

**STATEMENT OF PHILOSOPHY AND GUIDELINES  
FOR FACULTY PERFORMANCE, PLANNING, AND  
EVALUATION**

Approved by the Coles College Faculty  
May 9, 2013

**WITH RECOMMENDED CHANGES  
FROM THE FRC 2012-2013  
Version: April 25, 2013**

## **CONTENTS**

### **CHAPTER 1 – INTRODUCTION**

- SECTION 1.1 – VISION STATEMENT (REVISED 08/06)
- SECTION 1.2 – MISSION STATEMENT (REVISED 05/11)
- SECTION 1.3 – STATEMENT ON ETHICAL CONDUCT
- SECTION 1.4 – STATEMENT ON DIVERSITY
- SECTION 1.5 – ALIGNMENT OF MISSION WITH ACCREDITING AGENCIES

### **CHAPTER 2 – OVERVIEW OF FACULTY PERFORMANCE, PLANNING AND EVALUATION**

- SECTION 2.1 – TEACHING, SUPERVISION & MENTORING
- SECTION 2.2 – RESEARCH AND CREATIVE ACTIVITY
- SECTION 2.3 – PROFESSIONAL SERVICE
- SECTION 2.4 – ADMINISTRATION & LEADERSHIP

### **CHAPTER 3 – FACULTY WORKLOAD OPTIONS**

- SECTION 3.1 – TEACHING-FOCUSED TRACK
- SECTION 3.2 – BALANCED-TEACHING TRACK
- SECTION 3.3 – BALANCED TRACK
- SECTION 3.4 – BALANCED-RESEARCH TRACK
- SECTION 3.5 – RESEARCH-FOCUSED TRACK
- SECTION 3.6 – SUMMARY OF PERFORMANCE EXPECTATIONS BY TRACK
- SECTION 3.7 – JOURNAL CATEGORIES
- SECTION 3.8 – MOVING BETWEEN TRACKS

### **CHAPTER 4 – ANNUAL REVIEWS**

### **CHAPTER 5 – TENURE, PROMOTION, AND POST-TENURE REVIEWS**

- SECTION 5.1 – PORTFOLIO REQUIREMENTS
- SECTION 5.2 – EXPECTATIONS FOR THIRD YEAR, TENURE, PROMOTION, AND POST-TENURE REVIEWS

### **CHAPTER 6 – CLINICAL FACULTY**

- SECTION 6.1 – QUALIFICATIONS AND EXPECTATIONS
- SECTION 6.2 – PORTFOLIO REQUIREMENTS
- SECTION 6.3 – PERFORMANCE EVALUATION

### **CHAPTER 7 – EXPECTATIONS FOR LECTURERS AND SENIOR LECTURERS**

### **CHAPTER 8 – POLICY ON FACULTY QUALIFICATIONS & FACULTY SUFFICIENCY**

- SECTION 8.1 – FACULTY QUALIFICATIONS
- SECTION 8.2 – FACULTY SUFFICIENCY – PARTICIPATING & SUPPORTING

### **APPENDIX – BINDER CONTENTS FOR TENURE & PROMOTION AND POST TENURE PORTFOLIOS**

## **CHAPTER 1 – INTRODUCTION**

The purpose of this document is to provide an overview of the strategic philosophy of the Coles College of Business and the standards for evaluation of faculty performance related to that philosophy. Specifically, the purpose of this document is to outline the performance expectations for retention and tenure and promotion 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, and quality standards of scholarship and scholarly activities of peer and aspirant institutions. The appendices to this document contain guidelines for binder contents when developing portfolios, copies of appropriate annual review forms, work plan forms, and standards adopted by each of the five departments in the Coles College. Future Revisions to this document will be made in consultation with the Faculty Review Committee, the Coles College faculty, the Dean, and the Provost.

### **SECTION 1.1 – VISION STATEMENT (REVISED 08/06)**

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 (REVISED 05/11)**

The Coles College of Business provides high quality, applied business education and supports knowledge creation in a collegial, learning-centered environment. We strive to develop our students into highly effective and ethical business leaders who can make a difference in a competitive world.

### **SECTION 1.3 – STATEMENT ON ETHICAL CONDUCT**

The Coles College's reputation for distinction is sustained by the 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*, *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 differences in age,

ethnicity, national origin, gender, race, color, physical ability, sexual orientation, and religious affiliation. 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 diverse cultures and 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 of Business 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 of Business and fall within the framework of Kennesaw State University's policies on required review, promotion, and tenure considerations (see *KSU Faculty Handbook*). If any portion of this document is in contradiction with University policy, University policy will take precedence. 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. Guided by the policies and procedures established by Kennesaw State University, reviews of the faculty at the Coles College are as follows:

- Annual review of faculty performance
- Third Year reviews of progress toward promotion and/or tenure
- Third Year review of lecturers
- Sixth Year review for promotion and/or tenure
- Ninth Year review for tenure
- 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 below).<sup>1</sup> 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. *Scholarly* is an adjective used to describe the processes that 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. (See Table 2 within Chapter 3 for general guidelines on the percentage of work effort that should be devoted to the distinct areas of Teaching, Scholarship, and Service).

---

<sup>1</sup> Individual departments can explore transition/weighted-average methods as they consider review periods that cut across August 1, 2013 when these guidelines were first put into effect for faculty that began employment before this date.

## **SECTION 2.1 – TEACHING, SUPERVISION & MENTORING**

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 the student feedback surveys officially administered by the College 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 relevant department chair 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.

