Kennesaw State University
Department of Communication
Tenure & Promotion Guidelines

Adopted by the Department Faculty on March 29, 2012

Approved by the Provost on XXX

Department of Communication T&P Guidelines
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Kennesaw State University  
Department of Communication  
Departmental Guidelines

I. DISTINGUISHING DEPARTMENTAL CHARACTERISTICS

A. Characteristics of Instructional Commitment to General Education, Undergraduate Major and Other Service Courses

The Department of Communication’s commitment to undergraduate education is first expressed in the four concentrations offered by the department: Journalism and Citizen Media (JCM), Media Studies (MS), Organizational Communication (OC), and Public Relations (PR).

The Department of Communication’s General Education offering, COM 1109 Human Communication, one of three options in Area B of the General Education requirements, was adopted by Kennesaw State University during fall semester 1998. Currently, demand for this course has led the department to routinely offer as many as 2,500 seats per calendar year. A faculty line was given to the line was given to the department in Fall 1998 to coordinate this General Education course and to serve as the department’s representative to the General Education Council.

COM 2129 Public Speaking was not designed to be a university service course, but an initial analysis of course enrollment in 1998 disclosed that, on average, only 30% of the seats in the course are occupied by communication majors. A follow-up analysis in 2006 and 2010 confirmed the same percentage distribution. Consequently, two observations follow from these findings. First, with 70% of the enrollment for COM 2129 coming from outside the Department of Communication, we now consider this course to be a university service course. Second, with only 30% of the seats held by communication majors, the department has been offering an increasing number of sections of that course to meet our major’s demands for this departmental requirement.

B. Types and Sizes of Degree Programs Offered

The Department of Communication offers a program of study leading to a Bachelor of Science degree with an emphasis in one of the following four academic concentrations:

Distribution of majors in the four concentrations (December 2009):
- Pre-major (17%)
- Journalism and Citizen Media (9%)
- Media Studies (29%)
- Organizational Communication (12%)
- Public Relations (31%)
- Other (2%)

Based on statistics compiled for an enrollment survey completed by the Association for Education of Journalism and Mass Communication (AEJMC) in 2009, the Department of
Communication is home to 910 majors, up from about 757 the year before. While this may seem like an increase of 20.2% within one year, it more adequately reflects an increase of students actually declaring their major.

Class level distribution (December 2009):
11% First-Year Students
22% Sophomores
32% Juniors
35% Seniors

Gender distribution (December 2009):
64% Women
36% Men

The communication major experienced a 91% increase in growth in the number of degrees awarded during the five year period from FY 2005 to FY 2009.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM Degrees</td>
<td>79</td>
<td>111</td>
<td>118</td>
<td>110</td>
<td>123</td>
<td>155</td>
<td>199</td>
<td>210</td>
</tr>
</tbody>
</table>

C. Special Departmental Commitments to Service

The Department of Communication is committed to the university-wide mission that teaching plays the primary role in the academic life of the faculty. It is also committed to the Boyer Model of Scholarship and Service that attempts to integrate academic activity with the advancement of teaching and learning (See Appendix A.).

The department has a special commitment to service via its service-learning and experiential learning. Service-learning components are built into several communication classes, such as COM 4425, COM 4455, COM 4460, COM 4465, and COM 4488. The department’s experiential learning is directed by an internship coordinator. Recently, student participation in internships, number of participating employers, and number of posted internships have grown significantly.

In the COM 4465 Public Relations Campaigns course, for example, student teams create campaign proposals for a community or KSU client. Campaign proposals have been developed for clients such as the Marietta Museum of History, Cobb County Habitat for Humanity and programs for a local YMCA program.

In the COM 4455 Organizational Communication Audit course, for example, the same commitment to service learning is demonstrated. Students complete external Organization audits for non-profit and for-profit organizations in the Atlanta metro area. These audits examine corporate communication flow in an effort to make the workplace more productive and satisfying for all employees.
In the COM 4488 Multimedia Visions of Community course, for example, a similar commitment to service learning is practiced with an emphasis on journalism. Students design and produce multimedia products, including websites, photo essays, and documentaries to feature geographic, ethnic, life style, age and other communities.

Students participating in COM 3398 internships may earn up to six credit hours per internship site, and a total of 9 credit hours overall. In 2007, we ranked 2nd overall at KSU in terms of participation and experiential learning. The recent decline in internships (FY’08 and FY’09), taken for credit, correlates directly to economic downturn during which our students could not afford to take unpaid internships (See statistics below).

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>FY’ 05</th>
<th>FY’ 06</th>
<th>FY’ 07</th>
<th>FY’ 08</th>
<th>FY’ 09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total internship enrollment in COM 3398</td>
<td>92</td>
<td>107</td>
<td>148</td>
<td>135</td>
<td>117</td>
</tr>
<tr>
<td>Number of participating employers</td>
<td>N/A</td>
<td>N/A</td>
<td>91</td>
<td>93</td>
<td>84</td>
</tr>
</tbody>
</table>

D. Size and Diversity of the Faculty

The Department of Communication faculty is currently composed of 19 full-time, tenure-track faculty lines, including the Department Chair and The Robert D. Fowler Distinguished Chair in Communication (endowed and created in fall 2002). In addition, the department has one lecturer line. Furthermore, 29 part-time instructors support the academic program.

