

1 **Guidelines for Faculty Performance and Evaluation**  
2 **WellStar College of Health and Human Services**  
3 **Department of Exercise Science and Sport Management**  
4

5 I. Introduction  
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7 This document sets forth the core standards for performance by and evaluation of permanent  
8 faculty members of the Department of Exercise Science and Sport Management at Kennesaw  
9 State University by establishing flexible guidelines as to expectations of faculty members in four  
10 faculty performance areas: Teaching, Supervising, and Mentoring; Research and Creative  
11 Activity; Professional Service; and Administration and Leadership. All provisions are intended  
12 to conform to the requirements of the *Kennesaw State University Faculty Handbook*, and thus much  
13 of the language used in this document includes wording directly from this source.  
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15 The goals of this document are as follows.

- 16 • Establish a base model of teaching, research, and service expectations so that faculty can  
17 have differing expectations for equivalent workloads.
- 18 • Establish clear expectations of performance and evaluation so that faculty and  
19 overseeing administrators will be clear as to the responsibilities of each faculty member  
20 in order to insure fair evaluations of performance.
- 21 • Establish clear standards and procedures for promotion and tenure.  
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23 II. Workload Expectations  
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25 Each individual faculty member shall divide his/her professional efforts among the four faculty  
26 performance areas. As a standard for measuring workload, a typical three-hour course is  
27 equivalent to ten percent of a faculty member's full-time effort for an academic year; thus, a  
28 hypothetical faculty member who devoted all effort to teaching courses would have a 5-5  
29 workload (five three-hour courses per semester) with no other responsibilities. Because tenure-  
30 track faculty members are required to devote effort to other areas, the teaching load will lessen  
31 in accord with the increase in responsibilities in the other performance areas. In accordance  
32 with KSU policy, each faculty member's workload expectation is determined by an agreement  
33 between the faculty member and the department chair, subject to final approval by the dean, in a  
34 Faculty Performance Agreement (FPA). If the faculty member and the chair cannot reach an  
35 agreement on the expected workload, the dean will determine the expected workload.  
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37 Though individual faculty member workload compositions may vary, the Department of ESSM  
38 uses the following workload model as its base standard from which other workload models  
39 derive. Increasing (decreasing) expectations in one performance area necessitates decreasing  
40 (increasing) expectations in another performance area.  
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## ESSM Base Faculty Workload Model

| Performance Area                     | Effort     |              |
|--------------------------------------|------------|--------------|
|                                      | % Workload | Course Hours |
| Teaching, Supervising, and Mentoring | 70%        | 21 hours     |
| Research and Creative Activity       | 20%        | 6 hours      |
| Professional Service                 | 10%        | 3 hours      |
| Administration and Leadership        | 0%         | 0 hours      |

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### A. Performance Area Expectations

#### a. Teaching, Supervising, and Mentoring

##### i. Teaching and Supervising

##### 1. Workload

The base teaching workload expectation is that faculty members will teach six total classes per academic year and devote an additional ten percent effort to mentoring students. In general, a full load of classes will be balanced as three courses per semester (3-3); however, imbalanced loads (e.g., 2-4 or 4-2) are permissible. Teaching more than five three-hour courses in a single semester requires special approval by the dean.

Because courses differ in required effort, the department classifies courses by the maximum number of students in the courses so that the effort required to teach all courses is roughly equivalent. The department's Curriculum Committee, in agreement with the department chair, decides the classification for each course. The Curriculum Committee and department chair may agree to change the classification at any time. The department's chair and Curriculum Committee should seek the input of the faculty when making changes and are jointly responsible for maintaining and updating a list of course classifications that is posted electronically on the department's shared computing storage space. The course classifications and standard course sizes are listed below.

