annual Review Document (ARD) in which they present evidence (see Section IV of this document) to demonstrate the progress they are making on the plans presented in their previous FPA.

Faculty members' individual performance must align with their faculty workload distribution as well as school/department expectations for P&T, promotion, and/or PTR.

In the event of a change in a faculty member's workload, their performance expectations will reflect the average of their workload during the review period.

The Director must provide the faculty member with a written evaluation that refers to the five-point scale (see Appendix 1) established by the University System of Georgia Board of Regents and found in the *KSU Faculty Handbook*, Sections 3.5.C. & 3.12.A.2. Appendix 1 below provides an interpretation of the five-point rubric suitable for SCMPD.

If a tenured or tenure-track faculty member receives a 1 or a 2 in any category of the annual review process, a Performance Remediation Plan (PRP) will be developed as outlined in Section 3.12 of the KSU Faculty Handbook.

B. Pre-Tenure Review

Sections 3.5. and 3.12. of the *KSU Faculty Handbook* present the Pre-Tenure Review process and outline details for each step, beginning with the school/department P&T Review committee, continuing to the Director, and on to the Dean.

Unless hired with probationary credit toward tenure that would make a Pre-Tenure Review moot, pre-tenure, tenure-track faculty members must have a Pre-Tenure Review that gives them a clear picture of the progress they are making toward tenure. Letters of review must identify specific strengths and weaknesses of the faculty member. PRP is required for unsuccessful pre-tenure reviews.

C. Promotion-and-Tenure and Promotion of Tenure-Track and Non-Tenure Track Faculty

Sections 3.5. and 3.12. of the *KSU Faculty Handbook* articulates expectations for promotion-and-tenure and promotion of tenure-track faculty members. Section 3.6 of the *KSU Faculty Handbook* articulates expectations for promotion of Non-Tenure Track Faculty, including lecturers.

School P&T Guidelines also define appropriate activities for satisfactory and noteworthy achievements for each performance area. Faculty members who seek promotion must meet performance expectations of the rank they seek.

Faculty members who seek promotion-and-tenure or promotion must, at the minimum, be noteworthy in Teaching, Supervising, and Mentoring, noteworthy in a second performance area, and at least satisfactory in the third performance area.

Faculty members on a research-intensive workload model (e.g., 40% Teaching, 50% SCA, and 10% Service) who seek promotion-and-tenure or promotion must be noteworthy in both Teaching, Supervising, and Mentoring, and SCA, and at least satisfactory in Service.

Faculty members who submit portfolios for promotion-and-tenure or promotion will be evaluated on the totality of material in their portfolios, as described below and in the *KSU Faculty Handbook*. ARDs are part of the P&T Review portfolio, but review committees will not construe faculty members' scores on the five-point scale used in ARDs as equivalent to categories of "satisfactory" or "noteworthy."

External review letters are required for tenure-track or tenured faculty members who seek promotion-and-tenure or promotion. See Section 3.12. of the *KSU Faculty Handbook* for External Review Letter requirements.

1. Assistant Professor
TEACHING, SUPERVISION, AND MENTORSHIP: In adjusting to the role of assistant professor, faculty members typically spend significant time and effort in developing, testing, and refining their courses and honing their pedagogical skills.

Promotion to Associate Professor: Noteworthy
By the time candidates petition for promotion to Associate Professor, they should have fulfilled all requirements for satisfactory teaching, advising, and mentoring as well as achieved some combination of:
- The use of diverse and effective pedagogical strategies as evidenced by syllabi, lesson materials, teaching philosophy, peer observations, or student feedback
- The use of a variety of materials and techniques that are designed to enhance student learning and engagement
- A demonstrated commitment to continued improvement through reflection, participation in professional development courses or activities, attendance at conferences focused on teaching and learning, or solicitation of feedback from peers and students
- The development of new courses

- Demonstrated evidence of effective advising or mentoring
- Additional activities as specified in Section IV.B.1 above

SCHOLARSHIP & CREATIVE ACTIVITY: Scholarship, creative activities, and professional practice (e.g., mediations, negotiations, workshop facilitation, training programs) for assistant professors are varied and broadly defined. In the early years in the academy, focus is placed on developing areas of scholarship, including scholarship of teaching and learning, and creative activities. Importantly, blind peer-reviewed scholarship products (or comparable activity, for instance in gray literature for practice-oriented faculty) and evidence of a productive trajectory of scholarship will be necessary for promotion to the associate professor level and the award of tenure. Submitted external grant proposals are also valued outputs at this stage in the faculty's career. While we recognize that faculty portfolios will vary in their composition, we expect at least some peer reviewed publications in academic outlets from all faculty.

