

**STATEMENT OF PHILOSOPHY AND GUIDELINES
FOR FACULTY PERFORMANCE, PLANNING, AND
EVALUATION
(Promotion and Tenure Guidelines)**

**Coles College of Business
Kennesaw State University**

Approved by vote of the Coles College Faculty

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CHAPTER 1: INTRODUCTION

The purpose of this document is to provide an overview of the strategic philosophy of the Michael J. Coles College of Business (a.k.a. Coles College) and the standards for evaluation of faculty performance related to that philosophy. Specifically, the purpose of this document is to outline performance expectations for retention and promotion and tenure of a qualified body of faculty to appropriately support the goals of the Coles College and the University. The workload options and related performance standards were developed by integrating the Coles College Core Values, Mission and Vision, Ethical Conduct and Diversity philosophies, accreditation standards, quality standards of scholarship, and scholarly activities of peer and aspirant institutions. Future revisions to this document will be made in consultation with the College Faculty Review Committee, the Coles College faculty, the Dean, the Provost, and voted on at all required levels.

All guidelines must adhere to University System of Georgia (USG) policy and Kennesaw State University (KSU) guidelines and policy. If any information contained in the college or department promotion and tenure guidelines contradicts the USG policy or the *KSU Faculty Handbook*, USG policy and the KSU guidelines and policy will supersede the college guidelines.

SECTION 1.1 VISION STATEMENT

The Coles College aspires to be the preferred provider of flexible business education and relevant research and practice valued by the marketplace.

SECTION 1.2 MISSION STATEMENT

Our mission at the Coles College of Business is to offer educational programs that provide students with exceptional value; sustain a teaching and research environment that attracts and retains a diverse pool of high-quality faculty and staff; and support talent development in the business community we serve. We will be highly respected in both the academic and business communities by achieving prominence in selected areas and contributing to sustained regional economic growth.

We will achieve our mission by fostering effective and committed teaching, student career preparation and enhancement, research that is impactful and extends knowledge, and proactive engagement with the business community.

SECTION 1.3 STATEMENT ON ETHICAL CONDUCT

The Coles College's reputation for distinction is sustained by a commitment to foster excellence in an environment of collegiality, integrity, and responsible action. Administrators, faculty, staff, students, and others acting on behalf of the Coles College are expected to uphold the highest ethical values by observing applicable policies, practices, regulations, laws, and professional standards. When ethical dilemmas arise, administrators, faculty, staff, and students should refer to the *University Handbook*, *KSU Faculty Handbook*, *Employee Handbook*, and the *Student Code of Conduct* for guidance.

SECTION 1.4 STATEMENT ON DIVERSITY

The Coles College is committed to fostering diversity by providing a supportive environment for its students, faculty, and staff and to cultivating a culture that respects all differences. The Coles College emphasizes diversity, in all its forms, across all programs. This diversity requires a sustained effort to recruit and develop qualified faculty and staff from various backgrounds; curriculum and pedagogical approaches that provide exposure to different ways of thinking; and a work setting that values diverse contributions and fosters mutual respect and teamwork.

SECTION 1.5 ALIGNMENT OF MISSION WITH ACCREDITING AGENCIES

Kennesaw State University and the Coles College are accredited by the Association to Advance Collegiate Schools of Business International (AACSB). Kennesaw State University is also accredited by the Southern Association of Colleges and Schools (SACS). The Coles College maintains a balance of activities that reflects the institution's commitment to both AACSB and SACS standards while preserving the mission, culture, and academic philosophies of the College and the University.

CHAPTER 2: OVERVIEW OF FACULTY PERFORMANCE, PLANNING, AND EVALUATION

These faculty performance guidelines adhere to the mission and philosophy of the Coles College and fall within the framework of KSU's policies on required review, promotion, and tenure considerations (see *KSU Faculty Handbook*). Guidelines described in this document provide the basis for planning, review, and direction for the development and presentation of accomplishments to others involved in the required review, promotion, tenure, and post-tenure review processes. Faculty are strongly encouraged to become familiar with the *KSU Faculty Handbook* as it provides further details and timelines for many of the processes contained herein. Guided by the policies and procedures established by KSU, reviews of the faculty at the Coles College are as follows:

- Annual review of faculty performance,
- Pre-tenure review in the third year for tenure-track faculty,
- Required review in the third year for non-tenure-track faculty,
- Review for tenure by the sixth year for tenure-track faculty with professorial rank,
- Post-tenure reviews every five years,
- Review for elective promotion (optional).

The situational context affecting performance expectations is defined in part by the workload option of the faculty member (see Chapter 3). Some faculty members are also assigned administrative responsibilities. Differences in talents, interests, and career stages imply that faculty members will demonstrate different levels and types of accomplishments within these performance components. This diversity among faculty members is both expected and encouraged and reflects the unique missions of the departments, the Coles College, and the university. Faculty members of the Coles College are expected to perform at different levels of scholarship and scholarly activities depending upon workload track. *Scholarly* is an umbrella term used to apply to faculty work in all performance areas (see *KSU Faculty Handbook* Section 3.4). *Scholarly* is an adjective used to describe processes faculty should use within each area. In this context, *scholarly* refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought. On the other hand, *scholarship* is a noun used to describe tangible products from the scholarly processes. This tangible product is disseminated in appropriate professional venues related to the performance area. In the process of dissemination, the product becomes open to critique and evaluation.

All faculty members must maintain professional decorum and perform all responsibilities in a constructive and cooperative manner. At a minimum, faculty members must be regularly available to students and colleagues; contribute to the institution through committee work; engage in curriculum development; and actively participate in departmental, college, and university activities.

As described in the *KSU Faculty Handbook* Section 3.3, the three basic performance areas in which faculty must be evaluated at KSU are teaching, scholarship and creative activity, and professional service. While faculty may focus in all areas of student success, they are to highlight activities promoting student success in at least one of these three areas in both their annual reviews and in

their multi-year reviews. The first step in this process being, in coordination with the Department Chair/School Director, to identify an area of emphasis (teaching, scholarship, or service) for student success efforts in the Faculty Performance Agreement.

Kennesaw State University is committed to the success of all its students. Student success is at the core of the University's mission and arises from those activities that help promote the academic and professional development and achievement of its undergraduate and graduate students. Those activities include, but are not limited to, "effective advising and mentoring; undergraduate and graduate research; other forms of experiential learning; engagement in other high impact practices; the development of student success tools and curricular materials; strategies to improve student career success; involvement in faculty development activities; and other activities identified by the institution to deepen student learning." (BoR *Faculty and Student Affairs Handbook* 4.4).

At KSU, student success is embedded within the three basic categories of faculty performance: teaching, scholarship and creative activity, and professional service. As such, their evaluation is also embedded within these categories. While faculty often engage in student success activities that span all three basic categories, they must demonstrate student success activities in at least one of the three categories. They can do this by including products of student success in their evaluation documents. Focusing in one area allows faculty to strategically target meaningful and impactful activities.

SECTION 2.1 TEACHING

As teachers, professors encourage the free pursuit of learning in their students. They strive to enhance student success. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

Effective teaching is a necessary condition for satisfactory performance. Consistent with university policy, evidence of teaching effectiveness may include, but is not limited to, the following:

- Maintaining currency of subject matter,
- Integrating course content with the theory and practice of business,
- Developing innovative courses, teaching materials, and instructional techniques,
- Determining appropriate learning objectives, acquired skills, and instructional outcomes,
- Designing course assessment vehicles and developing rubrics to measure learning,
- Developing and reviewing course objectives, and aligning course objectives with program goals,
- Measuring learning outcomes, reviewing findings, and identifying course modifications,
- Chairing, co-chairing, or serving as a reader for a doctoral student dissertation.

Evaluation of a faculty member's teaching, supervision, and mentoring effectiveness will be based upon student feedback surveys officially administered by the University and other additional evidence (addressing the areas described above and other areas referred to as scholarly teaching activities in the university guidelines). Documentation of teaching effectiveness should focus on both the quality and significance of a faculty member's contributions and should demonstrate growth and improvement over time. Course revisions and pedagogical changes in response to collected data reveal a commitment to continuous improvement and innovation in the classroom. Faculty teaching (with respect to course offerings and broad content) should support the strategies and objectives of the department and college (as stipulated by the Department Chair/School Director or course coordinator). Additionally, the receipt of teaching awards, evidence of handling diverse and challenging teaching assignments, grants for curriculum development, introduction of innovative teaching techniques, attendance at teaching seminars and workshops, publications of teaching-oriented articles, and contributions to the achievement of departmental teaching-related goals provide evidence of teaching effectiveness. Faculty who designated teaching as their area of focus for student success should report those student success activities that occur in teaching.

Examples of Student Success in Teaching most often, though not always, occur within a faculty member's teaching, supervision, and mentoring. Examples of student success in this area include faculty who advise or mentor students outside the classroom, employ forms of experiential learning, leading reading groups, sitting on dissertation committees, and other high impact practices in their classrooms, and/or apply professional development activities and initiatives offered by the institution or the USG to their work with students.

Department Chairs/School Directors shall work with faculty to address cases in which faculty members' student feedback survey results are consistently significantly below expectations or where there is other evidence of significant deficiencies in teaching quality.

SECTION 2.2 SCHOLARSHIP AND CREATIVE ACTIVITY

AACSB International standards state that intellectual contributions (scholarship) are original works intended to advance the theory, practice, and/or teaching of business. Further, they may have the potential to address issues of importance to broader society. Section 3.4 of the *KSU Faculty Handbook*, "Evaluation of the Quality and Significance of Faculty Scholarly Accomplishments" distinguishes between scholarship and scholarly activities and provides examples of each.