Department chairs 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 – RESEARCH AND CREATIVE ACTIVITY**

AACSB International standards state that intellectual contributions (scholarship) are a core responsibility of higher education in business.<sup>2</sup> Scholarship falls into three categories:

- Discipline-Based (Basic) Scholarship equates to the creation of new

---

<sup>2</sup> See "Defining Scholarly Activity & Scholarship at KSU: A Supplement for the Review & Evaluation of Faculty Performance: Section Three of the *KSU Faculty Handbook*" for the distinction between scholarship and scholarly activities and examples of both.

knowledge. 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.

- Contributions to Practice (Applied) Scholarship involves the application, transfer, and interpretation of knowledge to improve business 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.
- Learning and Pedagogical Scholarship enhances the educational value of instructional efforts of the institution or discipline. 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 tenure, promotion, and other periodic reviews are detailed within Chapter 5.

## **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.

Professional service activities directed at the academic or business communities are equally valued and important, and international service activities are encouraged. 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 Kennesaw State University. 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 (Personnel,

Fiscal, & Institutional Policies)) 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 qualifications (see Chapter 8 below). As a consequence, such activities are encouraged (but should not interfere with other critical faculty activities, such as teaching, research, and uncompensated service).

## **SECTION 2.4 – ADMINISTRATION & LEADERSHIP**

An administrative faculty member is one whose workload is at least 50% administrative. Faculty members in administrative roles direct initiatives that accomplish, strengthen, and enhance the mission of Coles College and Kennesaw State University. 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, director, assistant dean, associate dean, and dean.

Department chairs are responsible for the effective leadership and administration of the department.<sup>3</sup> Chairs are important for developing and maintaining competency and building the reputation of the departments of the Coles College. Chairs 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.

---

<sup>3</sup> The role and responsibilities of a director of a school would be similar to those of a department chair.



## CHAPTER 3 – FACULTY WORKLOAD OPTIONS

The Coles College of Business has developed five separate workload tracks that reflect its commitment to and appreciation of diversity with respect to contributions by its faculty members. 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 of Business and Kennesaw State University achieve their instructional needs and educational mission. The Coles College has an equally strong commitment to teaching and scholarship.<sup>4</sup> The system outlined below allows the 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 endowed professors, faculty assigned to administrative responsibilities, recipients of grants and awards, and select others. The assignment of a faculty member to a workload track is made by the college dean or department chair 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.<sup>5</sup> Performance reviews will be made considering the faculty member’s success in achieving the requirements of the assigned track during the evaluation period.<sup>6</sup>

Over time, a faculty member may be reassigned from one workload track to another (see Section 3.8). 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.<sup>7</sup>

### SECTION 3.1 – TEACHING FOCUSED TRACK

The “Teaching Focused” track is for faculty members who possess primary talents and interests related to teaching and instructional development.

A faculty member on this track will normally teach 8 classes per year. 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

---

<sup>4</sup> Service, while essential, is a secondary priority.

<sup>5</sup> When hired, a tenure track faculty member will initially be assigned to either the Research Focused, Balanced-Research, Balanced, or Balanced-Teaching track (but not the Teaching Focused track).

<sup>6</sup> Across all the workload tracks, a decision regarding what constitutes reasonable or significant teaching and service shall be made by relevant Department Chair (guided broadly by input from the department faculty as a whole).

<sup>7</sup> A PRJ article is an intellectual contribution that is publicly available, appears in journal article form, and is reviewed by either academic or practitioner colleagues.

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, including lecturers and senior lecturers, are expected to engage in an appropriate level of service as described in Table 1.

Faculty on this track, including lecturers and senior 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 activity per annual review period. Faculty on this track may meet this expectation through outlets not available to faculty on other workload tracks. Some examples include: consulting activities that are material in terms of time and substance, faculty internships, significant participation in professional business associations, pertinent, active service on boards of directors, completion of legitimate and rigorous continuing of professional education endeavors, participation in professional events that focus on the practice of business, activities which facilitate direct contact with business leaders (or other organizational leaders) in the community, etc.

## **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.

A faculty member on this track will normally teach 7 classes per year. 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, including lecturers and senior lecturers, are expected to engage in an appropriate level of service as described in Table 1.

Faculty on this track, including lecturers and senior lecturers, 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 publishing the equivalent of 2 C-level PRJs (as defined in Section 3.6 of this document) over a 5-year period. 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.

A faculty member on this track will normally teach 6 classes per year. In addition to effective teaching and an appropriate level of service, 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 publishing the equivalent of 3 C-level PRJs (as defined in Section 3.6 of this document) over a 5-year period. 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.

A faculty member on this track will normally teach 5 classes per year. In addition to effective teaching and an appropriate level of 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 publishing the equivalent of 2 B-level and 2 C-level PRJs (as defined in Section 3.6 of this document) over a 5-year period 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**

The “Research Focused” track has two sub-tracks depending on whether or not the faculty member is engaged with the doctoral program. These tracks are as follows:

**(a) No or Limited Doctoral Engagement.** This track is for faculty members who have a desire to focus on research. When preparing the Faculty Performance Agreement (FPA), a faculty member on this track should include a plan for achieving the greater expectations of scholarship required of this track.

