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**Kennesaw State University
Southern Polytechnic College of
Engineering and Engineering Technology**

**Guidelines for Promotion and Tenure
2023**

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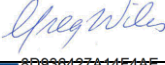
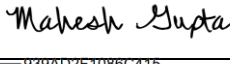
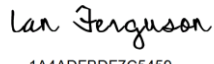

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Approval Form for College Promotion and Tenure Guidelines

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

I confirm that the attached guidelines, dated October 20, 2023 were approved by the faculty of the Southern Polytechnic College of Engineering and Engineering Technology in accordance with college bylaws:

Greg Wiles	<small>DocuSigned by:</small>  <small>8D938427A14F4AE...</small>	December 13, 2023
CFC chair Approval, 2023-24	Signature/	Date
Mahesh Gupta	<small>DocuSigned by:</small>  <small>939AD2F1088C415...</small>	December 13, 2023
College P&T Review Committee Approval	Signature/	Date
Ian Ferguson	<small>DocuSigned by:</small>  <small>1A4ADF8DF7C6469...</small>	December 13, 2023
College Dean Approval	Signature/	Date
Ivan Pulinkala	<small>DocuSigned by:</small>  <small>02FA0CC7B24D4B3...</small>	January 25, 2024
Provost Approval	Signature/	Date

I. Introduction

The Southern Polytechnic College of Engineering and Engineering Technology is a unit at Kennesaw State University, an institution that has been recognized by the Carnegie Classification of Institutions of Higher Education® as an R2. The college is a collaborative, collegial and diverse group of scholars who value excellence in teaching and mentorship, who are active in campus leadership, and who are successful in research activities that may involve both undergraduate and graduate students. All undergraduate programs within the college are ABET accredited.

The work of a university faculty member at Kennesaw State University involves many different facets that include the three areas of: 1) Teaching, Supervising, and Mentoring; 2) Scholarship and Creative Activity; and 3) Professional Service. Additionally, a university faculty member prioritizes initiatives to promote student success in at least one of the above-mentioned areas. The college is always open to helping faculty identify new areas of student success.

The college believes that individual faculty should develop goals that reflect their unique ways of contributing to the university and departmental goals. These goals are developed and evaluated each year in the Faculty Performance Agreement (FPA) and Annual Review Document (ARD) process and serve to support the faculty member in their annual evaluations as well as in tenure, promotion, and post-tenure review decisions. This document is designed to provide guidance with respect to the standards of performance expected by the Southern Polytechnic College of Engineering and Engineering Technology in each of the areas.

All guidelines must adhere to USG policy and 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 department (or college) guidelines.

II. Alignment of the Southern Polytechnic College of Engineering and Engineering Technology with the University and College Strategic Plan, Mission, and Faculty Performance Guidelines

The Southern Polytechnic College of Engineering and Engineering Technology is committed to achieving the Mission and Strategic Plans of the college and Kennesaw State University. The guidelines published here are intended to support and elaborate on the guidelines for tenure, promotion, and post-tenure review of Kennesaw State University, as applied to faculty in the Southern Polytechnic College of Engineering and Engineering Technology. Each faculty member should carefully consider all guidelines for portfolio preparation and review at the university, college, and departmental levels as they establish goals and prepare for the annual review, promotion, tenure, and post-tenure reviews.

Because 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. Therefore, 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.

III. General Guidelines for Faculty Performance

Faculty performance in the Southern Polytechnic College of Engineering and Engineering Technology is evaluated following the general guidelines established in the KSU Faculty Handbook. The key points of these general guidelines are:

- The FPA.
- The ARD.
- Department responsibilities to provide resources for teaching, research, and service, and the faculty member's responsibilities for funding and professional development.
- Definitions of scholarly activity and scholarship.
- Participation in approved teacher preparation efforts and in school improvement.
- According to the KSU Faculty Handbook (Section 3.4. Evaluation of the Quality and Significance of Faculty Scholarly Accomplishments), "Quality and significance are the primary criteria for evaluating faculty performance. Quality and significance of scholarly work are over-arching, integrative concepts that apply equally to all areas of faculty performance. A consistently high quality of scholarly work, and its promise for future exemplary scholarly work, is more important than the quantity of the work done."

IV. Guidelines for Each Area of Review for Faculty Performance

The Southern Polytechnic College of Engineering and Engineering Technology recognizes the criteria for annual review, promotion, tenure, and post-tenure review as outlined in the KSU Faculty Handbook (Section 3 Review and Evaluation of Faculty Performance). Evidence for consideration of faculty performance should be referenced according to the three categories of evaluation identified under KSU Faculty Handbook, Section 3.3, Basic Categories of Faculty Performance. The categories are.

1. Teaching,
2. Scholarship and Creative Activity, and
3. Professional Service.

While faculty may pursue student success in all three categories, they are to highlight activities promoting student success in at least one of these three categories in both their annual reviews and in their multi-year reviews (see Faculty Handbook Section 3.2 Overview of Faculty Responsibilities). The college is always open to helping faculty identify new areas of student success.

A. Teaching

As stated in the Faculty Handbook, teaching effectiveness is fundamentally essential for continued faculty employment, tenure, and promotion in rank. Basic expectations for Teaching

can be found in Appendix A (under “Meets Expectations”). Additional activities, above and beyond those basic expectations, may include but are not limited to:

- Providing high quality teaching across a variety of instructional settings (classroom, instructional laboratory, online, seminar, directed study, tutorials, undergraduate research and scholarship, etc.).
- Incorporating innovative teaching methods informed by scholarship.
- Developing new, innovative, or high-impact teaching methods.
- Developing new or innovative, including industry-related, instructional materials.
- Assessing and/or evaluating course and/or student learning outcomes.
- Professional student mentoring for SPCEET degree programs, graduate school, and career.
- Supervising and mentoring undergraduate and/or graduate students in research and scholarship.
- Supervising and mentoring undergraduate capstone-project students.
- Supervising and mentoring undergraduate students in courses with service-learning components.
- Teaching an internship course in which enrolled students are working as interns or mentoring and supervising students doing internships.
- Providing organized efforts for consultation with students.
- Receiving very positive student evaluations or peer reviews on teaching ability.
- Participating in professional development activities such as attending workshops and conferences related to teaching.
- Directing students in directed study projects.
- Advising students in specialty areas.
- Participating in study abroad programs.
- Curricular development, modification, implementation, and evaluation.
- Other teaching activities agreed upon by the faculty member and the Department Chair.