### Course Classifications

| Classification | Standard Capacity | 75% capacity | 120% capacity | 150% capacity |
|----------------|-------------------|--------------|---------------|---------------|
| Large Lecture  | 120               | 90           | 144           | 180           |
| Lecture        | 60                | 45           | 72            | 90            |
| Standard       | 40                | 30           | 48            | 60            |
| Seminar        | 30                | 22           | 36            | -             |
| Small Seminar  | 20                | 15           | 24            | -             |
| Lab            | 15                | 11           | 18            | -             |

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1 Course enrollment may exceed the maximum by 20 percent for a single semester,  
2 due to an unexpected increase in demand for a particular course. However, the  
3 course enrollment maximum shall not be exceeded for more than one academic year,  
4 and the excess demand should be used as evidence to request more faculty resources.  
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6 Course enrollments that exceed 120 percent maximum enrollment should be  
7 increased to 150 percent maximum enrollment, and the faculty member teaching the  
8 course will be compensated with a half-class reduction in workload from another  
9 area or by means of overload compensation. If enrollment exceeds 150 percent, the  
10 course should be taught as two separate courses or as a double-section that counts as  
11 teaching two courses for workload and overload purposes. Seminar, Small Seminar,  
12 and Lab classes are not to be taught as double sections, and should never exceed 120  
13 percent capacity.  
14

15 During the Fall and Spring semesters, courses should typically have at least 75  
16 percent of the standard capacity to ensure that department resources are properly  
17 allocated. Courses that regularly fall below the 75-percent threshold should be  
18 scheduled infrequently enough to raise enrollment of the course to the 75-percent  
19 level (i.e., courses will be offered once a year or every other year, instead of every  
20 semester or yearly). In laboratory-intensive classes, safety concerns may require  
21 smaller class sizes; therefore, course sizes may be held below the 75 percent  
22 threshold at the discretion of the department chair.  
23

24 Summer courses should have enrollments sufficient enough to cover the costs of  
25 offering the course. The decision as to whether or not this minimum threshold has  
26 been reached will be determined by the department chair in consultation with the  
27 dean. Summer employment expectations are not covered by FPAs; though,  
28 performance may be evaluated in ARDs.  
29

30 Field experience classes will receive credit of one-third of one credit hour per student  
31 up until an enrollment of nine students. Enrollment after that point the course will  
32 be treated as a Seminar class for workload purposes.  
33

34 Graduate-level courses may have enrollments less than the 75-percent threshold.  
35 Credit for chairing graduate projects and theses is one-credit per semester per  
36 student. In most cases, release time for serving as a chair of a project or thesis will  
37 be given after the overseeing semester. Faculty members who serve as project or  
38 theses chairs should consult with the department chair in advance of agreeing to  
39 oversee the course to ensure that appropriate release time is available. If release time  
40 is not available, the faculty member may choose not to serve as the committee chair  
41 or serve without the expectation of release time.

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2 Serving on graduate thesis committees or overseeing a directed study does not count  
3 toward a faculty member's teaching workload; however, such service should be  
4 recognized as a positive contribution in his/her evaluations.  
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## 6 2. Evaluation

7 All faculty members must employ the student evaluation instrument required by the  
8 department, which is approved by a majority vote of the department's tenure-track  
9 faculty. The department's student evaluation instrument includes the evaluation  
10 instrument required by the university.  
11

12 Faculty members are also required to undergo internal peer evaluation of their  
13 teaching. In the academic year prior to submitting a portfolio for pre-tenure, tenure,  
14 and promotion reviews, the Tenure and Promotion Committee will appoint a  
15 tenured faculty member with curricular oversight in the faculty member's subject  
16 area (i.e., exercise science faculty review exercise science faculty, and sport  
17 management faculty review sport management faculty) to observe a class of the  
18 evaluated candidate. The department chair will also arrange to make a class visit in  
19 the academic year prior to portfolio submission. The peer evaluator and department  
20 chair will provide a brief summary of observations (no more than two pages) to the  
21 evaluated faculty member within one week of the class visit. Copies of the reviews  
22 will be submitted to the candidate and chairs of the department and Tenure and  
23 Promotion Committee. The reviews should be included in the faculty member's  
24 portfolio as evidence of teaching effectiveness. Faculty members may submit  
25 additional forms of evidence of effectiveness in teaching.  
26

### 27 ii. Mentoring

28 The *KSU Faculty Handbook* stresses the University System of Georgia's policy that  
29 advising is a primary responsibility of faculty, and that effective advisement should  
30 be part of the faculty evaluation criteria. In keeping with this mandate, faculty  
31 members are expected to devote ten percent of their workload to mentoring. The  
32 department has established an advising center whose primary focus is on scheduling  
33 and degree progression. Faculty members assigned to the advising center will be  
34 evaluated mostly for their performance in this area. Faculty members not assigned  
35 to the advising center should assist in these areas when asked, but their main  
36 responsibility should be to focus on mentoring students to develop personal goals,  
37 career plans, and general academic guidance. Faculty members should hold regular  
38 office hours and be willing to schedule meetings with students when asked. Faculty  
39 members are expected to respond to reasonable student requests in a timely manner.  
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## 41 b. Research and Creative Activity

