

**Departmental Guidelines**  
**For Review and Evaluation of Faculty Performance**  
**[Approved 1/15/15]**  
**Department of Political Science and International Affairs**  
**Kennesaw State University**

**Purpose**

*Purpose of this document is to assist colleagues and Tenure and Promotion committees in interpreting and operationalizing the university's general criteria for faculty performance within the Department of Political Science and International Affairs.*

**I. DISTINGUISHING DEPARTMENTAL CHARACTERISTICS**

**A. Instructional Commitment**

The Department of Political Science and International Affairs contributes in broad and diverse ways to the General Education program, undergraduate and graduate degree programs and service courses at undergraduate and graduate levels.

**1. General Education:** The American Government in Global Perspective Course (POLS 1101) provides three hours of required general education instruction mandated by the Georgia legislature for all graduates of a public institution. About one-third of political science course sections offered in fall semester of 2006 served the POLS 1101 requirement. These figures are representative of the usual course offerings.

Departmental faculty are heavily committed to the General Education course. As a rule, faculty with broad-based expertise in American government find a significant amount of load devoted to delivery of this course. Faculty with more training in the international and comparative fields of political science carry the course load for the major degree in international affairs and also teach some sections of the POLS 1101 course. Therefore, the American government teaching faculty must have enough expertise to cover the important global (often comparative) political perspective of the general education course, while the faculty trained in international and comparative government must also be generally versed in the American government field. This need for inter-subfields expertise as well as the need for all departmental faculty to keep up with and remain well versed in the diverse spectrum of political events on a local, state, national and international level requires faculty to devote a substantial amount of course preparation time and effort to the general education course. All faculty are expected to teach POLS 1101 and to rotate day and evening classes. Experienced and new faculty alike must continuously revise and introduce new content to properly present the general education course. Course evaluation of students and faculty play an important role in development and assessment of accomplishments in this course.

Assessment of faculty development and performance for the American Government in Global Perspective Course includes review of the instructors' (1) coverage of institutions and processes of both American and Georgia government, (2) comparison of American political institutions and processes with those of other nation states in the modern world, (3) ability to convey to students the principles, problems and challenges of citizenship, and (4) success in enabling students to participate in critical analysis of current public policy and events. These goals are compatible with General Education Program

goals. There is variation among instructors about how they choose to meet these goals and how much class time will be devoted to each goal.

**2. Undergraduate Major:** The Department of Political Science and International Affairs offers five lower division and 44 upper division courses to support the **B.S. degree in Political Science**. Additional upper level courses are available to students for related studies. Students pursuing the **B.A. degree in International Affairs** can take up to three lower division political science courses and four upper division courses for major requirements. The multi-disciplinary aspect of the B.A. degree in International Affairs requires students to take additional courses in other disciplines, including history, economics, geography, management, marketing, nursing, and foreign language.

Faculty members are hired with expertise to cover the offerings in the political science sub-fields: American Government, Law and Government, Political Theory, Comparative Government, International Relations, Research Methods, and Public Administration. Different pedagogy and field experiences can be utilized by faculty in providing students with requisite lower and upper level courses. Thus faculty often defer to a colleague's expertise in the upper level courses and are encouraged to use professional development and service opportunities to enhance their specialty areas.

A **pre-law professional curriculum** is offered which includes ten law-related political science courses from existing upper division political science courses and Mock Trial designed for student development and off-campus competition.

**3. Graduate Programs: The Master of Science in Conflict Management (MSCM)** offers graduate courses to enable students to be conflict resolution practitioners in varied environments. The curriculum includes courses in theory, research and design skills, and practice skills. **The Master of Science in International Policy Management** is an applied graduate program designed for those who seek greater practical understanding of the global arena. **The Master of Public Administration (MPA)** is a professional degree that prepares persons interested in public service for middle and upper level administrative positions. Kennesaw's MPA program is accredited by NASPAA.

**4. Certificate Programs:** The Department offers certificates in the following: **Alternative Dispute Resolutions (ADR), Professional Politics, European Union Studies, and Political Communication.**

**5. Service Courses:** Service courses are offered for majors in History, Public and Social Services, and Education degrees, and serve as electives for numerous degrees.

**6. Minors/Concentrations.** Over 20 political science courses can be elected for minors or concentrations in African and African Diaspora Studies, Asian Studies, International Affairs, Latin American Studies, Legal Studies, Urban Studies, Gender and Women's Studies, and American Studies.

**7. Integrated Graduate Study (IA-MBA degrees; BA/BS-MSCM degrees; BA/BS-MPA degrees).** A student can complete a B.A. degree in International Affairs and pursue a fast track to a Master's degree in Business Administration. Students complete specified course requirements for the B.A. in International Affairs which also satisfy course prerequisites for admission to the MBA program. An undergraduate student may use up to nine credit hours of graduate-level courses offered within a single degree program in meeting the requirements of both a bachelor's degree and a master's degree. Similar arrangements can also be made to link a Bachelor's degree with a master's degree in Conflict Management or Public Administration.