Basic or Discovery Scholarship is directed toward increasing the knowledge base and the development of theory. Outputs include but are not limited to publications in peer reviewed academic journals, research monographs, scholarly books, chapters in scholarly books, and working papers available via a working paper series or presented at research seminars.

(<https://www.aacsb.edu/-/media/documents/accreditation/business/standards-and-tables/proposed-2020-aacsb-business-accreditation-standards---final-draft---april-6-2020.pdf>)

Applied or Integrative/Application Scholarship draws from basic research and uses accumulated theories, knowledge, methods, and techniques to solve real-world problems and/or issues associated with practice. Outputs include but are not limited to publication in peer reviewed professional journals, professional presentations, public/trade journals, in-house journals, book reviews and papers presented at faculty workshops.

Teaching and Learning Scholarship explores the theory and methods of teaching and advances new understandings, insights, content, and methods that impact learning behavior. Outputs include but are not limited to publications in peer reviewed pedagogical journals, textbooks, written cases with instructional materials, instructional software and publicly available materials describing the design and implementation of new courses.

AACSB standards further state that institutions with a mix of undergraduate and graduate programs may have a portfolio of intellectual contributions that reflects a balance across the three categories. The Coles College of Business embraces this philosophy, promotes diversity in the activities of its faculty, and highly values scholarship contributions in all three categories.

Minimum expectations for scholarship productivity vary by workload option, as fully described within Chapter 3. Fulfilling the minimum expectations, however, may not be sufficient for the award of tenure. General expectations for promotion, tenure, and other periodic reviews are detailed within Chapter 5.

Faculty members who designate scholarship and creative activity as their area of focus for student success should report those student success activities that occur in their scholarship and creative activity in their Faculty Performance Agreement.

Examples of Student Success in Scholarship and Creative Activity

At KSU, student success can take place within a faculty member's scholarship and creative activity. Faculty members who promote undergraduate and graduate research, especially through the dissemination of artifacts at academic conferences, in publications, or in artistic performances; and/or faculty who themselves research on student development and achievement are examples of those engaged in student success in scholarship and creative activity.

SECTION 2.3 PROFESSIONAL SERVICE

Service activities are designed to contribute to the growth of the faculty member and to the enhancement of the department, college, university, and academic and business communities. Faculty members are expected to participate in the internal affairs and governance of the department, college, and university. Examples of such activities include committee work; assigned administrative duties; special departmental projects and activities; student advising; and consultation with or assistance to other college-related units.

Service activities directed at the academic or business communities are equally valued and important, and international service activities are encouraged. As defined by AACSB, academic engagement reflects faculty scholarly development activities that support integration of relevant, *current theory* of business and management. Academic service activities can include serving as a reviewer, discussant, or chair in a national, regional, or local conference; serving as a member of an editorial review board; editing conference proceedings; serving as an ad hoc referee for a journal; serving as a departmental doctoral program coordinator; and mentoring or advising a doctoral student. Holding key leadership roles in national, regional, or local organizations is also evidence of professional service activity.

Service to the business community forges a strong link between the community and KSU. As defined by AACSB, professional engagement reflects faculty practice-oriented development activities that support integration of relevant, *current practice* of business and management. Organizing and/or delivering professional development seminars and serving professional organizations and other local- area groups are examples of service to the business community. The primary motivation for business community service should be the enhancement of the Kennesaw State University community.

A reasonable amount of consulting (see *KSU Faculty Handbook*, Section 4.3.1 “Outside Employment Policy”) with businesses is likely to be beneficial to a faculty member’s professional development, teaching, and research efforts and may be an important component of a faculty member’s maintenance of AACSB qualification status (see Chapter 3). Consequently, such activities are encouraged (but should not interfere with other critical faculty activities, such as teaching, research, and uncompensated service).

Faculty members who have designated professional service as their area of focus for student success should report those student success activities that occur in their professional service.

Examples of Student Success in Professional Service

Student success can occur through a faculty member’s work in professional service. Faculty who direct study abroad programs or other experiential learning activities, who coordinate internships, service-learning, and other community-engaged activities, and who serve on various committees dedicated to student success are examples of those engaged in student success in professional service.

2.3.1 Professional Service by Administrative Faculty

Administrative faculty members, as defined in Section 1.1 of the *KSU Faculty Handbook*, direct initiatives that accomplish, strengthen, and enhance the mission of Coles College and KSU. Administrators in the Coles College will be evaluated annually, and their evaluations will include input from faculty members. Administrative roles in the Coles College include, but are not limited to, Department Chair/School Director, Assistant Dean, Associate Dean, and Dean.

Department Chairs/School Directors are responsible for the effective leadership and administration of the department. Chairs/Directors are important for developing and maintaining competency and building the reputation of the departments of the Coles College. Chairs/Directors are expected to provide intellectual leadership toward the achievement of excellence in the teaching, research, and service activities.

Responsibilities include but are not limited to assisting faculty in providing an exceptional educational experience for the students; managing the department budget; working with department faculty in identifying, recruiting, and retaining new faculty; supporting faculty development; directing academic planning; advising and mentoring existing faculty; and managing the staff of the department.

Faculty members appointed to the position of director oversee and manage special programs, centers, or initiatives. The director is the principal officer of the program and is accountable for its effective and efficient administration. The faculty director is responsible for providing the intellectual leadership necessary to achieve excellence in the teaching, research, and service activities of the program, managing the program's budget, and giving direction in any related academic planning or staffing of the program.

A faculty member who serves as Assistant Dean, Associate Dean, or Dean of the college provides essential leadership and administrative services for the interdisciplinary needs of the Coles College. Examples of responsibilities include (but are not limited to): budgetary planning and management; recruitment and retention of faculty (in collaboration with the respective departments); and managing space.

CHAPTER 3: FACULTY WORKLOAD OPTIONS

Coles College has developed workload tracks in line with Section 2.2 of the *KSU Faculty Handbook*. These tracks reflect the College's commitment to and appreciation of diversity of faculty contributions. The tracks are: (1) "Teaching-Focused"; (2) "Balanced-Teaching"; (3) "Balanced"; (4) "Balanced-Research"; and (5) "Research-Focused." Descriptions and expectations associated with each workload track are provided in the following sections (and summarized in Table 1). The different workload tracks are intentionally designed with flexibility, to help the Coles College and KSU achieve their instructional needs and educational mission. The Coles College has an equally strong commitment to teaching, scholarship and creative activity, and professional service.

The system outlined below allows the Coles College to manage appropriate staffing of graduate and undergraduate programs. Exceptions to typical track assignments may be made on a case-by-case basis: for example, endowed professors, faculty assigned to administrative responsibilities, and recipients of grants and awards. Typically, tenure-track faculty will be assigned to the balanced, balanced-research, or research tracks; whereas non-tenure-track faculty are typically assigned to the Teaching-Focused or Balanced-Teaching tracks. The assignment of a faculty member to a workload track is made by the college Dean or Department Chair/School Director 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 relevant department and the Coles College. Performance reviews will be made considering the faculty member's success in achieving the requirements of the assigned track during the evaluation period.

Over time, a faculty member may be reassigned from one workload track to another (see Section 3.10). Any evaluation of faculty performance for the purposes of tenure, promotion, or post-tenure review which covers such a time of reassignment will be undertaken recognizing the length of time that the faculty member was assigned to each specific workload track – research productivity will be assessed in relation to a weighted average of the expectations for Peer Reviewed Journal (PRJ) articles and other forms of scholarship for the respective workload tracks as described in Table 1.

SECTION 3.1 TEACHING-FOCUSED TRACK¹

The "Teaching-Focused" track is for non-tenure track faculty members who possess primary talents and interests related to teaching and instructional development. To meet expectations on this track, a faculty member must demonstrate highly effective teaching, supervising, and mentoring of students. A faculty member on this track is required to be significantly engaged in 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

¹ Faculty on this track cannot get tenure and/or promotion to Associate Professor.

students using diverse classroom assessment techniques and modifying course content and pedagogies based on this feedback; and/or (4) periodically discussing scholarly activities with a colleague for suggestions on further refining the course content and pedagogy.

Faculty on this track, including lecturers, senior lecturers, and principal lecturers, are expected to engage in an appropriate level of service as described in Table 1. Faculty on this track, including lecturers, senior lecturers, and principal lecturers are required to demonstrate performance in professional/scholarly activities. As specified in Table 1, a faculty member on the “Teaching-Focused” track satisfies this requirement by engaging in one professional engagement activity (like those shown in section 3.10) per annual review period.

SECTION 3.2 BALANCED-TEACHING TRACK

The “Balanced-Teaching” track is for faculty members who have primary talents and interests related to teaching and instructional development. To meet expectations under this track, a faculty member must demonstrate highly effective teaching, supervising, and mentoring of students. A faculty member on this track is required to be significantly engaged in 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) periodically discussing scholarly activities with a colleague for suggestions on further refining the course content and pedagogy.

Faculty on this track are required to demonstrate performance in professional/scholarly activities. As specified in Table 1, a faculty on the “Balanced-Teaching” track satisfies this requirement by achieving a rolling 5-year total of PRJs as specified in Section 3.9 of this document. Additionally, a faculty member on this track is required to have a minimal amount of scholarly activities in research (e.g., presenting papers at conferences and/or university seminars, having a reasonable portfolio of working papers and/or work in progress, performing paper/book reviews) as well as significant scholarly activities in teaching.

