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 04/ 05/2020, were approved by the faculty of the **Department of Health Promotion and Physical Education** in accordance with department bylaws:

Peter St. Pierre, HPE P&T Chair

DocuSigned by:

Peter St Pierre

AB52AC74AA3F49A...   April 14, 2020

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

Department Chair Approval - I approve the attached guidelines:

Kandice J. Porter, HPE Chair

DocuSigned by:

Kandice Porter

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Name (printed or typed)   Signature/ Date

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

Alan Kirk, WCHHS P&T Chair

DocuSigned by:

Alan Kirk

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Name (printed or typed)   Signature/ Date

College Dean Approval - I approve the attached guidelines:

Mark Tillman, WCHHS Dean

DocuSigned by:

Mark Tillman   April 15, 2020

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Name (printed or typed)   Signature/ Date

Provost Approval - I approve the attached guidelines:

Kathy Schwaig, KSU Provost

DocuSigned by:

Kathy Schwaig   April 22, 2020

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Name (printed or typed)   Signature/ Date

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Kennesaw State University
WellStar College of Health and Human Services
Department of Health Promotion and Physical Education (HPE)
Guidelines for Promotion, Tenure and Post-Tenure Review

I.   Introduction

The purpose of this document is to articulate the guidelines and expectations for the appraisal of faculty with respect to promotion, tenure, and post-tenure review within the Department of Health Promotion and Physical Education (HPE). The work of a university faculty member at Kennesaw State University involves many different facets that generally focus on three areas: 1) Teaching, Supervising, and Mentoring; 2) Scholarship and Creative Activity; and 3) Professional Service. The HPE departmental faculty believe that individual faculty should develop professional goals that reflect their unique ways of contributing to the university and departmental mission. These goals are evaluated each year in the Faculty Performance Agreement (FPA) and Annual Review Document (ARD) process and serve to support the faculty member in their professional growth as well as in promotion, tenure and post-tenure review decisions.

II. Alignment of the Department of Health Promotion and Physical Education with University and College Strategic Plan, Mission, and Faculty Performance Guidelines

The Department of Health Promotion and Physical Education is committed to achieving the Mission and Strategic Plans of the department, the WellStar College of Health and Human Services (WCHHS) and Kennesaw State University (KSU). The guidelines published here are intended to support and elaborate on the guidelines for promotion, tenure and post-tenure reviews as outlined in the Kennesaw State University Faculty Handbook. Each faculty member should carefully consider all guidelines for review at the university, college and departmental levels as she or he establishes annual professional goals and prepares for promotion, tenure and/or post-tenure review.

III. Guidelines for Each Area of Faculty Performance

A.   Teaching, Supervision and Mentoring

Teaching, supervision and mentoring excellence is an essential requirement of continued faculty employment, tenure, and promotion in rank. A faculty member's philosophy of teaching is the explicit foundation upon which to articulate one's broad goals for effective teaching and promoting student learning. For this and other reasons explicitly articulated in KSU's Faculty Handbook, a philosophy of teaching is a mandatory component of any faculty portfolio for promotion, tenure or post-tenure review.

Teaching. As noted in the KSU Faculty Handbook, teaching is an intentional act in which learning processes and outcomes of students are monitored, managed, and facilitated in a caring and flexible context supported by a relevant syllabus, designated readings and topics, and explicit

evaluation criteria. All faculty members' teaching is subject to various forms of evaluation, the one constant being the officially designated student evaluations that occur at the end of each semester. Additional forms of evidence that may attest to the quality and significance of one's teaching include the dissemination of one's best teaching practice to targeted audiences, the subjection of one's work to critical review by one's peers, as well as teaching-related grants and/or awards, among others. It is expected that a faculty member at all levels will demonstrate evidence of effective teaching for any and all review purposes.

Supervision. Supervision refers to a faculty member's responsibility to observe, evaluate, and provide feedback to students who are engaged in academic experiences, intentionally structured for credit, that generally take place outside the context of the classroom, and in which specific learning outcomes are explicitly stated and used to gauge the quality of student performance and professional behavior.

Mentoring. Mentoring is characterized as a faculty member's investment, through the use of time, energy and expertise, in the academic or professional development of his or her students. By definition, mentoring of students can take many forms, although its above-stated purpose remains constant. Mentoring may involve advising, collaborating, or identifying opportunities for a student to produce or submit work individually or in collaboration with others, working with students as an advisor or sponsor of a student organization, or any combination of the above. All faculty members are expected to formally or informally mentor students. All formal mentoring activities should be included in the FPA.

Evaluation of Teaching and Mentoring Effectiveness Evaluation of the quality and significance of faculty accomplishments in the area of Teaching, Supervising, and Mentoring of Students should reflect a systematic, goal-oriented, and assessment-based perspective. Merely listing individual courses taught does not address quality and significance (KSU Faculty Handbook).

As stated in the University and College guidelines, teaching and mentoring effectiveness is fundamentally essential for continued faculty employment, tenure, and promotion in rank. In the Department of Health Promotion and Physical Education, teaching, supervision and mentoring activities may include but are not limited to:

- High quality teaching across a variety of instructional settings (classroom, on-line, hybrid, seminar, directed study, etc.)