1 All tenure-track faculty members are expected to engage in research, though some  
2 faculty members may devote more effort to this area than others. Professors are  
3 more than instructors; they should be discovering and disseminating new knowledge  
4 to their professional peers. Publication of research signals that the professor is  
5 contributing to the advancement of his/her field, has been judged as a capable  
6 researcher by his/her peers, and is aware of current knowledge in his/her field so  
7 that he/she can adequately convey up-to-date information to students.  
8

9 Research exists in different forms, but to be considered research the work in  
10 question must meet the criteria defined by the *KSU Faculty Handbook*.  
11

12 “Research and creative activity at KSU is broadly defined in the institution’s  
13 mission statement as a wide array of activities that contribute to the  
14 advancement of knowledge, understanding, application, problem solving,  
15 aesthetics, and pedagogy in the communities served by the University. *These*  
16 *professional activities become recognized accomplishments when the work is formally shared*  
17 *with others and is subject to review.* Documentation and evaluation of  
18 accomplishments in research and creative activity shall focus on the quality  
19 and significance of the work. Merely listing individual tasks and projects does  
20 not address quality and significance” (emphasis added).  
21

22 i. Metric for Measuring Quality and Significance of Research  
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24 Research output is measured in “units,” where each 10 percent of workload devoted  
25 to research each year creates the expectation of one research unit. For example, a  
26 faculty member with 20 percent of his/her workload devoted to research is expected  
27 to produce two units of research per year, and a faculty member with 50 percent  
28 devoted to research is expected to produce five units of research per year. Because  
29 research output is often sporadic, faculty members are not expected to produce a  
30 constant annual stream of research output; however, faculty members are expected  
31 to average this annual production rate over a three-year period. If a faculty member  
32 does not maintain the expected average production over a three-year period, his/her  
33 workload expectations may be increased in other areas as compensation. In addition,  
34 faculty members are expected to make up for not meeting expectations in the past.  
35 The table below provides examples of how research expectations change with  
36 differing teaching workloads.  
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## Examples of Annual Research Expectations by Teaching Workload

|                     | Teaching Load ( 3-hour courses per semester) |           |        |         |         |         |         |
|---------------------|--|-----------|--------|---------|---------|---------|---------|
|                     | 4-4*   | 4-4       | 3-4    | 3-3     | 2-3     | 2-2     | 1-2     |
| Mentoring (%)       | 10%  | 10%       | 10%    | 10%     | 10%     | 10%     | 10%     |
| Service (%)         | 10%  | 5%        | 10%    | 10%     | 10%     | 10%     | 10%     |
| Research (in units) | 0 units                                      | 0.5 units | 1 unit | 2 units | 3 units | 4 units | 5 units |

\* Available to non-tenure-track faculty only

Determining unit credit involves subjective interpretation. The standards below have been developed to create objective criteria to serve as guidance for faculty seeking to disseminate their research. It is possible that unit credit awarded in the Annual Review Document (ARD) may differ from the standards designated in this document; however, deviations from these standards should be rare and require strong justification that is recorded in the ARD.

- Publication in peer-reviewed academic journals.
  - Most research in the fields of exercise science and sport management is disseminated in academic journals, where measures of impact are well-developed; therefore, particular emphasis is given to determining unit credit for publications via this medium. Tenure-track faculty members should publish a minimum of one peer-reviewed journal article every three years.
  - Credit for journal publications is weighted according to the quality of the publishing outlet. So that faculty may be aware of the rewards to publishing in different journals, the following standards are used.
    - A standard-length article published in a peer-reviewed journal in the faculty member's relevant field of study is worth one unit.
    - A standard-length article published in a peer-reviewed journal that is indexed in Thomson Reuters's Science Citation Index Expanded or Social Science Citation Index shall be worth a minimum of two units. Articles that are in the second quartile (based on Journal Impact Factor) are worth a minimum of three units. Articles on the first quartile (based on Journal Impact Factor) are worth a minimum of four units. The Sturgis Library subscribes to these databases.
    - A standard-length article published in a peer-reviewed journal that is included on the ESSM Department's Approved Journal List will be worth two units. The journal list will be determined by agreement between the Tenure and Promotion Committee and department chair and approved by the dean. Journals included on this list should be outlets where researchers regularly

1 publish academic work that is read and cited as part of the  
2 standard academic literature in its field. Journals may be added  
3 and removed from the list during the first fall meeting of the  
4 Tenure and Promotion Committee, with agreement by the  
5 department chair and approval by the dean. The journal list will  
6 be posted on the department's shared computing storage space.