The areas of expertise of the faculty are:
- Journalism and Citizen Media
- Media Studies
- Organizational Communication
- Public Relations
- Public Speaking
- General Education

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>FY’ 07</th>
<th>FY’ 08</th>
<th>FY’ 09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity in Faculty</td>
<td>FT (17)</td>
<td>PT (22)</td>
<td>FT (16)</td>
</tr>
<tr>
<td>Domestic</td>
<td>1 (5%)</td>
<td>5 (23%)</td>
<td>1* (6%)</td>
</tr>
<tr>
<td>Internat’l</td>
<td>3 (17%)</td>
<td>0</td>
<td>4 (25%)</td>
</tr>
<tr>
<td>Sub totals</td>
<td>4 (23%)</td>
<td>5 (23%)</td>
<td>5 (31%)</td>
</tr>
<tr>
<td>TOTAL (FT+PT)</td>
<td>Fall 2007: 23%</td>
<td>Fall 2008: 27.5%</td>
<td>Fall 2009: 27.5%</td>
</tr>
</tbody>
</table>

FT=Full Time, PT=Part Time

E. Faculty Workload
While the number of full-time faculty nearly doubled since 2001, so did the number of students in our major. Our current student to full-time faculty ratio is 48:1 (same as in 2007).

These figures generally translate into heavy advising loads and full classes for communication faculty. In addition, the relatively small size of the faculty places a heavier service burden on the faculty than that experienced in departments with a larger full-time faculty. All of our faculty are needed and expected to contribute to fulfilling essential service roles on departmental, college, and campus committees.

The workload will be negotiated between the faculty member and the Chair. The normal teaching load for tenure-track faculty is 3/3 but can be adjusted in the FPA depending on the faculty member and the department situational contexts.

Teaching load for lecturers and senior lecturers is 5/4. However, this teaching load may be adjusted based on number of students enrolled in a class, such as large introductory or survey courses (COM 1109, COM 2033, COM 2230) versus skills and production courses (COM 2129, COM 2135, COM 3330, COM 3340, COM 3375, COM 4445, COM 4450, etc.)

Faculty may negotiate for reassigned time to pursue and complete significant research/creative activity, service, or teaching-related projects. These may include, but are not limited to, starting up student associations, reorganizing internship/co-op programs (unless it is part of a course), serving as general education coordinator, serving as lead coordinator for courses with multiple sections, developing on-line programs, or providing significant service work for professional organizations.

Such requests must be included in the annual Faculty Performance Agreement (FPA) and provide detailed descriptions of products and deadlines, including detailed justifications. These annual goals must be specific, measurable, and time-bound. FPAs are to be developed in consultation with the Department Chair.

Unless otherwise specified, completion of projects is expected by the end of the first annual review period after the semester in which the reassigned time was given.

F. Program Accreditation/Faculty Development

Currently, Kennesaw State University is accredited by the Southern Association of Colleges and Schools (SACS). In addition, the Department of Communication is preparing to apply for discipline-specific accreditation conferred by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC). Furthermore, individual faculty members are encouraged to seek professional accreditation or certification, such as the “APR” accreditation in Public Relations, in areas that support and advance the goals of the department and university.
The department’s chapter of the Public Relations Student Society of America (PRSSA) was chartered in 2004. Plans to establish a student chapter of the Society of Professional Journalists (SPJ) are currently underway.

II. INTERPRETATIONS AND ADAPTATIONS OF UNIVERSITY AND COLLEGE OF HSS GENERAL CRITERIA IN THE DEPARTMENT OF COMMUNICATION

The study of communication is, by its nature, responding to forces that were unanticipated only a few months or years ago. It is an ever-changing, ever-evolving phenomenon. While some communication scholars focus on a relatively narrow and defined stream of research, given the fluid nature of the field, it is difficult and perhaps even counterproductive to expect an inviolate long-term research and scholarship plan for every communication faculty member. The same can be said for service commitments, given the rapidly changing nature of the communication profession locally, nationally, and globally. Because of this reality, what may appear to be an unfocused and disjointed pattern of scholarship may actually demonstrate a commitment to maintaining currency in the field and, consequently, be the most efficacious method of bringing relevancy and contemporaneous perspectives to teaching and learning. Any multi-year plan proposed by communication faculty should reflect this reality.

To that end, the following are activities faculty members should consider as means to fulfill their professional duties. These lists complement those found in the KSU Faculty Handbook and the HSS College Guidelines. The departmental lists in no way supplant activities listed in the Handbook, which may be used in faculty evaluation. However, faculty are not restricted to items on these lists, and may, in consultation with the department chair, include other activities deemed suitable for consideration under the various headings below. Documentation of the quality and significance (rather than a recitation of tasks and projects) of such activities will serve as the basis for faculty annual reviews as well as tenure and promotion considerations.

For guidelines on the tenure and promotion criteria of instructors who have been promoted to the Assistant Professor rank, please refer to Section V of the University Faculty Handbook. (See page 12, Section III of this document: “Interpretation and Adaptation by Rank and Tenure.”)

Full-time faculty may hold a joint appointment in two departments. Faculty who are housed in the Department of Communication shall be evaluated annually by the chair of the department with formal written input from the director, the coordinator, or the chair of the other program/department. This collaborative performance evaluation is designed to ensure a comprehensive, fair, and objective review regarding teaching/supervision/mentoring, research/creative activity, and professional service. This annual performance review will become a part of Third-Year Reviews (if applicable); Tenure and Promotion Reviews (if applicable); promotion to full professor (if applicable); and Post-Tenure Reviews.

Faculty members who hold a joint appointment with another unit on campus:
1. may represent the Department on the Department Tenure and Promotion committee
2. may represent the Department on the HSS Tenure & Promotion committee
3. may represent the Department on the Department Faculty Council
4. may represent the Department on the CHSS College Faculty Council.

Jointly appointed faculty may not serve simultaneously on a Department Tenure and Promotion committee and the CHSS Tenure and Promotion Committee.