The normal teaching expectation for this track is 4 classes per year. 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 on this track satisfies this requirement by publishing the equivalent of 3 B-level and 2 C-level PRJs (as defined in Section 3.6 of this document) over a 5-year period 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. Some faculty members on this track may be partially involved with the doctoral program. Overall Coles College service expectations for such faculty should be formulated taking into account the extent of any such participation in doctoral dissertation committees and any other doctoral program related service activities.

**(b) Significant Doctoral Engagement.** This track is for faculty members who have a desire to focus on research. These faculty have an extensive engagement in the doctoral program through a dedicated program appointment, service as a course faculty course leader, or chairing doctoral dissertation committees. When preparing the Faculty Performance Agreement (FPA), a faculty member on this track should include a plan for achieving the greater expectations of scholarship required of this track. For faculty dedicated to the doctoral program, teaching/service assignments are managed by the doctoral program Director.

The normal teaching expectation for this track is 4 classes per year. 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 this track satisfies this requirement by publishing the equivalent of 1 A-level and 2 B-level PRJs (as defined in Section 3.6 of this document) over a 5-year period 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.

### **SECTION 3.6 – SUMMARY OF PERFORMANCE EXPECTATIONS BY TRACK**

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 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>	
<i>(a) No or Limited Doctoral Engagement**</i>					<i>(b) Significant Doctoral Engagement*****</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	Demonstrated effective teaching and reasonable levels of scholarly activities in teaching
Quality service*	Yes	Yes	Yes	Yes	Yes	Yes
Courses per academic year***	8	7	6	5	4	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 3 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	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.	Active participation in scholarly activities in research, several of which reflect a high level of quality.

\* Faculty on other workload tracks (1)-(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 have to have research productivity equal to that of someone on the Research Focused Track 5(a) during the most recent 5-year period.

\*\* Faculty involved in a limited capacity with the DBA program are encouraged to participate on the dissertation committees and can use this involvement to fulfill their service expectations.

\*\*\* The number of courses may be less due to course releases from grants, awards, programs, recognitions, exceptional publication records (A+ and A level PRJs), etc.

\*\*\*\* See journal equivalencies below.

\*\*\*\*\* Faculty who have an extensive involvement in the DBA program, who serve as a faculty course leader for a DBA course, or who chair/co-chair doctoral dissertations.

Within each workload option, some degree of consistency is expected with respect to the amount of time each faculty member devotes to mission-supporting activities. Table 2 presents general guidelines to help faculty determine the percentage of their work effort that should be devoted to each area of emphasis. Actual percentages will vary by faculty member, reflecting department and college needs as well as faculty member preferences and abilities.

**Table 2 - Guidelines for Percentage of Time Spent on Teaching, Research and Creativity Activity, & Service for Each Workload Option**

<b>Workload Track</b>					
<i>Activity</i>	<i>Teaching Focused</i>	<i>Balanced-Teaching</i>	<i>Balanced</i>	<i>Balanced-Research</i>	<i>Research Focused</i>
Teaching	70	60	50	40	35
Scholarship	5	20	30	40	50
Service	25	20	20	20	15

### **SECTION 3.7 – JOURNAL CATEGORIES**

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 of Business. 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*.

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 marketplace views of research quality for comparable institutions. 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, readership, and visibility; 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 habitually make a significant or substantial contribution to the knowledge, theory, policy, or practice of the discipline.

- 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, readership, and visibility; 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.
- B:** This category includes well-regarded quality peer reviewed academic journals and the most visible peer reviewed 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 make a contribution to knowledge, theory, policy, or practice of the discipline.
- C:** This category includes all other peer reviewed journals.
- 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.

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: submission and acceptance rates, reputation and visibility, circulation and readership levels, citation impact factors, author affiliation index, and editorial board composition.

A faculty member can 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.

### 3.7.1 Weighting of Publications

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 rewarded but is not required of any Coles faculty member (except for faculty members on the Research Focused track with Full Doctoral Engagement). 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”).

### **SECTION 3.8 – MOVING BETWEEN TRACKS**

Over time, a faculty member may be reassigned from one workload track to another. A potential movement to a more research involved track (i.e., a movement to the right in Table 1) may only ever be initiated by the faculty member during the annual review meeting. To request such a reassignment, the faculty member must submit a formal letter to the department chair. This letter must provide strong evidence that: (i) the research productivity of the faculty member during the most recent three year period has been well above expectations for the current track and at a quantity and quality reasonably consistent with the expectations of the desired track and (ii) the faculty member has a clear agenda and reasonable prospects for continuing this level of performance in the coming years (demonstrated by, for example, papers under review, working papers, and projects in process). In the event that such a request is denied, the faculty member may appeal the decision of the department chair to the dean of the college. Any such reassignment would take effect in the earliest feasible semester given scheduling constraints (no later than the start of the next calendar year).

A potential movement to a less research involved track (i.e., a movement to the left in Table 1) may be initiated by either the faculty member or the department chair during the annual review meeting. A faculty member may request such a reassignment at his/her discretion by submitting a formal letter to the department chair. This letter should include an explanation of why the requested reassignment is in the best interest of his/her own career development and the goals and priorities of the department. The department chair may request such a reassignment if the faculty member has been performing below the expectations of the current track over the most recent three year period, based upon assessments made as part of the annual review process or as part of the tenure, promotion, or post-tenure review process. If following the initiation of such a request by either a faculty member or department chair, the other party objects to the requested reassignment, then the dean of the college will ultimately make the final decision. Any such reassignment would take effect in the earliest feasible semester given scheduling constraints (no later than the start of the next calendar year).