- 7     ▪ Publications in peer-reviewed journals that are not listed in the  
8 citation indices or the Approved Journal List may be worth  
9 additional units if the faculty member can demonstrate  
10 appropriate quality and significance of the publication outlet.
- 11     ○ Additional credit may be awarded if it can be demonstrated that the  
12 published article has significant impact on the discipline (e.g., the article  
13 is highly cited or the article receives an award).
- 14     ○ Short articles are weighted less than standard-length articles. Standard-  
15 length articles should produce original research and not just briefly  
16 comment, reply to, or extend past research. However, it is possible for  
17 comments, replies, and extensions to be considered standard-length  
18 articles if the article provides a substantial new contribution to the  
19 academic literature. Because the designation of "substantial" is  
20 subjective, faculty members should take care to discuss unit credit with  
21 the department chair in advance of pursuing the project. In most cases,  
22 standard-length articles will be more than three pages long.
- 23     ○ The department recognizes that faculty members with an expertise in law  
24 may make significant scholarly contributions in law journals that do not  
25 fit the standard definition of peer-reviewed. Faculty members with  
26 expertise in law may receive unit credit for publication in law journals in  
27 accord with highly-regarded law journal rankings.
- 28
- 29     • Books are an acceptable medium for sharing academic ideas; however, books  
30 must exhibit qualities of scholarship. The subject matter of the work must be  
31 scholarly in nature and related to the faculty member's academic area of expertise  
32 within the department. Because books may vary in length, effort, and impact,  
33 potential unit credit should be discussed with department chair and clarified in an  
34 FPA. Some characteristics of a scholarly book include:
  - 35         ○ Publication of a book by a publisher with an established record of  
36 quality.
  - 37         ○ The book undergoes pre-publication peer review.
  - 38         ○ The book is reviewed post-publication in a scholarly journal related to  
39 faculty member's academic area of expertise within the department.
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- Book chapters published in edited volumes, consistent with the scholarship qualities listed for books, are typically worth one unit. Previously-published work that is republished in an edited volume does not receive additional unit credit on its own; however, it may be used as evidence of quality and significance of the previously-published work. Edited volumes that require submission or publication fees are not appropriate venues for publishing academic work.
  - Presentations to academic audiences (academic conferences, external seminars, invited speeches, etc.) are worth one unit. No more than one presentation per year may be counted as a unit for research credit, and faculty members cannot meet their research expectations with only presentations. Presentations are not valued as stand-alone outlets for disseminating research; therefore, presentations should be connected to publication of research—either in preparation for a paper or discussing already-published work.
  - Participation in grants.
    - Because the terms of grants are variable, research credit for grants should be determined by discussion with the faculty member and the department chair, with the advice and approval of the dean, upon receiving the grant. In general, unit credit will be given according to the faculty member’s level of involvement and the financial size of the grant.
    - Due to the speculative nature of grants, it is expected that not all grant proposals will be funded. In order to encourage grant submission, the department awards some unit credit for preparing grant proposals that are not funded. Grant proposals must be submitted to credible funding agencies for significant financial funding. External grants that receive a designation by the grant-reviewing organization that the grant was of sufficient quality will be worth one unit. Designations such as “approved,” “accepted,” “scored,” are commonly used, but other designations that indicate that the faculty member submitted a high-quality grant proposal may also be accepted. No more than one unfunded grant every three years may be counted as a unit for research credit for meeting research workload expectations. Though additional unfunded grants do not count toward meeting a faculty member’s research expectations, such contributions should be recognized as a positive contribution in his/her evaluations. Faculty members who are repeatedly unsuccessful in seeking grants should not expect to receive workload credit by continuing to submit grant proposals that go unfunded.
    - Internal grants provided by KSU-related entities are intended as seed funding to support further research, and they are not a pure research end.



