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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 **December 4, 2023** were approved by the faculty of the Department of **Sociology and Criminal Justice** in accordance with department bylaws:

Kenneth White

DocuSigned by:
Kenneth White
C45D8D4085A64F6...

December 5, 2023

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

Department Chair Approval - I approve the attached guidelines:

Barbara Harris Combs

DocuSigned by:
Barbara Harris Combs
A111450CA74A428...

December 7, 2023

Name (printed or typed)   Signature/ Date

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

Anja Bernardy

DocuSigned by:
Anja B
B37AA100F4654C2...

December 7, 2023

Name (printed or typed)   Signature/ Date

College Dean Approval - I approve the attached guidelines:

Catherine Kaukinen

DocuSigned by:
Catherine Kaukinen
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December 8, 2023

Name (printed or typed)   Signature/ Date

Provost Approval - I approve the attached guidelines:

Ivan Pulinkala

DocuSigned by:
26412C41D0DE4E2...

January 30, 2024

Name (printed or typed)   Signature/ Date

RHM - 08 Sept 16

Department of Sociology and Criminal Justice Promotion and Tenure Guidelines

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I. Introductory Distinguishing Department Characteristics

The Department of Sociology, Geography, Anthropology and Criminal Justice was formed in 1998. The four discipline department was divided in 2006 into the Department of Sociology and Criminal Justice (SCJ) and the Department of Geography and Anthropology. The primary activities of the SCJ Department are to promote the B.S. in Sociology (inaugurated in 1999), to promote the B.S. in Criminal Justice (inaugurated in 2002), to promote M.S. in Criminal Justice (inaugurated in 2011), and to support our minors (currently includes Criminal Justice, Criminology, Gerontology, Medical Sociology, and Sociology). The department also supports numerous programs, such as BS/MS in Cybersecurity and the Certificate in Workplace Interpersonal Relationships, which are housed in other departments, colleges, or university wide.

The department includes faculty from two disciplines: Sociology and Criminal Justice and thus must honor the integrity of each while strengthening the commitment to the whole department. Each faculty member, while pursuing his or her own discipline, is part of the larger picture that makes up the programs and the department. All faculty members are expected to contribute to the success of the Sociology Major, the Criminal Justice Major, the Master's in Criminal Justice, and/or other institutional programs that we are part of and the minors. Each member is responsible for ensuring that students are presented with quality instruction, up-to-date information, and opportunities to learn. Because of the diversity in the disciplines represented by the department, it is essential that faculty show comity when-carrying out the department's mission and objectives.

A. Departmental Mission Statement

The Department of Sociology and Criminal Justice prepares students to understand ~~and deal with~~ diversity, justice, modernity, and social change. The core competencies of its programs prepare students to enter careers requiring technological facility, communication skills, data gathering and analysis, community awareness and involvement, problem-solving, critical thinking, professional writing, an understanding of the structure and functioning of groups and organizations and systems, applied research skills, critical self-reflection, and interpersonal and intercultural skills. Besides career preparation, specific concentrations in the majors also provide solid foundation for graduate or professional study in each of the two disciplines.

The faculty performance model used in this department encourages flexible faculty roles, recognizes the diversity of faculty talent, and advances the University's mission by maximizing the strengths and talents of individual faculty.

The department strives to achieve student-centered education and student success. Faculty members actively mentors students in a process of professional socialization in which students develop practical, marketable and transferable skills and take responsibility for their own lifelong learning. The department fosters a vibrant learning community in which students and faculty members interact as colleagues in a mutual process of respect and growth.

II. General Statement on Faculty Reviews

The Review and Evaluation of Faculty Performance section of the *KSU Faculty Handbook* (Section 3.3) states that there are three categories of faculty performance: 1) Teaching, Supervising, and Mentoring (TSM), also known as Teaching; 2) Scholarship and Creative Activity (SCA); and 3) Professional Service (PS). In addition to teaching assigned courses, the Teaching category includes activities such as mentoring, advising, and supervision. The Scholarship and Creative Activity category includes a broad array of scholarship with the expectation that in order for something to be considered scholarship or creative activity, it must meet the expectations of scholarship or creative activity as established by the department, school, college, or university. Professional Service includes service to the department, college, university, profession, and community (but the service activity must be related to a person's status as a faculty member).

III. Workload Model, Guidelines, and Workload Adjustments

See Section 2.2 of the *KSU Faculty Handbook.*

A. General Statement on Workload

A faculty member's workload may includes TSM, SCA, and PS. While SCJ faculty members are expected to be proficient in teaching with faculty producing high levels of quality teaching, the workload distribution as outlined below varies for individual faculty members. The variability of workload for SCJ faculty is negotiated between faculty and the chair of department and informed by criteria and contingencies outlined below, and subject to the approval of the Dean.

In the Department of Sociology and Criminal Justice, the workload for a tenure-track faculty member includes 1) teaching, 2) scholarship and creative activity, and 3) professional service. Other workload models are discussed below.

Any reassigned time or workload equivalency will be determined through discussion with the Chair. Reassigned time or workload equivalency will be considered for faculty who, for an example, direct major external grants/contracts/fellowships, faculty who receive internal grants/ awards that include reassigned time, and/or for faculty who undertake administrative roles in the department. Other reassigned time may be granted at the discretion of the Chair with approval from the Dean.

Faculty workload models seek to align faculty interests and strengths with department needs and resources. The current standard workload for pre-tenured and tenured faculty consists of a 3/3/ teaching load (60 percent of the annual workload), 30 percent toward scholarship and creative activity, and 10 percent toward service. A new standard workload (specified by contract for some pre-tenured faculty) consists of a 2/2 teaching load (40 percent of the annual workload), 50 percent effort toward scholarship and creative activity, and 10 percent toward service. The standard faculty workload for lecturers and senior lecturers is 90 percent teaching and 10 percent service (90/0/10). For clarity purposes it is noted that a single section of one course represents

10% of faculty workload (assuming the single section is a one semester-long, three-credit course). The workload for Non-Tenure Track with Professional Ranks depends on situational context and must be defined in the Faculty Performance Agreement (FPA).

B. Workload Adjustments

Workload models for tenured faculty can vary, with a minimum service load of 10 percent. As presented in the *KSU Faculty Handbook*, there are a number of possible modifications to workload, which can either increase or decrease a faculty member's teaching load. Tenured faculty who consistently meet expectations on the standard workload model (60/30/10 or 40/50/10) will not be required to move to a different model; however, faculty for whom a different model would be more appropriate will collaborate through joint agreement with their Chair in the selection of that model through the annual ARD/FPA process, which must be approved by the Dean. Examples of modified workload models are outlined in the table below. A faculty member's strengths, interests, and recent annual reviews will serve as the primary guide for the selection of workload model, which will be done in consultation with the chair. Modified workloads for tenure-track faculty who wish to maintain a path back to the standard workload model will not exceed a teaching load of 24 credit hours per academic year.

C. Non- exhaustive Examples of Workload Models

Models	Workload	Comments
Teaching Emphasis		Applicable only to tenured faculty who will **not** be seeking promotion
4-4 course load teaching	80%	
S/CA	10%	
PS	10%	
TSM-SCA Activity Balance		
3-3 course load teaching	60%	
S/CA	30%	
PS	10%	
TSM-PS Activity Balance		
3-3 course load teaching	60%	
S/CA	10%	Note that 20% minimum for SCA is required for promotion
PS	30%	

TSM – SCA - PS Balance		
3-3 course load teaching	60%	
S/CA	20%	
PS	20%	
SCA Activity Emphasis		
2-2 course load teaching	40%	
S/CA	50%	
PS	10%	
Administrative Emphasis		
1-1 course load teaching	20%	
S/CA	10%	
PS	70%	

Sections 3.5-3.10 of the *KSU Faculty Handbook* present the general expectations for tenure and promotion for tenure-track faculty (i.e., assistant professors, associate professors, and professors), and promotion of non-tenure-track faculty (i.e., lecturers, senior lecturers, and Non-Tenure Track with Professional Ranks).

