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

Coles College of Business
Kennesaw State University

Approved by vote of the Coles College Faculty

Date: 03/26/2018
CONTENTS

CHAPTER 1 – INTRODUCTION
• SECTION 1.1 – VISION STATEMENT
• SECTION 1.2 – MISSION STATEMENT
• 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
• SECTION 2.2 – SCHOLARSHIP AND CREATIVE ACTIVITY
• SECTION 2.3 – SERVICE

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 TABLE OF WORKLOAD TRACKS
• SECTION 3.7 – TEACHING
• SECTION 3.8 – SCHOLARSHIP AND CREATIVE ACTIVITY
• SECTION 3.9 – SERVICE AND ENGAGEMENT
• SECTION 3.10 – MOVING BETWEEN OR WITHIN WORKLOAD TRACKS

CHAPTER 4 – ANNUAL REVIEWS

CHAPTER 5 – PROMOTION, TENURE AND POST-TENURE REVIEWS
• SECTION 5.1 – PORTFOLIO REQUIREMENTS
• SECTION 5.2 – EXPECTATIONS FOR PRE-TENURE, TENURE, PROMOTION, AND POST-TENURE REVIEWS

CHAPTER 6 – CLINICAL FACULTY
• SECTION 6.1 – QUALIFICATIONS AND EXPECTATIONS
• SECTION 6.2 – PERFORMANCE EVALUATION

CHAPTER 7 – EXPECTATIONS FOR LECTURERS AND SENIOR LECTURERS

CHAPTER 8 – AACSB DESIGNATION OF FACULTY SUFFICIENCY & QUALIFICATIONS
• SECTION 8.1 – FACULTY SUFFICIENCY – PARTICIPATING & SUPPORTING
• SECTION 8.2 – FACULTY QUALIFICATIONS
• SECTION 8.3 – COLLEGE/UNIVERSITY ADMINISTRATION

APPENDIX – CONTENT REQUIREMENTS FOR PROMOTION, TENURE 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 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 the contents of portfolios submitted related to promotion, tenure and post-tenure review. 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
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
The mission of the Coles College of Business (CCB) is to be the highest-value provider of business programs and talent in its markets. CCB will be highly respected in the academic and business communities by achieving national prominence in selected areas and benefiting business practice.

CCB will achieve its mission by continuing its responsive offerings of affordable, quality business degrees and customized executive education. Effective, committed teaching and integrated career preparation will result in outstanding graduates and graduation rates, supporting sustained regional economic growth. CCB will reinforce these efforts with entrepreneurial business engagement and with research focusing on relevant business issues and communicating findings in ways that impact management practice.

SECTION 1.3 STATEMENT ON ETHICAL CONDUCT
The Coles College’s reputation for distinction is sustained by a commitment to foster excellence in an environment of collegiality, integrity, and responsible action. Administrators, faculty, staff, students and others acting on behalf of the Coles College are expected to uphold the highest ethical values by observing applicable policies, practices, regulations, laws, and professional standards. When ethical dilemmas arise, administrators, faculty, staff, and students should refer to the University Handbook, 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, veteran status, 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 polices 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
- Pre-tenure review in the third year for tenure-track faculty
- Required third-year review for non-tenure track faculty
- Review for tenure by the sixth year for tenure track faculty with professorial rank
- Post-tenure reviews every five years
- Review for elective promotion (optional)

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

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

SECTION 2.1 TEACHING
Effective teaching is a necessary condition for satisfactory performance. Consistent with university policy, evidence of teaching effectiveness may include, but is not limited to, the following:

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

Evaluation of a faculty member’s teaching, supervision, and mentoring effectiveness will be based upon student feedback surveys officially administered by the 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 SCHOLARSHIP AND CREATIVE ACTIVITY
AACSB International standards state that intellectual contributions (scholarship) are a core responsibility of higher education in business. ¹ Scholarship falls into three categories:

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

¹ See Section 3.4 of the *KSU Faculty Handbook*, “Evaluation of the Quality and Significance of Faculty Scholarly Accomplishments” for the distinction between scholarship and scholarly activities and examples of both.
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 SERVICE

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

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

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

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

SECTION 2.3.1 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. 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.
CHAPTER 3  
FACULTY WORKLOAD OPTIONS

The Coles College of Business has developed workload tracks reflect the College’s 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, scholarship, and engagement.