- Incorporating high impact educational practices into classes, such as collaborative assignments and projects, undergraduate research, writing intensive assignments, diversity/global learning, service learning, capstone projects, etc.

- Developing new or innovative instructional materials.

- Mentoring students either by individual attention during office hours or extra tutoring sessions

- Field-based supervision in schools or community organizations

- Mentorship of undergraduate students in their pursuit of research and scholarship

- Curricular development, modification, implementation and evaluation

- Pass rates on exit exams and capstone projects (e.g. edTPA, GACE, CHES)

- Grant development for external and internal awards to enhance instruction

Evaluation of a faculty member's teaching, supervision and mentoring effectiveness may include student written evaluations, faculty's evidence and description of innovative teaching techniques, peer reviews, and other independent evidence as suggested in the following areas: a) effectively plans and organizes subject matter of courses assigned, b) utilizes effective teaching and instructional assessment methods to better understand and to further improve teaching effectiveness and student learning, c) serves as an effective mentor of students, and d) expands his or her knowledge/skills to improve effectiveness as an on-going activity to further the instructional capabilities of the department.

B. **Scholarship and Creative Activity (SCA)**

The Department of Health Promotion and Physical Education defines scholarship as a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy that are disseminated and professionally reviewed by peers in the discipline. This may include research based on the faculty member's training and expertise, teaching and learning-based research, or other appropriate efforts as defined in the Faculty Performance Agreement.

Scholarly activity in scholarship and creative activity may include, but is not limited to:

- Establishing an active, sustainable, data generating, research agenda.

- Mentoring undergraduate or graduate students in directed study projects or related research mentorships

- Establishing collaborative relationships within the department, college, or university and with colleagues at other institutions.

- Grant development for external and internal awards (either as a principal investigator or as a co-investigator)

- Research rises to the level of scholarship when it becomes disseminated and professionally reviewed.

Scholarship includes, but is not limited to:

- Research disseminated in peer-reviewed journals, monographs, book chapters, on-line reviewed publications, etc.

- Publication of peer-reviewed textbooks, book chapters, and review articles

- Presentations at professional conferences, consortia, seminars, etc. including any presentations produced from student mentorship.

- Externally funded grants.

Teaching activities may be considered scholarship when tangible and disseminated results are produced. Examples include:

- Dissemination of results in peer-reviewed professional journals, monographs, book chapters, on-line reviewed publications, technical reports, etc.

- Professionally reviewed presentations at conferences, consortia, seminars, etc.

- The development and dissemination of innovative materials and programs for K-12 teachers and their students.

- Externally funded grants. (In considering grant awards, consideration is given to the degree of competitiveness of the program or the funding organization.)

- Results produced from internal funding such as papers and presentations. (Note that internal awards themselves are considered primarily as seed funding in preparation for pursuit of external grants, and not scholarship per se.)

- Textbooks, laboratory manuals, and similar published materials are considered scholarship if they have been externally reviewed.

According to the KSU Faculty Handbook, Scholarship and Creative Activity (http://kennesaw.edu/handbooks/faculty/) is broadly defined in the institution's mission statement as a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy. Furthermore, this activity will be evaluated based on the quality and significance of the work and not merely a simple listing of individual tasks and projects. These works will be judged in the context of their use of current knowledge and their impact on peers. The HPE department evaluates quality and significance based on a variety of measures such as, but not limited to: confirmations from credible sources (e.g., academic peers or other experts), written documents (e.g., citations in books, original articles, reviews, manuals, reports), quality of the publication outlet (e.g., acceptance rates, impact factors, national/international status), impact on professionals/practitioners (e.g., pedagogical use, policies/procedures, coaching practice), and awards/honors received in recognition of the work. Certainly, all scholarship can vary greatly with respect to the quality and significance of the work. It is the responsibility of the faculty

member to demonstrate the quality and significance of contributions as it relates to rank and track.

C. **Professional Service**

Professional service involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks which benefit or support individuals and/or groups in the Department, the WellStar College of Health and Human Services (WCHHS), the Educator Preparation Provider (EPP), the University, the University System, professional associations, and/or external communities at the local, state, regional, national, or international levels.

A strong service function is recognized as a fundamental dimension of faculty activity and is necessary to facilitate effective delivery of programs and student services. Professional service activities will be evaluated based upon the nature and extent to which the individual applies professional expertise to their work with: (a) local, state, regional, national, or international professional organizations; (b) the Department, College, and/or University community in support of teaching, service, or research functions; and/or (c) P-12 schools, the community, non-profit organizations, governmental groups, or private business/agencies whose missions align with the broader mission of KSU. In general, examples of the ways in which faculty members provide service may include, but are not limited to, the following opportunities for internal and external service:

Internal Service

1. Service to the Department
- Special responsibilities performed (e.g., program coordination, program development, course development)
- Administrative service to the department (e.g., chair, co-chair)
- Student recruitment activities
- Active participation in department level activities, committees, task forces, etc. (this is also applicable to college and university committees)
- Faculty mentoring
- Partnerships required for field placements/internships or related to other departmental programs or initiatives

2. Service to the College
- Involvement in program accreditation preparation and/or special reports
- Collaborating on college initiatives
- Serving on college-wide committees

3. Service to the University
- Service on committees, councils, or special task forces
- Developing and/or participating in recruitment activities
- Collaborating on unique events that promote engagement in the university, such as alumni receptions, honors events, conferences, etc.

