

Kennesaw State University
Department of Elementary and Early Childhood
Education

Bagwell College of Education

Guidelines for Promotion, Tenure, Post-Tenure Review

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DEPARTMENTAL FACULTY AND PERFORMANCE GUIDELINES FOR ELEMENTARY AND EARLY CHILDHOOD EDUCATION

I. Introduction

The Department of Elementary and Early Childhood Education is a unit of the Bagwell College of Education at Kennesaw State University. The Department will be recognized as a collaborative, collegial and diverse group of scholars who value excellence in teaching and mentorship, who are active in campus leadership and who are successful in research activities that may involve both undergraduate and graduate students.

The work of a university faculty member at Kennesaw State University involves many different facets that include the three areas of: 1) Teaching, Supervising, and Mentoring; 2) Scholarship and Creative Activity; and 3) Professional Service. We believe that individual faculty should develop goals that reflect their unique ways of contributing to the university and departmental goals. These goals are developed and evaluated each year in the Faculty Performance Agreement (FPA) and Annual Review Document (ARD) process and serve to support the faculty member in his/her annual evaluations as well as in promotion, tenure, and post-tenure review decisions. This document is designed to provide guidance with respect to the standards of performance expected by the Department of Elementary and Early Childhood Education in each of the areas.

II. Alignment of the Department of Elementary and Early Childhood Education with the University and College Strategic Plan, Mission, and Faculty Performance Guidelines

The Department of Elementary and Early Childhood Education is committed to achieving the Mission and Strategic Plans of the department, the Bagwell College of Education, and Kennesaw State University. The guidelines published here are intended to support and elaborate on the guidelines for promotion, tenure, and post-tenure review of Kennesaw State University and the Bagwell College of Education, as applied to faculty in the Department of Elementary and Early Childhood Education. Further, these guidelines adhere to the Kennesaw State University (KSU) Faculty Handbook, Section 3, and the Bagwell College of Education Guidelines for Promotion and Tenure. Each faculty member should carefully consider all guidelines for portfolio preparation and review at the university, college, and departmental levels as she or he establishes goals and prepares for the annual review or promotion and tenure application.

The Department of Elementary and Early Childhood Education acknowledges and supports the Resolution on the primacy of Departmental Promotion and Tenure Guidelines approved by the Faculty Senate (approved by the Faculty Senate, April 9, 2007), which includes the following:

1. Department P & T Guidelines that have undergone approval at all levels (department, college, dean, and provost) are in essence an understanding between the faculty member and the university.
2. Reviews of P & T portfolios at each level (department P & T committee, department chair, dean, provost, and if need be, college P & T committee) shall be based upon the criteria spelled out in the department P & T guidelines, or in the

case of joint appointments the criteria spelled out in the joint appointment agreement.

3. Letters written in review of P & T portfolios at each level (department P & T committee, department chair, dean, provost, and if need be, college P & T committee) shall make specific and detailed reference to the current department P & T guidelines in justifying the P & T decisions made by that committee or individual.

III. General Guidelines for Faculty Performance

Faculty performance in the Department of Elementary and Early Childhood Education is evaluated following the general guidelines established in the College and University guidelines. The general guidelines are given in Section III of the Bagwell College of Education Promotion and Tenure Guidelines. The key points of these general guidelines are:

- The Faculty Performance Agreement;
- The Annual Review Document;
- College responsibilities to provide resources for teaching, research, and service; and the faculty member's responsibilities for funding and professional development;
- Definitions of scholarly activity and scholarship;
- Participation in approved teacher preparation efforts and in school improvement.
- Provide evidence of quality and significance (per KSU Faculty Handbook 3.4) of accomplishments in each area

IV. Guidelines for each area of review for faculty performance

A. Teaching, Supervision, and Mentoring

Teaching, Supervising, and Mentoring guidelines can be found in the KSU Faculty Handbook Section 3.3A and the BCOE Promotion & Tenure Guidelines Section IV.

Evaluation of Quality and Significance. Evaluation of the quality and significance of faculty accomplishments in the area of Teaching, Supervising, and Mentoring of Students is discussed in BCOE Promotion & Tenure Guidelines Section IV.A. Merely listing individual courses taught does not address quality and significance (KSU Faculty Handbook 3.4). Noteworthy performance is identified through exceeding expectations in current rank as evidenced by quality and significance indicators.

As stated in the University and College guidelines, teaching and mentoring effectiveness is considered to be fundamentally essential for continued faculty employment, tenure, and promotion in rank. In the Department of Elementary and Early Childhood Education, teaching, supervision and mentoring activities may include but are not limited to:

- High quality teaching across a variety of instructional settings (classroom, instructional laboratory, seminar, directed study, tutorials, undergraduate research and scholarship, etc.)
- Incorporating effective pedagogical methods into classes, such as group activities, writing exercises, teaching with technology, etc.
- Developing new or innovative instructional materials.

- Mentoring students either by individual attention during office hours or extra tutoring sessions
- Field-based supervision
- Mentorship of undergraduate and/or graduate students in degree programs, particularly, in research and scholarship
- Curricular development, modification, implementation and evaluation
- Grant development for external and internal awards

Evaluation of a faculty member's teaching, supervision and mentoring effectiveness may include student written evaluations, faculty's evidence and description of innovative teaching techniques, peer reviews, and other independent evidence as suggested in the following areas: a) effectively plans and organizes subject matter of courses assigned, b) utilizes effective teaching and instructional assessment methods to better understand and to further improve teaching effectiveness and student learning, c) functions effectively in an advisement capacity with students, d) serves as an effective mentor of students through supervision of research and/or, and e) expands his or her knowledge/skills to improve effectiveness as an on-going activity to further the instructional capabilities of the department.

Teaching activities may be considered scholarship when tangible and disseminated results are produced. Examples include:

- Dissemination of results in peer-reviewed professional journals, monographs, book chapters, on-line reviewed publications, technical reports, etc.
- Professionally reviewed presentations at conferences, consortia, seminars, etc.
- The development and dissemination of innovative materials and programs for K-12 teachers and their students, such as those activities produced from Teacher Quality Grants.
- Externally funded grants. In considering grant awards, consideration is given to the degree of competitiveness of the program or the funding organization.
- Results produced from internal funding such as papers and presentations. Note that internal awards themselves are considered primarily as seed funding in preparation for pursuit of external grants, and not scholarship *per se*.
- Textbooks, laboratory manuals, and similar published materials are considered scholarship if they have been externally reviewed.