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 example, endowed professors, faculty assigned to administrative responsibilities, and recipients of grants and awards. 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. Performance reviews will be made considering the faculty member’s success in achieving the requirements of the assigned track during the evaluation period.

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

SECTION 3.1 TEACHING-FOCUSED TRACK

The “Teaching-Focused” track is for faculty members who possess primary talents and interests related to teaching and instructional development. To meet expectations on this track, a faculty member must demonstrate highly effective teaching, supervising, and mentoring of students. A faculty member on this track is required to be significantly engaged in scholarly teaching activities. Examples of scholarly teaching activities include, but are not limited to: (1) updating the content of a course after reviewing research articles in discipline-based journals and attending presentations at professional meetings; (2) attending sessions at professional meetings focused on pedagogical issues, reviewing interdisciplinary articles on pedagogies, and attending/participating in on-campus teaching workshops, which motivate the instructor and results in trying new pedagogies in an effort to deliver course content more effectively and efficiently; (3) collecting feedback from 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 engagement activity (like those shown in section 3.10) per annual review period.

---

2 Faculty on this track cannot get tenure and/or promotion to Associate Professor.
SECTION 3.2 BALANCED-TEACHING TRACK
The “Balanced-Teaching” track is for faculty members who have primary talents and interests related to teaching and instructional development.

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

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

SECTION 3.3 BALANCED TRACK
The “Balanced” track is for faculty members who desire a balance of teaching and research.

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

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

SECTION 3.4 BALANCED-RESEARCH TRACK
The “Balanced-Research” track is for faculty members who desire a balance of teaching and research, but with a significant focus on research.

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

SECTION 3.5 RESEARCH-FOCUSED TRACK
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.

In addition to effective teaching and an appropriate level of service, a faculty member on this track should engage in a significant amount of scholarship activities. As specified in Table 1, a faculty on the “Research Focused with Limited Doctoral engagement” track satisfies this requirement by achieving a rolling 5-year total of PRJs as specified in Section 3.9 of this document and by regularly participating in 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 members have an extensive engagement in the doctoral program through a dedicated program appointment, service as a 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.

In addition to effective teaching and an appropriate level of service, a faculty member on this track should engage in a significant amount of scholarship activities. As specified in Table 1, a faculty on the “Research Focused with Significant Doctoral Engagement” track satisfies this requirement by achieving a 5-year average of PRJs as specified in Section 3.9 of this document and by regularly participating in high quality scholarly activities in research (e.g., presenting papers at conferences and/or university seminars, having a reasonable portfolio of working papers and/or work in progress, performing paper/book reviews). Additionally, a faculty member on this track is required to undertake reasonable amounts of scholarly activities in teaching.

**SECTION 3.6 SUMMARY TABLE OF WORKLOAD TRACKS**

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

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

* 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.
SECTION 3.7 TEACHING
Teaching activities at Coles College of Business include classroom teaching, online teaching, and doctoral seminars. All activities should demonstrate effective teaching and significant levels of scholarly teaching activities to help maintain currency in the field. The number of courses may be adapted due to course releases for grants, awards, programs, recognitions, exceptional publication records (A+ and A level PRJs), exceptional service commitments, etc. Table 2 converts the percentage of time into the number of classes (or equivalent) taught each year.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Teaching Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>4 per year</td>
</tr>
<tr>
<td>50%</td>
<td>5 per year</td>
</tr>
<tr>
<td>60%</td>
<td>6 per year</td>
</tr>
<tr>
<td>70%</td>
<td>7 per year</td>
</tr>
<tr>
<td>80%</td>
<td>8 per year</td>
</tr>
</tbody>
</table>

SECTION 3.8 SCHOLARSHIP AND CREATIVE ACTIVITY
The evaluation of the quality and impact of a faculty member’s scholarship is mandated in the university guidelines and is a principle embraced by the Coles College 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 (http://handbooks.kennesaw.edu/docs/faculty_handbook.pdf).