- Contributing to the University's strategic plan
- Contributing to the development of partnerships and/or establishing grant, contracts or MOUs

External Service

1. Service to the Profession
- Accreditation team memberships and leadership roles
- Conference leadership or proposal reviews
- Professional organization leadership (local, national, or international)
- Editor, reviewer, or editorial board member for a professional journal
- Member of a reviewing committee for federal granting agencies
- Membership on committees of professional or academic agencies at the local, state, or national level insofar as these services involve the faculty member's professional knowledge and skill

2. Service to the Field
- Working with groups, private agencies, review boards, or advisory boards
- Providing professional development
- Consultation, coaching, or technical assistance
- Presentations for community groups or other stake holders
- Service to business and industry
- Participating in task forces and meetings of public, nonprofit, or private organizations

Faculty members are expected to explain and document the quality and significance of their service roles. Faculty members should provide documentation of their roles such as:

- An explanation of the scholarly work involved in the service role
- Copies of products developed
- Documentation of the impact or outcome of the service role
- An explanation of the faculty member's unique contribution in leadership roles or recognition by others for contributions

D. Work with P–12 Schools

As approved by the Board of Regents, University System of Georgia, the collaborative effort of faculty in teacher preparation and school improvement with the P-12 schools will be recognized and supported by the Department of Health Promotion and Physical Education and the Education Provider Program. Participation in teacher preparation and in school improvement may include, but not be limited to, documented efforts of the faculty in:

- Improving their own teaching so as to model effective teaching practices in courses taken by prospective teachers;
- Contributing scholarship that promotes and improves student learning and achievement in

the schools and in the university; and
- Collaborating with schools to strengthen teaching quality and to increase student learning.

IV. Workload Model and Faculty Performance Agreement

In conjunction with the chair and in consideration of departmental and college needs, each faculty member will assume a faculty workload. Each individual faculty member shall divide his/her professional efforts among the faculty performance areas noted previously. This division of effort will be reflected in a Faculty Performance Agreement (FPA).

The Department of Health Promotion and Physical Education develops faculty workloads that enhance the unique collaborations of each faculty member and are consistent with each faculty member's accomplishments, expertise and career development. Annual performance evaluations, tenure and post-tenure reviews are conducted in relation to the situational context of the faculty member. Toward that end, the department can negotiate individual configurations that faculty will assume, and which will determine the evaluative criteria used in decisions affecting their retention, tenure, post-promotion, tenure, and merit pay. Because research and scholarship agendas, service and creative activity obligations, teaching, supervision, mentoring, administration and leadership and other related factors obviously vary from faculty member to faculty member, a faculty member's workload configuration will be determined by the department chair, in consultation with the faculty member and approved by the Dean. All faculty members are expected to fulfill basic obligations in teaching and service to the department, college and university and are expected to work with the department chair to establish career objectives and goals.

It is implicitly understood that all faculty will, at times, maintain varying levels of emphasis on teaching, research and creative activity, and service. Faculty must consistently meet the minimum expectations of performance in teaching, research and creative activity, and service-based workload delineated below and, in the guidelines, set forth in Table I. A selected workload emphasis reflects a two-year commitment on the part of the faculty member. Within the two-year cycle, a faculty member may be reassigned if his or her performance does not meet the expectations for that workload percentage. The faculty member may request reassignment by the HPE Chair if their personal or professional situation changes during the two-year commitment period. Failure to perform the responsibilities is not grounds for changing workload expectations in preparation for evaluation for tenure or promotion.

Tenure and promotion decisions will be made considering the faculty member's success in achieving requirements within their assigned workload during the evaluation period. The following represents descriptions and workload expectations associated with each faculty track. The teaching assignments outlined below reflect typical expectations which may be modified in certain circumstances (e.g. an administrative assignment, or externally funded research project) which would be at the discretion of the department chair.

Table I – Possible Workload Variations for Full-time Faculty

Workload expectations for each area (Teaching, Service, and Scholarship and Creative Activity) reflect productivity over a 2-year cycle.