## CHAPTER 4 – ANNUAL REVIEWS

As part of the annual review process, a faculty member must prepare and subsequently submit two documents to his/her department chair: 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 3.7) 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.

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 should be consistent with the workload track of the faculty member.

Following the submission of the ARD, the department chair will provide an evaluation of the faculty member’s performance in each relevant dimension (e.g., teaching, research, and service), along with an overall performance evaluation. Each of these evaluations will be stated as either “Below Expectations,” “At Expectations,” or “Exceeds Expectations,” with the following interpretations:

- “Below Expectations” implies that an individual is not performing satisfactorily
- “At Expectations” implies that the individual is performing satisfactorily
- “Exceeds Expectations” implies that the individual is performing superbly (a distinction which should be reserved for exceptional performance).

Recall that expectations on scholarship are stated in the context of a 5-year rolling period (see Table 1 in Chapter 3).<sup>8</sup> As a consequence, at any point in time the expectations regarding and evaluation of performance in this dimension should account for this fact. In particular, 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 four years. In contrast, expectations for and the evaluation of performance in the dimensions of teaching and service are based on a solely annual basis.

---

<sup>8</sup> The reason for evaluating scholarship over a 5-year rolling period is to take into account the vagaries and uncertain nature of the peer review process – the publication dates of a faculty member’s research is not always a reflection of his/her effort and productivity.

## CHAPTER 5 – TENURE, PROMOTION, AND POST-TENURE REVIEWS

### SECTION 5.1 – PORTFOLIO REQUIREMENTS

A tenure track candidate for tenure, promotion, or Third Year review must prepare a portfolio demonstrating the quality and significance of his/her work, consisting of Binder 1 and Binder(s) containing supporting Materials.<sup>9</sup>

Candidates for post-tenure review must prepare a portfolio consisting of Binder 1, with the addition of printed copies of a selection of recent publications (at least enough to directly illustrate that the research requirements of the workload track have been satisfied during the period under review) and printed copies of teaching evaluations and service summaries from Digital Measures.

A Lecturer applying for promotion or undergoing a periodic performance review must submit a portfolio consisting of Binder 1, with the addition of printed copies of teaching evaluations and evidence of relevant scholarly teaching activities and professional activities.

Department guidelines should specify documentation requirements regarding student evaluations and other scholarly teaching activities to be included in the portfolio.

### SECTION 5.2 – EXPECTATIONS FOR THIRD YEAR, TENURE, PROMOTION, AND POST-TENURE REVIEWS

Where promotion and tenure decisions are concerned, a faculty member must demonstrate satisfactory performance in the relevant categories defined in this document and any relevant department and university guidelines.

#### 5.2.1 – Third Year Reviews

General guidelines for Third Year reviews are outlined in the *KSU Faculty Handbook*. For Coles College, candidates for Third Year 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. Specific Third Year review guidelines will be developed by each department within the Coles College. 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.<sup>10</sup> Finally, a candidate should undertake an appropriate level of service. Specific teaching, research, and service requirements depend upon

---

<sup>9</sup> Guidelines for binder contents are provided in the Appendix of this document.

<sup>10</sup> Once a faculty member achieves teaching evaluation results which meet the desired performance level of the department and college, it is expected that future teaching performance will consistently meet or exceed this standard.

the workload track of the candidate as outlined in Table 1 in this document and departmental guidelines. The performance of a candidate for Third Year review will be evaluated as *Exceeding Expectations*, *Meeting Expectations*, *Working Toward Meeting Expectations*, or *Not Meeting Expectations*.

### 5.2.2 Tenure Reviews<sup>11</sup>

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 (achieving or exceeding 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 achieve or exceed expectations in the future must also be present for a positive tenure decision. At a minimum, for a faculty member to be granted tenure, he/she must:

1. publish the equivalent of
  - 2 “A” PRJs, if on the Research Focused track with Significant Doctoral Engagement<sup>12</sup>
  - 4 “B” PRJs, if on the Research Focused track with No or Limited Doctoral Engagement
  - 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.)

Recognize that these research expectations for achieving tenure are slightly higher than what is generally expected in order to meet performance expectations (as described in Table 1). Recall, as stated in subsection 3.7.1, lower level publications cannot be combined and converted upward to meet any 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

---

<sup>11</sup> In many cases, the tenure review and review for promotion to Associate Professor occur simultaneously, or very close in time. Consequently, the expectations for promotion to Associate Professor are similar to those for tenure. Also see the *KSU Faculty Handbook*.

<sup>12</sup> Alternatively, the tenure research requirement for this track can be satisfied by publishing 1 A+ PRJ and 1 B PRJ.

of his/her 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.

#### **5.2.4 Post-Tenure Review (PTR)**

As stated in the *KSU Faculty Handbook*, a PTR is more comprehensive and concerns a longer time perspective than the annual performance review. Post-tenure reviews are conducted using the performance expectations delineated in Chapter 3, over the most recent five-year period. The performance of a candidate for Post Tenure review will be evaluated as either *Achieving Expectations in Post-Tenure Performance* or *Not Achieving Expectations in Post-Tenure Performance*.

Once the candidate for Post-Tenure review (and the relevant department chair) is made aware of a decision of *Not Achieving Expectations in Post-Tenure Performance*, a remediation process (as fully described in the *KSU Faculty Handbook*) must commence. The maximum time allowed to complete a faculty development plan is three years. During this time, an assessment of progress made on the faculty development plan will be incorporated into the faculty member's annual performance review. For a detailed description of actions that could be taken if the faculty member has not met the requirements of the faculty development plan after the three year period, see *KSU Faculty Handbook*, section 3.5.

