



**Kennesaw State University  
College of Science & Mathematics  
Department of Molecular and Cellular Biology**

**Guidelines for Faculty Performance, Promotion, and  
Tenure**

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## I. Introduction

The Department of Molecular and Cellular Biology is a unit of the College of Science and Mathematics (CSM) at Kennesaw State University. The Department will be recognized as a collaborative, collegial and diverse group of scholars who value excellence in teaching and mentorship, who are active in campus leadership and are successful in research activities that may involve both undergraduate and graduate students.

The work of a university faculty member at Kennesaw State University involves many different facets that include the three areas of: 1) Teaching, Supervision, and Mentoring; 2) Research and Creative Activity; and 3) Professional Service. We believe that individual faculty should develop goals based on workload models that reflect their unique ways of contributing to the university and departmental goals. These goals are developed and evaluated each year in the Faculty Performance Agreement (FPA) and Annual Review Document (ARD) process and serve to support faculty members in their annual evaluations as well as in tenure, promotion, and post-tenure review (T, P & PTR) decisions. This document is designed to provide guidance with respect to the standards of performance expected by the Department of Molecular and Cellular Biology in each of the areas.

## II. Alignment of the Department of Molecular and Cellular Biology with the University and College Strategic Plan, Mission, and Faculty Performance Guidelines

The Department of Molecular and Cellular Biology is committed to achieving the Mission and Strategic Plans of the Department, the College of Science and Mathematics, and Kennesaw State University. The guidelines published here are intended to support and elaborate on the guidelines for tenure, promotion, and post-tenure review that have been established by the University and the College of Science and Mathematics, as applied to faculty in the Department of Molecular and Cellular Biology.

The Department of Molecular and Cellular Biology acknowledges and supports the Resolution on the **Primacy** of Departmental Promotion and Tenure Guidelines approved by the Faculty Senate (approved April 9, 2007), which includes the following:

1. Department P&T Guidelines that have undergone approval at all levels (department, college, dean, and provost) are in essence an understanding between the faculty member and the university.
2. Reviews of P&T portfolios at each level (department P&T committee, department chair, dean, provost, and if need be, college P&T committee) shall be based upon the criteria detailed in the department P&T guidelines, as well as general guidelines established by the college and university. Given that department review guidelines are most discipline-specific and are approved by deans and the provost as consistent with college and University standards, department guidelines are understood to be the **primary basis** for P&T decisions. In the case of joint appointments, reviews will be based on the criteria spelled out in the joint appointment agreement.
3. Letters written in review of P&T portfolios at each level (department P&T committee, department chair, dean, provost, and if need be, college P&T committee) shall make specific and detailed reference to the current department P&T guidelines in justifying the P&T decisions made by that committee or individual. Appropriate references must also be made to college and university P&T guidelines.

### III. General Guidelines for Faculty Performance

Faculty performance in the Department of Molecular and Cellular Biology is evaluated following the general guidelines established by the University and the College of Science and Mathematics, and specific guidelines and expectations established by the Department. University guidelines concerning performance and evaluation are provided in Section Three of the KSU Faculty Handbook. University guidelines provide guidance on the processes of annual performance review, tenure, promotion, and post-tenure review. The Faculty Performance Guidelines of the Department of Molecular and Cellular Biology provide department-specific guidelines that will be used as the primary basis for arriving at tenure and promotion decisions. Faculty should consult the current KSU Faculty Handbook (available at the KSU Handbook portal or Faculty Affairs website), CSM Guidelines for Faculty Performance and Evaluation, and this document as faculty establish goals and prepare for the annual review or tenure and promotion process.

Faculty preparing a portfolio for tenure and/or promotion are expected to address and document major accomplishments in the performance areas reflected in their FPA. As indicated throughout SECTION 3- Review and Evaluation of Faculty Performance in the Faculty Handbook, the portfolio narrative and documentation should **focus on quality and significance of one's accomplishments**. As stated in the Faculty Handbook, *"Quality and significance are the primary criteria for evaluating faculty performance."* **Merely reciting or enumerating individual tasks, courses taught, projects, and accomplishments does not address the degree of quality and significance. It is incumbent upon faculty to discuss and demonstrate the quality and significance of their accomplishments under review.**

#### 1. Evaluation of Categories by Chair

The chair will evaluate faculty members in each of the three performance categories—1) teaching, supervision, and mentoring, 2) scholarship and creative activity, and 3) professional service—based upon the following five-point rubric (BoR Academic and Student Affairs Handbook 4.4)

In addition, the chair will evaluate faculty efforts to promote student success in *at least one* of the areas of 1) Teaching, Supervision, and Mentoring (TSM); 2) Research and Creative Activity (RCA); 3) Professional Service (PS).

**Table 1.** USG Board of Regents five-point evaluation scale (2022-2023 Handbook; p51)

Score	Category	Description	Comments
5	Exemplary	Faculty member far exceeded the department expectations in the performance area	
4	Exceeds Expectations	Faculty member exceeded the department expectations in the performance area	
3	Meets Expectations	Faculty member met department expectations in the performance Area	
2	Needs Improvement	Faculty member's efforts and performance fell below department expectations in the performance area.	This rating in any area necessitates Performance Remediation Plan for tenure-track or tenured faculty
1	Does Not Meet Expectations	Faculty member neglected their responsibilities in the performance area	This rating in any area necessitates a Performance Remediation Plan for tenure-track or tenured faculty

According to USG policy, “Institutions must ensure 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 Academic and Student Affairs Handbook 4.4)

The overall evaluation will weigh the rating in each area by the workload percentage in that area. The overall evaluation will then be rounded to the nearest whole number; however, the overall evaluation can be a maximum of 4 (cannot be 5) if there is a 1 in any area.

Tables 2-5 shows example workload models and expectations for each of the three performance areas. Appendix A shows information on how to solicit external letters of review for promotion and/or tenure. Appendix B shows expectations for each performance area. A faculty member that responsibly performs their regular duties for their workload model in each workload area will be meeting expectations and will receive an evaluation of **three** on a **five-point** scale. A faculty member exceeding performance expectation in any workload area will receive a four or five on a five-point scale (with five being reserved for a truly exceptional performance). A faculty member who does not perform to expectations in any workload area will receive a one or two on a five-point scale (with one being reserved for gross negligence of duties).

As an example, if a tenured faculty member on a 60% TSM, 30% RCA, and 10% service model received 4/5 for TSM, 3/5 for RCA, and 3/5 for PS in their annual review, this would be calculated as  $(4 \times 0.6) + (3 \times 0.3) + (3 \times 0.1) = 2.4 + 0.9 + 0.3 = 3.6$ , rounding to 4 overall.

#### **IV. Department Specific Guidelines for Each Area of Review**

This section provides examples of specific activities appropriate for each performance area. Tangible, disseminated, and peer-reviewed products that arise from faculty activities in any performance area are considered scholarship; examples of scholarship for each performance area are also provided. Lastly, this section provides various measures that can be used by the faculty members to demonstrate the quality and significance of their activities and accomplishments. In all cases, the list of examples given is meant to be illustrative, and not exhaustive.

It will be incumbent on the individual to describe the historical context of the workload (based on the Memorandum of Understanding from initial hire and FPA and subsequent promotion and tenure documents), and why the quality and significance of work is sufficiently significant to warrant tenure and promotion or promotion to the next level. Faculty members need to annually document at least one student success metric in one or more areas of their workload (TSM, RCA, and/or PS).

##### **A. Teaching, Supervision, and Mentoring**

As stated in the KSU Faculty Handbook *“Highly effective teaching and learning are the central institutional priorities of Kennesaw State University.”* As such, teaching and mentoring effectiveness is fundamentally essential for continued faculty employment, tenure, and promotion in rank. In the Department of Molecular and Cellular Biology, expected teaching, supervising and mentoring activities may include, but are not limited to:

- High quality teaching across a variety of instructional settings (e.g. classroom, instructional laboratory, seminar, directed study, tutorials, undergraduate and graduate research and scholarship, field studies, study abroad, etc.).

- Incorporating effective pedagogical methods into classes, such as group activities, writing exercises, teaching with technology, etc.
- Development, modification, implementation, and evaluation of existing courses.
- Mentoring students either by individual attention during office hours or extra tutoring sessions.
- Providing student letters of recommendation.
- Professional student advisement for our degree program or professional school and student career mentorship.
- Implementing activities to enhance student success with documentation of at least one metric used.

Teaching activities that rise to the level of scholarship, and could contribute to a score of four or more on a five-point scale include:

- Dissemination of teaching activity as publications in peer-reviewed scientific and/or professional journals, monographs, book chapters, on-line reviewed publications, technical reports, educational web-based products, etc.
- Professionally reviewed presentations at conferences, consortia, seminars, etc.
- The development and dissemination of innovative materials and programs for educators, students, or the general public (e.g. museum exhibits, teaching materials, etc.).
- New course or certificate program development that includes production of instructional material.
- Grant submission for teaching and education related awards.
- Undergraduate (e.g., directed study, research methods, honors capstone) and graduate research appropriate to workload model.
- Securing externally funded grants and corresponding reports for teaching and education related activities and innovations. Note that internal awards, such as Mentor-Protégé Awards, Faculty Summer Research Grants, or Faculty Incentive Awards, are considered primarily as seed funding in preparation for pursuit of external grants, and not scholarship *per se*.
- Publication of externally reviewed textbooks, laboratory manuals, and similar materials.
- Engaging in systematic collection of available data on student learning and/or their learning experience to inform instructional practices (e.g., longitudinal data collaboration across multiple course sections for curriculum improvement)
- Dissemination of effective evidence-based examples, materials, methods, or new learning technologies that support pedagogical practices within the department, college, or university.

