

Kennesaw State University
COLLEGE OF THE ARTS
***Expectations for Faculty Performance and Guidelines for
Tenure and Promotion***

I. INTRODUCTION

All faculty members should thoroughly read the current version of University guidelines for Review and Evaluation of Faculty Performance when they begin their employment at Kennesaw State University.¹ Included in the following document are highlights relative to the university guidelines, as well as details particular to the College of the Arts.

However,

each faculty member must consult his/her respective departmental guidelines for more specific expectations relative to the various disciplines within the college.

The College of the Arts (COTA) was established in 1998 as the School of the Arts and became a College in 2004. It is comprised of the Department of Music, the Department of Theatre and Performance Studies, and the Department of Visual Arts. COTA offers both academic and professional programs of study that prepare students for careers in the visual and performing arts. All departments offer extensive co-curricular programs that include numerous exhibitions and performances both within and outside the campus community.

Undergraduate academic and professional programs are built upon a strong common liberal arts foundation. Through its three departments, the college offers the Bachelor of Arts degrees in Music, and Theatre and Performance Studies; the Bachelor of Fine Arts degree in Art; the Bachelor of Music degrees in Music Education and Performance; and the Bachelor of Science degree in Art Education; as well as a minor in dance. All departments and programs are accredited by their respective accrediting agencies: the National Association of Schools of Music; the National Association of Schools of Art and Design; the National Association of Schools of Theatre; and the National Council for Accrediting Teacher Education.

General Expectations for COTA Faculty:

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1. This iteration of the College of the Arts Guidelines was approved, and therefore put into effect, by the faculty, the COTA Dean, and the KSU Provost as of April 2007. Those whose work and review spans both old and new guidelines should consult departmental supervisors about how to best structure their documentation for tenure and/or promotion.

The mission statement that appears in the first section of the Kennesaw State University Faculty Handbook (I.IV) fully articulates the purpose and priorities of KSU as a major public university within the University System of Georgia. In order to advance the institution, all College of the Arts faculty work must be aligned with the University mission, as well as the College and home department missions. The mission of the College of the Arts states:

The College is committed to providing opportunities for high-achieving students to participate in the arts as artists, scholars, spectators, and leaders. Along with its primary emphasis on the education of its students, the College strives to provide outstanding public presentations in order to promote the arts as a vital human experience that is essential to individual growth and community building.

In keeping with University guidelines, there are **four basic performance areas*** in which COTA faculty may be evaluated:

1. Teaching, Supervising and Mentoring
2. Research and Creative Activity
3. Professional Service
4. Administration and Leadership

*As stated in the university guidelines:

Depending upon college and departmental guidelines, faculty members need not show achievement in all four areas; in fact, it is expected that most faculty members will not. However, outside of administrative and non-tenure track faculty most teaching faculty will be evaluated based upon contributions in teaching, research, and professional service. (*KSU Faculty Handbook V.II*)

Moreover, faculty members are “encouraged to develop strong connections between performance areas and engage in activities that impact more than one area simultaneously” (V.II).

Central to the university, college, and departmental guidelines is the principle of flexibility, insofar as the institution acknowledges that individual faculty responsibilities, roles, and areas of emphases will vary widely.

Please see the end of this document for an Appendix that outlines a University Workload policy. While there are a number of templates for workloads presented in that document, not all of these may be viable options in the College of the Arts. *Each faculty member must consult his/her department guidelines and the departmental chair with respect to his/her workload.* Workloads will be negotiated annually within the three departments.

Given the College of the Arts’ distinctive focus on creative activity and research related to the visual and performing arts, it recognizes that faculty activity will encompass a wide array—and blend—of research, creative activity, arts administration, arts-related services, teacher preparation, and professional arts leadership in the community. Moreover, the College of the Arts serves a vital function as a presenter of cultural events within the

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campus and larger community. COTA faculty necessarily contribute to these events in various ways; and such work is recognized as central to the productive cultural life of the institution.

NOTE: The use of the term “art(s)” throughout this document encompasses creative work in dance, music, performance, and theatre as well as visual art. For further clarification of the criteria for faculty evaluation, see *The Work of Arts Faculties in Higher Education*, published by the national accrediting agencies, the National Association of Schools of Dance, the National Association of Schools of Music, the National Association of Schools of Theatre, and the National Association of Schools of Art and Design.

As stated in the University guidelines, faculty members are expected to produce work that encompasses the following criteria:

Quality and Significance:

“Quality and significance are the primary criteria for evaluating faculty performance. ... A consistently high quality of scholarly work, and its promise for future exemplary scholarly work is more important than the quantity of the work done” (*KSU Faculty Handbook V.IV. A-B.5*).

Quality and significance in the College of the Arts encompasses those principles articulated in the University guidelines:

- Clarity and Relevance of Goals
- Mastery of Existing Knowledge
- Effectiveness of Communication
- Significance of Results

The following criteria are also integral to effective participation in the three arts disciplines. These include, but are not limited to:

- Consistently high standards of excellence
- Modeling best practices in making, teaching, researching art, and application of art
- Consistent and clear communication and collaboration with colleagues and students
- Maintaining currency and promoting innovation in the disciplines
- Promotion and advocacy of arts
- Ethical and professional behavior not only as expected by the academy, but ethical and professional protocol as practiced in the arts disciplines

The College of the Arts recognizes that what constitutes “quality” and “significance” varies across the arts departments; *therefore, faculty members must look to their home departments for specific definitions and criteria.*

Scholarly Activity and Scholarship:

Every COTA faculty member is expected to demonstrate *scholarly work** in *all areas of emphasis*. Furthermore, COTA faculty members are expected to produce *scholarship** in *at least one area of emphasis*, whether it be teaching, supervision and mentoring;

research and creative activity; professional service; or administration and leadership.

*To reiterate university definitions:

Scholarly applies to faculty work in all areas. It is an adjective to describe “a cyclical process that is deliberate and intentional, systematic and planned, measured, and evaluated, revised and rethought” (*KSU Faculty Handbook* V.IV.A). In contrast, *scholarship* refers to tangible products “disseminated in appropriate professional venues related to the performance area. In the process of dissemination, the product becomes open to critique and evaluation” (Linda Noble, Tom Pusateri, and Valerie Whittlesey, *Defining Scholarly Activity & Scholarship at KSU*, page 2).

It is each faculty member’s responsibility to clarify and document the scope of scholarship and its significance on the international, national, regional and/or local levels. Documentation must be provided by peer review, citation of awards, published reviews, commission, and acknowledgements of scholarship and creative work, letters by peers or other effective ways to show recognized accomplishments or significant professional impact. Criteria such as originality, scope, richness, depth of creative expression, contribution to the arts, and recognition by peers may be used to evaluate quality and significance.

Annual and Multi-Year Reviews:

Faculty members are evaluated annually (single-year review) and as candidates for pre-tenure, tenure, promotion to the various ranks, and post-tenure review (multiple-year reviews).

Annual Reviews:

There are two interrelated instruments utilized for annual reviews. Both documents are intertwined with one another and are integral to the tenure and promotion process.

- The **Faculty Performance Agreement (FPA)** is the annual document negotiated between the faculty member and his/her evaluator that itemizes his/her responsibilities, goals, and priorities for the upcoming year. The overriding factor in determining the activities of each faculty member must be the needs of that faculty member’s college, department, and its academic programs.
- The **Annual Review Document (ARD)** is compiled annually by each faculty member as demonstration/documentation of his/her “progress toward the FPA items” from the previous year.

