Purpose of Guidelines

This document will aid in the understanding of expectations regarding tenure and promotion of SCJ faculty. Included are criteria for meeting and exceeding expectations during the annual review process.

I. DISTINGUISHING DEPARTMENTAL CHARACTERISTICS

Two distinguishing features of the department are its recent creation and growing pains. It is relatively young, having been created in 1998. The Department of Sociology, Geography, Anthropology and Criminal Justice was divided in 2006 into two departments: the Department of Geography and Anthropology and the Department of Sociology and Criminal Justice (SCJ). In Fall of that year, there were 170 sociology majors and 430 Criminal Justice (CJ) majors. The primary activities of the SCJ Department are to promote the B.S. in Sociology (inaugurated in 1999), to promote the B.S. in Criminal Justice (inaugurated in 2002) and to support four minors (Criminology, Gender Studies, Gerontology, and Sociology). The department also supports numerous programs housed in other departments (history, international affairs, public and social services etc.).

Currently, the department offers 30 courses in Sociology, and 21 courses in Criminal Justice. Sociology courses are included in the required coursework for CJ majors.

The department includes faculty from two disciplines: Sociology and Criminal Justice and thus must honor the integrity of each while strengthening the commitment to the whole department. Each faculty member, while pursuing his or her own discipline, is part of the larger picture that makes up the programs and the department. All faculty members are expected to contribute to the success of the Sociology Major the Criminal Justice major, and the four minors. Each member is responsible for ensuring that students are presented with quality instruction, up-to-date information, and opportunities to learn. Because of the diversity in the disciplines represented by the department, it is essential that faculty act as “team players” in carrying out the department’s mission and objectives.

Departmental Mission Statement

The Department of Sociology and Criminal Justice prepares students to understand and deal with diversity, justice, modernization, and social change. The core competencies of its graduates prepare students to enter careers requiring technological facility, communication skills, data gathering and analysis, community awareness and involvement, problem-solving, critical
thinking, professional writing, an understanding of the structure and functioning of groups and organizations, applied research skills, critical self-reflection, and interpersonal and intercultural skills. Besides career preparation, specific concentrations in the majors also provide background for graduate or professional study in each of the two disciplines.

The faculty performance model used in this department encourages flexible faculty roles, recognizes the diversity of faculty talent, and advances the University’s mission by maximizing the strengths and talents of individual faculty.

The department strives to achieve student-centered education and student success. The faculty actively mentors students in a process of professional socialization in which students develop practical, marketable skills and take responsibility for their own lifelong learning. The department fosters a vibrant learning community in which students and faculty members interact as colleagues in a mutual process of respect and growth.

Commitment to Student Centered Education and Student Success

The conceptualization and standards used to develop the sociology program are derived from A Report to the Profession: Liberal Learning and the Sociology Major (The Association of American Colleges and the American Sociological Association, 1991). Recommendations for departmental actions cited in this task force report include: articulated, published program goals; assessment of, and attention to, student needs and interests; emphasis on intellectual development and active learning experiences; sequencing of courses within the curriculum; recognition of interdisciplinary connections; utilization of computer and communication technologies; development of a productive learning community (including students and teachers); facilitation of an integrated educational experience; stress on race, class, and gender; exposure to comparative and international materials; attention to the relevance of our disciplines to policy issues; emphasis on developing higher order thinking and communication skills; and continuous reassessment of courses and pedagogical methods. The faculty discusses these criteria when proposing new programs and utilizes them to assess the extant programs.

Different "in class" pedagogies that support student success should and do reflect the strengths of individual faculty members and program needs. Various teaching approaches and forms of educational delivery carried out in the department include:

- web-based instruction
- service learning opportunities
- expository method
- research or inquiry-based learning
- Socratic method and debate format
- macro and micro social analysis of issues
- collaborative and problem-solving learning assignments
- student-centered learning, including experiential and active learning.
The department values the work done by faculty to ensure these standards. Because of the interdisciplinary content in the respective majors, an integrative teaching and learning approach which generates links among previously unconnected issues, approaches, and sources of knowledge, is valued in teaching and learning settings.

Out of class curricular and non-curricular activities also contribute to student success. Included in these activities are academic advisement of students, internship committee participation, organization advisement, field trips, and attendance at professional conferences with professors.

- **Academic advisement:** Tenure-track faculty are expected to engage in the formal advisement of majors, but all faculty members also are involved in disseminating correct and updated information to students about the program and referring them to faculty members who are more knowledgeable of and involved in the process. Advisement information, including students' course checklists, is kept on the I: drive (departmental Intranet) and is accessible to all SCJ faculty members. Students should be assigned to a faculty advisor when they declare their major in the program and continue to see their assigned advisor periodically until they graduate.

- **Internship committees:** Majors are required to complete an internship. The internship committee is interdisciplinary in make-up. Two faculty members in addition to the department's internship coordinator for the appropriate major sit on each intern's committee. The student selects one faculty member from the department and one from another department or discipline. Student feedback about the internship process indicates that they appreciate and learn from diverse input.