B. Scholarship and Creative Activity (SCA)

Scholarship & Creative Activity Guidelines can be found in the KSU Faculty Handbook Section 3.3B and the BCOE Promotion & Tenure Guidelines Section V.

The Department of Elementary and Early Childhood Education recognizes a process of research that includes idea generation, identification of necessary resources, gathering and analyzing data, and disseminating the results at professional meetings and in published formats. All aspects of this process are considered necessary scholarly activity. Scholarship, however, is defined specifically as a creative, intellectual work that is disseminated and professionally reviewed by peers in the discipline. This may include research based on the faculty member's training and

expertise, teaching and learning-based research, or other appropriate efforts as defined in the Faculty Performance Agreement.

Evaluation of Quality and Significance. In supporting evaluation of quality and significance in Research and Creative Activity, faculty members should delineate a research and creative activity framework, agenda, or plan for all pre-tenure, promotion, tenure, and post-tenure reviews. Evaluation of all scholarly accomplishments will be based on BCOE Promotion & Tenure Guidelines Section V.A. For EECE, noteworthy performance is identified through exceeding expectations in current rank as evidenced by quality and significance indicators.

C. Professional Service

Professional Service guidelines can be found in the KSU Faculty Handbook Section 3.3C and the BCOE P&T guidelines Section VI. Additionally, the Department of Elementary & Early Childhood Education recognizes Work with P-12 Schools:

As approved by the Board of Regents, University System of Georgia in policy 8.3.14, the collaborative effort of faculty in teacher preparation and school improvement with the P-12 schools will be recognized and supported by the BCOE. Participation in teacher preparation and in school improvement may include, but not be limited to, documented efforts of the faculty in:

- a. Improving their own teaching so as to model effective teaching practices in courses taken by prospective teachers;
- b. Contributing scholarship that promotes and improves student learning and achievement in the schools and in the university; and
- c. Collaborating with schools to strengthen teaching quality and to increase student learning.

Service activities may be considered scholarship when tangible, disseminated, and peer-reviewed results are produced. Scholarship of service is distinguished from routine service work by the significance and scope of the leadership and the products produced by the activity. Examples include:

- Providing substantial leadership, resulting in significant written documentation, at the Department, College or University level.
- Leadership in professionally related state, regional, or national organizations.
- Organizing a regional, national, or international conference.
- Making significant contributions to writing institutional self-study reports, governance documents or other notable institutional documents.
- Preparation of accreditation reports, such as the reports required for continued accreditation of the undergraduate and graduate programs.

Professional Service may also include serving as an administrator (see KSU Faculty Handbook for definition of administrator). The service duties performed by an administrator may include activities such as:

- Day-to-day operational management of the administrative unit
- Budgeting and budget reporting
- Strategic and operational planning

- Scheduling courses and events for the unit
- Supervision of faculty and staff
- Staffing functions, including screening, hiring and training employees of the unit
- Conducting performance reviews of faculty and staff
- Marketing degree programs and unit activities
- Other work assignments that are directed toward the successful operation of the administrative unit

Evaluation of Quality and Significance. In all types of professional service, documentation and evaluation of scholarly service will focus on quality and significance rather than on a simple recitation of tasks and projects. Documentation of the products or outcomes of professional service should be provided by the faculty member and considered as evidence for the evaluation of his or her accomplishments. Documentation should be sufficient to outline a faculty member's agreed-upon responsibilities and to support an evaluation of effectiveness. Examples of documentation can be found in the BCOE Promotion & Tenure Guidelines Section VI. B. Noteworthy performance is identified through exceeding expectations in current rank as evidenced by quality and significance indicators.

V. Workload Model and Faculty Performance Agreement

In compliance with the Bagwell College of Education Promotion & Tenure Guidelines, Section III, the Department of Elementary and Early Childhood Education (EECE) has developed workload configurations to reflect the Department's commitment to and appreciation of diversity with respect to contributions by its faculty members. The configurations are: (1) "Teaching Emphasis"; (2) "Balanced Teaching"; (3) "Teaching – Scholarship/Creative Activity"; (4) "Scholarship/Creative Activity Emphasis"; (5) "Significant Doctoral Engagement"; and (6) "Teaching – Service Balance". Descriptions and expectations associated with each workload configuration are provided in the following sections (and summarized in Table I). The different workload configurations are intentionally designed with flexibility to meet the needs of the department, college, and university.

Exceptions to typical workload assignments may be made on a case-by-case basis (e.g., faculty assigned to administrative responsibilities, recipients of grants and awards) through the Faculty Performance Agreement (FPA). The assignment of a faculty member to a workload configuration is made by the department chair or college dean, in consultation with the faculty member, and should reflect the faculty member's long-term career objectives and performance abilities, as well as the needs and objectives of the EECE and the Bagwell College of Education (BCOE). Performance reviews will be made considering the faculty member's success in achieving the requirements of the assigned workload configuration during the evaluation period. Any evaluation of faculty performance for the purposes of tenure, promotion, or post-tenure review, which covers such a time of workload reassignment, will be undertaken recognizing the length of time that the faculty member was assigned to each specific workload configuration – scholarship productivity will be assessed in relation to a weighted average of the expectations

and other forms of scholarship for the respective workload configurations as described in Table I. Note: The metrics presented in this table represent the minimum expectations.

**See Moving Between Workload Configurations on Page 9 for more details.

WORKLOAD CONFIGURATIONS

1. TEACHING EMPHASIS

The “Teaching Emphasis” configuration is for faculty members who possess primary talents and interests related to teaching and instructional development. **Faculty on this configuration cannot get tenure and/or promotion to Associate or Full Professor.**

To meet expectations on this configuration, a faculty member must demonstrate highly effective teaching, supervising, and mentoring of students. A faculty member on this configuration is required to be engaged in significant scholarly teaching activities. Examples of scholarly teaching activities include, but are not limited to: (1) updating the content of a course after reviewing research articles in discipline-based journals and attending presentations at professional meetings; (2) attending sessions at professional meetings focused on pedagogical issues, reviewing interdisciplinary articles on pedagogies, and attending/participating in on-campus teaching workshops, which motivate the instructor and results in trying new pedagogies in an effort to deliver course content more effectively and efficiently; (3) collecting feedback from students using diverse classroom assessment techniques and modifying course content and pedagogies based on this feedback; and/or (4) collecting feedback from peers and modifying course content and pedagogies based on this feedback.