## **CHAPTER 6 – CLINICAL FACULTY**

Clinical faculty within the Coles College are educators-practitioners who have a background in their disciplinary area and who practice the discipline in the work setting. The following clinical ranks are recognized at 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 Coles College.

### **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. 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. But 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.

Performance of clinical faculty is evaluated through two processes: annual reviews and multi-year reviews. Clinical faculty will follow the annual review processes and timelines outlined for tenure track faculty. The general expectations for clinical faculty positions

(Assistant, Associate, and Professor) are outlined in Section 3, VI.B (3) of the *KSU Faculty Handbook*.

## **SECTION 6.2 – PORTFOLIO REQUIREMENTS**

All clinical faculty members who are considered for Third Year review, Sixth Year review, or promotion must prepare a portfolio for consideration by all involved in the formal review process. While the clinical faculty are not tenure track, their portfolio contents will follow the same guidelines as that of tenured and tenure track faculty who are reviewed for tenure and promotion (See chapter 5 of the Coles Performance Document for details).

## **SECTION 6.3 – PERFORMANCE EVALUATION**

### **6.3.1 – Third Year Review**

General guidelines for Third Year reviews are outlined in the *KSU Faculty Handbook*. Within Coles College, 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 and for the required Sixth Year review (for assistant and associate professors) and for the required Sixth Year review (for professors). Specific Third Year review guidelines for clinical faculty will be developed by each department within the Coles College. Candidates' teaching evaluations should show improvements in the numerical evaluations as faculty members gain experience in the classroom and receive feedback from their peers. Finally, candidates should participate in a reasonable level of 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. The performance of a candidate for Third Year review will be evaluated as either: *Exceeding Expectations*, *Meeting Expectations*, *Working Toward Meeting Expectations*, or *Not Meeting Expectations*.

### **6.3.2 – Sixth Year Review**

General guidelines for Sixth Year reviews are outlined in the *KSU Faculty Handbook*. Sixth Year reviews are conducted using the performance expectations for clinical faculty delineated in Chapter 3 of this document for the corresponding area of emphasis and for a period of five-years. During the Sixth Year review, there is an assessment of the candidate's strengths and weaknesses in the quality and significance of performance in the context of assigned roles and responsibilities. The overall outcome of the assessment will be categorized as either: *Achieving Expectations for Sixth Year Review* or *Not Achieving Expectations for Sixth Year Review*. Consistent with the *KSU Faculty Handbook*, portfolio feedback indicating poor performance with little to no improvement over time provide the basis for nonrenewal of clinical faculty.

### **6.3.3 – Promotion**

As stated in the *KSU Faculty Handbook*, clinical faculty are eligible to apply for promotion. The Board of Regents of the University System of Georgia (4.5) requires a minimum of four full

academic years of service at KSU (including the year of review) at the rank of assistant professor to be eligible for promotion to rank of associate professor and five full academic years of service at KSU (including the year of review) at the rank of associate professor to be eligible for promotion to the rank of professor. BOR policy (4.5) requires that strong justification should be provided for early promotion wherein the individual has served fewer than the minimum years in rank defined by BOR policy. At KSU, before a faculty member submits an application for early promotion, the faculty member should seek guidance from the department chair, dean, and provost/VPAA. 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.

## **CHAPTER 7 – EXPECTATIONS FOR LECTURERS AND SENIOR LECTURERS**

Consistent with university policies, lecturer and senior lecturer positions are not tenure track, and do not accrue any credit toward tenure. Lecturers and senior lecturers are employed for one-year terms. Reappointment of lecturers, senior lecturers, and promotion of lecturers to senior lecturer are dependent not only on their performance in instruction and service but also on the programmatic needs and financial exigencies of 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 and senior lecturers in the Coles College. Lecturers and senior lecturers are reviewed annually for contract renewal by the Department Chair and will submit portfolios for performance review beyond the department chair every six years. In addition, there will be an initial portfolio submission during the third year of employment. This Third Year performance review will provide feedback for promotion to senior lecturer in the sixth year when applicable under the university guidelines. For a positive review for promotion, a 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 3.1. A successful review for promotion to senior lecturer in the sixth year restarts the six year performance review cycle. Third Year and Sixth Year reviews and promotion to senior lecturer will be performed by the department's Faculty Review Committee.



## CHAPTER 8 – POLICY ON FACULTY QUALIFICATIONS & FACULTY SUFFICIENCY

The Coles College of Business maintains a faculty that is appropriate for achieving its mission. For Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), and Instructional Practitioners (IP), performance standards which individual faculty are expected to meet to be considered “qualified” and a process for re-establishing lost qualification are described in Section 8.1. For Participating and Supporting faculty, performance expectations and entitlements related to participation in shared governance are described in Section 8.2.

### SECTION 8.1 – FACULTY QUALIFICATIONS

AACSB International accreditation standards specifically require a business school to recruit and maintain a roster of qualified faculty. AACSB generally defines “qualified” as a combination of *appropriate initial academic preparation and professional experience plus evidence of sustained engagement to maintain currency in the field*. Qualified faculty status applies to faculty members that sustain intellectual capital in their field of teaching, demonstrating currency and relevancy to support the school’s mission, expected outcomes, and strategies, encompassing teaching, scholarship, and other components.<sup>13</sup> Categories for specifying qualified faculty status are based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement as described below.

		Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/Practice
<b>Initial academic preparation and professional experience</b>	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Research Doctoral Degree	Scholarly Academics (SA)	Practice Academics (PA)

#### 8.1.1 Criteria - Scholarly Academics (SA)

Being a SA requires a combination of initial academic preparation (degree completion) augmented by ensuing activities that maintain or establish preparation for current teaching responsibilities.

A doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial academic preparation for SA status. Individuals with a graduate degree in law

<sup>13</sup> AACSB International, *Eligibility Procedures and Accreditation Standards for Business Accreditation*, Adopted, April 8, 2013, <http://www.aacsb.edu/accreditation/business/standards/2013/2013-business-standards.pdf>

will be considered SA for teaching business law and legal environment of business. Similarly, individuals with graduate degrees in taxation or appropriate combination of graduate law degrees and accounting will be considered to have sufficient initial academic preparation for teaching taxation. Subsequent ongoing academic and/or professional engagement activities are required to preserve SA status, as outlined below. A faculty member of this status must possess a doctoral degree in (or related to) the field in which he/she teaches and have 2 PRJ publications<sup>14</sup> and one other intellectual contribution<sup>15</sup> within the most recent 5-year period. Academic and professional engagement activities must be substantive and sustained at levels that support currency and relevancy for the mission, desired objectives, and strategies of the college. Such activities include (but are not limited to):

- activities leading to the production of scholarship as detailed in Chapter 2
- relevant editorial or referee service to academic journals or other business publications
- active leadership duties in recognized academic societies and associations
- recognitions and distinctions, such as research awards or academic fellow status
- invitations to present research, organize a conference (or conference session), or serve as the editor of a special issue of a journal

SAs in the Coles College are eligible to be on either a Research Track or the Research-Balanced Track with regard to their work load assignment (See Chapter 3 for more details).

### **8.1.2 Criteria - Practice Academics (PA)**

Being an PA requires a combination of initial academic preparation (degree completion) augmented by ensuing activities that maintain or establish preparation for current teaching responsibilities.

A doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial academic preparation for PA status. Individuals with a graduate degree in law will be considered PA for teaching business law and legal environment of business. Similarly, individuals with graduate degrees in taxation or appropriate combination of graduate law degrees and accounting will be considered to have sufficient initial academic preparation for teaching taxation. Subsequent ongoing academic and/or professional engagement activities are required to preserve PA status, as outlined below. A faculty member of this status augments his/her initial preparation as an academic scholar with development and engagement activities that involve substantive linkages to practice, consulting, or other forms of professional engagement. Such activities include (but are not limited to):

- consulting activities that are material in terms of time and substance
- faculty internships

---

<sup>14</sup> A single “A+” PRJ publication is sufficient to satisfy this component of the research requirements for maintaining SA status.

<sup>15</sup> An “other intellectual contribution” includes (but is not limited to) research monographs, scholarly books, chapters in scholarly books, textbooks, proceedings from scholarly meetings, papers presented at academic or professional meetings, publicly available research working papers, papers presented at faculty research seminars, publications in trade journals, in-house journals, book reviews, written cases with instructional materials, instructional software, and other publicly available materials describing the design and implementation of new curricula or courses. Generally, intellectual contributions will exist in a publicly written form and will be available for scrutiny by academic peers and professionals, i.e., proprietary and confidential research and consulting reports do not qualify as intellectual contributions.

- development or presentation of continuing professional or executive education programs
- sustained professional work supporting PA status
- participation in professional business associations
- practice (applied) oriented intellectual contributions as detailed in Chapter 2
- pertinent, active service on boards of directors
- completion of legitimate and rigorous continuing of professional education endeavors
- participation in professional events that focus on the practice of business
- activities which facilitate direct contact with business leaders (or other organizational leaders) in the community

PAs in Coles College are eligible to be on either the Balanced Track or the Balanced-Teaching Track with regard to their work load assignment (See Chapter 3 for more details).

### **8.1.3 Criteria - Scholarly Practitioners (SP)**

Being a SP requires an initial combination of relevant academic preparation and professional experience that maintain or establish preparation for current teaching responsibilities.

A Master's degree is appropriate initial academic preparation for SP status.<sup>16</sup> When initially hired, a SP faculty member should have recent professional experience that is substantial in terms of duration and level of responsibility and is clearly linked to the field in which he/she will teach. Additionally, such faculty should either: (i) be currently working full-time in a business with job responsibilities related to the field in which he/she is teaching or (ii) have compiled a portfolio of professional development activities during the most recent 5-year period that is sufficient to maintain currency within the relevant teaching field. A faculty member of SP status augments his/her initial preparation with development and engagement activities that involve substantive scholarly activities within the relevant field of teaching. Such activities include but are not limited to:

- activities leading to the production of scholarship as detailed in Chapter 2
- relevant editorial or referee service to academic journals or other business publications
- active leadership duties in recognized academic societies and associations
- recognitions and distinctions, such as research awards or academic fellow status
- invitations to present research, organize a conference (or conference session), or serve as the editor of a special issue of a journal
- development or presentation of continuing professional or executive education programs
- substantial leadership responsibilities in renowned professional business associations
- significant activities which facilitate visible, direct contact with business leaders (or other organizational leaders) in the community

SPs in the Coles College will be on the Balanced-Teaching Track with regard to their workload assignment (See Chapter 3 for more details).