A. Academic Achievement and Professional Development

The Department of Communication is committed to the concept that professional development is an ongoing expectation for faculty members. It is the faculty’s belief that maintaining currency in the process, practices, research, technology, and writing concomitant to its discipline and the higher education profession advances the faculty member as scholar and teacher. To that end, faculty development activities--both on campus and through academic and professional associations--will be considered worthy pursuits and will be evaluated accordingly. Faculty development is expected in all three areas of teaching, research, and service. Documentation of the quality and significance (rather than a recitation of tasks and projects) of such activities will serve as the basis for faculty annual reviews as well as tenure and promotion considerations.

Activities in Professional Service and Research & Creative Activity for the Department of Communication in the College of Humanities and Social Sciences at Kennesaw State University should include some of the following criteria and be documented in faculty members’ annual reviews:

- The activity requires a high degree of professional and/or discipline-related expertise.
- The activity is innovative and breaks new ground.
- The activity can be replicated.
- The activity and its results can be documented.
- The activity and its results can be evaluated.
- The activity has significance and impact.
- The activity has heuristic value.

B. Teaching, Supervision and Mentoring

Excellence in teaching is central to the philosophy of the Department of Communication. Excellence in teaching incorporates instruction, advising, mentoring, supervision, leadership, and innovation in the development of new curricula or programs. Evidence of excellence in teaching should include demonstrated learning outcomes of students.

The following are examples of documentation of teaching effectiveness:

1) Student evaluations. All faculty shall submit a complete set of student evaluations. The number of classes to be evaluated each year and the standards for notable
teaching are commensurate with those outlined in the University Policies and Procedures Manual.

2) **Peer observations.** Junior faculty (non-tenured) are required to be observed in the classroom by senior communication faculty once a semester. Reviewers should send their peer evaluation letters to the junior faculty member with a copy to the department chair. Junior faculty should submit letters from those who evaluated their classes in Annual and Tenure & Promotion reviews. Evaluations can include matters of pedagogy and/or matters of substance (i.e., is the faculty member knowledgeable, is course information current, does he/she manage the course well, etc.. See Appendix A.).

3) **Student projects.** Faculty should list any field experiences, COM 4400, COM 4455, COM 4465, COM 4485, COM 4488, and COM 4499. Projects completed with the help of a SALT scholar and other projects completed with the help of student researchers such as COM 4100, as well as applied projects they directed during the year should also be included.

4) **Student awards and recognitions.** Faculty should describe awards won by their students for work related to the faculty member’s instruction, supervision or mentoring.

5) **Student papers and presentations.** Faculty should describe research papers and creative projects that were publicly presented or disseminated by students; and/or student papers which were published or accepted for publication in collaboration with, or under, the faculty member's supervision.

6) **Evidence of effective advising.** Faculty should indicate the approximate number of students they counseled or advised during the year, along with evidence of effective advising.

7) **Curricular development/new preparations.** Faculty should describe all new courses they developed and/or taught for the first time during the year, including hybrid and/or online courses. They should also describe major changes and improvements they made in one or more of the courses they taught.

Faculty should include any additional evidence, not specified above, of activities undertaken during the year to improve their teaching effectiveness (i.e., improved syllabi, assignments and activities, assessment measures, recruitment of guest speakers, incorporation of service-learning activities, etc.).

Teaching graduate courses and/or an Honors Colloquium may also be considered in this category.

In addition to these activities, faculty teaching awards, including nominations, semifinalist, or finalist status for such awards, should be considered as evidence of effective teaching.
C. Research & Creative Activity

While scholarly activity describes an ongoing process of systematic inquiry, scholarship refers to the outcome or end product of such activity. Within the communication discipline, research and scholarship may encompass a wide range of activities and outcomes from quantitative research (such as survey design, content analysis, and experimental studies), qualitative analysis (such as rhetorical criticism), and/or creative endeavors (such as video/audio and multi-media work, public relations campaigns, training programs, news casts, graphic design and editing of a publication, and website design). Research & Creative Activity is usually discipline-specific.

Because department faculty engage in both research & creative activity, appropriate venues for research dissemination can be discipline-specific or interdisciplinary, in professional or trade publications. For example, a journalism faculty member may produce videos or publish articles or editorials reviewed by an editor in such publications as Quill or Columbia Journalism Review, whereas a media studies faculty member may publish articles in peer-reviewed publications such as the Journal of Broadcasting and Electronic Media, a public relations faculty member may publish in Journal of Public Relations Research or PR Strategist, or an organizational communication faculty member may publish in Management Communication Quarterly or Communication World. In addition, all faculty members may study cases in communication and publish research results in interdisciplinary journals such as Journal of Learning Community Research, Space and Culture, Thunderbird International Business Review, or Global Business Languages. The level of participation in Research & Creative Activity required of a particular faculty member will depend on the individual faculty member’s position, rank, and stated annual goals.

The following are examples of scholarship through which research and creative activity may be disseminated:

1) Appropriately reviewed research presented at poster sessions at academic or professional meetings, conferences, or conventions.
2) Appropriately reviewed papers presented at academic or professional meetings, conferences, and conventions.
3) Articles/chapters published in online or offline conference proceedings. The faculty member should specify whether the entries were appropriately reviewed for inclusion in the proceedings.
4) Appropriately reviewed articles in academic online or offline journals. The faculty member should state the significance of the journal.
5) Chapters published in books. The faculty member should specify whether the contribution was invited or appropriately reviewed.
6) Books or ancillary instructional materials published, or evidence of progress on these publications.

