

**WELLSTAR COLLEGE OF HEALTH AND HUMAN SERVICES  
DEPARTMENT OF HEALTH PROMOTION AND PHYSICAL EDUCATION**

**STATEMENT OF PHILOSOPHY AND GUIDELINES FOR FACULTY PERFORMANCE AND EVALUATION**

**I. Introduction**

The purpose of this document is to provide an overview of the educational philosophy and operational standards for the Department of Health Promotion and Physical Education (HPE) and the WellStar College of Health and Human Services (WCHHS). Specifically, it provides a statement of the WCHHS Mission, a description of Mission Outcomes, and a listing of Core Faculty Values. Additionally, the document contains a discussion of the HPE Department's alignment with various professional accrediting entities which have unique standards for some of the professional degree programs offered in the department.

The remainder of the document outlines workload options for the HPE Department full-time faculty. Also provided are the description of standards adopted by the HPE Departmental faculty appropriate for annual evaluation and relevant for promotion and tenure. Rubrics are also included delineating expectations of performance in rank based upon chosen workload models.

**II. WellStar College of Health and Human Services Mission**

The College of Health and Human Services subscribes to the Institutional Mission of Kennesaw State University with a commitment to excellence in graduate and undergraduate programs that prepare students for professional pursuits; a commitment to a teaching and learning environment that sustains academic excellence; a commitment to public and professional service that addresses educational and other needs within the University's scope of influence; an emphasis on interdisciplinary studies; and a commitment to scholarship and creative activity. To this end, the College of Health and Human Services functions to:

- Produce quality graduates for employment in the broad-based fields of health and human service including exercise science, health and physical education (P12 Certification), nursing, human services and social work, and sport management.
- Serve as a resource center for health promotion and wellness activities for the campus community.
- Provide outreach to the surrounding community in matters of health and human service.
- Promote interdisciplinary collaboration among the units of the College as related to curriculum, scholarship, and special initiatives, in keeping with the health and human services focus.

**III. WellStar College of Health and Human Services Core Faculty Values**

The accomplishment of the College's mission is based on the following set of core faculty values. The faculty of the WCHHS subscribe to:

- A shared commitment to community well-being and the utilization of personal and professional knowledge and skills.

- An appreciation of the worth and dignity of all persons, groups, and communities which are guided by the development of and adherence to professional ethics, and a set of values conducive to enhancing public and social well-being.
- Excellence in teaching and recognition that learning is reciprocal and involves collaborative relationships between and among students and faculty.
- The generation and application of knowledge.

#### **IV. College Alignment of Mission with Various Accreditation Standards**

The WCHHS at KSU maintains a balance of activities that reflect the institution's commitment to the accreditation standards held by various degree programs within its academic units and preserves the mission, culture and academic setting of the institution. The underlying foundation of many of the accrediting agencies' standards rests upon intellectual contributions as the core responsibility of higher education. Thus academic efforts of faculty may be grouped into the categories of discipline-based scholarship, teaching with pedagogical scholarship, and professional service. It is assumed that academic units with a mix of undergraduate and graduate programs may have a balance among discipline-based scholarship and teaching with pedagogical research. The WCHHS embraces this perspective and recognizes the need for diversity among its faculty activities.

#### **V. Alignment of the Department of Health Promotion and Physical Education with College and University Missions, and Achievement and Maintenance of Professional Accreditation**

The HPE Department is committed to achieving the WCHHS and KSU Mission and subscribes to the WCHHS Faculty Core Values. In addition, the HPE program is accountable to a number of regulatory and accrediting agencies, including Council for the Accreditation of Educator Preparation (CAEP), Georgia's Professional Standards Commission (PSC), Georgia's Board of Regents (BOR), and the Southern Association of Colleges and Schools (SACS). We acknowledge and value faculty leadership and contributions to the curriculum and its delivery, to P-12 schools/communities, and to HPE disciplines in making sure the HPE program is in alignment with all professional standards and retains full and continuing accreditation approval.