Evaluation of a faculty member’s teaching effectiveness may include student written evaluations, faculty’s evidence and description of innovative teaching techniques, peer reviews, and other independent evidence as suggested in the following areas: a) effectively plans and organizes subject matter of courses assigned, b) utilizes effective teaching and instructional assessment methods to better understand and to further improve teaching effectiveness and student learning, c) functions effectively in mentoring students, d) serves as an effective supervisor of student research, and/or e) expands their knowledge/skills to improve effectiveness as an on-going activity to further the instructional capabilities of the department. Students evaluate each course according to university policy.

In addition to documenting teaching effectiveness in terms of student learning, faculty should

provide other measures of teaching effectiveness, such as some, but not necessarily all, of the following: teaching awards, evidence of handling diverse and challenging teaching assignments, securing grants for curriculum development or teaching techniques, accomplishments involving community-engaged pedagogy, peer observations, and contributions to the achievement of departmental teaching-related goals.

Faculty who designated teaching as their area of focus for student success should report those student success activities that occur in teaching in their ARD.

Examples of Student Success in Teaching

Student success most often occurs 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 and other high impact practices in their classrooms, and/or apply professional development activities and initiatives offered by the college, institution, or the USG to their work with students.

B. Scholarship and Creative Activity

The Southern Polytechnic College of Engineering and Engineering Technology recognizes a process of research that includes idea generation, identification of necessary resources, gathering and analyzing data, and disseminating the results at professional meetings and in published formats. All aspects of this process are considered necessary scholarly activity. Scholarship, however, is defined specifically as a creative, intellectual work that is disseminated and professionally reviewed by peers in the discipline (Faculty Handbook section 3.4). This may include research based on the faculty member's training and expertise ("discipline-based research"), teaching-and-learning-based research, or other appropriate efforts as defined in the FPA. The pace of research is acknowledged to vary among the sub-disciplines within engineering, especially those sub-disciplines that require prolonged periods of time for significant data collection.

Basic expectations for Scholarship and Creative Activity can be found in Appendix A (under "Meets Expectations"). Additional activities and artifacts, above and beyond those basic expectations, which can be identified to assess the scholarly component of the candidate's performance may include but are not limited to:

- Publications: refereed journals, refereed conference proceedings, books and book chapters, non-refereed conference proceedings, laboratory manuals, magazine articles, technical reports to agencies and organizations, externally published reports and published reviews. The reputation of the publication is important. Department scrutiny is needed for applicants.
- Research: funded research, proposal submission, proposal acquisition and managing relevant contributions to the existing funded projects, non-funded research.
- Mentoring students in research: including PhD, MS, and undergraduate students. Mentorship can be in the form of a research course or honor thesis, thesis, and dissertation.
- Presentations: keynote or invited speaker, conference presentations, invitee for a conference panel.

- Industry projects: Projects funded by industry and collaboration with industry personnel on industry- driven projects. It is recognized that externally funded research from some industry and government agencies may result in restrictions on publications. Such research is still encouraged as part of the candidate’s overall portfolio of scholarly activities.
- Projects involving scholarship of teaching, pedagogy, and making contributions to improving engineering education.
- Patent Application: patent applications and disclosure.
- Other scholarly activities or artifacts agreed upon by the faculty member and the Department Chair.

Evaluation of a faculty member’s research effectiveness will be based upon the evidence that the individual faculty member has systematic inquiry activities and should: a) encompass notable levels of discipline expertise, b) be innovative or logically contribute to the discipline or professional knowledge base, c) be replicable or elaborated, d) be documented and peer reviewed. Within the Southern Polytechnic College of Engineering and Engineering Technology, it is recognized that the faculty represent remarkably diverse disciplines/sub-disciplines. When evaluating faculty from such a range of disciplines, difference in the time required for establishing a research program, data collection, and analysis must be considered.

Faculty who designated 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 ARD.

Examples of Student Success in Scholarship and Creative Activity

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

C. Professional Service

Professional service involves the application of a faculty member’s academic and professional skills and knowledge to the completion of tasks which benefit or support individuals and/or groups in the institution, the university system, professional associations, or external communities at the local, state, regional, national, or international levels.

Basic expectations for Professional Service can be found in Appendix A (under “Meets Expectations”). Additional activities, above and beyond those basic expectations, may include but are not limited to:

- Chairing, co-chairing, and/or active participation in university, college, or department level activities, committees, faculty governance bodies, task forces, etc.
- Leadership positions and/or significant achievements in activities among professional

organizations at the international, national, regional, and state level (boards, standing committees, ad hoc committees, task forces, etc.).

- Developing and/or maintaining departmental, college, or university documents such as the college or department P&T guidelines, college or department bylaws, part-time faculty handbook, program brochures, departmental web pages, etc.
- Leadership and/or consulting/advising among a broad base of relevant community, state, regional, or national organizations, agencies, schools, or businesses.
- Working on outreach to schools (elementary, middle or high schools) and to community colleges, including presentations at schools, teacher workshops, judging science fairs, working with the Science Bowl and Science Olympiad, etc.
- Serving as an official faculty mentor for new faculty that is assigned by the department or college.
- Instrument supervision and maintenance, including seeking new equipment quotes, etc.
- Coordinating laboratories or courses.
- Supervising students enrolled in an internship course but not as the instructor teaching the course.
- Providing service work to industry not leading to scholarly publications.
- Leadership (faculty sponsor/advisor) in student-based professional clubs, competition teams, honor societies, etc.
- Promotional and recruiting activities for department, college, and/or university.
- Professional review of external accreditation reports, folios, or self-studies.
- Editorship/reviewer board membership of professional journals or scholarly books/monographs.
- Professional review of journal articles, conference proceedings, books, etc.
- Accreditation self-study development, planning, assessment, including ABET.
- Grant writing for support of student activities, student groups, or coursework.
- Faculty Advisor for student organizations/competitions.
- Other service duties agreed upon by the faculty member and the Department Chair.