Faculty ready for promotion to associate professor on a 40% SCA workload should have some combination of at least five article-equivalent products. Expectations should be scaled for higher or lower workloads. Faculty going up for associate should also provide a minimum of three external letters from experts in their field that recognize the impact of the individual on their field. Refer to Kennesaw State University Faculty Handbook Section 3.12. for details on external letters.

External letters will be but one data point in the portfolio review.

PROFESSIONAL SERVICE: Professional service on department or school committees is expected. Service to the profession outside of KSU will also be considered.

2. **Associate Professor**
TEACHING, SUPERVISION, AND MENTORSHIP: As experience increases, faculty members should increase the breadth and depth of their knowledge of course subject matter and of effective teaching techniques. Faculty members may also develop new courses and mentor other faculty members.

Promotion to Full Professor: Noteworthy
By the time candidates petition for promotion to Full Professor, they should have fulfilled all requirements for satisfactory teaching, advising, and mentoring at the Associate Professor level as well as achieved some combination of:
- Departmental or college level awards/recognition of teaching
- The development of new courses or the development of courses to be delivered in new formats
- Publication in journals and/or presentation at conferences focused on the scholarship of teaching and learning
- Evidence of working with undergraduate or graduate students on research projects
- Involvement in curriculum revisions
- Involvement in curriculum assessment procedures

- Leadership at relevant faculty workshops in the area of scholarship of teaching and learning
- Mentorship of faculty in the area of teaching, advising, and mentoring
- The receipt of grants that are specifically for the scholarship of teaching & learning or classroom improvement
- Development of innovative pedagogical strategies
- Excellence in peer reviews
- Other activities relevant to their particular discipline or area of practice

SCHOLARSHIP & CREATIVE ACTIVITY: Activities for associate professors in this area are varied and broadly defined. Associate professors continue developing their area(s) of expertise. There is a continuing expectation of peer-reviewed products (or comparable activity) at this level.

Faculty should continue to be involved in research, creative efforts, or professional practice, including conference presentations, and publications or art displays or dramatic productions. Publication of peer-reviewed academic research, impactful policy research, or recognized creative expression should be a regular activity. Mentoring of research or creative efforts of peers should also become more regular. Faculty should identify and apply for external research funding. Faculty with a creative focus should be pursuing grant funding. Overtime, faculty with an academic focus should be targeting their scholarship towards more prestigious journals and/or consider the publication of books. Faculty are also encouraged to engage in policy-relevant or practice-oriented scholarship or creative activity. Faculty participation in conferences should include participating in or convening panels or workshops. Faculty with a creative focus should be pursuing displays of art, performances of drama, or other publicly notable forms of expression. Faculty ready for promotion to full professor should have some combination of at least five article-equivalent products, including peer-reviewed publications, recognized by peers since their last promotion. Faculty going up for promotion to full professor should also provide a minimum of three external letters from experts in their field who have not collaborated with the faculty member that recognize the impact of the individual on their field. Refer to Kennesaw State University Faculty Handbook Section 3.12. for details on external letters.

PROFESSIONAL SERVICE: At the associate rank, an increase in quantity and/or level both within and outside of SCMPD should be evident. College or university level service is required for promotion to full professor.

3. Professor
TEACHING, SUPERVISION, AND MENTORSHIP: The full professor is a well-established and effective teacher and continues to demonstrate proficiency in this area. SCMPD expects that faculty members at this level not only maintain high standards for remaining current in their areas of expertise but also that they provide guidance and serve as mentors to less experienced faculty.