In addition to the university expectations for tenure-track faculty and non-tenure-track faculty, all faculty in the Radow College of Humanities and Social Sciences are expected to:

- Maintain up-to-date knowledge, skills, and credentials needed to fulfill their commitments and to incorporate them into their scholarly activities;
- 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 the department chair and develop an FPA in which faculty outline their goals and priorities for the period of time noted in the Agreement.

In the sections below, this document outlines the expectations and evaluation criteria for tenure-track faculty and non-tenure track faculty.

IV. Faculty Performance

See sections 2.2, 2.4, 3.2, 3.3 of the *KSU Faculty Handbook.*

A. Faculty Performance Areas

The basic categories of faculty performance at KSU are TSM, SCA, and PS. The FPA delineates the relative emphasis of an individual faculty member's activities in the relevant areas. The typical faculty member will focus work in the specific areas that reflect their knowledge and expertise in advancing the University's mission.

For their FPAs faculty are to highlight activities promoting student success in at least one of the relevant performance areas. 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 those offered by the college and/or the Center for Excellence in Teaching and Learning (CETL), to determine appropriate student success activities.

B. Detailed Expectations in the Faculty Performance Areas

Tenure-track faculty members are expected to engage in all three categories of faculty performance—1) TSM; 2) SCA; and 3) PS—at levels specified in their FPA.

Tenure-track faculty members' performance must be noteworthy in at least two areas (see section VI below for details on noteworthy), of which teaching must be one, and at least satisfactory in the third. In one area, at least, tenure-track faculty members are expected to produce scholarship. The *KSU Faculty Handbook* defines scholarly activity (see Section 3.4.A).

C. Note on Tenure

Tenure decisions are made in the context of institutional and department expectations, and, according to a faculty member's rank, experience, position, and program affiliation. To earn tenure, faculty members' performance must be noteworthy in at least two areas, of which TSM must be one, and at least satisfactory in the third. Standards for SCA-contained herein are minimum thresholds for tenure-earning faculty and do not guarantee promotion and/or tenure (see *College Promotion and Tenure Guidelines, section IV.B.2*). Tenure-track faculty members who are not recommended for tenure will receive a terminal one-year contract.

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 TSM, SCA, and PS.

A. Student Success and Professional Development

A faculty member's FPA contains student success goals and professional development goals in at least one of the relevant performance areas and addresses the mission and relevant guidelines of

the RCHSS and the faculty member's department. For information on student success see section 3.38 of the *KSU Faculty Handbook.* Faculty members must submit their FPA to the Chair for review according to the deadline published in Section 3 of the KSU Faculty Handbook.

VI. Faculty Review Criteria and Processes (See Section 3 of the *KSU Faculty Handbook*)

The evaluation process in the Department of Sociology and Criminal Justice takes place through two basic, interrelated processes: annual reviews and multi-year reviews. Examples of these processes include: the Annual Reviews and reviews for pre-tenure, promotion and/or tenure and post-tenure review.

During each academic year, faculty members will have an annual review with their department chair. Prior to the review, faculty members will prepare an Annual Review Document (ARD) in which they present evidence to demonstrate the progress they are making on the plans presented in their FPA. Faculty members' individual performance must align with their faculty workload distribution as well as department expectations for promotion and tenure, promotion, and/or post-tenure review

The chair evaluates faculty members in each of the-relevant performance areas annually based on the five-point scale 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. Please see appendices 1 and 2 below for departmental rubrics for TSM, RCA, and PS.

The department also evaluates faculty efforts to promote student success in at least one of the three areas of faculty performance as well as the faculty member's professional development activities.

The department chair provides written evaluations of the faculty. The department chair adds their evaluations to the ARD, which along with the FPA, are forwarded to the Dean's office for review. After the review, both chair and faculty members sign the documents and return them to the Dean's office for signing. At all levels of review, within ten calendar days of the date the document is signed, faculty members may make a written response to the evaluation.

The Annual Review Document, the Faculty Performance Agreement, and all written responses from faculty members are material for Pre-Tenure Review—the second kind of evaluation in the College. Sections 3.1, 3.5, 3.7, and 3.8 of the *KSU Faculty Handbook* present the pre-tenure process for the faculty at Kennesaw State University. Beginning with department P&T Committee, continuing to the Chair review, and on to the Dean, the Handbook specifically outlines the details for each step. The written guidelines that state specifically the expectations and evaluative criteria used in the SCJ are provided in the sections below. New tenure-track faculty members will have a pre-tenure review that will give them a clear picture of the progress they are making toward tenure. Letters of review will state specifically the strengths and weaknesses of the faculty members under pre-tenure review.

The ARD, the FPA, and all written responses from faculty members, are material for Promotion and Tenure—the third kind of evaluation in the College. Sections 3.1, 3.5, 3.7, 3.8, and 3.12 of the *KSU Faculty Handbook* present the promotion and tenure process for the faculty at Kennesaw

State University. Beginning with the department P&T Committee, then Chair, continuing to the College level, and on to the University level, the *KSU Faculty Handbook* specifically outlines the details for each step.

The fourth level of review is Post-Tenure Review. *The USG Academic & Student Affairs Handbook 4.7* and the *KSU Faculty Handbook* (section 3.5, 3.12) requires that all institutions conduct post tenure reviews of all tenured faculty members.

It is noted that both P&T and PTR may be delayed for supported documented cases, such as those authorized by the Family and Medical Leave Act.

The *KSU Faculty Handbook* describes the PTR process and materials faculty members up for PTR have to submit.

At all levels of review, faculty are expected to demonstrate the quality and significance of their work (*KSU Faculty Handbook* Section 3.5).

In some cases, probationary credit towards tenure may be awarded at the assistant or associate professor level to new hires who have previously held full-time faculty employment at Kennesaw State University or other colleges or universities. In accordance with the *KSU Faculty Handbook* (see section "Tenure Review"), an individual may be granted between one to three years of prior credit towards tenure and/or promotion based on previous full-time faculty employment. Faculty members who use probationary years of credit towards tenure and/or promotion must clearly state in their narrative the number of years of previous work they are including as part of their portfolio performance evaluation and provide detailed documentation of performance in the three areas of evaluation during those years and the ones at KSU. In addition, the number of years of previous work included as part of the performance review cannot exceed five full years of full-time appointment.

In cases where prior credit towards tenure has been awarded, promotion & tenure review committees must take into account activities completed in all review categories for the period stated in the narrative before the individual was hired in a full-time associate or assistant professor position at KSU.

As stated in *KSU Faculty Handbook* Section 3.5.A, faculty who have used probationary credit towards tenure and who were denied tenure will have one additional attempt to obtain tenure which will occur in their sixth year of eligibility (i.e., their required year for tenure as outlined on their faculty and promotion status sheet).

A. Definitions of Satisfactory and Noteworthy Contributions

Satisfactory performance means that faculty members consistently fulfill fundamental job expectations and contribute to the everyday functioning of their department, college, and university. They are productive members of the greater academic community.

Noteworthy performance means that faculty members excel in meeting their job expectations. They make significant contributions to their greater academic communities.

The following sections clarify what constitutes satisfactory and noteworthy performance in each performance area and at each rank in the Department of Sociology and Criminal Justice.

B. Faculty Performance Expectations: TSM

Faculty members are fulfilling satisfactory requirements at all levels through a demonstrated record of successful teaching in which instruction and assessments are aligned with course objectives. Faculty members are expected to be available and responsive to students, including providing feedback to learners in a timely manner, updating students on their progress ahead of deadlines for withdrawal, and providing information on how they can be reached and their typical response times, among others. Further, candidates should demonstrate a commitment to incorporating relevant and timely best practices in their classrooms.

In the Department of Sociology and Criminal Justice, effective teaching is a central priority. Effective teaching engages teachers, students, and others in learning inside and outside the classroom through effective teaching pedagogies, mentoring, and advising.

Successful teaching includes a variety of "in class" pedagogies that support student success and that reflect the strengths of individual faculty members.