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

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

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

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

---

3 Equivalencies are based on teaching a 3-credit hour course.
A: This category includes high-quality peer reviewed academic journals that fall right below A+ as described above. These are journals that, within the discipline, have significant and substantial circulation, and readership; have relatively high submission rates; have relatively low acceptance rates; have fair to good citation impact factors; and have reasonably high Author Affiliation Indices. These journals are very selective and typically publish only original and well-executed research papers. Papers published in these journals regularly make a substantial contribution to the knowledge, theory, policy, or practice of the discipline.

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

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

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

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

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

Predatory Journals: Predatory journals are the product of publishers, known as predatory publishers, who are unethical in their publishing practices by not following industry standards. “They exist primarily to extract fees from authors” (Sorokowski et al. 2017, 481) and are far less concerned with research and publishing ethics. Cabell’s has established criteria for identifying these journals found here. Coles College prohibits use of predatory journals.

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

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

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

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

In order to encourage research and collaboration across business disciplines, the journal rankings of each Coles College department will be accepted by the other departments. For example, a paper published by a management faculty member in an accounting journal will be ranked based on how the journal is ranked by the accounting department. To foster cross-discipline research and collaboration outside the business disciplines, journals outside the business disciplines will be evaluated according to the same criteria as are business journals, including attention paid to how the journal is viewed by the home discipline.

The following considerations are applied when evaluating the publication record of a faculty member:
• A publication in an “A+” journal is considered an extraordinary career accomplishment. Such a publication fully satisfies the publication requirements on any track for the 5-year period. Output at this level is greatly rewarded but is not required of any Coles’ faculty member. An “A+” publication is equivalent to 6 “C” publications
• A publication in an “A” journal is considered a significant academic achievement. Output at this level is 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”)

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

<table>
<thead>
<tr>
<th>Research Percentage</th>
<th>Required Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>1 activity per year</td>
</tr>
<tr>
<td>10%</td>
<td>1C in 5 yrs.</td>
</tr>
<tr>
<td>15%</td>
<td>2Cs in 5 yrs.</td>
</tr>
<tr>
<td>25%</td>
<td>3Cs in 5 yrs.</td>
</tr>
<tr>
<td>35%</td>
<td>2Bs &amp; 2Cs in 5 yrs.</td>
</tr>
<tr>
<td>50%</td>
<td>3Bs &amp; 2Cs in 5 yrs.</td>
</tr>
<tr>
<td>50%</td>
<td>1A &amp; 2Bs in 5 yrs.</td>
</tr>
<tr>
<td>Other forms of scholarship e.g. conference presentations, working paper series, non-peer reviewed articles, proceedings, and etc.</td>
<td></td>
</tr>
<tr>
<td>Peer reviewed journal publications during the most recent 5-year period</td>
<td></td>
</tr>
<tr>
<td>Requirements for Research a (limited doctoral engagement)</td>
<td></td>
</tr>
<tr>
<td>Requirements for Research b (significant doctoral engagement)</td>
<td></td>
</tr>
</tbody>
</table>

**SECTION 3.9 SERVICE AND ENGAGEMENT**

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

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

- Relevant, active editorships with academic journals or other business publications
- Service on editorial boards or committees of academic publications
- Leadership positions or participation in recognized academic societies and associations
- Research awards
- Reviewer for academic journals
- Book reviews
- Discusant, speaker, reviewer, program chair, or session chair at academic conference, meeting or symposium
- Leadership position in an academic conference, meeting, or symposium
- Research grants or other third-party funding for research
- Awarding of patents

**Professional Engagement:** Activities that facilitate and foster the sharing and integration of knowledge between the Coles College and non-academic stakeholders, such as K-12, business, government, non-profits, and professional organizations. Examples of engagement activities may include, but are not limited to, the following:

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

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

Professional engagement activities for PA and IP should be included in the Faculty Performance Agreement (FPA) for Departmental Chair review. The chairs should specify at the time of the FPA meeting if the proposed activities will meet the required level of Professional Engagement for the faculty member’s workload track. The Departmental Chair will determine during the annual review if the activity met or exceeded the anticipated time commitment and impact on stakeholders.
SECTION 3.10 MOVING BETWEEN OR WITHIN WORKLOAD TRACKS