SCHOLARSHIP & CREATIVE ACTIVITY: 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. Professors must maintain quality of scholarship or creative output, or both. Professors should continue to contribute to the advancement of the field through mentoring and review of others' work, both at KSU and beyond. Faculty at this level are expected to pursue joint research and creative activity with junior scholars or graduate students and to seek external funding with broader benefits to SCMPD, the College, and University.

PROFESSIONAL SERVICE: Full professors demonstrate that they are sharing their experience and expertise, service, and leadership with SCMPD and other appropriate constituents at KSU and beyond. This includes service to the profession, service to the surrounding community, as well as service both nationally and internationally.

4. Lecturer

TEACHING, SUPERVISION, AND MENTORSHIP: Since teaching is the primary focus of Lecturers, faculty members in these positions will typically spend significant time and effort in developing, testing, and refining their courses and honing their pedagogical skills.

Promotion to Senior Lecturer: Noteworthy

By the time candidates petition for promotion to Senior Lecturer, they should have fulfilled all requirements for satisfactory teaching, advising, and mentoring as well as achieved some combination of:

- The use of diverse and effective pedagogical strategies as evidenced by syllabi, lesson materials, teaching philosophy, peer observations, or student feedback
- The use of a variety of materials and techniques that are designed to enhance student learning and engagement
- A demonstrated commitment to continued improvement through reflection, participation in professional development courses or activities, attendance at conferences focused on teaching and learning, or solicitation of feedback from peers and students
- The development of new courses
- Demonstrated evidence of effective advising or mentoring
- Additional activities as specified in Section IV.B.1 above

SCHOLARSHIP & CREATIVE ACTIVITY: Not part of a typical lecturer workload.

PROFESSIONAL SERVICE: Professional service on department or school committees is expected. Service to the profession outside of KSU will also be considered.

5. Senior Lecturer

TEACHING, SUPERVISION, AND MENTORSHIP: As experience increases, faculty members should increase the breadth and depth of their knowledge of course subject matter and of effective teaching techniques. Faculty members may also develop new courses and mentor other faculty members.

Promotion to Principal Lecturer: Noteworthy

By the time candidates petition for promotion to Principal Lecturer, they should have fulfilled all requirements for satisfactory teaching, advising, and mentoring at the Senior Lecturer level as well as achieved some combination of:

- Departmental or college level awards/recognition of teaching
- The development of new courses or the development of courses to be delivered in new formats
- Publication in journals and/or presentation at conferences focused on the scholarship of teaching and learning
- Evidence of working with undergraduate or graduate students on research projects
- Involvement in curriculum revisions
- Involvement in curriculum assessment procedures
- Leadership at relevant faculty workshops in the area of scholarship of teaching and learning
- Mentorship of faculty in the area of teaching, advising, and mentoring
- The receipt of grants that are specifically for the scholarship of teaching & learning or classroom improvement
- Development of innovative pedagogical strategies
- Excellence in peer reviews
- Other activities relevant to their particular discipline or area of practice

SCHOLARSHIP & CREATIVE ACTIVITY: Not part of a typical lecturer workload.

PROFESSIONAL SERVICE: At the Senior Lecturer rank, an increase in quantity and/or level both within and outside of SCMPD should be evident, which may include college and/or university level service.

6. Principal Lecturer

TEACHING, SUPERVISION, AND MENTORSHIP: The Principal Lecturer is a well-established and effective teacher and continues to demonstrate proficiency in this area. SCMPD expects that faculty members at this level not only maintain high standards for remaining current in their areas of expertise but also that they provide guidance and serve as mentors to less experienced faculty.

SCHOLARSHIP & CREATIVE ACTIVITY: Not part of a typical lecturer workload.

PROFESSIONAL SERVICE: Principal Lecturers demonstrate that they are sharing their experience and expertise, service, and leadership with SCMPD and other appropriate constituents at KSU and beyond. This may include service to the profession, service to the surrounding community, as well as service both nationally and internationally.