Faculty on this configuration, including lecturers and senior lecturers, are expected to engage in an appropriate level of service as described in Table I, if applicable.

Faculty on this configuration, including lecturers and senior lecturers, are required to demonstrate performance in professional/scholarly activities. As specified in Table I, a faculty member on the “Teaching Emphasis” configuration meets expectations of this requirement by engaging in one professional engagement activity per annual review period.

2. BALANCED TEACHING

The “Balanced Teaching” configuration is for faculty members who desire a focus on teaching and a balance of scholarship and service.

In addition to effective teaching and an appropriate level of service, a faculty member on this configuration should engage in ongoing scholarship activities. As specified in Table I, a faculty member on the “Balanced Teaching” configuration satisfies this requirement by achieving a rolling 5-year total of scholarship and creative activities and by regularly participating in high quality scholarly activities in research (at least one peer-reviewed conference presentation a year).

3. TEACHING – SCHOLARSHIP/CREATIVE ACTIVITY (SCA)

The “Teaching – Scholarship/Creative Activity” configuration is for faculty members who desire a focus on teaching, with an increased focus on scholarship and reduced service.

In addition to effective teaching and an appropriate level of service, a faculty member on this configuration should engage in ongoing scholarship activities. As specified in Table I, a faculty on the “Teaching – SCA” configuration satisfies this requirement by achieving a rolling 5-year total of scholarship and creative activities and by regularly participating in high quality scholarly activities in research (at least one peer-reviewed conference presentation a year).

4. SCHOLARSHIP/CREATIVE ACTIVITY (SCA) EMPHASIS

The “Scholarship/Creative Activity Emphasis” configuration is for faculty members who desire a balance of teaching and scholarship, but with a significant focus on scholarship.

In addition to effective teaching and an appropriate level of service, a faculty member on this configuration should engage in a significant amount of scholarship activities. As specified in Table I, a faculty member on the “SCA” configuration satisfies this requirement by achieving a rolling 5-year total of scholarship and creative activities as specified and by regularly participating in high quality scholarly activities in research (at least one peer-reviewed conference presentation a year). Some faculty members on this configuration may be partially involved with the doctoral program (including that of dissertations). If this is the case, service expectations for such faculty will be formulated considering the extent of any such participation and any other doctoral program related service activities.

5. SIGNIFICANT DOCTORAL MENTORING

The “Significant Doctoral Mentoring” configuration is for faculty members who have extensive engagement on doctoral mentoring by chairing and/or serving on dissertations. This model is restricted to faculty who: a) have Graduate Faculty Status; b) chair at least three and/or serve on at least five dissertation committees per academic year, and; c) show continuous progress in mentoring doctoral candidates (i.e., documenting contribution to student progress) and d) show continuous scholarship productivity. Faculty chairing three (3) doctoral dissertations or serving on five (5) dissertation committees or a combination of chairing/serving on five (5) committees will be eligible for a one-time course reassignment equivalent to 10% of the annual faculty workload. This release can be taken in negotiation with the Department Chair and approval by the Dean.

In addition to effective teaching and an appropriate level of service, a faculty member on this configuration should engage in ongoing scholarship activities. As specified in Table I, a faculty member of the “Significant Doctoral Mentoring” configuration satisfies this requirement by achieving a 5-year average of scholarship and creative activities and by regularly participating in high quality scholarly activities in research (at least one peer-reviewed conference presentation a year).

Credit for the supervision of undergraduate research or delivery of a credit-bearing independent study will be determined at the department level and approved by the Dean.

6. TEACHING – SERVICE BALANCE

The “Teaching-Service Balance” configuration is primarily for faculty members who serve as program coordinators.

In addition to effective teaching and an appropriate level of service, a faculty member on this configuration should engage in effective program coordination activities (see applicable Program Coordinator Descriptions) and ongoing scholarship activities. As specified in Table I, a faculty member on the “Teaching – Service” configuration satisfies the scholarship requirement by achieving a 5-year average of scholarship and creative activities and by regularly participating in high quality scholarly activities in research (at least one peer-reviewed conference presentation a year).

MOVING BETWEEN OR WITHIN WORKLOAD CONFIGURATIONS

A potential change in faculty classification or a movement within or between workload configurations can occur and may be initiated by either the faculty member or the department chair during the annual review meeting. A faculty member may request such a reassignment at his/her discretion by submitting a formal letter to the department chair. This letter should include: (1) an explanation of why the requested reassignment is in the best interest of his/her own career development and the goals and priorities of the department; (2) evidence of relevant productivity (e.g. scholarship) consistent with the expectations of the desired workload configuration; (3) and a clear agenda and prospects for continuing this level of performance in the coming years. Similarly, the department chair may request such a reassignment if the faculty member has been performing below the expectations of the current workload configuration over the most recent three-year period, based upon assessments made as part of the annual review process or as part of the tenure, promotion, or post-tenure review process.

If following the initiation of such a configuration change request by either a faculty member or department chair, the other party objects to the requested reassignment, then the Dean of the college will make the final decision. Any such reassignment would take effect in the earliest feasible semester given scheduling constraints (no later than the start of the next calendar year).

Table I

Performance Area **	Workload Configuration*					
	(1)	(2)	(3)	(4)	(5) ***	(6) ****
	Teaching Emphasis	Balanced Teaching	Teaching – SCA	SCA Emphasis	Significant Doctoral Mentoring	Teaching – Service
	70%-0%-30% 90%-0%-10%	60%-20%-20%	60%-30%-10%	40%-40%-20%	60%-20%-20% 60%-30%-10%	40%-20%-40%
Teaching, Supervision & Mentoring	7 courses/year 9 courses/year	6 courses/year	6 courses/year	4 courses/year	5 courses/year + 1 course for doctoral mentoring	4 courses/year
	Demonstrated effective teaching and significant levels of scholarly teaching activities	Demonstrated effective teaching and scholarly teaching activities	Demonstrated effective teaching and scholarly teaching activities	Demonstrated effective teaching and scholarly teaching activities	Demonstrated effective teaching and scholarly teaching activities	Demonstrated effective teaching and scholarly teaching activities
Scholarship & Creative Activities (SCA) ¹	Other forms of scholarship or professional/scholarly activities	<ul style="list-style-type: none"> Present research at local, regional, national, or international conferences, with one peer-reviewed presentation within a one-year period. At least two (2) reputable, peer- 	<ul style="list-style-type: none"> Present research at local, regional, national, or international conferences, with one peer-reviewed presentation within a one-year period. 	<ul style="list-style-type: none"> Present research at local, regional, national, or international conferences, with one peer-reviewed presentation within a one-year period. 	<ul style="list-style-type: none"> Present research at local, regional, national, or international conferences, with one peer-reviewed presentation within a one-year period. 	<ul style="list-style-type: none"> Present research at local, regional, national, or international conferences, with one peer-reviewed presentation