Samples of the **FPA** and **ARD** are appendices to this document. Note: the formats of each of these “must be approved by the College Review Committee, the dean, and the VPAA” (*KSU Faculty Handbook*, V.VII.A).

Multi-Year Reviews:

When submitting evaluation materials for **Promotion and Tenure** and **Post-Tenure Reviews**, faculty members are required to submit **Portfolios** that document the quality and significance of their work over a period of several years (numbers vary). For further details about tenure and promotion processes, including guidelines for multi-year review procedures, and portfolio guidelines and contents, see *KSU Faculty Handbook*, V.VII. B.

NOTE: *It is crucial that faculty collect documentation throughout their employment at KSU. This documentation is integral to annual and multi-year reviews.* Examples of documentation include but are not limited to:

- Summary of responsibilities
- Statement of philosophy (teaching and/ or administrative)
- Professional development
- Performance evaluations (supervisors, students, peers, professional critics)
- Awards or recognition
- Commissions
- Evidence of advancing campus priorities or culture (e.g., collaboration across units at KSU)
- Copies of publications in journals, periodicals, books relative to the area of emphasis
- Copies of products developed: e.g., recordings and/or photographs of concerts, exhibitions, productions, and performances; copies of research and/or creative works
- Measures of impact on service/administrative role
- Evidence/measures of impact on areas of responsibility

II. TEACHING, SUPERVISING, AND MENTORING OF STUDENTS

Establishing a record of quality and significance in the areas of Teaching, Supervising and Mentoring of students is imperative for faculty members who have teaching assignments in the College of the Arts. These activities may vary in form depending on individual faculty roles within each department, and include but are not limited to the activities of classroom instruction, student mentoring and advising, effective leadership and supervision through the process of displaying, producing, and performing artistic works through the curricular, co-curricular, and/or international programs offered through the College of the Arts. The expectations for faculty in these areas may vary dependant on rank and role within the individual department.

College of the Arts faculty performance in teaching is expected to be consonant with KSU's mission and culture. As prescribed by the disciplines in the College, teaching, supervising and mentoring necessarily take place in a wide array of instructional contexts and encompass the following learning outcomes that enable students to:

Make Art

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- Develop knowledge and skills in the practice of an arts discipline
- Integrate and synthesize knowledge and skills in the creation or performance of a work of art

Study, understand and evaluate art, its influences and its relationships

- Analyze how works of art function as artistic and aesthetic entities
- Understand the history of an arts discipline, including, the impact of specific works on the discipline itself
- Analyze the past and present relationships of art with events, ideas, people, and situations as studied through the methodologies and theories of the humanities, social sciences, and natural sciences

Teach art

- Integrate and synthesize knowledge, skills, and techniques in the delivery of instruction

Apply arts and facilitate arts activities

- Practice in fields involving connections between the arts and such areas as administration, commerce, public relations, and therapies, and technologies.

Note: Criteria above are excerpted from National Arts Accrediting Association document entitled "*The Work of Arts Faculties in Higher Education.*" May 1993.

Teaching

Teaching involves the development of knowledge, understanding, and application in an environment where the instructor must monitor, manage, and facilitate the learning process... learning outcomes and expectations should be identified on the syllabus and formally assessed. (*KSU Faculty Handbook* III.IX)

The College of the Arts values the activities of teaching in a number of venues that include, but are not limited to the classroom. Faculty are involved with teaching during the production and creation process in the studio and the rehearsal hall, as well as through individual coaching and training. The College recognizes and credits faculty for the significant amount of time they spend teaching their craft through the process of theatrical production, concert rehearsals, studio/gallery supervision, and teacher preparation programming. The unique nature of arts disciplines requires the practical application of skills, and the College recognizes the work of its faculty in the creation of art as central to the teaching and learning process.

Supervising

Supervision occurs in situations where a learner is engaged for a fixed period of time in a structured academic experience for credit or pay with specific learning outcomes. These experiences often take place outside the classroom in a job setting... the supervisor observes, evaluates, and offers feedback about the quality of the performance of tasks and appropriate professional behavior. Although a faculty member may be responsible for supervising a group of students, actual observation and conferences typically occur in a one-to-one relationship between learner and instructor. (*KSU Faculty Handbook III.IX*)

The size and nature of the disciplines housed within the College of the Arts require faculty to work closely with students on research and creative projects, as well as academic supervision of internships. Faculty are often called upon to supervise performers, visual artists, designers, musicians, technicians, and researchers, helping students to develop artistically and academically. The College recognizes and places great value on the work of faculty who spend significant amounts of time working individually with students, helping them achieve specific creative and academic goals.

Mentoring

Mentoring may take many forms, ranging from providing resources for learning and development to forming professional relationships with students and colleagues... A primary focus of all mentoring is the development of ideas and an understanding of a discipline. Mentoring activities challenge both the mentee and the mentor to consider new ideas and construction of knowledge and encourage both to engage in reflection and scholarly activities... Faculty can directly initiate contact and conversations; be available, open, and receptive; nurture potential by providing messages of encouragement and support of scholarly efforts; provide resource information and materials for professional development; and invite students and/or colleagues to engage in collaborative endeavors. (*KSU Faculty Handbook III.IX*)

The College of the Arts recognizes and credits faculty for their work as mentors of students and individuals within the College and their respective departments. Modeling effective accomplishment of professional activities can also be a significant aspect of mentoring and teaching. The creative disciplines housed within the College often require faculty to serve in an advisory role for student groups that aim at learning through practical application and organization. These activities often occur outside the formal classroom setting: in a studio, in a rehearsal hall, in a gallery, or in a library and other research facilities.

Scholarly Work in Teaching, Supervising, & Mentoring:

Scholarly teachers plan their class activities in such a way that they seek outcome data regarding student learning. Faculty members typically revise their courses from semester to semester; the scholarly faculty member makes these revisions deliberately and systematically assesses the effect of the revisions on students'

learning. The following semester, the scholarly faculty member makes more revisions based on the previous semester's outcomes if such revisions are warranted. This process can result in scholarship when the faculty member makes these processes and outcomes public and subject to appropriate review. (*KSU Faculty Handbook IV.A.1.*)

The expectations for faculty in these areas may vary depending on rank and role within the various departments in the College of the Arts. Each department evaluates effectiveness in the areas of teaching, supervising, and mentoring in a number of ways. Examples of significant scholarly work include but are not limited to:

- Development of innovative and effective means of instructing groups, classes, seminars, workshops within the department, college, and university
- Development and revision of new and old courses
- Effective instruction of diverse and challenging courses
- Guest lectures, guest artist residencies, master classes, workshop presentations, or adjudication at conferences and/or other off-campus venues.
- Teaching, guest lecturing and facilitation of lectures, discussions and talkbacks for concerts, theatrical productions, exhibitions, and arts education
- Supervision of student internships and mentoring individual students through directed study projects
- Advising, mentoring and supervising students, peers and other groups of individuals placed under one's leadership
- Experimentation with pedagogical innovation and technological innovation in teaching
- Effective use of global/international resources and programs or developing new ones for faculty and student advancement (e.g., study abroad programs, "Year of" events, domestic travels, and diversity initiatives)
- Earning recognition and awards for distinguished teaching and mentoring
- Awards and recognitions awarded to students under the faculty member's supervision
- Strong student evaluations
- Strong administrative evaluations/feedback on teaching
- Incorporation of academic and creative professional achievement into effective innovation in teaching, supervision and mentoring
- Maintaining a teaching portfolio and articulating one's teaching philosophy, goals, strategies and assessments in written narratives.