Other acceptable forms of scholarship are:
7) Book reviews published in professional or academic online or offline journals.
8) Invited articles published in professional online or offline journals.
9) Invited papers presented at academic or professional meetings, conferences, or conventions.
10) Invited or appropriately reviewed panel presentations.
11) Grants applied for and/or received for the purpose of furthering scholarly activities or investigations.
12) Other products of scholarly or creative activities, such as audio/video/digital productions or podcasts, that advance inquiry in the discipline or contribute to the body of knowledge of the communication discipline. Regularly published research-based blogs are also considered in this category.

In addition to these scholarly activities and their tangible outcomes, awards or nominations for awards received by a faculty member recognizing his or her scholarship will serve as evidence of performance in this area.

**D. Professional Service**

Academic and professional service includes: 1) service to the institution on a departmental, college, and campus level; 2) service to one’s discipline; and 3) service to the community, consistent with university guidelines.

In accordance with the mission of Kennesaw State University, faculty are expected to play an active role in contributing their expertise, skills, and leadership to both internal and external groups. Just as with Research & Creative Activity, the level of participation in Service will depend on the individual faculty member’s position, rank, and stated annual goals.

Appropriate examples of service activities include the following:

1) Serving as an officer in a local, national, or international academic or professional organization in the discipline.
2) Serving as an officer in any organization where input to the organization is based on the faculty member’s discipline (i.e. serving as chair of a public relations committee for a non-profit organization).
3) Serving as program coordinator or in a similar leadership role at professional conferences or meetings.
4) Organizing symposia or conferences on the Kennesaw State University campus or being instrumental in the success of bringing academic/professional meetings to campus.
5) Chairing department committees or campus committees or serving in other internal leadership roles.
6) Serving as author or editor of major institutional reports.
7) Serving as faculty advisor to student organizations.
8) Serving on committees in the department, college, and university.
9) Offering continuing education or community education courses, seminars, or workshops, including workshops for department faculty.

10) Overseeing student service projects performed on behalf of campus or community organizations.

11) Serving as a respondent or roundtable facilitator at meetings, conferences, and conventions.

12) Serving as a reviewer of competitive research papers.

13) Serving as a manuscript reviewer for online or offline academic or professional publications.

14) Consulting with individuals or groups related to communication as it is defined by this department.

15) Serving as a content expert for media outlets.

16) Reviews and critiques of grant applications.

17) Serving as an editor of online or offline academic or professional publications.

In addition to these activities, awards or award nominations recognizing the faculty member’s service activities should be included as evidence of performance in the Service area.
III. INTERPRETATION AND ADAPTATION BY RANK AND TENURE

Tenure

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. Based on BOR policy (803.07), tenure requires an earned doctorate or its equivalent in training, ability, and/or experience. Neither the possession of the doctorate nor longevity of service is a guarantee of tenure.

Recommendations regarding tenure are based on the merits of individuals, their academic achievements, and their potential for contributing to the success of the department and/or a particular program or related program. Full-time, tenure track faculty members are eligible to be reviewed for tenure in their fifth year and are required to be reviewed no later than 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 Communication and the university during the probationary period. Criteria for tenure are based on general performance expectations as stated in the Faculty Handbook, on specific departmental performance guidelines as listed below, and on discipline-specific guidelines as listed in 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. Achieving and meeting expectations during the probationary period is the minimum requirement for a positive tenure review. Tenure-track faculty members who are not recommended for tenure will receive a terminal one-year contract.

Expectations for Tenure-Track Faculty

A.1. Expectations for Assistant Professors

A.1. 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 group instruction, individual instruction, 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.

A.1.a. Early in Rank: New assistant professors should meet departmental needs quickly with an understanding of how their particular areas of expertise fit into the departmental curriculum. Faculty at this rank should establish rapport with students and colleagues; set appropriate time aside for advisement, department meetings, and updating materials for instruction; and begin self-assessment through the use of student evaluations, assessment
of student learning outcomes, and other data.

The new assistant professor will engage in formative self and peer 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.

A.1.b. 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, assessment of student learning outcomes, and other data. Faculty should maintain currency in subject matter. The faculty member must integrate innovative pedagogies into the teaching and learning processes.

A.1.c. 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, teaching evaluations, and assessment of student learning outcomes. 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.

A.2. Assistant Professor – Research & Creative Activity
A highly productive record of accomplishment in scholarship 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 strong records of accomplishment in scholarship that reflect solid foundations for continued productivity and further maturation in the advanced ranks. At all ranks, publication in peer-reviewed journals is expected.

A.2.a. Early in Rank: New assistant professors pursuing the Research & Creativity track should embark on scholarly research and creative activities early, often as an extension of their dissertation research. Adding to the body of knowledge in one’s discipline should be the goal. Adequate documentation of early scholarship activity is especially important prior to publication. Faculty should take part in scholarly meetings at the regional or national level to present their research, and they should be preparing manuscripts for submission to appropriately reviewed journals or other peer-reviewed outlets. They may also prepare grants for submission, usually with more senior faculty.

A.2.b. Midway in Rank: Faculty should enhance their effectiveness in discipline-specific research 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 and/or serve as discussants. Faculty should be preparing for more prestigious publication 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. At this point, faculty should have at least one article accepted for publication.
in a peer-reviewed journal (or other type of appropriately reviewed outlet) or should have a grant proposal submitted.

A.2.c. Assistant Professor Ready for Promotion to Associate Professor: Faculty at this stage should be able to document progression in Research & Creative Activity through attendance and participation in professional meetings, presentations, and publications in appropriately reviewed journals, other types of peer-reviewed scholarly outlets, or scholarly activities such as grant proposals.

A.3. Assistant Professor – Service
In addition to establishing their effectiveness in teaching and scholarship, 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 records of accomplishment in service that reflect solid foundations for continued productivity and further maturation in the advanced ranks. Productivity in professional service should be demonstrated by evidence of significance and impact of the service, not just a list of committees and responsibilities.