Faculty are required to present and use *all* student comments provided through KSU's online student evaluation to assess and demonstrate their effectiveness in teaching, supervision, and mentoring for each course that they teach (every semester). In addition, faculty are required to use at least one additional measure to assess their teaching effectiveness. Additional sources of evidence that can be used to assess and demonstrate teaching, supervising and mentoring effectiveness include, but are not limited to:

- Peer evaluation of course materials and delivery by an experienced faculty member, including evaluation of written materials, assessment techniques, and in-class delivery methods.
- Externally validated supplemental assessment instruments administered by the faculty member or peer. An externally validated instrument is one that has been endorsed by a peer or other outside party. Examples of supplemental assessment instruments include student questionnaires that gather learning focused feedback, pre and post content assessments, and concept inventories. Faculty should specifically address any modifications or improvements that were made (or why

none were made) based on the findings of the assessment instrument. It is not sufficient to simply note that a supplemental assessment instrument is used.

- Student groups or classroom interviews conducted by someone other than the instructor.
- Sample syllabi, exam, and course materials.
- Student success after graduation (e.g. acceptance into a graduate or professional program; securing a job in a related field).
- Graduate and alumni acknowledgements (comments or letters unsolicited by the faculty member), e.g. a letter from KSUs Career Services Center indicating that a graduate(s) has recognized you as making a difference in their academic growth.
- Unsolicited and solicited letters from students (clearly indicate if a letter is solicited or unsolicited).
- Teaching and/or advising awards.
- Scholarship of teaching (publications on innovative teaching strategies).

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

The Department of Molecular and Cellular Biology recognizes a process of research that can include idea generation, identification of necessary resources, gathering and analyzing data, theoretical and computational calculations and/or modeling, and disseminating the results at professional meetings and in peer-reviewed formats. All aspects of this process are considered necessary scholarly activity. Scholarship, however, is defined specifically as a creative, intellectual work that is disseminated and professionally reviewed by peers in the discipline. This may include research based on the faculty member's training and expertise ("discipline-based research"), teaching and learning-based research, or other appropriate efforts as defined in the Faculty Performance Agreement.

In alignment with the College of Science and Mathematics, the Department of Molecular and Cellular Biology recognizes two research effort classifications:

### **(1) 40% or greater research workload assignment.**

Individuals have secured extramural funding to sustain their research programs.

### **(2) less than 40% research workload assignment.**

Individuals with less than 40% research effort should actively pursue extramural funding appropriate to their workload model.

Scholarly activity in research and creative activity may include, but is not limited to:

- Establish an active, focused, sustainable, data generating, research program.
- Mentor undergraduate or graduate students in directed study projects or related research mentorships.
- Establish collaborative relationships within the department, college, or university, or with colleagues at other institutions.
- Grant development for external and internal awards.
- Research activities that enhance student success with documentation of at least one metric used if not demonstrated in another evaluation area.

Research rises to the level of scholarship when it becomes disseminated and peer reviewed. All tenure-track faculty in MCB are required to engage in scholarship. This includes, but is not limited to:

- Discovery or applied research activities disseminated in peer-reviewed scientific and professionally based journals, monographs, book chapters, on-line publications, etc.
- Industrial research leading to patents, presentations, or publications in refereed journals.

- Publication and dissemination of research in technical reports written for governmental agencies if the report is peer-reviewed by other professionals in the field.
- Publication of peer-reviewed textbooks and review articles.
- Presentations at professional conferences, consortia, seminars, etc. including any presentations produced from student mentorship.
- Externally funded grants.

Sources of evidence that can be used by faculty to address the quality and significance of their research and creative activities may include, but are not limited to:

- i. Peer-reviewed publications:
  - Impact factor of the journal
  - The citation number by others in the field.
  - The H index – an index based on a set of an individual’s cited papers (i.e. the number of publications) and the number of citations that they have received in other publications.
  - An external review by peers in the field (note: reviewer should disclose the relationship with faculty member).
  - For multi-authored papers (be sure to describe your specific contributions to the publication), documentation of quality and significance of faculty contribution can include letter(s) from coauthor(s).
- ii. Grants or Contracts:
  - Evidence of funded proposal, such as an award notification.
  - Degree of competitiveness of the program or funding agency (i.e. number of proposals received and funded by the funding agency or program).
  - Letter from other co-PIs (for multi-authored proposals) that documents your contribution to the proposal, the significance of your contribution to the success of the proposal, and your role in the proposed project.
  - For unfunded proposals: all reviewer comments, the proposal score (if given by the funding agency) *and* a copy of the grant application (include cover page with signatures)
- iii. Book Chapters:
  - Publisher reviews of chapter.
  - External review by editor(s) or by an expert in the field.
- iv. Textbooks or Books:
  - (textbook) Indicate number of adoptions relative to comparable textbooks.
  - External review by a peer in the field.
- v. Online Publishing of New Curricula or Teaching Materials:
  - Number of adoptions or uses.
  - External letters of support.
- vi. Conference Presentations:
  - Document if presentation was invited.
  - Note quality of conference for the research.
  - Note scope of conference (regionally, nationally, or internationally attended).
- vii. Invited Colloquia:
  - Note scope of colloquium (regionally, nationally, or internationally attended) and quality of the colloquium.
- viii. Workshops:
  - Note scope of workshop (regionally, nationally, or internationally attended).
  - Participant evaluations.
- ix. Technical Reports:
  - Indicate if report resulted in policy or procedural actions and the scope of the action.
  - External letter(s) of support documenting the quality and value of the report.



- Serving as expert witness for agency or company.
- x. Patents:
  - Indicate the type and stage of the patent. Stages of patents may include (in chronological order): invention, disclosure, provisional application, non-provisional application, patent granted, and licensed patent.
- xi. Supervised Research:
  - Participant author on professional presentation.
  - Participant author on peer-reviewed publication.
  - Documented participant success after graduation, such as acceptance into a professional or graduate program or securing a job in a related field.
- xii. All/Any Forms of Research and Creative Activities
  - Award/recognition for research and/or scholarship.

Research activities that contribute to a score of four or more on a five-point scale will depend on an individual faculty member's workload model.

Evaluation of a faculty member's research effectiveness will be based upon evidence that a faculty member has systematic inquiry activities associated with teaching or scientific research, the majority of which are associated with their research program established at KSU. Further, a faculty member's research activities should: a) encompass notable levels of discipline expertise, b) be innovative or logically contribute to the discipline or professional knowledge base, c) be replicable or elaborated (i.e. sustainable), d) be documented and peer reviewed, e) quantify student success activities if appropriate. Within the Department of Molecular and Cellular Biology, it is recognized that the faculty represent diverse disciplines such as genetics, cell biology, developmental biology, microbiology, evolutionary biology, biochemistry, etc. The pace of research is acknowledged to vary among the subdisciplines, especially those that require long periods of time for significant data collection. In addition, research involving student mentorship often takes longer to achieve substantial results. When evaluating faculty from such a range of disciplines, differences in the time required for establishing a research program, time required for data collection and analysis, and need for external funds must be taken into account. None the less, faculty should be able to show that their performance in this area meets the criteria expected for academics in their field.

### **C. Professional Service**

Professional service involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks which benefit or support individuals and/or groups in the institution, the University System, professional associations, or external communities at the local, state, regional, national, or international levels. In the Department of Molecular and Cellular Biology, faculty professional service activities include but are not limited to:

- Leadership and/or active participation in university, college, or department level activities, committees, faculty governance bodies, task forces, etc.
- Leadership and/or significant achievements in activities among professional organizations at the international, national, regional, and state level (boards, standing committees, ad hoc committees, task forces, etc.).
- Leadership and/or consulting/advising among a broad base of relevant community, state, regional, or national organizations, agencies, schools, or businesses.
- Service on grant or proposal review panels for extramural agencies (e.g., federal and/or private funding agencies, etc.) for funding submissions.
- Working on outreach to schools (elementary, middle, or high schools) and to community colleges, including presentations at schools, teacher workshops, judging science fairs, working with the Science Bowl and Science Olympiad, etc.

- Serving as coordinator for multi-section courses
- Organizing a regional, national, or international conference.
- Serving as an official faculty mentor for new faculty.
- Developing and/or maintaining departmental, college, or university documents such as the part-time faculty handbook, program brochures, departmental web pages, etc.
- Supervision and maintenance of shared equipment.
- Coordinating laboratories or courses.
- Providing service work to industry not leading to scholarly publications.
- Leadership (faculty sponsor/advisor) in student-based professional clubs, honor societies, etc.
- Authoring a significant institutional document for the Department, College, or University.
- Promotional and recruiting activities for department, college, and/or university.
- Professional review of external accreditation reports or self-studies.
- Accreditation self-study development, planning, assessment.
- Other service duties that are mutually agreed upon by the faculty member and the department chair are not assignable to other areas.