Performance Expectations	Lecturer/Senior Lecturer	Clinical Track	Teaching Intensive Track (Only available to tenured faculty not seeking promotion)	Teaching Focused Track (Only available to tenured faculty)	Balanced Track (Available to all tenure track faculty)	Research Focused Track (Available to all tenure track faculty)	Research Intensive Track (Only available to externally funded tenure track faculty)
Teaching Expectations (Load)	90% Teaching: 12-15 credit hours per semester (4/5 or equivalent)	90% Teaching: 12-15 credit hours per semester (4/5 or equivalent)	80% Teaching: 12 credit hours per semester (4/4 or equivalent)	70% Teaching: 9-12 credit hours per semester (3/4 or equivalent)	60% Teaching: 9 credit hours per semester (3/3 or equivalent)	50% Teaching: 6- 9 credit hours per semester (2/3 or equivalent)	40% Teaching: 6 credit hours per semester (2/2 or equivalent)
Service Contributions (Percentage)	10% Service: Service activities at the department, college, and/or University level.	10% Service: Service activities at the department, college, and/or University level.	10% Service: Leadership activities with substantive involvement at the department, college and/or university level. Formal contributions with professionally related state, regional, or national organizations.	10% Service: Leadership activities with substantive involvement at the department, college and/or university level. Formal contributions with professionally related state, regional, or national organizations.	10% Service: Leadership activities with substantive involvement at the department, college and/or university level. Formal contributions with professionally related state, regional, or national organizations.	10% Service: Leadership activities with substantive involvement at the department, college and/or university level. Formal contributions with professionally related state, regional, or national organizations.	10% Service: Leadership activities with substantive involvement at the department, college and/or university level. Formal contributions with professionally related state, regional, or national organizations.
Scholarship and Creative Activity (Percentage)	Not required	Not required	10% SCA: Minimum of 2 units per year (4 units per review cycle; no peer reviewed publication requirement)	20% SCA: Minimum of 4 units per year (8 units per review cycle)	30% SCA: Minimum of 6 units per year (12 units per review cycle)	40% SCA: Minimum of 8 units per year (16 units per review cycle)	50% SCA: Minimum of 10 units per year (20 units per review cycle)

Workload for Teaching, Supervising and Mentoring

The HPE Department offers a wide array of academic courses with varying credit hours, student-to-teacher ratio requirements, and contact hours. Each faculty member's yearly course load shall be negotiated between the faculty member and the chair during the annual review process. To guide negotiations, specifics related to workload are outlined below:

- One 3-credit-hour class will be designated as 10% of the faculty member's workload for the year.
- Because Instructional Physical Activity courses require similar preparation as academic classes, although the credit hours may be fewer, a 1-credit-hour class will be designated as 5% of the faculty member's workload for the year.
- A 2-credit-hour Professional Skills class will be designated as 10% of the faculty member's workload for the year.
- A 4-credit-hour class will be designated as 15% pf the faculty member's workload due to the extended contact hours required.
- Supervision of eight practicum students, four student teachers, or ten students completing internships will be designated as 10% of the faculty member's workload for the year.
- Faculty members who are co-teaching courses with two or more instructors will need to negotiate workload credits for each instructor with the department chair.

Workload for Scholarship and Creative Activity

Faculty in the HPE Department engage in a variety of scholarly pursuits. The breakdown of workload units in Tables 1 and 2 should guide faculty in determining workload equivalencies. It is not meant to limit faculty scholarship pursuits. It is incumbent on the faculty to negotiate with the Department Chair the number of units on individual projects based on the quality and significance of the work. Scholarship can vary greatly with respect to the quality and significance of the work. **It is the responsibility of the faculty member to demonstrate the quality and significance of contributions** as it relates to earned units.

All tenure-track faculty with 20% or more SCA workload are required to publish at least one peer reviewed work every two years. The total number of SCA credits required depends on the faculty member's additional workload expectations. Faculty members at the Assistant level who are pursuing Promotion and Tenure will be placed on a 30% workload for SCA to allow them time to initiate an agenda of research. Tenured faculty may negotiate an SCA workload with the Department Chair, and the requirements for promotion will depend on that percentage.

In order to be eligible for Promotion to Associate Professor and Tenure, faculty should have at least four peer-reviewed publications over a five-year period. Faculty who only meet the minimum workload requirement of one publication every two years will not meet the minimum expectation for promotion and tenure consideration. Peer reviewed journal articles

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are preferred. However, all forms of peer reviewed work will count toward these minimums.

For tenured faculty seeking promotion to from Associate to Full Professor, the minimum is based on SCA workload percentages. Faculty with a 20% SCA expectation per year should have at least two peer reviewed publications prior to submission. Faculty with an SCA expectation of 30% or more should have at least three peer reviewed publications. Meeting minimum publication expectations is not a guarantee of promotion and/or tenure. Publications must be of higher quality and significance than those expected of untenured faculty (See Tables on pages 18-19).

Faculty are expected to meet minimum number of units during each review cycle. Every year, faculty will have the opportunity to renegotiate their workload expectations with the department chair based on their previous two years of productivity. Workload credits in excess of faculty SCA expectations cannot be carried over to the next two-year review cycle.

