

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 November 13, 2023, were approved by the faculty of the School of Communication and Media in accordance with department bylaws:

Erin Ryan Ingersoll

DocuSigned by:

Erin Ryan Ingersoll

November 14, 2023

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

Signature/ Date

Department Chair Approval - I approve the attached guidelines:

Barbara Gainey

DocuSigned by:

Barbara Gainey

November 14, 2023

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Name (printed or typed)

Signature/ Date

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

Anja Bernardy

DocuSigned by:

Anja Bernardy

November 29, 2023

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Name (printed or typed)

Signature/ Date

College Dean Approval - I approve the attached guidelines:

Catherine Kaukinen

DocuSigned by:

Catherine Kaukinen

December 5, 2023

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Name (printed or typed)

Signature/ Date

Provost Approval - I approve the attached guidelines:

Ivan Pulinkala

DocuSigned by:

Ivan Pulinkala

January 25, 2024

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Name (printed or typed)

Signature/ Date

RHM - 08 Sept 16

Kennesaw State University
Norman J. Radow College of Humanities and Social Sciences
Promotion and Tenure Guidelines
For the School of Communication and Media

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I. Introductory Distinguishing School Characteristics

A. Background

Kennesaw State College's (KSC) Department of Communication was established in 1991 in the School of the Arts and Behavioral Sciences as an outgrowth of a Liberal Studies Department that had offered a degree in Communication since 1986. The BS in Communication offered concentrations in Media Studies and Organizational Communication. In 1996, when KSC was renamed Kennesaw State University, they converted Schools to Colleges, and the College of Arts, Humanities, and Social Sciences was born. The College split in 1998 into the School of the Arts and the College of Humanities and Social Sciences, and the Department added a concentration in Public Relations that same year. In 2000, a private gift of \$500,000 led to the creation of the Robert D. Fowler Chair of Communication, the first endowed chair in the College. Already an institutional member of the National Communication Association (NCA), the Department became an institutional member of the Association for Education in Journalism and Mass Communication (AEJMC) and the Association of Schools of Journalism and Mass Communication (ASJMC) in 2006. The Department moved from the Joe Mack Wilson building to the 5th floor of the new Social Sciences building in January 2007 and established our National Advisory Board (NAB) later that year. In Fall 2008, the department added a fourth concentration in Journalism and Citizen Media, and the Senior Thesis COM 4499 course was phased out in favor of discipline-specific Capstone courses in each concentration. The Center for Sustainable Journalism was established in 2009 with the generous gift of \$1.5 million from the Harnish Foundation. In 2011, the Master of Arts in Integrated Global Communication launched, with the Graduate Certificate in Digital and Social Media following in 2013. In 2015, the Department of Communication became the School of Communication and Media. That same year, the four concentrations in the BS in Communication began to transition to standalone Bachelor of Science majors: Public Relations in 2015, Journalism and Emerging Media in 2016, Media and Entertainment in 2018, and Organizational and Professional Communication in 2018. In Fall 2022, the School became an institutional member of the Broadcast Education Association.

B. Purpose of the Document

All RCHSS faculty undergoing reviews are expected to be familiar with review procedures and faculty performance expectations and requirements. School-specific performance expectations and requirements are in this document. General review procedures and performance expectations are stated in [Section 3 of the Faculty Handbook](#) and the [RCHSS Promotion and Tenure \(P&T\) Guidelines](#).

The study of communication is, by its nature, responding to forces that were unanticipated only a few months or years ago. It is an ever-changing, ever-evolving phenomenon. While some communication

scholars focus on a relatively narrow and defined stream of research, given the fluid nature of the field, it is difficult and perhaps even counterproductive to expect an inviolate long-term research scholarship plan for every communication faculty member. The same can be said for service commitments, given the rapidly changing nature of the communication profession locally, nationally, and globally. Because of this reality, what may appear to be an unfocused and disjointed pattern of scholarship may actually demonstrate a commitment to maintaining currency in the field and, consequently, be the most efficacious method of bringing relevancy and contemporaneous perspectives to teaching and learning. Any multi-year plan proposed by School faculty should reflect this reality.

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

C. Our Mission

The School of Communication & Media at Kennesaw State University prepares its graduates to be effective, life-long communicators, pro-active leaders, and scholarly practitioners who create, design, deliver, and interpret the meaning of messages in interpersonal, organizational, and societal contexts. Our graduates will be prepared to actively contribute to the continuously evolving local and global communities while adapting to the constantly changing technological environment.

The School of Communication & Media has developed and will continue to adapt a curriculum that prepares students for entry into the highly competitive, ever-changing communication professions. At the same time, the School remains vigilant of its obligation to create conscientious and committed professionals and citizens.

The School emphasizes the study of applied, theoretical, and aesthetic dimensions of the communication process in culturally diverse settings, even as it supports the Institutional Mission of Kennesaw State University and the Norman J. Radow College of Humanities and Social Sciences. It has established these primary goals as part of its mission:

1. To promote the skills and knowledge students will need for lifelong learning and to gain admissions to the communication profession
2. To foster knowledge of systematic methods of inquiry and critical thinking
3. To provide guidance about careers in communication and the advisability of lifelong learning
4. To create and maintain a learning environment that fosters a partnership between student and faculty where a free and open exchange of ideas is encouraged and rewarded
5. To create an environment that supports the aspirations of faculty and staff by providing the time and resources to pursue scholarship, service and excellence in teaching

D. Our Vision

We are preparing and graduating confident communicators who are exceptionally well prepared to make an immediate impact in today's ever-changing world.

E. Learning Outcomes

The general learning outcomes for our majors, based on the knowledge, skills and attitudes for the average graduate, are:

1. Creative thinking, problem-solving, decision-making
2. Critical thinking
3. Message design: Oral, written, theoretical, applied
4. Understanding basic social science research design
5. Understanding basic communication theories
6. Ethical sensitivity
7. Diversity, knowledge, and appreciation of multiple perspectives

II. General Statement on Faculty Reviews

It is incumbent upon all RCHSS faculty undergoing reviews to be familiar with review procedures and faculty performance expectations and requirements. While more specific performance expectations and requirements can be found in this document, review procedures and general performance expectations are stated in the Faculty Handbook Section 3 and the Norman J. Radow College of Humanities and Social Sciences Promotion and Tenure Guidelines. In addition, as noted in the RCHSS P&T Guidelines, RCHSS faculty are required to include all quantitative and qualitative student evaluations in their portfolio. Tenure-track faculty submitting a portfolio for tenure or promotion must also notify their School Director of their intent to do so in their FPA and prepare a list of possible external reviewers by the end of January preceding the review that begins in August.