Service activities may be considered scholarship when tangible and disseminated results are produced. Scholarship of service alone is not sufficient to meet, nor can it substitute for, the criteria for research and creative activity required for tenure and/or promotion. Scholarship of service is distinguished from routine service work by the significance and scope of the leadership and the products produced by the activity. Examples include:

- Making significant contributions to writing institutional self-study reports, governance documents or other notable institutional documents.
- Preparation of accreditation reports, such as the report required for continued accreditation of degree programs.
- Editorship/reviewer board membership of professional journals or scholarly books/monographs.
- Professional review of journal articles, books, etc.

Sources of evidence that can be used by faculty to assess and demonstrate the quality and significance of professional service may include, but are not limited to:

- The impact of the service role on students and student success (or a student population), the department, college, university, and/ or profession.
- The product(s) developed in the course of a service role (indicate your specific contribution to the product).
- The impact of the service product on students, the department, college, university, and/or profession.
- Policy or procedural changes that result from the service role (note the nature and scope of the change).
- Recognition by others of your contribution and/or leadership in the service activity (e.g. receipt of a Service Award from the college, university, or a professional organization; a letter of acknowledgement or appreciation – indicate if letter was solicited or unsolicited).

Professional service activities will be evaluated based upon the nature and extent to which the individual applies professional expertise at: a) the University community in support of teaching, service, and research functions, b) the local, state, regional, national, or international professional organizations, and c) to community and/or non-profit organizations, governmental groups, or private business/agencies whose missions align with this department, college and university.

Administrative service describes those activities that provide direct support to operations of the college, department, or unit. Administrative faculty who receive administrative faculty contracts (as defined in Sections 1.1 and 3.11 of the KSU Faculty Handbook) primarily perform administrative service. In the College of Science and Mathematics, administrative faculty include the dean, assistant/associate deans, and department chairs. Other academic leadership roles not on administrative contracts such as assistant/associate chairs, program coordinators, and directors may include some administrative service and are assigned by the faculty member's supervisor.

Administrative service activities may include:

- Day-to-day operational management of the administrative unit.
- Budgeting and budget reporting.
- Strategic and operational planning.
- Scheduling courses and events for the unit.
- Supervision of faculty and staff.
- Staffing functions, including screening, hiring, and training employees of the unit.
- Conducting performance reviews of faculty and staff.
- Marketing degree programs and unit activities.
- Other work assignments that are directed toward the successful operation of the administrative unit.

Sources of evidence that can be used by faculty to assess and demonstrate the quality and significance of administrative professional service may include, but are not limited to:

- Faculty reviews of administrative performance.
- Accreditation, growth, and sustainability of program.
- External recognition of a program.
- Letters of support from peer(s) and/or supervisor addressing effectiveness in managing and advancing the necessary fiscal, physical, interpersonal, and intellectual environments.

Professional service activities that could contribute to a score of four or more on a five-point scale will depend on an individual faculty member's workload model.

## V. Workload Models

University guidelines specify that each department will establish flexible guidelines as to the expectations of faculty members in the three faculty performance areas. The Department of Molecular and Cellular Biology recognizes seven workload models: Teaching Emphasis, Teaching-Hybrid, Teaching-Research Balance, Research Emphasis, Administrative Emphasis, Clinical Faculty, and Research Faculty. These models take into consideration departmental, college and university needs, and the professional goals of faculty. It is probable that a faculty member will have different emphases and assignments at different points in their career and will therefore consider transitioning between available models. The workload model followed will be determined by the chair, in consultation with the faculty member, based on departmental, college and university need, and specified in the FPA. These models are described below and summarized in **Table 2**.

In the Department of Molecular and Cellular Biology, many classes have laboratories or other components that involve significant effort in terms of time spent, while only counting as one credit hour. In addition, there may be large single lecture sections that are split into several laboratory sections. Therefore, in the following workload models the teaching workload has been expressed in terms of contact hours.

Teaching workload will be determined by the Department Chair, in consultation with faculty, based on departmental, College and University needs. In addition, when establishing a teaching workload for a given semester, the Department Chair will take into consideration class size for an assigned course, the number of different course preparations assigned, and assignment of a new course preparation.

#### **A. Teaching Emphasis Model**

The Teaching Emphasis Model provides a workload model for faculty employed full-time in a tenured or non-tenure seeking position with annual review and renewal, whose primary responsibility and interests are in the teaching and supervision of students in a variety of settings. Faculty following this model will typically carry a teaching load of 12 – 15 contact hours per week of class instruction per semester. Tenure track faculty have specified expectations in scholarship (10% of workload). Non-tenure track faculty do not have specified expectations in scholarship. All full-time faculty will be expected to participate in a minimum level of service (i.e. allocate no less than 10% of their time to service activities), such as student advisement, serving on committees, or serving in other roles as needed.

It is understood that non-tenure track faculty will generally be on the Teaching Emphasis Model. Promotion and rehiring decisions will be made considering the faculty member's success in achieving requirements of their model during the evaluation period (see details for Teaching, Supervision and Mentoring in section IV). The Department of Molecular and Cellular Biology follows the University's guidelines concerning lecturers and senior lecturers: *"In most cases, lecturers' and senior lecturers' primary responsibility is teaching and therefore are expected to be highly effective teachers. In most cases, their responsibilities will primarily be devoted to teaching multiple sections of the same undergraduate courses. The heavy teaching load of these individuals constitutes a full workload and offsets the absence of a full range of regular faculty responsibilities that normally rounds out the typical full undergraduate faculty workload at KSU. In rare cases, the responsibilities assigned to a lecturer or senior lecturer may be individualized and differ from the typical lecturer or senior lecturer workload described above. In such cases, the responsibilities must be specified in the FPA."*

Clinical faculty are educator-practitioners in professional departments, who have a background in their disciplinary areas and who practice the discipline in the work setting (KSU Faculty Handbook). Clinical faculty are strongly involved in clinical, classroom, laboratory, and/or field-based teaching, with expectations of high-quality performance in teaching, supervision, and student mentoring. Clinical faculty includes researchers from clinical or industrial settings, health professionals, educator-practitioners and other professionals teaching courses that contribute to an established certification and/or licensure program offered at KSU. Clinical faculty may teach and mentor students in campus and off-campus settings, and they are expected to maintain professional credentials (e.g. certification, licensure) and current practices in their specialty area. This is distinguished from adjunct faculty, who might also be practitioners out in the field, but teach solely in a traditional classroom setting or via online instruction. Specific duties and expectations for faculty following this model will be determined by negotiation with the Department Chair upon contract. However, they do not have specified expectations in scholarship.

#### **B. Teaching-Hybrid Model**

The Teaching-Hybrid Model provides an option for faculty who desire the flexibility to structure the time spent in each performance area in ways that meet their commitments, interests, and talents and departmental needs. The model combines a teaching focus with a secondary emphasis in the area of research and creative activity and/or service. Faculty

on this workload model will have a teaching load of approximately 9 -12 contact hours per week of course instruction per semester. The remainder of faculty effort will be divided between professional service activities and research and creative activity. The proportion of effort that will be placed in each of the three performance areas will be determined by the Department Chair, in consultation with the faculty member, based on departmental, College and University needs, and specified in the FPA. It is expected that faculty following this workload model will spend a greater proportion of effort in professional service (e.g., as course coordinators) than faculty following other workload models. Teaching is the primary responsibility of faculty on this model, and excellence in the area of Teaching, Supervision, and Mentoring is expected.

### **C. Teaching-Research Balance Model**

The Teaching-Research Balance Model provides an option for faculty with interests and talents in research and creative activity. The model provides an opportunity for a teaching focus with a secondary emphasis in research and creative activity. Faculty following this workload model will have a teaching load of 8 – 10 contact hours per week of course instruction per semester (averaging 9 contact hours per week of course instruction over the academic year). Teaching load may be adjusted if provided for or stipulated by a grant or other source. Faculty on this model must participate in a minimum level of service (i.e. allocate no less than 10% of their time to professional service activities). The actual proportion of effort that will be placed in all workload areas will be determined by the Department Chair, in consultation with faculty, based on departmental, College and University needs, and specified in the FPA. Teaching is the primary responsibility of faculty on this model, and excellence in the area of Teaching, Supervision, and Mentoring is expected. Faculty are required to show scholarship in at least one area. This could be scholarship of research and/or scholarship of teaching. The criteria for scholarship are specified in this document (refer to section IV).