A.3.a. Early in Rank: New assistant professors should seek opportunities to serve the Kennesaw State University community through committee work. Most new faculty find this easiest to accomplish at the departmental level. However, because there are currently few tenured faculty members in the Department of Communication, assistant professors may be expected to represent the department at the college or university levels.

A.3.b. 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. Service at this stage should involve leadership roles or evidence of significance and impact through other kinds of leadership, including leadership in discipline-specific or professional activities and organizations.

A.3.c. Assistant Professor Ready for Promotion to Associate Professor: Faculty at this stage should take part in service-related workshops or colloquia. Faculty should be able to document significance and impact of their service through leadership roles on campus. They should continue to seek out service opportunities within community and professional organizations and agencies.

B. Expectations for Associate Professors

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 leadership roles within the department in mentoring other faculty in scholarship and/or service.
B.1. 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.

B.1.a. Early in Rank: Mentoring of 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.

B.1.b. Midway in Rank: Faculty should be involved in curricular matters above the departmental level. Taking part in program evaluation and updating instructional programs, courses, and other materials is expected. Faculty will become increasingly involved in promoting their teaching effectiveness through workshops and seminars.

B.1.c. 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 may promote the teaching effectiveness of junior colleagues through conducting workshops and seminars.

B.2. Associate Professor – Research & Creative Activity
When an associate professor elects to focus on Research & Creative Activity in addition to teaching, the faculty member is expected to turn the early scholarship and creative achievements realized as an assistant professor into one or more focused areas of research to advance the body of knowledge through discipline-specific inquiry. As specialized expertise evolves, the faculty member’s strong contributions, leadership roles, and initiatives in the area of scholarship are expected to increase within and beyond the campus. The Department expects commitment to scholarship beyond the expected levels of an assistant professor. At all ranks, publication in peer-reviewed journals is expected.

B.2.a. Early in Rank: Faculty should continue to be involved in research efforts and submit articles for publication in appropriately reviewed journals. Mentoring and/or peer reviewing of research efforts should become a more frequent activity. Regular participation in basic or applied research conducted in any of the categories of the Boyer model is expected. Faculty members are expected to make regular presentations of scholarly findings to audiences within their discipline outside the university.

B.2.b. Midway in Rank: Faculty should be able to document the significance and impact of their research efforts on the discipline and/or subfields of the discipline. Faculty should be regularly involved in the release of findings from research and the development of
scholarship through mentoring and presentations. Faculty should be involved in seeking and/or administering grants related to their professional expertise.

B.2.c. Associate Professor Ready for Promotion to Professor: At this stage, a faculty member's Research & Creative Activity should be nationally recognized by colleagues as contributing to the body of knowledge in their discipline. Scholarly presentation, publication of scholarly research, and review of the work of others are evidence that faculty members are recognized as scholars, and the significance and impact of this work should be documented. Faculty should use their scholarship to enrich their teaching, and they may direct student research projects. Faculty contributions at this level should be recognized by peers and colleagues in the discipline who are not members of the Kennesaw State University.

B.3. Associate Professor – 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 and depth. Service should have documented significance and impact at the college and university level. Highly productive, professional service for an associate professor 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.

B.3.a. Early in Rank: Faculty at this level who emphasize the service component should be demonstrating regular contributions in campus service; they should also demonstrate contributions to professional, or community service. They should seek to enhance their effectiveness through mentoring peers as well as through workshop participation and development.

B.3.b. 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 significance and impact service is expected in service at this stage, and faculty are expected to take larger leadership roles in service by initiating and/or leading service activities beyond the department level.

B.3.c. Associate Professor Ready for Promotion to Professor: At this stage, faculty should be noted by others for their service contributions. They should hold leadership positions within service organizations and should document the significance and impact of these roles that reach beyond the Kennesaw State University community.

C. Expectations for Professors

For promotion to the rank of professor, it is necessary that the individual be a superior teacher. The faculty member must also be an established and recognized scholar and contributor to professional service. 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 Research & Creative Activity or Professional Service or both at the level associated with the individual’s faculty workload model and at a level far beyond that of associate professor.

C.1. Professor – Teaching, Supervision, & Mentoring

Full professors are expected to be highly effective and highly accomplished in teaching, supervision, and mentoring. They should experiment with, revise, update, and improve their techniques for working with students and others, including junior faculty, 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.

C.2. Professor – Research & Creative Activity: Highly productive contributions in the area of discipline-related Research & Creative Activity 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 which demonstrate significance and impact in the state or Greater Metropolitan Atlanta may also achieve this general expectation. The department expects commitment to Research & Creative Activity beyond the levels expected of the associate submitted. At all ranks, publication in peer-reviewed journals is expected.

C.3. Professor – 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, significance, and impact 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; and the like. The department expects commitment to service beyond the levels expected of the associate professor.

D. Post-Tenure Review

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

E. Non Tenure-Track Faculty

Expectations for Lecturers and Senior Lecturers
In some special cases, individuals may be appointed to the rank of lecturer. Lecturers in
the department may or may not hold a terminal degree. All lecturers and senior lecturers
are reviewed annually for contract renewal, as faculty members in these positions are not
eligible for tenure and are not intended to become so. Lecturers have as their primary area
of responsibility teaching, supervising, and mentoring, and therefore are expected to be
highly effective in these areas. Because of this, lecturers and senior lecturers are expected
to demonstrate highly effective teaching ability in order to qualify for reappointment at
KSU. Lecturers should feel free to include any relevant research and creative activity as
part of their annual review, third year review, and promotion documents. In rare cases, the
responsibilities assigned to a lecturer or senior lecturer may be individualized and differ
from the typical lecturer and senior lecturer teaching load as described in the Faculty
Handbook. In such cases, the responsibilities must be delineated in the FPA.