These guidelines, as well as the individual Faculty Performance Agreements (FPAs) negotiated under them, will be established through KSU's shared governance process by bodies and officers detailed in the Faculty Handbook under "Governance in the Colleges." Because School promotion and tenure (P&T) guidelines are discipline-specific and are approved by Deans and the Provost as consistent with College and University standards, those guidelines are understood to be the primary basis for promotion, tenure, and post-tenure review recommendations and decisions. Therefore, at all levels of review, the rationale for these decisions will be stated in a letter to the candidate with specific and detailed reference to the School review guidelines used to justify the recommendations and decisions that have been made.

III. Workload Model, Guidelines, and Workload Adjustments (see [Section 2.2 of the Faculty Handbook](#)).

A. General Statement on Workloads

The School of Communication & Media continues to have an increased demand for faculty, in response to the growth model of Kennesaw State University. All of our faculty are needed and expected to contribute to fulfilling essential service roles on school, college, and campus committees.

The workload for tenure-track and tenured faculty will be negotiated between the faculty member and the School Director, with final approval from the Dean. Negotiations can happen at the time of hiring or during the annual review/faculty performance agreement process.

Workload models are addressed in [Section 2.2 of the KSU Faculty Handbook](#). This Faculty Handbook section establishes common vocabulary and standards. Models addressed in these guidelines must be consistent with the KSU Faculty Handbook and RCHSS P&T Guidelines. The Faculty Handbook states, for example, “A typical semester-long, three-credit course ordinarily represents 10% of a faculty effort for the academic year, and that all faculty must allocate at least 10% of their time to professional service activities essential to the life of the institution.” In addition, courses within academic units may vary according to ideal class size by pedagogy and teaching demands (writing-intensive courses; demanding hands-on, high-impact practices; and/or technology/studio-based course with significant supervision and mentoring expectations, for example), or accreditation expectations.

The standard workload for tenure-track faculty is 60% teaching, 30% research, and 10% service. However, this workload can be adjusted in the FPA or upon hiring depending on the faculty member and the School’s situational contexts, and subject to approval by the Dean.

Tenure-track and tenured faculty members may request a workload adjustment to allow for more or less teaching or research. Per the KSU Faculty Handbook, all tenured faculty members are required to maintain a minimum of 10% research and 10% service workload.

Generally, faculty on a 30% research workload should be producing 2-3 peer-reviewed journal articles, or publications, or their equivalent in externally reviewed and/or funded creative activity, every 5 years. Faculty producing more than that amount may consider negotiating for a higher research workload and lower teaching workload. Faculty producing less than that may consider negotiating for an increased teaching workload and decreased research workload.

The current workload for lecturers and senior lecturers is 90% teaching, 0% research, and 10% service. However, this teaching load may be adjusted depending on the faculty member and the School’s situational contexts, and subject to approval by the Dean.

B. Criteria for Workload Distribution

Workload models and their expectations can be found in the [Faculty Handbook section 2.2](#). (The workload model for special assignments, such as the executive director of the Center for Sustainable Journalism, are established by separate contract.)

A faculty member moving from a standard 60/30/10 workload to a Research/Creative Activity emphasis (50/40/10 or 40/50/10) or Teaching emphasis (80/10/10 or 70/20/10) workload is making this commitment for at least a two-year period. A faculty member may request a move back to a standard 60/30/10 workload in consultation with the School Director and approval by the Dean during the annual review period. A faculty member requesting to move from a teaching-emphasis workload must demonstrate meaningful activity to restart the research/creative activity agenda. The School must take into consideration teaching requirements as reflected in semester schedules as well as student demand when considering workloads that impact course assignments.

Research/Creative Activity-Emphasis Workload

A faculty member may be assigned a research/creative activity-emphasis workload (typically 3/2 or

2/2 reflected as 50/40/10 or 40/50/10) based on consultation between the faculty member and School Director and with the Dean's approval. The specific expectations will be outlined in the faculty performance agreement and documented annually in the annual review document.

A faculty member may be hired or transition into a research/creative activity-emphasis workload for faculty with an interest and potential for significant accomplishments in research/creative activity, which may include, but need not be limited to grant work (e.g., writing, submission, and acceptance of the grant application), publication in highly respected publications, and presentations that include national and international conferences. Grant work may start with internal or institutional seed grants but are expected to develop into external grant awards to support research/creative activity.

At a minimum, the faculty member is expected to meet the noteworthy standards in the School's P&T guidelines. In addition to these minimum standards, the faculty member is expected to maintain an ambitious multiple-year research/creative activity agenda. Evidence of such activity may include, but need not be limited to, ongoing data collection and analysis, manuscript development, manuscript submission and publication, high-level presentations, creative work in progress, creative work submission, and increasingly competitive grant submissions and awards. The faculty performance agreement will reflect the faculty member's individual context and will include specific expectations of ongoing scholarship.

Faculty are expected to engage in an appropriate level of service for the rank of the individual faculty member.

Teaching-Emphasis Workload

A tenured faculty member designated as having a teaching-emphasis workload (typically 80/10/10 or 70/10/20) will possess abilities, focus, and interest related to excellence in teaching, instructional development, and/or the scholarship of teaching. To meet expectations, a faculty member must demonstrate highly effective teaching, supervising, and mentoring of students and is required to be engaged in scholarly teaching activities.

Examples of scholarly teaching activities include, but are not limited to:

- (1) Updating the content of a course after reviewing research articles in discipline-based journals;
- (2) Attending sessions at professional meetings focused on pedagogical issues, reviewing interdisciplinary articles on pedagogies, and attending/participating in on-campus teaching workshops, which motivate the instructor and result in trying new pedagogies in an effort to deliver course content more effectively;
- (3) Collecting feedback from students using diverse classroom assessment techniques and modifying course content and pedagogies based on this feedback; and/or
- (4) Engaging in research presentations or publications on the scholarship of teaching and learning.

Specific expectations will be addressed in the faculty performance agreement.

A teaching-emphasis workload is not available for tenure-track faculty. A tenured associate professor must have a minimum of 20% SCA to be eligible for promotion to full professor.

Faculty are expected to engage in an appropriate level of service for the rank of the individual faculty member.