#### **VI. General Guidelines for HPE tenure track Faculty Performance**

The HPE Department has developed appropriate, discipline-specific guidelines informing HPE faculty members of departmentally acceptable activities in each area of faculty performance. These guidelines adhere to the University Guidelines for Tenure and Promotion and are specified at the departmental level to allow for flexibility and differences among WCHHS disciplines. Where appropriate they also adhere to guidelines specified by the disciplines' accrediting bodies and the Georgia Professional Standards Commission. The following are general guidelines for each area of review for faculty performance:

##### **Teaching, Supervision, & Mentoring**

Teaching, supervision, and mentoring effectiveness is considered to be fundamentally essential for faculty continued employment, tenure, and promotion in rank. To ensure the integrity of the teacher preparation program, Health and Physical Education faculty members involved in EPPs (Educator Provider Programs) are committed to the development and implementation of faculty partnerships with the K-12 schools which are

supported by the Board of Regents in Section 8.3.15. of its *Faculty Work in the Schools* policy statement. Faculty teaching, supervision, and mentoring activities include but are not limited to:

- quality teaching across a variety of instructional settings (classroom, seminar, laboratory, tutorials, etc.)
- clinical or field-based supervision of students in school, health care, agency, or community settings
- professional student advisement and student career mentorship
- curricular implementation, evaluation, modification, and development
- accreditation self-study development, planning, assessment and reporting
- coordination of an academic program, including HPS 1000
- student research mentorship

Evaluation of a faculty member's teaching, supervision, and mentoring effectiveness will be based upon evidence that the individual faculty member; a) effectively plans and organizes subject matter of courses assigned, b) utilizes effective teaching and instructional assessment methods, c) functions effectively in an advisement and mentoring capacity with students, and d) expands his or her knowledge/skills to improve pedagogical effectiveness as an on-going activity to further the instructional capabilities of the HPE Department.

### **Research & Creative Activity**

All HPE tenure-track faculty members are expected to engage in research and creative activity, although some may devote more efforts in this area than others. In order to be eligible for workload credit, research and creative activity must meet the criteria outlined by the KSU Faculty Handbook as well as those outlined in this document. Within the Department of HPE, research and creative activity will be defined as creative, intellectual work that is disseminated and professionally reviewed. These works may result from systematic inquiry activities associated with teaching, individual or collaborative scientific research, or service and should: a) encompass notable levels of discipline expertise, b) be innovative or logically contribute to the discipline or professional knowledge base, c) be replicable or elaborated, d) be documented and reviewed. Such research and creative activity must be formally shared with others and subject to review of its quality.

Faculty research and creative activity may include, but not limited to:

- quantitative or qualitative research activities with dissemination of results in reviewed scientific and professionally based journals, monographs, book chapters, on-line reviewed publications, etc.
- related research activities which make application of results for instructional enhancement or professional praxis with dissemination of results in reviewed scientific and professionally based journals, monographs, book chapters, on-line reviewed publications, etc.
- reviewed research or professional presentations at conferences, consortia, seminars, etc.
- publication or presentation invited by a recognized professional entity
- internally and externally funded research or grant development.
- reviewed or refereed creative works such as choreography; dance performance, coordination/stage productions; design; written, professionally published papers about works of art, etc., related to the movement arts.

Scholarship activity will be evaluated based on the quality and significance of the work and not merely a simple listing of individual tasks and projects. In general, scholarship requires time to complete and disseminate. Therefore, the scholarly output of faculty will be evaluated over a minimum of a 3-year period. The Department of HPE evaluates quality and significance based on a variety of measures such as, but not limited to: confirmations from credible sources, written documents and citations, quality of the publications outlet, impact on professionals/practitioners, and awards or honors received in recognition of the work. To encourage faculty to pursue scholarship of the highest degree of quality and significance and to appropriately recognize those works that necessitate an inordinate time investment from the point of conceptualization to the disseminated product, scholarship activities that warrant a heavier weighting factor will be defined in the Faculty Performance Agreement pursuant to negotiation with the Chair. It is the responsibility of the faculty member to demonstrate the quality and significance of the scholarship activity.