Table 2. Workload Units for Scholarship and Creative Activity

While all scholarship may be applied to total workload credit, a minimum of one publication every two years is required for tenure track faculty with an SCA workload percentage of 20% or higher. **For tenure-track faculty seeking both promotion to Associate Professor and Tenure, a minimum of four publication over five years is the minimum expectation.**

Scholarship Endeavor	Workload Units		
Peer-reviewed Article	Theoretical, non-research = 4-5 units	Research/data-based = 5-6 units	High impact journal/Other significance factor = +1 unit
Peer-reviewed Book Chapter*	General content chapter = 3-4 units	Theoretical or research based =4-5 units	Significant adoption/circulation = +1 unit
Peer-reviewed Book*	Co-authored = 6 units	Sole author = 7 units	Significant adoption/circulation = +1 unit
Internal Grant	Not funded = 1 unit	Funded = 1-2 units	Funded $20,000 or more = +1 unit
External Grant	Private/Foundation/Federal Not Funded = 3-4 units	Private/Foundation/Federal Funded = 5-7 units	Funded $50,000 or more = +1 unit
Conference Presentation	State = 1 unit	Regional = 2 units	National/International = 3 units
Invited Conference Presentation	Keynote/ Presentation University/Community/State = 2 units	Keynote/ Presentation Regional = 3 units	Keynote/ Presentation National/International = 4 units

Creative Work	Creation/Direction/Performance of educational skit, video, short theatrical/dance performance, or segment of longer performance (live or via media) =2 units	Creation/Direction/Performance of educational audio/video series = 5-6 units	Choreography/direction of full-length performance (live or via media) = 6-8 units
Educational/Popular Media Contribution	Opinion piece/Book Review/Article/ Educational Strategy = up to one 1 unit		

* In order for books and book chapters to earn workload credit, they must be peer reviewed and published by a reputable publisher. Self-published or publisher reviewed work does not fit the definition of Scholarship and Creative Activity as defined in the KSU Faculty Handbook (Section 3.4.A).

Workload for Professional Service

Since the HPE Department has a small number of full-time faculty, the service expectations can be high. Every effort will be made by the chair and Department Faculty Council to limit the number of committees and internal service obligations asked of HPE faculty each year.

The percentage of workload in the area of Professional Service can be increased if a faculty member takes on a significant leadership role at the University, in the community or with a professional association (i.e., Committee Chair, President, Executive Board member). Faculty are encouraged to discuss workload ramifications with the chair prior to nomination/election/selection. The increased service expectations can either lower teaching load or research requirements.

Faculty who take an active academic leadership role by serving as a program coordinator will receive workload credit for these additional requirements in the area of professional service. At times, program coordinators may experience a significant increase in workload demands due to accreditation, curricular changes, and/or staffing. Faculty can negotiate additional workload credit, up to 20% for the academic year, for these efforts. Workload credit may be negotiated toward either reduced teaching and/or SCA expectations.

V. General Expectations for All Faculty

The Department of Health Promotion and Physical Education has general expectations of all faculty members, regardless of rank, as outlined in the Faculty Handbook. This includes:

- Attending required Department, College and University meetings, seminars, and graduation;
- Working effectively with colleagues in program delivery and committee work;
- Meeting with students and members of the community on issues related to the mission of the Department and College; and
- Contributing ideas and effort to improve department offerings and functions

VI. Interpretations and Adaptations of the University General Expectations by Rank

For each of the faculty ranks described below, examples of activities appropriate for each rank are listed. These are meant to be examples only and in no way represent an all-inclusive list. Faculty members at all ranks should seek a mentor within the Department (if the Department does not assign one to him/her) to help him/her fully understand the expectations for earning promotion and/or tenure. A complete discussion of faculty positions, promotion, and tenure can be found in the KSU Faculty Handbook. Note: Effective Fall 2018, faculty must be promoted to Associate Professor before being eligible for tenure.

Lecturer Track Faculty Criteria for Teaching	
Lecturer	**Senior Lecturer**
Criterion: Lecturer track faculty will demonstrate expertise in classroom teaching and practice.	
Examples	Examples
• Effectively participates in course and curricular design, implementation and evaluation • Demonstrates competence and professionalism in teaching • Develops effective teaching methods and applies novice classroom teaching skills • Provides contribution to the incorporation of current clinical developments in the HPE curriculum • Demonstrates collaborative relationships and utilizes opportunities with school personnel in course implementation and evaluation	• Demonstrates collaborative work with colleagues in course and curricular design implementation, and evaluation • Utilizes best practices in teaching and evaluates outcomes • Demonstrates classroom and teaching skills while utilizing innovative teaching methods and evaluating outcomes. • Contributes to ongoing curriculum development and revision while consistently incorporating best practices • Promotes unique learning experiences to provide optimal learning and evaluates those experiences • Masters the role of course coordinator

Lecturer Track Faculty Criteria for Professional Service	
Lecturer	**Senior Lecturer**
Criterion: Lecturer track faculty will participate in professional service that supports teaching/learning.	
Examples	Examples
• Provides active service on HPE committees/task forces • Provides service or consultation to local/community entities • Actively participates in professional organizations at local/state levels	• Provides active service and leadership on committees/task forces • Provides service or consultation within his/her area of expertise to state and regional entities • Provides consultation in professional organizations at local/state/regional levels • Provides content expertise at local/state/regional levels.