The department values the work done by faculty to ensure these standards that are part of fundamental job expectations with regard to teaching are fulfilled. Also, faculty must carefully review and reflect on all of their course evaluations and take steps to make improvements to their teaching pedagogies, when needed.

i. Fundamental and Additional Activities for Teaching

As a general matter and per Section 3.3 of the *KSU Faculty Handbook*, this category of faculty performance (TSM) 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. Faculty members are encouraged to consult the College Promotion and Tenure Guidelines (section IV) for examples of TSM activities.

Below outlines fundamental and additional teaching activities for faculty to document in their annual review (see Appendix 1).

Fundamental Activities:
* Regularly meeting scheduled classes and/or interacting with students in online classes
* Meeting the department's teaching needs
* Making time outside of class to assist students in person and/or remotely
* Documenting student learning and providing feedback to students on their performance through class-based exams and/or other types of class-based assignments
* Maintaining currency of subject matter and/or integration of course content with theory and practice

Additional Activities:
* Advising student organizations

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- Coaching student teams for regional, national, or international academic competitions
- Mentoring and advising students
- Mentoring peers
- Engaging in pedagogical innovation and experimentation
- Developing new courses
- Guest lecturing, speaking, and making other in-house faculty presentations
- Publishing in teaching newsletters
- Engaging in curricular matters
- Supervising students in practicums, internships, co-ops, service learning, directed studies, or theses and dissertations
- Planning, administering, and/or teaching in study abroad programs
- Enhancing effectiveness in teaching, supervision, and mentoring by taking part in teaching workshops or professional development programs
- Earning recognition and awards for distinguished teaching
- Writing proposals for grants to fund teaching innovation
- Publishing in journals and/or presenting at conferences focused on the scholarship of teaching and learning
- Teaching honors courses or supervising honors projects/experiences
- Teaching overload credit(s) due to department/university need
- Conducting research with students
- Writing letters of recommendation for students seeking admission to professional or graduate programs, applying for scholarships, or pursuing career opportunities
- Assisting students in applying for further educational or scholarship opportunities

In addition to student evaluations and course syllabi, evidence of the quality and significance of teaching performance may include some or all of the following: evidence of work with student groups, letters from students describing mentoring relationships, letters from external parties that are familiar with the candidate's teaching, documentation on curriculum development, student portfolios, peer evaluation, in-house publication of pedagogy.

ii. Promotion to Associate Professor: Noteworthy

By the time candidates petition for promotion to Associate Professor, they should have achieved their fundamental TSM activities and some demonstrated combination of:

- The use of diverse and effective pedagogical strategies as evidenced by syllabi, lesson materials, teaching philosophy, or student feedback;
- The use of a variety of materials and techniques 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, and/or solicitation of feedback from peers and students;
- Student engagement (e.g., supervising student research, service learning, writing intensive courses, student collaborative assignments/projects, student mentoring, and

directed studies);
- Demonstrated evidence of effective advising or mentoring; and/or
- Other activities the candidate can show are relevant to TSM.

Please note that "some combination" does not mean "most" or "all" of the bullet points; candidates should highlight their strengths, whether that means discussing a quantity of numerous bullets or discussing the quality of a few bullets.

iii. Promotion to Full Professor: Noteworthy

By the time candidates petition for promotion to Full Professor, they should have achieved their fundamental TSM activities and some demonstrated combination of:

- Departmental, college, university, or external level awards/recognition of teaching;
- The development of new courses or the development of courses to be delivered in new formats as needed by the department;
- Publication of textbooks, pedagogical materials/textbook supplemental materials
- Evidence of working with undergraduate or graduate students on research projects;
- Involvement in curriculum revisions and assessment;
- Development of new academic programs;
- Leadership at relevant faculty workshops in the area of scholarship of teaching and learning;
- Mentorship of new(er) faculty in the area of teaching, advising, and mentoring;
- The receipt of grants specifically for the scholarship of teaching & learning, classroom improvement, or the development of instructional materials (e.g., Affordable Learning Georgia, etc.);
- Development of innovative pedagogical strategies; and/or
- Other activities the candidate can show are relevant to TSM.

Please note that "some combination" does not mean "most" or "all" of the bullet points; candidates should highlight their strengths, whether that means discussing a quantity of numerous bullets or discussing the quality of a few bullets.

C. Faculty Performance Expectations: SCA

The focus of research and creative activities should be to generate original, peer-reviewed published work. Faculty members' research should follow an arc commensurate with their academic expertise, teaching assignments, and mission of the department. 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. Faculty members are encouraged to consult the College Promotion and Tenure Guidelines (section IV) for examples of SCA activities.

i. Examples of Scholarship

In accordance with the norms for the disciplines of sociology and criminal justice, the following types of scholarship are given highest priority in evaluations of SCA:

- Peer-reviewed journal articles;
- Scholarly books;
- Law review articles;
- Funded grants/contracts and/or fellowships.

Other forms of scholarship recognized in evaluations of SCA include:

- Other articles;
- Book chapters;
- Edited books;
- Applications for grants/contracts and/or fellowships;
- Textbooks;
- Other publications or projects the candidate can show impacts academia and/or the community.

Other examples of Scholarship that are evidence of an active research agenda, but play a somewhat less substantial role in evaluations of SCA for promotion and tenure decisions (but are relevant for annual reviews and/or PTR reviews), include, but are not limited to:

- Conference presentations and proceedings;
- Encyclopedia entries;
- Book reviews
- Opinion editorial;
- Public speaking or community engagement related to scholarly expertise;
- Other publications or projects the candidate can show relates to SCA.

ii. Quality and Significance of Scholarship

It is incumbent upon the faculty to demonstrate and document the quality and significance of their scholarship, as well as their contributions in multi-authored works. This includes making the case for the value of articles or other publications published in journals with lower ranking/ impact factor or even unranked. Degree of impact may be gauged both qualitatively and quantitatively using descriptive and standardized measures. Faculty members must clarify the quality and significance of their scholarship in the narrative section of their review materials/ portfolio.

Examples of quantitative measures include:

- 5-Year Journal Impact Factor (IF);
- Journal ranking in field;
- Acceptance/rejection rates;
- Number of citations;
- Number of downloads.

Examples of qualitative measures include:

- Collaboration or acknowledgement by widely known person in the field;
- Impact of evaluation report/whitepaper on a social issue;
- Policy changes related to scholarly work;
- Degree of impact on a particular community or cause;
- Links to significant organizations

Also, the Sociology and Criminal Justice Department recognizes that the order of authorship and leadership on grants/contracts should be taken into consideration when weighing the significance of each scholarly work. For instance, sole authored publications generally carry more significance than co-authored publications. Serving as the first author on a publication carries more significance than serving as a second/third/fourth author on a publication, and serving as the sole PI or lead PI on a grant/contract carries more significance than serving as a co-PI on a grant/contract, etc. This is not intended to discourage faculty collaboration and mentorship in the publication process, however. If there are reasons why order of authorship should not generally carry more significance than a sole-authored publication, the faculty member should simply make that case in their narrative. SCJ values collaborative and interdisciplinary scholarship, which sometimes means adopting the culture of another field where order of authorship is viewed differently than in SCJ usage, or there may be a reason, e.g., publishing with a student, why order of authorship should be understood differently.

Manuscripts should be published, in press, or fully accepted for publication, and should be published during the candidate's time at KSU unless probationary credit toward tenure and/or promotion was awarded at the time of hiring. In that case, reviewers must take into account publications during the time period covered by the probationary credit. A manuscript is established as a publication on the date of acceptance and evidence of the date of acceptance must be provided (e.g., email from the editor/publisher, date of acceptance identified on the published article, etc.).

iii. Promotion to Associate Professor: Satisfactory

By the time candidates petition for promotion to Associate Professor, they should have a demonstrated record of engagement in appropriate scholarly activities within their discipline. These activities must include, but are not limited to, the production of original, peer-reviewed research that is presented at multiple professional, academic conferences and also published in multiple reputable peer-reviewed journals and/or scholarly books published by an academic press. Reputable journals are those journals that are recognized by other scholars in the

discipline and/or that have an established journal ranking and/or impact factor.