¹ Metrics for evaluating the quality and significance of SCA will be delineated in P & T guidelines (e.g., authorship, conference/journal rankings, impact factors, acceptance rates, readership, reputation, dissemination, recognition by peers in the field).

		reviewed products (one must be a peer-reviewed manuscript) within a five (5) year period	<ul style="list-style-type: none"> At least three (3) reputable, peer-reviewed products (two must be peer-reviewed manuscripts) within a five (5) year period 	<ul style="list-style-type: none"> At least four (4) SCA (three must be peer-reviewed manuscripts) within a five (5) year period 	<ul style="list-style-type: none"> At least two (2) reputable, peer-reviewed products (one must be a peer-reviewed manuscript) within a five (5) year period (20% SCA) 	<ul style="list-style-type: none"> within a one-year period. At least two reputable, peer-reviewed products (one must be a peer-reviewed manuscript) within a five (5) year period
Professional Service²	<ul style="list-style-type: none"> Attendance at department meetings, BCOE meetings, and EPP meetings One (1) to three (3) significant department, college, university or professional service activity per year 	<ul style="list-style-type: none"> Attendance at department meetings, BCOE meetings, and EPP meetings At least two (2) significant department, college, university or professional service activities per year 	<ul style="list-style-type: none"> Attendance at department meetings, BCOE meetings, and EPP meetings At least one (1) significant department, college, university or professional service activity per year 	<ul style="list-style-type: none"> Attendance at department meetings, BCOE meetings, and EPP meetings At least two (2) significant department, college, university or professional service activities per year 	<ul style="list-style-type: none"> Attendance at department meetings, BCOE meetings, and EPP meetings Intensive doctoral mentoring At least two (2) significant department, college, university or professional service activity per year 	<ul style="list-style-type: none"> Attendance at department meetings, BCOE meetings, and EPP meetings Effective program coordination At least two (2) significant department, college, university or professional service activities per year

* The workload of a faculty member is negotiated by the faculty and the chair with approval of the Dean during the Faculty Performance Agreement (FPA) process.

** Faculty on configurations other than that of doctoral mentoring are encouraged to participate on dissertation committees and can use this involvement to partially fulfill service expectations.

*** Faculty who have extensive involvement chairing/co-chairing and/or serving on serving as members of dissertation committees

**** This option is primarily, but not exclusively, for program coordinators.

² 10% Professional Service = 120 hours per year. Metrics for evaluating the quality and significance of Professional Service will be delineated in P & T guidelines (e.g., service role, meaningful contributions, time spent engaged in service activity, impact of service activity, awards/recognitions, work with P – 12 and/or community partners)

VI. General Expectations of Faculty

The Department of Elementary and Early Childhood Education requires a baseline of service and expectations of professional performance from all faculty members, as outlined in the College guidelines and Faculty Handbook Section 2.4. This baseline of service additionally includes:

- Attending required Department, College and University meetings, seminars, and graduation;
- Working effectively with colleagues on appropriate ad hoc and chartered committees;
- Meeting with students and members of the community on issues related to the mission of the Department and College; and
- Contributing ideas and effort to improve department offerings and functions

VII. Review and Evaluation of Faculty Performance

The Department of Elementary and Early Childhood Education (EECE) has appropriate, discipline-specific guidelines informing colleagues and new faculty members of evidence required to demonstrate expectations in each area of faculty performance. These guidelines are consistent with the KSU policies on required review, promotion, and tenure considerations, and faculty performance (see KSU Faculty Handbook 3.3, 3.4). They also adhere to the mission, goals, and philosophy of the workload guidelines as approved by KSU, as well as USG Board of Regents Policies. In addition, the departmental guidelines reflect the values, mission, and vision of the Bagwell College of Education as stated in its guidelines document for promotion and tenure. Further consideration of appropriate guidelines at the level of the department allows for flexibility of faculty in the EECE to achieve excellence in programs specific to the Department's mission and goals.

A. Expectations and Responsibilities

Individual faculty are hired for specific instructional responsibilities, which may vary with their discipline and as determined by the faculty member's FPA. Typically, these include teaching specific courses, and may also involve supervising student teaching and clinical experiences. Although mentoring of students and colleagues is an important ancillary activity for most faculty, KSU holds no specific expectation that faculty will engage in explicit mentoring activities unless that expectation is established in the faculty member's FPA. Regardless of a faculty member's specific instructional responsibilities, there are basic expectations of professional faculty performance. These expectations typically fall in the categories defined in Section IV of this document. Workload agreements will determine which categories of performance will be evaluated.

In order to meet "Basic Requirements," the faculty member must complete the minimal criteria as outlined in Table I. Additionally, all Faculty are expected to meet expectations as outlined wholly in the KSU Faculty Handbook Section 2.4.

Noteworthy performance is evidenced by exceeding expectations in current rank and providing compelling indicators regarding quality and significance.

B. Faculty Review Process

The role(s) upon which each faculty member will be evaluated will be outlined in his or her Faculty Performance Agreement (FPA). This agreement will be developed in consultation with the faculty member's supervisor(s), who will have the responsibility to negotiate, assign, and coordinate the distribution of the various activities of individual faculty to assure that the collective work of the department, college, and University is accomplished. 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 FPA lists the faculty member's goals and priorities for a period agreed upon by the faculty member and his or her supervisor(s) to fit current and anticipated circumstances. The FPA must:

- Clarify the general responsibilities and relative emphasis of the individual in teaching, scholarship and creative activity, and professional service;
- Articulate the manner in which the faculty member's activities relate to the departmental and college mission and goals;
- Identify the expectations for scholarly activity in all of the faculty member's performance areas;
- Identify the performance area(s) that will include scholarship expectations and describe those expectations.

The Annual Review Document (ARD) addresses the achievements of the FPA. Information about the ARD can be found in the KSU Faculty Handbook Section 3.12.