A potential change in faculty classification or a movement within or between workload tracks can occur and may be initiated by either the faculty member or the department chair 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: (i) 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; (ii) evidence of relevant productivity (i.e., Research and/or Professional Engagement) consistent with the expectations of the desired workload track; (iii) and a clear agenda and prospects for continuing this level of performance in the coming years. The department chair may request such a reassignment if the faculty member has been performing below the expectations of the current workload track over the most recent three-year period, based upon assessments made as part of the annual review process or as part of the tenure, promotion, or post-tenure review process.

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

Faculty assigned to 100% administrative roles (e.g., department chairs) may elect the designation of either Scholarly Academic or Practice Academic based on their continuing qualifications. Upon transition to faculty, such individuals are granted three years to transition to the expectations of a Scholarly Academic, if desired (i.e., the 5-year window for research productivity consideration begins in 3 years).
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 3.8) of each article published during the previous five years. The ARD should highlight performance as it relates to expectations set forth in the FPA submitted during the annual review in the previous year.

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 that should be reserved for exceptional performance)

Recall that expectations on scholarship are stated in the context of a 5-year rolling period (see Tables 2 & 4 in Chapter 3). As a consequence, at any point in time, the expectations regarding evaluation of performance of research and creative activity 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 five years. In contrast, expectations for and the evaluation of performance in the dimensions of teaching and service, including engagement, are solely based on an annual basis.

---

4 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 are not always a reflection of his/her effort and productivity.
CHAPTER 5
PROMOTION, TENURE AND POST-TENURE REVIEWS

SECTION 5.1 PORTFOLIO REQUIREMENTS
A tenure track candidate for tenure, promotion, or pre-tenure review must prepare a portfolio demonstrating the quality and significance of his/her work, consisting of the Portfolio Document Submission List (previously known as Binder 1) and Linked Supporting Materials (previously known as Binder(s) containing supporting Materials).

Candidates for post-tenure review must prepare a portfolio consisting of the Portfolio Document Submission List, 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.

A Lecturer applying for promotion or undergoing a periodic performance review must submit a portfolio consisting of the Portfolio Document Submission List, 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 PRE-TENURE, 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 Pre-Tenure Reviews
General guidelines for Pre-Tenure reviews are outlined in the KSU Faculty Handbook. For Coles College, candidates for Pre-Tenure review are expected to have accomplishments consistent with three years of performance expectations as delineated in Chapter 3 of this document for the workload tracks. Specific Pre-Tenure 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. Finally, a candidate should undertake an appropriate level of service. Specific teaching, research, and service requirements depend upon the workload track of the candidate as outlined in Table 1 in this document and departmental guidelines. The performance of a candidate for Pre-Tenure review will be evaluated as Exceeding Expectations, Meeting Expectations, Working Toward Meeting Expectations, or Not Meeting Expectations.

---

5 Guidelines for portfolio contents are provided in the Appendix of this document. Details related to portfolio contents may be found in Section 3.7 of the KSU Faculty Handbook.
6 Once a faculty member achieves teaching evaluation results which meet the desired performance
5.2.2 Tenure Reviews

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
   - 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 3.8, 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 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.

---

7 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.
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 discipline 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.

SECTION 6.2 PERFORMANCE EVALUATION
Performance of clinical faculty is evaluated through the annual review process and timeline outlined for tenure track faculty. The general expectations for clinical faculty positions (Assistant, Associate, and Professor) are outlined in Section 3.6 Part B.3 of the KSU Faculty Handbook.