Scholarship in Teaching, Supervising and Mentoring:

In addition to establishing a record of excellence and competence in the areas of teaching, supervising and mentoring, faculty may choose to specialize and develop *Scholarship of Teaching and Learning* (SOTL). *

***Definition:** The Scholarship of Teaching and Learning is the “systematic examination of issues about student learning and instructional conditions which promote the learning (i.e., building on previous scholarship and shared concerns), which is subjected to blind review by peers who represent the judgment of the profession, and, after review, is disseminated to the professional community” (Research Universities Consortium for the Advancement of the Scholarship of Teaching and Learning *Policies and Procedures Supporting the Scholarship of Teaching and Learning in the Research University, Draft*. Carnegie Consortium for the Advancement of the Scholarship of Teaching and Learning, 2005.)

The faculty member who chooses to produce scholarship in the area of teaching, scholarship, and mentoring may produce outcomes in the following non-exhaustive list that advances the pedagogy of art. Scholarship in any of these areas results from making the outcomes of this work tangible, public, and subjecting it to appropriate public review.

- Design and collaboration to create innovative curricula
- Production and dissemination of innovative and effective means of teaching, supervising and mentoring in a myriad of contexts
- Production and dissemination of technological innovation and assessment as they relate to teaching and learning
- Research, presentation and/or publication about the making of art
- Development and dissemination of teacher preparation pedagogy and techniques
- Collaboration with public schools to strengthen teaching quality and to increase student learning accompanied by tangible evidence of impact
- Web-based presentations, publications, archives of pedagogical material

III. RESEARCH AND CREATIVE ACTIVITY

Research and creative activity at KSU is broadly defined in the institution’s mission statement as a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy in the communities served by the University. These professional activities become recognized accomplishments when the work is formally shared with others and is subject to review. Documentation and evaluation of accomplishments in research and creative activity shall focus on the quality and significance of the work. Merely listing individual tasks and projects does not address quality and significance. (*KSU Faculty Handbook V.III.B*)

Researchers and creative artists transform their work into scholarship, throughout the usual process of peer review and publication, showcasing, or presentation. (*KSU Faculty Handbook V.IV.A.2*)

All COTA faculty members are expected to demonstrate and document annual outcomes of “scholarly accomplishments in research and creative activity,” as well as maintain significant progress throughout their careers. Moreover, the University and the College

of the Arts strongly encourage faculty members to undertake research and creative activity that is connected to other performance areas in teaching, supervising and mentoring, professional service, and/or administration and leadership. Specific outcomes for research/creative activity must be articulated annually in the Faculty Performance Agreements that are negotiated with department chairs/evaluators within the College. The University and COTA recognize that creative activity encompasses scholarly work and scholarship:

In certain fields such as writing, literature, performing arts, fine arts, architecture, graphic design, cinema, and broadcast media or related fields, distinguished creation should receive consideration equivalent to that accorded to distinction attained in more traditional areas of research. (*KSU Faculty Handbook* V.III.B)

Scholarly Work in Research and Creative Activity:

The College of the Arts recognizes faculty scholarly work and scholarship in research and creative activity in their manifold manifestations: studying art and its influences, facilitating art projects, applying art, scholarship for the making of art, and the creation and exhibition/performance of art.

Scholarship in Research and Creative Activity:

While a COTA faculty member may perform *scholarly* work in a number of research and creative realms, the work is not considered *scholarship* unless s/he produces both tangible products and documentation of significant outcomes as evidence of impact. Research/creative activity may take a variety of forms that encompass theory, aesthetics, and praxis; likewise, the scholarship produced will range from more traditional scholarship of written publications such as book and journal publications, monographs, and conference presentations, to creative activity presented in concerts, exhibitions, and performances.

NOTE: Faculty members must make the case for the **quality and significance** of their research and/or creative work. University guidelines provide general criteria for evaluating quality and significance in Section V.IV.B of the *KSU Faculty Handbook*; for specific criteria, faculty must consult the departmental guidelines for their respective disciplines of visual art, music, and theatre and performance studies.

Specific documentation included in the faculty member's Annual Review Document and in Portfolio submissions for tenure and promotion should identify the process of selection of faculty publications and featured creative work by designations such as peer review process, invitation, self-publication or self-production. Additionally, faculty should clarify the scope of those publications and/or arts venues that feature their work by identifying their significance on the international, national, regional or local levels. Documentation of quality and impact should be provided by peer review, citation of awards, commissions, published reviews and critical acknowledgements of scholarship and creative work, and/or letters by peers.

The faculty member who chooses to produce scholarship in the area of research and creative activity may produce outcomes in the following categories:

NOTE: This is not an exhaustive list.

- 1) Traditional Scholarship** (Examples include but are not limited to the following)
 - a) Publications of papers, articles, books, chapters, monographs, reviews, case studies, working papers, proceedings
 - b) Reviewing/editing professional publications
 - c) Presentations of papers/panels/posters at professional conferences

- 2) Creative Activity** (Including, but not limited to, exhibiting, performing, recording and/or publishing works of art)
 - a) Exhibitions of works of art
 - i) participation in juried or invitational exhibitions (local, regional, national, international)
 - ii) creation/maintenance of an internet website
 - iii) curating exhibitions and programming performances
 - iv) creation of work in interdisciplinary formats (e.g., lobby displays or exhibitions in conjunction with performing arts, performance work that is influenced or performed in conjunction with visual art; service learning projects).
 - v) Earning, conceiving, creating, and presenting commissioned works

 - b) Performances of works of art
 - i) appearances as a performing artist (e.g. recitalist, soloist, conductor, dramatic reader, ensemble member, clinician, actor, storyteller, or performance artist)
 - ii) creation of components in collaborative works (as playwright, adapter, composer, theatrical or musical director, designers, choreographers)
 - iii) creation of works-in-progress intended for performance (e.g. scripts, compositions, recordings)
 - iv) completed commissions for compositions (e.g. musical, theatrical, performance art)
 - v) performance of compositions specifically written or arranged for faculty member
 - vi) performances of works that lead to live, broadcast, or computer performances, films, or videos
 - vii) performances of non-traditional or interdisciplinary applications in performance settings.

 - c) Recordings of works of art
 - i) creation of audio or video media for distribution
 - ii) creation of audio or video media by commission
 - iii) recordings of (audio or video) performances (live or studio) by faculty or recording of compositions by faculty for commercial, promotional and/or other reasons
 - iv) recordings or transcriptions of art in written form, or developing new methods of transcription

- d) Publications of works of art
 - i) publications of musical compositions, dramatic works, visual art works or interdisciplinary projects
 - ii) publication of original works, translations, transcriptions, interpretations, and adaptations.
 - iii) publication and distribution of commissions for illustrations and/or graphic design
 - iv) translations of works in other languages
 - v) authoring or editing exhibition catalogues

In addition:

Contributions to the development of collaborative, interdisciplinary, cross-institutional, or international research programs are highly valued.