The following are examples of documentation of teaching effectiveness:

1) **Student evaluations.** Lecturers and senior lecturers shall submit a complete set of
   student evaluations. The number of classes to be evaluated each year and the
   standards for notable teaching are commensurate with those outlined in the

2) **Peer evaluations.** Lecturers and senior lecturers are required to be observed in the
   classroom by senior faculty once a year. Reviewers should send their peer
   evaluation letters to the faculty member with a copy to the department chair.
   Lecturers and senior lecturers should submit letters from those who evaluated their
   classes in Annual and Promotion reviews. Evaluations can include matters of
   pedagogy and/or matters of substance (i.e., is the faculty member knowledgeable,
   is course information current, does he/she manage the course well, etc.. See
   Appendix A).

3) **Student projects.** Lecturers and senior lecturers should list any field experiences,
   capstone courses, directed studies, scholarly presentations, and exhibits. Student
   projects completed with the help of student researchers as well as applied projects
   directed during the year should also be included.

4) **Student awards and recognitions.** Lecturers and senior lecturers should describe
   awards won by their students for work related to the faculty member's instruction,
   supervision or mentoring.

5) **Student papers and presentations.** Lecturers and senior lecturers may describe
   research papers and creative projects that were publicly presented or disseminated
   by students; and/or student papers which were published or accepted for
   publication in collaboration with, or under, the faculty member's supervision.

6) **Curricular development/new preparations.** Lecturers and senior lecturers should
   describe all new courses they developed and/or taught for the first time during the
year, including hybrid and/or online courses. They should also describe major changes and improvements they made in one or more of the courses they taught.

Lecturers and senior lecturers should include any additional evidence, not specified above, of activities undertaken during the year to improve their teaching effectiveness (i.e., improved syllabi, assignments and activities, assessment measures, recruitment of guest speakers, incorporation of service-learning activities, etc.).

Teaching graduate courses and/or an Honors Colloquium may also be considered in this category.

In addition to these activities, faculty teaching awards, including nominations, semifinalist, or finalist status for such awards, should be considered as evidence of effective teaching.

Based on BOR policy (803.08.02), a lecturer after five years of consecutive service will either be promoted to senior lecturer during the sixth year to begin in the seventh year of service or be terminated from the institution if not promoted to senior lecturer during the sixth year. The criteria for promotion to senior lecturer are evidence of highly effective teaching ability inside and/or outside of the classroom environment; and value to the university in the area of teaching and student learning.

Senior lecturers and lecturers will submit portfolios beyond the department chair every six years. In addition, there will be an initial portfolio submission during the third year of employment. This third year performance review will provide feedback for progress towards the promotion to senior lecturer in the sixth year. During the third year review, strengths and weaknesses in performance will be identified. A successful review for promotion to senior lecturer in the sixth year restarts the six year performance review cycle. The same committee structure that is used for third year review of tenured and tenure-track faculty will be used for the third and sixth year performance reviews of lecturers and senior lecturers. Third and sixth year reviews stop at the level of the Dean.

Duties of the lecturer are determined in consultation with the Chair and the Dean within the parameters prescribed by the HSS Guidelines and the KSU Faculty Handbook. Evaluation of lecturers’ performance will primarily focus on their effectiveness in teaching inside or outside (on-line) of the classroom environment and on their value to the university in the areas of teaching and student learning.

In the Department of Communication, lecturers and senior lecturers may perform duties with appropriate teaching load adjustments. Some of these duties include, but are not limited to

1) serving as a coordinator of courses with eight or more sections
2) serving as a director or assistant director of the Digital Media Lab and/or Digital Media classroom
3) serving as a coordinator of all sections of COM 2129 and the Public Speaking Lab
4) serving as a faculty advisor to undergraduate student organizations
5) serving as a faculty advisor to undergraduate students
Lecturers and senior lecturers are expected to establish an effective teaching philosophy and teaching practices that are consistent with the instructional needs of the department. Lecturers and senior lecturers are expected to maintain the up-to-date knowledge, skills, and credentials needed to fulfill assigned responsibilities at KSU and are expected to incorporate these into instructional activities. They may engage in scholarship and additional service activities. Therefore, teaching loads shall be adjusted accordingly. It is expected that lecturers and senior lecturers meet all scheduled classes, maintain regular office hours, document student learning and provide feedback to students on their progress, advise and mentor students, document their instructional effectiveness through course evaluations, and set appropriate goals for instructional improvement.

C.1. Lecturers – Teaching, Supervision, and Mentoring
Highly effective teaching is a central priority of the department’s mission. Effective teaching engages teachers, students, and others in learning (inside and outside of the classroom) through group instruction, individual instruction, student supervision, and other activities.

C.1.a. Early in Rank: New lecturers should meet departmental needs quickly, with an understanding of how their particular areas of expertise fit into the departmental curriculum. Faculty at this rank should establish rapport with students and colleagues; attend department meetings; update materials for instruction; and begin self-assessment through the use of student evaluations, assessment of student learning outcomes, and other data. At this point in their careers, lecturers are expected to teach multiple sections of one (or perhaps two) different courses.

The new lecturer will engage in formative self and peer assessments of teaching. More specifically, the individual will ask the questions "What works?" and "How can I improve on my teaching?" 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.

C.1.b. Midway in Rank: Lecturers should show evidence of teaching effectiveness in one or more lower division courses as assigned. Continued self and peer assessment should be conducted through the use of student evaluations, assessment of student learning outcomes, and other data. Faculty should maintain currency in subject matter.