Additional scholarly activities are expected. While these could include additional scholarly books published by an academic press and/or journal articles published in reputable peer reviewed journals, other forms of scholarship, including articles published in unranked/less recognized journals, book chapters, grant/contracts, fellowships, etc. will be considered. It is incumbent upon the faculty to demonstrate and document the quality and significance of all scholarship.

Although satisfactory achievement in scholarship presumes multiple journal publications and/or scholarly books, the evaluation of scholarly activity will be based on both the quantity and quality of these publications. Faculty must use indicators of the quality and significance of each publication, as noted above, to demonstrate satisfactory achievement in scholarship. Faculty earning one to 3.99 points based on the SCJ point system is regarded as meeting satisfactory status for SCA. The preceding statement does not supersede but compliments specific publication expectations included in some faculty contracts.

iv. Promotion to Associate Professor: Noteworthy

For noteworthy achievement in scholarship, faculty members must have a demonstrated record of engagement in scholarly activities that are highly recognized by their discipline. Once the requirements for satisfactory achievement have been met (1.0 point), faculty presenting a case for noteworthy status—i.e., 4.0 and above—will need to use the point system below to assist them in that distinction. For example, at least **6.5 points** are needed for noteworthy status for promotion to Associate Professor for faculty on a 40/50/10 workload. At least **4.0 points** are needed for noteworthy status for promotion to Associate Professor for faculty on the standard 60/30/10 workload. Points expectations will be prorated for other workload models and rounded down to nearest 0.5 number. Points are accumulated as follows in the table below.

Note: For the Journal Articles section, the candidate must indicate the criteria (i.e., 5year impact factor *OR* journal rank *OR* acceptance rate) review committees shall consider in their review. If there is a range of points possible for an activity, then the candidate shall specify the reason(s) why their score should be a certain number in that range. Unless every member of a review committee believes the candidate's reason(s) completely lack a rational basis, then the candidate's judgement on their score shall prevail.

Journal Articles*	Points
Unranked journal	0.5
Ranked – 5year Impact Factors (0.1 – 0.5) OR Top 99% to 80% of journals in field; OR Acceptance Rate of 99% to 80%	1.0
Ranked – 5year Impact Factors (0.6 – 0.9) OR Top 79% to 60% of journals in field; OR Acceptance Rate of 79% to 60%	1.5
Ranked – 5year Impact Factors (1.0 – 1.5) OR Top 59% to 40% of journals in field; OR Acceptance Rate of 59% to 40%	2.0
Ranked – 5year Impact Factors (1.6 – 2.5) OR Top 39% to 20% of journals in field; OR Acceptance Rate of 39% to 20%	2.5
Ranked – 5year Impact Factors (2.5 and above) OR Top 19% to 1% of journals in field; OR Acceptance Rate of 19% to 1%	3.0
*Includes law review articles	
Book Chapters [should have been "subject to informed critique and review (peer review)"]	
Chapter in book published by non-academic press	0.5
Chapter in book published by academic press	1.0
Book Monographs [should have been "subject to informed critique and review (peer review)"]	
Co-authored scholarly book by a non-academic press	1.0
Co-authored scholarly book by an academic press	2.0
Scholarly single authored book by non-academic press	2.0-3.0
Scholarly single authored book by an academic press	4.0-6.5
Edited book (non-academic press)	1.0
Edited book (academic press)	2.0
Textbook	1.0-2.0

Grants, Contracts, or Fellowships	
Internal	0.5
External - Small - $9,999 or less	0.5
External - Medium - $10,000 - $99,999	1.0
External - Large - $100,000 - $499,999	2.0
External - Super - $500,000 - $999,999	3.0
External - Super+ - $1 million or more	4.0-6.5
Other SCA Examples*	0.1 - 0.5; max 1.0
Book review	
Grant, contract, or fellowship application	
Opinion editorial	
Conference presentation	
Encyclopedia entry	
Public speaking or community engagement activity related to scholarly expertise	
Other article, publication, or project the candidate can show relates to SCA	
*Each activity is worth between 0.1-0.5 points, with a maximum of 1.0 points possible for the entire "Other SCA Examples" category.	

v. Promotion to Full Professor: Satisfactory

By the time candidates petition for promotion to Full Professor, they should have a demonstrated record of engagement in appropriate scholarly activities within their discipline. *Faculty petitioning for promotion to Full Professor need to demonstrate more breadth or depth of their research than was demonstrated with promotion to Associate Professor.* These activities include, but are not limited to, the production of original, peer- reviewed research presented at multiple professional, academic conferences and also published in *multiple* reputable peer-reviewed journals and/or scholarly books published by an academic or scholarly press. Reputable journals are those journals recognized by most scholars in the discipline and/or that have an established journal ranking and/or impact factor.

Additional scholarly activities are expected. While these could include additional scholarly books published by an academic press and/or journal articles published in reputable peer reviewed journals, other forms of scholarship, including articles published in unranked/less

recognized journals, book chapters, grant/contracts/fellowships, etc. will be considered.

Although satisfactory achievement in scholarship presumes multiple journal publications and/ or scholarly books, the evaluation of scholarly activity will be based on both the quantity and quality of these publications. Thus, meeting the minimum number of points (1.0-3.99) does not guarantee a satisfactory performance in itself. Faculty must use indicators of the quality and significance of each publication, as noted above, to demonstrate satisfactory achievement in scholarship.

Note: Only scholarly activity and scholarship that has been produced since the last promotion review and was not considered during that review will be considered.

vi. Promotion to Full Professor: Noteworthy

For noteworthy achievement in scholarship, faculty members must demonstrate leadership in scholarly activities, as evidenced by serving as a single or first author/PI on at least one publication or grant/contract/fellowships. Also, faculty members must have a demonstrated record of engagement in scholarly activities that are highly recognized by their discipline. *Once the requirements for satisfactory achievement have been met, faculty presenting a case for noteworthy status will need to use the point system below to assist them in that distinction. At the standard workload model, at least 5 points are needed for noteworthy status for promotion to Full Professor (Points expectations will be prorated for other workload models and rounded down to nearest 0.5 number). Points are accumulated as outlined in the points table presented above.*

Note: Only scholarly activity and scholarship that has been produced since the last promotion review and was not considered during that review will be considered.

vii. External Letters

For the external letters process, see section 3.12.B.2 of the *KSU Faculty Handbook*.

D. Faculty Performance Expectations: PS

As per the *KSU Faculty Handbook*, 10% of PS is required for all faculty members. Faculty should consult with their department chair to determine the percentage of workload that should be devoted to departmental, college, university, disciplinary, or other professional service. PS traditionally includes service to the department, college, and/or the university, but it could include other service as well or instead, such as engagement in the community; service to a discipline, field, or industry; service to the public sector, administrative agencies or non-governmental organization. Service at the local, county, state, national, or international levels is valued. Service is related to a faculty member's academic and/or professional expertise.

i. Examples of Service

Examples of PS include, but are not limited to, the following (see section IV of the College Promotion and Tenure Guidelines):

- 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 activities the candidate articulates in their review materials as being relevant to PS.

ii. Promotion to Associate Professor: Satisfactory

By the time candidates petition for promotion to Associate Professor, they should have a demonstrated record of engagement in appropriate departmental committees. Some service at the college or university levels, or relevant disciplinary organizations or other service/engagement, or leadership at the department level is also expected.

iii. Promotion to Associate Professor: Noteworthy

For noteworthy achievement in PS, faculty members should provide a clear rationale demonstrating the relationship between their service commitments and academic expertise. By the time candidates petition for promotion to Associate Professor, they should have fulfilled-all requirements of satisfactory service, as well as-some combination of the following:

- Leadership on a department level committees or in departmental roles;
- Participation in multiple department-level committees;
- Participation on a college-level committee;
- Contribution to statewide or regional professional or academic organizations;
- Peer reviewer for journals;
- Student organization advising;
- Other service expectations as defined as relevant by departmental guidelines, such as the candidate's FPAs.