D. Probationary Credit for Promotion-and-Tenure Review

Probationary credit towards tenure may be awarded at the Assistant Professor or Associate Professor level to new hires who have previously held full-time faculty employment at KSU or other colleges or universities. See Section 3.5.A. of the *KSU Faculty Handbook*

for details on how faculty members can use their probationary credit towards tenure and promotion. In cases where prior credit towards tenure and promotion has been awarded, P&T Review committees must consider activities completed in all review categories for the period stated in the narrative before the individual was hired as an Assistant Professor or Associate Professor at KSU. In cases where prior credit towards tenure and promotion has been awarded, Pre-Tenure Review may be unnecessary.

E. Post-Tenure Review of Tenure Track Faculty

Post-tenure review will reflect the faculty member's rank, with different requirements for tenured Associates Professors and full Professors.

TEACHING, SUPERVISION, AND MENTORSHIP: Tenured professors continue to demonstrate proficiency in this area and maintain up-to-date courses and lesson-plans. SCMPD expects full Professors to also provide guidance and serve as mentors to less experienced faculty.

SCHOLARSHIP & CREATIVE ACTIVITY: There is continuing expectation of peer-reviewed products (or comparable activity) at this level. Faculty are generally expected to produce one article-equivalent research output from the Required Outputs list in Appendix 1 per 10% of SCA workload during the 5-year review period (e.g., a 30% SCA requires 3 articles), or participate in other equivalent research activities. Full Professors and Associate Professors not seeking promotion may publish less frequently, as they turn their attention to longer projects, grant-writing, or mentoring students in research.

PROFESSIONAL SERVICE: Tenured professors share their experience and expertise, service, and leadership with SCMPD and other appropriate constituents at KSU and beyond. This includes service to the profession, service to the surrounding community. Associate professors may focus their service at the School or College level, while full Professors are expected to take on leadership roles at the School level and/or serve at the College, University, national, or international levels.

   1. **Post-Tenure Review Process**
   See Sections 3.5 and 3.12 of the *KSU Faculty Handbook* for a detailed description of the PTR process. This includes the evaluation scale used, the expedited post-tenure review process, and the monetary PTR reward.

   2. **Performance Improvement Plan**
   In line with Section 3.12.B4.II and III in the event of a PTR that results in ratings of Does Not Meet Expectations (1) or Needs Improvement (2), the faculty member's appropriate supervisor(s) and the faculty member will work together to develop a formal Performance Improvement Plan (PIP) in consultation with the review committee based around the deficiencies found by the committee. Consistent with the

developmental intent of the PTR, the PIP must be designed to assist the faculty member in achieving progress towards remedying the deficiencies identified in the PTR. See Sections

3. **Faculty Appeal of the PIP Action Plans:** Please see *KSU Faculty Handbook* 3.12

4. **Corrective Post-Tenure Review:** Please see *KSU Faculty Handbook* 3.12

F. Post-Tenure Review for Administrative Faculty

See Section 3.12.B.5. of the *KSU Faculty Handbook* for processes and procedures that apply to PTR for administrative faculty.

G. Joint Appointments for Tenure Track Faculty

See Sections 3.5.E. and 3.6.C. of the *KSU Faculty Handbook* for policies and procedures about annual reviews, pre-tenure review, promotion-and-tenure, promotion, and PTR for faculty members with a joint appointment in two or more schools/departments.

VII. Relationship to Other Governing Rules and Regulations

All guidelines must adhere to USG policy and KSU guidelines and policy. If any information contained in these guidelines contradicts the USG policy or the *KSU Faculty Handbook*, USG policy and the KSU guidelines and policy will supersede the school, department, or college guidelines This version of the SCMPD Guidelines were created in reference to KSU Faculty Handbook 2023-2024.

VIII. Revision to the Promotion and Tenure 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 Conflict Management, Peacebuilding and Development. 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 School Faculty Council.

Appendix 1
5 Point Scale for Annual Reviews

Faculty will be evaluated annually on their performance in teaching, supervision, and mentorship; scholarship and creative activity; and professional service. Faculty in the School must be evaluated independently using the standards given in these guidelines, not relative to other faculty. There is no limit on the number or percentage of faculty who can earn marks of a 4 or 5 in any category, or cumulatively. As noted above, faculty must contribute to student success in one of these three categories, and also engage in an activity to support continuous professional growth in at least one category each year.