Documenting collaborative research might involve addressing both individual contributions (e.g., quality of work, completion of assigned responsibilities) and contributions to the successful participation of others (e.g., skills in teamwork, group problem-solving). (*KSU Faculty Handbook* V.III.B)

IV. PROFESSIONAL SERVICE

Professional service involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks which benefit the University, the community, or the profession. For example, faculty members might draw on their professional expertise to engage in a wide array of service to the governance and professionally-related service activities of the University. Service is a vital part of faculty governance and university function, and evidence of the quality and significance of institutional service can support tenure and promotion. Governance and professionally related service create an environment that supports scholarly excellence and the achievement of the University's mission.

Some scholarly service activities rely on a faculty members' academic or professional expertise to serve communities and organizations outside the University. For example, a faculty member might engage in professionally related service to a community agency. Likewise some scholarly service activities might rely on a faculty member's academic or professional expertise to serve their discipline or an interdisciplinary field. (*KSU Faculty Handbook* V.III.C)

All faculty members in the College of the Arts are **required** to undertake professional service. Each member of the faculty must serve on committees in order to insure departmental, college and university representation on all the standing committees. These obligatory areas of professional service will be assessed in the evaluation of faculty performance.

Faculty members are referred to the *KSU Faculty Handbook*, Sections III. C and IV. A. 3 for discussion of what the University expects regarding quality and significance in the area of Professional Service. Also included in these sections is a clarification of what constitutes scholarly professional service and how that scholarly professional service “moves toward scholarship.”

While faculty members are required to undertake institutional professional service, they are encouraged to expand their areas of professional service beyond these requirements. At the same time, it is recognized that the heavy demands of University service may limit the opportunity to render service at the state or national level.

Specific examples that should be documented in annual and multi-year reviews include but are not limited to:

Assisting the Institution

- a) Contributing actively as a member or leader of committees and task forces at the institutional, college and departmental levels
- b) Engaging in service learning activities
- c) Participating in or leading departmental and/or institutional self-study programs or strategic planning teams
- d) Conducting professional development and continuing education programs
- e) Serving on accreditation teams
- f) Assisting in student recruitment and retention activities
- g) Marketing and promoting programs, departments, and the institution
- h) Development to enhance effectiveness in professional service
- i) Establishing and maintaining informational publications: e.g. Web pages, catalogs, etc.
- j) Providing expertise that assists the work of other institutional units (e.g. libraries, academic and administrative departments, development offices and support agencies)
- k) Earning awards for distinguished service activity
- l) Grant writing and/or fundraising
- m) Coordinating extra-curricular activities for the University and/or the larger community

Advancing the Discipline Beyond the Institution

- a) Organizing, coordinating, or administering exhibitions, performances, projects, organizations, or events (e.g. conferences, symposia, public art events)
- b) Participating in arts presentations as a director, coach, curators, performer, juror, reviewer, lecturer or consultant (e.g. conferences, symposia, public art events)
- c) Serving on committees, working groups, task forces, review and advisory boards, arts councils, or professional organizations (local, state, national and international)
- d) Leading workshops, master classes or presenting guest lectures.

- e) Editing – books, anthologies, journals, newsletters, etc. in one’s field (note that this sometimes might fall into the area of research and creative activity).
- f) Consulting in one’s field
- g) Fundraising and/or grant writing for arts organizations
- h) Receiving community recognition for service

Scholarly Work in Professional Service:

Professional service responsibilities may, but do not necessarily entail scholarly and scholarship activities. Some obligatory service entails clerical and managerial work necessary to the institution. Therefore, faculty members must delineate clearly and document explicitly those service activities that entail scholarly methods when they intend to make a case for the depth and impact of the work.

Scholarship in Professional Service:

If the faculty member chooses Professional Service as his/her area of emphasis, it is incumbent upon him/her to demonstrate and document the quality and significance of the service as defined by the individual’s departmental guidelines, and how it has entailed scholarly professional service and/or scholarship. Given that this area is not regularly recognized as an arena that yields scholarship, each faculty member must discuss with the department chair and the dean what will be recognized as such at each rank. General indicators of scholarship might include deliberate reflection, research, and analysis accompanied by tangible products that advance the discipline and are subject to peer review. Examples might include but are not limited to:

- Authorship of significant institutional documents such as tenure and promotion guidelines, self-studies, accreditation reports, program reviews
- Authorship of grants that bring funding into the university, college, or department
- Authorship of significant documents for community, regional, national, and international organizations
- Presentation and/or publication of research and analysis conducted as service for community, regional, national, and international professional organizations

V. ADMINISTRATION AND LEADERSHIP

The category of administration and leadership covers those scholarly and non-scholarly activities that some faculty and most administrators carry out. Such activities include faculty development, fundraising, fiscal management, personnel management, public relations, and other activities that are not traditionally captured in one of the other three performance areas. This area applies primarily to administrative faculty, but it is available to teaching faculty who spend a significant part of their time on administrative tasks (e.g., program directors or grant oversight). (*KSU Faculty Handbook V.III.D*)

The Work of Arts Executives in Higher Education offers further clarification relevant to administration and leadership in the College of the Arts (3):

Arts executives (including faculty who have been assigned primary faculty responsibility for sub-units in their respective departments) share with their colleagues in other disciplines responsibility for the excellence of their units, including the many aspects of being an Academic Administrator. However, the very nature of the arts disciplines requires that the administrators function in a number of roles not typically associated with academic administration. Among these, the following are most prominent:

Artistic Director
Producer
Facilities Manager
Community Liaison

Administrative positions in KSU's College of the Arts include but are not limited to

- Dean
- Assistant Dean
- Department Chairs
- Director of Dance
- Director of Orchestras
- Director of Jazz Studies
- Director of Choral Activities
- Directors of Music/Art Education
- Artistic Director
- Production Manager
- Gallery Director
- General Education Coordinators (1107 Arts in Society Courses)
- Departmental Recruitment and Advisement Coordinators
- Program Coordinators
- Study Abroad Program Directors/Coordinators

Quality and Significance in Administration and Leadership

Faculty in administrative and leadership positions are often not directly engaged in teaching, research and creative activity, and professional service in the same way as other faculty. As such, these faculty members should demonstrate the quality and significance of their leadership and administration, especially how effectively they foster the requisite fiscal, physical, interpersonal, and intellectual environment for achievement -- in these areas. For example, leadership of teaching could include how the administrator assisted unit colleagues to achieve more scholarly and effective teaching. In research, an administrator might document leadership by showing how the administrator aided unit colleagues in their efforts to improve the quality and significance of their research. In service, leadership could be demonstrated by showing how the administrator encouraged and assisted unit colleagues to engage in more scholarly and effective service. In

sum, administrative faculty act as leaders by assisting colleagues in their unit to achieve and surpass university, college, and departmental goals in teaching, research/creative activity, and professional service. (*KSU Faculty Handbook V.III.D*)

Scholarly Work in Administration and Leadership

Faculty members who are in administrative positions often provide oversight to initiatives that strengthen and enhance the mission of their unit. Building innovative programs, policies, and procedures can require scholarly investigations (e.g., research or literature reviews) and can lead to outcomes and products that are shared at professional meetings or in professional publications. For example, a department chair might develop a mentoring program in his or her department that is shared in professional meetings or publications and becomes nationally recognized. (*KSU Faculty Handbook V.IV.A.4*)

The scholarly process includes the same scholarly cycle as in other areas of emphasis: research of best practices; implementation of processes; creation of a mechanism for input and approval of the work; reflection on the effectiveness of the plan as it is implemented; modification for improvement. Areas where scholarly work (and scholarship) may occur include but are not limited to:

