TENURE AND PROMOTION GUIDELINES
FOR THE DEPARTMENT OF ENGLISH

Distinguishing Departmental Characteristics

For many people in the academy, the English Department is at the heart of the collegiate enterprise. The ability to think, read, write, and speak clearly, cogently, and critically is surely the basis of the educated person, and these abilities are fostered and refined in all English classes, most of which are writing intensive and thus require much instructional comment and correction. At Kennesaw State University, the department is responsible for 9 hours of required courses in the general education curriculum, two successive composition and college writing classes and a world literature survey. These courses constitute the bulk of the English curriculum; nonetheless, the department also maintains challenging and responsive programs for its model English major, the professional writing, film, and literary studies minors, the well-regarded English Education degree, an innovative Master of Arts in Professional Writing, and a Master of Arts in Teaching English, all of which educate increasing numbers of students. Additionally, we are involved in delivering graduate-level certificate programs. To sustain the courses these students take, the department houses a diversely trained, talented, and productive faculty. We are the largest department on campus, with well over fifty full-time faculty members with experts in English Education; various periods in British and American literature; composition and rhetoric; language studies; film studies; new media; professional, technical, and applied writing; and five different creative writing fields. Moreover, this remarkable group is highly active, engaged in research, scholarship, and creative activity in its respective specialties as well as discharging extensive commitments in service to the institution and to widely diverging external communities. The faculty includes people with graduate status and people dedicated to undergraduate education. At the same time, since no one faculty member teaches one set of students, the department as a whole is highly integrated and professionally versatile. As diffuse as it sometimes seems that we are, no faculty member is disconnected from the shared enterprises or the collective mission of the department to advance the understanding and practice of writing, literature, and language at Kennesaw State University and beyond.
The Department follows the University Handbook Workload Model for Teaching Faculty.

The purpose of this model is to provide a common vocabulary to describe the varied work faculty members do as well as an agreed framework for discussions of that work. The model establishes some core standards, for instance that a typical semester-long, three-credit course ordinarily represents 10% of faculty effort for the academic year, and that all faculty must allocate at least 5% of their time to professional service activities essential to the life of the institution. The model does not dictate, or even favor, any particular mix of activities. That mix is for individual faculty members and the chair to agree upon (with the dean’s approval) based on institutional needs and KSU’s shared governance process. But the application of the model’s core standards and the common vocabulary across campus should enable KSU to distribute faculty work more wisely and fairly, to assess it more accurately and to reward it more appropriately.

Faculty Performance Areas

The English Department observes flexible guidelines as to expectations of faculty members in the following four faculty performance areas:

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

These guidelines, as well as the individual Faculty Performance Agreements (FPAs) negotiated under them, will be established through KSU’s shared governance process by bodies and officers detailed in the Faculty Handbook under “Governance in the Colleges.” English department guidelines are understood to be the primary basis for T&P decisions within our department.

Faculty Performance Agreement

Each individual faculty member shall divide his/her professional efforts among the appropriate four faculty performance areas noted above. That division of effort will be reflected in a Faculty Performance Agreement (FPA) negotiated between the individual faculty member and the Department Chair, subject to final approval by the Dean. If the faculty member and the Chair cannot reach agreement on the FPA, the Dean will make the final determination. FPAs may change from year to year and even from semester to semester as needs and opportunities change. Faculty may negotiate with the Chair (and the Dean) for further reductions in teaching load based on administrative duties, special initiatives, or projects. Service and Scholarship achievements during reassigned time are to be no less valued for promotion and tenure than those accomplished without reassigned time.

Faculty Review Process
Faculty performance is evaluated through two basic, interrelated processes: annual reviews and multi-year reviews. Annual reviews give an evaluation of the faculty member's performance over one year within the context of the multi-year reviews. The multi-year reviews, involving multiple reviewers, are a more comprehensive examination of a faculty member's role in and contribution to the Department, College, and University.

Format of Annual Review

The annual assessment of a faculty member's contributions to the University will be based upon his or her performance in regard to the items listed in the most recent year's Faculty Performance Agreement(s) (FPA). The basis of this assessment is an Annual Review Document (ARD) that is compiled by the faculty member to demonstrate his or her progress toward the FPA items. This document will convey accurate information by which the faculty member is to be evaluated, counseled, and judged in her or his professional performance at KSU and must address contributions not only in terms of quantity but also in terms of quality and significance. Scheduling of the FPA and ARD reviews and disposition of annual review documents for subsequent level reviews follow those in the University Handbook. Guidelines for the composition and duties of the English Department review committee for third-year, tenure and promotion and post-tenure review follow those found in the University Handbook.