### **D. Research Emphasis Model**

The Research Emphasis Model provides an opportunity for faculty to concentrate on specific scholarship activities. Faculty requesting this model must demonstrate exceptional quality and significance of scholarly output relative to others in their field. Criteria used for this workload model include acquisition of external funding; recent and pending publications; collaborations; and potential for continued research outcomes. The typical teaching load for this model will be approximately 6 contact hours per week of course instruction per semester. This can be reduced to one 3 credit hour course per semester if so provided or stipulated by a grant or award. Faculty on this model must participate in a minimum level of service (i.e. allocate no less than 10% of their time to professional service activities). In addition to quality teaching and service commensurate with rank, the faculty member is required to show continued significant progress in scholarship annually in their ARD. It is expected that the faculty member will show a greater level of scholarship (i.e., greater quantity of scholarship and/or products of higher significance) than those following the Teaching-Hybrid or Teaching-Research Balance Models.

### **E. Administrative Emphasis Model**

The Administrative Model provides a workload model for administrative faculty (as defined in Section 3.11 of the KSU Faculty Handbook) with administrative faculty contracts for whom the majority of their time and effort is committed to the administration of the college and the academic departments. The performance criteria for these faculty members will be the aggregate performance of the unit and/or portfolio supervised by the faculty member. Faculty engaged in the Administrative Emphasis Model are required to be active in multiple levels of service and to establish strong and effective leadership practices. The requirement of Teaching and Research and Creative Activity contributions will be assessed within the overall needs of the administrative unit.

## F. Research Faculty Model

The Research Faculty Model provides a workload model for non-tenure track faculty who contribute to the research and creative activity of the Department through engagement in scholarly and creative research appropriate to their field of specialization. Their contributions in this area should have a substantial impact on research in the Department and at KSU. In this regard, research faculty are expected to maintain an active research program that strengthens the research portfolio of the Department. They are not expected to be involved in classroom teaching. However, research faculty may direct undergraduates and graduates in their research, and they may also serve on thesis committees. Any professional service activities will have a research emphasis. Thus, faculty following this workload model will spend 80 -100% of their time on research and creative activity. Time spent performing relevant professional service (e.g. serving as a thesis committee member, performing grant or manuscript reviews, or directing students in their research) will account for 10-20 % of their time. Research faculty are only appointed with a guarantee that all their salary is paid by an extramural grant.

It is assumed that a tenure-track faculty member's workload assignment will vary as the faculty member's interests and activities change through time. The workload model and the proportion of effort that will be placed in each of the three performance areas will be determined by the Department Chair, in consultation with the faculty member, and specified in the FPA (described below in section VI).

## VI. Annual Review of Faculty Performance

Faculty performance is evaluated annually. **The criteria for performance and evaluation will be consistent with the rank of the faculty as outlined in Tables 3 – 6 and Appendix B.** The role(s) upon which each faculty member will be evaluated will be outlined in the member's Faculty Performance Agreement (FPA) for the review period. This agreement is developed by the faculty member in consultation with the faculty member's chair and is subject to approval by the dean. As per University guidelines, if the faculty member and the chair cannot reach agreement on the FPA, the dean will make the final determination.

According to the KSU Faculty Handbook Section 3.2, the FPA lists the faculty member's goals and priorities for a period agreed upon by the faculty member and his or her supervisor(s) to fit current and anticipated circumstances. The FPA must:

- clarify the general responsibilities and relative emphasis of the individual in teaching, scholarship and creative activity, and professional service,
- articulate the way the faculty member's activities relate to the departmental and college mission and goals,
- identify the expectations for scholarly activity in all of the faculty member's performance areas,
- identify the performance area(s) that will include scholarship expectations and describe those expectations,
- clarify how the faculty member will promote student success in at least one of the three performance areas,
- identify how the faculty member will pursue continuous professional growth in one of the three performance areas.

The following year, the faculty member will address the activities and accomplishments in each performance area for the review period in their Annual Review Document (ARD). In the ARD the faculty member should make specific reference to the planned/expected responsibilities and scholarship expectations detailed in the previous year's FPA, note the quality and

significance of reported activities and accomplishments, and state how student success goals were accomplished.

The ARD is evaluated independently by both the chair and the dean. The chair and dean have the right and obligation to factor in degree of difficulty of a faculty member's activities and accomplishments in the evaluation. In addition, the evaluation will take into consideration the faculty member's career stage. Chairs will evaluate faculty members in each of the three performance categories: teaching, research and creative activity, and service, based on a five-point scale.

In addition, chairs will evaluate faculty efforts to promote student success in *at least one* of the areas of 1) Teaching, Supervision, and Mentoring; 2) Research and Creative Activity; 3) Professional Service (when applicable). Although these rubrics will be developed in greater detail at the college and departmental level, they should be developed in alignment with the template below.

If a faculty member has adequately met the activities and goals outlined in the FPA for the review period (addressed in the accompanying ARD), then he/she will be rated no lower than three on a five-point scale. If a faculty member has not met the expectations in any one of the three performance areas (as detailed in their FPA for that review period), they will be rated as 1 or 2 on a five-point scale. An evaluation of four on a five-point scale may be given when a supervisor finds that a faculty member has substantial activities and/or tangible products beyond those outlined in their FPA. An evaluation of "exemplary" (five on a five-point scale) may be given when a supervisor finds that a faculty member far exceeded the department and/or college expectations in the performance area beyond those outlined in their FPA. In the event that a faculty member and chair cannot reach agreement on the evaluation of his/her ARD, the dean will make the final determination.

In the case where a faculty member has been rated as one or two on a five-point scale, the faculty member must provide a formal performance remediation plan (PRP) in their FPA for the next review period. The plan should address *how* deficiencies cited will be corrected by: a) defining the specific goal(s) or outcome(s) that is(are) to be achieved; b) outlining the specific activities that will be undertaken to achieve the goal(s) or outcome(s); c) identifying appropriate sources of faculty development, whether on campus or at other campuses or locations; d) setting appropriate times within the next review period by which the specified activities and goals or outcomes should be accomplished; and e) indicate appropriate criteria by which progress will be monitored. Face-to-face meetings and discussions between the faculty member and chair are required to ensure thorough exploration of all options and clear communication of the understandings reached. Tenured faculty may wish to renegotiate their workload model. See KSU Faculty Handbook 3.12.5 for further description of the performance remediation plan.

If a tenured faculty member receives a “1—Does Not Meet Expectations” or “2—Needs Improvement” on two consecutive annual reviews, the faculty member will undergo a corrective post-tenure review. (KSU Faculty Handbook, Section 3.12). For non-tenured faculty members, the PRP and subsequent steps are suggested for developmental purposes, but completing all these steps is not necessary for non-renewal. For guidance on non-renewal, please see BOR Policy 8.3.4 Notice of Employment and Resignation). A PRP may result in modification of a faculty member’s workload model (BoR Policy Manual 8.3.4, BoR Faculty and Student Affairs Handbook 4.7). This modification may include an adjustment in the proportion of time spent in each performance area or movement to a different workload model. Face-to-face meetings and discussions with the chair are required to ensure thorough exploration of all options and clear communication of the understandings reached.

## VII. Review of Faculty Performance for Promotion and Tenure

From KSU’s Faculty Handbook (Section 3.5 B): “*Experience is correlated with professorial rank, but years of service or successful annual reviews alone are not sufficient to qualify for a promotion in rank.*” From KSU’s Faculty Handbook (Sections 3.5.A): “*Academic tenure is an employment status at the University that assures a tenured faculty member of continuous appointment from contract year to contract year, except under conditions of dismissal, termination, or layoff of tenured personnel due to program modification, for cause or financial exigencies. **Years of service or successful annual reviews alone are not sufficient to qualify for tenure. It should only be granted to those faculty members whose achievements demonstrate the quality and significance expected of their current rank and who demonstrate potential for long-term effectiveness at the University. All tenure track faculty are expected to produce scholarship in at least one performance area ... consistent with departmental, college, and university guidelines ....***”

### Pre-Tenure Review

Pre-tenure review occurs in the third year of a tenure-track faculty member’s employment in the professorial rank. Since it occurs at the beginning of the third year, it considers only two years of service. Its purpose is to provide feedback as to a faculty member’s strengths and weaknesses in their progress toward tenure. This review mirrors the first levels of review for the tenure and promotion process but does not constitute a tenure decision. The evaluation letters provided by the Department P&T Committee, the department chair, and the dean of the college become part of the candidate’s portfolio for later review. The portfolio for pre-tenure review should follow the format outlined in section five of the KSU Faculty Handbook.

If the performance in any of the categories is judged to be not successful/not satisfactory the faculty member must be provided with a PRP. The appropriate supervisor will develop the PRP in consultation with the faculty member with feedback from any committee that participated in the third-year review. The PRP must be approved by the Dean of the academic unit. The faculty member will have one year to accomplish the goals/outcomes of the PRP. This will become part of the official personnel records. (See BOR Academic and Student Affairs Handbook 4.4).

### Promotion and Tenure Review

In addition to the Department’s *Guidelines for Faculty Performance, Promotion, and Tenure*, faculty preparing for promotion and/or tenure should consult the University Faculty Handbook and the CSM Guidelines for Faculty Performance and Evaluation. The information provided here is meant to emphasize some important points concerning preparation of the promotion and tenure portfolio. Two sets of documents must be submitted:

- The first set should contain the university’s portfolio the narrative, a Vitae, previous Annual Review Materials (including ARDs and FPAs), a copy of the Department of MCB’s Faculty Performance Guidelines (with completed signature page), external evaluation letters and a list of links to supporting evidence files (such as Pre-tenure Review Letters) since their last pre-tenure, tenure and/or promotion review, any relevant MOUs as well as previous P&T guidelines if relevant to the timing of a faculty members appointment and review.