6.2.1 Optional Third Year Review
Clinical faculty are advised to request an optional Third Year Review. Candidates for a Third Year review are expected to have accomplishments consistent with three years of performance expectations as delineated in Chapter 3 of this document for Balanced-Teaching workload track that applies to clinical faculty as discussed earlier in the chapter. The Third Year performance review will provide feedback for an optional promotion review to the next professorial rank. Specific Third Year review guidelines for clinical faculty will be developed by each department within the Coles College. Candidates’ teaching evaluations should show improvements as faculty members gain experience in the classroom and receive feedback from their peers. Finally, candidates should participate in a reasonable level of service. Specific teaching, research,
6.2.2 Promotion
As stated in the *KSU Faculty Handbook*, clinical faculty are eligible to apply for promotion. A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank). Only faculty who were hired in professorial rank with credit toward promotion may undergo a promotion review before the beginning of their fifth full academic year of service at KSU.

At KSU, before a faculty member submits an application for early promotion, the faculty member should seek guidance from the department chair, 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. While clinical faculty are not tenure track, the same committee structure that is used for promotion review of tenured and tenure track faculty will be used. Non-tenure track clinical faculty must submit a portfolio that includes the Portfolio Document Submission List and Linked Supporting Materials containing supplemental material following the guidelines outlined in Section 3.7 (Portfolio Guidelines and Content) of the *KSU Faculty Handbook* and reiterated in the Appendix in this document.
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 with recommendation made to the dean.

Lecturers are required to have a Third Year Review. Candidates for a Third Year review are expected to have accomplishments consistent with three years of performance expectations as delineated in Chapter 3 of this document. This Third Year performance review will provide feedback for promotion to senior lecturer. It should be noted, as per the KSU Faculty Handbook, “Only in exceptional circumstances will a lecturer be reappointed as a lecturer after six years of consecutive service to the institution.” A lecturer who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank). Only lecturers who were hired with credit toward promotion may undergo a promotion review before the beginning of their fifth full academic year of service at KSU. Before a faculty member submits an application for early promotion, the faculty member should seek guidance from the department chair, dean, and Provost. The same committee structure that is used for promotion review for tenured and tenure-track faculty will be used. However, a lecturer’s portfolio for promotion consideration must consist of the Portfolio Document Submission List [with Linked Supporting Materials optional] as stipulated in the KSU Faculty Handbook Section 3.7 (Portfolio Guidelines and Contents) with the addition of samples of teaching evaluations that demonstrate highly effective teaching and student learning. 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 3.7.
CHAPTER 8 - AACSB DESIGNATION OF FACULTY SUFFICIENCY & QUALIFICATIONS

This chapter details the requirements for faculty in the Coles College of Business to be assessed for sufficiency and qualifications according to AACSB - The Association to Advance Collegiate Schools of Business document of “Eligibility Procedures and Standards for Business Accreditation” document (January 2016).

SECTION 8.1 FACULTY SUFFICIENCY – PARTICIPATING & SUPPORTING

Standard 5 requires the school to maintain and deploy a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty. AACSB categorizes faculty as either participating or supporting.

Section 8.1.1 Participating Faculty

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

Section 8.1.1.1 AACSB Definition of Participating Faculty

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

Section 8.1.1.2 Designation, Duties and Entitlements of Participating Faculty at Coles

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

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

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

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

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

Section 8.1.2 Supporting Faculty

Section 8.1.2.1 AACSB Definition of Supporting Faculty

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

Section 8.1.2.2 Designation, Duties and Entitlements of Supporting Faculty at Coles

Any individual with instructional responsibility in a program who does not meet the 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:
• maintain academic or professional qualifications to teach
• provide effective instruction
• 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
• 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:
• attend departmental and college meetings subject to any specific restrictions related to academic rank, tenure status, or other similar requirements
• (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.)
SECTION 8.2 FACULTY QUALIFICATIONS

Standard 15 requires the school to maintain and strategically deploy participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school’s mission and strategies.