IV. Faculty Performance

A. Faculty Performance Areas – Please see [Section 3.3 of the KSU Handbook](#)

The basic categories of faculty performance at KSU are teaching, scholarship and creative activity, and professional service. The Faculty Performance Agreement delineates the relative emphasis of an individual faculty member's activities in these three areas. The typical faculty member will focus work in the specific areas that reflect their knowledge and expertise in advancing the University's mission. Faculty are to highlight activities promoting student success in at least one of the three performance areas: Teaching, Scholarship and Creative Activities, and/or Professional Service. Faculty are also asked to engage in annual professional development activities in at least one of the three areas of performance. The School of Communication and Media is committed to the concept that professional development is an ongoing expectation for faculty members. Maintaining currency in the process, practices, research, technology, and writing concomitant to its discipline and the higher education profession advances the faculty member as scholar and teacher. To that end, faculty development activities -- both on campus and through academic and professional associations -- will be considered worthy pursuits and will be evaluated accordingly. Documentation of the quality and significance (rather than a recitation of tasks and projects) of such activities will serve as the basis for faculty annual reviews as well as promotion and tenure considerations.

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

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

B. Detailed Expectations in the Faculty Performance Areas

1. Teaching, Supervision, and Mentoring ([Section 3.3 of the Faculty Handbook](#))

This category of faculty performance refers to a wide variety of instructional activities that engage faculty peers and others to facilitate student learning. Teaching also includes activities such as mentoring, advising, and supervision. Excellence in teaching is central to the philosophy of the School of Communication & Media. Excellence in teaching incorporates instruction, advising, mentoring, supervision, leadership, and innovation in the development of new curricula or programs. Evidence of excellence in teaching should include demonstrated learning outcomes of students. Faculty should also demonstrate a commitment to student success in the area of teaching.

The following are examples of documentation of teaching effectiveness:

Student evaluations. All faculty shall comment on their student evaluations in their ARD and submit all their student evaluations as part of their third-year review, promotion, and promotion and tenure

portfolios, and annual reviews as appropriate. The standards for noteworthy teaching are commensurate with those outlined in the Kennesaw State University Faculty Handbook. Assessment of student learning objectives is a responsibility of each faculty member.

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

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

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

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

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

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

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

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

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

2. Scholarship and Creative Activity ([Refer to Section 3.3 of the Faculty Handbook.](#))

The minimum acceptable effort in scholarship and creative activities for promotion and/or tenure is 20%. (Section 3.4 of the Faculty Handbook)

KSU and RCHSS measure research and scholarly activities aligning with academic units' expectations outlined in the annual, tenure, and promotion criteria. Scholarship and creative activity at KSU are 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 in the communities served by the University. For faculty members to acquire P&T, they must provide evidence of scholarship and creative activity productivity within a focused line of inquiry. Scholarship and creative activity standards are minimum thresholds for tenure-earning faculty members and do not guarantee promotion and/or tenure.

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

The School recognizes creative activity that is conceived and completed as a series of specific steps similar to traditional quantitative and qualitative social science research. Current, new, emerging, experimental and alternative media are a part of the School of Communication and Media faculty scholarship and creative activity. Within the communication discipline, creative activity scholarship may encompass a wide range of activities and outcomes such as video, audio, photography, and multi-media work; public relations projects; training programs; newscasts; graphic design; editing of a publication; website design and publication; and other activities beyond these categories.

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

It is up to faculty members in their annual reviews, tenure and/or promotion portfolios, and post tenure review to explain their creative scholarship. This includes a description of creative projects including the pre-production activities, processes for creation, grants awarded, and planned juried or peer reviewed venues for it. The faculty members must indicate their specific role(s) in the creative activity, from initial proposal to final completion and distribution.

Digital scholarship and creative activities, including digital humanities projects, photography, videos, audio productions, and other creative works that are externally reviewed, and/or juried, and/or funded are equivalent to a publication in a social science scholarly venue. Such works should support the sharing of relevant and significant social, political, economic, or artistic ideas, or contribute to the field or scholarly community in some way.

The candidate submitting the creative activity in their annual review and other KSU reviews must demonstrate evidence of professional impact within the discipline, as well as the completed creative project's complexity, level of public engagement, and evidence of peer reviewed refereeing. This may include, but is not limited to, evidence of entering creative work into competitions, film festival program selection, and notifications that your work is a finalist or an award-winner.

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

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

- Appropriately reviewed articles in academic journals. The faculty member is responsible for documenting quality of publication by providing such information as journal ranking, acceptance rate, article impact factor, number of citations, or other metrics for the significance of the journal.
- Digital scholarship and creative activities, including digital humanities projects, videos, audio productions, and other creative works that are externally reviewed and/or funded as to be equivalent to a publication in a scholarly venue. Such works should support the sharing of relevant and significant social, political, economic, or artistic ideas, or contribute to the field or scholarly community in some way.
- Single- or co-authored books. The faculty member should provide evidence that the book manuscript underwent the peer-review process before publication, and address whether the book would be considered a scholarly or popular press publication.
- Edited volumes. If the volume is co-edited, the faculty member should explain their individual contributions. The faculty member should also address the reputation of the publisher, and whether the book would be considered a scholarly or popular press publication.
- Chapters published in books. The faculty member should specify whether the contribution was invited or appropriately reviewed.
- Articles/chapters published in online or offline conference proceedings. The faculty member should specify whether the entries were appropriately reviewed for inclusion in the proceedings.
- Books or ancillary instructional materials published, or evidence of progress on these publications.
- Appropriately reviewed research presented at poster sessions at academic or professional meetings, conferences, or conventions.

- Appropriately reviewed papers presented at academic or professional meetings, conferences, and conventions.
- Grants or external fundraising received for the purpose of furthering scholarly and professional activities or investigations.

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

- Book reviews published in professional or academic online or offline journals.
- Invited articles published in professional online or offline journals.
- Invited papers presented at academic or professional meetings, conferences, or conventions. Invited or appropriately reviewed panel presentations.
- Other products of scholarly or creative activities that are not externally reviewed, such as audio/video/digital productions or podcasts, that advance inquiry in the discipline or contribute to the body of knowledge of the communication discipline. Regularly published research-based blogs are also considered in this category.

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

The School of Communication & Media encourages collaborative research projects and recognizes the importance of collaboration in the communication discipline. Faculty are encouraged to participate in collaborative works in the area of scholarship and creative activity. When discussing the quality and significance of their co-authored or collaborative scholarship, the faculty member should address their individual contributions to the work, specifically or generally. The responsibility for demonstrating the quality and significance of one's research agenda, as well as making a case for one's documented expertise in the field, belongs to the candidate petitioning for promotion to full professor or undergoing post-tenure review.