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Clinical Track Faculty Criteria for Teaching		
Clinical Assistant Professor	**Clinical Associate Professor**	**Clinical Professor**
Criterion: Clinical track faculty will demonstrate expertise in clinical/classroom teaching and practice.		
Examples	**Examples**	**Examples**
• Effectively participates in course and curricular design, implementation and evaluation • Demonstrates clinical competence and professionalism in teaching • Develops effective clinical teaching methods and applies novice classroom teaching skills • Provides contribution to the incorporation of current clinical developments in the HPE curriculum • Demonstrates collaborative relationships and utilizes opportunities with agency personnel in clinical course implementation and evaluation	• Demonstrates collaborative work with colleagues in course and curricular design implementation, and evaluation • Utilizes best practices in clinical teaching and evaluates outcomes • Demonstrates classroom and clinical teaching skills while utilizing innovative teaching methods and evaluating outcomes. • Contributes to ongoing curriculum development and revision while consistently incorporating best practices • Promotes unique clinical learning experiences to provide optimal clinical learning and evaluates those experiences • Masters the role of course coordinator	• Mentors junior faculty in curricular and instructional activities • Serves as a leader in curricular and instructional development, evaluation or reform in department and discipline • Receives recognition for teaching excellence from colleagues at the regional, national or international level as evidenced by peer reviewed works in the form of publications, presentations, awards and other measures related to health and physical education

Clinical Track Faculty Criteria for Professional Service		
Clinical Assistant Professor	**Clinical Associate Professor**	**Clinical Professor**
Criterion: Clinical track faculty will participate in professional service that supports teaching/learning, scholarly activities, and activities that promote clinical practice.		
Examples	**Examples**	**Examples**
• Provides active service on HPE committees/task forces • Provides service or consultation to local/community entities • Actively participates in professional organizations at local/state levels	• Provides active service and leadership on HPE/College committees/task forces • Provides service or consultation within his/her area of expertise to state and regional entities • Provides consultation in professional organizations at local/state/regional levels • Provides clinical expertise at local/state/regional levels	• Serves in a leadership position in national or international professional activities • Integrates service with research and/or education mission activities • Receives recognition as a leader in the profession at the national and/or international level • Serves as a committee member or officer in national and/or international professional activities • Provides consultation to the profession • Holds leadership positions in local, state, regional, national, and/or international community advisory groups

Tenure Track Faculty Criteria for Teaching		
Assistant Professor	**Associate Professor**	**Professor**
Criterion: Establishes self as a highly effective teacher.	**Criterion: Establishes self as a leader in instructional and educational initiatives.**	**Criterion: Establishes self as a highly effective and highly accomplished teacher.**
Examples	**Examples**	**Examples**
• Develops a well-stated philosophy of teaching & learning • Documents individual contributions to assigned team-taught courses • Experiments with a variety of teaching innovations/incorporate into teaching strategies & methodologies • Analyzes/evaluates student evaluations as well as incorporate data in revising teaching strategies and methodologies • Develops assessment methods to determine student-learning outcomes • Develops and maintain currency in instructional context and delivery by updating and revising course content and plans	• Initiates major course or curriculum revisions as needed • Employs new pedagogical strategies • Involves undergraduates in service-learning opportunities • Promotes cultural diversity and culturally congruent care • Initiates new and meaningful practical experiences that prepare HPE students for current and future practice • Receives invitations for guest lecturing and speaking, in areas of teaching expertise • Engages in formal assessment of student learning outcomes	• Mentors junior faculty in curricular and instructional activities • Serves as a leader in curricular and instructional development, evaluation or reform in department and discipline • Receives recognition for teaching excellence from colleagues at the regional, national or international level as evidenced by peer reviewed works in the form of publications, presentations, awards and other measures related to health and physical education

Tenure Track Faculty Criteria for Professional Service

Assistant Professor	Associate Professor	Professor
Criterion: Participates in professional and community service	**Criterion: Demonstrates effective professional and**	**Criterion: Demonstrates effective leadership in professional and community service**
Examples	Examples	Examples
• Actively participates in local and/or regional professional organization(s) • Articulates relationship of scholarly expertise to profession and community service	• Actively participates in scholarly societies (e.g. specialty organization, regional and/or national professional organization) in leadership roles • Serves as a Committee/Board member or officer in local, state, or regional professional activities (conferences, specialty organizations, community-based organizations) • Receives recognition as a leader in the profession at the local and regional level • Provides community with knowledge and skills related to scholarly expertise	• Serves in a leadership position in national or international professional activities • Integrates service with research and/or education mission activities • Receives recognition as a leader in the profession at the national and/or international level • Serves as a Committee member or officer in national and/or international professional activities • Provides consultation to the profession • Holds leadership positions in local, state, regional, national, and/or international community advisory groups