1 Internal grants are to be credited like presentations. Faculty members  
2 receive one unit credit for receiving an internal grant, but internal grants  
3 cannot be used to meet workload expectations on their own. No more  
4 than one internal grant for every three years may be used to meet  
5 workload expectations. Also, because internal grants are considered seed  
6 contributions, failure to advance a research project after receiving an  
7 internal grant may result in no workload credit being awarded.  
8

9 Faculty members often engage in scholarly activities that are beneficial to the  
10 academic and general community that should be valued as service but not research.  
11 Examples of scholarly activity that are not research include:

- 12 • Participation in accreditation reviews.
- 13 • Publication in non-peer-reviewed outlets.
- 14 • Publication in general interest periodicals and newsletters.
- 15 • Book reviews.
- 16 • Referee reports.
- 17 • Consulting activities.
- 18 • Self-published manuscripts.

19  
20 ii. Coauthorship

21 To receive full unit credit for a research publication the faculty member must  
22 be a “significantly-contributing author” on the project. Significantly-  
23 contributing authors should play a leadership role in designing and  
24 conducting the research experiment and writing the published research.  
25 Contributions such as collecting data, assisting with statistical analysis,  
26 experiment monitoring, and editing are important, but are not integral to the  
27 primary aim of the research project. For less than significantly-contributing  
28 roles, coauthors receive partial credit according to the units awarded based  
29 on the quality of the publication (e.g., a contributing author could receive  
30 two units of credit for contribution to publication worth four units as  
31 significantly-contributing author). In most cases, the significantly-  
32 contributing author will be first or second author of the paper; however, it is  
33 possible more than two authors contribute to the production of the paper as  
34 a significant contributor, or the order of authorship is determined a factor  
35 other than level contribution (e.g., alphabetically). In such cases, unit credit  
36 should be discussed with the department chair and recorded in the FPA or  
37 ARD.  
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40 c. Professional Service

1 The *KSU Faculty Handbook* defines professional service as “the application of a  
2 faculty member’s academic and professional skills and knowledge to the completion  
3 of tasks that benefit the University, the community, or the profession.” KSU requires  
4 all faculty members to devote a minimum of five percent of their time to  
5 professional activities essential to the life of the institution. It is the general  
6 expectation of the department that faculty members will devote ten percent of their  
7 time to professional service. For evaluation purposes, faculty members should  
8 document their service activities.

9  
10 d. Administration and Leadership

11 Administrative duties include faculty development, fundraising, fiscal management,  
12 personnel management, public relations, and other activities that are not captured in  
13 the other three performance areas. Unless explicitly stated in the FPA,  
14 administration and leadership expectations apply only to appointed deans, associate  
15 deans, directors, department chairs, and assistant chairs. Faculty members with  
16 administrative appointments should articulate the quality and significance of their  
17 administrative activities and achievements in agreement with the appropriate  
18 supervisor.

19  
20 III. Full-Time Faculty

21 The Department of ESSM may employ three types of full-time permanent faculty  
22 members: tenure-track, lecturer, and clinical faculty. In some cases, temporary faculty  
23 members may be hired on a full-time basis. All faculty members are expected to excel in  
24 teaching and service, and they must demonstrate the ability to work with colleagues  
25 effectively.

26  
27 a. Tenure-Track Faculty

28 Tenure-track faculty members have received or are eligible to receive tenure. Tenure  
29 gives faculty members a vested interest in building a strong reputation for the  
30 department, college, and university; therefore, the tenure-track faculty is responsible  
31 for making curricular decisions for the academic programs offered by the  
32 department. Table 1. summarizes the expectations for each faculty rank, which are  
33 detailed below.

34  
35 The tenure-track ranks are Assistant Professor, Associate Professor, and Professor.

36  
37 i. Assistant Professors

38 Assistant Professor is the entry-level tenure-track rank. It is expected that  
39 assistant professors will have a doctorate upon appointment. In some cases  
40 professors nearly finished with their degrees will be hired; however, the  
41 degree should be completed within the first year of appointment. Failure to

1 acquire a doctorate (or equivalent terminal degree) by the time first-year  
2 nonrenewal decisions are made may result in contract nonrenewal. Though  
3 assistant professors may lack experience, they should demonstrate high-level  
4 knowledge of their subject area. It is understandable that new assistant  
5 professors may not have full mastery of their professorial skills at the time of  
6 their initial appointment; however, it is important that assistant professors  
7 show consistent improvement in their performance over time to correct any  
8 deficiencies. Assistant professors should be responsive to comments offered  
9 in annual and third-year reviews in order to identify deficiencies and make  
10 improvements. Assistant professors may also wish to participate in available  
11 professional development training or workshops.  
12