- The second set will contain the linked supporting materials. There is no limit to the quantity of supporting evidence (linked materials) that may be included, however the faculty member and department chair are expected to collaborate to ensure that all material is a representative sample of the work completed during the review period.
- The portfolio narrative must address quality and significance of activities, accomplishments, and scholarship performed over the review period, rather than simply listing, or briefly describing products or 'what' was taught/done/accomplished. See the KSU Faculty Handbook for page limitation and format criteria for the narrative.
- The case presented in the narrative must demonstrate a consistent, self-directed progression of professional growth in all areas. The faculty member must communicate a continuity across the years of the review period that transcends individual annual review outcomes.
- External evaluation letters from individuals in the candidate's field of scholarship must be included in the portfolio. Letters must come from faculty in aspirational or peer institutions whose rank is above that of the applicant. For faculty submitting a portfolio requesting promotion from assistant to associate professor and tenure (including early action cases), three external letters will be required. For faculty submitting a portfolio requesting promotion from associate to full professor, three external letters will be required. Most of the letters must come from individuals who are neither co-authors nor dissertation committee members. These letters will evaluate the candidate's research and scholarship products and comment on their significance in the discipline. The candidate and the department chair will collaborate to develop a mutually acceptable, hierarchized list. This process should be initiated early in the spring term to ensure receipt of a letter before the portfolio due date in August. Details concerning external letters can be found in **Appendix A** of this document.
- A favorable review is dependent upon the case made by the faculty member in his/her narrative (and supporting documentation).
- Once a portfolio is submitted, no new material can be added. However, updating information (e.g. a submitted paper being accepted for publication, a submitted grant being awarded funding) may be included in a response letter from the candidate and this information considered by subsequent levels of review. Previous levels of review will not reconsider their decision based on this status change.
- Portfolios that are not complete with all required pages and sections will not be reviewed.

### VIII. Expectations for Promotion and Tenure

Tenure requires prior or simultaneous promotion to the rank of Associate Professor. New tenure track faculty may be initially appointed to the rank of Associate Professor or Professor without the award of tenure (KSU Faculty Handbook, 3.5A). Tenure-track, non-tenure track, and tenured **faculty members seeking promotion should already be meeting the expectations of the next rank.** Faculty members serving in tenure-track positions must be reviewed and recommended for promotion during or before their sixth full academic year of service at KSU or be given a terminal employment contract in their seventh year. The minimum service in rank needed for promotion is four years. Promotion in rank is based upon performance and established criteria, and not the faculty member's time in service. The historical context of the faculty member's hire will be considered during promotion evaluation.

Faculty can be concurrently reviewed for both promotion (from assistant professor to associate professor or from associate professor to full professor) and tenure, but the awarding of tenure can only be approved after a positive decision on promotion has been made. Faculty members serving in tenure-track positions must be reviewed and recommended for tenure during or before their sixth full academic year of service at KSU. To be clear, to be awarded **tenure, a faculty member must meet the expectations for the next professorial rank in each performance area of evaluation** (i.e. teaching, supervision and mentoring, research and creative activity, and professional service) **and demonstrate the intent and capacity to continue developing professionally in all areas.**

The Department of Molecular and Cellular Biology expects that **tenure-track and tenured faculty** seeking promotion in rank and/or tenure will demonstrate effectiveness in the area of Teaching, Supervision, and Mentoring, develop a focused, sustainable and productive research program in their area of expertise, and demonstrate contributions and leadership in the area of professional service. **Specific expectations by rank for each of the performance areas are provided in Tables 3 (Expectations in the Area of Teaching, Supervision and Mentoring), 4 (Expectations in the Area of Research and Creative Activity), and 5 (Expectation in the Area of Professional Service).** Faculty considering application for promotion or tenure are strongly encouraged to consult this document and sections 2 and 3 of the KSU Faculty Handbook.

As indicated in a previous paragraph, tenure-track faculty at the rank of assistant professor should already be meeting the expectations of an **associate professor** in all three performance areas when requesting promotion to that rank. For **promotion to the rank of associate professor**, it is expected that the faculty member will have: 1) demonstrated highly effective teaching and mentoring in their area of expertise; 2) evidence of an established, productive, and sustainable research program for which they are the intellectual driving force; such evidence should include presentations at scientific meetings, peer-reviewed publications, and extramural funding to support their research program (see research workload guidelines section IV,B) 3) demonstrated meaningful contributions and leadership to the department, college, university and/or a professional organization's service efforts (refer to **Tables 3 – 5**).

For **tenure**, faculty members must demonstrate the intent and capacity to continue developing professionally in these areas.

For promotion of tenured faculty to the rank of **professor**, it is expected that the faculty member will be highly accomplished in each performance area appropriate to workload model (refer to **Tables 3 – 5**).

**Lecturers** who have five years of consecutive service at KSU may be considered for optional promotion to senior or principal lecturer. A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service, after serving a minimum of four years in rank (See KSU Handbook, 3.10.1). Non-tenure track faculty should use Tables 5 (PS) and 7 (TSM) as guidelines for expectations at each level. Additional guidelines are indicated in Section IV, subsection A and IV subsection C. A portfolio will be submitted and evaluated at each level of review required by university promotion procedures, following the same schedule of deadlines. The portfolio for promotion to senior or principal lecturer should demonstrate exceptional teaching ability and effectiveness inside and/or outside of the classroom environment and extraordinary value to the institution, especially in the area of teaching and student learning (or highly effective professional service and/or administration and leadership for lecturers/senior lecturers/principal lecturers with these primary responsibilities). Preparation of a portfolio for third year and sixth year performance reviews or post-promotion review is not required.

The guidelines for appointment, reappointment, and promotion of **research faculty** are described in the CSM Guidelines for Appointment and Promotion of Research Faculty. Faculty following this workload model are expected to be fully funded by external grant money, and this position includes *no* possibility of tenure. Annual reappointment is based on 1) the availability of external funds that support the research and the position, and 2) a satisfactory annual review that is performed by the department chair. Research faculty may be assistant research professors, associate research professors, or senior research professors. Typically, the research assistant professor will have an initial appointment funded by an active grant awarded to another member of the College of Science and Mathematics. The requirements and expectations for each rank are provided in Table 7. The process for promotion will be the same as that used for promotion within the tenure-track professorial ranks. A portfolio, following the format and deadlines required by the University, will be submitted, and evaluated at each level

of review required by university promotion procedures.

**Clinical faculty** positions are non-tenure track and are appointed on a year-to-year basis. However, clinical assistant and associate professors may be considered for optional promotion in rank. The minimum service in rank needed for promotion is 4 years. The duties and rank of a clinical faculty member will be established at the time of hiring, based on negotiation with the Department Chair and Dean. Clinical faculty rank (clinical assistant professor, clinical associate professor, or clinical professor) will be based largely on professional background, accomplishments, and experience. In the areas of teaching and professional service, clinical faculty are expected to adhere to the same standards of performance as tenured and tenure-track faculty. The portfolio for promotion should demonstrate exceptional teaching ability, student success metrics in service and/or teaching, supervision and mentoring, professional activities, and professional service and extraordinary value to the institution, especially in the areas established in the faculty member's FPA. See Table 7 for an overview of expected faculty performance in TSM. A portfolio, following the format and deadlines required by the University, will be submitted and evaluated at each level of review required by university promotion procedures. Preparation of a portfolio for third year and sixth year performance reviews is optional.

**Academic Professionals** are non-tenure track positions in which the employee may be assigned a role and responsibilities to meet specific needs related to the university, college and/or departmental mission. The workload for these individuals will be outlined in the situational context of the FPA, specifically following the stipulations outlined in the BOR Policy Manual 8.3.8.4. The employee performance is evaluated for non-tenure track academic professionals through annual reviews. The annual review processes and timelines outlined for non-tenure track faculty in the KSU Faculty Handbook Section 3.13 will be followed for academic professionals. All non-tenure track academic professionals who have served full-time for the entire previous year under written contract have the presumption of renewal for the next academic year unless notified in writing by the Provost or the President of the institution of the intent not to renew. Notice of intent to renew or not renew a non-tenure track academic professional should follow the same schedule as non-tenure track lecturers with the schedule outlined by the Board of Regents in the USG BoR Policy Manual 8.3.4.3 (Employment of Lecturers, Senior Lecturers, and Principal Lecturers).

## IX. Post-Tenure Review

All tenured faculty members, beginning in the sixth year, five full years after the faculty member's most recent promotion, are required to perform a post-tenure review. The primary purpose of post-tenure review is to examine, recognize, and enhance the performance of all tenured faculty members. The overall outcome of the PTR assessment will be categorized as either: (5) exemplary, (4) exceeding expectations, (3) meeting expectations, (2) needs improvement, or (1) not meeting expectations.