Please note that "some combination" does not mean "most" or "all" of the bullet points; candidates should highlight their strengths, whether that means discussing a quantity of numerous bullets or discussing the quality of a few bullets.

iv. Promotion to Full Professor: Satisfactory

By the time candidates petition for promotion to Full Professor, they should have a demonstrated record of engagement at the departmental level. Significant contributions to college, or university

committees, or relevant professional or disciplinary organizational activities beyond the university are expected.

iv. Promotion to Full Professor: Noteworthy

For noteworthy achievement in PS, faculty members should provide a clear rationale demonstrating the relationship between their service commitments and academic expertise. By the time candidates petition for promotion to Full Professor, they should be recognized for their leadership in service activities. They should meet all expectations of the satisfactory level of service, as well as some combination of:

- Leadership on multiple department-level committees or in departmental roles;
- Engagement or role on a college or university-level committee;
- Engagement in a regional, national, or international academic/professional organization;
- Editorial board member, Editor/Contributing Editor, or peer reviewer for regional, national, or international-level publications and conferences;
- Other service expectations as defined by relevant departmental guidelines, such as the candidate's FPAs.

Please note that "some combination" does not mean "most" or "all" of the bullet points; candidates should highlight their strengths, whether that means discussing a quantity of numerous bullets or discussing the quality of a few bullets.

E. Tenure-Track Teaching Faculty – Evaluation and Review Materials

All material for Promotion and Tenure Review must be submitted using university procedures as defined in the *KSU Faculty Handbook*. In addition, however, portfolios for the Department of Sociology and Criminal Justice must contain, from the period of the review: all quantitative student evaluations and a clear, concise, and meaningful statistical analysis of the evaluations; complete qualitative evaluations of all courses taught; and complete copies of all material submitted as examples of scholarship, e.g., entire articles and not just the first page of the article. In addition, the faculty narrative <u>must</u> include a discussion of the quality and significance of one's Scholarship and Creative Activity, including a description and documentation of the quality and significance of all publications or presentations and their venues (e.g., peer review process, acceptance/rejection rates, impact factors, and citation indexes).

Documentation of the quality and significance of each publication must be provided in the portfolio. Recognized documentation of the quality and significance of published scholarship can include cited reference reports (e.g., Web of Science cited reference reports or a list of published scholarship as shown among the "cited by" listed on Google scholar), copies of journal descriptions and impact factors from the publisher's website or from another reputable source (e.g., Scimago Journal & Country Rank), and journal rankings from InCites/Web of Science Journal Citation Reports, or a similar, reputable ranking system. Other examples of quality/ significance indicators include acceptance/rejection rates of the journal, if available, or reputation/ranking of the publishing press where the journal or book is published.

Supporting documentation for PS is also required. If credit toward tenure/promotion is used,

then the candidate must provide supporting documentation for all previous work (not exceeding five years prior to being hired at KSU) in all three areas of performance.

F. Post Tenure Review of Tenure-Track Faculty (See Section 3.5C, 3.12.A, 3.12.B4., and 3.12.B.5 of the *KSU Faculty Handbook*)

The primary purpose of post-tenure review is to examine, recognize, and enhance the performance of all tenured faculty members, thereby strengthening the quality and significance of faculty work. Post-tenure review serves to highlight constructive and positive opportunities for all tenured faculty to realize their full potential of contributions to SCJ and to Kennesaw State University. It also serves to identify deficiencies in performance and provide a structure for addressing such concerns.

Post-tenure review is not a reconsideration of the faculty member's tenure status. It is rather a comprehensive five-year performance review that occurs after an individual is tenured. It reflects a multi-year perspective of accomplishments and plans for professional development. It is a performance review that is more comprehensive and concerns a longer time perspective (at least five years) than the annual performance reviews.

The primary evidence to be considered by review committees/administrators for post-tenure review consists of the five most recent annual evaluations and a current CV. Post-tenure review also considers the broader peer and administrator perspectives provided by members of the College Promotion and Tenure Committee and by administrative levels of review.

Post-tenure review will result in an assessment of the strengths and weaknesses in the quality and significance of a faculty member's performance in the context of individual roles and responsibilities. The overall outcome of the performance will be assessed on a five-point scale:

      5 -- Exemplary
      4 – Exceeds Expectations
      3 – Meets Expectations
      2 – Needs Improvement
      1 – Does Not Meet Expectations

Note that the 1-5 scale will be used for post-tenure; however, each reviewer only gives an overall rating. There will not be a rating by area.

i. Successful Post Tenure Review

A successful post-tenure review results from a faculty member who receives a 3 or higher on their overall post-tenure review score.

In cases where the faculty member receives a score of 3 or higher, no formal faculty improvement plan is required. The results of the post-tenure review are likely to reveal that the faculty member is performing well, and any development activity would focus on further enhancing the faculty member's performance.

If a faculty member receives a <u>4 or 5</u> on a traditional five-year post-tenure review, they will be entitled to a one-time monetary award. Faculty will then be eligible for the same award in five years (and no sooner than five years) at their next post-tenure review. Faculty who undergo a corrective or elective post-tenure review, on the other hand, are not eligible for this one-time award.

ii. Unsuccessful Post Tenure Review

A faculty member who receives a 1 or 2 in the context of a post-tenure review is one whose post-tenure review is deemed unsuccessful. In this case, a formal performance improvement plan (PIP) must be written. (See *KSU Faculty Handbook* Section 3.12.)

The *KSU Faculty Handbook* outlines "Due Process Following an Unsuccessful PIP" (see Section 3.12.B.4.III).

iii. Post Tenure Review of Department Chair

For PTR of the department Chair, see section 3.12 of the *KSU Faculty Handbook.*

G. Lecturers, Senior Lecturers, and Principal Lecturers

According to the *University System of Georgia*, 8.3.4.3, full- time lecturers are appointed by institutions on a year-to-year basis.

This section of the Sociology and Criminal Justice Promotion and Tenure Guidelines summarizes the general expectations of lecturers and senior lecturers. As stated in the *KSU Faculty Handbook* (Section 3.10.), Lecturers', Senior Lecturers', and Principal Lecturers' primary responsibility is teaching, and they are expected to be highly effective teachers. In most cases, they are expected to teach multiple sections of the same undergraduate course. With a heavy teaching load, their workload consists of teaching their assigned courses and engaging in teaching-related service activities (e.g., attending department meetings, participation on appropriate department committees, etc.). Unless otherwise specified in the Faculty Performance Agreement, lecturers are not expected to produce scholarship. Therefore, all lecturers are expected to engage in two categories of faculty performance: 1) Teaching and 2) Professional Service. Unless otherwise specified in the Faculty Performance Agreement, lecturers' effort across the two areas of performance should be as follows: 90% Teaching and 10% Professional Service.

i. Evaluation and Review

In the Department of Sociology and Criminal Justice, the evaluation process for lecturers has three parts: the Annual Review, the internal Third Year Review within the department, and ~~the~~ optional promotions to Senior Lecturer and/or Principal Lecturer.

During each academic year, faculty members will have an annual review with their department chair. Prior to the review, faculty members will prepare an Annual Review Document (ARD) in which they present evidence to demonstrate the progress they are making on the plans presented in their Faculty Performance Agreement (FPA). The department chair will provide written evaluations of the faculty. The department chair will add his/her evaluations to the ARD, which along with the FPA, will be forwarded to the Dean's office for review. After the review, both the chair and faculty members sign the documents and return them to the Dean's office for signing. At all levels of review, within ten calendar days of the date the document is signed, faculty members may make a written response to the evaluation.

The Annual Review Document, the Faculty Performance Agreement, and all written responses from faculty members, are relevant material for the optional internal Third Year Review. In the Department of Sociology and Criminal Justice, lecturers are not required to participate in the Third Year Review process. If a lecturer chooses to undergo a Third Year Review, then that review should follow the *KSU Faculty Handbook* (e.g., see sections 3.1, 3.5, 3.7, and 3.8 for guidance). A lecturer might request a Third Year Review in order to get a picture of their progress in rank. Third Year Review occurs only at the department level by the Department P&T Committee, which will write a letter of Third Year Review that specifically states the strengths and weaknesses of the faculty member under review.