VIII. Interpretations and Adaptations for the University's General Expectations by Rank, Taking into Account the Contextual Nature of the Department

For each of the faculty ranks described below, examples of activities appropriate for each rank are listed in Tables II, III, and IV. These are meant to be examples only and in no way represent an all-inclusive list. Faculty members at all ranks should seek a mentor within the Department (if the Department does not assign one to him/her) to help him/her fully understand the expectations for earning promotion and tenure. A complete discussion of faculty positions, promotion, and tenure can be found in the KSU Faculty Handbook. The department concurs with the general statements summarized in the *General Expectations for Promotion, Tenure, and Post-Tenure Review* and *General Expectations for Faculty Performance in Different Ranks* of the Handbook sections 3.5-3.11. **Note: Effective Fall 2018, faculty must be promoted to Associate before being tenured.**

A. Tenure-Track Faculty

1. Assistant Professors

Assistant Professors ordinarily hold the earned doctorate or terminal degree in their fields of specialization. A rare exception to this requirement may be made when there is

evidence of outstanding achievements and professional recognition in the candidate's field of expertise. In most fields, the doctorate will be expected. Adapting to the expectations of the academy and of KSU and getting established in one's scholarly work are typically the primary concerns of an assistant professor. A typical pattern of effective and productive scholarly work for the assistant professor is one that begins modestly in the early years, perhaps with a limited or local significance, and expands in depth, focus, significance, recognition, and productivity in later years.

2. Associate Professors

Associate professors extend the scope of their influence to the broader community on state, regional, national, and international levels. Associate professors advance as professionals and more clearly define their performance in teaching, scholarship and creative activity, and professional service. They engage in scholarship of quality and significance and fulfill all general expectations of and provide leadership for the department, college, and/or university.

3. Professors

Professors are experienced and senior members of the faculty who have become highly accomplished in their scholarly activities. They are faculty whose careers have advanced to mature and high levels of effectiveness and productivity. Professors have strong records of contribution to and leadership in their respective areas of emphasis. A professor is typically characterized as a leader, mentor, scholar, expert, and/or distinguished colleague. Professors make significant contributions to knowledge as a result of their scholarly work, whether demonstrated through the scholarly work of scholarship and creative activity, teaching, or professional service.

B. Non-Tenure Track

1. Lecturer and Senior Lecturer

In most cases, the responsibilities of lecturer are devoted primarily to teaching and/or supervising students in school settings and are therefore expected to be highly effective in these areas. The specific responsibilities may be individualized based on the needs of the department or college and must be specified in the FPA. Lecturers show a commitment to education through reflecting upon and refining their teaching, supervising, and mentoring of students. The lecturer position is not a tenure-track position. There are no expectations for scholarship and creative activity for lecturers.

2. Clinical Faculty

Clinical faculty positions are non-tenure track faculty positions with professorial rank. That is, there are ranks of Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor, but by BOR policy, clinical faculty members are not eligible for the award of tenure.

These department guidelines should be read in conjunction with the KSU Faculty Handbook. In the EECE Department, clinical faculty members are typically hired because of these faculty members' practical experiences in elementary and early

childhood education. They have as their primary responsibility the direct supervision of field experiences of prospective teachers (teaching area) or administration of those field experiences or field experience placements (professional service area). The Faculty Performance Agreement (FPA) establishes the supervising or administration workload and expectations for the clinical faculty positions. For clinical faculty involved in the direct supervision of field experiences for which they serve as the instructor of record for credit courses, the typical workload expectation is 80% teaching (12 credit hours per semester) and 20% professional service. For clinical faculty involved in the administration of field experiences or field experience placements, the typical workload expectation is 80% professional service (including administration) and 20% teaching. There are no expectations in the area of scholarship and creative activity for clinical faculty unless they are agreed to in an approved FPA. The expectations enumerated in this section apply to clinical faculty involved in *clinical* activities, with that term being interpreted liberally so as to encompass various field-based professional activities related to the educational programs in the EECE Department.

The schedule for required and optional reviews is specified in the KSU Faculty Handbook. The faculty member must document the quality and significance of all reviewed activities. Satisfactory annual, third-year, and multi-year reviews are based upon the faculty member meeting the specified descriptions and expectations at the current rank. Applications for promotion are based upon the faculty member exceeding the descriptions and expectations of the current rank and satisfactorily meeting the specified descriptions and expectations at the higher rank being applied for.

a. Clinical Assistant Professor

Clinical Assistant Professors are adapting to the expectations of the academy and KSU and getting established in the clinical specialty area. A pattern of effective and productive on-campus and off-campus contributions in clinical, educational, and/or professional settings in the discipline begins modestly, perhaps with a limited focus or local significance. These contributions expand in depth, focus, significance and recognition, and productivity over time. There are no expectations for scholarship and creative activity.

b. Clinical Associate Professor

Clinical Associate Professors make contributions to knowledge as a result of their clinical specialty contributions. These on-campus and off-campus contributions occur in clinical, educational, industrial, and/or professional settings. The professional identities of clinical associate professors should become more advanced, more clearly defined, and more widely recognized as their careers progress. The faculty member establishes a strong record of clinical accomplishments with broad impact and recognition within and beyond the university. There are no expectations for scholarship and creative activity.

c. Clinical Professor

Clinical Professors are experienced and senior members of the faculty who have become highly accomplished in their clinical specialty area. They are faculty whose

careers have advanced to mature and high levels of effectiveness and productivity. Professors have strong records of contribution to and leadership in clinical specialty areas. These contributions are in on-campus and off-campus work in clinical, educational, industry, and/or professional settings. Clinical Professors are typically characterized as leaders, mentors, and experts in their clinical specialty area and these accomplishments merit regional, national or international attention and recognition. Clinical Professors continue to grow and develop in their clinical specialty area. There are no expectations for scholarship and creative activity.

IX. Multi-Year Reviews

A. Committee Structure and Process

Department committees are elected by the tenure-track faculty of the department. They must have a minimum of three tenured faculty members and have an FPA that specifies 30% or less in the area of Administration outside the department.

- There is a single department committee with a minimum of 3 voting members at appropriate rank for each portfolio (committees can borrow faculty from other departments if needed).
- Only Full Professors can vote on a candidate's promotion to Full Professor.
- Both Associates and Full Professors can vote on a candidate's promotion to Associate Professor. Associate Professors are to recuse themselves from all discussions and voting on a candidate's promotion to Full.
- Full professors are expected to serve on P & T committees as required on an ad hoc basis.
- The vote tally for and against recommending promotion and/or tenure is to be recorded on the coversheet (but not names of individuals casting those votes).