I.   **Teaching Supervision and Mentorship**

    A. **Expectations and Definitions**
        All faculty members are expected to complete their scheduled teaching in a satisfactory fashion and are encouraged to complete their teaching in an exemplary fashion. Faculty members may also engage in additional TSM activities as designated in the FPA. (See Faculty Handbook, Sections 2.2.; 2.4.; 3.2.; and 3.12.) Faculty members will be evaluated based on the actions they undertake, not solely on the basis of student evaluations. To encourage pedagogical innovation, faculty members' efforts will be judged on the basis of their pedagogical strategy, intent, and reflections on student feedback.

        Satisfactory teaching is defined as delivering course instruction in a complete and timely fashion. Faculty may detail specific activities undertaken to enhance student success. Indicators of satisfactory teaching include:
- Developing well-organized, comprehensive syllabi for all assigned courses
- Periodic revision of syllabi or lesson plans to ensure that materials are current
- Teaching appropriate and relevant materials that pertain to the subject matter(s) of the course
- Adhering to scheduled class meeting times
- Communicating effectively and in a timely manner with students
- Regularly preparing for teaching
- Being available to students for office hours
- Creating assignments designed to assess students' progress toward achieving the course goals
- Using fair and appropriate grading practices
- Making reasonable accommodations for individual students

        Exemplary teaching is defined as delivering course instruction with significant attention to student success. Examples of exemplary teaching might include, but are not limited to:
- Adoption of high-impact practices to effectively deliver course materials
- Reflecting on teaching and adopting new pedagogical practices based on evidence-based research
- Engaging in advising and mentoring outside of scheduled teaching time

- Designing and incorporating student-centered learning activities
- Creating and implementing experiential learning opportunities
- Revision of syllabi or lesson plans to include a diverse and appropriate cross-section of views
- Creating low/no-cost courses
- Engaging in new course development or creating courses in new modalities
- Engaging in substantial updates or redesigns of assigned courses

B. Teaching, Supervision and Mentorship Scoring

TSM reflects more than the completion of scheduled teaching. Faculty members' performance in this area will be assessed on the basis of the activities below. This list is not exclusive.

- Exemplary teaching of a scheduled course
- Satisfactory teaching of a scheduled course
- Writing a competitive pedagogy-related grant
- Chairing an active dissertation committee (e.g., one in which a student is revising or defending a proposal, requiring regular input on data collection or analysis, submitting chapters for review, or defending the dissertation)
- Coauthoring an article or conference paper with a student
- Supervising a research assistant
- Supervising a teaching assistant
- Receiving a TSM award
- Membership on an active dissertation committee (e.g., one in which a student is revising or defending a proposal, requiring regular input on data collection or analysis, submitting chapters to members for review, or defending the dissertation)
- Delivering a workshop or professional development training
- Participating in professional development trainings related to TSM
- Guest lecturing
- Assisting students or alumni in job-placement efforts, e.g., through making professional introductions, arranging internships, or writing letters of reference
- Grading comprehensive exams

C. TSM Rubric

TSM			
Scale	**TSM 60%**	**TSM 50%**	**TSM 40%**
5 – Exemplary	Faculty member has completed all designated teaching and/or advising in an exemplary fashion	Faculty member has completed all designated teaching and/or advising in an exemplary fashion	Faculty member has completed all designated teaching and/or advising in an exemplary fashion