SECTION 3.3 BALANCED TRACK

The “Balanced” track is for faculty members who desire a balance of teaching and research. In addition to effective teaching and an appropriate level of service (including professional engagement if applicable), a faculty member on this track should engage in ongoing scholarship activities. As specified in Table 1, a faculty on the “Balanced” track satisfies this requirement by achieving a rolling 5-year total of PRJs as specified in Section 3.9 of this document.

Additionally, a faculty member on this track is required to have some scholarly activities in research (e.g., presenting papers at conferences and/or university seminars, having a reasonable portfolio of working papers and/or work in progress, performing paper/book reviews) as well as important scholarly activities in teaching.

SECTION 3.4 BALANCED-RESEARCH TRACK

The “Balanced-Research” track is for faculty members who desire a balance of teaching and research, but with a significant focus on research. In addition to effective teaching and an appropriate level of professional service, a faculty member on this track should engage in ongoing scholarship activities. As specified in Table 1, a faculty on the “Balanced-Research” track satisfies this requirement by achieving a rolling 5-year total of PRJs as specified in Section 3.9 of this document and by regularly participating in scholarly activities in research (e.g., presenting papers at conferences and/or university seminars, having a reasonable portfolio of working papers and/or work in progress, performing paper/book reviews). Additionally, a faculty member on this track is required to undertake reasonable amounts of scholarly activities in teaching.

SECTION 3.5 RESEARCH-FOCUSED TRACK

In addition to effective teaching and an appropriate level of service, a faculty member on this track should engage in a significant amount of scholarship activities. As specified in Table 1, a faculty on the “Research- Focused” track satisfies this requirement by achieving a rolling 5-year total of PRJs as specified in Section 3.6 of this document and by regularly participating in high quality scholarly activities in research (e.g., presenting papers at conferences and/or university seminars, having a reasonable portfolio of working papers and/or work in progress, performing paper/book reviews). Additionally, a faculty member on this track is required to undertake reasonable amounts of scholarly activities in teaching. Faculty members on this track may be involved with the doctoral program. Overall, Coles College service expectations for such faculty should be formulated considering the extent of any such participation in doctoral dissertation committees and any other doctoral program related service activities.

SECTION 3.6 SUMMARY TABLE OF WORKLOAD TRACKS

Table 1 summarizes criteria to “meet expectations” for a faculty member on each of the different workload tracks. Note that the requirements on the quantity and quality of PRJ publications are stated as expectations over the most recent 5-year period. The date at which a PRJ publication is officially placed onto a faculty member’s record is determined by the year of the publication date of the relevant journal issue. This specification is being made to ensure that a faculty member is given credit for each distinct publication for a period of exactly 5 years.

TABLE 1: WORKLOAD TRACKS

	Workload Track				
	(1)	(2)	(3)	(4)	(5)
	<i>Teaching-Focused</i>	<i>Balanced-Teaching</i>	<i>Balanced</i>	<i>Balanced-Research</i>	<i>Research-Focused</i>
Teaching	Demonstrated effective teaching and significant levels of scholarly teaching activities	Demonstrated effective teaching and significant levels of scholarly teaching activities	Demonstrated effective teaching and important levels of scholarly activities in teaching	Demonstrated effective teaching and reasonable levels of scholarly activities in teaching	Demonstrated effective teaching and reasonable levels of scholarly activities in teaching
Quality service*	Yes	Yes	Yes	Yes	Yes
Courses per academic year	8	7	6	5	4
Peer Reviewed Journal publications during the most recent 5-year period**	0	Equivalent of 2 Cs	Equivalent of 3 Cs	Equivalent of 2 Bs and 2 Cs	Equivalent of 1 A and 2 Bs
Other forms of scholarship or professional/scholarly activities or other forms of output not normally available to faculty on tracks (2)- (5).	1 per year	N/A	N/A	N/A	N/A
Scholarly activity in research	N/A	Minimal scholarly activities in research	Some scholarly activities in research	Active participation in scholarly activities in research	Active participation in scholarly activities in research, several of which reflect a high level of quality.

* Faculty on other workload tracks (2)-(4) are encouraged to participate on dissertation committees and can use this involvement to fulfill their service expectations. But, in order to do so, they would need to have research productivity equal to that of someone on the Research-Focused Track during the most recent 5-year period.

** See journal equivalencies below.

SECTION 3.7 TEACHING

Teaching activities at the Coles College include classroom teaching, online teaching, and doctoral seminars. All activities should demonstrate effective teaching and significant levels of scholarly teaching activities to help maintain currency in the field. A reduction in the number of courses taught may be provided in special circumstances upon approval of the Department Chair/School Director and the Dean, based on strategic priorities of the university. Table 2 converts the percentage of time into the number of classes (or equivalent) taught each year.

TABLE 2: PERCENTAGE OF TIME QUANTIFIED²

	Teaching
40%	4 per year
50%	5 per year
60%	6 per year
70%	7 per year
80%	8 per year

SECTION 3.8 SCHOLARSHIP AND CREATIVE ACTIVITY

The evaluation of the quality and impact of a faculty member's scholarship is mandated in the university guidelines and is a principle embraced by the Coles College. It is imperative that the Coles College and each department have a journal quality assessment procedure that faculty and administrators understand and that provides incentives for faculty to strive for ideal scholarly accomplishments. A faculty member's scholarship performance is evaluated over the most recent 5-year period, based on the quality and impact of their output, particularly taking into account PRJs and the quality guidelines described in this document and in the *KSU Faculty Handbook* (http://handbooks.kennesaw.edu/docs/faculty_handbook.pdf).

In order to assess the quality of PRJ publications, each department will establish and maintain a procedure or list which categorizes likely potential outlets for faculty research as either "A+," "A," "B," "C," or "other." When determining their list or procedure, departments should consider using a combination of published, broad-based journal rankings. The resulting list or procedure should be generally consistent with discipline specific marketplace views of research quality for comparable institutions. Any changes must be approved by the Department Chair/School Director and Dean on an annual basis. Journals in these different categories should broadly have the following characteristics:

A+: This category includes the most elite journals, those that are viewed as A+ publication by premier research institutions. These are journals that, within the discipline are consistently viewed as the premier journals; have the highest citation impact factors and author affiliation indices; have very high circulation, and readership; have high submission rates; have low acceptance rates; and subject submission to a rigorous referee process. Such journals are highly selective and typically publish only the most original and best executed academic research papers. Papers published in these journals

² Equivalencies are based on teaching a 3-credit hour course.

habitually make a significant or substantial contribution to the knowledge, theory, policy, or practice of the discipline.

Each department should establish their own benchmarks for what constitutes an A+ journal. Some combination of the following should be considered:

- Journal rankings from 2 or more R1 institutions and/or academic society journal ranking lists showing the journal as an A or A+,
- A threshold impact factor that is appropriate for the discipline,
- A threshold acceptance rate that is appropriate for the discipline,
- Quality metric for the editorial board and/or author affiliation.

A: This category includes high-quality peer reviewed academic journals that fall right below A+ as described above. These are journals that, within the discipline, have significant and substantial circulation, and readership; have relatively high submission rates; have relatively low acceptance rates; have fair to good citation impact factors; and have reasonably high Author Affiliation Indices. These journals are very selective and typically publish only original and well-executed research papers. Papers published in these journals regularly make a substantial contribution to the knowledge, theory, policy, or practice of the discipline.

Each department should establish their own benchmarks for what constitutes an A journal. Some combination of the following should be considered:

- Journal rankings from 2 or more peer institutions showing the journal to be an A,
- A threshold impact factor that is appropriate for the discipline (lower than that for an A+ but still at a level signifying high quality),
- A threshold acceptance rate that is appropriate for the discipline (lower than that for an A+ but still at a level signifying high quality),
- Quality metric for the editorial board and/or author affiliation,
- Other mission related, discipline specific factors.

B: This category includes well-regarded quality blind peer reviewed academic journals and professional journals. Papers in these journals are fully refereed according to accepted standards and conventions. At the very least, these journals should reflect an author affiliation index similar to that of the Coles College's peer and aspirant institutions, have modest citation impact factors (if available), and have a reasonable readership and circulation level. These journals publish original research of an acceptable standard. Papers published in these journals may ultimately contribute to knowledge, theory, policy, or practice of the discipline. The metrics used, the thresholds applied, and the consistency used in creating the B list should be published.

C: This category includes all other blind, peer reviewed journals. If a journal has not already been ranked as a C journal by the department, then evidence must be provided. Examples of evidence may include a screen capture of the journal website indicating the review process and any payment being made for publication, a letter from the editor, etc. This category may not include publications such as editorial reviews, book reviews, opinions, responses to the editor, etc. Questions about the eligibility of a publication may be appealed to the department.

Other: Publications in other outlets (e.g., Coles College Working Paper Series, non-refereed publications, columns, etc.) are satisfactory for meeting the requirements of Teaching-Focused track but are not considered PRJs.

Predatory Journals: AACSB defines predatory journals and publishers as entities that prioritize self-interest at the expense of scholarship and/or are characterized by false or misleading information; deviation from best editorial and publication practices; a lack of transparency; and/or the use of aggressive and indiscriminate solicitation practices. Coles College prohibits use of predatory journals for research credit purposes.

No article published in a journal found on Cabell's predatory list (Link available through KSU library) or Beall's List (<https://beallslist.net/>) will count towards research requirements. However, it is explicitly recognized that neither list is exhaustive in their scope. Journals omitted from these lists are not automatically regarded as non-predatory journals. It is strongly suggested that a faculty member considering submission to a journal not found on the Australian Business Deans' Council (ABDC) list or the official list approved by the academic unit, confer with their Department Chair/School Director and department scholarship committee (in cases where such a committee exists) before submitting an article for publication in that journal. If the Chair/Director and/or scholarship committee deems a journal predatory and the faculty member disagrees, the faculty member may appeal the decision to the Dean or the Dean's designee.