Professional service activities will be evaluated based upon the nature and extent to which the individual applies professional expertise at: a) the university community in support of teaching, service, and research functions, b) the local, state, regional, national, or international professional organizations, and c) to community and/or non-profit organizations, governmental groups, or private business/agencies whose missions align with this department, college, and university.

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

include:

- Providing substantial leadership, resulting in significant written documentation, at the department, college, or university level.
- Leadership in professionally related state, regional, or national organizations,
- Organizing a regional, national, or international conference.
- Making significant contributions to writing institutional self-study reports; governance documents or other notable institutional documents.
- Preparation of accreditation reports.

Professional Service may also include serving as an administrator (see Sections 1.1 and 3.11 Faculty Membership in the KSU Faculty Handbook for definition of administrator). The service duties performed by an administrator may include activities such as:

- Day-to-day operational management of the administrative unit.
- Budgeting and budget reporting.
- Strategic and operational planning.
- Scheduling courses and events for the unit.
- Supervision of faculty and staff.
- Staffing functions, including screening, hiring and training employees of the unit.
- Conducting performance reviews of faculty and staff.
- Marketing degree programs and unit activities.
- Other work assignments that are directed toward the successful operation of the administrative unit.

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

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.

V. Workload Models

Consistent with the university, the college defines various workload models (see Section 2.2 in the Faculty Handbook.) A workload-hour is defined as one hour of lecture or two contact hours of lab. For example, a one-credit hour lab (3 contact hours) is 1.5 workload-hours. A three-credit hour lecture course is 3 workload-hours. Three workload-hours for one semester is defined as

10% of the faculty load.

The norms for workload effort expected in the area of teaching, scholarship/creative activity, and service for the typical tenure-track/tenured teaching faculty are 60%, 30%, and 10%, respectively. *Workload adjustments are made from these norms. Faculty for whom a different model would be more appropriate will collaborate with their department chair in the selection of that model.* Note that all faculty must allocate at least 10% of their time to professional service activities essential to the life of the institution. The minimum workload effort in scholarship/creative activity expected for a tenure-track or tenured teaching faculty expecting to be tenured and/or promoted is 20%.

While *not* an exhaustive list, illustrative examples of workload models are described below, with their suggested time allocations.

A. Teaching Model – Lecturer

The Teaching Model provides a professional workload model for faculty employed full-time with annual review and renewal, whose main responsibility and interests are in the teaching and supervision of students in a variety of settings. In the Southern Polytechnic College of Engineering and Engineering Technology, these are typically lecturers and senior lecturers, and the college follows the university's guidelines regarding workloads.

- The workload effort expected in teaching, scholarship/creative activity, and service are 90%, 0%, and 10%, respectively.
- Faculty on the Teaching Model will typically carry a teaching load of 27 workload-hours per academic year. This is typically the equivalent of 9 three-credit hour lecture courses per academic year (5-4).
- In most cases, the primary responsibility of faculty hired as lecturers or senior lecturers is teaching and they are expected to be a highly effective teacher.
- In rare cases, the professional service responsibilities assigned to a lecturer or senior lecturer may be individualized and unique. In such cases, the responsibilities should be defined in the FPA. Lecturers may serve in other roles (e.g., course coordinators) as needed. Higher levels of service may be offset by lower teaching loads.
- Unless otherwise set forth in an FPA, there are no expectations for scholarship.
- Promotion and rehiring decisions will be made considering the faculty member's success in achieving the requirements of their FPA during the evaluation period.
- The heavy teaching loads of a lecturer/senior lecturer offsets the absence of a full range of regular faculty responsibilities that normally rounds out the typical full undergraduate faculty load at KSU.

Because of this, lecturers and senior lecturers are expected to demonstrate exceptional teaching ability to qualify for reappointment at KSU.

B. Teaching Emphasis Model

Tenured faculty not expecting promotion may follow the Teaching Emphasis Model. The workload effort expected in teaching, scholarship/creative activity, and service are 80%, 10%, and 10%, respectively. Faculty on the Teaching Emphasis Model will typically carry a teaching load of 24 workload-hours per academic year. This is typically the equivalent of 8 three-credit hour lecture courses per academic year (4-4). As noted above, the minimum workload effort in scholarship/creative activity expected for a tenure-track or tenured teaching faculty expecting to be tenured and/or promoted is 20%.

C. Teaching - Scholarship/Creative Activity Balance Model

The Teaching - Scholarship/Creative Activity Balance Model provides an option for faculty with interests and talents in the areas of teaching, scholarship and creative activity, and administrative leadership. The proportion of effort that will be placed in all workload areas will be determined by the chair, in consultation with faculty, based on departmental, college and university need, and specified in the FPA. This model is available for tenured or tenure-seeking faculty.

The college guidelines for the Teaching - Scholarship/Creative Activity Balance Model are interpreted as follows:

- The workload effort expected in teaching, scholarship/creative activity, and service for the typical tenure-track/tenured teaching faculty are 60%, 30%, and 10%, respectively.
- Faculty on the Teaching - Scholarship/Creative Activity Balance Model will typically carry a teaching load of 18 workload-hours per academic year. This is typically the equivalent of 6 three- credit hour lecture courses per academic year (3-3).
- Teaching is the primary responsibility of all faculty, and excellence in Teaching is expected of all faculty.
- Each faculty member will produce scholarship in at least one area. This could be scholarship of research and creative activity, scholarship of teaching and learning (SOTL), scholarship of service, and/or scholarship of administrative leadership.
- The criteria for scholarship will be specified by department guidelines, and some examples are listed in Section IV.
- Interpretations and adaptations of the university's and college's general criteria by rank for this workload model in the Southern Polytechnic College of Engineering and Engineering Technology can be found in Appendix B.