3. Professional Service ([Section 3 of the Faculty Handbook](#))

All faculty are expected to engage in service activities for the Department/School, the College, the University, the profession, and/or the community. All faculty must allocate at least 10% of their time to professional service activities essential to the life of the institution. Academic and professional service includes: 1) service to the institution on a school, college, and campus level; 2) service to one's discipline; and 3) service to the community, consistent with university guidelines.

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

Appropriate examples of service activities include the following:

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

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

V. Faculty Performance Agreements

Each individual faculty member shall divide their professional efforts among the appropriate three faculty performance areas noted above. That division of effort will be reflected in an FPA negotiated between the individual faculty member and the School Director, subject to final approval by the Dean. If the faculty member and the Director cannot reach agreement on the FPA, the Dean will make the final determination. FPAs may change from year to year and even from semester to semester as needs and opportunities change. To align with BOR standards, faculty must identify student success and development goals in one of the three performance areas that will be evaluated.

Student success goals are dictated at the School level and can be discussed with the Director.

Examples of measurable student success goals include but are not limited to:

- Participation in student success initiatives offered by the School, College, or University (e.g., posting midterm grades on Owl Express)
- Attending student-success oriented workshops or training offered by the School, College, or University (e.g., CETL workshops)
- Student-centered academic and professionalization activities (e.g., undergraduate research &/or teaching in student learning communities)

Faculty may negotiate with the School Director (and the Dean) for further reductions in teaching load based on administrative duties, special initiatives, or projects. Service and scholarship achievements during reassigned time are to be no less valued for promotion and tenure than those accomplished without reassigned time. Please see [KSU Faculty Handbook 3.2](#).

VI. Faculty Review Criteria and Processes

Faculty performance is evaluated through two basic, interrelated processes: annual reviews and multi-year reviews. Annual reviews give an evaluation of the faculty member's performance over one year within the context of the multi-year reviews. The multi-year reviews, involving multiple reviewers, are a more comprehensive examination of a faculty member's role in and contribution to the School, College, and University. Guidelines for the composition and duties of the School of Communication and Media review committee for pre-tenure, promotion and tenure, and post-tenure review follow those found in the Faculty Handbook.

A. Expectations for Annual Review

Faculty will be evaluated on their annual performance in the categories of teaching, scholarship and creative activity, and service using a five point rubric dictated by the Georgia Board of Regents ([see KSU Faculty Handbook 3.12](#)). Faculty workloads will be considered during review process. The following rubrics reflect a standard workload model; expectations will shift according to individual workloads.

Teaching Rubric:

Score	Category	Description
5	Exemplary	In addition to fulfilling the requirement for Category 4 (Exceeds Expectations), evidence documents that a faculty member is greatly exceeding most, or all, of their FPA goals and the required minimum expectations of the School of Communication and Media in teaching, supervision, and mentoring. The faculty member should support this in their ARD narrative. <i>Evidence of such activity may include, but need not be limited to:</i> ☐ Develops and implements innovative pedagogical strategies and materials that promote student success. • Implements professional development to enhance teaching. • Receives honors, awards, &/or recognition for teaching. • Conducts SoTL research. • Facilitates student publications and/or presentations.

4	Exceeds Expectations	In addition to fulfilling the requirement for Category 3 (Meets Expectations), evidence documents that a faculty member is exceeding most, or all, of their FPA goals and the required minimum expectations of the School of Communication and Media in teaching, supervision, and mentoring. The faculty member should support this in their ARD narrative. <i>Evidence of such activity may include, but need not be limited to:</i> • Develops a new course. • Implements significant course changes based on participation in professional development activities. • Demonstrates willingness to learn and implement new modalities (including any combination of in-person, hybrid, and fully online courses) and/or adjust schedule to support departmental needs. □ - Uses multiple demonstrable student success components.* □ - Successfully adapts/develops courses for multiple modalities. • Receives excellent peer-review teaching observations and implementation of peer feedback in course revision or development. • Supervises student research/creative activity.
3	Meets Expectations	Evidence documents that a faculty member met their FPA goals and the required minimum expectations of the School of Communication and Media in teaching, supervision, and mentoring, as reflected in this document. Basic expectations in the area of teaching are outlined in the Faculty Handbook, section 2 “Workload and Institutional Expectations” and section 3.3 “Basic Categories of Faculty Performance.” <i>Evidence of such activity may include, but need not be limited to:</i> • Syllabus includes measurable learning outcomes, descriptions of assignments, and formal assessments and grading criteria. • Instructional methods support student learning and effective application of content and skills. • Revises courses to include new texts/materials/activities. • Teaching supports an engaging environment where the instructor effectively monitors, manages, and facilitates the learning process. • Discipline-specific topics are effectively presented through various methods and strategies. • Receives positive student evaluations. • Instructor shows a commitment to instructional development by implementing course changes based on student feedback, peer teaching evaluations, or the like. • Uses at least one demonstrable student success component.* *Examples of student success components: study sessions, tutorial sessions, meets with struggling students, develops activities that prompt student engagement, transparent assignments, study guides, use of intelligent agents, shares successful work samples to scaffold student success, etc.

2	Needs Improvement	Evidence documents that a faculty member's efforts and performance fell below their FPA goals and/or the required minimum expectations of the School of Communication and Media in teaching, supervision, and mentoring; they did not meet expectations even at a minimal level. <i>A score of 2 means that improvements are needed. Evidence of such activity may include, but need not be limited to:</i> • Faculty member meets with classes irregularly. • Shows little evidence of instructional improvements from previous period of review. • Receives low scores on student evaluations • Does not demonstrate a commitment to developing their pedagogy. This rating in any area necessitates a Performance Remediation Plan (PRP) for tenured and tenure-track faculty (section 3.12 A). For tenure-track faculty, Lecturers, and Senior Lecturers, this may result in a non-renewal of your contract, as noted in Faculty Handbook Section 4.1.8.
1	Does Not Meet Expectations	Evidence documents that a faculty member neglected their FPA goals and the required minimum responsibilities in teaching, supervision, and mentoring. <i>A score of 1 means that extensive improvements are needed. Evidence of such activity may include, but need not be limited to:</i> • Faculty does not regularly meet with classes for instruction. • Fails to show measurable evidence of course development or pedagogy. • Does not participate in mentorship opportunities. • Receives extremely low student evaluations • Changes course modality mid-semester. This rating in any area necessitates a Performance Remediation Plan (PRP) for tenured and tenure-track faculty (section 3.12 A). For tenure-track faculty, Lecturers, and Senior Lecturers, this may result in a non-renewal of your contract, as noted in Faculty Handbook Section 4.1.8. This rating in any area means that your overall rating can be a maximum of 4.