### **Professional Service**

In keeping with the KSU, WCHHS, and HPE Departmental missions, a strong service function is recognized as a fundamental dimension of faculty activity, and necessary to facilitate effective delivery of programs and student services within the university. HPE faculty, as members of a state funded public institution of higher learning, are expected to provide services to the community and state in relevant areas of expertise. Additionally, HPE faculty members are encouraged to be involved, at some level, in their respective professional organizations as part of their on-going professional development, which, in turn, has significant impact on the reputation and visibility of the Department, College, and University.

The HPE Department encourages faculty members to devote ten percent of their time to service at the institutional, community, or professional level. For workload purposes, faculty members should document their role and time commitments for all professional service activities.

Professional service activities of a HPE faculty member will be evaluated based upon the nature and extent to which the individual volunteers his or her professional expertise to: a) local, state, regional, national and/or international professional organizations, b) the university community in support of teaching, service and research functions, and c) to community and/or non-profit organizations, governmental groups, or private business/agencies whose missions align with the Department, College, and University. Faculty professional service activities may include, but are not limited to the following;

- leadership or participation in substructure activities among professional organizations at the international, national, regional, and state level (boards, standing committees, ad hoc committees, task forces, etc.)
- leadership or consulting/advising among a broad base of relevant state/regional/national or community organizations, agencies, schools, or businesses
- leadership or consulting for collaborative community program grants development and implementation
- leadership or active participation in university, college, or unit level activities, committees, task forces, etc., which make a significant contribution beyond normal faculty role expectations or adjustment in workload.
- leadership (faculty sponsor/advisor) in student-based professional clubs, honor societies, etc.
- professional review of external accreditation reports, folios, or self-studies
- editorships or review board membership of research journals or scholarly books/monographs

## **Administration and Leadership**

This area generally applies to administrative faculty rather than teaching faculty, although some exceptions may apply for faculty who devote a significant portion of their time to administrative tasks, such as overseeing a grant or directing a program. Faculty evaluated on Administration and Leadership must clearly explain and document the quality and significance of their Administrative or Leadership activities as they mentor and assist colleagues in their unit to achieve or surpass university, college, or departmental goals in teaching, supervision, and mentoring of students; research and creative activity; or professional service. Rank does not dictate the level of achievement expected of an administrative faculty member.

## **Faculty Role Expectations**

All HPE full time faculty members will demonstrate professional decorum and commitment to the Department of HPE, WCHHS and KSU mission and outcomes. The faculty will perform professional teaching, research, and service responsibilities in a constructive and cooperative manner among colleagues, administrators, students, and external constituencies. All faculty will:

- teach courses assigned
- advise, supervise and/or mentor students
- actively engage in curriculum development
- be accessible to students, other colleagues, and administrators
- attend required university meetings, convocations, commencements, etc.
- make collegial contributions to assigned or elected committees at the departmental, college or university level
- adhere to all university, college and departmental level policies, guidelines and administrative directives
- perform to the best of their abilities, the workload expectations delineated within HPE Departmental Performance Guidelines and the individual faculty member's Faculty Performance Agreement.

It is explicitly understood that all tenure-track faculty will, at times, maintain varying levels of emphasis on teaching, research, and service throughout their careers at KSU. Indeed, where continuation of employment rank is concerned, all HPE faculty must consistently meet the minimum expectations of performance in Teaching, Supervision, & Mentoring, Research & Creative Activity, and Professional Service based upon the annual Faculty Performance Agreement and the Workload Expectations for the years under consideration for tenure or renewal. For non-tenured, tenure-track faculty, discipline-based, collaborative, or pedagogical scholarship is an essential component of the tenure decision.

Promotion of a HPE faculty member is dependent upon KSU eligibility requirements and the individual meeting the performance expectations delineated for the level of rank (Table II) in which the individual is requesting to be promoted. The expectations for promotion to a higher rank will meet the minimum expectations set forth in the KSU Faculty Handbook, the annual Faculty Performance Agreements, and the Workload Expectations. The differences between professorial rank expectations delineated in the Rank Rubric (Table II), is one of substantive scope, depth, and breadth of performance over an appropriate time period in a faculty member's academic career. Demonstrated high levels of discipline, collaborative, or pedagogical based research is a prerequisite for instruction and advisement in graduate programs.