D. Teaching - Scholarship - Service Balance Model

The Teaching - Scholarship - Service Balance Model is very similar to the Teaching - Scholarship/Creative Activity Balance Model but allocates more time for professional service activities. The college guidelines for the Teaching - Scholarship - Service Balance Model are identical to the Teaching - Scholarship/Creative Activity Balance Model with the following differences:

- The workload effort expected in the area of teaching, scholarship/creative activity, and service for faculty are 60%, 20%, and 20%, respectively.
- Faculty on the Teaching - Scholarship - Service Balance Model will typically carry a teaching load of 18 workload-hours per academic year. This is typically the equivalent of 6 three-credit hour lecture courses per academic year (3-3).
- There will be additional service requirements and fewer scholarship/creative activity requirements as agreed to by the faculty member and their department chair and outlined in the faculty member's FPA.

E. Scholarship/Creative Activity Emphasis Model

The Scholarship/Creative Activity Emphasis Model is for tenured/tenure track faculty who spend more time on their scholarship activities compared to the Teaching – Scholarship/Creative Activity Balance Model. This model is based upon the Teaching – Scholarship/Creative Activity Balance Model with the following differences:

- The workload effort expected in teaching, scholarship/creative activity, and service are 40%, 50%, and 10%, respectively.
- Faculty on the Scholarship/Creative Activity Emphasis Model will typically carry a teaching load of 12 workload-hours per academic year. This is typically the equivalent of 4 three-credit hour lecture courses per academic year (2-2).
- While teaching may no longer be the primary responsibility of these faculty, excellence in the area of Teaching is still expected of all faculty.
- There will be additional scholarship/creative activity requirements as agreed to by the faculty member and their department chair and outlined in the faculty member's FPA.
- It is expected that the scholarship will be externally funded, disseminated in high impact publications, and consistent with expectations of an emerging R2 institution.

F. Teaching - Service Balance Model

The Teaching - Service Balance Model may apply to Assistant Department Chairs, ABET Coordinators, Graduate Program Coordinators, and the like where service accounts for more than 20% of the workload. The typical workload effort expected in teaching, scholarship/creative activity, and service are 60%, 10%, and 30%, respectively. The typical teaching load for these faculty will vary from 12 – 18 workload hours per academic year. The selection of this model must be done with the support and written approval of the faculty member's supervisor and the dean of the Southern Polytechnic College of Engineering and Engineering Technology. Expectations for scholarship and service will be documented in the Faculty Performance Agreement (FPA).

G. Administration Emphasis Model

The Administration Emphasis Model provides a workload model for administrative faculty (as defined in Section 3.11 of the KSU Faculty Handbook) with administrative faculty contracts for whom the majority of their time and effort is committed to the administration of the college and the academic departments. The performance criteria for these faculty members will be the

aggregate performance of the unit and/or portfolio supervised by the faculty member. Faculty engaged in the Administrative Emphasis Model are required to be active in multiple levels of service and to establish strong and effective leadership practices. The requirement of Teaching and Scholarship and Creative Activity contributions will be assessed within the context of the overall needs of the administrative unit.

- The workload effort expected in teaching, scholarship/creative activity, and service for faculty are 20%, 10%, and 70%, respectively, or as deemed appropriate by the faculty member and their supervisor.
- Faculty engaged in the Administration Emphasis Model are required to be active in multiple levels of service and to establish strong and effective leadership practices.
- The requirement of teaching, scholarship/creative activity contributions will be assessed within the context of the overall needs of the administrative unit.
- Expectations for scholarship/creative activity and service will be documented in the FPA.
- The performance criteria for these faculty will be the aggregate performance of the unit and/or program(s) supervised by the faculty.

VI. Annual Reviews

The annual assessment of a faculty member's contributions to the university will be based on performance in reference to the criteria listed in the most recent year's FPA. The basis of this assessment is an ARD that is compiled by the faculty member to demonstrate progress toward the criteria in the FPA. This document will convey accurate information and the criteria by which the faculty member is to be assessed, counseled, and judged. The professional performance at KSU must address the quantity, quality, and significance of the contributions.

The annual review process and required formats of the ARD and FPA are defined in Section 3.12 of the Faculty Handbook.

As also stated in Section 3.12 of the Faculty Handbook, department chairs 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 scale:

5. Exemplary
4. Exceeds Expectations
3. Meets Expectations
2. Needs Improvement
1. Does Not Meet Expectations

This same scale should apply to tenure-track and non-tenure track faculty members, however non-tenure track faculties are not impacted by the Performance Remediation Plan or Performance Improvement Plan. In addition, chairs will evaluate faculty efforts to promote student success in at least one of the three areas. Guidelines for annual faculty evaluations can be found in Appendix A. Employee performance is evaluated for non-tenure track academic professionals through annual reviews. Non-tenure track academic professionals will follow the annual review processes and timelines outlined for non-tenure track faculty in the KSU Faculty Handbook Section 3.13.

The uniqueness of the departments in the college requires that the annual evaluation guidelines

at the college level be general in nature. Specificity is provided in each department's guidelines based on their departmental strategic plans, and other requirements. It is expected that department guidelines will be consistent with similar departments in peer R2 institutions.

Academic administrative officers shall be evaluated by the administrator's supervisor according to Section 3.12 of the Faculty Handbook.

A. Performance Remediation Plan

If a tenured or tenure-track faculty member receives a "1 – Does Not Meet Expectations" or "2 – Needs Improvement" in any of the three categories during an annual review, the chair of the department and the faculty member must develop a Performance Remediation Plan (PRP). For the PRP process, please refer to the Faculty Handbook Section 3.12.

B. 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 them 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 post-tenure review will be followed (BoR Faculty and Student Affairs Handbook 4.7 and Faculty Handbook section 3.12).

VII. Multi-Year Reviews

Multi-year reviews require the faculty member to complete a portfolio for review of their accomplishments.

A. Pre-Tenured Review

The Pre-Tenure Review is a multi-year review of the last 3 years' work of tenure-track faculty to ensure the faculty member is making appropriate progress toward achieving tenure. The review of pre-tenure documents begins with the faculty submitting their materials to the electronic workflow process. The department P&T committee then reviews the faculty's documents and submits a Review Letter to the Department Chair via workflow. The Department Chair reviews the committee response and submits a Review Letter to the workflow, and on to the college dean.