- Creation/implementation of vision, mission, goals and objectives
- Maintenance and enhancement of educational programs and curricula (at home and partner institutions at home and/or abroad)
- Oversight of retention, progression, graduation, and enrollment management
- Planning of recruitment, admission standards/procedures and retention
- Oversight of advisement strategies within the majors
- Management of faculty and staff workloads and resources
- Mentoring of faculty and staff
- Vision, management, and implementation of performances, productions, exhibitions, and educational programming
- Administration/maintenance of facilities, equipment, safety
- Maintenance and organization of thorough record keeping
- Oversight of publications related to the units (departments and college)
- Program evaluation, re-accreditation and Quality Enhancement Plan(s) related to evaluation/re-accreditation
- Planning and projections for short and long term development
- Development and management of budgeting and funding strategies and innovations
- Advancement of campus culture (e.g., through arts programming and cross-disciplinary collaboration)
- Advancement of global learning in the unit

Scholarship in Administration and Leadership

If the faculty member chooses Administration and Leadership as his/her area of scholarship, it is incumbent upon him/her to document the quality and significance of the work as defined by the individual's departmental guidelines. Given that this area is not regularly recognized as an arena that yields scholarship, each faculty member/administrator should discuss with his/her evaluator and the dean what will be recognized as such at each rank.

Scholarship might develop from any of the areas of responsibility listed above. Tangible and measurable outcomes in the aforementioned areas must be shared/reviewed at professional meetings, conferences, and/or publications (written or electronic) relative to administration and leadership.

Examples might include but are not limited to:

- Publications/ presentations of effective administrative methods (e.g., fiscal, interpersonal, intellectual)
- Authorship of significant institutional documents such as tenure and promotion guidelines, self-studies, accreditation reports, program reviews, funding strategies
- Authorship/presentation of a program assessment plan
- Authorship/presentation of grants—or best practices in authoring grants--that bring funding into the university, college, or department

NOTE:

Sample Conference Venues for Scholarship in Administration and Leadership include:

- Kansas State University annual Academic Chairpersons Conference
- Annual American Council on Education Conference – Chairing the Academic Department

Sample Publishing Venues for Scholarship in Administration and Leadership include:

- *Anker Publishing: Leadership & Administration*
- *Jossey Bass: Administration & Policy*
- *Journal of Higher Education*
- *Assessment & Evaluation in Higher Education*
- *The Review of Higher Education*
- *Higher Education Policy*
- *Chronicle of Higher Education*
- *Change: The Magazine for Higher Learning*
- *The Department Chair: A Resource for Academic Administrators*

(The information above is provided courtesy of Dr. Linda Noble, Associate Director of the KSU Center for Excellence in Teaching and Learning.)

TENURE AND PROMOTION

Expectations for Tenure

[Tenure] should only be granted to those faculty members whose achievements demonstrate the quality and significance expected of their current ranks and who demonstrate potential for long-term effectiveness at the University.

The review for tenure involves a retrospective analysis of how well the individual has met the needs and expectations of the University during the probationary period. [...]

The fundamental issue underlying the tenure decision is whether, in the judgment of teaching and administrative faculty colleagues, the faculty member will continue to meet institutional needs and expectations in the future.

(KSU Faculty Handbook V.V.A)

When an individual is hired as a tenure-track member of the COTA faculty s/he begins her probationary period with a clearly articulated job description outlining his/her role and functions as they relate to the University, College, and departmental needs and programs. This is the preliminary basis for implementation and evaluation of the individual's work.

All new COTA faculty members are strongly encouraged to align themselves with tenured faculty mentors for advice regarding successful progress towards tenure and promotion.

The review process includes a compulsory pre-tenure view that takes place in the third year of a tenure-track employment (faculty hired as instructors should see Section VI in the *KSU Faculty Handbook* for relevant guidelines), and a tenure review that takes place at the end of the probationary period (typically six years, five years in exceptional cases). Unless they have significant experience in their respective fields, faculty members who have recently earned terminal degrees are discouraged from applying for tenure and promotion prior to the sixth year.

Promotion for Professorial Ranks:

Ultimately, the faculty member's annual **Faculty Performance Agreement** that is negotiated with the departmental chair will articulate precisely the expectations for work produced annually, as well as work that will be undertaken and completed in any given year of each rank.

Expectations for Faculty Performance in Different Ranks

The professorial ranks (see Section V.V.B.2.a) are typically linked to the different stages of career development and accomplishment for University faculty. ... KSU's general expectations for faculty performance and for promotion in rank differ from one experience level and rank to the next in keeping with the typical patterns of career development for University faculty. Experience is correlated with professorial rank, but years of service or successful annual reviews alone are not sufficient to qualify for a promotion in rank. *(KSU Faculty Handbook V.V.B)*

While the tenure and promotion guidelines articulate that faculty members must broaden their spheres of recognition from the local to the regional, national and international realms as they progress through the ranks, this directive does not mean that faculty work at the local level will or should cease. Faculty work in the local arena is crucial to the vitality and success of the College of the Arts. Such work is expected, valued and rewarded at all levels. When making a case for promotion, faculty can and should include documentation of local work that earns recognition at the regional, national, and/or international arenas. As such, the local work represents broader spheres of influence and impact.

Expectations for Instructors:

Section VI of the University Guidelines provides the following statements relative to the rank of Instructor:

Instructors Not Expected to Pursue a Terminal Degree:

Such individuals are expected to be highly effective in teaching, supervising, and mentoring. They are also expected to make contributions in research and creative activity and/or professional service. The distribution of workload expectations shall be negotiated annually between the faculty member, his or her department chair, and his or her dean and set forth in a Faculty Performance Agreement.

Instructors Expected to Complete a Terminal Degree:

The relative emphasis of scholarly work in the performance areas as negotiated with the chair and dean may consider completion of the terminal degree as a priority. Upon completion of the degree and subsequent promotion to Assistant Professor the workload expectations shall be re-negotiated, consistent with the goals of the department and college.

Instructors Who Voluntarily Complete a Terminal Degree:

On occasion, instructors who are hired without expectations to complete an earned doctoral degree or other acceptable terminal academic credential in the field will voluntarily pursue advanced study on their own time. Instructors who voluntarily complete a terminal degree, even though it is not part of their expectations at KSU, will automatically be included in the next available round of recommended promotions to assistant professor which are sent to the Board of Regents each spring for review and approval. At this time the workload expectations for these faculty members will be re-evaluated by the chair and the dean and may be renegotiated.

(KSU Faculty Handbook V.VI.1.a-c)

NOTE: COTA faculty who enter into employment at the Instructor level and later complete a terminal degree will become eligible for promotion to the level of Assistant Professor. Instructors must consult the COTA dean and their respective departmental guidelines for specific expectations relative to each discipline.

Expectations for the Rank of Assistant Professor:

Assistant Professors ordinarily hold the highest earned [degree] in their field of specialization. Rare exceptions to this requirement may be made where there is evidence of outstanding achievements in the candidate's field of expertise. (*KSU Faculty Handbook* V.VI.A.2)

COTA Expectations for Assistant Professors

In the College of the Arts, terminal degrees expected for the rank of Assistant Professor include the Ph.D., the D.F.A., the D.M.A., the M.M., and/or the M.F.A.