**8. Military Science.** The department supports the campus-wide military science program by providing facilities and scheduling, student assistants, and other materials for presentation of this program. This is an important support and outreach program that fits appropriately into the scope and mission of political science.

The extensive departmental support of other programs obliges faculty to adjust course pedagogy to various levels of student preparedness and familiarity with discipline-specific concepts and models. Faculty preparation and course organization for courses which are taken by students from majors outside of political science can be more demanding in an endeavor to meet many objectives.

### **B. Types and Size of Degree Programs Offered**

The Department of Political Science and International Affairs offers a **Bachelor of Science degree in Political Science**, a **Bachelor of Arts degree in International Affairs** and **Certificates in Alternative Dispute Resolution, Professional Politics, European Union Studies, and Political Communication**. For **B.S. degree in Political Science**, students choose a concentration from among the following: Legal Studies, Government and Professional Politics, Public Service and Public Policy, and Global Studies. Additionally, they take six upper division courses from across the spectrum of political science as well as approved electives in related areas. A Senior Seminar is required as is one upper division course in Philosophy. Supervised internships and cooperative study programs at sites in business, industry and government are available and students are strongly encouraged to participate. Political science majors have the added advantage of elective participation in the mock trial experience. Faculty who expend efforts in the mock trial course are recognized for their important contributions to the political science program by including these activities in their workload.

The **B.A. degree in International Affairs** is an interdisciplinary major that requires students to take courses in political science, history, geography and economics. Also included in the major is an emphasis on foreign language that is designed to prepare students for employment in an interdependent world. The IA major offers the flexibility to focus on one of three concentrations: diplomatic and international service; international business, economics and policy; and applied languages. All majors must take approved electives in related areas and a senior seminar. Supervised internships and cooperative study programs are available locally, out of state, and abroad. The department makes possible for students to benefit from faculty-mentored experiences in Model United Nations and Model Arab League program. These elective programs do not produce course credit for students or the department, but contribute in valuable ways to producing more well-rounded and versed graduates of our degree programs and other degree programs.

The **Master of Science in Conflict Management** develops students' dispute/conflict management expertise in varied environments, and prepares them to analyze and research the organizational environment and design conflict intervention procedures and strategies. The curriculum takes a multidisciplinary approach and gives students both theoretical and practical conflict management experiences in one or more areas. Its core courses (24 credit hours), covers theoretical foundations, critical knowledge of conflict management, research methodology, and intervention systems design. This rigorous academic training is followed by the 12-hour hands-on experiences in a particular sector of interest to the student through internship, environment survey, field study and

project.

The **Master of Science in International Policy Management** is an applied graduate program designed for those who seek greater practical understanding of the global arena. The curriculum offers 27 hours of core coursework, a 3 credit-hour Global Experience abroad, and a 6 credit-hour Capstone experience (practicum, internship or thesis). The cohort-style learning community facilitates interactive collaboration among faculty and students. While the program is intense and demanding, it also makes extensive use of distance learning which is a favorable solution to the student who is employed full-time.

The **Master of Public Administration** is a professional degree that prepares persons for middle and upper level administrative positions. Required is a 21-hour core curriculum and a 12-hour concentration. The concentration may be chosen from Government Administration, Nonprofit Administration or Information Systems Administration. Both in-service and pre-service students are offered the opportunity to participate in a three-hour Internship or Practicum in Public Management.

The 15-hour **Alternative Dispute Resolution Certificate** is an interdisciplinary program with three political science courses; it offers fully admitted KSU students the opportunity to develop a practical, applied set of marketable skills that are helpful no matter what major they pursue or which line of work they choose.

The **Certificate in Professional Politics** is a 15-hour program of study that offers courses that focuses on applied skills and settings: campaign management, media and politics, polling, public policy and lobbying.

The 18-hour **European Union Studies Certificate** program provides students with in-depth multi-disciplinary knowledge of the European Union. Students may choose from a variety of classes taught at KSU as well as on-line classes taught by faculty from other University System of Georgia institutions.

The **Certificate in Political Communication** is an 18-hour program exposing students to theory and hands-on learning experiences focusing on the relationship between political structures, systems, and processes and professional communication.

The **Integrated Graduate Study Program** provides qualified undergraduate students the opportunity to begin graduate studies for a Master of Business Administration degree at KSU in their senior year and simultaneously satisfy some remaining requirements for the bachelor's degree in International Affairs. Similar arrangements might be an option for linking a bachelor degree with the Master of Science in Conflict Management or a Master of Public Administration.

