The mission of the Kennesaw State University School of Art and Design is to lead in the education of art students and to promote the visual arts as an essential expression of the human condition. The School cultivates artistic and intellectual growth by developing creativity, innovation, critical thinking, and technical proficiency. All programs uphold and exceed national standards in studio art, art history, art criticism, aesthetics, and art education. A commitment to excellence in teaching, research, creative activity, service, and scholarship provides students with the tools to be informed citizens in a global society and to succeed professionally. This SED ool continually seeks to expand its engagement with and prominence in the local community, the state, the nation, and the world.

This document establishes the criteria used for SOAAD tenure-track or tenured faculty members applying for promotion or tenure. It also guides the School's Promotion and Tenure Committee and School Director in acting on reappointment, promotion, or tenure. In accordance with the University's Faculty Handbook the School of Art and Design bases the evaluation of its faculty's work and contributions and its consequent recommendation for tenure and/or promotion on three key performance areas: Teaching; Scholarship and Creative Activity; and Professional Service. Significant scholarly activity is expected in all three areas. Scholarly activity applies to all faculty work if it is " deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought."

All guidelines must adhere to both USG (University System of Georgia) and KSU (Kennesaw State University) policy. If any information contained in the college or department promotion and tenure guidelines contradicts the USG policy or the KSU Faculty Handbook, USG policy and the KSU guidelines and policy will sup5 proficiency Teaching is central to the school's and university's missions and thus plays a prominent role in tenure and promotion decisions. Teaching refers to th612 7**2** reW* nBT/F1 11.04 Tf1 0 0 1 112.7 684.46 Tm0 g0 G**(**)0 g0i574.46 Tm0 g

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Workshops or master classes Support and supervision of student research and capstone projects Guest teaching, seminars, invited lectures outside the university

Examples of faculty achievement in the area of student success in teaching include, but are not limited to:

Development of and participation in student success initiatives

Course revision/development based on student feedback

Development of a special topics course addressing student needs

Engagement in High Impact Practices (undergraduate research/creative activity, community

engagement, service learning, work-based learning, study abroad programs)

Providing opportunities for student participation in conferences, festivals, and external performances

Mentoring directed study projects

Engagement in mentorship of curricular and co-curricular activities

Participation in mid-term grade reporting

Involvement in faculty professional development activities related to student success

Evidence from Student Ratings of Teachers (SRTs) provides an important gauge of teaching performance. The department reviews these quantitative measures judiciously. Recognizing that many junior faculty members are undertaking full classroom responsibilities for the first time when they join the faculty (and even experienced professors may find the KSU student body to be different from students elsewhere), the department looks not only at the statistical means of the SRTs but also at the full distribution of the responses to particular questions and whether there is a trend of improvement after a faculty member's arrival at KSU. Students' written comments will provide crucial context for the quantitative measures. Other contexts—such as the challenges faced by faculty teaching large sections or general education courses, courses that represent new preparations, or certain difficult or required courses—are taken into account in evaluating the SRTs. The department also considers the organization, clarity, and thoughtfulness of the syllabi, the level of engagement that takes place in the classroom, and other factors that enhance active learning.

For tenure/promotion School of Art and Design faculty should provide evidence of:

Effective teaching

Currency in the discipline

Commitment to pedagogical development

Demonstrated leadership in student mentoring

Active role in developing/enhancing discipline-specific programming

Sustained, high level of proficiency in teaching recognized by colleagues and through the quality of student work

The creation of original works in art and design, and the investigative study of art's practice, history, theory, criticism, and pedagogy constitute this area of faculty work. The study and creation of art are intellectual, scholarly activities. At Kennesaw State University, research and creative activity is a cyclical process that is deliberate and intentional, systematic, and planned, measured and evaluated, revised, and rethought. Whatever the degree of specialization or the discipline involved, all faculty who work in research, scholarship, and creative activity should utilize the processes of discovery, analysis, synthesis, application, and evaluation that are common to all intellectually- based activities. Scholarship may also be produced in the areas of Teaching and Service, and should similarly meet the criteria outlined above.

