Kennesaw State University
Academic Affairs

Approval Form for Department Promotion and Tenure Guidelines

A copy of this form, completed, must be attached as a cover sheet to the department guidelines included in portfolios for 3rd Year Review, Promotion and Tenure and Post-Tenure Review.

I confirm that the attached guidelines, dated were approved by the faculty of the Department of Exercise Science and Sport Management in accordance with department bylaws:

Name (printed or typede

ESSM Base Faculty Model

Petformance Area	Effort % Workload	Course

Serving on graduate thesis committees or overseeing a study does not count toward a faculty member's teaching worldoad; however, such service should be recognized as a positive contribution in his/her evaluations.

2. Evaluation

AU facult}' members must employ the student a

1 All tenure-track facult}' members are expected to engage in

Examples of Annual Research Expectations by Teaching Workload

	Teaching Load (3-hour courses per semester)						
	4-4*	**4-4**	**3-4**	**3-3**	**2-3**	**2-2**	**1-2**
Mentoring (%)							

publish academic work that is read and cited as part of the standard academic in its field. Journals may be added and removed from the hst during the fkst meeting of the Tenure and Promotion Committee, with agreement by the department chah and approval by the dean. The journal Hst will be posted on the department's shared computing storage space.

- Pubhcations in peer-reviewed journals that are not hsted in the citation indices or the Approved Journal List may be worth additional units if the facult)' member can demonstrate appropriate quahty and significance of the pubhcation outlet.

o Additional credit may be awarded if it can be demonstrated that pubhshed article has significant hnpact on the discipline (e.g., the article is highly cited or the article receives an award).

o Short articles are weighted less than standard-length articles. Standard-articles should produce original research and not just briefly reply to, or extend past research. However, it is possible for comments, rephes, and extensions to be considered standard-length articles if the article provides a substantial new contribution to the academic hterature. Because ess

- Book chapters published in edited volumes, consistent with the scholarship quahties hsted for books, are worth one unit. Previously-pubhshed work that is repubhshed in an edited volume does not receive additional unit credit on its own; however, it may be used as evidence of quaht)' and significance of the previously-pubhshed work. Edited volumes that requhe submission or pubhcation fees are not appropriate venues for pubhshing academic work.

- Presentations to academic audiences (academic conferences, external seminars, invited speeches, etc.) are worth one unit. No more than one presentation per year may be counted as a unit for research credit, and faculty members cannot meet theh research expectations with only presentations. Presentations are not valued as stand-alone outlets for disseminating research; therefore, presentations should be connected to pubhcation of in preparation for a paper or discussing aheady-pubhshed work.

- Participation in grants. r

1 The *KSU Faculty* defines

Clinical faculty members focus mainly on clinical, classroom, field-based teacliing and are expected to participate in professional serwice. Clinical faculty may have some research expectations. The clinical faculty ranks are Assistant Clinical Professor, Associate Clinical Professor, and Chnical Professor. At this time, there are no

the performance based on the individual expectations set out by job description and annual FPAs. If reviewing bodies feel that the facult}' member has satisfactorily met and wih continue to meet performance expectations, then wih be promoted to Senior Lecturer.

hi. Clinical Facult}'

At tliis time, there are no department-specific guidehnes; therefore, clinical facult}' performance is governed by cohege and university guidehnes.

b. Tenure

Kennesaw State University tenure-track faculty members are requhed to submit a portfoho for tenure no later than theh sixth year of service to the Universit}'. Meeting basic worldoad expectations set in FPAs and ARDs does not guarantee tenure. Faculty members have the option to submit theh portfohos a year earher than theh requhed tenure review date if they should deshe to do so. The Department of ESSM sets standard review date for tenure as the sixth year of service, subtracting any years of service granted with initial employment by KSU (e.g., standard review date for a faculty member with years of service credit is the fourth year of service at KSU). In most cases, facult}' members should plan to go up for tenure at theh standard review date. Any faculty member who a portfoho for review prior to the standard review date should demonstrate exceptional performance in ah performance areas. Facult}' members who choose to submit portfohos earher than theh standard review date must demonstrate that they have exceeded the quantity and quahty of work expected of a faculty member going up for tenure at the standard review date. Therefore, faculty members going up for tenure before theh standard review date should meet the foUowing criteria.

- The faculty2me8emberTmhust demonstrate strong evido 345.84 mee perform73r Tc 0.485 Tn3ec (e)Tj

covered in this document. Faculty have the right to additional evidence of performance not mentioned in tliis document; thus, it is important that expectations and credit outside of what is covered in these o

Table 1. Expectations by Faculty Rank

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
Teaching, Supervision, and Mentoring:		
Demonstrates high-level knowledge of subject area. Shows consistent improvement in performance over time.	Demonstrated record of high-level scholarly performance in teaching and mentoring.	Strong record of exceUent teaching and mentormg.
Research and Creative Activity:		
Demonstrates high-level knowledge of subject area. Shows consistent hnprovement in performance over time. Pubhshes research of sufficient quantity, quahty, and significance to be consistent with workload expectations.	Demonstrated record of high-level scholarly performance in research. Specialty areas, expertise, and professional identities of should become more advanced, more clearly defined, and more widelyy recoj 0 9n,	