The candidate can respond to each Review Letter. (See Faculty Handbook 3.12 for further procedures.)

If a pre-tenured faculty member receives a "1 – Does Not Meet Expectations" or "2 – Needs Improvement" in any of the three categories during an annual review, the chair of the department and the faculty member will develop a Performance Remediation Plan (PRP). For the PRP process, please refer to the Faculty Handbook Section 3.12.

B. Promotion and/or Tenure by Rank

For tenure, faculty members must meet the expectations for their rank in each area of evaluation. For promotion, faculty members must already be meeting the expectations of the next rank (see Appendix B for details.)

For promotion and tenure decisions, each performance area is evaluated as “noteworthy”, “satisfactory”, and “unsatisfactory”, which must be defined by each department (see Faculty Handbook, Section 3.2). Faculty members need not demonstrate noteworthy achievements in all three categories but must be noteworthy in two and satisfactory in the third to be successful in their promotion and tenure reviews. All teaching faculty are expected to emphasize excellence in teaching and demonstrate noteworthy achievement in at least one other area (Faculty Handbook 3.2, BoR Policy Manual 8.3.5, 8.3.6, and 8.3.7). Appropriate activities and noteworthy achievement in all three areas are defined by the specific departmental guidelines.

For other types of P&T procedures, such as those pertaining to administrative faculty, please see the Faculty Handbook 3.5 and 3.12.

C. Appointment and Promotion for the Non-Tenure Track Lecturer Faculty Ranks

The criteria for promotion to senior lecturer or principal lecturer are evidence of highly effective teaching ability inside and/or outside of the classroom environment and value to the University in the area of teaching and student learning (or highly effective professional service and/or administration and leadership for lecturers/senior lecturers/principal lecturers with these primary responsibilities). Experience is correlated with rank, but years of service or successful annual reviews alone are not sufficient to qualify for a promotion in rank. The same committee structure that is used for promotion for tenured and tenure track faculty will be used: promotion reviews for lecturers and senior lecturers begin with the Department P&T Committee, then proceed to the department chair, dean, provost, and president (discrepant reviews and requests for an additional review also go to the College P&T Committee). Departments and colleges with non-tenure track lecturer faculty must incorporate into their guidelines the criteria for the promotion review for these faculty members. For more information, please refer to the KSU Handbook, 3.10.1.

D. Post-Tenure Review

According to USG policy, “all tenured faculty members who have rank and tenure with an academic unit must undergo post-tenure review (PTR) five years after the award of tenure and subsequently every five years unless it is interrupted by a further review for promotion to a higher academic rank (Associate/Full Professor) or academic leadership promotion (e.g., department chair, dean, associate provost)”. The process begins with the faculty member submitting the required post-tenure review portfolio to the digital workflow. (See Faculty Handbook 3.5, and 3.12 for further details and instructions.)

Following Faculty Handbook Section 3.12, successful PTRs may result in monetary rewards. In the event of a post-tenure review that does not meet expectations, a Performance Improvement Plan (PIP) is required, as is described in Section 3.12 of the Faculty Handbook.

The type of post-tenure review required is determined by contract type: teaching faculty vs. administrative faculty contract. Faculty Handbook section 1.1 defines these contracts. The details of administrative PTR, including frequency, are included in Section 3.12 of the Faculty Handbook.

E. External letters

External letters are only required for tenure-track/tenured faculty applying for promotion and/or tenure, and non-tenured faculty applying for promotion with research and scholarship expectations of 50% or more of their workload expectations. Policies regarding External Letters can be found in KSU Handbook Section 3.12.

VIII. Criteria for Evaluation during a Multi-Year Review

This section establishes a framework to aid departments with preparation of evaluation criteria in their promotion and tenure guidelines. Specific evaluation criteria shall be established in each department's promotion and tenure guidelines, consistent with peer R2 institutions. Departments should add sufficient specificity to ensure faculty are clear about their expectations.

Given the recent update of KSU to a Carnegie Classification of R2, the institution's classification rating associated with the hire date of the faculty member should be taken into consideration when evaluating their performance in the Scholarship and Creative Activity category.

A. Criteria for Promotion of Lecturers to Senior Lecturers

Faculty candidates for promotion to Senior Lecturer on the Teaching Model must demonstrate evidence of "noteworthy" achievement in the category of teaching. A minimum of "satisfactory" must be achieved in professional service, and also in scholarship and creative activity if it is included in the candidate's FPA.

B. Criteria for Promotion of Senior Lecturers to Principal Lecturers

Faculty candidates for promotion to Principal Lecturer on the Teaching Model must demonstrate evidence of "noteworthy" achievement in the category of teaching *and* either scholarship and creative activity or professional service. Additionally, a minimum of "satisfactory" must be achieved in the third category, scholarship and creative activity or professional service if it is included in the candidate's FPA.

C. Criteria for Promotion and/or Tenure during a Multi-Year Review

Faculty candidates seeking promotion and/or tenure must demonstrate evidence of “noteworthy” achievement in the category of teaching and one other category. A minimum of “satisfactory” must be achieved in the third category.

D. Criteria for the Administration Model during a Multi-Year Review

Faculty candidates for tenure and/or promotion on the administrative model must demonstrate evidence of “noteworthy” achievement in the faculty performance categories of (1) Teaching and (2) Professional Service. A minimum of “satisfactory” must be evidenced in Scholarship and Creative Activity.

IX. Revisions to College Guidelines

The Southern Polytechnic College of Engineering and Engineering Technology Faculty Council shall periodically review the college guidelines and make recommendations to the dean regarding needed revisions. Revisions to the guidelines shall be voted on by the Promotion and Tenure committee of the college.

Appendix A – Annual Faculty Evaluation Guidelines

TEACHING

The following five-level rating scale is provided for guidance in the evaluation of effective teaching performance.

1. Does Not Meet Expectations:

This faculty member neglects the basic teaching requirements scored below as “3. Meets Expectations”.

The faculty member selected the teaching category for student success but did not engage in student- success activities (see Section IV-A in this document).

A number of expectations in this area of the FPA are unmet.