- **Organization advisement:** Faculty members serve as advisors to one or more university campus organizations: the Honors Program (both Undergraduate and Joint Enrollment), the Student Organization of Sociology (SOS), Alpha Kappa Delta (Honors society for sociology), and Criminal Justice student organizations. (American Criminal Justice Association, Lambda Alpha Epsilon). Field trips: Faculty members may take their students off-campus to visit an agency, institution, or community observation site. This helps students in the study of how these organizations operate and enhances students’ understanding of real-world problems.

**Type and Size of Degree Program (Majors, Minors, Certificate, & Programs Served)**

The department offers 30 sociology courses and 21 CJ courses. Course enrollment figures indicate that during the Fall Semester 2006, the department generated 6,594 credit hours through serving 2,328 students. The data are summarized as follows:

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Because of the extensive nature of the support provided to other programs, faculty members assist the chair with scheduling. This ensures that a wide range of courses is offered at appropriate times and sequentially to students. The programs supported include:

1. **Bachelor of Science in Sociology**: The Bachelor of Science in Sociology prepares students to understand and deal with diversity, modernization, and social change ranging from the local to global scale. Student who graduate with this degree are prepared to work as urban planners, demographers, data analysts, employee specialists, case managers, researchers, and numerous other occupations. Included in the curriculum are concentrations in Organizational and Social Change, Cultural Diversity Studies, Criminology, and Medical Sociology. In addition to obtaining a BS degree in Sociology, students have the opportunity to acquire a certificate (e.g., Alternative Dispute Resolution or Geographic Information Systems), minor (e.g., Gender Studies, Gerontology), or related studies course concentration (e.g., Psychology or Criminal Justice) as part of the 123 semester hour BS program.

2. **Bachelor of Science in Criminal Justice**: The Bachelor degree in Criminal Justice prepares students to understand the criminal justice system (including law enforcement, corrections, and courts), which is at the crux of societal concern. It also provides educational opportunities for the members of the criminal justice communities to enhance their knowledge. This program infuses knowledge about interpersonal communication skills, basic research skills, multicultural issues, leadership and management concerns, moral and ethical consideration, and technological applications into the coursework. The program consists of three major concentrations: Criminal Justice Administration, Forensic Behavioral Sciences, and Technology and Crime. Other than obtaining a B.S. degree in Criminal Justice, students can also acquire a certificate (e.g. Information Security and Assurance, Alternative Dispute Resolution, or Geographic Information Systems), a minor (e.g. Sociology or Business), or related studies course concentration (e.g. Sociology or Psychology) as part of the 123 semester credit hour B.S. program.

5. **General Education**: Social Issues in Sociology represent one out of the four 2-hour social science electives at the University. The three courses provide students the option of taking an online course (Sociology 2105). Two departmental representatives on the Gen Ed committee disseminate assessment, learning objectives, and other information to the department. The department has made a serious commitment to this course.

6. **Minors**: The following minors are housed in the SCJ Department - Criminology, Gender Studies, Gerontology, and Sociology.

7. **Support for Major, Minor, and Certificate Programs in Other Departments**: Currently, the department supports four programs in other units on campus:
   - 1 upper level for Social Science Education
   - 1 lower level and 1 upper level courses for Human Services
   - 3 upper level courses for Biotechnology
   - 1 upper level course for Information Security and Assurance
**Program Standards and Certification Requirements**

Licensure or program certification is not required. There are no specific accreditation standards for general sociology programs. However, accreditation standards for Criminal Justice programs as suggested by the Academy of Criminal Justice Sciences.

**Service Commitments**

The department is committed to engaging in service to KSU and the external community. Faculty members are required to engage in committee work and to attend all departmental meetings. Service and scholarship are woven into the fabric of teaching. Many faculty members are actively involved in community and professional organizations where they serve in leadership positions. Service commitments expected of all faculty include both committee work and professional service. The following items are examples of the breadth of participation of the SCJ faculty beyond the requisite service committee work required as part of our profession at KSU. On campus activities include:

- Our faculty facilitated the KSU Study Abroad Program: Ghana
- Our faculty initiated and facilitated the KSU Study Abroad Program: Thailand
- Our faculty initiated the KSU Study Abroad Program: Netherlands
- Organized Black History Month program for SCJ department
- Task Force to develop the CAREing Center.
- Phi Kappa Phi presidency
- KSU Adult Health Development Program – executive advisory board (SPARHKS)
- Received the Philip C. Preston Community Service Award, 1999
- Served as Senator for untenured faculty in KSU Senate
- Member and Secretary of the Institutional Review Board (IRB)
- Member of the Environmental Concerns Committee
- AKD Honor Society co-sponsored “The Black Middle Class Forum” (2005)
- Secretary to the HSS Social Sciences Tenure & Promotion Committee
- Advisor and faculty member of the Honor’s Program