C.1.c. Lecturer Ready for Promotion to Senior Lecturer: Faculty at this stage should be able to document progression in teaching effectiveness through attendance and participation in professional development opportunities, teaching evaluations, and assessment of student learning outcomes. Faculty should become more adept at the integration of new teaching techniques and pedagogical innovation. Faculty should demonstrate effectiveness in teaching assigned courses.

C.2. Lecturers and Senior Lecturers: Research and Creative Activity
Because of the heavier teaching load, lecturers and senior lecturers are not required to engage in research and creative activity. However, some lecturers, especially those with a
Ph.D. degree, may choose to conduct research or creative activities, as reflected in the annual FPA. In such cases, teaching loads may be adjusted on an individual basis and negotiated in the lecturer or senior lecturer's annual FPA. Lecturers and senior lecturers who choose to engage in research and creative activities should have these activities included as part of their annual performance evaluations. For lecturers, these activities should be considered in evaluating the candidate for promotion to senior lecturer. Lecturers and senior lecturers who choose to engage in these activities may disseminate their scholarship through presentations at academic conferences and/or publication in academic or professional journals. Book chapters, books, and teaching manuals are also appropriate forms of scholarship. Such scholarly activities are likely to focus on the scholarship of teaching and learning (SoTL).

C3. Lecturers and Senior Lecturers: Service and Professional Activity
In addition to establishing effectiveness in teaching, lecturers and senior lecturers are expected to maintain a record of appropriate service including attending department faculty meetings. However, some lecturers such as those who coordinate courses may be involved outside the department in appropriate committee work. In such cases, teaching loads maybe adjusted accordingly. Documentation of service activities should include quality of the service activities as well as the number of activities performed. Not all service assignments are equal in terms of time requirements and significance of contribution. Therefore, lecturers’ heavier teaching loads should be considered when making service assignments.

IV. GUIDELINES FOR THE DEPARTMENT CHAIR

Department Chairs are expected to continue their professional activities in a manner consistent with their activities before assuming an administrative role and balance these activities with administrative responsibilities. Under normal circumstances, Chairs are expected to teach two courses per academic year. Evaluation of the Chair’s academic and professional performance should have the same level of quality as that of teaching faculty (See CHSS Tenure and Promotion Guidelines).

The duties of the Department Chairs are primarily administrative. Therefore, the evaluation guidelines for a Chair focus primarily on administrative activities. The time devoted to teaching and professional activities is thereby significantly reduced. While this is the norm, exigent circumstances may arise that require the Chair to deviate from this norm and devote more time to administrative tasks. Such changes should be negotiated with the dean in the annual review process and noted in writing in the annual review letter and should be reflected in the Chair’s annual performance agreement (FPA).

As specified by the CHSS Guidelines, approximately 70% of the Chair’s evaluation should reflect administrative duties and approximately 30% should be based on performance in Teaching, Supervision, and Mentoring; Research & Creative Activity; and Service as described above. Institutional service activities may be considered as either professional activity or administrative duty, depending on the nature of the activity. Institutional service activities not performed similarly by all department Chairs should be considered Service, and the significance and impact of these activities should be
documented. Professional activities also include Research & Creative Activity and service activities that are outside the scope of duties required of the Chair, such as appropriate professional service to the discipline or the community (See CHSS Tenure and Promotion Guidelines).

The Department Chair is expected to demonstrate significance and impact of performance in the following kinds of activities:

**Administrative – General**

- budgeting and fiscal management of department resources
- managing day-to-day administrative responsibilities
- creating a shared vision, setting goals, developing plans
- managing space and facilities
- coordinating relationships with external constituencies
- administering academic/human resources/legal policies
- serving as an advocate for the department’s interests
- representing the department on the KSU Chairs Council
- representing the department at CHSS administrative meetings
- working with the faculty to develop curricular programs and individual courses
- serving on college/university governance committees/task forces
- serving on college/university search committees
- participating in outside committees and task forces
- leading the department in the implementation of strategic planning
- making recommendations to the deans and the Vice President for Academic Affairs as to promotion, non-renewal (termination), granting of tenure, and salary increases
- proposing to the dean appropriate faculty staffing levels and requests for the addition of new faculty
- forming departmental committees for assistance with appropriate duties
- facilitating elections for departmental representatives to elected committees at the departmental level and beyond
- holding regular department faculty meetings and sending a copy of the agenda to the dean
- holding at least one department retreat per academic year
- maintaining appropriate files, records, and data pertaining to departmental operations as required by the deans and Vice President for Academic Affairs with due concern for confidentiality
- assisting the department in maintaining relationships with alumni and other external constituencies of the department, such as members of the National Advisory Board
- representing the department to the media

**Administrative – Faculty**

- working with faculty to develop annual performance agreement (FPA)
- identifying/determining faculty priorities, service roles, and teaching assignments
- fostering a culture of excellence in teaching and learning
- encouraging and supporting scholarly activity
- encouraging service/outreach
• providing feedback and performance evaluation to faculty

Administrative – Faculty/Staff
• assigning faculty and staff work loads
• recruiting and orienting faculty and staff
• developing/mentoring/coaching faculty and staff
• creating a supportive, productive work environment/culture
• supervising staff assigned to the department
• disseminating/sharing university, college, and department information

Administrative-Students
• scheduling courses to meet students’ needs
• providing for student advisement
• dealing with student issues ranging from their complaints about instructors and grades
• responding to faculty concerns about academic dishonesty and disruptive behavior
• responding to formal grade appeals
• advising and mentoring students
• participating in orientation
• arranging faculty coverage for student orientation

Instructional Duties
• Teaching two classes per academic year

Conducting Research and Engaging in Scholarly Activities as specified by the Boyer Model