The tangible products of research and creative activity become scholarship when they are formally presented to and evaluated by peers and the public. In the School of Art and Design,

and are the most common (but not the only) forms of research and scholarship. As many of the disciplines represented in the School often utilize collaboration, in such cases candidates must clearly articulate the precise nature of their contributions to the collaborative

graphic design, graphic novels, or creative writing (1) Scholarly encyclopedia or dictionary entries (2)

The department values the participation of its faculty in service, both internal (to the academic program, to the department, the college, the university) and external (the local community, pro TJONA54 683.14 Tm0 g0 G(PROFES)6(S))

Evidence that the faculty member has served his or her profession through professional organizations

Examples of faculty achievement in the area of student success in service include, but are not limited to:

- Creation and development of student success initiatives
- Developing or participating in assessment tools and benchmarks
- Mentorship of student service roles on department/college/university committees
- Facilitating alumni outreach and events
- Developing service-learning opportunities

All full-time faculty members, regardless of rank, are evaluated each year and must receive an annual review. Tenure-track/tenured faculty are also reviewed as candidates for tenure, for promotion to the various ranks, and for post-tenure review (multi-year reviews). The Faculty Handbook describes achievements in multi-year reviews as either "satisfactory" or "noteworthy." Relative to the evaluative categories of the annual review process, "noteworthy" achievements are those rated as "exemplary" or "Exceeds expectations;" "satisfactory" achievements are rated as "meets expectations." The director will evaluate faculty members in each of the three performance categories - teaching, scholarship and creative activity, and service - based upon the following five-point rubric.

The Faculty Annual Review Rubric below is not intended for promotion or tenure considerations. Rather, it is a tool for faculty and the chair to review accomplishments during the past calendar year (spring and fall semesters). A faculty member returning from a full leave of absence must complete his or her ARD (Annual Review Document) and FPA (Faculty Performance Agreement) within two weeks of returning from leave during their academic or fiscal contract period.

As per the Faculty Handbook and USG policy, the department acknowledges that

"Workload percentages for faculty roles and responsibilities must be factored into the performance evaluation model in a consistent manner. The overall evaluation must indicate whether the faculty member is making satisfactory progress toward the next level of review appropriate to their rank, tenure status, and career stage as noted in the 5-point scale." (BoR (Board of Regents) Academic and Student Affairs Handbook 4.4).

With this policy in mind, all full-time faculty members should aspire to be noteworthy in teaching and one other area and satisfactory in the third (teaching, scholarship and creative activity, and professional service) and highlight activities promoting student success in at least one of these three areas.

5	Exemplary	Faculty member far exceeded the department and/or college expectations in the performance area.	
4	Exceeds Expectations	Faculty member exceeded the department and/or college expectations in the performance area.	
3	Meets Expectations	Faculty member met the department and/or college expectations in the performance area.	
2	Needs Improvement	Faculty member's efforts and performance fell below department and/or college expectations in the performance area and did not meet the department expectations even at a minimal level.	This rating in any area necessitates a Performance Remediation Plan (PRP)

		Significant improvements are needed.	for tenure-track and tenured faculty
1	Does Not Meet Expectations	Faculty member neglected their responsibilities in the performance area.	This rating in any area necessitates a PRP for tenure-track and tenured faculty

Faculty performance is evaluated through two basic and interrelated processes: annual reviews and multiyear reviews. Annual reviews serve as an evaluation of the faculty member's performance over one pay a fee to the exhibition organizers to exhibit artworks in a convention-like setting. In return, the art fair promises that large numbers of collectors will attend the event. Art fairs are concerned with commerce and are juried by a committee.

- University Gallery, an art gallery within an academic institution. Having an art exhibition, especially a solo show, in a university gallery is prestigious because it indicates that the artworks possess cultural or educational value.
- Cooperative Gallery, a gallery jointly owned and/or operated by the artists who use its facilities. The
 owners/artists agree to "gallery sit" or pay an additional monthly fee as their contribution to the
 cooperative.
- Non-profit Gallery, a gallery that does not sell artwork nor take a percentage of any sales that transpire.
- Alternative Gallery, an art gallery outside the mainstream cultural arena. Alternative galleries are usually in warehouses, artist's lofts, coffee houses, restaurants, etc.
- Art Festivals, an art festival is usually a celebration of a particular geographic location or holiday. Art festivals are a primary venue for artisans and craftspersons. Some festivals host a fine arts exhibition.
- Vanity Gallery, an art gallery that rents or **charges** ees from artists in order to show their work. The exhibitions are not legitimately curated and usually include as many artists as possible.