---

<sup>16</sup> Lecturers and Senior Lecturers are eligible for SP status.

#### **8.1.4 Criteria - Instructional Practitioners (IP)**

Being a IP requires an initial combination of relevant academic preparation and professional experience that maintain or establish preparation for current teaching responsibilities.

A Master's degree is appropriate initial academic preparation for IP status.<sup>17</sup> When initially hired, a IP faculty member should have recent professional experience that is substantial in terms of duration and level of responsibility and is clearly linked to the field in which he/she will teach. Additionally, such faculty should either: (i) be currently working full-time in a business with job responsibilities related to the field in which he/she is teaching or (ii) have compiled a portfolio of professional development activities during the most recent 5-year period that is sufficient to maintain currency within the relevant teaching field. In addition, IP faculty may meet this expectation through outlets not available to faculty classified as SA, PA, or SP. A faculty member of IP status augments his/her initial preparation with development and engagement activities that involve substantive scholarly activities within the relevant teaching field. Such activities include but are not limited to:

- consulting activities that are material in terms of time and substance
- faculty internships
- sustained professional work supporting IP status
- significant participation in professional business associations
- pertinent, active service on boards of directors
- completion of legitimate and rigorous continuing of professional education endeavors
- participation in professional events that focus on the practice of business
- activities which facilitate direct contact with business leaders (or other organizational leaders) in the community

IPs in the Coles College will be on the Teaching Focused Track with regard to their workload assignment (See Chapter 3 for more details).

#### **8.1.5 College/University Administration**

A faculty member currently serving in college or university academic administration who had SA or PA status at the time of administrative appointment (using the definition in place at that time), will be deemed to maintain his/her status throughout the administrative appointment as long as periodic development activities related to either the discipline (active scholarship) or the appointment (i.e., related to leadership role and responsibilities) are undertaken. An administrator who returns to the faculty with SA or PA status will be guaranteed maintenance of such status for the lesser of two years or the number of years of years served in the administrative position. After this period of guaranteed maintenance, 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 such consideration expires, the former administrator must meet all current criteria for SA or PA status.

An administrator who returns to the faculty without SA or PA status must meet all current criteria for SA or PA status to be so designated.

---

<sup>17</sup> Lecturers and Senior Lecturers are eligible for IP status.

### **8.1.6 Exception for newly hired faculty**

Faculty members who have received a terminal degree in the discipline in which they teach within the last five years are considered to satisfy all requirements for either SA or PA status. In addition, faculty members hired as ABD<sup>18</sup> are considered to satisfy all requirements for either SA or PA status for any time within three years of the most recently completed graduate comprehensive examination (or other milestone) which places the student in the dissertation stage.

### **8.1.7 Re-Establishing Lost Qualification**

Faculty members who have not maintained qualified status must develop, in consultation with their department chair, a detailed written plan for regaining 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 and dean for review, revision, and approval. Faculty members who have lost qualification 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 qualified status is regained. Additionally, the faculty member's progress toward regaining lost qualification will be a significant factor in the annual performance evaluation.

## **SECTION 8.2 - FACULTY SUFFICIENCY – PARTICIPATING & SUPPORTING**

Participating faculty members will deliver at least 75% of the overall annual teaching of the Coles College of Business. Moreover, participating faculty members will deliver at least 60% of the teaching within each degree program and within each academic discipline.

### **8.2.1 Designation, Duties, and Entitlements of Participating Faculty**

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 take actions (which are documented as part of the annual faculty evaluation process) to:

1. maintain academic or professional qualifications to teach
2. provide effective and continuously improving instruction
3. 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)
4. participate in faculty goal-setting and evaluation activities as outlined in the performance document
5. participate equitably in the myriad shared internal service responsibilities needed to operate an effective academic organization

---

<sup>18</sup> ABD implies that the faculty member (1) is a doctoral student in the business discipline in which the faculty member is teaching, (2) has completed all requirements of their doctoral program except for their dissertation, including applicable comprehensive doctoral examinations(s), and (3) has a dissertation proposal that has been formally accepted by the faculty member's dissertation committee.

6. attend and be prepared to participate in departmental and college meetings.

Participating faculty are entitled to:

1. vote as faculty members in departmental and college meetings, subject to any specific restrictions related to academic rank, tenure status, or other similar requirements
2. serve on department, college, and university committees, subject to any specific restrictions related to academic rank, tenure status, or other similar requirements
3. 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.

### **8.2.2 Designation, Duties, and Entitlements of Supporting Faculty**

Any individual with instructional responsibility in a program who does not meet the previously stated 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:

1. maintain academic or professional qualifications to teach
2. provide effective instruction.
3. complete all administrative duties associated with his/her 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
4. provide the department chair with grade records upon completion of each term – records sufficiently complete so that the chair could respond to any potential grade appeals from students.

Supporting faculty are entitled to:

1. attend departmental and college meetings subject to any specific restrictions related to academic rank, tenure status, or other similar requirements
2. (upon invitation) serve on Advisory Councils, 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.)