Fall 2012 declared majors totaled:

Undergraduate	
International Affairs:	233
Political Science:	371
	604
Graduate	
Conflict Management:	49
Public Administration:	104
Inter. Policy Management	30

There are 31 full-time faculty members involved in the various programs.

**C. Special Departmental Commitments to Service/Research/Grants/Scholarship Activity**

**1. Service/Mentoring:** The Department has always shown strong support and commitment for students' co-curricular activities. Currently, its faculty members are advisors to 15 student organizations on campus. Some more active organizations, such as Mock Trial, Model UN, and Model Arab League, put heavy demands on faculty advisors' time and attention as they prepare students for regional, national, and international competitions.

**2. Service/Grants:** Faculty members are closely involved in the KSU Center for Conflict Resolution, which offers conflict management workshops, writes grant proposals, and places students for practicum in ADR certificate program.

**3. Service/Student Research:** Faculty members are actively involved in planning, organizing, and monitoring the annual KSU High School Model United Nations Conference, which hosts up to 800 high school students from the metro-Atlanta area for a two-day simulation experience on KSU campus. In the conference, KSU students not only act as committee chairs and rapporteurs, but also contribute to the research and writing of the background guides for agenda issues.

Faculty members are closely involved in directing the research for and in coaching and monitoring the KSU Mock Trial team.

**4. Service:** Faculty serve on department, college and university committees; community service is a strong commitment for the department. Examples of service contributions include editing the departmental newsletter (which updates the information about the Department and serves to bring faculty, students and alumni together) and the student journal Spectrum, and serving as members of various community organizations. At present, one faculty member serves as treasurer for the National Conference of Black Political Scientists.

**5. Service Learning:** Faculty is committed to integrating service learning into the student's academic experiences. One faculty member has taken part in the ACE (Alliance for Community Engagement) program, which integrated service learning into our general education program; another faculty member has supervised students who teach citizenship classes at the Latin American Association.

**6. Scholarship:** The Department strongly supports faculty's scholarship endeavors; a significant portion of its limited travel budget is spent on supporting faculty members who travel to various regional and national conferences for scholarly presentations. A majority of the faculty are actively engaged in scholarship, and the publication of books, articles in refereed journals, and conference presentations increases yearly. Many faculty also serve as reviewers for national journals.

**7. International Initiatives:** The Department is strongly committed to the efforts in internationalizing curricular and co-curricular activities. Faculty members have participated in the exchange or study abroad programs in China, Mexico, and Ghana. One faculty member has organized study tours for Cuba and NAFTA/Mexico. The MPA student body has included cohorts of public administrators from China.

#### **D. Size and Diversity of Faculty**

The Department of Political Science and International Affairs employs 24 full-time, tenured and tenure-track faculty members whose specialties cover all the sub-fields of the political science discipline. For all tenure-track positions there are national searches and selection is based on merit. The faculty are diverse by racial and ethnic groups and age; about one-third are female. Nearly all full time faculty hold either the Ph.D. or D.P.A. degrees with 4 faculty holding Ph.D.'s from institutions within the state of Georgia and the rest holding terminal degrees from institutions outside the state of Georgia. Faculty are hired with graduate specialties to fill degree and political science sub-field needs, are assigned departmental service where possible which is compatible with their interests and expertise, and are strongly encouraged to pursue development in their areas of interest and expertise.

Recruitment, development, and retention of faculty members who bring a diversity of experiences to the classroom, collegial interactions, and student mentoring are crucial factors taken into account in the promotion and tenure process. It is important to the discipline of political science to maintain an environment that respects faculty diversity and values the variety of contributions that diverse individuals bring to fulfilling the departmental mission.

#### **E. Faculty Workload Conditions**

The Department offers over 100 sections during an academic year to provide for its commitment to general education, the majors, and its service to other programs.

KSU's mission and general criteria for faculty performance place a central priority on effective teaching; scholarship and service are important secondary priorities. **While faculty may choose either service, "service-scholarship," or scholarship as their second area of accomplishment, there is an expectation that all faculty will be active, to some extent, in all three areas.** To allow faculty members alternative paths to fulfill their commitments to the University, the College and the Department as they meet the instructional needs and educational mission of the institutions while pursuing their individual career goals, the Department offers the following workload options. Selection of a workload is made in consultation with the Department Chair on a yearly basis, and the decision should reflect a long-term, well-articulated self-assessment by each faculty member. The options are consistent with the University Faculty Handbook guideline that a typical undergraduate faculty should carry 18 semester credit hours of class instruction per academic year. A lower teaching load may be justified by additional reassigned time, which is specified in the second part of this section. Descriptions and expectations associated with each workload model:

**1. Undergraduate Teaching-Focused Plan:** This model is for faculty without a terminal degree who are hired without the expectation of completing a terminal degree. Faculty in this plan display talent and primary interest in undergraduate teaching and instructional development, and have the ability and the willingness to serve Kennesaw State University and the greater community on a systematic basis. To meet expectations under this model, the faculty member must demonstrate strong evidence of teaching excellence. Service efforts for faculty in the undergraduate teaching model would be oriented toward teaching as well, with the faculty member contributing to the development of teaching among the KSU faculty and in the academic community. Activities involving

new teaching technologies, pedagogies, and the like would be appropriate for the faculty member pursuing this option. Twenty-four (24) to twenty-seven (27) semester hours of class instruction per academic year is the usual teaching load.