Furthermore, "Faculty members (including part-time faculty) shall be qualified by earned degrees *and/or professional experience and/or demonstrated teaching competence.*" (*NASAD Handbook*; emphasis ours)

Typical expectations for an Assistant Professor encompass work in teaching, scholarship and service as defined by his/her department. At the Assistant Professor level, COTA faculty are expected to establish and expand a strong record of scholarly accomplishments in teaching, supervising, and mentoring, as well as scholarship in at least one of the four areas of evaluation. Furthermore, an Assistant Professor should lay the groundwork for wider spheres of influence professionally, and for deepening significance in area(s) of emphasis. During the course of years spent in this rank, the Assistant Professor's body of work should make a significant impact on the local level.

More specifically: Assistant Professors are required to meet the following criteria in order to prepare for tenure and promotion:

- Develop, implement, and revise teaching methodologies and undertake innovations
- Effectively advise students within the department, and supervise organizations placed within one's charge
- Serve as mentors to students wishing to pursue independent projects and research
- Serve on departmental, college and university committees
- Engage in research and/or creative activity relative to his/her area of specialization

Scholarship Expectations for Assistant Professors

Faculty members are expected to produce scholarship in areas in which they are most engaged. Evaluation of all scholarly accomplishments and scholarship will be based on the quality and significance of the work. *All COTA faculty members must consult their departmental guidelines for specific disciplinary examples of what products, venues, and level of productivity constitute significant scholarship at this rank.* Specific scholarship activities must be included in the Faculty Performance Agreement (**FPA**) and assessed annually in the Annual Review Document (**ARD**). At the Assistant Professor rank,

scholarship is primarily focused at (but not necessarily limited to) the university, local and/or regional levels. Some broad examples in each area include:

Teaching, Supervising, and Mentoring:

An Assistant Professor who chooses teaching, supervising, and mentoring as his/her area of scholarship is expected to produce teaching processes and outcomes which are made public and are subject to appropriate review on a local and regional level.

Research and Creative Activity:

An Assistant Professor who chooses research and creative activity as his/her area of scholarship is expected to produce publications, productions, performances, commissions, and/or exhibition work that are made public and are subject to appropriate review on a local and/or regional level.

Professional Service

An Assistant Professor who chooses professional service as his/her area of scholarship is expected to serve as a leader, and/or be actively involved in committees and organizations at the university, local and regional levels. The faculty member must provide evidence of tangible outcomes associated with the service activity that show its impact on the community and profession. Examples of such evidence include but are not limited to the following:

- Traditional publication researching/analyzing/synthesizing the experience and outcome of the service activity.
- Evidence of the resultant product of a service activity. Ex: organization of a conference or event; development of documentary product; impact of a community outreach activity.
- Evidence of impact of leadership role through tangible product and peer review.
- Evidence of how the individual faculty member has contributed professional skill and expertise to achieve the service goal.

As previously stated, this area is not as regularly recognized as one that yields scholarship; therefore it is essential to discuss plans for scholarship in professional service with the dean/departmental chairs in order to ensure significance of results and appropriate recognition for professional impact.

Administration and Leadership

At the Assistant Professor rank, a faculty member is expected to contribute in leadership roles at the *departmental* level by helping to create, maintain, and oversee projects and programs of significance and impact for the faculty member's department and/or COTA. Examples include but are not limited to

- Mentoring program
- Advising program
- Innovative curricula

- Internship program
- Study abroad programs

Scholarship at this level must encompass reflection, analysis, synthesis and/or research that is rendered tangible and made subject to appropriate peer review. Faculty members who choose to emphasize scholarly work and scholarship in this area must consult departmental guidelines for specific expectations at this rank. Furthermore, specific outcomes must be specified in the Faculty Performance Agreement.

University Expectations for the Rank of Associate Professor:

Associate Professors make contributions to knowledge as a result of their scholarly work. High quality and significance (see Section IV.B) are the essential criteria for evaluation. 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. Typically, as the faculty member's roles and contributions grow towards significance, leadership and initiative, the faculty member establishes a strong record of accomplishments with broader impact and recognition within and beyond the University. (*KSU Faculty Handbook V.VI.A.3*)

COTA Expectations for Associate Professors

In the College of the Arts, the title of Associate Professor is given to a person who has progressed and already begun to meet the expectations for this rank. These include establishing a documented record of pedagogical excellence, as well as deepening one's expertise in teaching, supervising and mentoring. Scholarship in area (s) of emphasis is prolific and earns recognition in the professional community outside of KSU, moving toward regional and national recognition in one's area. Service encompasses leadership, initiative, and advances the profession. Expectations include but are not limited to:

- Sustained record of outstanding teaching, supervision, and mentoring, which was achieved as an assistant professor
- A record of scholarship or service that has progressed to more sophisticated and productive levels beyond the College and University
- Greater initiative and leadership than in earlier stages of career development
- Development of more specialized expertise in scholarship/creative activity; e.g., practitioners have established a reputation among their peers as accomplished performers, conductors, composers, choreographers, scholars, educators, actors, directors, designers, writers, clinicians, and/or visual/graphic artists.
- Contributions in service that have breadth, depth and sophistication and go beyond the department and college level.
- Growth in activity and recognition as a leader and initiator.

Scholarship Expectations for Associate Professors

Faculty members must produce scholarship in areas in which they are most engaged. Evaluation of all scholarly accomplishments and scholarship will be based on the quality and significance of the work. *All COTA faculty members must consult their departmental guidelines for specific disciplinary examples of what products, venues, and level of*

productivity constitute significant scholarship at this rank. At the Associate Professor rank, scholarship must move beyond the local level to regional and/or national recognition/impact/review. Some broad examples in each area include:

Teaching, Supervising, and Mentoring:

An Associate Professor who chooses teaching, supervising, and mentoring as his/her area of scholarship is expected to produce teaching processes and outcomes which are made public and are subject to appropriate review on a regional and/or national level.

Research and Creative Activity:

An Associate Professor who chooses research and creative activity as his/her area of scholarship is expected to produce publications, productions, performances, and/or exhibition work which are made public and are subject to appropriate review on a regional and/or national level.

Professional Service:

An Associate Professor who chooses service as his/her area of scholarship is expected to produce outcomes that are shared at a national level either through publication and/or presentation. (Refer to examples of products in assistant professor section of this document.)

Administration and Leadership:

An Associate Professor who chooses administration and leadership as his/her area of scholarship is expected to produce outcomes that are shared at a *regional and/or national* level either through publication or presentation; examples include but are not limited to:

- Building innovative programs, policies, and procedures that can be shared at professional meetings or in professional publications; examples include but are not limited to:
 - Mentoring program
 - Advising program
 - Innovative curricula
 - Internship program
 - Study abroad programs

Scholarship at this level must encompass reflection, analysis, synthesis and/or research that is rendered tangible and made subject to appropriate peer review. Faculty members who choose to emphasize scholarly work and scholarship in this area must consult departmental guidelines for specific expectations at this rank. Furthermore, specific outcomes must be specified in the Faculty Performance Agreement.

University Expectations for the Rank of Full Professor:

Professors are experienced and senior members of the faculty who have become

highly accomplished in their scholarly activities. ... Professors make significant contributions to knowledge as a result of their scholarly work, whether demonstrated through the scholarly work of research, teaching, or professional service. Professors have a documented record of distinguished accomplishments using the criteria for quality and significance of scholarly work (see Section IV.B). These accomplishments will merit **regional, national, or international attention** and recognition. Professors continue to grow and develop in their respective areas of emphasis. (*KSU Faculty Handbook* V.VI.A.4; emphasis ours)

COTA Expectations for the Full Professor

In the College of the Arts, the title of Full Professor is awarded to a highly productive, influential, and outstanding faculty member who has achieved a sustained record of excellence and wide recognition for research and/or creative work in his/her area(s) of emphasis. Full Professors are sought as experts in their fields at the state, national, and international levels.