B. Department Chairs

Department Chairs who are Associate Professors may review the portfolio of any faculty member regardless of rank.

C. Pre-Tenure Review

The first of the two parts of the tenure review process is a pre-tenure review that takes place in the third year of a tenure track faculty member's appointment. All tenure track faculty eligible for tenure must receive a pre-tenure review during their third year of appointment to that tenure track position. For these faculty, the purpose of this pre-tenure review is to assist faculty members in determining whether they are making appropriate progress toward tenure and to assess the individual's current readiness toward tenure. The pre-tenure review does not constitute a tenure decision, but rather, provides feedback to the faculty member as to his or her strengths and weaknesses. At each level of the review, a summary letter will be produced that describes in detail how the faculty member is progressing toward meeting or not meeting the expectations for tenure. The letter will also include specific suggestions for maintaining and enhancing further preparations for a successful tenure decision in the future. These pre-tenure review letters and the descriptive assessments they contain become part of the individual's portfolio for the later review.

D. Post-Tenure Review

At the appointed time listed in the faculty member's contract, faculty members may go up for promotion to the next level. However, there are times when the faculty member may choose to wait to go up for promotion or may have been promoted to the maximum level of promotion possible for their rank. According to the Board of Regents Policy Manual 8.3.5.4 and the Academic & Student Affairs Handbook 4.6, all faculty who have achieved tenure must go through a post-tenure review process after five full years of the most recent promotion or personnel action. The purpose of this review is to help the tenured faculty strengthen the impact of their work and acknowledge their accomplishments after awarded tenure. It also provides the opportunity to inform the tenured faculty of strengths and weaknesses in his or her performance so that growth may continue.

The initial process of the post-tenure review includes faculty member submission of the most recent five annual evaluations or ARDs and a current curriculum vita to the College P and T committee. The KSU Faculty Handbook has additional information about this process. Faculty members submitting post-tenure reviews must submit materials by the stated University timeline. Evidence submitted for post-tenure review will result in the faculty members achieving/ meeting or not meeting expectations. If a faculty member is found to not meet expectations, a formal faculty development plan must be written and developed. Details regarding the plan development, persons involved and expectations for faculty members are noted in the KSU Faculty Handbook, section 3.5.

E. General Guidelines for Preparation of the Portfolio by Rank

All faculty members who are considered for promotion, tenure, pre-tenure, or post-tenure review must prepare a portfolio for consideration by all involved in the formal review process. The guidelines for portfolio preparation are found in the KSU Handbook 3.12.

To initiate the review process, the faculty member submits his or her portfolio to the department office by the scheduled date in the fall semester. Failure to submit a required tenure portfolio at the required time will result in a negative tenure decision. The department has developed rubrics that clearly indicate what level of performance is necessary to meet the "noteworthy" and the "satisfactory" standard. Faculty applying for promotion and/or tenure are required to be noteworthy in two areas (including teaching) and satisfactory in the third. The rubrics utilized for the department are found in Section F.

1. Non-Tenure Track

a. Lecturers, Senior Lecturers, and Clinical Faculty

Lecturers and senior lecturers and clinical faculty must prepare a portfolio for promotion consideration and for multi-year reviews. A lecturer's and senior lecturer's portfolio contents will follow the same guidelines as that of tenured and tenure-track faculty who are reviewed for promotion and tenure, however, a lecturer or senior lecturer's portfolio will consist of a narrative, curriculum vita, and annual reviews as stipulated in the Faculty Handbook guidelines, with the addition of samples of teaching evaluations that demonstrate highly effective teaching and student learning. Non-tenure track faculty portfolio will be evaluated based on highly effective

accomplishments in two performance areas: 1) teaching, supervising, and mentoring of students and 2) professional service (related to teaching assignments).

2. **Tenure-Track**

a. External Letters: Effective Fall 2018 all tenured and tenure-track faculty or non-tenure track faculty with an FPA of 50% or more in scholarship who are seeking promotion and/or tenure are required to have external review letters in P&T portfolios following the policy and procedures outlined in the KSU Faculty Handbook 3.12.

For Administrators, additional evidence of the quality and significance of the faculty member's administration and leadership. Note: This section is appropriate only for those whose job is defined as involving *more than 50% of administrative duties*. These materials may include, but are not limited to, the following:

- Documentation indicating leadership assignments
- Evidence of program evaluation
- Supervisor, peer, and employee evaluations
- Copies of products developed
- External letters

F. Performance Planning & Evaluation Rubric for Promotion and Tenure

The following rubrics (Tables II, III, IV) will be used by reviewers to determine promotion and tenure. The rubric is also designed to help faculty members plan their professional activities leading to promotion and tenure. In making decisions about promotion and tenure, reviewers will examine the quality and significance of all submitted portfolio materials, including annual faculty performance agreements (FPAs), annual review documents (ARDs), university-required student course evaluations, and external letters, as specified by university and college policies.

Inherent within each rubric is that faculty will sustain their work in all of these competencies as described as they move through the ranks. Faculty members should always defend the quality and significance of their work across all categories. Quality refers to how well something measures to a standard or other similar works; Significance refers to the degree of impact something has, or how important it is to others. Faculty applying for promotion and/or tenure are required to be noteworthy in two areas (including teaching) and satisfactory in the third. Noteworthy is related to both quality and significance, and equivalent to exceeding expectations in current rank; satisfactory is also related to both quality and significance and is equivalent to meeting expectations for the current rank.

While reviewers can use first-hand knowledge of faculty members' work and a review of individual artifacts, decisions related to quality and significance will be primarily based on justifications in the faculty member's portfolio narrative. Annual faculty performance agreements (FPAs), annual review documents (ARDs), university-required student course evaluations, and external letters, as specified by university and college policies will serve as supporting documents and evidence to verify assertions in the portfolio narrative.

Please note that all faculty members are not required to address or provide evidence in each performance area. The portfolio evidence should reflect the workload configuration as outlined in the Faculty Performance Agreement (FPA). Additionally, faculty members must be meeting the expectations for his or her rank in each area of evaluation and must already be meeting the expectations of the next rank for promotion and tenure.