## **VII. Performance Planning and Evaluation Guidelines for HPE Faculty**

### **Introduction**

The following section is designed to help faculty members plan their professional activities. These guidelines are consistent with the Kennesaw State University statement of policies on required review, promotion, and tenure considerations (see KSU Faculty Handbook, [Section 3], and adhere to the mission, goals and philosophy and workload guidelines as approved by KSU. These guidelines provide the basis for annual planning and subsequent review with the Department Chair. The details affecting expectations (described in KSU Faculty Handbook, Section 3) and HPE Departmental Guidelines for Performance and Evaluation) should be addressed in the annual Faculty Performance Agreement and Workload Expectations, and are relative to the faculty member's rank and tenure status.

Teaching, supervision and mentoring; research and creative activities; and professional service make up the primary components of HPE faculty endeavors. Variations in talents, interests and stage-of-career development imply that different faculty, and possibly the same faculty at different times, will demonstrate different levels and types of accomplishments. Faculty rank and unique missions within WCHHS and KSU are other determinants of individual performance. This diversity of faculty performance is both anticipated and encouraged; however, all faculty are expected to demonstrate scholarly accomplishments in all performance areas. In addition, faculty members are expected to produce scholarship in at least one of the areas. Both scholarly accomplishments and scholarship will be evaluated based on the quality and significance of the work.

A new faculty position may have specified workload assignments during the advertisement, recruitment, and contractual phases of hiring. This designation will be based on the identified needs of the department. Faculty who are hired by the university and department with a specific workload designation do so as a condition of their employment, and will be expected to meet the designated levels of responsibilities in teaching, research, and service.

The workload flexibility is designed to help the HPE Department, the WCHHS and KSU achieve their delineated instructional outcomes and educational mission, which includes delivery of necessary courses and supervision of interns and student teachers and community engagement. Negotiation of the annual Faculty Performance Agreement should reflect a long-term, well-articulated self-assessment by each faculty member in consultation with the HPE Department Chair. Faculty Performance Agreements will be developed in consultation with the Department Chair and approval of the Dean. They will identify faculty member goals and priorities during the agreement period as related to each of the performance areas, linkage with the departmental/college mission and goals, and the expectations for professional service, scholarly activity, and scholarship.

## **VIII. HPE Faculty Workload Expectations**

Workload expectations are based on the KSU Faculty Handbook's core standard that a three-credit course is equivalent to 10% of faculty effort. Faculty members are required to allocate a minimum of 5% of their time to "professional service activities to the life of the institution," and an additional minimum of 5% of their time to research and creative activity. Percentages are not necessarily appropriate measures in the instance of administration and leadership (see Table I).

Because the HPE Department offers a wide array of academic courses with varying credit hours, student-to-teacher ratio requirement, and contact hours, the HPE Department Faculty Council, in consultation with the program coordinators, will create and keep current a listing of the optimal and maximum number of students for each course offered by the department. Any faculty member who, consistently over multiple semesters, teaches classes 10% or more over the maximum enrollment for that course shall be entitled to receive a workload reduction proportional to the increased load incurred. This workload reduction will be documented in the faculty member's Faculty Performance Agreement for the subsequent year. When extenuating circumstances require a course to be 50% or higher than the maximum enrollment for that course in a single semester, a faculty member can negotiate for either overload compensation for that semester or workload reduction for the following semester.

Annual reviews and negotiation of Faculty Performance Agreements for tenured and non-tenured faculty will be conducted commensurate with the WCHHS guidelines for each. For tenured and tenure-track faculty members, it is common that 60% of the baseline annual workload will be dedicated to teaching, supervision and mentoring. For Clinical Faculty, Lecturers and Senior Lecturers, it is expected that 90% of the baseline annual workload will be devoted to teaching, supervision and mentoring, with 10% allotted to advising and professional service. However, each faculty member's yearly workload shall be negotiated between the faculty member and the Department Chair in the faculty member's annual Faculty Performance Agreement (FPA), and should be in alignment with the workload expectation guidelines found in the current KSU Faculty Handbook. To guide the negotiations, specifics related to workload are outlined below:

1. One 3-credit-hour class will be designated as 10% of the faculty member's workload for the year.
2. Because Professional Skills/Activity courses require similar preparation as do academic classes, although the credit hours may be fewer, a 1-credit-hour Activity class will be designated as 5% of the faculty member's workload for the year.
3. A 2-credit-hour Professional Skills class will be designated as 10% of the faculty member's workload for the year.
4. A 4-credit-hour class will be designated as 15% of the faculty member's workload for the year, due to the extended contact hours required.
5. Supervision of eight practicum in Teaching of Specific Subjects (TOSS) students, or four student teachers, or ten students completing internships, will be designated as 10% of the faculty member's workload for the year.
6. Supervision of a senior capstone project for one student will be considered as 2% of the faculty member's workload for the year.
7. Any one of the following will be designated as 10% of the faculty member's workload for the year if it is demonstrated by: a) submission as a significant contributing author and eventual publication of scholarly/creative efforts in the form of peer reviewed venues of dissemination, b) presentation as a lead or co-presenter of a reviewed presentation at a state or higher level professional meeting/conference<sup>1</sup>, c) creating published articles about others' work, d) a reviewed creative work or one invited by a recognized professional organization, e) a presenter or a significant contributing author of a piece of professional work invited by a recognized professional organization<sup>1</sup>, f) submission of internal or external funding

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<sup>1</sup> In order to encourage publication of scholarly endeavors, no more than 2/3 of a faculty member's scholarly output credits may be in the form of presentations. This is not intended to discourage presentations, which may be an efficient and effective way of disseminating scholarly work.

proposal for research and programmatic initiatives<sup>2</sup>, or g) externally approved funding<sup>2</sup> as agreed upon in faculty member's FPA (significant contributing author).

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<sup>2</sup> Because the terms of grants are variable, research credit for grants should be determined by discussion between the faculty member and the department chair, with the advice and approval of the dean, upon receiving the grant. In general, credit will be given according to the faculty member's level of involvement and the scope 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 certain 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 given credit as negotiated in the faculty member's FPA. 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. Though additional unfunded grants may 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 grant funding should not expect to receive workload credit by continuing to submit grant proposals that go unfunded.

The following table provides examples of different workload expectations. This table may serve as a guide for adjusting workload when necessary.

**Table I –Sample Faculty Workload Expectations**

Annual Workload	Example 1 (clinical faculty only)	Example 2	Example 3	Example 4
10%	Teaching 1 3-credit-hour class <sup>+</sup>	Teaching 1 3-credit hour class	Teaching 1 3-credit hour class	Teaching 1 3-credit hour class
10%	Teaching 1 3-credit-hour class	Teaching 1 3-credit-hour class	Teaching 1 3-credit-hour class	Teaching 1 3-credit hour class
10%	Teaching 1 3-credit-hour class	Teaching 1 3-credit-hour class	Teaching 1 3-credit-hour class	Teaching 1 3-credit-hour class
10%	Teaching 1 3-credit-hour class	Teaching 1 3-credit-hour class	Teaching 1 3-credit-hour class	Teaching 1 3-credit-hour class
10%	Teaching 1 3-credit-hour class	Teaching 1 3-credit-hour class	Supervising 10-interns	Teaching 1 3-credit-hour class
10%	Teaching 1 3-credit-hour class	Research/creative activity	Supervising 10 interns	Supervising 4 Student Teachers
10%	Teaching 1 3-credit-hour class	Research/creative activity	Research/creative activity	Supervising 8 TOSS Students
10%	Teaching 1 3-credit-hour class	Research/creative activity	Research/creative activity	Research/creative activity
10%	Teaching 1 3-credit-hour class	Advising	Advising	Advising
10%	Advising and Service	Service	Service	Service
	<b>% Effort</b>	<b>% Effort</b>	<b>% Effort</b>	<b>% Effort</b>
Teaching	90	50	60	70
Advising	5	10	10	10
Service	5	10	10	10
Research	0	30	20	10
<b>Total Workload</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Table II. Rubric of HPE Faculty Performance by Rank**