	AND taken on additional TSM tasks to the benefit of the students and the school.	AND taken on additional TSM tasks to the benefit of the students and the school.	AND taken on additional TSM tasks to the benefit of the students and the school.
4 – Exceeding Expectations	Faculty member has completed all designated teaching in an exemplary fashion OR has completed all designated teaching and/or advising in at least a satisfactory fashion AND taken on additional major TSM tasks to the benefit of the students and the school.	Faculty member has completed all designated teaching in an exemplary fashion OR has completed all designated teaching and/or advising in at least a satisfactory fashion AND taken on additional major TSM tasks to the benefit of the students and the school.	Faculty member has completed all designated teaching in an exemplary fashion OR has completed all designated teaching and/or advising in at least a satisfactory fashion AND taken on additional major TSM tasks to the benefit of the students and the school.
3 – Meeting Expectations	Faculty member has satisfactorily completed 18 credits of scheduled teaching OR less than 18 credits of scheduled teaching plus significant doctoral advising.	Faculty member has satisfactorily completed 15 credits of scheduled teaching OR less than 15 credits of scheduled teaching plus significant doctoral advising.	Faculty member has satisfactorily completed 12 credits of scheduled teaching OR less than 12 credits of scheduled teaching plus significant doctoral advising.
2 – Needs Improvement	Faculty member has completed scheduled teaching in a less than satisfactory fashion or not fulfilled advising commitments.	Faculty member has completed scheduled teaching in a less than satisfactory fashion or not fulfilled advising commitments.	Faculty member has completed scheduled teaching in a less than satisfactory fashion or not fulfilled advising commitments.
1 – Not meeting expectations	Faculty member has not completed scheduled teaching or fulfilled advising commitments.[+]	Faculty member has not completed scheduled teaching or fulfilled advising commitments.[+]	Faculty member has not completed scheduled teaching or fulfilled advising commitments.[+]

II. Scholarship and Creative Activity

A. Expectations and Definitions
SCMPD faculty members are required to regularly produce peer-reviewed research and may produce additional research outputs. Faculty with a 40% SCA workload seeking future promotion are expected to produce the equivalent of 5 peer-reviewed articles in each 5-year review period. Therefore, faculty on a 40% SCA workload are expected to produce an average of 1 peer-reviewed article per year.   These expectations are scaled upward or downward for faculty on a higher or lower SCA workload, as specified in the rubric below.

[+] These criteria will not be applied to faculty using FMLA or who are otherwise unable to complete scheduled teaching or advising due to events beyond the faculty member's control.

These standards are to be considered a baseline and not an absolute requirement. Outputs of exceptional quality (e.g., an article placed in a top-tier publication, book with a university press, or successful federal grant application) or impact may be counted as more than one publication. Faculty members should document this in their Annual Review Document (ARD).

To avoid disincentivizing publications with students and innovative collaborations, multi-authored outputs will be given full credit, regardless of the faculty member's placement in the order of authors. Faculty completing multi-authored work are advised to detail their specific contributions to the article or project.

Required research outputs are defined as those products that can be counted toward meeting the peer-reviewed article requirements. Outputs should be published or accepted for publication, or submitted to the funder or contractor, by the time of review. Outputs considered in this category include but are not limited to:
- Peer-reviewed journal article (may count for multiple articles)
- Essay/chapter in an edited volume
- Book (may count for multiple articles)
- Article in a peer or editor-reviewed trade publication
- Policy and project reports
- Editing an edited volume, singly or with co-editors (may count for multiple articles)
- Editing or co-editing a special issue of a journal
- Script, poem, creative written product, or work of fiction related to conflict management, peacebuilding, or development (may count for multiple articles depending on length and quality)
- Encyclopedia entry, when of similar length and quality to an article or book chapter
- Textbook related to the faculty member's research or teaching (may count for multiple articles)
- Grant applications (applications of high quality and significance may count for multiple articles)

Additional research outputs are defined as those demonstrating active engagement in the scholarly community or facilitating the dissemination of scholarly outputs to a wider audience. These may be used to demonstrate progress toward producing required outputs or as magnifiers of required outputs (e.g., invitations to present or consult showing public interest in the faculty member's work) but may not be substituted for required outputs. Additional outputs include, but are not limited to:
- Conference presentation
- Invited talk related to research and creative work
- Article in a non-peer reviewed trade publication
- Podcast or video appearance (as host or guest)
- Conducting mediations

- Consulting or other professional work related to the faculty member's research
- Popular press publication related to research or creative work (includes both print and electronic publication)
- Press coverage related to research and creative work
- Blog post on a peer- or editor-reviewed blog
- Book review, review essay
- Encyclopedia entry (less than article length)

B. Scholarship and Creative Activity Scoring

Faculty members will be assessed using the rubric below. Faculty members claiming progress toward outputs should provide documentation of their efforts.