Examples of external activities include the following initiatives and endeavors:

- Suburban Studies Conference – annual KSU-hosted conferences spotlighting suburban issues and opportunities
- SCJ Advisory Board – panel of local experts for outside review and fostering of student-employer contacts
- Powerful Pathways – Academy of Social Sciences
- Social Science Education Advisory Board Member
- Georgia Gerontology Society – student affairs committee
- Local arrangements for sociology and criminology annual meetings
- Program chair for Sociological Practice annual meeting
- Newsletter editor for the Sociological Practice Association
- President, Georgia Sociological Association (3 in department)
• Program review of the Department of Sociology and Anthropology at Mercer University
• Reviewer, Department of Juvenile Justice, Research with Human Subjects
• Board of Directors of Families First
• Vice-chairperson, Citizen Review Panel of Cobb County Juvenile Diversity Workshop, State organization meeting of Association
• of Office Educational Professionals
• Volley against Violence, Cherokee Family Violence Center
• Program Co-Chair for the Southern Sociological Society
• President, Sociologists for Women in Society, South
• Reviewers for numerous sociology and criminal justice journals

Size and Diversity of Faculty

The SCJ faculty is active, innovative, and spirited. There is an esprit de corps that supersedes discipline boundaries. The department consists of 12 full-time faculty, including the Chair and approximately 11 part-time faculty. Three new full-time positions are in the process of being recruited. Specialty areas for each discipline are listed below:

1. Sociology: Complex Organizations, Criminology, Drug Use and Society, Qualitative Research Methods, Ethnography, Technology and Society, Deviance, Family, Gender Roles, Gerontology, Morality, Race and Ethnicity, Medical Sociology, Religion.

Faculty Workload Options and Models

A faculty member's workload includes teaching, scholarship, service, and professional development activities. Faculty, excluding Chair, must select teaching as their main emphasis area and then may select one of two workload options. This selection should reflect a long-term, well-articulated self-assessment by the faculty member in consultation with the Chair. A typical undergraduate load is 17-18 semester credit hours of class instruction per academic year. A lower teaching load may be justified by heavy non-teaching responsibilities, by significant administrative duties, by raised class size, by the use of more efficient instructional strategies, and/or by the time investments for curricular innovation (e.g. development of on-line courses). The options allow the faculty alternative paths to meet their commitments to the University, the College, the Department, and to pursue individual career goals. All faculty, irrespective of the workload option selected, are expected to be equally involved in department service (e.g. advisement, curriculum development) and committee work. Faculty members must select teaching, supervising and mentoring and at least one additional area, be actively engaged in
scholarly activity in all areas chosen, and produce scholarship in at least one of the areas. Expectations associated with each workload model are below.

**Undergraduate Teaching/Service Model:** Faculty members who choose this option opt for a balance of teaching and service activities. As with the other models high levels of quality teaching remain the central focus for faculty in the College of Humanities and Social Sciences. A reduced teaching load may be balanced by service to the community, institution, discipline or profession. Service efforts might include a heavy load of assigned administrative duties, office in academic and/or professional associations, representation of the department or college on active committees over extended periods, community service related to the discipline or which utilizes one’s professional expertise, and the like.

A total of 17 to 18 semester hours of class instruction per academic year is the usual teaching load. This number is affected by any two-hour general education courses the faculty member teaches. One two-hour courses should not be taught more than once a year, thus accounting for the 17-hour workload. No more than one lower division course should be taught by tenure-track or tenured faculty per semester, unless approved by the Chair. As part of this workload option, faculty members may receive reassigned time during semesters when carrying a substantial service load. Faculty pursuing this model may also have reassigned time for planning and implementing new service initiatives. A standard load of scholarship also is expected of faculty pursuing this model. While both teaching and service in this model must be scholarly as defined by the KSU Faculty Guidelines, scholarship is expected in only one of the 2 areas of focus. Reassignment of workload time will be determined through discussion with the Chair.

**Undergraduate Teaching/Research Model:** Faculty members who choose this option opt for a balance of teaching and research activities. High levels of teaching effectiveness remain the focus and faculty members are expected to have their research inform their teaching.

Faculty pursuing this model may have reassigned time for planning, initiating, or completing research activities. Reassignment of workload time will be determined through discussion with the Chair. A standard load of service is also expected of faculty pursuing this model. A total of 17 to 18 semester hours of class instruction per academic year is the usual teaching load. This number is affected by any two-hour general education courses the faculty member teaches. One two-hour courses should not be taught more than once a year, thus accounting for the 17-hour workload. No more than one lower division course should be taught by tenure-track or tenured faculty per semester, unless approved by the Chair.