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<b>Eligibility: The HPE faculty member demonstrates appropriate academic and professional credentials for rank as defined by KSU and Georgia University System guidelines.</b>		
<b>1. Teaching, Supervision, and Mentoring:</b>		
1.1. Demonstrates strong potential for achieving higher levels of performance in teaching, instructional supervision, and student advisement/mentoring.	1.1. Demonstrates high levels of performance in teaching, instructional supervision, and student advisement/mentoring	1.1. Demonstrates an established record of excellence in teaching, instructional supervision, and student advisement/mentoring.
1.2. Shows continued educational development and identification with the pedagogical knowledge base of their teaching area.	1.2. Shows in-depth identification with the pedagogical knowledge base in their teaching area and a willingness to continue their educational development.	1.2. Demonstrates the ability and willingness to share their in-depth knowledge-base with colleagues and to continue their educational development.
1.3. Demonstrates the ethics and skills of the profession/discipline with which they identify.	1.3. Models the ethics and skills of their profession/discipline while teaching and fulfilling all faculty duties.	1.3. Models a high level of ethics and exceptional skills of their profession/ discipline while teaching and fulfilling all faculty duties.
1.4. Shows a clear ability to effectively work with students and facilitate their achievement of course objectives.	1.4. Effectively facilitates students' professional growth through instruction, advisement and career mentoring.	1.4. Consistently and effectively facilitates students' professional growth through instruction, advisement and career mentoring.
1.5. Shows a propensity to assist colleagues with on-going curriculum development, implementation, assessment, and modification.	1.5. Effectively works with colleagues in curriculum development, implementation, assessment, and modification.	1.5. Provides effective leadership in curriculum development, implementation, assessment, and modification recognized by peers at state, regional or national level
<b>2. Research and Creative Activity (see footnotes #1 and #2 on pages 7 and 8)</b>		
2.1. Demonstrates successful scholarly productivity in area of specialization. This may be demonstrated by: a) submission and eventual publication of scholarly/creative efforts in the form of reviewed venues of dissemination, b) presentation at state or above level <sup>1</sup> , c) creating published articles about others' work, or d) submission and receipt of internal or external funding for research and programmatic initiatives <sup>2</sup> .	2.1. Demonstrates established scholarly productivity in area of specialization. This may be demonstrated by: a) publication of scholarly/creative efforts in the form of peer reviewed venues of dissemination, b) reviewed presentations at state or above level <sup>1</sup> , c) publishing articles about others' work, or d) submission and receipt of internal or external funding for research and programmatic initiatives <sup>2</sup> .	2.1 Demonstrates an established, consistent record of scholarly activity of such quantity and quality that there exists a noted reputation for research or creative activity as recognized by peers at the regional level or higher. This may be demonstrated by: a) publication of scholarly/creative efforts in the form of peer reviewed venues of dissemination, b) reviewed presentations at state or above level <sup>1</sup> , c) publishing articles about others' work, or d) submission and receipt of external funding for research and programmatic initiatives <sup>2</sup> .
<b>3. Professional Service:</b>		
3.1. Demonstrates an ability to work with colleagues effectively on programmatic, departmental, college or university committee, task forces, or initiatives.	3.1. Demonstrates an ability to work with colleagues effectively on programmatic, departmental, college or university committee, task forces, or initiatives and provides leadership in these endeavors.	3.1. Demonstrates an ability to consistently work with colleagues effectively in leadership capacities on programmatic, departmental, college or university committee, task forces, or initiatives.
3.2. Shows efforts to provide educationally related service to the community, district, or state.	3.2. Demonstrates ability to provide educationally related leadership and service to the community, district, or state.	3.2. Is viewed as a recognized leader in educationally relevant service areas to the community, district, state, or broader professional community.
3.3 Demonstrates commitment to their profession through active service/ participation in organizational developmental activities and initiatives at the district, state, or regional level.	3.3 Demonstrates strong commitment to their profession through leadership and participation in organizational developmental activities and initiatives at the district, state, or regional, national and/or international level.	3.3 Demonstrates a strong, consistent record professional activity through recognized leadership in organizational developmental activities and initiatives at the regional, national and/or international level.