Scholarship & Creative Activity Rubric:

Score	Category	Description
5	Exemplary	In addition to fulfilling the requirement for Category 4 (Exceeds Expectations), evidence documents that a faculty member is greatly exceeding most, or all, of their FPA goals and the required minimum expectations of the School of Communication and Media in research & creative activity. The faculty member should support this in their ARD narrative. <i>Evidence of such activity may include, but need not be limited to:</i> • Publication of a peer-reviewed book/edited book/long-form creative work. • Publication of two or more peer-reviewed articles/creative works. • Receives honors, awards, &/or recognition for scholarly/creative activity. • Invited presentations, as a keynote or featured speaker, at national or international conferences, festivals, workshops, community or media events. • National or international recognition for scholarly/creative work (e.g., work is reviewed or featured in major national or international media outlets, etc.). • Research that has a clearly demonstrated effect on public policy. • Receipt of large internal or external grant to fund a semester or more of research. • Editorship for academic journal, university press, or equivalent.
4	Exceeds Expectations	In addition to fulfilling the requirement for Category 3 (Meets Expectations), evidence documents that a faculty member is exceeding most, or all, of their FPA goals and the required minimum expectations of the School of Communication and Media in research & creative activity. The faculty member should support this in their ARD narrative. <i>Evidence of such activity may include, but need not be limited to:</i> • Presents invited or peer-reviewed papers or creative projects at multiple local, regional, national, or international conferences, festivals, workshops, community or media events. • Publication of a peer-reviewed article or book chapter (in paper or electronic form) as well as comparable peer-reviewed products (e.g., exhibits, multimedia projects, documentaries) in the School's disciplines and areas of expertise. • Receipt of honors/awards for scholarship and creative activity. • Receipt of internal or external funding to support scholarly activity.

3	Meets Expectations	Evidence documents that a faculty member met their FPA goals and the required minimum expectations of the School of Communication and Media in research & creative activity, as reflected in this document. Basic expectations in the area of research and creative activity are outlined in the Faculty Handbook, section 2 “Workload and Institutional expectations,” section 3.3 “Basic Categories of Faculty Performance,” and section 3.4 “Evaluation of the Quality and Significance of Faculty Scholarly Accomplishments” <i>Evidence of such activity may include, but need not be limited to:</i> • Presentations at, or organization of, discipline-based or interdisciplinary conferences/festivals that indicate sustained and deliberate progress toward published scholarly/creative work. • Documented evidence of ongoing research & creative activity (for example, collection and analysis of data, research notes or correspondence with libraries, archives, interview subjects, or other scholars). • Completion of article/book chapter/creative project drafts in preparation to submit for review and publication. • Documented evidence of research/creative activity and/or progress toward completion of the above activities, for example a book contract, invitation to revise and resubmit a manuscript, acceptance letter from journal, or acceptance at a film festival. • Sustained progress toward published scholarly work, with allowances for publication delays and other circumstances beyond the control of the faculty member. • Submitted applications for internal or external research grants. • Nomination for honors/awards for scholarship and creative activity. • Production of blogs, podcasts, or similar items related to research.
2	Needs Improvement	Evidence documents that a faculty member’s efforts and performance fell below their FPA goals and/or the required minimum expectations of the School of Communication and Media in research & creative activity; they did not meet expectations even at a minimal level. <i>A score of 2 means that improvements are needed. Evidence of such activity may include, but need not be limited to:</i> • Shows some progress towards an academic or creative agenda but does not evidence a long-term measurable outcome. • Irregularly attends conferences, workshops, or other professional gatherings related to academic or creative field. This rating in any area necessitates a Performance Remediation Plan (PRP) for tenured and tenure-track faculty (section 3.12 A).

1	Does Not Meet Expectations	Evidence documents that a faculty member neglected their FPA goals and the required minimum responsibilities in research & creative activity. <i>A score of 1 means that extensive improvements are needed. Evidence of such activity may include, but need not be limited to:</i> • No measurable progress towards an academic or creative agenda. • No evidence of attendance or participation in conferences, workshops, or other professional gatherings related to academic or creative field. This rating in any area necessitates a Performance Remediation Plan (PRP) for tenured and tenure-track faculty (section 3.12 A). For tenure-track faculty, this may result in a non-renewal of your contract, as noted in Faculty Handbook Section 4.1.8. This rating in any area means that your overall rating can be a maximum of 4.
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Service Rubric:

Score	Category	Description
5	Exemplary	In addition to fulfilling the requirement for Category 4 (Exceeds Expectations), evidence documents that a faculty member is greatly exceeding most, or all, of their FPA goals and the required minimum expectations of the School of Communication and Media in service. The faculty member should support this in their ARD narrative. <i>Evidence of such activity may include, but need not be limited to:</i> • Serving as an officer on a time-intensive University committee. • Serving as the chair of a committee with significant responsibilities at the School, college, or university level. • Serving as the editor of an academic journal or equivalent. • Playing a significant role in the organization of a national or international academic conference/festival. • Serving as president of an academic or professional organization. • Undertaking activities that make a significant contribution to student success or to other elements of KSU's core mission. • Completing endowed public speeches, lectures, or media appearances that make a significant contribution to the public visibility of their academic discipline or of the university.

4	Exceeds Expectations	In addition to fulfilling the requirement for Category 3 (Meets Expectations), evidence documents that a faculty member is exceeding most, or all, of their FPA goals and the required minimum expectations of the School of Communication and Media in service. The faculty member should support this in their ARD narrative. <i>Evidence of such activity may include, but need not be limited to:</i> • Demonstrated participation in leadership roles (i.e., School leadership team, or a committee chair). • Serving as the faculty advisor to a pre-professional student organization. • Serving as a member of the editorial board of an academic or creative journal, university press, or equivalent. • Holding office in an academic or professional organization. • Playing a significant role in the organization of a local or regional academic conference/festival. • Bringing outside speakers to KSU, for a lecture series or similar events. • Undertaking activities that contribute to student success or to other elements of KSU's core mission. • Completing endowed public speeches, lectures, or media appearances that contribute to the public visibility of their academic discipline or of the university. • Strong record of significant community engagement related to area of scholarly or professional expertise. • Regularly reviews for conferences, journals, festivals, and scholarly presses.
3	Meets Expectations	Evidence documents that a faculty member met their FPA goals and the required minimum expectations of the School of Communication and Media in service, as reflected in this document. Basic expectations in the area of service are outlined in the Faculty Handbook, section 2 "Workload and Institutional Expectations" and section 3.3 "Basic Categories of Faculty Performance." <i>Evidence of such activity may include, but need not be limited to:</i> • Regularly attending School meetings (or satisfying other academic/service/community responsibilities that make regular attendance of School meetings an undue burden). • Having at least one service commitment to the School and to the college, university, community, or academic discipline, or in support of student success, or as otherwise approved in the FPA, as appropriate by rank. • Acting as reviewer for conferences, journals, juried festivals, and scholarly presses.