Per the *KSU Faculty Handbook* (section 3.10.1) and USG 8.3.8.2 section on Senior Lecturers, Lecturers who have served enough years in rank may be considered for promotion to Senior Lecturer. For example, a Lecturer hired without credit towards promotion may apply for promotion to Senior Lecturer during the fifth year of service, after serving a minimum of four years in rank.

Promotion to Senior Lecturer or Principal Lecturer requires approval by the president. Lecturers, Senior Lecturers, or Principal Lecturers are not eligible for the award of tenure. The *KSU Faculty Handbook* (Section 3.1) states that going up for promotion to Senior Lecturer or Principal Lecturer is optional. For the performance expectations, review process, and promotion process to Senior Lecturer or Principal Lecturer ranks, see *KSU Faculty Handbook*, section 3.10. For portfolio guidelines and content, see section 3.7.

Senior Lecturers or Principal Lecturers are not required to undergo a multi-year review. However, annual reviews and/or portfolio feedback, indicative of poor performance, and with little or no improvement over time based on Department of Sociology and Criminal Justice and College of Humanities and Social Sciences promotion and tenure guidelines, provide the basis for nonrenewal of contracts for lecturers and senior lecturers. Please refer to Section 3.10 of the

Faculty Handbook for a discussion of expectations and reappointment for Lecturers, Senior Lecturers, and Principal Lecturers.

ii. Definitions of Meeting Expectations

Lecturers who are meeting expectations consistently fulfill fundamental job expectations and contribute to the everyday functioning of their department, college, and university. They are productive members of the greater academic community. (*Faculty who do not meet satisfactory standards are considered not meeting expectations*.)

The following sections clarify what constitutes meeting expectations for lecturers in each performance area in the Department of Sociology and Criminal Justice.

iii. Teaching

Faculty members are meeting expectations at both the Lecturer, Senior Lecturer, and Principal Lecturer levels through a demonstrated record of successful teaching in which instruction and assessments are aligned with course objectives. Faculty members are expected to be available and responsive to students, and they should generally meet the criteria for effective teaching practices as specified below. Further, candidates should demonstrate a commitment to incorporating relevant and timely best practices in their classrooms.

In the Department of Sociology and Criminal Justice highly effective teaching is a central priority. Effective teaching engages teachers, students, and others in learning inside and outside the classroom through effective teaching pedagogies, mentoring, advising, and curricular or pedagogical innovation.

Highly effective teaching includes different "in class" pedagogies that support student success and that reflect the strengths of individual faculty members. Various teaching approaches can be used to achieve highly effective teaching, including, but not limited to:

- Service learning opportunities;
- Research or inquiry-based learning;
- Writing intensive assignments;
- Socratic method and debate format;
- Macro and micro social analysis of issues;
- Collaborative and problem-solving learning assignments;
- Student-centered learning, including experiential and active learning;
- Or other teaching related activities defined as relevant in the FPA.

The department values the work done by faculty to ensure these standards. Therefore, to achieve highly effective teaching, faculty should seek out professional development opportunities that focus on teaching pedagogy. Also, faculty must carefully review and reflect on all of their course evaluations and take steps to make improvements to their teaching pedagogies, when needed.

iv. Promotion to Senior Lecturer

As stated in Section 3.10.A (Promotion for the Non-Tenure Track Lecturer) of the *KSU Faculty*

Handbook, a lecturer's portfolio for promotion to Senior Lecturer will be evaluated based on highly effective accomplishments in two performance areas: 1) teaching and 2) professional service (related to teaching, advising, and mentoring).

Faculty at this stage should be able to document progression in teaching effectiveness through teaching evaluations, assessment of student learning outcomes, and attendance and participation in professional development opportunities. Faculty should become more adept at the integration of new teaching techniques and pedagogical innovation and should demonstrate effectiveness in teaching more than one course. They should demonstrate mentorship in advising new lecturers about pedagogy and classroom issues. Lecturers at this stage are expected to make contributions to PS.

By the time candidates petition for promotion to Senior Lecturer, they should have achieved some combination of the following:

- Evidence of student engagement activities (e.g., supervising student research, service learning, writing intensive courses, student collaborative assignments/projects, etc.);
- Receiving an instructional internal or external grant;
- Curriculum innovation (e.g., new course development as needed by department, online certification and/or re-certification of courses, innovative assignment creation, etc.);
- Other activities defined as relevant in the FPA.

Please note that "some combination" does not mean "most" or "all" of the bullet points; candidates should highlight their strengths, whether that means discussing a quantity of numerous bullets or discussing the quality of a few bullets.

v. Promotion to Principal Lecturer

Principal lecturers are highly effective teachers who have a consistent track record of highly proficient and highly effective teaching across the courses to which they have been assigned, including evidence of positive impact on student learning or positive student outcomes. In addition to fulfilling all of the requirements expected of lecturers and senior lecturers, principal lecturers demonstrate "evidence of creating and/or adopting effective instructional practices, or a positive instructional impact beyond instructional settings, such as dissemination of instructional innovation or participation in special teaching activities" (see Section 3.10.1, *KSU Faculty Handbook*). Principal lecturers also provide impactful and highly effective professional service related to their teaching, such as through mentoring other lecturers.

By the time candidates petition for promotion to Principal Lecturer, they should meet the requirements expected of lecturers and senior lecturers, and demonstrate evidence of effective instructional practices or evidence of a positive instructional impact, such as the following, non-exhaustive list of example activities:

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- Consistently refreshed and updated courses to include new or improved instructional practices or exercises, and evidence exists to show such work had a positive impact on student success; or
- Taking steps to develop as a professional, and evidence exists to show such steps had a positive impact on student success; or
- Presented or published on instructional innovation, and evidence exists to show such work had a positive instructional impact—e.g., a faculty member led trainings to promote professional development, presented at a conference, engaged in the community, or produced a scholarship project, etc.; or
- Other activities that relate to creating or adopting effective instructional practices, incorporation of instructional practices that improve teaching, or a positive instructional impact beyond instructional settings, and evidence exists to support the respective activity(ies).

vi. Service

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

Meeting these PS expectations includes participation in faculty meetings and appropriate committees. Other levels of service should be specified in the FPA.

By the time candidates petition for promotion to Senior Lecturer, they should have achieved some combination of the following:

- Participation in department-level service (e.g., committees related to teaching, search committees, strategic planning, etc.);
- Student organization advising;
- Professional service (e.g., journal/grant reviews, presider/organizer/discussant at conference, etc.);
- Other service defined as relevant in FPA.

Please note that "some combination" does not mean "most" or "all" of the bullet points; candidates should highlight their strengths, whether that means discussing a quantity of numerous bullets or discussing the quality of a few bullets.

By the time candidates petition for promotion to Principal Lecturer, they should have evidence that shows service consistent with the duties of lecturers and senior lecturers, plus mentorship of other lecturers or other faculty, or service in faculty leadership roles inside or outside the department, for (non-exhaustive) example:
- Faculty participated as a faculty mentor in formal or informal ways, either inside or outside the department; or
- Faculty provided assistance to other faculty pertaining to assigned workload responsibilities, either inside or outside the department; or
- Faculty consistently promoted the professional development of other faculty, either inside or

outside the department.

H. Performance Remediation Plan

If a tenured or tenure-track faculty member receives a "1 – Does Not Meet Expectations" or "2 – Needs Improvement" in any of the categories during an annual review, the chair of the department and the faculty member will develop a Performance Remediation Plan (PRP) in consultation with the faculty member to remediate the faculty member's performance. See Section 3.12.A.5 of the *KSU Faculty Handbook* for details about developing a PRP.

PRP for pre-tenure review: If the performance in any of the categories is judged to be not successful/not satisfactory, then the faculty member must be provided with a PRP (see Section 3.12.B.1, *KSU Faculty Handbook*).

PRP requirements related to the annual review process apply to tenured and tenure-track faculty (see Section 3.12.A.5, *KSU Faculty Handbook*).