**Workload Equivalency:** Faculty members who are involved with individualized supervision such as internship and directed study may be qualified for reassigned time. For instance, faculty members who have accumulated 30 semester hours in directed studies are qualified for one course of reassigned time; a minimum of 10 internships during a semester generally is the equivalent of one 3-hour course credit for the instructor. Reassignment of supervision for smaller or larger numbers of interns will be determined through discussion with the Chair. Reassigned time or workload equivalency will be considered for faculty who direct major grants and/or develop courses or curricula that reflect departmental and university initiatives, such as the effective use of technology.
Reassigned time is necessary for faculty members who undertake administrative roles in the department, Assistant Chair - two reassigned times per academic year; roles based on program initiatives (e.g. program development, co-supervision of adjunct faculty, community involvement) and/or roles such as grant PI or co-PI).

Resource Restriction

Facilities: The offices and classrooms for the department are located in the new Social Science Building, opening in January 2007.

Equipment: The equipment is adequate at present. The inventory includes laptops, PCs, copier/fax machine, departmental color printers, data projectors, laser/jet printers assigned to faculty and staff, and a scanner. Personnel: Staffing is adequate with two full-time administrative assistants and a minimum of 2 rotating student assistants.

Budget: The department has historically been under-funded. The budget thus rarely covered “continuing professional faculty development” for attendance at conferences, seminars, and workshops. Since the creation of this new department out of the previous 4-discipline department the budget has seen an improvement. In particular temporal funds have been allocated to boost faculty travel budget. It is expected that these moderate improvements will be sustained in the coming years. This may then have a positive effect on the career development of faculty who will in the future seek promotion and/or tenure (more than half of the departmental faculty).

II. INTERPRETATION OF UNIVERSITY GENERAL CRITERIA

Academic Achievement and Continuing Professional Development

Academic achievement is defined as holding the terminal degree in the discipline. This is expected of most tenure-track faculty at the time of appointment. Regular full-time and part-time faculty who do not hold the terminal degree are in most cases appointed to the rank of instructor and are ineligible for tenure. Yet since the department is evolving in new directions, an individual who is completing a doctoral dissertation in a highly specialized, competitive area may be appointed to the rank of assistant professor. Depending on the department's needs, instructors without a terminal degree but with expertise in a highly specialized area may be considered for hire. In some cases they may be expected to complete the terminal degree and advance into the rank of assistant professor. If instructors advance into the rank of assistant professor they become tenure-track eligible. This will occur only at the completion of the maximum years of service required prior to review. All instructors are expected to hold a high commitment to teaching, and are evaluated on their abilities in this area and on their performance in the specialty area. Duties of the full time temporary instructor are negotiable between the Chair and the instructor. The department may also hire the services of a lecturer, which by BOR Policy is a non-tenure track position. A lecturer is not required to have a terminal degree but a master’s degree (or equivalent) in the
discipline as well as expertise and experience in the required area. A lecturer is initially appointed for one academic year and may be reappointed for a maximum of six years depending on successful annual performance review conducted by the department chair. Under the appropriate conditions defined by the KSU Faculty Handbook, lecturer may be reappointed as senior lecturer after the six successful years of service to the department. The latter is subject to the approval of the president.

Continuing Professional Development is defined as attending conferences, workshops, and seminars; taking credit and non-credit coursework; holding memberships and leadership positions in professional organizations, and keeping abreast of current developments in the field. Ongoing professional development is essential for all full-time faculty and is directly linked to effectiveness in teaching/supervision/mentoring, research/creative activity, and professional service. Examples of varied activities in this area include attending service learning and instructional technology workshops and conferences; participating in discipline based conferences and grant-writing programs; and obtaining certification in leadership and management skills.

Teaching, Supervision, and Mentoring: These comprise the principal mission of the department. Highly effective teaching is a necessary condition for satisfactory performance within the department. The department encourages teaching excellence through effective classroom and out-of-classroom performance and by demonstrable evidence of continued instructional and scholarly development on the part of the faculty member. Faculty are expected to assess their teaching effectiveness, seek outcome data based on student learning objectives, revise their courses from semester to semester and assess the effect of their course revisions on student learning. Undergraduate advising and advising to student organizations is also included under the area of teaching, supervision, and mentoring. Faculty members are encouraged to attend advisement workshops and stay informed of all curriculum changes that affect student advisement. Faculty are expected to hold regular office hours and be available for advising and mentoring students in their discipline.

Research and Creative Activity (RCA): This ongoing process results in professional development and intellectual enrichment. It involves contributions by faculty members toward producing basic and/or applied scholarship, which entails the creation of new knowledge, or the application, transfer, and interpretation of existing knowledge. Faculty members who do research work are expected to engage in a programmatic research and creative active activity. Evidence of research and creative activity should be provided by peer-reviewed publications, monographs, professional presentations, grants for research (submitted or awarded), and other professional scholarship activities.

Professional Service (PS): All faculty members are expected to take some share of common responsibilities including committee work and/or various other institutional duties. Documentation of service describes the role of the faculty member, how he or she used their expertise and the outcome or impact of the service. Documentation should include evidence of some or all of the following: significant impact of service, individual contributions, leadership, dissemination to peers, clients, or through publications or presentations, and peer-review of professional service. Occasionally, exceptionally large institutional service commitments may be
required without significant work reduction, such as presiding over a faculty senate, chairing a major task force, or developing a community advisory program. On such occasions, recognition beyond that accorded to expected levels of service should be given. Community service outside the college may also be expected. Such activity must relate to the faculty member's professional discipline and area of expertise.