If the ranking procedure or list developed by a department fails to clearly assess a particular journal in which a faculty member has published, then the department has the discretion to determine an appropriate ranking on a case-by-case basis. In such instances, a faculty member should provide evidence of the quality of the journal using as many of the following metrics as readily available: for example, submission and acceptance rates, reputation, circulation and readership levels, citation impact factors, author affiliation index, and editorial board composition. If a faculty member does not request to have a journal ranked through the above procedure, the journal will be ranked as other.

A faculty member should provide evidence regarding the impact and quality of a piece of scholarship in order to request that:

- A peer reviewed research monograph or prestigious scholarly handbook publication be counted as a PRJ at one of the levels above,
- An article in a lower-ranked journal be ranked at a higher level.

Evaluating an article above the level dictated by the department ranking procedure or list should be reserved for rare instances in which a strong, well-documented case is made. Factors which would support such a decision include (but are not limited to) evidence that the work has: a substantial number of citations in top-tier journals; made a significant, direct impact on subsequent research or practice; or received an award or other form of public recognition. In such instances, departments are encouraged to share these decisions with department faculty.

To encourage research and collaboration across business disciplines, the journal rankings of each Coles College department will be accepted by the other departments. For example, a paper published

by a management faculty member in an accounting journal will be ranked based on how the journal is ranked by the accounting department. To foster cross-discipline research and collaboration outside the business disciplines, journals outside the business disciplines will be evaluated according to the same criteria as are business journals, including attention paid to how the journal is viewed by the home discipline.

The following considerations are applied when evaluating the publication record of a faculty member:

- A publication in an “A+” journal is considered an extraordinary career accomplishment. Such a publication fully satisfies the publication requirements on any track for the 5-year period. Output at this level is greatly rewarded but is not required of any Coles’ faculty member. An “A+” publication is equivalent to 6 “C” publications.
- A publication in an “A” journal is considered a significant academic achievement. Output at this level is only required for faculty members on the Research-Focused track. An “A” publication is equivalent to 4 “C” publications.
- A publication in a “B” journal is equivalent to 2 “C” publications.
- Lower-level publications cannot be combined and converted upward to meet any requirement to have either “B” level or “A” level publications (e.g., 2 “C’s” cannot be counted as 1 “B”; 2 “B’s” cannot be counted as 1 “A”).

The percentages are quantified into the required number of publications in Table 3 below:

TABLE 3: RESEARCH PERCENTAGES QUANTIFIED

	Research	
5%	1 activity per year	Other forms of scholarship (e.g., conference presentations, working paper series, non-peer reviewed articles, proceedings)
10%	1C in 5 yrs.	Peer reviewed journal publications during the most recent 5-year period
15%	2Cs in 5 yrs.	Peer reviewed journal publications during the most recent 5-year period
25%	3Cs in 5 yrs.	Peer reviewed journal publications during the most recent 5-year period
35%	2Bs & 2Cs in 5 yrs.	Peer reviewed journal publications during the most recent 5-year period
50%	1A & 2Bs in 5 yrs.	Requirements for Research-Focused Track

SECTION 3.9 SERVICE AND ENGAGEMENT

Service at the Coles College are contributions to the mission and goals of the department, college, and university through service activities outside of those undertaken as part of teaching or research. As per university policy, all workload tracks require a minimum of 10% service.

- Internal Service: Service to the department, college, or university.
- Academic Engagement: Scholarly development activities that support integration of relevant, current theory of business and management consistent with the school’s mission, expected outcomes, and supporting strategies. These activities can include but are not limited to:

- Relevant, active editorships with academic journals or other business publications,
 - Service on editorial boards or committees of academic publications,
 - Leadership positions or participation in recognized academic societies and associations,
 - Research awards,
 - Reviewer for academic journals or book reviews,
 - Discussant, speaker, reviewer, program chair, or session chair at academic conference, meeting, or symposium,
 - Leadership position in an academic conference, meeting, or symposium,
 - Research grants or other third-party funding for research,
 - Awarding of patents.
- **Professional Engagement:** Activities that facilitate and foster the sharing and integration of knowledge between the Coles College and non-academic stakeholders, such as K-12, business, government, non-profits, and professional organizations. Examples of engagement activities may include, but are not limited to, the following:
 - Consulting activities that are material in terms of time and substance,
 - Faculty internships,
 - Serving as an expert witness,
 - Quoted media outlet expert,
 - Development and presentation of executive education programs,
 - Sustained professional work supporting qualified status,
 - Significant participation in business professional associations,
 - Practice-oriented intellectual contributions detailed in AACSB Standard 2,
 - Relevant, active service on boards of directors,
 - Participation on an advisory board,
 - Dissemination of knowledge through industry and other media activities,
 - Documented professional certifications,
 - Documented continuing professional education experiences,
 - Participation in professional events that focus on the practice of business, management, and related issues,
 - Participation in other activities that place faculty in direct contact with business or other organizational leaders,
 - Writing of grants in furtherance of the Coles College mission,
 - Patent applications.

Service is evaluated based on two criteria; 1) time spent engaged in the service activity, and 2) the impact of the service activity on stakeholders. Service or engagement activities that will make up a significant portion of the workload should be included in the Faculty Performance Agreement (FPA) for the Department Chair/School Director review.

Professional engagement activities for PA and IP should be included in the Faculty Performance Agreement (FPA) for Department Chair/School Director review. The Chair/Director should specify at the time of the FPA meeting if the proposed activities will meet the required level of Professional Engagement for the faculty member's workload track. The Department Chair/School director will determine during the annual review if the activity met or exceeded the anticipated time commitment and impact on stakeholders.

SECTION 3.10 MOVING BETWEEN OR WITHIN WORKLOAD TRACKS

A potential change in faculty classification or a movement within or between workload tracks can occur and may be initiated by either the faculty member or the Department Chair/School Director during the annual review meeting. A faculty member may request such a reassignment at their discretion by submitting a formal letter to the Department Chair/School Director. This letter should include: (i) an explanation of why the requested reassignment is in the best interest of their own career development and the goals and priorities of the department; (ii) evidence of relevant productivity (i.e., Research and/or Professional Engagement) consistent with the expectations of the desired workload track; (iii) and a clear agenda and prospects for continuing this level of performance in the coming years. The Department Chair/School director may request such a reassignment if the faculty member has been performing below the expectations of the current workload track over the most recent three-year period, based upon assessments made as part of the annual review process or as part of the promotion, tenure, or post-tenure review process.

If following the initiation of such a track change request by either a faculty member or Department Chair/School Director, the other party objects to the requested reassignment, then the Dean of the Coles 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 year).

CHAPTER 4: ANNUAL REVIEWS

As part of the annual review process, a faculty member must prepare and subsequently submit two documents to their Department Chair/School Director: an Annual Review Document (ARD) and a Faculty Performance Agreement (FPA) (See Section 3, *KSU Faculty Handbook*). The ARD is a backward-looking document which summarizes and describes the quality and significance of the accomplishments of the faculty member during the previous calendar year. The ARD should include a citation and categorization (i.e., quality ranking of either “A+,” “A,” “B,” “C,” or “other,” according to the procedures described in Section 3.8) of each article published during the previous five years. The ARD should highlight performance as it relates to expectations set forth in the FPA submitted during the annual review in the previous year. Failure by a faculty member to submit all documentation required for annual reviews according to the University review timeline above shall be deemed as not meeting performance standards. Eligibility for merit, if applicable, is contingent upon completion of the ARD process. Refer to Section 3.12.A.4 of the *KSU Faculty Handbook* for details on portfolio requirements and timelines.

The FPA is a forward-looking document which: (1) sets expectations for the coming year and (2) outlines a plan to achieve the set expectations during the coming year. The expectations specified in the FPA are in large part specified by the workload track of the faculty member. In addition, the Faculty Performance Agreement (FPA) must:

- Clarify the general responsibilities and relative emphasis of the individual in teaching, scholarship and creative activity, and professional service,
- Articulate the way 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, and
- Identify the performance area(s) that will include scholarship expectations and describe those expectations,
- Clarify how the faculty member will promote student success in one of the three areas.

Consistent with the University’s culture of shared governance, the details of an individual FPA are worked out in consultation between the Chair/Director and the faculty member and are subject to final approval by the Dean. If the faculty member and the Chair/Director cannot reach agreement on the FPA, the Dean will make the final determination. More information can be found in Section 3.2 of the *KSU Faculty Handbook*.

Like student success, faculty should identify how they will pursue continuous professional growth in at least one area of their teaching, scholarship and creative activity, and/or professional service in their FPA. Faculty will then annually record their progress towards the expectations of their track, as well as the items mentioned in their FPA, in the narrative for their ARD.

Chairs/Directors will evaluate faculty members in each of the three performance categories—teaching, scholarship and creative activity, and professional service—based upon the following five-point rubric and described in Table 4:

5. Exemplary
 4. Exceeds Expectations
 3. Meets Expectations
 2. Needs Improvement
 1. Does Not Meet Expectations
- (*BoR Academic and Student Affairs Handbook 4.4*)

In addition, Chairs/Directors will evaluate faculty efforts to promote student success in at least one of the three areas.