It should be reiterated that breadth, depth, quality, and significance of work in all areas of emphasis serve as the criteria for this promotion, not number of years served in the prior rank. *Faculty members are cautioned against premature candidacy for this rank.*

Expectations include but are not limited to:

- The faculty member has demonstrated sustained and substantive accomplishments as a leader and mentor, noted scholar and/or artist, expert and/or distinguished colleague.
- The faculty member not only continues to be highly productive in scholarly work and scholarship, s/he makes significant advancements in depth and/or breadth of the work.
- The faculty member is viewed as a master teacher, and is consulted as a lead teacher and mentor/supervisor.
- The faculty member's teaching role extends beyond the classroom into the professional development area.
- The faculty member continues to expand knowledge, skills, and credentials.
- The faculty member's record of service, research/creative activity, professional service or administration and leadership has matured to levels which surpass those at the Associate Professor level and which are broadly recognized *beyond* the University in national and/or international arenas.
- The faculty member has sustained and deepened a specialized expertise in his/her area(s) of emphasis.

Scholarship Expectations for the Full Professor

The Full Professor must have produced sustained, and notable research and/or creative scholarship, much of which must merit attention at the regional, national and/or international levels. If s/he is a practitioner, s/he must have garnered a reputation among

his or her peers throughout the nation as an outstanding performer, conductor, composer, choreographer, scholar, performer, director, designer, writer, clinician and/or visual/graphic artist. The level of productivity and recognition must surpass that of the Associate Professor. *All COTA faculty members must consult their departmental guidelines for specific disciplinary examples of what products, venues, and level of productivity constitute significant scholarship at this rank.* Some broad examples in each area include:

Teaching, Supervising and Mentoring

A Full Professor who chooses teaching, supervising, and mentoring as his/her area of scholarship is expected to produce presentations and publications about teaching processes and outcomes which are made public and are subject to appropriate review. Examples of significant contexts include, but are not limited to:

- International conferences
- Regional, national and/or international journals, periodicals, and books

Research and Creative Activity:

A Full Professor who chooses research and creative activity as his/her area of scholarship is expected to produce publications, performance, production, and/or exhibition work that are made public and are subject to appropriate review on a regional, national, and/or international level, for example:

- International conferences
- Publications relative to the service in regional, national and/or international journals, periodicals, and books
- National/International performance/exhibition venues

Professional Service:

A Full Professor who chooses service as his/her area of scholarship is expected to produce outcomes that are shared at a national or international level either through publication or presentation, for example:

- International conferences
- Publications relative to the service in regional, national and/or international journals, periodicals, and books

Administration and Leadership:

A Full Professor who chooses administration and leadership as his/her area of scholarship is expected to produce outcomes that are shared at a *national and/or international level* either through publication and presentation; examples include but are not limited to:

- Building innovative programs, policies, and procedures that can be shared at regional, national, and/or international professional meetings or in professional publications:
 - Mentoring program
 - Advising program
 - Innovative curricula
 - Internship program
 - Study abroad programs

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Scholarship at this level must encompass reflection, analysis, synthesis and/or research that is rendered tangible and made subject to appropriate peer review. Faculty members who choose to emphasize scholarly work and scholarship in this area must consult departmental guidelines for specific expectations at this rank. Furthermore, specific outcomes must be specified in the Faculty Performance Agreement.

All COTA faculty members should consult Section VII of the *KSU Faculty Handbook* for details about the tenure and promotion process.

NOTE:

This document is subject to revision as dictated by changes in University and/or College of the Arts missions and circumstances.

As stated previously: Faculty members who are in the midst of a pre-tenure and/or promotion phase of their employment at KSU will be granted a two-year grace period to align themselves with changes in expectations and outcomes articulated in the new University and departmental guidelines. See footnote on page one of this document

Works Cited and Consulted

The College of the Arts Guidelines take the following published recommendations into account:

- Kennesaw State University's Review and Evaluation of Faculty Performance (published in Section Five of the *KSU Faculty Handbook*)
- *Department of Music Standards for Tenure and Promotion*
- *Department of Theatre and Performance Studies Guidelines for Promotion and Tenure*
- *Department of Visual Arts Guidelines for Expectations and Performance*
- *The Work of Arts Faculty in Higher Education* published by the three relevant accreditation organizations (National Association of Schools of Music, National Association of Schools of Theatre, National Association of Schools of Art and Design).

Appendix A
Faculty Workload Model
Kennesaw State University
(DRAFT – Mar. 28, 2007 – KS Version)

Note: This model neither increases nor decreases anyone's workload. It is intended only to provide a common vocabulary to describe the varied workload situations across the campus. The hope is that a common vocabulary will enable KSU, through effective shared governance, to distribute faculty work more wisely, to assess it more accurately and to reward it more appropriately. But the model, this vocabulary, is only the start of that process.

The Workload Model and Shared Governance:

College and department policies and parameters of teaching, scholarship, and service requirements will be set at college, department, and individual FPA levels through the shared governance process by bodies and officers detailed in the Faculty Handbook under Governance in the Colleges. As with other faculty-focused KSU policy documents, amendments to the University's Workload Model are made by administrators and Faculty Senate working consultatively through the shared governance processes outlined in this Handbook.

The Workload Model and FPAs:

Each individual faculty member will divide his/her professional efforts among the performance areas of Teaching, Research/Creative Activity and Service, as set forth in the faculty member's Faculty Performance Agreement (FPA). The University's flexible workload model allows for diversity across colleges and departments and, within departments, among individual faculty members. Based upon consultation between the faculty member and the department chair, FPA agreements may change from year to year and even from semester to semester. Colleges and departments, in consultation with faculty stakeholders, determine which FPA combinations best suit their college and departmental objectives. Consistent with the University's culture of shared governance, the details of an individual FPA are negotiated in consultation between chair and faculty member subject to final approval by the dean.

(Purely Illustrative) Examples:

Examples of different FPA workload combinations appear below. The examples reflect various percentages of effort in Teaching, Research/Creative Activity (R/CA), and Service, as well as in the new Administration and Leadership performance area. The examples given are merely illustrative. Individual FPA's can vary almost infinitely, as agreed by the faculty member and Chair and as approved by the Dean.

SOME ILLUSTRATIVE WORKLOAD EXAMPLES*

*Actual FPA percentages for each faculty member will be negotiated with the department chair as part of annual review.

		% of
		<u>Effort</u>
<u>Teaching emphasis</u>		
4-4 course load	Teaching ¹	80
	Scholarship of Teaching or Service ²	10
	Service ³	<u>10</u>
	Total ⁴	<u>100</u>
<u>Teaching – Research/Creative Activity balance</u>		
3-3 course load	Teaching ¹	60
	R/CA ²	30
	Service ³	<u>10</u>
	Total ⁴	<u>100</u>
<u>Teaching – Service balance</u>		
3-3 course load	Teaching ¹	60
	Scholarship of Teaching or Service ²	10
	Service ³	30
	Total ⁴	<u>100</u>
<u>Research/Creativity Activity emphasis</u>		
2-2 course load	Teaching ¹	40
	R/CA ²	55
	Service ³	<u>5</u>
	Total ⁴	<u>100</u>
<u>Admin/Leadership emph.</u>		
Chair or Director	Admin/Ldshp	<u>70</u>
	Scholarship (of Admin/Ldshp.) ²	10
	Teaching ¹	20
	Total ⁴	<u>100</u>

1. A three-credit hour class represents 10% of faculty effort for the academic year. Disciplines with faculty-time-intensive courses, laboratory courses, studio, and field experiences, etc., will work out equivalencies through the shared governance process.