I. Corrective Post-Tenure Review

According to Section 3.12.A.6 of the *KSU Faculty Handbook*, if a tenured faculty member receives a "1 – Does Not Meet Expectations" or "2 – Needs Improvement" on two consecutive annual reviews, the faculty member will undergo a corrective post-tenure review. (Importantly, the faculty member does not have to receive a "1 – Does Not Meet Expectations" or "2 – Needs Improvement" in the same area as the previous year for a (faculty member to be required to undergo a corrective post-tenure review.) Faculty undergoing a corrective post-tenure review will follow the same processes as faculty undergoing a regular post-tenure review. If the outcome of the Corrective Post-Tenure Review is successful, the faculty member will reset the post-tenure review clock. If the outcome of a corrective post tenure review does not meet expectations or needs improvement, the same process for an unsuccessful PTR will be followed (see Section 4.7, BoR *Faculty and Student Affairs Handbook*).

J. Non-Tenure Track Faculty with Professorial Ranks

As stated in the *KSU Faculty Handbook*, clinical faculty are not eligible for tenure, but they are eligible for promotion in rank. Clinical faculty follow the annual review processes and timelines outlined for tenure track faculty. Because clinical faculty's responsibilities can vary greatly, they must be clearly defined in the FPA. The Department of Sociology and Criminal Justice will follow the "general expectations for promotion and faculty performance for non-tenure track clinical faculty in professorial ranks" set forth in the *KSU Faculty Handbook* Section 3.7. When submitting a portfolio for promotion in rank, clinical faculty are responsible for making a strong case for the quality and significance of their work as defined in their FPAs. Recommendation for promotion in rank will be based on a thorough review of the faculty member's portfolio

according to responsibilities and goals set in annual FPAs.

K. Tenure-Track Faculty with a Joint Appointment

Promotion and Tenure review of a tenure-track faculty member with a joint appointment in two or more departments must adhere to the terms of the faculty Joint Appointment Agreement (JAA), which clearly delineates the composition of the P&T committee membership as well as any special consideration for what type of scholarship and creative activity is acceptable. Unless otherwise specified in the JAA, faculty with joint appointment must follow the Home Department's P&T Guidelines' requirements for promotion and tenure.

L. Academic Professionals

Academic Professionals have workload responsibilities in a range of performance areas (TS, SCA, and PS) as outlined in their situational context and set forth in the FPA. General categories for Academic Professionals include Training and Instructional Support, Technical Assistance, and Specialized Management (see Section 3.10.2, *KSU Faculty Handbook*). The *KSU Faculty Handbook* outlines performance expectations and annual review processes for Academic Professionals.

VII. Administrative Faculty Post Tenure Review

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

VIII. Relationship to Other University Policies

All guidelines must adhere to USG policy and KSU guidelines and policy. If any information contained in the college or department promotion and tenure guidelines contradicts the USG policy or the *KSU Faculty Handbook*, USG policy and the KSU guidelines and policy will supersede the department (or college) guidelines.

IX. Revision of Promotion and Tenure Guidelines

Amendments to these Department of Sociology and Criminal Justice P&T Guidelines shall be submitted in writing to the Department Chair and shall be approved by a majority vote of the permanent, full-time faculty of the department taken by a secret ballot. Revisions should be drafted by the Promotion and Tenure Committee.

Appendix 1 - Five-Point Scale for Annual Reviews

I. Teaching Supervision and Mentorship

A. Expectations and Definitions

In the Department of Sociology and Criminal Justice, highly effective teaching is a central priority. Effective teaching engages teachers, students, and others in learning inside and outside the classroom through effective teaching pedagogies, mentoring, advising, and curricular or pedagogical innovation.

Highly effective teaching is defined as satisfactory teaching and includes delivering course instruction in a complete and timely fashion. Faculty must detail specific activities undertaken to enhance student success. Indicators of satisfactory teaching include a variety of "in class" pedagogies that support student success and that reflect the strengths of individual faculty members. Various teaching approaches can be used to achieve highly effective teaching or satisfactory teaching, and examples of these have been outlined elsewhere in this document.

The department values the work done by faculty to ensure the standards laid out in this document. Therefore, to achieve highly effective teaching, faculty should seek out professional development opportunities that focus on teaching pedagogy. Also, faculty must carefully review and reflect on all their course evaluations and take steps to make improvements to their teaching pedagogies, when needed.

Out of class curricular and non-curricular activities also contribute to student success and are indicative of highly effective teaching, mentoring and/or advising. Included in these activities are academic advisement of students, career mentoring, providing letters of recommendation to support students' applying to graduate/law school, supervising student research, and attending professional conferences with students, etc. Faculty who are highly effective advisors and mentors also seek out professional development opportunities to improve their skills in this area.

Exemplary teaching is defined as delivering course instruction with significant attention to student success and indicators for exemplary teaching have been enumerated above in this document.

Note: A TSM score of '3 – Meets Expectations' may be enough for PTR, but a higher score may be needed for the purpose of tenure and promotion.

B. Teaching, Supervision and Mentorship Scale

Annual Review: Teaching, Supervision, and Mentoring (TSM)*

Scale	TSM (all workloads)
5–Exemplary	Fulfilling all "fundamental activities"** of TSM <u>AND</u> at least two items listed under "additional activities" or equivalent.
4–Exceeding Expectations	Fulfilling "fundamental activities" of TSM <u>AND</u> at least one item listed under "additional activities."
3–Meeting Expectations	Fulfilling "fundamental activities" of TSM.
2–Needs Improvement	Not fulfilling "fundamental activities" of TSM.
1–Not Meeting Expectations	Not fulfilling "fundamental activities" of TSM and unwilling to address deficiencies.

*A three (3) credit hour course is assumed to count as 10% of a faculty member's annual workload unless otherwise negotiated in the annual FPA between the Chair and faculty member. The annual workload value for courses that are not three (3) credit hours should be clearly laid out in the FPA.

** Fundamental and Additional Activities in TSM are listed in Section VI. B.

II. Scholarship and Creative Activity

A. Expectations and Definitions

In general, SCJ faculty members are required to produce peer-reviewed research and engage in other scholarly activities, including grant writing and conference presentations, among others. Details of SCA activities are discussed above in this document.

An SCA score of '3 – Meets Expectations' may be considered noteworthy for the purpose of PTR, but a higher score may be needed for tenure and promotion if SCA is identified as the second noteworthy area.

Scholarship and Creative Activity Scale
Faculty members will be assessed using the criteria outlined in the table below.

Annual Review: Scholarship and Creative Activity (SCA)**

Scale	SCA (60/30/10 workload)	SCA (40/50/10 workloads)
5–Exemplary	At least 1 engagement with research + at least 1 peer reviewed or appropriately reviewed work accepted for publication, book published, or medium to large external grant received.	At least 1 engagement with research + any combination of 2 of the following (or 2 of the same): peer reviewed or appropriately reviewed work accepted for publication, book published, or medium to large external grant received.
4–Exceeding Expectations	At least 2 engagements with research, 1 of which must be submission of a peer-reviewed or appropriately reviewed work, book proposal, or medium to large external grant application.	At least 2 engagements with research, 1 of which must be a peer reviewed or appropriately reviewed work accepted for publication, book published, or medium to large external grant received.
3–Meeting Expectations	At least 1 engagement with research during the year.	At least 2 engagements with research, one of which must be submission of a peer-reviewed or appropriately reviewed work, book proposal, or medium to large external grant application.
2–Needs Improvement	No evidence of engagement with research during the year.	Less than 2 engagements with research during the year.
1–Not Meeting Expectations	No evidence of engagement with research during the year, and no specific plan to engage in research in subsequent years.	No evidence of engagement with research during the year, and no specific plan to engage in research in subsequent years.