TABLE 4: EVALUATION DESCRIPTIONS

Score	Category	Description	Comments
5	Exemplary	Faculty member far exceeded the department and/or college expectations in the performance area.	
4	Exceeds Expectations	Faculty member exceeded the department and/or college expectations in the performance area.	
3	Meets Expectations	Faculty member met the department and/or college expectations in the performance area.	
2	Needs Improvement	Faculty member's efforts and performance fell below department and/or college expectations in the performance area and did not meet the department expectations even at a minimal level. Extensive improvements are needed.	This rating in any area necessitates a PRP for tenure-track and tenured faculty
1	Does Not Meet Expectations	Faculty member neglected their responsibilities in the performance area.	This rating in any area necessitates a PRP for tenure-track and tenured faculty

According to USG policy, “Institutions must ensure that workload percentages for faculty roles and responsibilities must be factored into the performance evaluation model in a consistent manner. The overall evaluation must indicate whether the faculty member is making satisfactory progress toward the next level of review appropriate to their rank, tenure status, and career stage as noted in the [5-point scale].” (*BoR Academic and Student Affairs Handbook 4.4*)

The overall evaluation will weigh the rating in each area by the workload percentage in that area. The overall evaluation will then be rounded to the nearest whole number; however, the overall evaluation can be a maximum of 4 (cannot be 5) if there is a 1 in any area.

Recall that expectations on scholarship are stated in the context of a 5-year rolling period (see Tables 2 & 4 in Chapter 3). This is done to account for the vagaries and uncertain nature of the

peer review process and the fact that publication dates are not always a reflection of a faculty member's effort and productivity. Consequently, at any point in time, the expectations regarding evaluation of performance of research and creative activity should account for this fact. Expectations and the ultimate evaluation of performance for the year over which an annual review takes place are set in part by the scholarship productivity of the individual faculty member during the prior five years. In contrast, expectations for and the evaluation of performance in the dimensions of teaching and service, including engagement, are solely based on an annual basis.

SECTION 4.1 PERFORMANCE REMEDIATION PLAN

If a tenure-track or tenured faculty member receives a "1 – Does Not Meet Expectations" or "2 – Needs Improvement" in any of the categories during an annual review, the Department Chair/School director and the faculty member will develop a Performance Remediation Plan (PRP) in consultation with the faculty member to remediate the faculty member's performance. A Performance Remediation Plan sets forth realistic goals and strategies for the faculty member to begin meeting expectations in the following year's annual review. (*BoR Faculty and Student Affairs Handbook 4.4; KSU Faculty Handbook, Section 3.12*) The PRP should include the following:

- A set of realistic goals that are achievable within the timeframe of the Performance Remediation Plan,
- A set of realistic strategies for achieving those goals,
- A realistic measurement,
- A realistic timeline,
- Available resources for enacting strategies and achieving goals,
- Set meetings between the Chair/Director and the faculty member – at least two (including the PRP planning meeting) during the Spring Semester and two the following Fall semester.

In addition to setting forth realistic goals that are specific and achievable during the evaluation period, the PRP should fit within the faculty member's situational context and workload. Moreover, it should address the issues that caused the 1 or 2 rating(s). The PRP must be approved by the Dean and submitted to Academic Affairs. Important note: Faculty cannot be required to fulfill their PRP while they are off contract.

Examples of such goals and strategies may include but are not limited to:

- Attend development activities (seminars, workshops, conferences, etc.),
- Seek mentorship, either inside or outside the department (may be facilitated by the Chair/Director; mentor may have duties re-assigned to facilitate this),
- Produce updated curriculum or other work products,
- Develop and/or disseminate scholarship,
- Produce reflective evaluation of any area that resulted in the 1 or 2 rating,
- Undertake leadership or other active roles in service activities.

During the annual review process in the following year, the faculty member will address the goals and strategies in the PRP from the previous year. If the faculty member's performance in every

category is determined by the Chair/Director to be 3 or above, the PRP is successfully completed. If the PRP was not successfully completed – the performance in any category (whether the same or different area from the prior year) is evaluated by the Chair/Director to be a 1 or 2 – the faculty member, if tenured, will participate in a corrective post-tenure review the following fall. (*BoR Faculty and Student Affairs Handbook* 4.4, 4.7)

Although both tenure-track/tenured and non-tenure-track positions will use the 5-point scale, non-tenure-track positions are not impacted by PRP process because they are non-tenure-track lines. Performance of 1s or 2s will be addressed as they previously have been in ARDs/FPAs.

SECTION 4.2 ACADEMIC ADMINISTRATIVE REVIEW

Per *BoR Policy Manual*, Section 8.3.5.3, and KSU Faculty Handbook, Sections 1.1 and 3.11, administrative faculty shall be evaluated by the administrator's supervisor using a performance management instrument which emphasizes:

- Leadership qualities,
- Management style,
- Planning and organizing capacities,
- Effective communication skills,
- Accountability for diversity efforts and results,
- Success at meeting goals and objectives.

CHAPTER 5: PROMOTION, TENURE, AND POST-TENURE REVIEWS

Department promotion and tenure (P & T) guidelines are discipline-specific and are approved by Deans and the Provost as consistent with college and University standards, those guidelines are understood to be the primary basis for promotion, tenure, and post-tenure review recommendations and decisions. At all levels of review the rationale for these decisions will be stated in a letter to the candidate with specific and detailed reference to the department review guidelines used to justify the recommendations and decisions that have been made.

SECTION 5.1 PORTFOLIO REQUIREMENTS

A tenure-track candidate for tenure, promotion, or pre-tenure review must prepare an electronic portfolio demonstrating the quality and significance of their work, consisting of the Portfolio Document Submission List, Linked Supporting Materials, with the addition of electronic copies of teaching evaluations and evidence of relevant scholarly teaching activities and professional activities. Where promotion and tenure decisions are concerned, a faculty member must demonstrate satisfactory performance in each category as defined in this document and relevant department and university guidelines.

Candidates for post-tenure review must prepare an electronic portfolio consistent with the *KSU Faculty Handbook* instructions for expedited/non-expedited cases, depending on the specific faculty situation.

A lecturer or senior lecturer applying for promotion or a lecturer, senior lecturer, or principal lecturer undergoing a periodic performance review must submit an electronic portfolio consisting of the Portfolio Document Submission List, with the addition of electronic copies of teaching evaluations and evidence of relevant scholarly teaching activities and professional activities.

SECTION 5.2 EXPECTATIONS FOR PRE-TENURE, TENURE, PROMOTION, AND POST-TENURE REVIEWS

5.2.1 Pre-Tenure Reviews

General information about Pre-Tenure reviews is outlined in the *KSU Faculty Handbook* with process specified in Section 3.12 and purpose specified in Section 3.5. For Coles College, candidates for Pre-Tenure review are expected to have accomplishments consistent with three years of performance expectations as delineated in Chapter 3 of this document for the workload tracks. At a minimum, a candidate must have a record of scholarship contributions (presentations, working papers, work in progress, acceptable record of submissions, etc.) and a portfolio of papers under review at refereed journals (and preferably resubmissions close to acceptance) suggesting that the candidate will be able to meet the research expectations for tenure. A candidate with years of experience prior to KSU is expected to have refereed publications for the review period in line with publication expectations for a future favorable tenure decision. Also, as noted in each respective track, effective teaching is a necessary condition for tenure and promotion. A candidate's teaching

evaluations should show improvements in the numerical evaluations as the faculty member gains experience in the classroom and receives feedback from peers. Finally, a candidate should undertake an appropriate level of professional service. Specific teaching, research, and service requirements depend upon the workload track of the candidate as outlined in Table 1 in this document and departmental guidelines. The performance of a candidate for Pre-Tenure review will be evaluated at each level using the five-point scale defined in Chapter 4 above. A letter indicating the candidate's progress towards tenure will be provided. If the performance in any of the categories is judged to be not successful/not satisfactory the faculty member must be provided with a PRP.

5.2.2 Tenure Reviews³

The awarding of tenure is a highly important decision through which the department, college, and university incur a major commitment to the individual faculty member. Years of service or successful annual reviews (exemplary, exceeding expectations, or meeting expectations) alone or meeting the minimum publications requirements outlined in Chapter 3 of this document for the corresponding track are not sufficient to guarantee a favorable tenure decision.

Tenure is granted to faculty members whose achievements demonstrate the quality and significance expected of their current rank and who demonstrate potential for long-term effectiveness and productivity (see the *KSU Faculty Handbook*). To this end, judgments concluding that prospects are strong for the individual to continue to meet expectations, exceed expectations, or perform exemplary in the future must also be present for a positive tenure decision. At a minimum, for a faculty member to be granted tenure, they must:

1. Publish the equivalent of:
 - 2 “A” PRJs, if on the Research-Focused track
 - 3 “B” PRJs, if on the Balanced-Research track
 - 2 “B” PRJs if on the Balanced track
 - 3 “C” PRJs, if on the Balanced-Teaching track
2. Fulfill the requirements for scholarly activities of research for the relevant workload track,
3. Meet the standards for effective teaching and satisfy the service requirements for the relevant workload track (Note: service expectations for untenured Assistant Professors should be relatively modest),
4. Provide 3 external letters as described in Section 3.12 of the *KSU Faculty Handbook*.

Recognize that these research expectations for achieving tenure are slightly higher than what is generally expected to meet performance expectations (as described in Table1). As stated in subsection 3.8, lower-level publications cannot be combined and converted upward to meet any

³ Although there are times when full professors are hired without tenure, most tenure review cases and review for promotion to Associate Professor occur simultaneously, or very close in time. Consequently, the expectations for promotion to Associate Professor are like those for tenure. A faculty member coming to KSU as a full professor will also need to undergo a tenure review.

requirement to have either “B” level or “A” level publications. Additionally, a single publication in an A+ journal cannot be the sole research output during the period under consideration.