2. Needs Improvement:

Faculty members’ efforts and performance fell below college expectations in the area of teaching, and they did not meet the college expectations even at a minimal level. The college expectations can be found below in “3. Meets Expectations”. Extensive improvements are needed.

The faculty member selected the teaching category for student success, but rarely engages in student success activities (see Section IV-A in this document).

A few expectations in this area of the FPA are unmet.

3. Meets Expectations:

This faculty member adequately fulfills the basic requirements in teaching as required. The basic teaching requirements are identified as:

- Meeting all classes.
- Delivering the departmentally accepted course content for the courses being taught.
- Maintaining availability for students.
- Providing reasonable mechanisms for evaluating student performance.
- Returning assigned material within a reasonable time period.
- Providing academic and career mentoring for students.

- Assessing or evaluating courses, student learning outcomes, and teaching methods.
- Participates in an appropriate number of professional development activities such as attending workshops and conferences related to teaching, as outlined in their FPA.
- Demonstrating teaching effectiveness. This may include but is not limited to the use of effective pedagogy, student evaluations, and other measures that demonstrate teaching effectiveness.

The faculty member selected the teaching category for student success and engages in appropriate student success activities (see Section IV-A in this document).

The faculty member meets or exceeds the expectations in this area of the FPA.

4. Exceeds Expectations:

In addition to meeting the basic teaching requirements scored above as “3. Meets Expectations”, the faculty member also regularly has teaching activities above and beyond the basic requirements such as those listed in Section IV-A of this document.

This faculty member establishes an effective learning and mentoring environment, plans carefully, and carries through. Students find this instructor to be a good classroom lecturer or discussion leader emphasizing critical thinking. This faculty member is well read in the discipline and explores new methods of teaching appropriate to the discipline being taught, uses technology, and occasionally introduces the results of their own investigations into their courses.

Both students and faculty colleagues recognize the faculty member as a very good teacher. The faculty member values student comments and often receives high student evaluation scores. Student evaluation scores are most relevant when there is a good participation rate. This faculty member collects and evaluates outcome data regarding student learning, and if necessary, revises courses from semester to semester based on the outcome data. Revisions are made deliberately to improve the course, then systematically assessed to determine the effect on students’ learning.

As a mentor, this professor seeks to bring out the best performance from students and prepares them to meet present and emerging challenges.

The faculty member selected the teaching category for student success and is involved in impactful student success activities (see Section IV-A in this document).

The faculty member meets or exceeds the expectations in this area of the FPA.

5. Exemplary

In addition to meeting the basic teaching requirements scored above as “3. Meets Expectations”, the faculty member also regularly and impactfully has many teaching activities above and beyond the basic requirements such as those listed in Section IV-A of this document.

This faculty member is considered one of the best in the teaching role. This faculty member establishes a very effective learning and mentoring environment, plans carefully, and follows through. Students find this instructor to be an engaging classroom lecturer or discussion leader, emphasizing critical thinking. This faculty member is widely read in the discipline uses high impact teaching appropriate to the discipline being taught, uses technology, and frequently introduces the results of their own investigations into their courses.

Both students and faculty colleagues recognize the faculty member as an excellent teacher. The faculty member values student comments and almost always receives high student evaluation scores. Student evaluation scores are most relevant when there is a good participation rate. This faculty member collects and evaluates outcome data regarding student learning, and if necessary, revises courses from semester to semester based on the outcome data. Revisions are made deliberately to improve the course, then systematically assessed to determine the effect on students' learning.

This faculty member endeavors to improve both the style and substance of their student mentoring role by evaluating the effectiveness of their mentoring practices.

As a mentor, this professor seeks to bring out the best performance from students and prepares them to meet present and emerging challenges. This faculty member often engages in other activities such as advising student project teams as well as supervising students in research, independent study courses or student club activities.

The faculty member selected the teaching category for student success and is involved in impactful student success activities (see Section IV -A in this document).

The faculty member meets or exceeds the expectations in this area of the FPA.

SCHOLARSHIP & CREATIVE ACTIVITY

The following five-level rating scale is provided for guidance in the evaluation of scholarship and creative activity.

1. Does Not Meet Expectations:

This faculty member neglects the basic scholarship/creative activity requirements scored below as "3. Meets Expectations".

The faculty member selected the scholarship/creative activity category for student success but did not engage in student-success activities (see Section IV-B in this document).

A number of expectations in this area of the FPA are unmet.

2. Needs Improvement:

Faculty member's efforts and performance fell below college expectations in the area of scholarship/creative activity, and they did not meet the college expectations even at a minimal

level. The college expectations can be found below in “3. Meets Expectations”. Extensive improvements are needed.

The faculty member selected the scholarship/creative activity category for student success, but rarely engages in student success activities (see Section IV-B in this document).

A few expectations in this area of the FPA are unmet.

3. Meets Expectations:

This faculty member adequately fulfills the basic requirements in scholarship/creative activity as required. The basic scholarship/creative activity requirements are identified as:

- Foster and/or maintain an active, sustainable, data generating, research effort.
- Execute or continue a scholarship plan that is appropriate to the professional field and the choice of the scholarship area, as negotiated in the FPA.
- For scholarship of teaching, scholarship of service, or scholarship of research/creative activity, produce an appropriate number of products, as outlined in their FPA. Products are defined in Section IV-B.

The faculty member selected the scholarship/creative activity category for student success and engages in appropriate student success activities (see Section IV-B in this document).

The faculty member meets or exceeds the expectations in this area of the FPA.

4. Exceeds Expectations:

In addition to meeting the basic scholarship/creative activity requirements scored above as “3. Meets Expectations”, the faculty member also regularly has scholarship/creative activities above and beyond the basic requirements such as those listed in Section IV-B of this document.

In any given year, the hallmark of this faculty member's performance is organization and consistency in setting and achieving goals for creative scholarly activity and professional development as detailed on their FPA. This faculty member's activities may include, but are not limited to, publishing, or making significant progress towards the completion of multiple peer-reviewed publications, discipline-related book chapters, an external grant proposal, patents or other government approvals, or comparable intellectual contributions in their technical discipline, professional service, or engineering education.