Process Leading to and Expectations for Promotion and Tenure for Tenure-Track Faculty

Beginning at the rank of assistant professor, the individual starts to craft a unique role within the Department that draws upon activities indicated under the four appropriate categories toward a particular identity and professional model, which will be recognizable and clearly defined by the associate level, refined even more fully at the full professor rank, and embodied in a developing set of goals for teaching, service, leadership, and scholarship articulated in the annual FPAs and ARDs.

The Department believes that tenure is awarded as the acknowledgment of the definition of that unique role of teaching, service, scholarship, and leadership that the individual has developed and managed during his or her years as a professional and a faculty member and which gives great promise of continuing and flowering. Additionally, collegiality is an important issue in considerations of tenure, and the Department, in conformity with the Faculty Handbook, expects that faculty will manifest productive, professional, and constructive relations with colleagues at all times and in all manner of interaction as they accomplish their teaching, scholarship, service, and leadership objectives.

Third-Year Review toward Tenure

The department believes that the third-year review is an opportunity for the individual to receive valuable advice and direction concerning the development of the career toward tenure at KSU. The evaluation measures what the individual has achieved in the first two years against

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1 For guidelines on the tenure and promotion criteria for instructors who have been promoted to the assistant Professor rank, please refer to Section V of the University Faculty Handbook.
expectations for success as a tenured faculty member and offers guidance for improvement where necessary.

Post-Tenure Review

Tenured English faculty are expected to sustain the level of activity appropriate to their rank and professional profile. The post-tenure review occurs five years after the last formal tenure, promotion, or post-tenure review. See Faculty Handbook for University Guidelines.

Portfolio Preparation

The Department of English expects that faculty will prepare portfolios for Tenure and Promotion review in accordance with the instructions in the Faculty Handbook.

The Tenure and Promotion narrative that presents the faculty member's teaching, scholarship, service and leadership contributions should both state and demonstrate a philosophy undergirding these professional accomplishments.

Teaching is evaluated in the English Department on the basis of the self-reflective review contained in the narrative; interpretations of student responses on their evaluations for each class; the student evaluations themselves; peer reviews where applicable; and course materials: syllabi, tests, exercises, and assignments.

Process Leading to and Expectations for Promotion from Lecturer to Senior Lecturer

All lecturers and senior lecturers are reviewed annually for contract renewal, as faculty members in these positions are not eligible for tenure and are not intended to become so. Lecturers have as their primary responsibility teaching, supervising, and mentoring and therefore are expected to be highly effective in these areas. Unless otherwise set forth in the Faculty Performance Agreement (FPA), there are no expectations for scholarship and their service responsibilities may be limited to the minimum necessary to successfully teach their assigned courses (e.g., attendance at relevant department meetings and participation on appropriate department committees). In most cases, their responsibilities will be primarily devoted to teaching multiple sections of the same undergraduate courses. The heavy teaching load of these individuals constitutes a full workload and offsets the absence of a full range of regular faculty responsibilities that normally rounds out the typical full undergraduate faculty workload at KSU.

Because of the nature of their job requirements, lecturers and senior lecturers are expected to demonstrate highly effective teaching ability in order to qualify for reappointment at KSU. In rare cases, the responsibilities assigned to a lecturer or senior lecturer may be individualized and differ from the typical lecturer and senior lecturer workload described above. In such cases, the responsibilities must be delineated in the FPA.

Lecturers and senior lecturers are appointed on a year-by-year-basis. Lecturers and senior lecturers have the presumption of reappointment for the subsequent year unless notified in writing as follows:
a. for lecturers with less than three years of full-time service to KSU, notification of
   non-reappointment is encouraged as soon as possible, but no specific notice is
   required
b. for lecturers with three or more years but less than six years of full-time service to
   KSU, notification of non-reappointment is at least 30 calendar days prior to the
   institution's first day of classes of the semester
c. for senior lecturers and lecturers with six or more years of full-time service to KSU,
   notification of non-reappointment is at least 180 calendar days prior to the
   institution's first day of classes of the semester.

Reappointment of lecturers, senior lecturers, and promotion of lecturers to senior lecturers are
dependent not only on their performance in instruction and service, but also on the programmatic
needs and financial exigencies of the College and its units.