Professional
• performing leadership tasks in professional associations/networks
• providing pro bono/paid consulting services
• participating in activities of professional associations/networks
• engaging in professional and personal growth activities

V. GUIDELINES FOR THE ROBERT D. FOWLER DISTINGUISHED CHAIR IN COMMUNICATION

In 2002, the family of Robert D. Fowler established the Robert D. Fowler Distinguished Chair in Communication to honor the Marietta native’s distinguished journalism and publishing career. The Fowler Chair was the first endowed chair in CHSS. The holder of the Robert D. Fowler Distinguished Chair focuses his/her attention on public journalism, the definition of which now includes citizen or participatory journalism. In that role, the Fowler Chair acts as a facilitator/catalyst for bringing together journalistic enterprises, community institutions, academic institutions, funders, and citizen participants to confront media and policy issues both regionally and nationally.
The Robert D. Fowler Distinguished Chair is not a traditional academic position, and the external focus, outreach, and fund-raising expectations of this position are reflected in a reduced teaching load comparable to that of the department chair. Scholarship for this position is broadly defined according to the Boyer model and includes research and creative activities and dissemination such as making professional presentations for the local, regional and/or national community, academic, and trade organizations and may publish articles or other written works directed to nonprofessional audiences. The work should demonstrate documented significance and impact and be recognized by professional and scholarly groups in journalism and/or communication.

Even though the Fowler Chair has a reduced teaching load, the expectations for teaching excellence should be those of the Associate or Full Professor rank as stated above in Sections B and C.

The Fowler Chair is responsible for outreach to the local community and more broadly to the field of participatory journalism. To that end, the Fowler Chair will develop conferences, workshops or model programs that inform or train various groups, including nonprofits, grassroots organizations and citizen organizations how to develop messages, use new technologies and get their ideas and voices heard by wider audiences. The Fowler Chair will conduct similar projects to help journalists work more closely with citizens.

The Fowler Chair is charged with bringing to Kennesaw State University the new intersection of academia, journalism, and the public in producing practical methods to increase citizen engagement in public life and facilitate amplifying citizen ideas to greater audiences.

In 2009 the Harnisch Foundation gave $1.5 million to the Fowler Chair to establish a Center for Sustainable Journalism. By 2014 the Center is expected to be self-sustaining. The Center’s goal is to develop a business model for journalism that breaks the traditional dependence on advertising so that “high quality, ethically sound journalism continues to have a vibrant place in American democracy.” The Center is linked to the Department of Communication through the Fowler Chair and is housed in CHSS.

V. STATEMENT REGARDING WORK IN SCHOOLS

In accordance with the Board of Regents of the University System of Georgia, the Department of Communication at Kennesaw State University recognizes and supports faculty collaborative efforts in teacher preparation and school improvement with the K-12 schools. Participation in teacher preparation and school improvement may include documented efforts by the faculty to:

1. Improve their own teaching so as to model effective teaching practices in courses taken by prospective teachers;

2. Contribute scholarship that promotes and improves student learning and achievement in the schools and in the university; and
3. Collaborate with public schools to strengthen teaching quality and increase student learning.

This document was voted on and approved by the faculty of the Department of Communication on March 29, 2012.

Approved by:

[Signature]
Chair, Department of Communication

Date

[Signature]
Dean, College of Humanities & Social Sciences

Date

[Signature]
Provost and Vice President for Academic Affairs

Date

Department of Communication T&P Guidelines
APPENDIX A

Scholarship Reconsidered: Priorities of the Professoriate
Ernest L. Boyer, Carnegie Foundation, 1990

The Boyer report articulated a new paradigm for faculty scholarly activity which expanded the concept of scholarship, traditionally viewed as the scientific discovery of new knowledge, to include three other equally important areas: the scholarship of integration, the scholarship of application, and the scholarship of teaching. The first two functions of scholarship, discovery and integration, reflect the investigative and synthesizing traditions of academic life. The third function, application, is the engagement of the scholar in extending and applying knowledge to address consequential outreach and community service issues. The fourth function, teaching, involves scholars in sharing the results of their scholarship with others.

*The Scholarship of Discovery:* Discovery involves being the first to find out, to know, or to reveal original or revised theories, principles, knowledge, or creations. Academic discovery reflects “the commitment to knowledge for its own sake, to freedom of inquiry and to following, in a disciplined fashion, an investigation wherever it may lead.” (Boyer 1990:17) Discovery includes identifying new or revised theoretical principles and models, insights production in the arts, architecture, design, video, and broadcast media. Discovery may be made manifest through teaching, research, and service.

*The Scholarship of Integration:* Integration involves “making connections across the disciplines, placing the specialties in larger context, illumination data in a revealing way, often educating nonspecialists, too.” Integration creates new knowledge by bringing together otherwise isolated knowledge from two or more disciplines or fields this creating new insights and understanding. It is “serious, disciplined work that seeks to interpret, draw together and bring new insight to bear on original research.” It means “interpretation, fitting one’s own research – or the research of others – into larger intellectual patterns.” (Boyer 1990:18,19) Integration brings divergent knowledge, artistic creations, or original works together. Integration may occur within or between teaching, research, and service scholarship.

*The Scholarship of Teaching:* Teaching involves developing the knowledge, skill, mind, character, or ability of others. It “means not only transmitting knowledge, but transforming and extending it as well.” Teaching stimulates “active, not passive, learning and encourages students to be critical, creative thinkers, with the capacity to go on learning… It is a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teacher’s understanding and the student’s learning. Pedagogical procedures must be carefully planned, continuously examined, and relate directly to the subject taught.” (Boyer 1990:23,24) Each of the three traditional forms of scholarship (teaching, research, and service) can be seen to perform all four functions (discovery, integration, application, and teaching) as defined by Boyer.