Scale	RCA
5 – Exemplary	Faculty member has produced a volume, quality, or significance of work that has the potential to be exemplary in impact in the field.
4 – Exceeding Expectations	Faculty member is on track to exceed the requirements of their next planned review (tenure, promotion, or PTR).
3 – Meeting Expectations	Faculty member is on track to meet the requirements of their next planned review (tenure, promotion, or PTR). Requirements will reflect percentage of SCA workload as specified in Section IV.C above.
2 – Needs Improvement	Faculty member is not on track to meet the requirements of their next planned review (tenure, promotion, or PTR). Requirements will reflect percentage

	of SCA workload as specified in Section IV.C above.
1 – Not meeting expectations	No evidence of engagement with research.

III. Professional Service

A. Expectations and Definitions

All faculty members are expected to engage in Service activities that benefit the School, college, university, profession, community, or any combination of these. Service is an essential responsibility of tenured and tenure-track faculty. Faculty are expected to devote a minimum of 10% of their workload to service, although some faculty may devote more time in some years. Effort should be credited to the faculty member based upon the specific activities undertaken. As a small department, there are many critical service positions that must be filled each year by faculty appointed (fully or jointly) to the school.

Service is assessed on the basis of both quantity and quality, with more weight being given to Service roles reflecting greater responsibility (e.g., chairing committees or serving at the college or university levels).

Faculty who routinely exceed their FPA commitments by more than 5% are advised to renegotiate their workload to reflect a higher service percentage.

B. Professional Service Scoring

Faculty members will be assessed using the rubric below.

Service will be evaluated on the basis of both time and impact and be considered relative to the faculty member's rank. Typical service activities are listed below. This list is not exclusive. Faculty members should be credited with greater service when undertaking tasks with higher levels of responsibility (e.g., chairing committees or sitting on college or university committees), greater time commitment (e.g., editing a journal; reviewing applications or student portfolios), or greater impact (e.g., community engagement).

Required Activities
Department committee service and attendance at department meetings is required for satisfactory performance.

Additional Activities

- Editorship of a journal

- Serving as an officer or committee member in organizations related to the area of professional expertise
- Consulting with governmental agencies, business industries, educational systems, community service or arts organizations;
- Community engagement
- Chair or other leadership role on a College or University committee, task force, or other body
- Sponsor, student club, especially or high-commitment activities, such as coaching mock mediation, with regular practices and competitions.
- Member, College or University committee, task force, or other body
- Chair, Department committee
- Member, Department committee
- Regular attendance at school, department, and program meetings
- Article reviewing

Service of jointly appointed faculty will be evaluated relative to their MOUs and/or FPAs jointly agreed by both units.

C. PS Rubric

Scale	PS (all workloads)
5 – Exemplary	Meeting expectations for this Professional Service workload percentage AND evidence of service contributions that are of exceptional quality or significance to KSU and/or its units, the profession, or the community. Evidence of exceptionally significant service may include performing service far over the allotted workload.
4 – Exceeding Expectations	Meeting expectations for this Professional Service workload percentage AND evidence of service contributions that are of high quality and significance to to KSU and/or its units, the profession, or the community. Evidence of significant service may include performing service over the allotted workload.
3 – Meeting Expectations	Fulfilling all "fundamental activities" of Professional Service as well as other service duties as agreed upon in the FPA. See also Section VI.C.2.3d "Administrative Capacity" for other service duties specific to certain roles in the School.
2 – Needs Improvement	Evidence of engagement in service but not meeting expectations for this Professional Service workload percentage.

1 – Not Meeting Expectations	No evidence of engagement in service.

Approvals

This document was voted on and approved by the Faculty of the School of Conflict Management, Peacebuilding and Development on <u>November 3, 2023</u>.

Name (Dr. Volker Franke) / SFC Chair, on behalf of the Faculty   Signature/ Date

School Director Approval – I approve the attached guidelines:

Name (Dr. Charity Butcher)   Signature/Date

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

Name (Dr. Anja Bernardy)   Signature/Date

College Dean Approval – I approve the attached guidelines:

Name (Dean "Katie" Kaukinen)   Signature/Date

Provost Approval – I approve the attached guidelines:

Name (Provost Ivan Pulinkala)   Signature/Date

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