5.2.3 Promotion to Full Professor

Expectations for promotion to full professor are outlined in the *KSU Faculty Handbook*. At a minimum, a faculty member petitioning for promotion to full professor must significantly exceed the performance requirements outlined in Chapter 3 of this document during the period used for the evaluation. Further, a candidate must extensively document the significance and importance of their contributions to the relevant academic fields, using a variety of commonly used methods such as citations, awards, recognition by peers in their field and/or the community, leadership in activities in the academic profession, and any other suitable methods that clearly demonstrate the candidate to be a leader, mentor, scholar, expert, and/or distinguished colleague. In addition, 3 external letters are required to be submitted.

5.2.4 Post-Tenure Review

The primary purpose of post-tenure review is to examine, recognize, and enhance the performance of all tenured faculty members, thereby strengthening the quality and significance of faculty work. Post-tenure review serves to highlight constructive and positive opportunities for all tenured faculty to realize their full potential of contributions to Kennesaw State University and the University System of Georgia. It also serves to identify deficiencies in performance and provide a structure for addressing such concerns.

Post-tenure review will result in an assessment of the strengths and weaknesses in the quality and significance of a faculty member's performance in the context of individual roles and responsibilities. The overall outcome of the performance will be assessed on the five-point scale defined in Chapter 4 above. For more details on post-tenure review refer to the *KSU Faculty Handbook* Section 3.12.

5.2.5 Expedited Post-Tenure Review

As the annual review documents constitutes the “primary evidence” for multi-year reviews, faculty members receiving ratings of “3” (“meeting expectations”) or above in all areas of faculty review, as well as in their overall annual reviews during the 5-year period under PTR consideration, may submit an expedited PTR review. Expedited PTR reviews will contain all annual reviews (along with any rebuttal or response documentation) for the period under review, along with a shorter narrative (3-6 pages recommended with a 12-page maximum). No additional materials will be required for the portfolio to be considered complete. Faculty receiving a “1” or “2” rating in any area of review or in their overall annual reviews during any given year under PTR consideration, will submit the standard (full) set of portfolio materials.

5.2.6 Successful Post-Tenure Review

A successful post-tenure review results from a faculty member who receives a 3 or higher on their overall post-tenure review score. In cases where the faculty member receives a score of 3 or higher, no formal faculty improvement plan is required. The results of the post-tenure review are likely to

reveal that the faculty member is performing well, and any development activity would focus on further enhancing the faculty member's performance.

If the final rating on the five-point scale in a regularly scheduled post-tenure review is a 4 or 5, the faculty member will receive a one-time monetary award. Faculty will then be eligible for the same award in five years (and no sooner than five years) at their next post-tenure review. Faculty members who undergo a corrective or voluntary post-tenure review, on the other hand, are not eligible for this one-time award. If the faculty member does not submit any documentation for a regularly scheduled post-tenure review by the deadline, performance will be assessed as a 1 and a PIP will be put into effect, as described below.

5.2.7 Unsuccessful Post-Tenure Review

A faculty member who receives a 1 or 2 in the context of a post-tenure review is one whose post-tenure review is deemed unsuccessful. In this case, a formal performance improvement plan (PIP) must be written. (See *KSU Faculty Handbook* Section 3.12.)

5.2.8 Corrective Post-Tenure Review

If a tenured faculty member receives a “1 – Does Not Meet Expectations” or “2 – Needs Improvement” on two consecutive annual reviews, the faculty member will undergo a corrective post-tenure review. (Importantly, the faculty member does not have to receive a “1 – Does Not Meet Expectations” or “2 – Needs Improvement” in the same area as the previous year for a faculty member to be required to undergo a corrective post-tenure review.) Faculty undergoing a corrective post-tenure review will follow the same processes as faculty undergoing a regular post-tenure review. If the outcome of the Corrective Post-Tenure Review is successful, the faculty member will reset the post-tenure review clock. If the outcome of a corrective post-tenure review does not meet expectations or needs improvement, the same process for an unsuccessful PTR will be followed. (*BoR Faculty and Student Affairs Handbook* 4.7)

In the event of a post-tenure review that does not meet expectations (1) or needs improvement (2), the faculty member’s appropriate supervisor(s) and faculty member will work together to develop a formal Performance Improvement Plan (PIP) in consultation with the review committee based around the deficiencies found by the committee. Consistent with the developmental intent of the PTR, the PIP must be designed to assist the faculty member in achieving progress towards remedying the deficiencies identified in the post-tenure review. (*BoR Faculty and Student Affairs Handbook* 4.7). More details regarding this process, including due process, and the appeals process can be found in the *KSU Faculty Handbook*, Section 3.12.B.4.

Examples of corrective actions may include, but are not limited to:

- Continuation of PIP, without eligibility for pay increase,
- Temporary loss of any preferences earned (i.e., seniority),
- Temporary workload adjustments imposed,
- Temporary loss of preferred teaching schedule,
- Temporary loss of summer teaching or other paid opportunities,

- Reduction of salary,
- Loss of tenure,
- Termination from KSU.

As with PRPs, non-tenure-track positions are not impacted by PIP.

5.2.9 Administrative Post-Tenure Reviews

The intent of Administrative PTR is to ensure accountability for those administrators who hold tenure, and to provide comprehensive developmental feedback regarding an individual's administrative duties and job performance. This will be accomplished through an inclusive collection of data at multiple levels, known as a "360 degree" 24 review, which ensures a full perspective of one's performance, strengths, and areas for improvement. Details including timelines and process for these reviews can be found in the *KSU Faculty Handbook*, Section 3.12.B.5.

CHAPTER 6: CLINICAL FACULTY

Clinical Faculty within the Coles College are educators-practitioners who have a background in their discipline area and who practice the discipline in the work setting. Their workload and expectations are like those listed under the Balanced-Teaching workload track. The following clinical ranks are recognized at the Coles College: Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. The goal of these positions is to enhance the academic and professional development of students toward the mission of the Coles College, primarily in the performance areas of teaching, supervision, mentoring, and professional service. Clinical Faculty typically make substantial, practical contributions in educational, industry, and/or professional settings on university, college, department committees, and local, regional, and national professional organizations with a professional, applied focus. They also serve as “change agents” as the Coles College continues to work to modify its curricula in ways that correlate with its educational mission, which might include design and implementation of new courses. Clinical Faculty must meet various standards for professional employability (which may vary, depending upon the discipline) in order to teach in a professional setting. Clinical Faculty must maintain a balance that is different from that of tenure-track faculty regarding their workload model and expectations. Unless otherwise set forth in the Faculty Performance Agreement (FPA), Clinical Faculty generally spend less time engaged in research and creativity activity. While their workload and expectations will be similar to those listed under the Balanced-Teaching workload track (see Chapter 3 for more details), they need to continue a high level of professional engagement in local, regional, and professional organizations that goes beyond work performed outside of the Coles College. See Section 3.7 of the *KSU Faculty Handbook* for further information.

SECTION 6.1 QUALIFICATIONS AND EXPECTATIONS

Consistent with university policy, such positions are non-tenure-track, and the holder is not eligible for consideration for the award of tenure or probationary credit toward tenure. There shall be no administrative transfers between tenure-track and clinical track faculty positions without approval from the Dean and/or Provost as specified in the Section 3.5F of the *KSU Faculty Handbook*. However, faculty holding one type of position may apply for a declared, open position of the other type and be considered through the normal search and screening process. Clinical Faculty should possess a terminal degree (terminal degrees include both research degrees such as PhD and non-research degrees such as JD Law). The primary qualifying credential for such faculty members is significant high-level business experience (rather than traditional academic training). Clinical Faculty members can also come from entrepreneurial backgrounds – having built major businesses themselves, taken them public, and subsequently moved on to other ventures. They may also have more traditional backgrounds, having served as senior officers or CEOs of major international conglomerates. While their backgrounds are diverse, all Clinical Faculty would have an approach to classroom instruction that is based more on sharing their extensive experience in the day-to-day management of business enterprises than on theory and academic research.

SECTION 6.2 PERFORMANCE EVALUATION

Performance of Clinical Faculty is evaluated through the annual review process and timeline outlined for tenure-track faculty. The general expectations for Clinical Faculty positions (Assistant, Associate, and Professor) are outlined in Section 3.6B of the *KSU Faculty Handbook*.

6.2.1 Required Third Year Review

Clinical Faculty are required to submit a Third Year Review Portfolio as part of faculty development planning. Candidates for a Third-Year review are expected to have accomplishments consistent with three years of performance expectations as delineated in Chapter 3 of this document for Balanced-Teaching workload track that applies to Clinical Faculty as discussed earlier in the chapter. The Third-Year performance review will provide feedback for an optional promotion review to the next professorial rank. Candidates' teaching evaluations should show improvements as faculty members gain experience in the classroom and receive feedback from their peers. Finally, candidates should participate in a reasonable level of professional service. Specific teaching, research, and service requirements will be dependent upon the workload track of the individual as outlined in Table 1 in this document and by departmental guidelines.

6.2.2 Promotion

As stated in the *KSU Faculty Handbook*, Clinical Faculty are eligible to apply for promotion. A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank). Only faculty who were hired in professorial rank with credit toward promotion may undergo a promotion review before the beginning of their fifth full academic year of service at KSU.

At KSU, before a faculty member submits an application for early promotion, the faculty member should seek guidance from the Department Chair/School Director, Dean, and Provost. Slight deviations from the above are allowed at the department level but must be specified in the faculty member's yearly FPA. The minimum service required for promotion to Clinical Associate Professor is 4 years as Clinical Assistant Professor. Similarly, the minimum service required for promotion to Clinical Professor is 5 years as Clinical Associate Professor. While Clinical Faculty are not tenure-track, the same committee structure that is used for promotion review of tenured and tenure-track faculty will be used. Non-tenure-track Clinical Faculty must submit a portfolio that includes the Portfolio Document Submission List and Linked Supporting Materials containing supplemental material following the guidelines outlined in Section 3.12 (Portfolio Guidelines and Content) of the *KSU Faculty Handbook* and reiterated in the Appendix in this document.