Annual reviews must be conducted for lecturers and senior lecturers according to the following
schedule. For lecturers in their first year of service to KSU, the Department Chair conducts a
mid-year review in January for the period of mid-August to December. For lecturers and senior
lecturers with two or more years of service to KSU, the annual reviews are conducted in January
for the period of January to December of the previous year. Based on annual review feedback,
reappointment of a lecturer or senior lecturer will be recommended by the Department Chair to
the Dean.

Lecturers and senior lecturers will follow a review process that is similar to that for tenured and
tenure-track faculty. Lecturers and senior lecturers will be reviewed annually using the ARD
process by the Chair in conjunction with the Director of First-Year Writing. The Chair will also
work with the lecturers and senior lecturers to determine their FPA for the following year.
During their third year, lecturers will be reviewed by the English Department Tenure and
Promotion Committee, the Chair, and the Dean to determine sufficient progress towards the rank
of Senior Lecturers. During their sixth year, lecturers will be reviewed for promotion to the
rank of senior lecturer by the English Department Tenure and Promotion Committee, the Chair,
and the Dean as well as the Provost and President. Senior lecturers are then reviewed every six
years by the English Department Tenure and Promotion Committee, the Chair, and the Dean.

After five years of consecutive service, a lecturer will either be promoted to senior lecturer
during the sixth year to begin in the seventh year of service or be terminated from the institution
if not promoted to senior lecturer during the sixth year; only in exceptional circumstances will a
lecturer be reappointed as a lecturer after six years of consecutive service to the institution. The
criteria for promotion to senior lecturer are evidence of highly effective teaching ability inside
and/or outside of the classroom environment and value to the University in the area of teaching
and student learning.

Criteria for Lecturers and Senior Lecturers

As is the case with other university positions, the FPA of each faculty member is the most
important item for determining a lecturer and senior lecturer's responsibilities to teaching and
service. Lecturers and senior lecturers must demonstrate excellence in teaching, supervising, and mentoring. Lecturers should feel free to include any relevant research and creative activity as part of their annual review, third-year review, and promotion documents.

### Criteria for Teaching, Supervising, and Mentoring for Lecturers

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<th>Annual Reviews</th>
<th>Third Year Reviews</th>
<th>Senior Lecturers</th>
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<td>□ Meeting scheduled classes.</td>
<td>□ Developing a well-articulated teaching philosophy that can be shared with others.</td>
<td>□ Maintaining consistent a) pedagogical reflection, b) currency in teaching field, c) course quality, d) effectiveness in teaching, mentoring, or advising.</td>
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<td>□ Maintaining regular office hours.</td>
<td>□ Linking experiences in the Lecturer’s academic achievement to improved effectiveness in teaching, supervision, and mentoring.</td>
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<tr>
<td>□ Using teaching evaluations for professional growth and improvement.</td>
<td>□ Engaging in pedagogical reflection and appropriate adjustment to teaching, mentoring, and supervision.</td>
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<td>□ Documenting student learning and providing feedback to students on their progress in a timely fashion.</td>
<td>□ Updating courses as subject matter and context requires.</td>
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<td>□ Advising and mentoring students when FPA includes it.</td>
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<tr>
<td>□ Staying current in one’s field and integrating current methods and content into teaching.</td>
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<tr>
<td>□ Implementing appropriate teaching methods to support student learning.</td>
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The lecturer or senior lecturer can document the criteria for teaching, supervising, leadership and mentoring in a variety of ways, including student evaluations, peer reviews, observations, etc.
Criteria for Service

Lecturers and senior lecturers have a 5/5 workload with at least one course reassignment for service, making the normal teaching load 5/4. Moreover, service assignments are often negotiated individually between the Chair and the lecturer or senior lecturer at the annual reviews and documented in the ARD and FPA. Because of this, the College expects that lecturers at a minimum attend departmental meetings and participate in a relevant student activity or an equivalent service activity.

Portfolio Requirements for Lecturers

Third-Year Review

In order to demonstrate excellence in teaching during the third-year review, lecturers will hand in, in addition to Binder 1 (described in Section V of the Kennesaw State Faculty Handbook), Binder 2 which will contain:

- Student evaluations for all classes taught.
- Syllabi for each separate course (not each separate section).
- Up to 40 pages of original teaching materials, such as writing assignments, exams, peer review directions, handouts, or screen shots of visual supplements. Candidates should keep in mind that—at least at present—no computer is available when files are read by the Tenure and Promotion Committee.

Lecturer candidates for third-year review should keep in mind that materials chosen for second binders should be relevant to the context established in the narrative and cross-listed to the FPAs and ARDs.