III. INTERPRETATION AND ADAPTATION BY RANK AND TENURE

Note that discipline-specific guidelines for each career stage are found at the end of this document.

Tenure

In the tenure and promotion process, each professor must select a specialty area beyond teaching. This will be either scholarship or service, or in the case of the “balanced model,” both. The professor will then build her/his academic career at KSU upon this base.

Academic tenure is a privilege granted on a basis of professional promise and value within the structure and mission of the Department, the College of Humanities and Social Sciences, Kennesaw State University, and the University System of Georgia. Recommendations regarding tenure are based on evidence of teaching and mentoring accomplishments, scholarship achievements, and potential for contributing to the success of the department. Full-time tenure track faculty members are eligible for tenure in their fifth year and must be reviewed in their sixth-year. Tenure will be granted to those faculty members who have demonstrated excellence in meeting the needs and expectations of the Department of Sociology and Criminal Justice and the university during the probationary period. Criteria for tenure are based on general performance expectations as stated in the Faculty Handbook, specific departmental performance guidelines as listed below and discipline-specific guidelines as listed at the end of this document. Candidates will be judged according to their rank and position at the time of the review process.

Specifically, tenure decisions are made in the context of institutional and departmental expectations, and according to a faculty member's rank, experience, position, and program affiliation. Tenure-track faculty members not recommended for tenure will receive a terminal year’s contract.

Assistant Professors - Expectations

Assistant Professor – Teaching, Supervision, and Mentoring: Highly effective teaching is a central priority in the Department’s mission. Effective teaching engages teachers, students, and others in learning inside and outside the classroom through student supervision, mentoring, advising, counseling, and curricular or pedagogical innovation. Assistant professors are expected to establish a strong record of accomplishment of highly effective teaching, supervision, and mentoring that reflects a solid foundation for continued effectiveness in these activities.
1. Early in Rank: New Assistant Professors should meet departmental needs by the first annual review, with a documented understanding of how his/her particular area of expertise fits into the departmental curriculum. Faculty at this rank should establish rapport with students and colleagues, and set appropriate times aside for advisement, departmental meeting, and updating materials for instruction as needed.

2. The new assistant professor will engage in self and peer formative assessments of teaching. More specifically, the individual will ask the questions "What works?" and "How can I improve on my teaching, supervision and mentoring?" The answers should be addressed through discussions with the department chair and teaching colleagues. The faculty member must show a willingness to consider, and possibly integrate innovative pedagogies into the teaching and learning process.

3. Midway in Rank: Faculty members should take on additional mentoring tasks, especially with peers. Continued self and peer assessment should be conducted, through the use of student evaluations and other data. Faculty should maintain currency in subject matter. The faculty member must integrate innovative pedagogies into the teaching and learning process.

4. 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 professional development opportunities and teaching evaluations. Faculty should be involved in discussion and interpretation of curriculum at least at the departmental level. Faculty should become more adept at the integration of new teaching techniques and pedagogical innovation.

**Assistant Professor – Research & Creative Activity:** A highly productive record of accomplishment in research is judged according to one's experience and rank. The assistant professor is not expected to perform at the same level as the experienced senior faculty with advanced rank. However, assistant professors are expected to establish a strong record of accomplishment in research productivity that reflects a solid foundation for continued productivity and further maturation in the advanced ranks. This is particularly important if research is the area of emphasis selected by the faculty member and is the area in which he/she proposes to do scholarship.

1. **Early in Rank:** New assistant professors should embark on research and creative activities early, often as an extension of their dissertation research. Adequate documentation of early research scholarship activity is especially important prior to publication.

2. **Midway in Rank:** Faculty should enhance their effectiveness in research and creative activities by attending research workshops and scholarly/professional meetings. Faculty should take part in scholarly meetings at the regional or national level to present research and/or serve a professional role at such gatherings. Faculty should be preparing for more prestigious publication of their works, and should seek peer review in formal and informal settings. Faculty also should 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 progression in research through participation in professional meetings. Vitae should include evidence of scholarship efforts such as presentations and publications.

Assistant Professor – Professional Service: In addition to establishing one's effectiveness in teaching and research all faculty are expected to fulfill basic obligations in service. The assistant professor is not expected to perform at the same level as the experienced senior faculty with advanced rank. However, assistant professors are expected to establish a record of accomplishment in service that reflects a solid foundation for continued productivity and further maturation in the advanced ranks. The nature, scope and significance of professional service for faculty members who have selected service as their area of emphasis should be greater.

1. Early in Rank: New assistant professors should seek out opportunities to serve the KSU community through committee work. Most new faculty find this easiest to accomplish at the departmental level.