**2. Undergraduate Teaching-Service Plan:** Faculty members who choose this track are opting for a significant contribution in service activities. Faculty may earn reassigned time during semesters when carrying a substantial service load. High levels of quality teaching remain the central focus of the model, although a reduced teaching load may be balanced by service to the community, institution or discipline. Service efforts will be more numerous and substantial than those under the undergraduate teaching model. They might include extensive responsibilities associated with assigned administrative duties, office in academic and/or professional associations, representation of the department or college on very active committees over long periods of time, community service related to the discipline and the like (see examples in section of Professional Service). Eighteen (18) semester hours of class instruction per academic year is the usual teaching load.

**3. Undergraduate Teaching-Service-Scholarship Plan (Balanced Plan):** Faculty pursuing the undergraduate teaching-scholarship-service model may have reassigned time for basic and/or applied research efforts. High levels of teaching effectiveness remain the focus. Faculty members in this option are expected to devote their energies to balanced and/or integrated efforts in these three areas. While service activities are more extensive than in the Teaching-Scholarship Plan, they are not as high as high as in the Teaching-Service Plan. Faculty on this plan will engage in scholarship activities that are more extensive than in the Teaching-Service Plan, but are not as high as the Teaching-Scholarship Plan. Scholarship includes the creation, interpretation, or application of discipline-related knowledge, or knowledge concerning the enhancement of instructional development. Faculty members are encouraged to incorporate research efforts into classroom instruction. Scholarship must be sustained over the faculty member's career in order to retain reassigned time (see examples in section of Scholarship and Creative Activities). This model is not recommended for faculty members who have yet to be tenured or promoted to the highest rank, and **ordinarily will not be approved by the Department Chair**. Eighteen (18) semester hours of class instruction per academic year is the usual teaching load.

**4. Undergraduate Teaching-Scholarship Plan:** Faculty pursuing the undergraduate Teaching-Scholarship Plan will demonstrate recognized scholarship and, at the same time, meet acceptable service expectations. Faculty may have reassigned time for basic and/or applied research efforts. High levels of teaching effectiveness remain the focus. Faculty members in this option are expected to engage in scholarship activities that include the creation, interpretation, or application of discipline-related knowledge, or knowledge concerning the enhancement of instructional development. Faculty members are encouraged to incorporate research efforts into classroom instruction. Scholarship must be sustained over the faculty member's career in order to retain reassigned time (see examples in section of Scholarship and Creative Activities). A standard load of service is also expected of faculty pursuing this model. Eighteen (18) semester hours of class instruction per academic year is the usual teaching load.

**5. Graduate Teaching/Scholarship Model:** This model applies to faculty members who have graduate faculty status and have substantial or regular obligations in

graduate instruction. Those individuals involved substantially in graduate instruction as defined by teaching twelve or more semester hours per academic year in a graduate program will normally have a normal teaching load of 15 semester hours per academic year. Individuals regularly involved in graduate instruction as defined as teaching six to nine hours in a graduate program per academic year will have a normal teaching load of from 12 to 15 hours. In either situation, faculty with heavy non-instructional responsibilities may be granted a three-semester hour reduction.

All faculty having graduate faculty status and having substantial or regular graduate teaching responsibilities are expected to be active and producing in the area of scholarship. These individuals should also expect a greater scrutiny of their scholarship in terms of its relevance in informing their graduate teaching responsibilities.

Faculty who have occasional or limited involvement in graduate instruction may also have graduate teaching status, but may fall under the undergraduate teaching/scholarship model or the undergraduate teaching/service model and workload expectations. Occasional or limited involvement is defined here as three or fewer semester hours of graduate instruction in an academic year. However, these faculty are expected to be actively involved in scholarship that supports any graduate teaching obligations.