Tenure Track Faculty Criteria for Scholarship and Creative Activity		
Assistant Professor	**Associate Professor**	**Professor**
Criterion: Defines an area of scholarship	**Criterion: Demonstrates visibility as a scholar at local and/or state level**	**Criterion: Sustained visibility as a scholar at the regional, national and/or international**
Examples	**Examples**	**Examples**
• Clearly articulates area(s) of scholarship and significance to discipline knowledge development and practice • Develops a defined plan of scholarly activities	• Presents invited or peer-reviewed presentation of scholarship at the local and/or state level • Positive external evaluations of scholarly activities	• Presents invited or peer-reviewed presentation of scholarship at the regional, national and/or international level • • Receives scholar award recognition • Positive external evaluations of scholarly activities
Criterion: Demonstrates competence in conducting research	**Criterion: Develops a focused program of research**	**Criterion: Sustained demonstration of active engagement in program of research**
Examples	**Examples**	**Examples**
• Creates interdisciplinary or collaborative team research or other scholarly activities • Submits publication of refereed book chapter or journal article independently or with colleagues • Presents invited or peer-reviewed presentation of scholarship local and/or state independently or with colleagues	• Serves as Co-I, Co-PI, or PI on internally or externally funded research grant award • Creates a publication record that includes book chapters, books, review papers, monographs, and/or articles in peer-reviewed journals • Presents invited or peer-reviewed scholarly work at regional and/or national professional conferences	• Sustains creativity and sophistication in focused areas of research • Sustains a record of grant awards as PI, Co-PI, and Co-I • Maintains a substantial publication record that includes book chapters, books, review papers, monographs, and/or articles in peer-reviewed journals • Sustains a record of competing successfully to present invited or peer-reviewed scholarly work at national and/or international professional conferences

Tenure Track Faculty Criteria for Scholarship and Creative Activity		
Assistant Professor	**Associate Professor**	**Professor**
Criterion: Successfully disseminates research and/or scholarly knowledge	**Criterion: Established record of successful dissemination of research and scholarly knowledge**	**Criterion: Sustained record of disseminating research and scholarly knowledge**
Examples	**Examples**	**Examples**
• Publishes scholarly papers in peer-reviewed journals and books • Creates a publication record that may also include book chapters, books, review papers, and/or monographs • Presents invited or peer-reviewed scholarly work at regional and/or national professional conferences	• Creates a publication record that includes articles in peer-reviewed journals that are recognized as authoritative, and scientifically rigorous • Increases record of publications with peer-reviewed papers • Presents invited or peer-reviewed scholarly work at state, regional and/or national professional conferences	• Maintains a substantial publication record that includes articles in peer-reviewed journals that are recognized as authoritative and scientifically rigorous • Sustains a record of students co-authoring/authoring publications • Serves as an editor/reviewer board membership of professional journals or scholarly books/monographs • Serves as guest reviewer of national/international grants, scholarship, and prestigious journal articles • Maintains a publication record that may also include book chapters, books, review papers, and/or monographs • Sustains a record of presenting invited or peer-reviewed scholarly work at national and/or international professional conferences
Criterion: Participates in the scholarly climate of the HPE Department	**Criterion: Contributes to the research climate of the HPE Department**	**Criterion: Research mentorship of students and Assistant/Associate professors**
Examples	**Examples**	**Examples**
• Begins collaborative efforts in research and scholarship with academic and/or professional colleagues • Mentors students in planning, implementation, critique and completion of research and scholarship projects	• Collaborates with academic and/or professional colleagues in research and scholarship • Involves students in program of research and scholarship projects • Engages student co-authors or co-presenters at local/state/regional research conferences	• Sustains a record of leading and mentoring junior faculty and professional colleagues in research and scholarship • Sustains a record of involving students in research • Sustains a record of mentoring students to present/co-present at conferences (local to international) • Sustains a record of students as co-authors on published research and scholarship

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VII. External Letters

Beginning Fall 2018, all tenure-track faculty who are seeking promotion and/or tenure are required to have external review letters in P&T portfolios following the policy and procedures outlined in the KSU Faculty Handbook

I.   The person submitting a portfolio (herein after referred to as the "candidate") and the department chair (herein after referred to as "chair") develop a list of potential letter writers, twice the minimum number of the total required, with the candidate supplying at least half the names on the list.

II. The chair and the candidate will discuss potential letter writers and in collaboration will develop a mutually acceptable, hierarchized list. Most letters must come from individuals who are neither co-authors nor dissertation committee members. If the candidate and the chair cannot reach agreement on the list of potential letter writers, the dean will make the final determination of the list.

III. Individuals who pose a conflict of interest (such as friends, relatives, KSU co-workers) will be removed from the list.

IV. For promotion to Full Professor, the candidate chooses two names out of the final three letter writers; the chair chooses one.

V.   For promotion to Associate the candidate chooses two out of the final three letter writers; the chair chooses one.

VI. The candidate may veto two names on the chair's initial list with no reasons or explanations required.

VII. Neither the chair nor the candidate may solicit a letter concerning Scholarship/ Creative Activity from outside of the mutually agreed upon list.

VIII. The candidate may choose to solicit a maximum of five additional letters of support in any area of Teaching, and/or Service and/or Scholarship from outside the mutually composed list. When soliciting such letters, the candidate will include that the writer is asked not to make a tenure/promotion recommendation as such. No individual may write more than one (1) letter of support for a single candidate's portfolio.