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

3. Assistant Professor Ready for Promotion to Associate Professor: Faculty at this stage may take part in service-related workshops or colloquia. Faculty should make the most of on-campus opportunities for service by taking part in KSU service opportunities and should continue to seek out service opportunities within community and professional organizations and agencies.

Associate Professors - Expectations

The rank of associate professor is awarded to an experienced faculty member who has established a solid foundation for continued success in the academy, but who may be at an early stage of academic career development. The specialty areas, expertise, and professional identities of associate professors should become more advanced, more clearly defined, and more widely recognized as their academic careers progress. Furthermore, the Associate Professor is expected to assume a leadership role in his/her second area of emphasis (Research or Service).

Associate Professor – Teaching, Supervision, & Mentoring: As an experienced member of the faculty, the associate professor typically models instructional leadership and undertakes educational initiatives. Examples of such leadership and initiative include the development of new courses and programs; course and program review, evaluation, and restructuring; establishing new pedagogical strategies; internationalizing the curriculum; adapting instructional technology for the enhancement of teaching and learning; developing advisement and mentoring systems for the department, promoting applied learning; establishing internship opportunities for students on and off the campus; and advancing service-learning. The department expects commitment to teaching beyond the minimal levels of assistant professor.
1. **Early in Rank:** Mentoring of junior peers should become more regular at this stage of an academic career. Faculty members are expected to assess their work and provide constructive input about teaching to colleagues. Faculty should add to their teaching repertoire by developing new courses and pedagogies.

2. **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.

3. **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.

**Associate Professor – Research & Creative Activity:** Associate professors are expected to turn the early research and creative achievements realized as an assistant professor into one or more established areas or specialties. As specialized expertise evolves, the faculty member's strong contributions, leadership roles, and initiatives in the area of research scholarship are expected to increase within and beyond the campus. The Department expects commitment to research scholarship beyond the expected levels of an assistant professor.

1. **Early in Rank:** Faculty should continue to be involved in research efforts. Mentoring of research efforts of junior peers should become more regular. Participation in basic or applied research conducted for public organizations, agencies, or the like should be a regular component of activity. Faculty members are expected to present research or scholarly findings to an audience(s) outside the university.

2. **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, presentations and academic publications.

3. **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.

**Associate Professor – Professional Service:** When service is emphasized, the department expects the faculty member's record of service contributions that began while an assistant professor to expand in breadth, depth and significance. Highly productive professional service for associate professors may be documented by a strong record as a contributing member, coordinator, leader, and initiator on campus committees; in campus or community initiatives, administrative positions, professional associations; etc. Major service contributions can occur at any level of the university as well as
beyond the institution. The department expects commitment to service beyond the levels expected from an assistant professor.

1. **Early in Rank**: Faculty at this level who choose the service component should be maintaining regular support for campus, professional, or community service. They should seek to enhance their effectiveness through the use of mentoring of junior peers as well as workshop participation and development.

2. **Midway in Rank**: Faculty should be involved in service above the departmental level. Faculty will become increasingly involved in promoting their service levels through the development of workshops and seminars. Documentation of high levels of service is expected and faculty members are expected to take larger, leadership roles in service. This involves more than committee membership, it requires initiating and/or leading service activities.

3. **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 and should maintain documentation of such.

**Professors - Expectations**

For promotion to the rank of professor, it is necessary that the individual be a superior teacher. The faculty member also must be an established and recognized scholar or contributor to professional service (for specific expectations, please see appendices). Senior faculty who are full professors tend to be invited more than junior faculty to assume leadership roles in major administrative positions, committees, initiatives or professional associations. A professor is typically characterized as a leader, mentor, scholar, expert, or distinguished colleague. Furthermore, professors are expected to assume a leadership role in his/her second area of emphasis (Research and Creative Activity or Professional Service) far beyond that of associate professor.

**Professor – Teaching, Supervision, & Mentoring**: Full professors are expected to be highly effective and highly accomplished in teaching, supervision, and mentoring by experimenting with, revising, updating, and improving their techniques for working with students and others as effective facilitators of learning. Highly effective professors should continue to make strong contributions and take leadership roles in curricular and instructional development, evaluation, or reform. The department expects commitment and activity related to teaching beyond the levels expected of the associate professor.

**Professor – Research & Creative Activity**: Highly productive contributions in the area of research for a full professor are characterized by a level of achievement that is more accomplished and more broadly recognized within and beyond the university than is typical of the associate professor. These highly accomplished achievements often merit regional, national, or international attention and recognition. Scholarship achievements with significant impact in the state or Greater Metropolitan Atlanta may also achieve this general expectation. The department expects commitment to Scholarship beyond the levels expected of the associate professor.
Professor – Professional Service: The full professor is expected to have a well-established service record that reflects a recognizable pattern of growth and development in the breadth, depth, and significance of professional service contributions. A strong service record for the full professor should contain highly accomplished achievements as a contributor, coordinator, leader, initiator, or mentor in groups such as major committees or task forces; campus or community organizations; special projects and initiatives; administrative positions; state, regional or national organizations; professional associations; etc. The department expects commitment to service beyond the levels expected of the associate professor.