**Reassigned time:** The Department provides reassigned time for the following positions to allow the faculty members to perform significant administrative duties and/or non-instructional responsibilities that are essential for the functioning and commitments of the Department, including but not limited to:

Graduate Program Directors – two reassigned times per academic year;

Assistant Chair—two reassigned times per academic year;

Political Science Coordinator – one reassigned time per academic year, International Affairs Coordinator—one reassigned time per academic year;

Laboratory Coordinator—one reassigned time per academic year;

Faculty Advisors to Model UN, Model Arab League, Mock Trial: one reassigned time per academic year;

Internship Director—one reassigned time per semester for a minimum of ten internships during the semester (or two reassigned times per academic year, if the total number of internships reaches 20 for the year)

## **F. Tenure**

Eligibility for tenure in the Department of Political Science and International Affairs is available only to full time, tenure-track faculty members who have obtained the terminal degree. Tenure decisions are made in the context of those expectations according to a faculty member's rank, experience, and position. A successful candidate for tenure must have met the expectations for his/her rank, as specified below. Recommendations regarding tenure are based on the merits of individuals, their academic accomplishments, and their potential for contributing to the success of the department. However, meeting or exceeding expectations in that context for the probationary period is necessary but not sufficient for a positive tenure review.

Full-time tenure-track faculty who are Assistant Professor, Associate Professor, or Professors, are eligible to be reviewed for tenure in their fifth year of service. A mandatory review for tenure must be conducted in the sixth year of the probationary period. This five to six year probationary period must be continuous unless the interruption is for a leave of



absence or for part-time service, which must not, in either case, exceed two years. An earlier review for tenure is permitted during the second through fifth year of service at KSU if sufficient prior service credit toward tenure was granted in writing upon appointment to yield a combined total of five full years of credible service, including the year of review.

Lecturers are not eligible for tenure. However, they must, submit to a third- year review by the dean. The purpose of this review is to provide feedback about current progress towards promotion to Senior Lecturer. The sixth year review for promotion to Senior Lecturer is required. This process includes review up to the provost and president. A denial of promotion will result in termination at the end of the sixth year. Following promotion to Senior Lecturer, the faculty member will be subject to both a six-year performance review cycle as well as annual reviews conducted by the department chair.

Clinical faculty are not eligible for tenure, but they follow the annual review processes and timelines outlined for tenure track faculty. Clinical faculty are primarily assessed in the performance areas of teaching, supervision, and mentoring of students and professional service, with less emphasis in research and creative activity.

## II. INTERPRETATIONS AND ADAPTATIONS OF THE UNIVERSITY'S GENERAL CRITERIA

### A. Teaching, Supervising, and Mentoring

Teaching is the primary focus for all faculty at Kennesaw State University and is the principal mission of the Department of Political Science and International Affairs. **Highly effective teaching is a necessary condition for satisfactory performance at Kennesaw State University.** The Department encourages teaching excellence through effective classroom performance and by demonstrable evidence of continued instructional and scholarly development on the part of the faculty member.

Consideration of teaching effectiveness include, as **fundamental** performance objectives:

- meeting all scheduled classes
- meeting departmental teaching loads and course assignments consistent with department needs
- maintaining regular office hours
- assessing instructional effectiveness, including using results of evaluation for professional growth and improvement
- documenting student learning and providing feedback to students on their progress
- advising students
- maintaining currency of subject matter and integration of course content with theory and practice
- updating instructional programs, courses, curriculum materials, tests, and assignments
- setting goals for instructional improvement
- maintaining a teaching portfolio

The Department expects commitment to teaching beyond these fundamental levels. Examples of **additional** contributions may include:

- advising student organizations
- coaching student organizations for regional, national, or international competitions

- mentoring students and peers
- participating in planning, or teaching workshops or seminars
- engaging in pedagogical innovation and experimentation
- development of new courses
- guest lecturing, speaking and other in-house faculty presentations
- publishing in in-house teaching newsletters
- becoming involved in curricular matters
- supervising students and others in practicum, internships, co-ops, service learning, directed studies, or study abroad programs, and supervising an “Honors Experience”
- enhancing effectiveness in teaching, supervision, and mentoring by taking part in teaching workshops or professional development programs
- earning recognition and awards for distinguished teaching

Evidence of teaching performance should be provided by student evaluations, course syllabi, evidence of work with student groups, letters from students describing mentoring relationships, documentation on curriculum development, student portfolios, peer evaluation, in-house publication of pedagogy, and the like.

### **Expectations of Performance at Different Stages of Academic Career Development**

#### **Assistant Professor**

Early in Rank: New Assistant Professors should meet departmental needs quickly, with an understanding of how their particular area of expertise fits into departmental curriculum. Faculty at this rank should establish rapport with students and colleagues, and set appropriate times aside for advisement, departmental meetings and updating materials for instruction as needed.

Midway in Rank: Faculty should take on additional mentoring tasks, especially with peers. As teaching experience is gained, faculty should maintain portfolio for departmental assessment. Self-assessment should also be conducted, through the use of student evaluation, and documentation of student learning. Faculty should maintain currency in subject matter.

Assistant Professor Ready for Promotion to Associate Professor: Faculty at this stage should be able to document progression in teaching effectiveness, through attendance and participation in teaching workshops, teaching portfolio, and teaching evaluations. Faculty should be involved in discussion and interpretation of curriculum at least at the departmental level. Faculty should also become more adept at the integration of new teaching techniques, and pedagogical innovation.