2	Needs Improvement	Evidence documents that a faculty member's efforts and performance fell below their FPA goals and/or the required minimum expectations of the School of Communication and Media in service; they did not meet expectations even at a minimal level. <i>A score of 2 means that improvements are needed. Evidence of such activity may include, but need not be limited to:</i> • Shows minimal evidence of participation or engagement with School, College, or University activities or committee work. • Demonstrates minimal evidence of service to academic, creative, or professional field. • Evidences minimal participation in activities of statewide, regional, or national professional or academic organizations. This rating in any area necessitates a Performance Remediation Plan (PRP) for tenured and tenure-track faculty (section 3.12 A). For tenure-track faculty, Lecturers, and Senior Lecturers, this may result in a non-renewal of your contract, as noted in Faculty Handbook Section 4.1.8.
1	Does Not Meet Expectations	Evidence documents that a faculty member neglected their FPA goals and required minimum responsibilities in service. <i>A score of 1 means that extensive improvements are needed. Evidence of such activity may include, but need not be limited to:</i> • No measurable evidence of service or engagement in School, College, or University activities. • No measurable evidence of service or engagement of community centered activities related to area of scholarly, creative, or professional area of expertise. This rating in any area necessitates a Performance Remediation Plan (PRP) for tenured and tenure-track faculty (section 3.12 A). For tenure-track faculty, Lecturers, and Senior Lecturers, this may result in a non-renewal of your contract, as noted in Faculty Handbook Section 4.1.8. This rating in any area means that your overall rating can be a maximum of 4.

B. Expectations for Pre-Tenure Review: ([see KSU Faculty Handbook 3.12](#))

C. Promotion and Tenure of Tenure-Track Faculty: ([see KSU Faculty Handbook 3.12](#) and [3.5](#))

1. A Note on Tenure

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

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

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

2. Expectations for Assistant Professors

2a. Assistant Professor: Teaching, Advising, and Mentoring

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

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

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

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

2b. Assistant Professor: Scholarship and Creative Activity

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

The Assistant Professor can use the annual review to document progress in his/her research. This allows the assistant professor to indicate at which stage(s) his/her research exists (data collection, conference presentation(s), or publication submission or acceptance).

By the time an Assistant Professor on a standard workload model petitions for promotion to Associate Professor, the minimum required output for *satisfactory* achievement in Scholarship and Creative Activity is the equivalent of two (2) peer-reviewed publications (e.g., journal articles, creative projects, book chapters, significant external grants). Additionally, candidates are expected to have a demonstrated record of conference/festival presentations at the local, state, or regional level.

By the time an Assistant Professor on a standard workload model petitions for promotion to Associate Professor, the minimum required output for *noteworthy* achievement in Scholarship and Creative Activity is the equivalent of three (3) peer-reviewed publications (e.g., journal articles, creative projects, book chapters, significant external grants), or one (1) publication per 10% of workload in this area. Faculty on an adjusted, research-intensive workload must be noteworthy in Scholarship and Creative Activity; this equates to four (4) publications on a 40% SCA workload, five (5) publications on a 50% workload, and so on. Faculty are expected to detail the quality, significance, and impact of their Scholarship and Creative Activity in their ARD narratives.

Additionally, candidates are expected to have a demonstrated record of conference/festival presentations at the national or international level.

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

2c. Assistant Professor: Service

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

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

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

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

3. Expectations for Associate Professors

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

3a. Associate Professor: Teaching, Advising, and Mentoring

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

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

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

3b. Associate Professor: Scholarship and Creative Activity

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

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

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

By the time candidates on a standard workload model petition for promotion to Full Professor, the minimum required output for *satisfactory achievement* in Scholarship and Creative Activity is the equivalent of three (3) peer reviewed publications or creative projects (e.g., journal articles, creative works, book chapters, significant external grants) since the last promotion. Additionally, candidates are expected to have a demonstrated record of conference presentations/festivals at the local, state, regional, national, or international level.

By the time candidates on a standard workload model petition for promotion to Full Professor, the minimum required output for *noteworthy achievement* in Scholarship and Creative Activity is the equivalent of four (4) peer-reviewed publications (e.g., journal articles, creative works, book chapters, significant external grants) since the last promotion. Faculty on an adjusted, research-intensive workload must be noteworthy in Scholarship and Creative Activity; this equates to five (5) publications on a 40% SCA workload, six (6) publications on a 50% workload, and so on. Faculty are expected to detail the quality, significance, and impact of their Scholarship and Creative Activity in their ARD narratives.

This reflects a demonstrated record of creative/conference presentations at the national or international level. At this stage, a faculty member's Scholarship and Creative Activity should be internationally and/or nationally recognized by colleagues as contributing to the body of knowledge in their discipline.

Scholarly presentation, publication of scholarly research, and review of the work of others are evidence that faculty members are recognized as scholars, and the significance and impact of this work should be documented. Faculty should use their scholarship to enrich their teaching, and they may direct student research projects. Faculty contributions at this level should be recognized by peers and colleagues in the discipline who are not members of Kennesaw State University.

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

3c. Associate Professor: Service

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

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

At this stage, faculty should be noted by others for their service contributions. They should hold leadership positions within service organizations and should document the significance and impact of these roles that reach beyond the Kennesaw State University community.

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

4. Expectations for Professors

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

4a. Professor: Teaching, Advising, and Mentoring

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

4b. Professor: Scholarship and Creative Activity: Highly productive contributions in the area of discipline-related or interdisciplinary Scholarship and Creative Activity for a full professor are characterized by a level of achievement that is more accomplished and more broadly recognized within and beyond the university than is typical of the associate professor. These highly accomplished achievements often merit regional, national, or international attention and recognition. Scholarship and Creative Activity achievements which demonstrate significance and impact globally, nationally, statewide or in the greater metropolitan Atlanta area may also achieve this general expectation. At all ranks, ongoing publication in peer-reviewed journals and/or creative activity are expected, as are ongoing conference presentations. The annual reviews, in consultation with the School Director, will provide proper benchmarks for scholarship and creative activity.