IX. The department chair contacts the potential letter writers by email or phone requesting their assistance. If the letter writer accepts, the chair will send the letter writer the standard KSU "Letter to External Reviewers," the KSU faculty member's CV, department guidelines for promotion and tenure, and reprints and/or professional portfolios or other documentation as appropriate by discipline. It is unnecessary to have all materials evaluated. The candidate should select the work to be shared with the letter writer. Materials should be shared electronically with the letter writer to the degree possible.

X.   If the letter writer declines, the chair will choose another letter writer in the order of the list.

XI. Once packets are sent to external letter writers, no additional information regarding the candidate's research/creative activity will be sent to the external letter writer.

XII. The letter writers will send their letter to the department chair who will upload the letter into Digital Measures.

XIII.   If requests are sent to more potential letter writers than are required, and if more than the required numbers are received, all letters will be included in the portfolio.

XIV.   If fewer than the number of letters requested by the chair are received, the chair will so note in the portfolio and the review will proceed.

XV.   The candidate will not see the letters unless the candidate expressly requests a copy of the letters pursuant the Georgia Open Record Act (O.C.G.A §50-18-0 through 50-18-76). At the end of the process, the department chair will remove the letters and keep them on file for seven (7) years following separation of the employee from the institution (USG Record Retention Guidelines for Employee Personnel Records #0472- 04-01).

VIII. Faculty Portfolio Review

A. Committee Structure and Process

Department committees are elected by the tenure-track faculty of the department. They must have a minimum of three tenured faculty members and have an FPA that specifies 30% or less in the area of Administration outside the department.

- There is a single department committee with a minimum of 3 voting members at appropriate rank for each portfolio (committees can borrow faculty from other departments if needed).
- Only Full professors can vote on a candidate's promotion to Full professor (Effective Fall 2018). Both Associates and Full professors can vote on a candidate's promotion to Associate professor. Associate Professors are to recuse themselves from all discussions and voting on a candidate's promotion to Full.
- Full professors are expected to serve on P & T committees as required.
- Effective Fall 2018, the vote tally for and against recommending promotion and/or tenure is to be recorded on the coversheet (but not names of individuals casting those votes).

B. Department Chairs

Department Chairs, who are Associate Professors, may review the portfolio of any faculty member regardless of rank.

C. Pre-Tenure Review

The first of the two parts of the tenure review process is a pre-tenure review that takes place in the third year of a tenure track faculty member's appointment. All tenure track faculty eligible for tenure must receive a pre-tenure review during their third year of appointment to that tenure track position. For these faculty, the purpose of this pre-tenure review is to assist faculty members in determining whether they are making appropriate progress toward tenure and to assess the individual's current readiness toward tenure. The pre-tenure review does not constitute a tenure decision, but rather, provides feedback to the faculty member as to his or her strengths and weaknesses. At each level of the review, a summary letter will be produced that describes in detail how the faculty member is progressing toward meeting or not meeting the expectations for tenure. The letter will also include specific suggestions for maintaining and enhancing further

preparations for a successful tenure decision in the future. These pre-tenure review letters and the descriptive assessments they contain become part of the individual's portfolio for the later review.

D. Post Tenure Review

At the appointed time listed in the faculty member's contract, faculty members may go up for promotion to the next level. However, there are times when the faculty member may choose to wait to go up for promotion or may have been promoted to the maximum level of promotion possible for their rank. According the Board of Regents Policy Manual 8.3.5.4 and the Academic & Student Affairs Handbook 4.6, all faculty who have achieved tenure must go through a post tenure review process after five full years of the most recent promotion or personnel action. The purpose of this review is to help the tenured faculty strengthen the impact of their work and acknowledge their accomplishments after awarded tenure. It also provides the opportunity to inform the tenured faculty of strengths and weaknesses in his or her performance so that growth may continue.

The initial process of the post-tenure review includes faculty member submission of the most recent five annual evaluations or ARDs and a current curriculum vita to the College P & T committee. The KSU Faculty Handbook has additional information about this process. Faculty members submitting post-tenure reviews must submit materials by the stated University timeline.

Evidence submitted for post-tenure review will result in the faculty members achieving/ meeting or not meeting expectations. If a faculty member is found to not meet expectations, a formal faculty development plan must be written and developed. Details regarding the plan development, persons involved and expectations for faculty members are noted in the KSU Faculty Handbook.

IX. Portfolio Guidelines

Faculty should follow University established guidelines in the preparation and content of portfolios as indicated in the University Faculty handbook Section 3.7 located at the Academic Affairs web site at http://kennesaw.edu/handbooks/faculty/. Summary and examples of needed documentation are also located at this site and will be helpful in the development of a portfolio for promotion, tenure and post-tenure review. Beyond the required material, all faculty members submitting portfolios for review should make their own decisions on what additional information to include, especially those materials relating to accomplishments at prior institutions and accomplishments since their last tenure and/or promotion review at KSU. Although material from other institutions may be considered, the quality of more recent accomplishments at KSU are major considerations for review decisions. All materials that demonstrate the quality and significance of the faculty member's work should be included in the portfolio and review committees should consider all the materials included in the portfolio to make their recommendation.