Post-Tenure Review

Post-tenure review of performance occurs every five years to validate the fulfillment of these expectations. The success of a program, department, college or the university depends on effective collaboration and teamwork as well as the contributions and productivity of its individual members. The review of the faculty member is based on the expectations for rank noted above.

Non Tenure-Track Faculty

Lecturers/Senior Lecturer

The department may hire the services of a lecturer, which by Board of Regents (BOR) Policy is a non-tenure track position. A lecturer is not required to have a terminal degree but a master’s degree (or equivalent) in the discipline as well as expertise and experience in the required area. All lecturers are expected to hold a high commitment to teaching, supervising and mentoring, and they are evaluated on their abilities in this area. Teaching load for lecturers is defined by the Faculty Handbook.

Lecturer positions are reviewed annually and criteria for promotion to senior lecturer are outlined in the KSU Faculty Handbook.

Service and other responsibilities for a lecturer and senior lecturers should be delineated in the Faculty Performance Agreement.

Annual Reviews Document (ARD) and Faculty Performance Agreement (FPA)

The annual assessment of a faculty member’s contribution will be based on his/her performance in regard to the items listed in the most recent year’s FPA. The basis of this assessment is the ARD that is compiled by the faculty member to demonstrate his/her progress toward FPA items. This document will convey accurate information by which the faculty member is to be evaluated, counseled, and judged in his/her professional performance at KSU. The ARD must address contributions not only in quantity but also in terms of quality and significance.

The annual updating of the FPA occurs at the same time as the annual review. Together, the ARD and the FPA form a retrospective and prospective snapshot of the faculty member’s performance that aid reviewers in assessing the contributions of the faculty member. An FPA form has previously been approved by the department on Nov 10, 2006.
The department will recognize faculty in evaluation, promotion, tenure and other reward systems for their work in the schools as outlined in BOR Policy 803.17 “Work in Schools”. This policy is available for inspection at www.usg.edu/regents/policymanual/800.phtml

Teaching, Supervision, & Mentoring - the Sociology Professor

The sociology professor should select a reasonable number of activities on which to focus. Not all activities are required for tenure and promotion. The lists are not all inclusive. Other activities may be accepted under each rank following a discussion with the Department Chair. The responsibilities listed below are for meeting expectations. To exceed expectations, one must perform responsibilities listed at the next rank for that area. The responsibilities accumulate. Thus to exceed expectations one must perform the duties listed at that appropriate rank and the duties listed at the next lowest rank(s).

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<tr>
<th>Assistant Professor</th>
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| • Meeting all scheduled classes  
• Maintaining regular office hours  
• Using teaching evaluations for professional growth and improvement  
• Documenting student learning and providing feedback to students on their progress  
• Advising and mentoring students  
• Awarded student recognition for mentoring such as the WINGS award.  
• Participating in teaching workshops or seminars  
• Maintaining currency of subject matter and integration of course content with theory and practice  
• Updating instructional programs as the context requires (e.g. online education and service learning)  
• Guest lecturing. | • Publishing teaching strategies in on-campus teaching newsletters  
• Supervising students and others in field placements, internships, service learning, and directed studies  
• Writing recommendations for students applying to graduate schools  
• Linking experiences in academic achievement and continuing professional development to improved effectiveness in teaching, supervision, and mentoring  
• Advising student organizations  
• Engaging in pedagogical innovation and experimentation  
• Developing new courses  
• Becoming involved in curricular matters  
• Publishing teaching strategies in on-campus teaching newsletters  
• Supervising students and others in field placements, internships, service learning, and directed studies  
• Writing recommendations for students applying to graduate schools  
• Linking experiences in academic achievement and continuing professional development to improved effectiveness in teaching, supervision, and mentoring  
• Advising student organizations  
• Engaging in pedagogical innovation and experimentation  
• Developing new courses  
• Becoming involved in curricular matters  | • Earning recognition and awards for distinguished teaching such as the KSU Distinguished Teaching Award  
• Mentoring new or junior faculty members  
• Conducting research and disseminating information in teaching of discipline  
• Participating in interdisciplinary teaching collaborations  
• Conducting research on teaching and learning |
speaking and other in-house faculty presentations
- Willingness to integrate appropriate technology into courses
- Publishing teaching materials, e.g. the American Sociological Association’s Resource Center
- Mentoring students who present at state and regional academic conferences

**Research & Creative Activity - Sociology Professor**

The sociology professor should select a reasonable number of activities on which to focus. Not all the listed activities are required for tenure and promotion. The lists are also not all inclusive. Other activities may be accepted under each rank following a discussion with the Department Chair. The responsibilities listed below are for meeting expectations. To exceed expectations, one must perform responsibilities listed at the next rank for that area. The responsibilities accumulate. Thus to exceed expectations one must perform the duties listed at that appropriate rank and the duties listed at the next lowest rank(s). The nature, quality and significance of performance in this area should be greater for professors who have chosen this area as the second emphasis.