A Performance Improvement Plan (PIP) is required for faculty who score a 1 or a 2 during their post-tenure review-(BoR Policy Manual 8.3.5.4, BoR Faculty and Student Affairs Handbook 4.7).

The KSU Faculty Handbook (Section 3.5 C and Section 3.12) describes the PTR review process, PIP Follow-up Actions, and Due Process. . Section 3.12 B describes the submission requirements for the PTR review process. As the annual review documents constitute the "primary evidence" for multi-year reviews, faculty members receiving ratings of "3" ("meeting expectations") or above in all areas of faculty review, as well as in their overall annual reviews during the 5-year period under PTR consideration, may submit an expedited PTR review. Expedited PTR reviews will contain all annual reviews (along with any rebuttal or response documentation) for the period under review, along with a shorter narrative (3-6 pages recommended with a 12-page maximum). No additional materials will be required for the portfolio to be considered complete. Faculty receiving a "1" or "2" rating in any area of review or in their overall annual reviews during any given year under PTR

consideration, will submit the standard (full) set of portfolio materials (section 3.5 C).

#### **X. General Expectations of Faculty**

The Department of Molecular and Cellular Biology requires a baseline of service from all faculty members. This baseline of service (achieving a 3 on a 5-point evaluation scale) includes:

- Meet all classes and deliver the departmentally accepted content for all courses taught
- Attending required department, College and University meetings, seminars, and graduation
- Implementing course evaluations and reflections
- Working effectively with colleagues on appropriate *ad hoc* and chartered committees
- Meeting with students and members of the community on issues related to the mission of the Department and College
- Contributing ideas and effort to improve department offerings and functions  
Implement activities to enhance student success with documentation of at least one metric used if student success is not quantified in another performance area

#### **XI. Revisions to the Departmental Guidelines**

The Department of Molecular and Cellular Biology Promotion and Tenure Committee and Department Faculty Council shall periodically review the Department Guidelines and make recommendations to the Department Chair regarding needed revisions. Requests to review department guidelines and/or make revisions may also come from the Department Chair and/or Dean of the College of Science and Mathematics. When revisions are to be made, the department chair shall convene an *ad hoc* committee comprised of the department P & T committee, and other members of the department faculty appropriate to the process of review and revision of the Guidelines. Revisions to the guidelines shall be voted on by all full-time permanent faculty of the department. Revisions must be approved by the Department Chair, the Dean of the CSM and the Provost.

**Table 2: Workload Models for the Department of Molecular and Cellular Biology**

Workload Model	Average % Effort Given to Each Performance Area:		
	<sup>a</sup> TSM	<sup>b</sup> R&CA	<sup>c</sup> PS
<b>Teaching Emphasis</b>	80–90 (Ex. 12-15 contact hrs./week/ semester)	0 - 10	10 – 20 (4 – 8 hrs./week)
<i>This model will be used primarily by faculty who are hired as ‘Lecturers’.</i>			
<b>Teaching-Hybrid</b>	60-70 (Ex. 9-12 contact hrs./week/ semester)	10 - 30 (avg. 8 – 16 hours/week)	10-30 (4 - 16 hrs. or more/week)
<b>Teaching-Research Balance</b>	50 (Ex. 6–9 contact hrs./week/ semester)	40 (avg. 18 hrs./week)	10 (avg. 4 hrs./ week)
<b>Research Emphasis</b>	40 (Ex. 6 contact hrs./week/semester)	50 (avg. 24 hrs. or more/week)	10 (avg. 4 hrs./week)
<i>Faculty following this model must have demonstrated exceptional quality and significance of scholarly output. If specifically stated in and money is provided for by a grant or other source, a faculty member can reduce the % of effort spent in the area of TSM to 3-5 contact hours per term.</i>			
<b>Research Faculty</b>	0–20 (directed student research)	80 - 100	0-10
<i>This model will be used by faculty hired as research professors, research associate professors, or research assistant professors.</i>			
<b>Clinical Faculty</b>	70-80 (Ex. 10-12 contact hrs./week/ semester)	0 – 10	10 – 30 (avg. 8 or more hrs./week)
<i>This model will be used by faculty hired as clinical professors, clinical associate professors, or clinical assistant professors. Specific duties and expectations for faculty following this model will be determined annually upon contract.</i>			
<b>Administrative Emphasis</b>	0-20 (Ex. One 3 credit course/year)	0-50	50-80
<i>Administrative activities are those that provide direct support to the operations of the department or college. This model is intended to define the workload of the Dept. chair or other administrative faculty on 12-month contracts.</i>			

<sup>a</sup>TSM – Teaching, Supervision, and Mentoring; <sup>b</sup>R & CA – Research and Creative Activity; <sup>c</sup>PS – Professional Service. \* A typical three-contact hour course = 10% of annual workload. See appendix B for details.

**Table 3: Expectations for Promotion and Tenure by Rank for Tenure Track Faculty in the Department of Molecular and Cellular Biology in the Performance Area of Teaching, Supervision, and Mentoring**

General expectations for tenure and promotion in rank are described in section VIII of this document. For **promotion**, faculty members must **already be meeting the expectations of the next rank**. For **tenure**, faculty members must **demonstrate the intent and capacity to continue developing professionally in this area**.

Assistant Professor	Associate Professor	Professor
<p>An assistant professor should:</p> <ul style="list-style-type: none"> <li>• Have a well-stated philosophy of teaching and learning and be able to demonstrate how this philosophy has guided them in the development and selection of classroom pedagogies and activities for the courses they teach.</li> <li>• Be able to demonstrate that they are a competent and effective teacher.*</li> </ul> <p>Be proficient in the delivery of at least one course.</p> <ul style="list-style-type: none"> <li>• Have a clearly defined niche in advising and mentoring of undergraduate and/or graduate students.</li> <li>• Implement activities to enhance student success with documentation of at least one metric used if student success is not quantified in another performance area.</li> </ul>	<p>In addition to continuing the expectations of the assistant professor, the associate professor should demonstrate or develop:</p> <ul style="list-style-type: none"> <li>• Leadership in curricular development in their area of expertise*.</li> <li>• A clearly defined role in mentoring incoming and junior faculty teaching in their area of expertise.</li> <li>• Leadership in advising and mentoring undergraduate and/or graduate students in their area of expertise.</li> <li>• Other advanced activities in this performance area (refer to Section IV).</li> </ul>	<p>The professor is expected to <i>continue performing</i> at the level achieved at the time of promotion from associate to full professor. For promotion of tenured faculty to the rank of <b>professor</b>, it is expected that the faculty member will be highly accomplished the area of teaching appropriate to workload model percentage and be able to support their quality and significance with documented work*</p> <ul style="list-style-type: none"> <li>• as required by the nature of the program and workload model. *</li> </ul>

\*Refer to section IV. A (Teaching, Supervision, and Mentoring) for assessment and demonstration of teaching effectiveness.

**Table 4: Expectations for Promotion and Tenure by Rank for Tenure Track Faculty in the Department of Molecular and Cellular Biology in the Performance Area of Research and Creative Activity.**

General expectations for tenure and promotion in rank are described in section VIII of this document. For **promotion**, faculty members must **already be meeting the expectations of the next rank**. For **tenure**, faculty members must **demonstrate the intent and capacity to continue developing professionally in this area**.

Assistant Professor	Associate Professor	Professor
<p>An assistant professor should:</p> <ul style="list-style-type: none"> <li>• Have evidence that they have established a clearly defined, focused, well-structured research program in their area of competence.</li> <li>• Have evidence that their research program is sustainable.</li> <li>• Have an established peer-reviewed publication and presentation record in their research discipline since joining KSU. In other words, a portion of the effort expended to complete a publication or presentation must be accomplished while a faculty member of KSU.</li> <li>• Implement activities to enhance student success with documentation of at least one metric used if student success is not quantified in another performance area.</li> <li>• With 40% or greater RCA, have secured external funding to support their research/creative activity.*</li> </ul>	<p>In addition to continuing the expectations of the assistant professor, an associate professor should:</p> <ul style="list-style-type: none"> <li>• Have evidence that their scholarship has contributed in a meaningful way to the body of knowledge in their area of expertise.</li> <li>• Have a significant peer-reviewed publication record and demonstrate that they are the intellectual driving force behind the reported scholarship.</li> <li>• Have presentations at meetings.</li> <li>• Is expected to continue contributing to the body of knowledge in their field.</li> </ul>	<p>The professor:</p> <ul style="list-style-type: none"> <li>• Is expected to continue to contribute to the body of knowledge in their area of expertise.</li> <li>• Should have national recognition as evidenced by a record of peer-reviewed publications <i>and</i> broad dissemination in national/international settings.</li> <li>• Should have a record of external funding sufficient to support their research, as required by the nature of the research and workload model.*</li> </ul>

\* Refer to Section IV. B (Research and Creative Activity) for sources of evidence that can be used to address efforts made to secure external funding and correlation of research activity guidelines to percent of RCA workload effort

**Table 5: Expectations for Promotion and Tenure by Rank for Tenure Track Faculty in the Department of Molecular and Cellular Biology in the Performance Area of Professional Service.**

General expectations for tenure and promotion in rank are described in section VIII of this document. For **promotion**, faculty members must **already be meeting the expectations of the next rank**. For **tenure**, faculty members must **demonstrate the intent and capacity to continue developing professionally in this area**.