CHAPTER 7: EXPECTATIONS FOR LECTURERS, SENIOR LECTURERS, AND PRINCIPAL LECTURERS

Consistent with university policies, lecturer, senior lecturer, and principal lecturer positions are not tenure-track, and do not accrue any credit toward tenure. Lecturers, senior lecturers, and principal lecturers are employed for one-year terms. Reappointment of lecturers, senior lecturers, and principal lecturers and promotion of lecturers to senior lecturer and senior lecturers to principal lecturer are dependent not only on their performance in instruction and service, but also on the programmatic needs and financial exigencies of the Coles College and its departments. Chapter 3 (Teaching-Focused Track or the Balanced-Teaching Track as applicable) describes the general expectations for performance for lecturers, senior lecturers, and principal lecturers in the Coles College. Lecturers, senior lecturers, and principal lecturers are reviewed annually for contract renewal by the Department Chair/School Director with recommendation made to the Dean.

Lecturers are required to have a Third Year Review. Candidates for a Third-Year review are expected to have accomplishments consistent with three years of performance expectations as delineated in Chapter 3 of this document. This Third-Year performance review will provide feedback for promotion to senior lecturer. It should be noted, as per the *KSU Faculty Handbook*, that only in exceptional circumstances will a lecturer be reappointed as a lecturer after six years of consecutive service to the institution. A lecturer who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank). Only lecturers who were hired with credit toward promotion may undergo a promotion review before the beginning of their fifth full academic year of service at KSU. Before a faculty member submits an electronic application for early promotion, the faculty member should seek guidance from the Department Chair/School director, Dean, and Provost.

The same committee structure that is used for promotion review for tenured and tenure-track faculty will be used. A lecturer's or senior lecturer's portfolio for promotion consideration must follow the same guidelines as those for tenure-track faculty as previously stated in Section 5.1 and stipulated in the *KSU Faculty Handbook* Section 3.12 (Portfolio Guidelines and Contents). For a positive review for promotion, a lecturer/senior lecturer must demonstrate highly effective teaching (potentially coupled with substantial supervising and mentoring of students) and be significantly engaged in scholarly teaching activities as described in Section 3.10 (Please see Section 3.4 of the *KSU Faculty Handbook* and Departmental Guidelines for examples of scholarly accomplishments in teaching).

Please note that only non-tenure-track lecturers who were hired with credit toward promotion (*BoR Academic & Student Affairs Handbook* 4.6) can undergo a promotion review before the fifth full academic year of service at KSU. A faculty member who was hired without credit toward promotion may apply for promotion during the fourth year of service (after serving a minimum of three years in rank). Details can be found in Section 3.10A of the *KSU Faculty Handbook*.

CHAPTER 8: EXPECTATIONS FOR ACADEMIC PROFESSIONALS

The workload for academic professionals is outlined in their situational context and set forth in the Faculty Performance Agreement. Performance is evaluated for non-tenure track academic professionals through annual reviews. Non-tenure track academic professionals will follow the annual review processes outlined for non-tenure track faculty. For more details, see Section 3.10.2 of the *KSU Faculty Handbook*.

CHAPTER 9: AACSB DESIGNATION OF FACULTY SUFFICIENCY & QUALIFICATIONS

This chapter details the requirements for faculty in the Coles College to be assessed for sufficiency and qualifications according to AACSB - The Association to Advance Collegiate Schools of Business document of “2020 Guiding Principles and Standards for Business Accreditation” (July 2020).

SECTION 9.1 FACULTY SUFFICIENCY – PARTICIPATING & SUPPORTING

Standard 3.1 requires the school to maintain and deploy a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty. AACSB categorizes faculty as either **Participating** or **Supporting**.

9.1.1 Participating Faculty

Participating Faculty members will deliver at least 75% of the overall annual teaching of the Coles College, and Participating Faculty members will deliver at least 60% of the teaching within each discipline. Disciplines are defined by the school in the context of the mission. Normally, the disciplines should align with the degree programs and/or majors offered by the school. Not every degree program must have an identified discipline.

9.1.1.1 AACSB Definition of Participating Faculty

A Participating Faculty member is actively and deeply engaged in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, advising, research, and service commitments. The faculty member may participate in the governance of the school and be eligible to serve as a member on appropriate committees responsible for academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities such as directing an extracurricular activity, providing academic and career advising, and representing the school on institutional committees. Normally, the school considers Participating Faculty members to be long-term members of the faculty regardless of whether or not their appointments are of a full-time or part-time nature, whether or not their position with the school is considered the faculty member’s principal employment, and whether or not the school has tenure policies. The individual may be eligible for, and participate in, faculty development activities and have non-teaching assignments, such as advising, as appropriate to the faculty role the school has defined taking into consideration the depth and breadth of the non-teaching assignment.

9.1.1.2 Designation, Duties and Entitlements of Participating Faculty at Coles

A Participating Faculty member is appointed on a long-term basis and is expected to actively engage in department, college, and university activities, in matters beyond direct teaching responsibilities (whether employed full-time or part-time).

Longevity itself is not sufficient to demonstrate active engagement in the activities of a department, the college, or the university. In addition to the time requirement, a Participating Faculty member is expected to deliberately participate in internal service to the department, college, or university (which are documented as part of the annual faculty evaluation process) and to:

- Maintain academic or professional qualifications to teach,
- Provide effective and continuously improving instruction,
- Participate in various non-classroom activities that impact students (e.g., providing ample office hours, participating in student career and/or academic advising, and attending student recognition events),
- Participate in faculty goal setting and evaluation activities as outlined in the performance document,
- Participate equitably in the myriad shared internal service responsibilities needed to operate an effective academic organization, attend and be prepared to participate in departmental and college meetings.

Participating Faculty are entitled to:

- Vote as faculty members in departmental and college meetings, subject to any specific restrictions related to academic rank, tenure status, or other similar requirements,
- Serve on department, college, and university committees, subject to any specific restrictions related to academic rank, tenure status, or other similar requirements,
- Be eligible for, and participate in, faculty development activities and take non-teaching assignments as determined by the policies and administration of the department, college, and university.

Classification of a faculty member as *participating* explicitly includes an expectation of the faculty member's active participation in the life of the college. Once attained, it is expected that Participating Faculty members maintain that status. Failure of a faculty member to continually meet that expectation may result in the loss of *participating* status and should be considered when evaluating the continued employment of that faculty member.

9.1.2 Supporting Faculty

9.1.2.1 AACSB Definition of Supporting Faculty

AACSB defines a Supporting Faculty member as someone who does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities. Usually, a Supporting Faculty member does not have deliberative or involvement rights on faculty issues, membership on faculty committees, or assigned responsibilities beyond direct teaching functions (e.g., classroom and office hours). Normally, a Supporting Faculty member's appointment is on an ad hoc basis—for one term or one academic year without the expectation of continuation—and is exclusively for teaching responsibilities.

9.1.2.2 Designation, Duties and Entitlements of Supporting Faculty at Coles

Any individual with instructional responsibility in a program who does not meet the definition for Participating Faculty is a Supporting Faculty. A Supporting Faculty member is appointed on an ad hoc basis and is not required to participate in the intellectual or operational life of the department, college, or university beyond the direct performance of teaching responsibilities.

A Supporting Faculty member is expected to deliberately take actions to:

- Maintain academic or professional qualifications to teach and provide effective instruction,
- Complete all administrative duties associated with their class (e.g., including provision of class syllabi, attendance verification, reporting of mid-term grades, and submitting of final grades) according to deadlines specified by the Department Chair/School Director,
- Provide the Department Chair/School Director with grade records upon completion of each term records sufficiently complete so that the Chair/Director could respond to any potential grade appeals from students.

Supporting Faculty are entitled to:

- Attend departmental and college meetings subject to any specific restrictions related to academic rank, tenure status, or other similar requirements,
- Serve on Advisory Councils (upon invitation), such as those for the university, the college, a school within the college, or a center within the college. (Supporting Faculty do not normally serve on other department, college, or university committees.)

SECTION 9.2 FACULTY QUALIFICATIONS

Standard 3 requires the school to maintain and strategically deploy Participating and Supporting Faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies.

9.2.1 AACSB Definitions

Initial academic preparation is assessed by earned degrees and other academic credentials. Initial professional experience is assessed by the nature, level, and duration of leadership and management position(s) in the practice of business and/or other types of organizational work.

Sustained academic and professional engagement is combined with initial academic preparation and initial professional experience to maintain and augment qualifications (i.e., currency and relevance in the field of teaching) of a faculty member over time.

Academic engagement reflects faculty scholarly development activities that support integration of relevant, current theory of business and management consistent with the school's mission, expected outcomes, and supporting strategies.

Professional engagement reflects faculty practice-oriented development activities that support integration of relevant, current practice of business and management consistent with the school’s mission, expected outcomes, and supporting strategies.

Qualified faculty status applies to faculty members who sustain intellectual capital in their fields of teaching, demonstrating currency and relevance of intellectual capital to support the school’s mission, expected outcomes, and strategies, including teaching, scholarship, and other mission components. Categories for specifying qualified faculty status are based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement.