4c. Professor: Service: The full professor is expected to have a well-established service record that reflects a recognizable pattern of growth and development in the breadth, depth, significance, and impact of professional service contributions. A strong service record for the full professor should contain highly accomplished achievements as a contributor, coordinator, leader, initiator, or mentor in groups such as major committees or task forces; campus or community organizations; special projects and initiatives; administrative positions; state, regional, national, or international organizations; professional associations; and the like. The School expects commitment to service beyond the levels expected of the associate professor. The annual reviews, in consultation with the School Director, will provide proper benchmarks for service expectations.

5. Expectations for Non-Tenure-Track Faculty: Lecturers, Senior Lecturers, and Principal Lecturers

Some faculty members in the School of Communication and Media hold the rank of lecturer. Lecturers in the school may or may not hold a terminal degree. All lecturers, senior lecturers, and principal lecturers are reviewed annually for contract renewal, as faculty members in these positions are not eligible for tenure and are not intended to become so. Lecturers have as their primary area of responsibility teaching, and therefore are expected to be highly effective in this area. Because of this, lecturers, senior lecturers, and principal lecturers are expected to demonstrate highly effective teaching ability in order to qualify for reappointment at KSU (see [Faculty Handbook Section 3.10.1](#)).

Lecturers should feel free to include any relevant scholarship and creative activity as part of their annual review and promotion documents. In rare cases, the responsibilities assigned to a lecturer, senior lecturer or principal lecturer may be individualized and differ from the typical lecturer, senior lecturer or principal lecturer teaching load as described in the Faculty Handbook. In such cases, the responsibilities must be delineated in the FPA, agreed upon by the School Director, and approved by the Dean. The annual reviews, in consultation with the School Director, will provide proper benchmarks for performance.

The criteria for promotion to senior lecturer or principal lecturer are evidence of highly effective teaching ability inside and/or outside of the class environment and value to the university in the area of teaching and student learning (or highly effective professional service and/or administration and leadership for lecturers/senior lecturers/principal lecturers with these primary responsibilities). Experience is correlated with rank, but years of service or successful annual reviews alone are not sufficient to qualify for a promotion in rank. The committee structure that is used for promotion for tenured and tenure-track faculty will be used. Promotion reviews for lecturers and senior lecturers

begin with the School P&T Committee, then proceed to the School Director, Dean, Provost, and President (discrepant reviews and requests for additional review also go to the College P&T Committee.)

The following are examples of documentation of teaching effectiveness:

- Student evaluations. Lecturers, senior lecturers, and principal lecturers shall submit a complete set of student evaluations. The number of classes to be evaluated each year and the standards for notable teaching are commensurate with those outlined in KSU and RCHSS guidelines.
- Peer evaluations. Lecturers, senior lecturers, and principal lecturers are recommended to be observed in the classroom by qualified faculty as appropriate. Reviewers should send their peer evaluation letters to the faculty member with a copy to the School Director. Lecturers and senior lecturers should submit letters from those who evaluated their classes in Annual and Promotion reviews. Evaluations can include matters of pedagogy and/or matters of substance (i.e., is the faculty member knowledgeable, is course information current, does he/she/they manage the course well, etc.).
- Student projects. Lecturers, senior lecturers, and principal lecturers should list any field experiences, capstone courses, directed studies, scholarly presentations, and exhibits. Student projects completed with the help of student researchers as well as applied projects directed during the year should also be included.
- Student awards and recognitions. Lecturers, senior lecturers, and principal lecturers should describe awards won by their students for work related to the faculty member's instruction, advising, or mentoring.
- Student papers and presentations. Lecturers, senior lecturers, and principal lecturers may describe research papers and creative projects that were publicly presented or disseminated by students; and/or student papers which were published or accepted for publication in collaboration with, or under, the faculty member's supervision.
- Curricular development/new preparations. Lecturers, senior lecturers, and principal lecturers should describe all new courses they developed and/or taught for the first time during the year including hybrid and/or online courses. They should also describe major changes and improvements they made in one or more of the courses they taught.

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

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

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

Creative activity can be a part of teaching, mentoring and supervision if students are a part of the process. These can be a part of the instructor's annual Student Success Goals. Instructors should emphasize their roles as mentors and supervisors and explain students' roles in the creative activity. This strengthens a lecturer's annual portfolio and application for promotion. It also supports the School's mission of teaching High Impact Practices.

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

The effectiveness of lecturers, senior lecturers, and principal lecturers will be assessed during the annual review process with the School Director.

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

In the School of Communication and Media, lecturers, senior lecturers, and principal lecturers may perform administrative duties as needed. Such assignments will be reflected in the faculty member's workload and adjustments made with permission from the Dean.

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

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

Lecturers - Teaching, Advising, and Mentoring

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

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

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

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

Senior Lecturer Ready for 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” (KSU [Faculty Handbook 3.10.1](#)). Principal lecturers also provide impactful and highly effective professional service related to their teaching, such as through mentoring other lecturers.

Promotion Criteria: Faculty seeking promotion to principal lecturer must provide evidence of highly effective teaching over their time as senior lecturer. Examples of these activities may include:

Evidence of creating and/or adopting effective instructional practices:

- Creation of effective instructional practices leading to highly effective teaching.
 - Has the faculty member demonstrated that they consistently refresh and update their courses to include new and/or updated instructional practices or exercises?
 - Has the faculty member provided evidence that their work to refresh / update their courses has had a positive impact on their students?
- Incorporation of instructional practices that has improved and/or contributed to their highly effective teaching.
 - Has the faculty member demonstrated taking steps to develop professionally?
 - Has the faculty member provided evidence that their work to incorporate these practices has had a positive impact on their students?

Positive instructional impact beyond instructional settings:

- Presentation or publication of instructional innovation, with a demonstration of positive instructional impact.
 - Has the faculty member led trainings to promote the professional development of other instructional faculty?
 - Has the faculty member presented their work and evidence of effectiveness at appropriate venues or outlets?
- Community engaged teaching activities, with a demonstration of positive instructional impact.
- SOTL products

Impactful and highly effective professional service:

- Mentorship of other lecturers: Has the faculty member provided peer support for other lecturers inside and/or outside the unit?

Leadership and/or impactful, constructive involvement/citizenship in assigned service responsibilities inside and/or outside the unit

- Has the faculty member's involvement in assigned service responsibilities been consistently constructive, helpful, forward-moving, and aligned with expectations?
- Has the faculty member been a reliably constructive and involved citizen of the unit?