#### **Associate Professor**

Early in Rank: Mentoring of peers should become more regular at this stage of an academic career. Faculty should add to their teaching repertoire by developing new courses.

Midway in Rank: Faculty should be involved in curricular matters above the departmental level. Taking part in program evaluation, updating instructional programs, courses and other materials is expected. Faculty will become increasingly involved in promoting their teaching effectiveness through workshops and seminars. Documentation and maintaining teaching portfolios is expected at a high level of quality.

Associate Professor Ready for Promotion to Professor: Faculty should continue to hone

teaching skills through attendance at workshops and seminars. Faculty should also share their expertise with others in the field through guest lecturing, team teaching and development of programs and curriculum. Faculty at this level should have close contact with peers and students as part of a regular routine.

### **Professor**

Professors must maintain the highest quality of teaching effectiveness through continuous development of pedagogy, courses, and programs. All professors are expected to mentor peers and students. Involvement in curricular matters is expected.

## **Lecturer/Senior Lecturer Track**

### **Lecturer**

Early in Rank: New lecturers should meet departmental needs quickly, with an understanding of how their particular area of expertise fits into departmental curriculum. Faculty at this rank should establish rapport with students and colleagues, and set appropriate time aside for course preparation.

Midway in Rank: Lecturers should refine teaching techniques by attending teaching workshops and revising courses based upon feedback from students, colleagues, and the department chair. As teaching experience is gained, lecturers should maintain a teaching portfolio for departmental assessment. Lecturers should maintain currency in the subject matter being taught.

Lecturer Ready for Promotion to Senior Lecturer: Lecturers at this stage should have a high level of teaching effectiveness and should be able to document progression in teaching effectiveness through attendance and participation in teaching workshops, maintenance of a teaching portfolio, and continuous reassessment of teaching effectiveness. Lecturers should integrate new teaching techniques and pedagogical innovations into their courses.

### **Senior Lecturer**

Senior lecturers must maintain a high level of teaching effectiveness through continuous development of pedagogy and courses. In addition, a teaching portfolio must be maintained documenting teaching effectiveness.

## **B. Research and Creative Activity**

Excellence in teaching is not possible without demonstrated competence as a scholar in the discipline. Every faculty member should engage in scholarly activities in all areas, however scholarship or tangible outcomes of this process must be demonstrated in at least one area. Disciplinary research is an ongoing process requiring professional development, intellectual enhancement and interaction with the broader academic and professional community. It involves intellectual contributions by faculty members toward

producing and disseminating **traditional, pedagogical , or service-oriented** scholarship. Traditional Scholarship is defined as scholarship which is focused upon programmatic research and creativity aimed at building or contributing to a substantial body of work and whose product is subject to the usual process of peer review and publication/presentation. Pedagogical scholarship is defined as scholarship focused upon student learning in which the processes and outcomes are public and subject to appropriate review. Service-oriented scholarship is defined as scholarship which involves the use of knowledge and expertise in a service opportunity to the University, the community, or their profession. Such activity must clearly demonstrate the outcome or impact of the service activity.

Every tenure-track faculty member is expected to meet the “fundamental” expectations listed below. As faculty progress upward through the ranks, he or she will be expected to perform at a more advanced level to include demonstrated proficiency within both fundamental and “additional” expectations listed below.

#### Fundamental Activities

- Engaging in traditional, pedagogical, or service-oriented research in discipline-related or cross disciplinary research projects, the product of which is formally shared with others and is subject to review.
- Giving scholarly presentations at professional meetings and/or enhancing effectiveness in scholarship by taking part in research-oriented development seminars or workshops.
- Maintaining and documenting significant progress in on-going scholarly activities.

#### Additional Research Activities

- Publishing discipline-related books.
- Publishing discipline-related articles in appropriately reviewed journals, scholarly books, edited volumes, chapters in scholarly books, monographs, reviews, case studies, working papers, proceedings from scholarly meetings (single or joint authorship)
- Publishing in pedagogical journals or making educationally focused presentations at disciplinary and interdisciplinary gatherings that advance the scholarship of teaching and curricular innovation or practice.
- Outcomes and products that are shared at professional meetings or in professional publications and that are based on building innovative programs, policies, and procedure that can require scholarly investigations (e.g., research and literature reviews).
- Producing texts, ancillary text materials, software applications, and case study guides
- Serving as a reviewer or editor of professional publications
- Writing proposals for teaching or research grants to procure funding for one’s work and/or the advancement of the institution
- Preparing year-end reports to funding agencies
- Reviewing and critiquing grant applications, or manuscripts
- Convening panels or discussing paper presentations at professional meetings
- Conducting professional workshops, seminars, and colloquia for colleagues
- Earning recognition and awards for distinguished scholarly activities
- Receiving commissions and contracts to produce discipline-related reports and materials
- Enhancing effectiveness in scholarship by taking part in research-oriented development

- seminars or workshops
- Conducting scholarly research in the subfields of political science as required in one's service of professional, public or civic organizations or agencies, including but not limited to, discipline-related professional organizations, government institutions, courts, party offices, campaign organizations or international organizations. (Faculty must determine whether their activities might be better suited for inclusion as professional service activities or scholarship activities.)