13 ii. Associate Professors

14 Associate Professors should have a demonstrated record of high-level  
15 scholarly performance in all performance areas. They should provide regular  
16 scholarly contributions to their field that are published in high-level academic  
17 outlets. The *KSU Faculty Handbook* states: “The specialty areas, expertise, and  
18 professional identities of associate professors should become more advanced,  
19 more clearly defined, and more widely recognized as their academic careers  
20 progress. Typically, as the faculty member’s roles and contributions grow  
21 towards significance, leadership and initiative, the faculty member establishes  
22 a strong record of accomplishments with broader impact and recognition  
23 within and beyond the University.”  
24

25 iii. Professors

26 As the highest faculty rank, Professors are expected to be distinguished  
27 colleagues who play a strong leadership role within the department, college,  
28 university, and research discipline. Professors should have a consistent  
29 record of scholarly activity of such quantity and quality that there exists a  
30 noted reputation for research as recognized by academic peers within their  
31 discipline. Professors should have a strong record of excellent teaching and  
32 service. Professors should also offer to mentor and guide less-experienced  
33 faculty members and serve as leaders. Longevity of service is necessary but  
34 not sufficient to guarantee promotion to Professor.  
35

36 b. Lecturers

37 Lecturers have responsibilities devoted mainly to teaching, supervising, mentoring, and  
38 service. The lecturer ranks are Lecturer and Senior Lecturer.  
39

40 c. Clinical Faculty

1 Clinical faculty members focus mainly on clinical, classroom, and/or field-based teaching  
2 and are expected to participate in professional service. Clinical faculty may have some  
3 research expectations. The clinical faculty ranks are Assistant Clinical Professor,  
4 Associate Clinical Professor, and Clinical Professor. At this time, there are no  
5 department-specific guidelines; therefore, clinical faculty performance is governed by  
6 college and university guidelines.

7  
8 d. Temporary

9 Full-time temporary faculty members may be appointed at a rank commensurate with  
10 experience and obligations. Because their employment is temporary, temporary faculty  
11 members do not participate in the governance of the department. They may attend  
12 department meetings where appropriate, but they are non-voting members of the  
13 department faculty.

14  
15 IV. Promotion and Tenure

16 a. Promotion

17 Promotion is intended to reward faculty for performing above their rank; therefore, all  
18 faculty members should already be performing at the level required of the higher rank in  
19 order to receive promotion. Each promotion comes with the expectation that the  
20 faculty member will continue his/her development sufficiently to be promoted to the  
21 next highest rank.

22  
23 i. Tenure-Track Faculty

24 For promotion to Associate Professor, the Department of ESSM sets the  
25 standard review date for promotion as six years of service at the Assistant  
26 Professor level, subtracting any years of service granted with initial  
27 employment by KSU (e.g., the standard review date for a faculty member  
28 hired with two years of service credit is the fourth year of service at KSU).  
29 For promotion to Professor, the Department of ESSM sets the standard  
30 tenure review date as five years of service at the Associate Professor level,  
31 subtracting any years of service granted with initial employment by KSU, if  
32 the faculty member was hired at the rank of Associate Professor. Any faculty  
33 member who submits a portfolio for review prior to the standard review date  
34 must demonstrate exceptional performance in all performance areas (see  
35 tenure standards below for guidance on measuring exceptional performance).  
36 Meeting the basic workload expectations set forth in FPAs and ARDs does  
37 not guarantee promotion.

38  
39 ii. Lecturers

40 Lecturers must submit a portfolio for promotion after five years of  
41 consecutive service as Lecturer at KSU. Each Lecturer will be evaluated on

1 the performance based on the individual expectations set out by his/her job  
2 description and annual FPAs. If reviewing bodies feel that the faculty  
3 member has satisfactorily met and will continue to meet performance  
4 expectations, then he/she will be promoted to Senior Lecturer.