• Public Art Commissions, Corporate Art Commissions, University Art Commissions, Private Art Commissions.

 The multi-year reviews, involving multiple reviewers, are more comprehensive examinations of a faculty member's contribution to the Department, College, and University. When submitting evaluation materials for Pre-Tenure, Promotion, Tenure, and Post-Tenure Reviews, faculty members are required to submit Portfolios that document the quality and significance of their work during their period under review. For further details about multi-year review procedures, including guidelines for the promotion and tenure process and portfolio guidelines and contents, refer to the current edition of the KSU Faculty Handbook and the appropriate sections of this document and the College Promotion and Tenure Guidelines.

While the ideal outcome is for faculty performance to be exceptional in all three areas, as outlined in the Faculty Handbook the School of Art and Design expects faculty scholarly work to be "noteworthy" in Teaching as well as in at least one of the other two tweas. The quality and significance of work in the third area may be either "satisfactory" or "noteworthy." Thus, if an assistant professor is no more than proficient as a scholar or creative artist, he or she must be truly superior as a teacher and in professional service activities in order to receive promotion to associate professor and tenure. However, a faculty member who fails to make **at** least satisfactory contributions in Scholarship and Creative Activity prior to tenure will not receive promotion to associate professor and tenure, whatever his or her teaching record.

Similarly, an excellent scholar or artist who fails to teach effectively will not receive promotion or



to another. However, expectations for quality and significance rise with each rank. Faculty members should already have a record of sustained accomplishment at the rank for which they are applying. Thus, an assistant professor should be regularly meeting the expectations for associate professors before applying for promotion and tenure. The same is true for associate professors applying for professor. Meeting minimum expectations is not a guarantee of tenure and/or promotion. Further clarification of expectations is delineated in the Faculty Handbook, section 3.5 – General Expectations for Tenure, Promotion, Post-Tenure Review and Faculty Performance for Tenure Track Faculty in Professorial Ranks.

*It is incumbent upon the candidate for tenure and/or promotion to make a clear and cogent argument for how s/he meets the specific standards outlined in this document and in the Faculty Handbook, sections 3.5 - 3.12.

The following non-tenure track lecturer faculty ranks are recognized at KSU: Lecturer, Senior Lecturer and Princi/F1009 427.03 616.54 Tm0 g04092 0 612 72 reW* nBT/F1 11.04 Tf1 0 0 1 64.824 535.9 m0 g0 G(P)-4(rin)6(ci/F10 G(

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It is incumbent upon the candidate for tenure and/or promotion to make a clear and cogent argument for how s/he meets the specific standards outlined in this document and in the Faculty Handbook. This is the function of the narrative that accompanies the application. The narrative should not simply re-list all the items on the CV again; it should interpret and explain them, focusing on the items that present the best case for the new professorial rank. Arguments should include rationales and evidence as to the " quality and significance" of the accomplishments and their merit relative to disciplinary standards and university and school expectations as outlined in this document and the Faculty Handbook. The evaluators' role is not to piece together the relationships between a candidate's accomplishments and the stated expectations; the application file must serve this function. Material not clearly relevant to the specifics of the argument should be omitted from the narrative. For example, a statement of teaching philosophy would be supplied in the supporting evidence, not in the candidate's narrative. Director and faculty. Also, the revisions must be approved by a majority of full-time permanent faculty members.

Certificate Of Completion

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Carbon Copy Events	Status	Timestamp
Leslie Downs	CODIED	Sent: 1/25/2024 10:24:15 AM
ldowns@kennesaw.edu	COPIED	Resent: 1/25/2024 10:24:17 AM
Security Level: Email, Account Authentication (None)		Viewed: 1/25/2024 3:43:49 PM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Witness Events	Signature	Timestamp
Notary Events	Signature	Timestamp
Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	1/25/2024 8:38:51 AM
Certified Delivered	Security Checked	1/25/2024 10:24:06 AM
Signing Complete	Security Checked	1/25/2024 10:24:13 AM
Completed	Security Checked	1/25/2024 10:24:15 AM
Payment Events	Status	Timestamps
Electronic Record and Signature Disc	losure	

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If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. Further, you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

All notices and disclosures will be sent to you electronically

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the conseq

i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;

ii. send us an email to asklegal@kennesaw.edu and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process.

Required hardware and software