For a consulting activity to be considered a comparable intellectual contribution, it must be scholarly and professional in nature, and adequately documented, such as with written confirmation from the faculty member's client describing the value and nature of the work. This faculty member may have been nominated for or received a research- or scholarship-related award or official recognition by the college, university, or amongst peers outside the university. Other significant activities include obtaining and maintaining a professional engineering license as well as obtaining other widely recognized non-teaching certifications

related to the faculty member's discipline if these are not a requirement to be credentialed to teach in the faculty member's department.

The faculty member selected the scholarship/creative activity category for student success and is involved in impactful student success activities (see Section IV-B in this document).

The faculty member meets or exceeds the expectations in this area of the FPA.

5. Exemplary:

In addition to meeting the basic scholarship/creative activity requirements scored above as "3. Meets Expectations", the faculty member also regularly and impactfully has many scholarship/creative activities above and beyond the basic requirements such as those listed in Section IV-B of this document.

The faculty member's publications and creative scholarly activity earn respect beyond the campus in their field of expertise. Representative activities include publications in quality journals and national conferences, invited publications and presentations, and submitting a grant proposal to a national government or private entity. The faculty member's scholarly or creative work has been judged excellent by professional colleagues, which has resulted in recognitions that may include non-monetary awards and honors, funded grants, and fellowships. This person maintains a very-productive creative and scholarly activity effort.

The faculty member selected the scholarship/creative activity category for student success and is involved in impactful student success activities (see Section IV-B in this document).

The faculty member meets or exceeds the expectations in this area of the FPA.

PROFESSIONAL SERVICE

The following five-level rating scale is provided for guidance in the evaluation of professional service activities. In ARDs, simply listing service activities does not address the role played, the unique contribution made, nor the alignment between these activities and the mission of the college. The faculty member must discuss their contributions in the context of the department or the college mission and indicate the quality and significance of their Professional Service activities.

1. Does Not Meet Expectations:

This faculty member neglects the basic professional service requirements scored below as "3. Meets Expectations".

The faculty member selected the professional service category for student success but did not engage in student-success activities (see Section IV-C in this document).

A number of expectations in this area of the FPA are unmet.

2. Needs Improvement:

Faculty members' efforts and performance fell below college expectations in the area of

professional service, and they did not meet the college expectations even at a minimal level. The college expectations can be found below in “3. Meets Expectations”. Extensive improvements are needed.

The faculty member selected the professional service category for student success, but rarely engages in student success activities (see Section IV-C in this document).

A few expectations in this area of the FPA are unmet.

3. Meets Expectations:

This faculty member adequately fulfills the basic requirements in professional service as required. The basic professional service requirements are identified as:

- Active participation on an appropriate number department, college, and/or university committees per year, as defined in their FPA.
- Attend faculty meetings.
- Performance in at least one additional area listed in Section IV-C of this document.

The faculty member selected the professional service category for student success and engages in appropriate student success activities (see Section IV-C in this document). The faculty member meets or exceeds the expectations in this area of the FPA.

4. Exceeds Expectations:

In addition to meeting the basic professional service requirements scored above as “3. Meets Expectations”, the faculty member also regularly has professional service activities above and beyond the basic requirements such as those listed in Section IV-C of this document.

This faculty member is considered very effective or outstanding at student support, committee work, outreach, and continuing education programs, earning college-wide and university-wide respect. This faculty member may serve in their department’s faculty mentoring program. The faculty member may participate in regional/national organizations in their discipline, including serving as an ABET program evaluator.

The faculty member demonstrates this level of achievement by involvement in one or more of the following activities: attends professional meetings of regional and/or national organizations and/or is frequently called upon to serve as a paper reviewer, chair, or discussant, and may serve as an officer; performs unpaid consulting or training services for business groups within their discipline on and off campus; or similar activities.

This faculty member may volunteer at some community events, e.g., judge for local science fair, speaker at career day, etc.

The faculty member selected the professional service category for student success and is involved in impactful student success activities (see Section IV-C in this document).

The faculty member meets or exceeds the expectations in this area of the FPA.

5. Exemplary:

In addition to meeting the basic professional service requirements scored above as “3. Meets Expectations”, the faculty member also regularly and impactfully has many professional service activities above and beyond the basic requirements such as those listed in Section IV-C of this document.

This faculty member is highly respected throughout the campus for service to students, department, college, university, and the community, and may have been nominated for or received a service-oriented award. Other noteworthy activities include serving with distinction on a prestigious campus-wide committee, serving as faculty advisor of a student competition team or organizer of a student competition, or being invited to serve in an unpaid volunteer for important consulting or training initiatives for business or industry groups.

High levels of achievement serving the academic community would include holding regional or national office, appearing in national professional programs, hosting a national or international conference, serving on conference or journal editorial boards, or similar activities.

The faculty member selected the professional service category for student success and is involved in impactful student success activities (see Section IV-C in this document).

The faculty member meets or exceeds the expectations in this area of the FPA.

Appendix B – Guidelines for Faculty by Rank

	Assistant Professor	Associate Professor	Professor
Teaching	<p><u>Early in Rank:</u> The Assistant Professor will begin to establish themselves as a highly effective teacher by developing a well-stated philosophy of teaching and learning, teaching assigned courses, experimenting with a variety of teaching strategies and methodologies, incorporating data from student evaluations in revising teaching strategies and methodologies, and other expectations. Faculty may begin to supervise students in directed study or honors projects and to participate in mentoring. Individual contributions to assigned team-taught courses should be documented.</p> <p><u>Established in Rank:</u> The faculty member will continue to develop and refine their effectiveness as an instructor, maintaining currency in instructional context and delivery by updating and revising course content and plans. They should have an increasing role in student mentoring and supervising directed study students.</p>	<p>The Associate Professor has demonstrated mastery of teaching at the Assistant Professor rank and has begun to establish themselves as a leader in instructional and educational initiatives.</p> <p>This could include initiating major course or curriculum revisions, developing new course electives, employing new pedagogical strategies, involving undergraduates in service learning opportunities, incorporating undergraduates/graduates in research endeavors, receiving invitations for guest lecturing and speaking in areas of expertise, engaging in formal assessment of student learning outcomes, mentoring students in directed studies and honors projects, mentor junior faculty in curricular and instructional activities, and other ways. Other specific expectations are outlined in Section IV-A of this document.</p>	<p>The Professor has established themselves as a highly effective and highly accomplished teacher, supervisor and mentor, continuing the excellence in teaching demonstrated at the earlier ranks and serving as a leader in curricular and instructional development and evaluation in the department or discipline. Other specific expectations are outlined in Section IV-A of this document.</p>