Section 8.2.1 AACSB Definitions

- **Initial academic preparation** is assessed by earned degrees and other academic credentials. Initial professional experience is assessed by the nature, level, and duration of leadership and management position(s) in the practice of business and/or other types of organizational work.
- **Sustained academic and professional engagement** is combined with initial academic preparation and initial professional experience to maintain and augment qualifications (i.e., currency and relevance in the field of teaching) of a faculty member over time.
- **Academic engagement** reflects faculty scholarly development activities that support integration of relevant, current theory of business and management consistent with the school’s mission, expected outcomes, and supporting strategies.
- **Professional engagement** reflects faculty practice-oriented development activities that support integration of relevant, current practice of business and management consistent with the school’s mission, expected outcomes, and supporting strategies.
- **Qualified faculty status** applies to faculty members who sustain intellectual capital in their fields of teaching, demonstrating currency and relevance of intellectual capital to support the school’s mission, expected outcomes, and strategies, including teaching, scholarship, and other mission components. Categories for specifying qualified faculty status are based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement.

Section 8.2.2 Designation of Faculty Qualification Status at Coles

The school is required to demonstrate faculty members are either “Scholarly Academics,” “Practice Academics,” “Scholarly Practitioners” or “Instructional Practitioners”. Those individuals who do not meet the criteria for these categories will be classified as “Other” (See Table 1). These AACSB Faculty Status qualifications are distinct measures, separate from the faculty workload requirements as described in Chapter 3 of the of the Statement of Philosophy and Guidelines for Faculty Performance, Planning, and Evaluation (2017).

**Table 4. AACSB Faculty Qualification Classifications**

<table>
<thead>
<tr>
<th>Initial academic preparation and professional experience</th>
<th>Academic (Research/Scholarly)</th>
<th>Applied/Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Degree and Professional experience*</td>
<td>Scholarly Practitioners (SP)</td>
<td>Scholarly Academics (SA) 2 PRJs* and 1 OC</td>
</tr>
<tr>
<td></td>
<td>1 PRJ* AND 2 OCs</td>
<td>1 PRJ* AND 2 OCs</td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>Scholarly Practitioners (IP)</td>
<td>Instructional Practitioners (IP) 3 OCs</td>
</tr>
<tr>
<td></td>
<td>3 OCs</td>
<td></td>
</tr>
</tbody>
</table>

* Or equivalent as noted in 8.2.3.1
Section 8.2.3 Criteria for Evaluation
Categories for specifying qualified faculty status are based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement. Items listed under Academic Engagement and Professional Engagement are considered “Other Contributions” in the formal criteria provided below.

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

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

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

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

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

1. **Academic Preparation:** The faculty member must hold a terminal degree in a field related to the area in which he or she teaches; or hold a terminal degree in an area other than that in which he or she teaches supplemented by professional development in his or her teaching area.

2. **Intellectual Contributions:** The faculty member is expected to have a minimum of 2 PRJs and 1 OC from the Academic Engagement category in the most recent five-year academic period.

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

   a) The faculty member’s terminal degree was conferred within the past five years
   b) The faculty member has completed all but the dissertation in his or her field of study and the most recent comprehensive exam or other milestone was completed within the past three years.

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

Practice Academic (PA)

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

1. **Academic Preparation:** The faculty member must hold a terminal degree in a field related to the area in which he or she teaches; or hold a terminal degree in an area other than that in which he or she teaches supplemented by professional development in his or her teaching area.

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

Scholarly Practitioner

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

1. **Academic Preparation:** The faculty member must hold a graduate degree in a field related to the area in which he or she teaches.

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

Instructional Practitioner

Qualifications: To be considered Instructional Practitioner (IP), a faculty member must meet each of the following criteria:
1. **Academic Preparation:** The faculty member must hold a graduate degree in a field related to the area in which he or she teaches.

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

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

### 8.2.3.1 Determination of Journal Quality Equivalency

The determination of Journal Quality Equivalency for AACSB Faculty Status qualification is the same as for workloads as defined in Section 3.9 of the *Statement of Philosophy and Guidelines for Faculty Performance, Planning, and Evaluation* (April 2017) and can be summarized as follows:

- A publication in an “A+” journal is equivalent to 6 “C” publications; and therefore, any “A+” level publication satisfies the SA & SP requirements for any track for that five-year rolling period.

- A publication in an “A” journal is equivalent to 4 “C” publications; and therefore, any “A” level publication satisfies the SA & SP requirements for any track for that five-year rolling period.

- A publication in a “B” journal is equivalent to 2 “C” publications; and therefore, a “B” level publication, combined with the publication of “C” level or higher, satisfies the SA & SP requirements for any track for that five-year rolling period.