Assistant Professor	Associate Professor	Professor
<p>An assistant professor should:</p> <ul style="list-style-type: none"> <li>• Have evidence that he or she has contributed in a meaningful manner to department, college, or university service efforts in at least one area.</li> <li>• If they have not been involved significantly in department, college, or university level service, they should be able to demonstrate significant involvement in service to their discipline. Implement activities to enhance student success with documentation of at least one metric used if student success is not quantified in another performance area.</li> </ul>	<p>An associate professor should:</p> <ul style="list-style-type: none"> <li>• Have taken on a leadership role in departmental, college, and/or university service or taken a leadership role in professional service within their discipline.</li> </ul>	<p>The professor is expected to <i>continue performing</i> at the level achieved at the time of promotion from associate to full professor. This will result in a record of service that reflects a pattern of growth and development in breadth, depth, and significance of professional service activities.</p> <ul style="list-style-type: none"> <li>• A full professor is expected to have a significant record of leadership roles at department, college, and/or university committees and/or in the professional/academic community.</li> </ul>



**Table 6: Expectations for Promotion by Rank for non-tenure track Research Faculty in the Department of Molecular and Cellular Biology.**

General expectations for promotion in rank are described in section V-G and VIII of this document. For **promotion**, faculty members must already be meeting the expectations of the next rank. Faculty following this workload model are expected to be fully funded by external grant money, regardless of rank.

Assistant Research Professor	Associate Research Professor	Senior Research Professor
<p>An assistant research professor should:</p> <ul style="list-style-type: none"> <li>• Have evidence of an established a clearly defined, focused, well-structured research program in their area of competence.</li> <li>• Have evidence that their research program is sustainable.</li> <li>• Establish a peer-reviewed publication and presentation record in their research discipline since joining KSU. In other words, a portion of the effort expended to complete a publication or presentation must be accomplished while a faculty member of KSU.</li> <li>• Have evidence (i.e., from external reviews) of ongoing efforts and clear potential to secure independent external funding (as co-principal or principal investigator) to support their research/creative activity.</li> </ul>	<p>In addition to continuing the expectations of the assistant professor, an associate research professor should:</p> <ul style="list-style-type: none"> <li>• Have evidence that their research program has contributed in a meaningful way to the body of knowledge in their area of expertise.</li> <li>• Have a significant peer-reviewed publication record and demonstrate that they are the intellectual driving force behind the reported scholarship.</li> <li>• Have significant presentations at meetings.</li> <li>• Have secured independent external funding as a co-principal or principal investigator and be the intellectual lead on at least one major grant.</li> <li>• Have a minimum of four years of experience at the Assistant Research Professor level (or equivalent) either at KSU or another institution.</li> </ul>	<p>The senior research professor:</p> <ul style="list-style-type: none"> <li>• Is expected to continue to contribute to the body of knowledge in their area of expertise through a well-established, independent research program.</li> <li>• Should have national recognition, as evidenced by a continuous, strong record of peer-reviewed publications <i>and</i> broad dissemination in national/international settings.</li> <li>• Should have a consistent record of continuous external funding to support their research.</li> <li>• Have a minimum of four years of experience at the Associate Research Professor level (or equivalent) either at KSU or another institution.</li> </ul>

**Table 7: Expectations for Promotion by Rank for Non-Tenure Track Lecturers in the Department of Molecular and Cellular Biology in the Performance Area of Teaching, Supervision, and Mentoring**

Lecturer	Senior Lecturer	Principal Lecturer
<ul style="list-style-type: none"> <li>• Have a well-stated philosophy of teaching and learning and be able to demonstrate how this philosophy has guided them in the development and selection of classroom pedagogies and activities for the courses they teach.</li> <li>• Be able to demonstrate that they are a competent and effective teacher using formative, summative and other accepted pedagogical assessment techniques*</li> <li>• Be proficient in the delivery of two or more courses.</li> <li>• Advise and tutor students as a part of instruction contact.</li> <li>• Implement activities to enhance student success with documentation of at least one metric used if student success is not quantified in another performance area.</li> </ul>	<p>In addition to continuing the expectations of lecturer, a senior lecturer should:</p> <ul style="list-style-type: none"> <li>• Demonstrate continued involvement in curricular development in their area of expertise.</li> <li>• Provide evidence of advising and mentoring undergraduate students outside of contact hours.</li> </ul>	<p>The principal lecturer should meet the expectations of a senior lecturer and should:</p> <ul style="list-style-type: none"> <li>• Demonstrate leadership in creating and/or adopting effective instructional practices, or a positive instructional impact beyond instructional settings, such as dissemination of instructional innovation or participation in special teaching activities</li> <li>• Demonstrate leadership in professional service activities within and/or outside KSU</li> </ul>

**Table 8: Expectations for Promotion by Rank for Non-Tenure Track Clinical Faculty in the Department of Molecular and Cellular Biology in the Performance Area of Teaching, Supervision, and Mentoring**

Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor
<ul style="list-style-type: none"> <li>• Have a well-stated philosophy of teaching and learning and be able to demonstrate how this philosophy has guided them in the development and selection of classroom pedagogies and activities for the courses they teach</li> <li>• Be able to demonstrate that they are a competent and effective teacher using formative, summative and other accepted pedagogical assessment techniques*</li> <li>• Be proficient in the delivery of two or more courses</li> <li>• Advise and tutor students as a part of instruction contact</li> <li>• Serve as coordinator in a multi section course</li> <li>• Manage teaching assistants as required</li> <li>• Engage in systematic collection of available data on student learning and/or their learning experience to inform instructional practices (e.g., longitudinal data collaboration across course sections for curriculum improvement)</li> <li>• Implement activities to enhance student success with documentation of at least one metric used if student success is not quantified in another performance area</li> </ul>	<p>In addition to continuing the expectations of lecturer or clinical assistant professor, a senior lecturer or a clinical associate professor should:</p> <ul style="list-style-type: none"> <li>• Demonstrate leadership in curricular development in their area of expertise</li> <li>• Demonstrate leadership in advising and mentoring undergraduate students outside of contact hours</li> <li>• Oversee lab content improvement</li> </ul>	<p>The clinical professor is expected to <i>continue performing</i> at the level achieved at the time of promotion from associate to full professor. In doing so, he/she will be highly effective and accomplished in this area and have made significant contributions to curricular development, and should be able to demonstrate such. The clinical professor should:</p> <ul style="list-style-type: none"> <li>• Demonstrate significant leadership in curricular and instructional initiatives, evaluations in the department or discipline, and/or advising and mentoring</li> <li>• Engage in cross sectional and longitudinal studies that may be articulated to the department and used for curricular improvement</li> <li>• Provide leadership through workshops and other platforms on how to implement activities to enhance student success</li> </ul>

## Appendix A: External Evaluation Letters for Promotion in Rank

As indicated in section VII (Review of Faculty Performance for Promotion and Tenure), external evaluation letters from individuals in the candidate's field of scholarship must be included in the portfolio. For faculty submitting a portfolio requesting promotion (from assistant to associate professor and from associate to full professor), three external letters will be required. These letters will evaluate the candidate's research and scholarship products and comment on their significance in the discipline. The candidate and the department chair will collaborate to develop a mutually acceptable, hierarchized list. This process should be initiated early in the spring term to ensure receipt of a letter before the portfolio due date in August. The details of this process are as follows:

- i. The person submitting a portfolio (herein after referred to as the "candidate") and the department chair/immediate supervisor (herein after referred to as "chair") develop a list of potential evaluators, twice the minimum number of the total required, with the candidate supplying at least half the names on the list.
- ii. During the spring semester prior to submission of the portfolio, the chair and the candidate will discuss potential evaluators and in collaboration will develop a mutually acceptable, hierarchized list. The majority of letters must come from individuals who are neither co-authors nor dissertation committee members. If the candidate and the chair cannot reach agreement on the list of potential letter writers, the dean will make the final determination of the list.
- iii. Individuals who pose a conflict of interest (such as friends, relatives, KSU co-workers) will be removed from the list.
- iv. The candidate chooses 2 of the 3 potential evaluators; the chair chooses 1.
- v. The candidate may veto two names on the chair's initial list with no reasons or explanations required.
- vi. Neither the chair nor the candidate may solicit a letter concerning Scholarship/Creative Activity from outside of the mutually agreed upon list.
- vii. The candidate may choose to solicit a maximum of five additional letters of support in any area of Teaching, and/or Service and/ or Scholarship from outside the mutually composed list. When soliciting such letters, the candidate will include that the writer is asked not to make a tenure/promotion recommendation as such. No individual may write more than one (1) letter of support for a single candidate's portfolio.
- viii. The department chair contacts the potential evaluators (on the mutually composed list) by email or phone requesting their assistance.
- ix. If a potential evaluator accepts, the chair will send them the standard KSU "Letter to External Reviewers," the KSU faculty member's CV, department guidelines for promotion and tenure, and reprints and/or professional portfolios or other documentation as appropriate by discipline. It is unnecessary to have all materials evaluated. The candidate should select the work to be shared with the evaluator. Materials should be shared electronically with the evaluator to the degree possible.
- x. If a potential evaluator declines, the chair will choose another individual in the order of the list.
- xi. Once packets are sent to evaluators, no additional information regarding the candidate's research/creative activity will be sent to the external letter writer.
- xii. The evaluator will send their letter to the department chair who will upload them to the portfolio management system in a section clearly marked "External Letters."
- xiii. If requests are sent to more potential letter writers than are required, and if more than the required numbers are received, all letters will be included in the portfolio.
- xiv. If fewer than the number of letters requested by the chair are received, the chair will so note in the portfolio and the review will proceed.