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2. Section IV (Evaluation of the Quality and Significance of Faculty Scholarly Accomplishments) on page 5.58 of the 2006-07 Faculty Handbook indicates that:
 - Every faculty member is expected to demonstrate scholarly activity in all performance areas.
 - Tenure-track faculty members must produce scholarship in at least one performance area. In the model examples above, faculty with an emphasis in research and creative activity will produce scholarship in their respective areas of discipline expertise or creative work. Those in the teaching emphasis or teaching/service model will produce scholarship in one of those two areas.
3. Please note that every FPA must reflect the allocation of at least 5% of the faculty member's KSU time commitment to Service activities.
 4. Undergraduate research, directed studies and similar activities must be formally recognized in one of the three performance area

Appendix B
**COLLEGE OF THE ARTS
DEPARTMENT OF VA/TPS/MUSIC
2006 ANNUAL REVIEW TEMPLATE**

The following pages include three instruments required for a full-time faculty member's annual review.

- 1) Annual Review Document (ARD) – to be filled out by the faculty member in consultation with his/her evaluator.**
- 2) Evaluation of ARD – the evaluation of the faculty member for a stated calendar year.**
- 3) Faculty Performance Agreement (FPA) – a statement of the faculty member's workload for a given period of time. The FPA is the basis upon which the faculty member will be reviewed in future years.**

Faculty Annual Evaluation: January 1, 2006 – December 31, 2006
College of the Arts Department of Theatre and Performance Studies
(YOUR NAME), (YOUR FACULTY TITLE/RANK)

Annual Review Document (ARD) Components

1. Copy of the Faculty Performance Agreement (FPA) for the 2006 year.
2. A narrative clearly addressing how the scholarly and scholarship expectations in the areas of emphasis identified in the Faculty Performance Agreement (FPA) were met (documentation of scholarly and scholarship work should be attached). The narrative must include a statement describing the quality and significance of the faculty member’s accomplishments in each area of emphasis. The narrative should also address which expectations were not met. The faculty member may choose to provide explanation/justification for the expectations not met.
3. If applicable, description of scholarly activities and scholarship not listed in the FPA that were completed (including documentation).
4. Please complete the table below, adding more rows as needed. The text will automatically wrap. Place an “X” in all the related performance areas for each activity or position held.

Activity/Position Held	TSM	RCA	PS	AL	PD	Outcomes and Products	Status

<u>Performance Area</u>	<u>Status</u>
TSM = Teaching, Supervision, and Mentoring	C = Completed
RCA = Research and Creative Activity	O = Ongoing
PS = Professional Service	F = Future
AL = Administration and Leadership	A = Abandoned
PD = Professional Development	

Evaluation of the Annual Review Document (ARD) - to be completed by the Evaluator

1. Evaluation of the quality and significance of the accomplishments in the assigned performance areas (TSM, RCA, PS, AL). Note: Only the performance areas where there are assigned faculty performance agreement outcomes/products should be addressed.

Experience is correlated with professorial rank, but years of service or successful annual reviews alone are not sufficient to qualify for a promotion in rank. When a faculty member's experience, accomplishments, and career development evolve to the point where expectations applicable to the beginning level of the next highest rank are being met, the faculty member can make a strong case for promotion. A decision of promotion will result from a thorough review of a faculty member's accomplishments and contributions to the University by KSU teaching and administrative faculty colleagues. This review is accomplished in consideration of one's situational context and in relation to one's stage of academic career development. (KSU Faculty Handbook, VB., page 5.63)

The review categories of 'not meeting expectations,' 'meeting expectations,' and 'exceeding expectations' are reflective of the individual faculty member's current rank. Excellence in meeting expectations of one's current rank is not synonymous with exceeding expectations for that rank. Faculty members interested in moving towards promotion should review the expectations for the next rank and understand that a sustained record of achievement at the beginning level of that next rank is necessary for promotion.

Performance Area	Not Meeting Expectations in Current Rank	Meeting Expectations in Current Rank	Exceeding Expectations in Current Rank
Teaching, Supervision, Mentoring (TSM)			
Research and Creative Activity (RCA)			
Professional Service (PS)			
Administration and Leadership (AL)			
OVERALL			

2. Evaluation of the quality and significance of the accomplishments overall

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3. Evaluator's Comments on faculty member's progress toward tenure (if applicable)

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Comments:

4. Evaluator's Comments on faculty member's progress toward promotion in rank (if applicable)

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Comments:

5. Required Signatures

Evaluator's Signature and Date

Faculty Member's Signature and Date

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Dean's Signature and Date

6. Comments on the Evaluation by the Faculty Member (optional)

Within 10 calendar days of the date of his/her signature above, the faculty member has the right to make a written response to the Annual Review Document (ARD) and to subsequent responses by the next level or levels of review. Such responses become integral to the ARD in its movement to all subsequent levels of review. Please see the Faculty Handbook (Section Five; VIIA; 5.66).

Appendix C
Faculty Performance Agreement
College of the Arts
Department of VA/TPS/Music

Faculty Member: _____

Chair/Evaluator: _____

Department/Unit: _____

Academic Years Covered by this FPA: 2007-2010

- Area(s) of Emphasis:**
- 1) Teaching, Supervision and Mentoring
 - 2) Research and Creative Activity
 - 3) Professional Service
 - 4) Administration and Leadership

Date: _____

Given the mission of the Department of VA/TPS/Music at Kennesaw State University and areas of emphasis of the faculty member, _____, the faculty member and Department Chair, _____, agree that the following goals and priorities will be the focus of the faculty member's efforts during the three-year period covering academic years 2007-2010:

Faculty Performance Agreement (FPA) Components

Situational Context

- 1. Description of the faculty member's primary roles and responsibilities in the department**

Description:

- 2. Description of the relative proportionality of the faculty member's workload in the four performance areas (TSM, RCA, PS, AL)**

Description and/or load assignment:

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3. Brief description of how the faculty member's activities advance the mission of the department, college, & university

Brief Description:

4. Brief description of the short-term goals for the faculty member (next 3-5 years)

Brief Description:

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5. Brief description of the long-term goals for the faculty member (next 5-10 years)

Brief Description:

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Expected scholarly activities and scholarship in the performance areas of emphasis for the faculty member for the calendar year _____ (some scholarly work or scholarly product may apply to more than one performance area.)

Note. Faculty are not expected to demonstrate scholarly outcomes/products in all four performance areas. Faculty members are expected to demonstrate scholarly outcomes/products in their stated area(s) of emphasis.

Teaching Supervision, and Mentoring

1. Description of expected scholarly work and scholarly products in Teaching, Supervision, and Mentoring (TSM) of students

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Research and Creative Activity

2. Description of expected scholarly work and scholarly products in Research and Creative Activity (RCA)

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Professional Service

3. Description of expected scholarly work and scholarly products in Professional Service (PS)

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Leadership and Administration

4. Description of expected scholarly work and scholarly products in Administration and Leadership (AL)

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June 20, 2008

Faculty Member

Date

Chair

Date

Dean

Date