Sixth-Year Review

In order to demonstrate excellence in teaching, lecturer candidates for sixth-year review and possible promotion to senior lecturer will hand in Binder 1 (described in Section V of the Faculty Handbook) and Binder 2, which will contain:

- Complete class sets of evaluations, to equal three courses per semester, randomized by the Department Chair from a list of all classes taught.
- Syllabi for each separate course (not each separate section).
- Up to 75 pages of original teaching materials, such as writing assignments, exams, peer review assignments, handouts, or screen shots of visual supplements. Candidates should keep in mind that—at least for now—no computer is available is when files are read by the Tenure and Promotion Committee.

In addition, sixth-year review, lecturers may also submit other relevant material in an additional section of Binder 2, remembering that quality and relevance of the materials are more important than quantity.
As for the third-year review, these materials should also be relevant to the Narrative in Binder 1 and be cross-listed to the instructor’s FPA and ARD sections on Teaching and Service.

**Expectations for Faculty Performance for Tenure Track and Tenured Faculty in the Areas of Teaching, Scholarship, Leadership, and Service**

**Teaching**
Kennesaw State University is a learning-centered comprehensive university and our faculty is composed of student-oriented men and women who are dedicated to teaching. Expectations for excellence in teaching are thus very high; faculty will need to pursue increasing sophistication in teaching methods and activities as they move through the ranks.

All faculty are expected to meet all of their scheduled classes and to maintain regular weekly office hours. As faculty move through the ranks, they will be expected to articulate in their ARDs and FPAs progress they have made in their teaching leading up to the statement of teaching philosophy required for the third-year, tenure, and post-tenure review narratives. The ARDs and FPAs encourage continued self-reflection on and improvement of pedagogical approaches, materials, methods, and techniques; reflection upon student evaluations; knowledge of and contributions to best practices in university pedagogies; opportunities to extend their teaching beyond campus in the form of field experiences, internships, guest lecturing, directed studies, or other community engagement; and demonstrate leadership in teaching and mentoring of junior faculty.

Teaching activities will be varied due to the exceptional diversity and skills of the English faculty, and faculty are encouraged in the FPA and ARD process to lay claim to their own professional goals to support the mission of the Department and the University. As with scholarship discussed below, our diversity is our strength, and our institutional and departmental focus is on learning.

**Scholarship and Creative Activity**

The Department of English spans a wide range of faculty roles, interests, and specializations; indeed, this range is one of its strengths. In combination with recent and continuing developments in English Studies, this breadth of talent impels the department to embrace a broad definition of scholarship and creative activity, represented by a product that is shared with the professional community or the public, but evaluated by the professional community for quality.

In general, in assessing the quality of scholarship efforts,
- publications are more highly valued than presentations, and
- peer-reviewed (or, in case of creative activity, professionally reviewed) work is more highly valued than non-peer-reviewed work

**Service**

Service pertains to the application by English faculty of professional time, energies, skills, and knowledge to the Department, College, University, University System, profession, and external...
communities. Each faculty member, in consultation with the chair through the FPA and ARD process, will devise a profile to pursue professional goals, in keeping with his or her own education, training, and interests, and the needs of the Department.

Expectations for service vary within the ranks, but all faculty must allocate at least 5% of their time to professional service activities vital to the life of the institution. The weight given to service above the minimum of 5% is negotiated during the FPA and ARD review process discussed above. Service-designated activities should be integrated with teaching and other academic responsibilities toward creating a balanced academic profile as teacher and community steward and exemplary member of the academic community.

It is important to bear in mind as well that significant service contributions can be made professionally through external organizations and in various communities beyond the campus. As described above with institutional service, faculty contributions in the community or their professional organizations should increase in depth and impact as a faculty member moves from assistant professor to full professor rank.

Faculty in the Department whose principal area of expertise is English Education have special obligations and responsibilities. They have heavy service obligations in the community in working with the area schools; with Master teachers who, on part-time contracts with the University, supervise the student teachers under the oversight of our full-time faculty; and through numerous interdependent and interdisciplinary and intercollege committees of the PTEU and the College of Education. The English department will recognize in evaluation, promotion, tenure, and other reward systems faculty for their work in the schools as outlined in BOR Policy.

Home Department Chair

Richard Vengroff, Ph.D.
Dean, College of Humanities
and Social Sciences
Pensacola State University

Dean

Provost

12/16/11
Date

12/16/11
Date

4/11/12
Date

English T&P Guidelines

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