Table II: Rubric for Department of Elementary & Early Childhood Education Describing Criteria for Promotion and Tenure by Rank

Teaching, Supervision, and Mentoring of Students		
<p>Scholarly Activity Guidelines: Scholarly teaching is teaching that focuses on student learning and is grounded in research and literature. The aim of scholarly teaching is to make transparent how faculty members have made learning possible (Shulman). When preparing a portfolio for promotion, faculty must demonstrate proficiency at the level for which they are seeking promotion - this is equivalent to exceeding expectations for current rank. For the preparation of the portfolio, faculty members should collect artifacts demonstrating their scholarly efforts. Possible activities may include but are not limited to the following.</p> <p>NOTE: It is NOT expected that faculty members address each bulleted item—these are guidelines. It is the quality and significance of the faculty member’s scholarly activities that is pertinent.</p>		
Assistant Professor	Associate Professor	Full Professor
<p>Early in Rank:</p> <ul style="list-style-type: none"> • Begins to develop and articulate a philosophy of teaching, demonstrated in practice and documentation • Utilizes current methodology, technology, and resources consistent with an active involvement in one’s field of expertise and of a scholarly view of teaching • Assesses instructional effectiveness through multiple methods such as student evaluations and feedback, self-reflection, and the like and make changes or improvements in courses based on assessments of instructional effectiveness • Begins to mentor or supervise students in the department 	<p>Meet requirements for Assistant Professor and:</p> <ul style="list-style-type: none"> • Establish self as an experienced, excellent teacher and advisor • Has demonstrated mastery of teaching • Has begun to establish herself or himself as a leader in instructional and educational initiatives, such as major course or curriculum revisions, developing new course electives, online course development, employing new pedagogical strategies, service learning, incorporating undergraduates in research endeavors, receiving invitations for guest lecturing and speaking in areas of expertise, etc. • Contribute meaningfully to curricular and instructional development, evaluation or reform in department through a combination of activities such as: 	<p>Meet requirements for Associate Professor and:</p> <ul style="list-style-type: none"> • Has established himself or herself as a highly effective and highly accomplished teacher, supervisor, and mentor • Serves as a leader in curricular and instructional development and evaluation of the department through activities such as: <ul style="list-style-type: none"> ○ Designing innovative instructional practices ○ Leading or making significant contributions to department, college, or EPP-level efforts related to course revisions, program revisions, program development, evaluation, or accreditation activities.

<ul style="list-style-type: none"> • Other specific expectations are outlined in Table I. <p>Later in Rank:</p> <ul style="list-style-type: none"> • Continues to develop and refine effectiveness as an instructor, maintaining currency in instructional context and delivery by updating and revising course content and plans. • Increases role in mentoring and supervising students • Other specific expectations are outlined in Table I. 	<ul style="list-style-type: none"> ○ Revising course content, syllabi, and/or assessments to reflect evolving certification/accreditation requirements ○ Developing new courses in accordance with state and national accreditation standards. ○ Developing an online course according to online course review standards. ○ Providing sustained, high-quality support to part-time instructors. 	<ul style="list-style-type: none"> ○ Leading or making significant contributions to other activities that improve instructional programs at the department, college, or EPP-level <ul style="list-style-type: none"> • Has been recognized as a leader in the field and provides consultation and/or professional development for KSU partners.
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Scholarship and Creative Activity

Scholarly Activity Guidelines: Scholarship and creative activity should be conducted in academic settings, grounded within a theoretical framework, and rigorous in methodology. The primary aim of scholarship and creative activity is to impact the professional community by building upon shared concerns. When preparing a portfolio for promotion, faculty must demonstrate proficiency at the level for which they are seeking promotion - this is equivalent to exceeding expectations for current rank. For the preparation of the portfolio, faculty members should collect artifacts demonstrating their scholarly efforts. Possible activities may include, but are not limited to the following.

NOTE: It is NOT expected that faculty members address each bulleted item—these are guidelines. It is the quality and significance of the faculty member’s scholarly activities that is pertinent.

Assistant Professor	Associate Professor	Full Professor
<p>Early in Rank:</p> <ul style="list-style-type: none"> • Presents at local or state juried conferences, professional societies, or organizations • Establishes and maintains an active research agenda 	<p>Meet requirements for Assistant Professor and:</p> <ul style="list-style-type: none"> • Present at highly-respected, refereed state, regional, or national juried conferences, professional societies, or organizations (such as AACE, 	<p>Meet requirements for Associate Professor and:</p> <ul style="list-style-type: none"> • Present at national, or international juried conferences, professional societies, or organizations

<ul style="list-style-type: none"> • Seeks mentorship with research agenda • Other specific expectations are outlined in Table I. <p>Later in Rank:</p> <ul style="list-style-type: none"> • Productivity in scholarship is evidenced by published work such as articles, books, and chapters with individual or joint authorship in refereed publications. 	<p>AACTE, AERA, SERA, SITE, NAEYC, SECA, ILA, NCSS, ISTE, NCTM, NCTE, NACS, ASCD, NARST, NSTA, and others) on average at least once a year showing patterns of broad dissemination reaching national and/or international audiences</p> <ul style="list-style-type: none"> • Generate published work, such as articles, books, and chapters with individual or joint authorship in refereed publications. • Continued involvement in scholarship and creative activity, such as action research, basic research, or funded grants (must have been reviewed). • Other specific expectations are outlined in Table I. 	<ul style="list-style-type: none"> • Established record of productivity in scholarship, as evidenced by contributions of significance with publications and presentations • Invitations for guest lecturing and speaking on areas of expertise • Create programs and activities that through data analysis and research provide a significant impact on the community. • Receiving awards for your research and/or creative activities • Demonstrate impact of research and/or creative activities on P-12 schools, teacher preparation, and/or knowledge in the field of expertise
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Professional Service

Scholarly Activity Guidelines: Scholarly service is outreach or engagement by faculty for the purpose of contributing to the public good. Contributions to the public good may include faculty work that contributes to solutions to complex societal problems, to the quality of life of Georgia’s citizens, and to the advancement of public higher education. In the case of service to the public schools, the intent should be for the improvement of teaching quality and student learning.

Scholarly service can move toward scholarship as it meets some or all of the following criteria: the service is documented as intellectual work, there is evidence of significance and impact from multiple sources, there is evidence of individual contributions, there is evidence of leadership, there is dissemination through peer-reviewed publications or presentations, there is peer review of the professional service. When preparing a portfolio for promotion, faculty must demonstrate proficiency at the level for which they are seeking promotion - this is equivalent to exceeding expectations for current rank. For the preparation of the portfolio, faculty members should collect artifacts demonstrating their scholarly efforts. Possible activities may include but are not limited to the following.