**APPENDIX**

---

**Tenure & Promotion Review, Third Year Review: Binder 1 and Binder(s) Containing Supporting Materials (Required)**

---

**Binder 1**

*Your portfolio must contain the following, but is not limited to this list*

**CONTENTS**

*FRC suggestions in italics • Quotes from KSU Faculty Handbook*

	Tab
<b>Portfolio Cover Page</b> <i>(standard form available on Academic Affairs web pages)</i>	
<b>Contents</b> <i>(can use this table of contents, without the suggestions and quotes)</i>	
Portfolio Summary Sheet <i>(standard form available on Academic Affairs web pages)</i>	1
<b>Narrative</b>	2
<p>“(no more than twelve pages, double-spaced, 12-point type, with one-inch margins). ...The narrative describes the quality and significance of the faculty member’s contributions during the period under review in the following areas as appropriate: Teaching, Supervising, and Mentoring of Students, Research and Creative Activity, Professional Service, Administration and Leadership.”</p>	
<b>Vita</b>	3
<p>“Vitas should be formatted to clearly demonstrate the quality and significance of the faculty members’ accomplishments, especially to those beyond the department. An example of a vitae template can be found on the Academic Affairs webpage.”</p>	
<b>Annual review materials</b>	4
<p><i>Signed Annual Review Letters and ARDs for all years under consideration</i></p>	
<b>Coles College and Department guidelines</b>	5
<p><i>Coles Statement of philosophy and guidelines for faculty performance, planning and evaluation (at Coles intranet); Department guidelines and department Journal Rankings (some at Coles intranet)</i></p>	

**From *KSU Faculty Handbook*:**

**Contents of Binder(s) Containing Supporting Materials**

Binder(s) containing supporting materials must contain the following indexed sections, as consistent with the faculty member's FPA:

**Teaching, Supervising, and Mentoring of Students**

This section contains illustrative evidence of the quality and significance of the faculty member's teaching, supervision and mentoring. These materials may include, but are not limited to, the following (college and department guidelines may be more specific):

- Peer review letters
- Course syllabi
- Course materials
- Evidence of student learning
- Student evaluations
- Student survey results
- Evidence of advising activities
- Evidence of faculty development
- (See also Section Three, Assessment of Teaching, Supervision, and Mentoring.)

**Research and Creative Activities**

This section contains evidence of the quality and significance of the faculty member's research and creative activity. These materials may include, but are not limited to, the following (college and department guidelines may be more specific):

- Excerpts from conference programs/proceedings
- Conference presentation evaluations
- Title pages and abstracts from professional journals or the full article
- Title pages and tables of contents from books or the full books
- Evidence of grant solicitation
- Book, chapter and article reviews
- Copies of exhibit and performance programs
- Photographs of commissioned or exhibited art works

**Professional Service**

This section contains evidence of the quality and significance of the faculty member's professional service. These materials may include, but are not limited to, the following (college and department guidelines may be more specific):

- Committee assignment documentation
- Copies of meeting minutes
- Copies of products developed



- Recognition by others of contributions
- Evidence of statewide, regional, national or international professional service

### **Administration and Leadership**

This section contains evidence of the quality and significance of the faculty member's administration and leadership. These materials may include, but are not limited to, the following (college and department guidelines may be more specific): Documentation indicating leadership assignments

- Evidence of program evaluation
- Supervisor, peer and employee evaluations
- Copies of products developed

---

*Please confirm that your department's current journal list or journal ranking document is posted on Coles intranet*

---

**We hope you found this outline helpful**  
**If you have suggestions to improve this outline please contact the Coles FRC Chair**

---

---

**Post Tenure Review: Binder 1 Required** *(no additional binders should be submitted)*

---

*Your portfolio must contain the following, but is not limited to this list*

CONTENTS

*FRC suggestions in italics • Quotes from KSU Faculty Handbook*

	Tab
<b>Portfolio Cover Page</b> <i>(standard form available on Academic Affairs web pages)</i>	
<b>Contents</b> <i>(can use this table of contents, without the suggestions and quotes)</i>	
Portfolio Summary Sheet <i>(standard form available on Academic Affairs web pages)</i>	1
<b>Narrative</b>	2
<p>“(no more than twelve pages, double-spaced, 12-point type, with one-inch margins). ...The narrative describes the quality and significance of the faculty member’s contributions during the period under review in the following areas as appropriate: Teaching, Supervising, and Mentoring of Students, Research and Creative Activity, Professional Service, Administration and Leadership.”</p>	
<b>Vita</b>	3
<p>“Vitas should be formatted to clearly demonstrate the quality and significance of the faculty members’ accomplishments, especially to those beyond the department. An example of a vitae template can be found on the Academic Affairs webpage.”</p>	
<b>Annual review materials</b>	4
<p><i>Signed Annual Review Letters and ARDs for all years under consideration</i></p>	
<b>Teaching, Supervising, and Mentoring of Students</b>	5
<p>“This section contains illustrative evidence of the quality and significance of the faculty member’s teaching, supervision and mentoring. These materials may include, but are not limited to, the following (college and department guidelines may be more specific): ...Evidence of student learning, [<i>representative</i>] Student evaluations, Student survey results ...” <i>Include a table summarizing teaching evaluations of all courses or include in your narrative.</i></p>	
<b>Support materials</b>	
<p><i>For teaching, service and research, not limited to published journal papers, conference proceedings, working papers, etc. Include a table listing all publications and associated ratings - A, B, etc. (or include in your narrative).</i></p>	

*Coles Statement of philosophy and guidelines for faculty performance, planning and evaluation (at Coles intranet); Department guidelines and department Journal Rankings (some at Coles intranet)*

---

**We hope you found this outline helpful.**

**If you have suggestions to improve this outline please contact the Coles FRC Chair.**

---