#### 4. Administration and Leadership

This area generally applies to administrative faculty, who may not be directly engaged in the same way as teaching faculty in teaching, supervision and mentoring students; research and creative activity; or professional service. It may be applicable to certain teaching faculty if they spend significant time on administrative tasks (such as overseeing a grant or directing a program). Faculty who wish to be evaluated in this area must clearly explain the quality and significance of their achievements as they would in each of the other areas. Leadership might include assisting colleagues in improving the quality and significance of their teaching, scholarship and creative activity, or professional service.

#### CLINICAL ASSISTANT PROFESSOR

#### CLINICAL ASSOCIATE PROFESSOR

#### CLINICAL PROFESSOR

**Eligibility: The HPE faculty member demonstrates appropriate academic and professional credentials for rank as defined by KSU, WCHHS, and Georgia University System guidelines.**

#### 5. Teaching, Supervision, and Mentoring:

5.1. Demonstrates strong potential for achieving higher levels of performance in teaching, instructional supervision, and student advisement/mentoring.	5.1. Demonstrates high levels of performance in teaching, instructional supervision, and student advisement/mentoring	5.1. Demonstrates an established record of excellence in teaching, instructional supervision, and student advisement/mentoring
5.2. Shows continued educational development and identification with the pedagogical knowledge base of the teaching area.	5.2. Shows in-depth identification with the pedagogical knowledge base in their teaching area and a willingness to continue their educational development.	5.2. Demonstrates the ability and willingness to share their in-depth knowledge base with colleagues and to continue their educational development.
5.3. Demonstrates the ethics and skills of the profession/discipline with which they identify.	5.3. Models the ethics and skills of their profession/discipline while teaching and fulfilling all faculty duties.	5.3. Models a high level of ethics and exceptional skills of their profession/ discipline while teaching and fulfilling all faculty duties.
5.4. Shows a clear ability to effectively work with students and facilitate their achievement of course objectives.	5.4. Effectively facilitates students' professional growth through instruction, advisement and career mentoring.	5.4. Consistently and effectively facilitates students' professional growth through instruction, advisement and career mentoring.
5.5. Shows a pattern of effective and productive on-campus and off-campus contributions in clinical, industry, or professional settings. These contributions may have a narrow focus or local significance.	5.5. Shows a pattern of effective and productive on-campus and off-campus contributions in clinical, industry, or professional settings. These contributions have broader impact and recognition both within and beyond the university.	5.5. Demonstrates contribution to and leadership in clinical specialty areas at the regional, national, or international level; and is typically characterized as a leader, mentor, and expert.

#### 6. Professional Service:

6.1 Demonstrates an ability to work with colleagues effectively on programmatic, departmental, college, university or clinical, industrial or educational committees, task forces, or initiatives.	6.1 Demonstrates an ability to work with colleagues both within and beyond the university effectively on programmatic, departmental, college, or university committees, task forces, or initiatives, and provides leadership in these endeavors.	6.1 Demonstrates the ability to work consistently with colleagues effectively in leadership capacities on programmatic, departmental, college, university, clinical, industrial, or educational committees, task forces, or initiatives that garner regional, national, or international attention and recognition.
6.2 Shows efforts to provide clinically, industrially, or educationally-related service to the community, district, or state.	6.2 Shows efforts to provide clinically, industrially, or educationally-related leadership and service to the community, district, or state.	6.2 Is recognized as a state, regional, or international leader in relevant clinical, professional, industrial, or educational service.

#### 7. Administration and Leadership:

This area generally applies to administrative faculty, who may not be directly engaged in the same way as clinical faculty in teaching, supervision and mentoring students, or professional service. It may be applicable to certain clinical faculty if they spend significant time on administrative tasks (such as directing a program). Faculty who wish to be evaluated in this area must clearly explain the quality and significance of their achievements as they would in each of the other areas. Leadership might include assisting colleagues in improving the quality and significance of their teaching, or professional service.