### **Expectations Performance at Different Stages of Academic Career Development**

#### **Assistant Professor**

Early in Rank: New Assistant Professors pursuing scholarship track should embark on scholarly and creative activities early, oftentimes as an extension of dissertation research. Adequate documentation of early scholarship activity is especially important prior to publication.

Midway in Rank: Faculty should enhance their effectiveness in scholarly and creative activities by attending research workshops and scholarly meetings. Faculty should take part in scholarly meetings at the regional or national level to present research. Faculty should be preparing for more prestigious publications of their works, and should seek peer review in formal and informal settings. Faculty should also be available to comment on the work of their peers and assist others in research efforts.

Assistant Professor Ready for Promotion to Associate Professor: Faculty at this stage should be able to document their progression through publication of scholarly research, attendance and participation in professional meetings, and a research portfolio. Vitae should include some presentation of scholarly efforts.

#### **Associate Professor**

Early in Rank: Faculty should continue to be involved in research efforts. Mentoring of research efforts of peers should become more regular. Participation in basic or applied research conducted for public organizations, agencies, parties, or the like should be a regular component of activity.

Midway in Rank: Faculty should be able to document that research efforts are contributing to the discipline and/or subfields of the discipline. Faculty should be regularly involved in release of findings from research and the development of scholarship through mentoring and public meetings.

Associate Professor Ready for Promotion to Professor: Faculty at this stage should be recognized by colleagues as contributing to scholarship. Scholarly presentation, publication of scholarly research, and review of the work of others are evidence that faculty members are recognized as scholars. Scholarship should contribute to teaching effectiveness. Faculty at this level should be recognized by peers and colleagues who are not members of the KSU community.

#### **Professor**

Professors citing scholarship as an area of expertise must maintain the highest quality of scholarship. Presentation of research in some form should be a regular part of faculty members' workload. Contact with off campus members of the discipline or sub-disciplines should be continued.

## **Lecturer/Senior Lecturer Track**

Lecturers and Senior Lecturers are not expected to engage in Research and Creative Activity, but are encouraged to do research and will be supported (travel, etc.) by the Department and the College.

### **C. Professional Service**

- Professional service includes (1) service to the institution, (2) service to the community, and (3) service to the discipline.<sup>1</sup> Faculty members are expected to play an active role in contributing their academic and professional skills and knowledge to support and advance the mission and tasks of the Department, the College, the University, and/or the external communities at the local, state, regional, national, or international levels.

**Every tenure-track faculty member is expected to meet the “fundamental” expectations listed below. As a faculty member progresses upward through the ranks, he or she will be expected to perform at a more advanced level to include demonstrated proficiency within both the fundamental and “additional” expectations as listed below. These are examples only, rather than an exhaustive list.**

#### **Fundamental Activities**

- Attendance at faculty meetings.
- Serving as a member of faculty search committees.
- Contributing actively as a member or leader of committees and task forces at the Departmental, College and/or University level, as negotiated with the department chair.

#### **Additional Activities**

- Coordinating or administering activities related to accreditation or quality assurance within the department, college or university.
- Coordinating programs for professional conferences/meetings, organizing symposia or bringing professional meetings to KSU.
- Serving as an officer in professional or civic organizations.
- Volunteering support to community service organizations and projects associated with KSU’s organizations or service learning initiatives.
- Writing grants for community organizations.
- Conducting professional development and continuing education programs.
- Serving as a guest speaker for on or off-campus events.
- Assisting in university-related fundraising campaigns.
- Establishing and/or maintaining newsletters or websites for on or off-campus organizations or departments.

- Receiving recognition or awards for distinguished service contributions on or off campus.
- Enhancing effectiveness in professional service by taking part in service-oriented workshops or seminars.
- Conducting scholarly research in the subfields of Political Science or International Affairs as part of a service initiative for professional, civic or public organizations.
- Receiving commissions and/or contracts for discipline related service activities.

### **Expectation of Performance at Different Stages of Academic Career Development**

#### **Assistant Professor**

Early in Rank: New Assistant Professors should seek out opportunities to serve the KSU community through committee work, keeping in mind the demands of teaching and research faced by those new to the University. Most new faculty will find service opportunities for service at the departmental level.

Midway in Rank: Faculty should take on additional committee work, seeking out service opportunities above the departmental level and within discipline-related community and professional organizations.