9.2.2 Designation of Faculty Qualification Status at Coles

The school is required to demonstrate faculty members are either “Scholarly Academics,” “Practice Academics,” “Scholarly Practitioners” or “Instructional Practitioners” as outlined in Table 5. Those individuals who do not meet the criteria for these categories will be classified as “Additional” (See Table 1). These AACSB Faculty Status qualifications are distinct measures, separate from the faculty workload requirements from Chapter 3 of the *Statement of Philosophy and Guidelines for Faculty Performance, Planning, and Evaluation*.

TABLE 5: AACSB FACULTY QUALIFICATION CLASSIFICATIONS

		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Master’s Degree and Professional experience	Scholarly Practitioners (SP) 1 PRJ AND 2 OCs	Instructional Practitioners (IP) 3 OCs
	Terminal degree	Scholarly Academics (SA) 2 PRJs and 2 OC	Practice Academics (PA) 1 PRJ AND 2 OCs

9.2.3 Criteria for Evaluation

Categories for specifying qualified faculty status are based on the initial academic preparation, initial professional experience and sustained academic and professional engagement. Items listed under Academic Engagement and Professional Engagement are considered “Other Contributions” in the formal criteria provided below.

Academic Engagement: Scholarly development activities that support integration of relevant, current theory of business and management consistent with the school’s mission, expected outcomes, and supporting strategies. Academic Engagement is evaluated based on two criteria, 1) time spent engaged in the activity, and 2) the impact of the activity on stakeholders. These activities can include but are not limited to:

- Relevant, active editorships with academic journals or other business publications,
- Service on editorial boards or committees of academic publications,
- Leadership positions or participation in recognized academic societies and associations,
- Research awards,
- Reviewer for academic journals,
- Book reviews,
- Discussant, speaker, reviewer, program chair, or session chair at academic conference, meeting, or symposium,
- Leadership position in an academic conference, meeting, or symposium,
- Research grants or other third-party funding for research,
- Patents,
- Conference proceedings, books, book chapters, monographs, working papers,
- Fellow status,
- Other intellectual contributions for which substantive support for quality can be provided.

Professional Engagement: Activities that facilitate and foster the sharing and integration of knowledge between the Coles College and non-academic stakeholders, such as K-12, business, government, non-profits, and professional organizations. Professional Engagement is evaluated based on two criteria, 1) time spent engaged in the activity, and 2) the impact of the activity on stakeholders. Examples of engagement activities may include, but are not limited to, the following:

- Consulting activities that are material in terms of time and substance,
- Faculty internships,
- Serving as an expert witness,
- Quoted media outlet expert,
- Development and presentation of executive education programs,
- Sustained professional work supporting qualified status,
- Significant participation in business professional associations,
- Practice-oriented intellectual contributions detailed in AACSB Standard 2,
- Relevant, active service on boards of directors,
- Participation on an advisory board,
- Dissemination of knowledge through industry and other media activities,
- Documented professional certifications,
- Documented continuing professional education experiences,
- Participation in professional events that focus on the practice of business, management, and related issues,
- Participation in other activities that place faculty in direct contact with business or other organizational leaders,
- Writing of grants in furtherance of the Coles College mission,
- Patent applications,
- Other professional contributions for which substantive support for quality is provided.

Scholarly Academic (SA)

Qualifications: To be considered a Scholarly Academic (SA), a faculty member must meet each of the following criteria:

Academic Preparation: The faculty member must hold a terminal degree in a field related to the area in which they teach; or hold a terminal degree in an area other than that in which they teach supplemented by professional development in their teaching area.

Intellectual Contributions: The faculty member is expected to have a minimum of 2 PRJs and 2OC from the Academic Engagement category in the most recent five-year academic period.

Irrespective of Criterion 2 above, a faculty member will be considered SA if either of the following conditions is met:

- The faculty member's terminal degree was conferred within the past five years.
- The faculty member has completed all but the dissertation in their field of study within the past three years.

Note: Faculty members who at one time in their careers were considered SA, but who wish to change qualification status, may be considered PA or IP if they have engaged in significant professional activity within the past five years and meet the qualifications criteria. Such a change in qualification, however, must first be agreed to by both the Department Chair/School Director and the Coles College Dean and be consistent with college mission and needs.

Practice Academic (PA)

Qualifications: To be considered a Practice Academic (PA), a faculty member must meet each of the following criteria:

Academic Preparation: The faculty member must hold a terminal degree in a field related to the area in which they teach; or hold a terminal degree in an area other than that in which they teach supplemented by professional development in their teaching area.

Intellectual Contributions: At initial appointment or transition to PA status from SA, the faculty member must have engaged in significant professional activity within the past five years and have a minimum of 1 PRJ and two OCs from either the Academic Engagement or Professional Engagement categories.

Note: According to AACSB requirements, a Juris Doctor degree should be counted as terminal if the faculty member primarily teaches Business Law. In this case, the faculty member must, at a minimum, maintain PA status.

Scholarly Practitioner (SP)

Qualifications: To be considered a Scholarly Practitioner (SP), a faculty member must meet each of the following criteria:

Academic Preparation: The faculty member must hold a master's degree in a field related to the area in which they teach along with significant and substantive professional experience is appropriate.

Intellectual Contributions: At initial appointment, the faculty member must hold or have held within the past five years a position with significant duties related to the field in which they teach and have a minimum of 1 PRJ and two OCs from either the Academic Engagement or Professional Engagement categories.

Instructional Practitioner (IP)

Qualifications: To be considered Instructional Practitioner (IP), a faculty member must meet each of the following criteria:

Academic Preparation: Generally, the faculty member must hold, at a minimum, a master's degree in a field related to the area in which they teach, along with significant and substantive professional experience is appropriate. In rare circumstances, IP status will be granted to faculty with a bachelor's degree in a field related to teaching, plus a of depth, duration, sophistication, and complexity of professional experience that outweighs the lack of master's degree qualification.

Intellectual Contributions: At initial appointment, the faculty member must hold or have held within the past five years a position with significant duties related to the field in which they teach; or the faculty member must initiate and demonstrate within two years significant consulting or other applied work related to the field in which they teach and have 3 OCs from either the Academic Engagement or Professional Engagement categories. OCs for Instructional Practitioners may focus on teaching and pedagogical related activities related to their discipline.

To maintain IP status, the faculty member is expected to have a minimum of three OCs in the most recent five-year academic period. Professionals with the appropriate academic preparation who are currently employed in the field are considered IP when teaching part-time in their area of expertise, irrespective of the above criteria.

9.2.4 Designation of ADDITIONAL AACSB Faculty Qualification Status at Coles

Any faculty member who does not meet the requirements of SA, PA, SP, or IP Faculty Qualification Status will be classified as ADDITIONAL FACULTY. No more than 10% of faculty categorized as ADDITIONAL FACULTY should be deployed across the college or within each discipline.

9.2.4.1 Re-Establishing AACSB Faculty Qualification Status

Faculty members who have an ADDITIONAL Faculty AACSB Faculty Qualification Status must develop, in consultation with their Department Chair/School Director, a detailed written plan for regaining a qualified status within the two years following the year in which qualification was lost. The faculty member drafts the plan and submits it to both the Department Chair/School Director and Dean for review, revision, and approval. Faculty members with an ADDITIONAL Faculty AACSB Faculty Qualification Status will not be allowed to teach summer term, will lose their graduate faculty status (and will, therefore, be unable to teach in the graduate program), and will be unlikely to receive any salary increase until an AACSB Qualified Status of SA, SP, PA, or IP is regained, and their Workload requirements are met according to Chapter 3. Additionally, the faculty member's progress toward regaining lost qualification will be a significant factor in the annual performance evaluation.

SECTION 9.3 COLLEGE/UNIVERSITY ADMINISTRATION

A faculty member currently serving in college or university academic administration who had SA status at the time of administrative appointment (using the definition in place at that time), can maintain SA during their administrative appointment by publishing one PRJ and engaging in one OC in every five-year rolling period. An administrator who does not publish must maintain three OCs in every five-year rolling period to qualify for PA status.

A faculty member currently serving in college or university academic administration who had PA status at the time of administrative appointment (using the definition in place at that time), must maintain three OCs in every five-year rolling period to qualify for PA status.

An administrator who returns to the faculty with SA or PA status will be guaranteed such status for the lesser of two years or the number of years of years served in the administrative position. After this guaranteed period, the performance expectations to maintain the initial SA or PA status are as follows. By the end of one full year after such consideration expires, the former administrator must have at least one PRJ publication in either the relevant primary teaching discipline or a related discipline. By the end of two full years after the guaranteed period, the former administrator must meet all current criteria for SA or PA status. Please note that the administrator's status upon returning to a faculty role will dictate, in part, the workload track they are assigned.

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Kennesaw State University
Academic Affairs


Approval Form for College Promotion and Tenure Guidelines

A copy of this form, completed, must be attached as a cover sheet to the College guidelines.

I confirm that the attached guidelines, dated 12/01/2023, were approved by the faculty of the Michael J. Coles College of Business in accordance with college bylaws:

College Faculty Council Approval – I approve the attached guidelines:

Herb Mattord

DocuSigned by:

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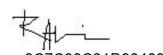
December 6, 2023

Name (printed or typed) / CFC chair

Signature/ Date

College P&T Review Committee Approval - I approve the attached guidelines:

Radwan Ali

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December 6, 2023

Name (printed or typed) / Committee chair

Signature/ Date

College Dean Approval - I approve the attached guidelines:

Robin Cheramie Latino

DocuSigned by:

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December 6, 2023

Name (printed or typed)

Signature/ Date

Provost Approval – I approve the attached guidelines:

Ivan Pulinkala

DocuSigned by:

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January 4, 2024

Name (printed or typed)

Signature/ Date