NOTE: It is NOT expected that faculty members address each bulleted item—these are guidelines. It is the quality and significance of the faculty member’s

scholarly activities that is pertinent.		
Assistant Professor	Associate Professor	Full Professor
<p>Establish a foundation for professional service in area of expertise</p> <p>Early in rank:</p> <ul style="list-style-type: none"> • Maintains active participation in appropriate professional organizations • Demonstrates engagement in public schools, early learning environments and/or community organizations • Other specific expectations are outlined in Table I. <p>Later in rank:</p> <ul style="list-style-type: none"> • Participation in college or university level committees. Service activities should show a progression from participation to leadership. • Serve and contribute meaningfully on department committees. • Engage in shared governance, committee work, and decision-making processes at the college and/or university levels. • Engage in state, regional, national, or international professional organizations aligned to areas of expertise and interests. • Establish goals and seek opportunities for professional service. 	<p>Establish a record of applying professional knowledge to service activities in area of expertise</p> <p>Meet requirements for Assistant Professor and:</p> <ul style="list-style-type: none"> • Contributes meaningfully as a member and leader of committees and task forces at the departmental, college, EPP, community, state, and/or national levels • Contribute meaningfully to the revision of existing programs • Contributes meaningfully to the development and implementation of new programs • Mentors junior faculty • Other specific expectations are listed in Table I. • Contribute to local, regional, state, or national/international professional organizations through a combination of activities such as: <ul style="list-style-type: none"> ○ Reviewing grant proposals. ○ Reviewing articles or manuscripts for publication. ○ Reviewing conference proposals for state, regional, national, and/or international conferences or contributing to 	<p>Display a sustained, and increasingly significant record of applying professional knowledge to service activities in area of expertise</p> <p>Meet requirements for Associate Professor and:</p> <ul style="list-style-type: none"> • Make substantial contributions as a leader, coordinator, initiator, or mentor in major committees of task forces, campus or community organizations, projects and initiatives, administrative positions, and/or state, regional, or national professional organizations • Leadership on national/international level in professional organization(s) • Demonstrate initiative and leadership in establishing collaboration with local educational and community agencies to further the goals and mission of the Department • Mentor Junior Faculty with research agenda • Assume departmental leadership roles appropriate for a tenured professor, building a sustained, significant service record of positive impact on departmental programs, decision-making, and/or shared governance. • Assume leadership roles at the college or university level that yield positive

	<p>a conference program in other ways.</p> <ul style="list-style-type: none"> ○ Contributing to other types of events or initiatives sponsored by an organization. ○ Participating in and contributing to a special interest group, committee, task force, professional learning community, or network sponsored 	<p>impact on programs, decision-making, and/or shared governance.</p> <ul style="list-style-type: none"> ● Provide leadership to the profession at local school, state, national and/or international levels through a combination of activities such as: <ul style="list-style-type: none"> ○ Playing a significant role in helping a school or school district advance the effective use of technology to support P-12 student learning. ○ Assuming a leadership role, in an organization, conference, special interest group, committee, task force, professional learning community, or network ○ Serving on and contributing to a governing board or other high-level, decision-making body. ○ Leading new initiatives that improves or expands the professional learning options of an organization. ○ Participating in service activities that impact state, national or international level programs or policy related to P-12 education through government organizations or task forces.
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Table III: Rubric for Clinical Faculty Describing Criteria for Promotion in Areas of Teaching, Mentoring, Supervising and Service

Teaching, Mentoring and Supervision		
Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor
<ul style="list-style-type: none"> • Mentors candidates in classroom, field-based, and clinical settings. • Recognized as an excellent teacher through candidate and peer evaluations. • Responsive to candidate, peer and administrative feedback • Other specific expectations are outlined in Table I 	<p>Meet Clinical Assistant Professor requirements and:</p> <ul style="list-style-type: none"> • Provides leadership in teaching/mentoring or clinical practice. • Provides leadership and/or consultation to schools and teachers 	<p>Meet Clinical Associate Professor requirements and:</p> <ul style="list-style-type: none"> • Provides significant leadership in teaching/mentoring or clinical practice
Professional Service		
Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor
<ul style="list-style-type: none"> • Participates on committees within a department or college. • Develops and maintains positive relationships with clinical or field based organizations • Participates in a professional organization. • Other specific expectations are outlined in Table I. 	<p>Meet Clinical Assistant Professor requirements and:</p> <ul style="list-style-type: none"> • Provides leadership on department, college or university committees. • Provides leadership and/or consultation to schools and teachers. • Participates in a national professional organization. 	<p>Meet Clinical Associate Professor requirements and:</p> <ul style="list-style-type: none"> • Demonstrates significant leadership in committees at the department, college and university levels • Provides leadership in a national or international professional organizations • Consults with other institutions or agencies on educational issues.

Table IV: Rubric for Lecturers/Senior Lecturers Describing Criteria For Promotion in the Performance Area of Teaching, Mentoring, Supervising and Professional Service

Teaching, Mentoring and Supervision	
Lecturer	Senior Lecturer
<ul style="list-style-type: none"> • Effectively instructs, supervises and mentors candidates in classroom, field-based, and/or other clinical settings. • Demonstrates excellence in teaching through candidate and peer evaluations (for example, a majority of “good” and “excellent” candidate ratings; demonstrated evidence of substantive planning, organization and student engagement, as observed by peers). • Demonstrates responsiveness to candidate, peer, and administrative feedback. • Other specific expectations are outlined in Table I. 	<p>Meet lecturer requirements and:</p> <ul style="list-style-type: none"> • Five successful years of teaching. • Demonstrates a successful record of teaching and service in their teaching field. • Mentors other lecturers/faculty/staff regarding teaching courses within their field.
Professional Service	
Lecturer	Senior Lecturer
<ul style="list-style-type: none"> • Participate on committees within the department or college. • Participate in a professional organization. • Other specific expectations are outlined in Table I. 	<p>Meet Lecturer requirements and:</p> <ul style="list-style-type: none"> • Lead or co-lead department committees as appropriate.

X. Revisions to Departmental Guidelines

The Department of Elementary and Early Childhood Education Promotion and Tenure Committee shall periodically review the Department Guidelines and make recommendations to the EECE Department Faculty Council (DFC). After the DFC approves the P & T Committee policy revision recommendations, the recommendations will be presented to the department faculty for approval with a simple majority vote to indicate approval.