*"Engagement with research" might include (but is not limited to):
• Literature review,
• Seeking feedback on work in progress from colleagues/peers,
• Data collection and/or analysis,
• Manuscript progress or completion,
• Submission of work for review,
• Invited talks/presentations on or off campus,
• Applying for grants, contracts or fellowships,
• Management of grants, contracts, or fellowships,
• Presentation of work in progress, or
• Equivalent**

**"Equivalent" engagement with research is some work product or activity that the faculty can show equates to the quality and significance of a listed activity. As noted above in Section IV.B.2, "SCA Fundamental Activities," examples of scholarly products that fall into the category of "peer reviewed" or "appropriately reviewed" may include:

- A book, which is typically considered equivalent to a minimum of two to a maximum of four journal articles, depending upon its quality and significance, publishing house, and other factors, which the candidate should describe in their portfolio narrative.
- Journal articles,
- Law review articles,
- Book chapters,
- Edited volumes,
- Funded grants, contracts, or fellowships,
- Online blogs, websites, or other hosted electronic forums with competitive moderation,
- Other research and creative activities for which the candidate can make a strong case regarding their quality and significance.

***Each SCA increase (or decrease) of 10% beyond the two workloads described in this ARD SCA table may require the equivalent of 1 more (or less) engagement with research activity as appropriate for the particular workload adjustment.

III. Professional Service

A. Expectations and Definitions

All faculty members are expected to engage in Service activities that benefit the Department, college, university, profession, community, or any combination of these. Service is an essential responsibility of full-time 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.

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).

A Service (PS) score of '3 – Meets Expectations' may be considered noteworthy for the purpose of PTR but a higher score may be needed for tenure and promotion if PS is identified as the second noteworthy area..

B. Professional Service Scale

Annual Review: Professional Service (PS)*

Scale	PS (all workloads)
5–Exemplary	Meeting expectations for this Professional Service workload percentage AND evidence of service contributions that are *exceptionally beneficial** to KSU and/or its units, the profession, or the community.**
4–Exceeding Expectations	Meeting expectations for this Professional Service workload percentage AND evidence of service contributions that are *beneficial** to KSU and/or its units, the profession, or the community.
3–Meeting Expectations	Fulfilling all service duties as agreed upon by faculty member and Department Chair in FPA.*** See also X. "Administrative Faculty" for other service duties specific to certain roles in the Department.
2–Needs Improvement	Faculty member's efforts in service fell below department expectations.
1–Not Meeting Expectations	Faculty member neglected their responsibilities in service.

*Beneficial or Exceptionally Beneficial could include (but is not limited to): documentation of high quality formal or informal leadership, innovation, initiative, or coordination within service effort.

Exceeding Expectations or Exemplary in PS **does not require exceeding one's workload percentage for PS in terms of time and hours (though this *can* be a reason for a rating of 4 or 5). Exceeding Expectations or Exemplary in PS should generally correspond to the quality and significance of service *within the limits* of one's FPA/workload percentage for PS.

***Service duties that may be agreed upon by faculty member and Department Chair include but are not limited to:

- Participation in department-level service (e.g., committees related to teaching, search committees, strategic planning, etc.);
- Student organization advising;
- Professional service (e.g., journal/grant reviews, presider/organizer/discussant at conference, etc.);
- Other service defined as relevant in FPA.

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Appendix 2: **Five-Point Scale for Post Tenure Review**

Post Tenure Review: Teaching, Supervision, and Mentoring (TSM)*

[Note: Same as Annual Review TSM Scale in Appendix 1]

Scale	TSM (all workloads)
5–Exemplary	Fulfilling all "fundamental activities"** of TSM AND at least three items listed under "additional activities" or equivalent.
4–Exceeding Expectations	Fulfilling "fundamental activities" of TSM AND at least two item listed under "additional activities or equivalent."
3–Meeting Expectations	Fulfilling "fundamental activities" of TSM.
2–Needs Improvement	Not fulfilling "fundamental activities" of TSM.
1–Not Meeting Expectations	Not fulfilling "fundamental activities" of TSM and unwilling to address deficiencies.

*A three (3) credit hour course is assumed to count as 10% of a faculty member's annual workload unless otherwise negotiated in the annual FPA between the Department Chair and faculty member. The annual workload value for courses that are not three (3) credit hours should be clearly laid out in the FPA.

** Fundamental and Additional Activities in TSM are listed in Section VI.B.

Post Tenure Review: Scholarship and Creative Activity (SCA)

Scale	SCA (60/30/10 workload)	SCA (40/50/10 workload)
5–Exemplary	At least 6 engagements with research, 4 of which must be peer reviewed or appropriately reviewed works accepted for publication, book published, or external grant ($1000 or more) received.	At least 8 engagements with research, 6 of which must be peer reviewed or appropriately reviewed works accepted for publication, book published, or external grant ($1000 or more) received.
4–Exceeding Expectations	At least 5 engagements with research, 3 of which must be peer reviewed or appropriately reviewed works accepted for publication, book published, or external grant ($1000 or more) received.	At least 7 engagements with research, 5 of which must be peer reviewed or appropriately reviewed works accepted for publication, book published, or external grant ($1000 or more) received.
3–Meeting Expectations	At least 4 engagements with research, 2 of which must be peer reviewed or appropriately reviewed works accepted for publication, book published, or external grant ($1000 or more) received.	At least 6 engagements with research, 4 of which must be peer reviewed or appropriately reviewed works accepted for publication, book published, or external grant ($1000 or more) received.
2–Needs Improvement	Less than 4 engagements with research during the review period.	Less than 5 engagements with research during the review period.
1–Not Meeting Expectations	No evidence of engagement with research during the review period, and no specific plan to engage in research in subsequent years.	No evidence of engagement with research during the review period, and no specific plan to engage in research in subsequent years.

*"Engagement with research" might include (but is not limited to):
• Literature review,

- Seeking feedback on work in progress from colleagues/peers,
- Data collection and/or analysis,
- Manuscript progress or completion,
- Submission of work for review,
- Invited talks/presentations on or off campus,
- Applying for grants, contracts or fellowships,
- Management of grants, contracts, or fellowships,
- Presentation of work in progress, or
- Equivalent**

**"Equivalent" engagement with research is some work product or activity that the faculty can show equates to the quality and significance of a listed activity. As noted above in Section IV.B.2, "SCA Fundamental Activities," examples of scholarly products that fall into the category of "peer reviewed" or "appropriately reviewed" may include:

- A book, which is typically considered equivalent to a minimum of two to a maximum of four journal articles, depending upon its quality and significance, publishing house, and other factors, which the candidate should describe in their portfolio narrative.
- Journal articles,
- Law review articles,
- Book chapters,
- Edited volumes,
- Funded grants, contracts, or fellowships,
- Online blogs, websites, or other hosted electronic forums with competitive moderation,
- Other research and creative activities for which the candidate can make a strong case regarding their quality and significance.

***Each SCA increase (or decrease) of 10% beyond the two workloads described in this PTR SCA table may require the equivalent of 1 more (or less) engagement with research activity as appropriate for the particular workload adjustment.

Post Tenure Review: Professional Service (PS)*

[Note: same as Annual Review PS Scale in Appendix 1]

Scale	PS (all workloads)
5–Exemplary	Meeting expectations for this Professional Service workload percentage AND evidence of service contributions that are *exceptionally beneficial** to KSU and/or its units, the profession, or the community.**
4–Exceeding Expectations	Meeting expectations for this Professional Service workload percentage AND evidence of service contributions that are *beneficial** to KSU and/or its units, the profession, or the community.
3–Meeting Expectations	Fulfilling all "fundamental activities" of Professional Service as well as other service duties as agreed upon in the FPA.
2–Needs Improvement	No evidence of engagement in service.
1–Not Meeting Expectations	No evidence of engagement in service, and no plan to address deficiencies.

*Beneficial or Exceptionally Beneficial could include (but is not limited to): documentation of high quality formal or informal leadership, innovation, initiative, or coordination within service effort.

Exceeding Expectations or Exemplary in PS **does not require exceeding one's workload percentage for PS in terms of time and hours (though this *can* be a reason for a rating of 4 or 5). Exceeding Expectations or Exemplary in PS should generally correspond to the quality and significance of service *within the limits* of one's FPA/workload percentage for PS.

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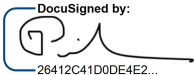| Signer Events	Signature	Timestamp
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