## Appendix B. Workload Metrics for Each Area of Review

In the College of Science and Mathematics (CSM), workload effort expected in the areas of teaching, research/creative activity (RCA), and service for tenure-track faculty and tenured faculty will vary, depending on their workload model. In the Department of Molecular and Cellular Biology (MCB), teaching percentages are expressed in terms of weekly contact hours per semester; contact hours correspond to the listed course meeting times in the course schedule. 10% teaching corresponds to 3 contact hours per week during a 15-week semester. Accordingly, 60% teaching corresponds a total of 18 contact hours in an academic year. To take into account additional demands of grading, office hours, etc., adjustments (multipliers) are made for class size as follows: class size between 120 and 179 students counts 2x the contact hours, and class size over 180 students counts 3x the contact hours for the course.

For Lecturers and Senior Lecturers, the norms for teaching/ research, creative activity/ service are 90%/ 0%/ 10%.

Workload adjustments are made from these norms depending on whether or not a faculty member is meeting expectations in the current model and on changes in career focus that a faculty member may have.

### Teaching

The KSU faculty handbook states that *"All teaching faculty are expected to emphasize excellence in teaching ..."* Further, the handbook states that *"Teaching effectiveness at KSU will be assessed and evaluated not only from the perspective of the teacher's pedagogical intentions but also from the perspective of student learning,"* and that *"every faculty member is expected to demonstrate scholarly activity in all performance areas."*

To demonstrate excellence in and a scholarly approach to teaching, all faculty are expected to:

1. Collect and evaluate quantitative outcome data regarding student learning. Examples of quantitative instruments include, but are not limited to, pre- and post-test assessments, concept inventory, and student performance in subsequent courses or post-graduation. Faculty members must be prepared to justify the quantitative nature of the outcome data collected.
2. Revise courses from semester to semester based on this outcome data; making these revisions deliberately and then systematically assessing the effect of the revisions on students' learning,
3. Over a rolling 6-year period, participate in at least one Professional development activity such as attending workshops and conferences related to teaching. These may include:
  - a. College of Science and Mathematics Faculty Learning Communities
  - b. KSU Center for Excellence in Teaching and Learning workshops
  - c. Professional Society workshops focused on teaching and learning
4. Over a rolling 6-year period for at least one course, conduct a longitudinal study that demonstrates how your instructional practice and changes to that practice have impacted student outcomes.
5. Implement activities to enhance student success with documentation of at least one metric used if student success is not quantified in another performance area

## Research and Creative Activity (RCA)

The KSU faculty handbook states that *"Scholarly researchers ... approach their scholarship and creative activity in a systematic and intentional manner. They have a clear agenda and plan for their work in this area."* In RCA, during any consecutive 6-year period, tenure-track faculty are expected to:

1. Have 1 peer-reviewed product for every 10% workload effort in RCA over a rolling 6-year period.
  - a. For example, faculty on a 60/30/10 teaching/RCA/service workload model are expected to produce 3 peer-reviewed products in a 6-year cycle. Similarly, a faculty member with a 10% RCA workload is expected to have 1 peer-reviewed product in a 6-year period. It is understood that not all RCA products generated require equal effort or are equal in quality. Therefore, it is incumbent on the faculty members to provide significance and quality metrics for each RCA product, especially in the event they do not meet departmental and college productivity standards.
  - b. Peer-reviewed papers must be published in journals recognized by Google Scholar; faculty members should avoid publishing in journals widely considered to be predatory (e.g. journals that appear in Beall's list).
  - c. In addition to peer-reviewed papers in journals, many of the examples given in section IV of the Departments Faculty Performance Guidelines qualify as peer-reviewed products (funded grants, patents granted, books and book chapters published by commercial publishers, technical reports reviewed by government agencies, etc.). Faculty members must be prepared to justify the peer-reviewed nature of their research products. Products without clear peer-review will not be counted.
2. Have a number of extramural presentations equal to the number of peer-reviewed products in the 6- year rolling time period for the work-load model. Understanding that budgets limit travel and that student travel is a priority for our program, an extramural presentation given by a student describing work done in a faculty member's lab and on which the faculty member is senior author, will count as a presentation.
3. Have a number of internal presentations commensurate with the number of students participating in research in the faculty member's lab. Understanding that students contribute differently to various projects, this number is not required to equal the number of students performing research. An intramural presentation given by (a) student(s) describing work done in a faculty member's lab and on which the faculty member is senior author will count as a presentation. Faculty members must be prepared to justify the number of internal presentations.
4. Implement activities to enhance student success with documentation of at least one metric used if student success is not quantified in another performance area.
5. Generate and submit proposals to funding agencies to sustain their research/scholarship program in accordance with workload model. This activity may include:
  - a. Submitting proposals to external agencies to support RCA efforts
  - b. Using feedback from an unsuccessful proposal submission to focus projects by:
    - i. Obtaining additional preliminary data to demonstrate proof of concept
    - ii. Rework proposal concepts based on referee reports.
  - c. Securing internal funding to seed projects and obtain preliminary data to support subsequent proposals to an external agency. Receiving any internal funding from CSM or

the Office of the Vice President of Research comes with the expectation that a proposal to an external agency will be produced, and internal funding should only seed projects and not be considered as a way of sustaining research/scholarship programs. Internal funding will be considered as meeting the goals of RCA if it results in a proposal to an external agency.

The amount of effort in proposal generation and submission and the type (internal vs. external) and level of activity (frequency of submission) should be appropriate for the percentage of workload dedicated to RCA and should scale with the percentage of effort in a faculty member's workload dedicated to RCA (e.g., a higher percentage of RCA should equate to greater effort and success in external funding). Simply submitting proposals to funding agencies without a clear aim is not enough; the scholarly, iterative process described in the faculty handbook should be followed.

Faculty members in the College of Science and Mathematics with RCA >40% should have success in securing funding from agencies external to the University before consideration of promotion to Professor.

### **Professional Service**

Faculty members in the College of Science and Mathematics will engage in service activities that help advance the mission of the College, and that bring external visibility to the College. The KSU faculty handbook states that *"Good documentation of scholarly service describes the role of the faculty member in each service activity, how he or she uses their expertise in the role, and clearly demonstrates the outcome or impact of the service activity."* Examples of activities include, but are not limited to:

1. Serving on Department, College, and/or University Committees,
2. Providing Ad hoc reviews of manuscripts for professional journals,
3. Providing Ad hoc reviews of proposals to funding agencies,
4. Serving on a funding agency review panel,
5. Serving on the Editorial Board for professional journals,
6. Organizing or presiding over technical sessions of a professional conference,
7. Providing technical assistance based on your disciplinary expertise to a community organization,
8. Providing technical assistance to a local community organization in an educational capacity.
9. Implementing activities to enhance student success with documentation of at least one metric used if student success is not quantified in another performance area.

In Annual Review Documents, simply listing service activities does not address the role played, the unique contribution made, nor the alignment between these activities and the mission of the Department, College and/or University. The faculty member must discuss their contributions in the context of the Department, College and/or University mission, and indicate the quality and significance of their Professional Service activities. Bearing in mind that a service workload of 10% equates to approximately 120 hours per academic year, faculty members should address the time spent on performing each service activity.

### Approval Form for Department Promotion and Tenure Guidelines

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

I confirm that the attached guidelines, dated December 15, 2023, were approved by the faculty of the Department of Molecular and Cellular Biology in accordance with department bylaws:

Dr. Jonathan McMurry  
Department T&P Chair

DocuSigned by:

*Jonathan McMurry*

December 15, 2023

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Signature/ Date

Dr. Melanie Griffin  
Department Chair Approval - I approve the attached guidelines:

DocuSigned by:

*Melanie Griffin*

December 15, 2023

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Signature/ Date

Dr. David Garofalo  
College T&P Committee Approval - I approve the attached guidelines:

DocuSigned by:

*David Garofalo*

December 15, 2023

EE577280EB38468

Signature/ Date

Dr. Vishnu Suppiramaniam  
College Dean Approval - I approve the attached guidelines:

DocuSigned by:

*Vishnu Suppiramaniam*

December 15, 2023

352C5FEE18E44DC...

Signature/ Date

Dr. Ivan Pulinkala  
Provost Approval - I approve the attached guidelines:

DocuSigned by:

*Ivan Pulinkala*

January 30, 2024

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Signature/ Date



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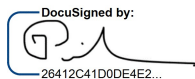


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