5  
6 iii. Clinical Faculty

7 At this time, there are no department-specific guidelines; therefore, clinical  
8 faculty performance is governed by college and university guidelines.  
9

10 b. Tenure

11 Kennesaw State University tenure-track faculty members are required to submit a  
12 portfolio for tenure no later than their sixth year of service to the University. Meeting  
13 the basic workload expectations set forth in FPAs and ARDs does not guarantee tenure.  
14 Faculty members have the option to submit their portfolios a year earlier than their  
15 required tenure review date if they should desire to do so. The Department of ESSM  
16 sets the standard review date for tenure as the sixth year of service, subtracting any years  
17 of service granted with initial employment by KSU (e.g., the standard review date for a  
18 faculty member hired with two years of service credit is the fourth year of service at  
19 KSU). In most cases, faculty members should plan to go up for tenure at their standard  
20 review date. Any faculty member who submits a portfolio for review prior to the  
21 standard review date should demonstrate exceptional performance in all performance  
22 areas. Faculty members who choose to submit portfolios earlier than their standard  
23 review date must demonstrate that they have exceeded the quantity and quality of work  
24 expected of a faculty member going up for tenure at the standard review date.  
25 Therefore, faculty members going up for tenure before their standard review date should  
26 meet the following criteria.

- 27
- 28 • The faculty member must demonstrate strong evidence of excellent teaching.
  - 29 • The faculty member should have exceeded the research expectations of what a  
30 faculty member with the same workload would have completed by the end of  
31 his/her standard tenure review date. For example, a faculty member with a  
32 workload expectation of three research units per year should have completed  
33 more than 18 units of research by the time he/she submits his documents in his  
34 fifth year of service.
  - 35 • The faculty member should have a demonstrated record of excellent professional  
36 service.
- 37

38 V. Importance of the Faculty Performance Agreement and Annual Review Document

39  
40 Though this document attempts to clarify workload obligations, expectations, and credit,  
41 the nature of academia will result in workload assignments and performance that are not

1 covered in this document. Faculty have the right to submit additional evidence of  
2 performance not mentioned in this document; thus, it is important that expectations and  
3 credit outside of what is covered in these guidelines be included in either the FPA, ARD,  
4 or both. It is the responsibility of the faculty member to ensure that expectations and  
5 credit are clearly delineated in these documents. In particular, the FPA can be revised at  
6 any time; therefore, as expectations change, the FPA should be modified to account for  
7 any changes. Documenting workload, expectations, and credit will assist with the proper  
8 evaluation of faculty performance by Tenure and Promotion Committees and members  
9 of the higher administration.

10  
11 VI. Institute for Culinary Sustainability and Hospitality

12  
13 At present the faculty for the newly created Institute for Culinary Sustainability and Hospitality is  
14 housed in the Department of Exercise Science and Sport Management. It is expected that new  
15 guidelines will be generated that will apply only to the faculty with primary assignments to the  
16 program. These guidelines will be developed and published in a separate document.

1 **Table 1. Expectations by Faculty Rank**

| ASSISTANT PROFESSOR  | ASSOCIATE PROFESSOR   | PROFESSOR   |
|--|---|---|
| <b>Teaching, Supervision, and Mentoring:</b>   |   |   |
| Demonstrates high-level knowledge of subject area. Shows consistent improvement in performance over time.  | Demonstrated record of high-level scholarly performance in teaching and mentoring.  | Strong record of excellent teaching and mentoring.  |
| <b>Research and Creative Activity:</b>   |   |   |
| Demonstrates high-level knowledge of subject area. Shows consistent improvement in performance over time. Publishes research of sufficient quantity, quality, and significance to be consistent with workload expectations.                                | Demonstrated record of high-level scholarly performance in research. Specialty areas, expertise, and professional identities of should become more advanced, more clearly defined, and more widely recognized as academic careers progresses. Publishes research of sufficient quantity, quality, and significance to be consistent with workload expectations. | Consistent record of scholarly activity of such quantity and quality that there exists a noted reputation for research as recognized by academic peers within their discipline. Publishes research of sufficient quantity, quality, and significance to be consistent with workload expectations. |
| <b>Professional Service:</b>   |   |   |
| Demonstrates high-level knowledge of subject area. Shows consistent improvement in performance over time. Applies academic and professional skills and knowledge to the completion of tasks that benefit the University, the community, or the profession. | Demonstrated record of high-level scholarly performance in service. A strong record of accomplishments with broader impact and recognition within and beyond the University.  | Strong record of excellent service. Serves as a distinguished colleague who plays a strong leadership role within the department, college, university, and research discipline.   |

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