	Assistant Professor	Associate Professor	Professor
Scholarship and Creative Activity	<p><u>Early in Rank</u>: The Assistant Professor establishes the foundation of a scholarship plan as part of the FPA. They will develop and implement a clear plan for achieving scholarship objectives. The scholarship may be an independent project or may be a collaborative project with others at KSU or elsewhere.</p> <p><u>Established in Rank</u> Evidence of productive scholarship is given by the expectations outlined in Section IV-B of this document.</p>	<p>The Associate Professor demonstrates mastery of the Assistant Professor criteria for scholarship, following the guidelines laid out in Section IV-B of this document. Evidence for productivity in scholarship (as outlined in Section IV-B of this document.) includes presentations of poster and papers at meetings beyond the local professional community, documentation of peer-reviewed scholarly works published and in progress, writing significant institutional documents such as accreditation reports, and significant external funding proposals submission or actual receipt of external funding.</p>	<p>The Professor has an established record of productivity in scholarship as defined in Section IV-B of this document for specific tracks, reflecting mastery of Associate Professor criteria.</p> <p>Evidence for productivity in scholarship (as outlined in Section IV-B of this document) includes sustained demonstration of active engagement in research focus with broad dissemination of results as evidenced by significant regional recognition, national/international recognition, publications in an array of refereed professional journals and other types of refereed scholarly works, a record of external funding for scholarship.</p>

	Assistant Professor	Associate Professor	Professor
Professional Service	<p><u>Early in Rank:</u> The Assistant Professor will establish foundation for professional service through participation in departmental level committees, with an increasing component of leadership and contribution as a faculty member gains experience in service positions. Other appropriate activities might include service-learning activities, participation in institutional programs/services, volunteering in professionally related community service organizations/projects, participation in professional organizations, and others. Faculty with specialized service obligations, such as supervision of a certified program, are required to follow all training and other steps necessary to ensure the continued success of the program.</p> <p><u>Established in Rank:</u> Participation in college or university level committees may begin. Service activities should show a progression from participation to leadership.</p>	<p>The Associate Professor has established themselves as a leader in professional service. They will have demonstrated leadership in departmental committees or at the college and university level, or leadership in one or more professional organizations. Other specific expectations are outlined in Section IV- C of this document.</p>	<p>The Professor demonstrates continued significant leadership roles in institutional or professional groups, continued leadership in the area of professional service, as outlined in Section IV-C of this document.</p>

	Lecturer	Senior Lecturer	Principal Lecturer
Teaching	<p><u>Early in Rank:</u> The Lecturer will begin to establish themselves as a highly effective teacher by developing a well- stated philosophy of teaching and learning, teaching assigned courses, experimenting with a variety of teaching strategies and methodologies, incorporating data from student evaluations in revising teaching strategies and methodologies, and other expectations.</p> <p><u>Established in Rank:</u> The faculty member will continue to develop and refine their effectiveness as an instructor, maintaining currency in instructional context and delivery by updating and revising course content and plans. They may have an increasing role in student mentoring and supervising directed study students.</p>	<p>The Senior Lecturer has demonstrated mastery of teaching at the Lecturer rank and has begun to establish himself as a leader in instructional and educational initiatives. This could include initiating major course or curriculum revisions, developing new course electives, employing new pedagogical strategies, involve undergraduates in service-learning opportunities, incorporate undergraduates in research endeavors, receiving invitations for guest lecturing and speaking in areas of expertise, engaging in formal assessment of student learning outcomes, mentoring students in directed studies and honors projects, mentor junior faculty in curricular and instructional activities, and other ways.</p>	<p>Candidates for promotion from Senior Lecturer to Principal Lecturer must demonstrate evidence of “noteworthy” achievement in the category of Teaching. A minimum of “satisfactory” achievement must be achieved in Professional Service. Additionally, the candidate must demonstrate levels of achievement consistent with the rank of Principal Lecturer</p>
Professional Service	<p>Service Activities are negotiated with the Department Chair as part of the FPA.</p> <p><u>Early in Rank:</u> New Lecturers should discuss with the Department Chair the teaching and service needs of the department. Lecturers choosing to complete service activities beyond regular expectations will likely be directed to service opportunities at the department level.</p> <p><u>Midway in Rank:</u> Lecturers should engage in highly effective departmental service activities as members of committees.</p>	<p>Service Activities are negotiated with the Department Chair as part of the FPA.</p> <p>Senior Lecturers are expected to serve as members of departmental committees and perform in a highly effective manner, and to seek out increasingly challenging service activities within the department.</p>	<p>Service Activities are negotiated with the Department Chair as part of the FPA.</p> <p>Principal Lecturers are expected to serve as members of departmental committees and perform in a highly effective manner, and to seek out increasingly challenging service activities within the department.</p>
	Lecturer/Senior Lecturer		

<p>Scholarship and Creative Activities</p>	<p>Scholarship and Creative Activities are negotiated with the Department Chair as part of the FPA. Lecturers/Senior Lecturers are not expected to engage in Research and Creative Activity but are encouraged to do research. Those doing research will be supported (travel, etc.) by the department and the college.</p>	<p>Scholarship and Creative Activities are negotiated with the Department Chair as part of the FPA. Lecturers/Senior Lecturers are not expected to engage in Research and Creative Activity but are encouraged to do research. Those doing research will be supported (travel, etc.) by the department and the college.</p>	<p>Scholarship and Creative Activities are negotiated with the Department Chair as part of the FPA. Principal Lecturers are not expected to engage in Research and Creative Activity but are encouraged to do research. Those doing research will be supported (travel, etc.) by the department and the college.</p>
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
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Pam Cole
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 Interim Dean
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