### Section 8.2.4 Designation of OTHER AACSB Faculty Qualification Status at Coles

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

### Section 8.2.4.1 Re-Establishing AACSB Faculty Qualification Status

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

### SECTION 8.3 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.
**APPENDIX**

**Pre-Tenure, Tenure & Promotion Review:** Portfolio Document Submission List and Linked Supporting Materials (Both Required)

---

**Portfolio Document Submission List**

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

CFRC suggestions *are in italics* ● Quotes are from KSU Faculty Handbook

---

**Portfolio Cover Page** *(standard form available on Academic Affairs web pages)*

**Table of Contents** *(can use this table of contents, without the suggestions and quotes)*

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative</strong></td>
<td>1</td>
</tr>
<tr>
<td>“(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, Research and Creative Activity, and Professional Service.”</td>
<td></td>
</tr>
<tr>
<td><strong>Vitae</strong></td>
<td>2</td>
</tr>
<tr>
<td>“Vitae 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.”</td>
<td></td>
</tr>
<tr>
<td><strong>Annual Review Materials</strong></td>
<td>3</td>
</tr>
<tr>
<td><em>Chair’s summary letters, Signed Annual Review Letters, ARDs and FPA’s for all years under consideration</em></td>
<td></td>
</tr>
<tr>
<td><strong>Coles College and Department Guidelines</strong></td>
<td>4</td>
</tr>
<tr>
<td>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).</td>
<td></td>
</tr>
<tr>
<td><strong>Pre-Tenure review letters if applicable</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>External Letters if applicable</strong> <em>(please check the Faculty Handbook for specific requirements)</em></td>
<td>6</td>
</tr>
</tbody>
</table>

---
Contents of Linked Supporting Materials (From *KSU Faculty Handbook*):

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

**Service and Engagement**

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
For Administrators:

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

Beyond the material provided in each indexed section, the faculty member may wish to include a one-page summary (in each relevant section) of activity not readily supported by documentation.

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:** Portfolio Document Submission List Required *(and summary supporting evidence but no additional linked supporting materials need be submitted)*

<table>
<thead>
<tr>
<th>Your portfolio must contain the following, but is not limited to this list</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFRC suggestions are in italics • Quotes are from KSU Faculty Handbook</td>
</tr>
</tbody>
</table>

**Portfolio Cover Page** *(standard form available on Academic Affairs web pages)*

**Table of Contents** *(can use this table of contents, without the suggestions and quotes)*

<table>
<thead>
<tr>
<th>Narrative</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(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.)</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vitae</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Vitae 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.</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual review materials</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair’s summary letters, Signed Annual Review Letters, ARDs and FPA’s for all years under consideration</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Materials - Teaching</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>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, Student evaluations, Student survey results … Include a table summarizing teaching evaluations of all courses.</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Materials (Scholarship, Service and Engagement)</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>For research, not limited to published journal papers, conference proceedings, working papers, etc. Include a table listing all publications and associated ratings - A, B, etc.</em></td>
<td></td>
</tr>
</tbody>
</table>

Where service or engagement are a major component of your workload, provide a description of exemplary examples of your work.

<table>
<thead>
<tr>
<th>Coles College and Department Guidelines</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td></td>
</tr>
</tbody>
</table>

---

We hope you found this outline helpful.
If you have suggestions to improve this outline, please contact the Coles FRC Chair.
Kennesaw State University
Academic Affairs

Approval Form for College Promotion and Tenure Guidelines

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

I confirm that the attached guidelines, dated 03/26/2018, were approved by the faculty of the Michael J. Coles College of Business in accordance with college bylaws:

College Faculty Council Approval – I approve the attached guidelines:

Dr. Jim Herbert  
Signature/ Date

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

Dr. Humayun Zafar  
Signature/ Date

College Dean Approval - I approve the attached guidelines:

Dr. Kathy S. Schwaig  
Signature/ Date

Provost Approval - I approve the attached guidelines:

LINDA M. NOBLE  
Signature/ Date

RHM-08 Sept 16