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<tbody>
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<td>• Presenting papers at the American Sociological Meeting, Southern Sociological Society, Mid-South Sociological Association, and the Georgia Sociological Association</td>
<td>• Publishing articles in refereed or non-refereed journals, scholarly books, edited volumes, chapters in scholarly books, working papers, proceedings from scholarly meetings</td>
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<td>• Institutional presentations</td>
<td>• Editing books and anthologies</td>
<td>• Writing books</td>
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<td>• Presentations at other scholarly colloquia and seminars</td>
<td>• Engaging in applied research including surveys, assessments, field studies, etc.</td>
<td>• Contributions to research monographs</td>
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<td>• Presentations and session organizers for inter-disciplinary conferences</td>
<td>• Reviewing and critiquing grant applications, or manuscripts</td>
<td>• Keynote scholarly presentations</td>
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<td>• Research lectures at other regional and national venues</td>
<td>• Convening panels or</td>
<td>• Editing a book</td>
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<td>• Editing conference proceedings</td>
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<td>• Earning recognition and awards for distinguished scholarship and creative activity</td>
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• Invited papers and presentations
• Participating in on-campus grant writing workshops
• Writing and submitting grant proposals for institutional funding opportunities
• Research works in progress: drafts of papers and/or indications of data collection (single or joint authorship)

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<td>• Serving on a departmental search committees</td>
<td>• Administering SCJ departmental programs, projects, organizational functions, or support services</td>
<td>• Peer review of teaching and research</td>
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<td>• Recruitment of students for the Departmental Major</td>
<td>• Coordinating programs for professional conferences/meetings,</td>
<td>• Course, curriculum, program or university assessment</td>
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Professional Service - the Sociology Professor

The sociology professor should select a reasonable number of activities on which to focus. Not all activities are required for tenure and promotion. The lists are not all inclusive. Other activities may be accepted under each rank following a discussion with the Department Chair. The responsibilities listed below are for meeting expectations. To exceed expectations, one must perform responsibilities listed at the next rank for that area. The responsibilities accumulate. Thus to exceed expectations one must perform the duties listed at that appropriate rank and the duties listed at the next lowest rank(s). The nature, quality and significance of performance in this area should be greater for professors who have chosen this area as the second emphasis.
the Gerontology, Criminology, Gender Studies, and Sociology Minors

- Membership in professional sociology organizations
- Acquire appropriate internet skills through workshops
- Organizing symposia, or bringing professional meetings to KSU
- Establishing and maintaining web pages, listserves, newsletters, and other informational publications regarding sociology issues
- Participation in college service activities and community collaborative service activities in a leadership capacity
- Advising student organizations focused on sociology
- Recruitment of sociology students for participation in the University Honors Program

- Leadership activity in professional organizations (holding office, serving on committees or boards)
- Leadership assistance to outside organizations
- Leading institutional and program accreditation self-studies, or serving on accreditation teams
- Earning awards for outstanding service activities

Teaching, Supervision, & Mentoring - the Criminal Justice Professor

The criminal justice professor should select a reasonable number of activities on which to focus. Not all activities are required for tenure and promotion. The lists are not all inclusive. Other activities may be accepted under each rank following a discussion with the Department Chair. The responsibilities listed below are for meeting expectations. To exceed expectations, one must perform responsibilities listed at the next rank for that area. The responsibilities accumulate. Thus to exceed expectations one must perform the duties listed at that appropriate rank and the duties listed at the next lowest rank(s).

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- Advising and mentoring students
- Participating in teaching workshops or seminars
- Maintaining currency of subject matter and integration of course content with theory and practice
- Updating instructional programs as the context requires (e.g., online education and service learning)
- Guest lecturing, speaking and other in-house faculty presentations
- Willingness to integrate appropriate technology into courses

- Conducting research on teaching and learning
- Publishing teaching materials.

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• Research works in progress: drafts of papers and/or indications of data collection (single or joint authorship)

• Engaging in applied research including surveys, assessments, field studies, etc.
• Reviewing and critiquing grant applications, or manuscripts
• Convening panels or discussing paper presentations at professional meetings
• Conducting professional workshops, seminars, and colloquia for colleagues
• Pursuing cross-disciplinary research projects, integrative studies, surveys of the literature, interpretative analyses
• Writing grant proposals to procure funding for one’s work and/or the advancement of the institution

• Keynote scholarly presentations
• Editing a book
• Editing conference proceedings
• Earning recognition and awards for distinguished scholarship and creative activity
• Serving as a reviewer or editor of professional publications
• Producing texts, ancillary text materials, software applications, and case study guides
• Securing grants for the advancement of one’s work, the work of the department, or the work of the institution

### Professional Service - the Criminal Justice Professor

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