Assistant Professor Ready for Promotion to Associate Professor: Faculty at this stage may seek out increasingly challenging service activities on and off campus. Faculty should make the most of on-campus opportunities for service by taking part in KSU service organizations and should continue to seek out service opportunities within community and professional agencies and organizations.

#### **Associate Professor**

Early in Rank: Faculty should be involved in service above the departmental level. They should seek to enhance their service effectiveness through the use of mentoring of peers as well as workshop participation and development.

Midway in Rank: Faculty should be involved in service above the departmental level. Faculty at this level should be contributing to service both on and off campus. Documentation of service is expected and faculty are expected to take larger, leadership roles in service organizations on and off campus.

Associate Professor Ready for Promotion to Professor: Faculty at this stage should be noted by others for their service contributions. They should take leadership positions within service organizations on and off campus and should maintain documentation of such. Faculty members at this level should be assuming some of the duties listed as “additional” activities, as delineated previously.

#### **Professor**

At this level, Professors should be able to demonstrate that their service is recognized on and off campus. Taking leadership roles, not merely participating, is expected of those at the rank of professor.

#### **Lecturer/Senior Lecturer Track**

Per university guidelines, Lecturers and Senior Lecturers are required to perform professional service activities related to teaching assignments. The regular course load for Lecturers and Senior Lecturers may be lowered for service activities beyond regular expectations. The teaching/service responsibilities and load should be clearly laid out in the annual Faculty Performance Agreement.

## **Lecturer**

Early in Rank: New lecturers should discuss with the department chair the teaching and service needs of the department. Lecturers choosing to complete service activities beyond regular expectations will likely be directed to service opportunities at the departmental level.

Midway in Rank: Lecturers should engage in highly effective departmental service activities as a member of a committee (or committees).

Lecturer Ready for Promotion to Senior Lecturer: Lecturers at this stage are expected to serve as members of departmental committees and perform in a highly effective manner, and to seek out increasingly challenging service activities within the department.

## **Senior Lecturer**

Senior lecturers are expected to serve as highly effective members of committees and to seek out increasingly challenging service activities within the department.

## **D. Administration and Leadership**

This category of administration and leadership covers those scholarly and non-scholarly activities that some faculty and most administrators carry out. Such activities include faculty development, fundraising, fiscal management, personnel management, public relations, and other activities that are not traditionally captured in one of the other three performance areas. Within the Department of Political Science and International Affairs, this applies primarily to teaching faculty who spend a significant part of their time on administrative tasks (e.g., department chair, assistant chair, program directors or grant principal investigators).

Faculty in administrative and leadership positions are often not directly engaged in teaching, research and creative activity, and professional service in the same way as other faculty. As such, these faculty members should demonstrate the quality and significance of their leadership and administration, especially how effectively they foster the requisite fiscal, physical, interpersonal, and intellectual environment for achievement – in these areas. For example, leadership of teaching could include how the administrator assisted unit colleagues to achieve more scholarly and effective teaching. In research, an administrator might document leadership by showing how the administrator aided unit colleagues in their efforts to improve the quality and significance of their research. In service, leadership could be demonstrated by showing how the administrator encouraged and assisted unit colleagues to engage in more scholarly and effective service. In sum, administrative faculty act as leaders by assisting colleagues in their unit to achieve and surpass University, college, and departmental goals in teaching, research/creative activity,



and professional service.

Examples of administrative responsibilities may include but is not limited to:

- Coordination of vision and strategies planning for the department or a unit
- Budgeting and fiscal management of department resources
- Managing day-today administrative responsibilities
- Providing for class scheduling
- Providing student advisement
- Resolving student complaints
- Providing for mentorship of faculty
- Supervising staff
- Assigning faculty and staff work loads
- Department or unit budgeting
- Responsibility for coordinating accreditation or evaluation efforts of the department or a unit
- Coordinating activities of a unit or program

### **Expectations of Performance at Different Stages of Academic Career Development**

While this area is not generally applicable to the assistant professor, expectations are that faculty members at any rank who hold administrative roles should conduct their work with honesty, integrity, and objectivity. They should foster a respectful relationship with students, community participants, colleagues, and others who participate in or benefit from their work. Faculty members should uphold recognized standards for academic integrity.

Regardless of academic rank, faculty evaluated in this area must clearly articulate their goals and document the quality and significance of their activities and achievements in the same manner as in any of the other areas.

### **III. Work in Schools**

As approved by the Board of Regents, University System of Georgia, faculty collaborative effort in teacher preparation and school improvement with the K-12 schools will be recognized and supported by Bagwell College of Education. Participation in teacher preparation and in school improvement may include documented efforts of the faculty in: improving their own teaching so as to model effective teaching practices in courses taken by prospective teachers; contributing scholarship that promotes and improves student learning and achievement in the schools and in the university; and collaborating with public schools to strengthen teaching quality and to increase student learning.