Lecturers and Senior Lecturers: Scholarship and Creative Activity

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

Lecturers and Senior Lecturers: Service and Professional Activity

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

Lecturers, senior lecturers, and principal lecturers in the School of Communication and Media are not subject to a required third-year review.

Lecturers, senior lecturers, and principal lecturers will use the five-point scale for annual reviews. They are not impacted by PRPs and PIPs, given they are in non-tenure track lines. Performance of 1s and 2s will be addressed as they previously have been in ARDs/ FPAs.

6. Expectations for Non-Tenure Track Faculty with Professorial Ranks (Including Clinical Faculty, Research Faculty and Academic Professionals)

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

[Section 3.7](#) of the KSU faculty handbook recognizes educators-practitioners who have a background in their disciplinary area and who practice the discipline in the work setting. The following clinical ranks are recognized at KSU: Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. The Non-Tenure Track Faculty with Professorial Ranks position is non-tenure track, and the holder is not eligible for tenure or probationary credit toward tenure. According to [Board of Regents policy \(8.6.3\)](#), “promotion to the rank of professor requires the earned doctorate or its equivalent in training, ability, and/or experience” [Section 3.7](#) describes the workload expectations for Non-Tenure Track Faculty with Professorial Ranks.

Academic Professionals have workload responsibilities in a range of performance areas (Teaching, Scholarship and Creative Activity, and Professional Service) as outlined in their situational context and set forth in the Faculty Performance Agreement (FPA). General categories for Academic Professionals include Training and Instructional Support, Technical Assistance, and Specialized Management ([KSU Faculty Handbook 3.10.2](#)). The KSU Faculty Handbook outlines performance expectations and annual review processes for Academic Professionals.

In the School of Communication and Media, Non-Tenure Track Faculty with Professorial Ranks make practical contributions in education, industry, clinical, and/or professional settings. Non-Tenure Track Faculty with Professorial Ranks must maintain a balance that is different from the workload of tenure track faculty. Unless otherwise set forth in the Faculty Performance Agreement (FPA), Non-Tenure Track Faculty with Professorial Ranks generally spend less time engaged in scholarship and creative activity. Typically, the primary responsibilities of RCHSS Non-Tenure Track Faculty with Professorial Ranks shall emphasize their applied experience. Such responsibilities include, but are not limited to, student supervision (e.g., supervision of field, practicum, internship, or clinical experiences), applied instruction (e.g., teaching a course on news reporting or psychological assessment), or other applied activities that contribute to the School or college (e.g., mentoring or grants and contracts).

Non-Tenure Track Faculty with Professorial Ranks workload depends on the situational context and must be defined in the FPA with the School Director.

Reviews and Promotion

In addition to annual reviews, Non-Tenure Track Faculty with Professorial Ranks may apply for an optional promotion review. The Board of Regents of the University System of Georgia requires a

minimum of four full academic years of service at KSU (including the year of review) at the rank of assistant professor to be eligible for promotion to rank of associate professor and five full academic years of service at KSU (including the year of review) at the rank of associate professor to be eligible for promotion to the rank of professor.

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

Non-Tenure Track Faculty with Professorial Ranks will use the five-point scale for annual reviews. They are not impacted by PRPs and PIPs, given they are in non-tenure track lines. Performance of 1s and 2s will be addressed in ARDs/ FPAs.

7. External Letters (See Section 3.12 B.2 of the Faculty Handbook)

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

8. Expectations for Post-Tenure Review of Tenure Track Faculty ([See Section 3.5 and 3.12 of the Faculty Handbook](#))

Tenured SOCM Faculty are expected to sustain the level of activity appropriate to their rank and professional profile. The post-tenure review occurs five years after the last formal tenure, promotion, or post-tenure review. Faculty will submit their post-tenure review portfolio via the digital workflow to be evaluated by a five-point rubric of their overall performance dictated by the Board of Regents. Please [see KSU Faculty Handbook 3.12](#) and [3.5](#) for a detailed description of the PTR process. 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.

- Expedited Post-Tenure Review: Please [see KSU Faculty Handbook 3.12](#)
- Monetary PTR Reward: Please [see KSU Faculty Handbook 3.12](#)
- Performance Improvement Plan: Please [see KSU Faculty Handbook 3.12](#)
- Faculty Appeal of the PIP Action Plans: Please [see KSU Faculty Handbook 3.12](#)
- Corrective Post-Tenure Review: Please [see KSU Faculty Handbook 3.12](#)
- Due Process for PTR and Unsuccessful PIP: [see KSU Faculty Handbook 3.12.B.4.III](#)

VII. Administrative Faculty

Administrative faculty members are those who receive a contract for faculty ranked administrators and hold an administrative position at the level of Department Chair or higher. Expectations and evaluations of the School Director are outlined in the Bylaws of the School of Communication and Media. For the purpose of promotion, tenure, and post-tenure reviews, administrative faculty, including the School Director, follow all school, college, and university guidelines.

VIII. Accreditation Standards

Whereas the School's programs are not currently accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), accreditation is an aspirational goal and the accrediting standards do inform guidelines reflected in this document. [Standard 5](#) states that "The unit hires, supports, and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission. It supports faculty as they contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative, and professional activity) that benefits the disciplines and society."

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

Promotion and tenure review of tenure-track faculty with a joint appointment in two or more departments/schools must adhere to the terms of the faculty Memorandum of Understanding (MOU), which clearly delineates the composition of the P&T committee membership as well as any special consideration for what types of Scholarship and Creative Activity are acceptable. Unless otherwise specified in the MOU, faculty with a joint appointment must follow the Home Department/School P&T Guidelines requirements for promotion and tenure.

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

Faculty members who hold a joint appointment with another unit on campus:

- may represent the School on the School Promotion & Tenure committee
- may represent the School on the RCHSS Promotion & Tenure committee
- may represent the School on the School Faculty Council
- may represent the School on the RCHSS College Faculty Council

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

X. Relationship to Other Governing Rules and Regulations

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

XI. Revision to the Promotion and Tenure Guidelines

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

This document was voted on and approved by the faculty of the School of Communication and Media on November 13, 2023.

Approved by:

Chair, School Faculty Council, on behalf of the
School of Communication and Media

Date

Director, School of Communication and Media

Date

Chair, College P&T Committee

Date

Dean, Radow College of Humanities and Social
Sciences

Date

Provost and Vice President for Academic Affairs

Date

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