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Kennesaw State University
Academic Affairs

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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 12 / 18 / 2023, were approved by the faculty of the Department of Physics in accordance with department bylaws:

Nikolaos Kidonakis DocuSigned by:

5E86512F9C24417... January 11, 2024
 Name (printed or typed) / DFC or P&T chair Signature/ Date

Department Chair Approval - I approve the attached guidelines:

Kevin Stokes DocuSigned by:

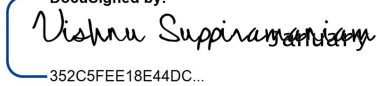
A0687FEB10844409... January 12, 2024
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College P&T Committee Approval - I approve the attached guidelines:

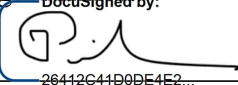
David Garofalo DocuSigned by:

FE577280EB38468... January 12, 2024
 Name (printed or typed) Signature/ Date

College Dean Approval - I approve the attached guidelines:

Vishnu Suppiramaniam DocuSigned by:

352C5FEE18E44DC... January 12, 2024
 Name (printed or typed) Signature/ Date

Provost Approval - I approve the attached guidelines:

Ivan Pulinkala DocuSigned by:

26412C41D0DE4E2... January 30, 2024
 Name (printed or typed) Signature/ Date

Kennesaw State University
College of Science & Mathematics
Department of Physics

Guidelines for Faculty Performance, Promotion, and Tenure

December 18, 2023

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I. Introduction

The Department of Physics is a unit of the College of Science and Mathematics (CSM) at Kennesaw State University. The Department is a collegial and diverse group of scholars who strive for excellence in research, teaching and mentorship, and campus leadership. The work of a university faculty member at Kennesaw State University involves many different facets that include the three areas of: 1) Teaching, Supervising, and Mentoring; 2) Research and Creative Activity; and 3) Professional Service. We believe that individual faculty should develop goals 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 the faculty member in his/her annual evaluations as well as in promotion, tenure, and post-tenure review (P&T and PTR) decisions. This document is designed to provide guidance with respect to the standards of performance expected by the Department of Physics in each of the areas.

II. Alignment of the Department of Physics with the University and College Strategic Plan, Mission, and Faculty Performance Guidelines

All guidelines must adhere to USG policy and KSU guidelines and policy. If any information contained in the department promotion and tenure guidelines contradicts the USG policy or the KSU Faculty Handbook, USG policy and the KSU guidelines and policy will supersede the department guidelines.

The Department of Physics 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 promotion, tenure 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 Physics.

Because department promotion and tenure (P & T) guidelines are discipline-specific and are approved by the dean and the provost as consistent with college and University standards, those guidelines are understood to be the primary basis for promotion, tenure, and post-tenure review recommendations and decisions. Therefore, at all levels of review the rationale for these decisions will be stated in a letter to the candidate with specific and detailed reference to the department review guidelines used to justify the recommendations and decisions that have been made.

III. General Guidelines for Faculty Performance

Faculty performance in the Department of Physics is evaluated following the general guidelines established by the University and specific guidelines and expectations established by the Department. University guidelines concerning performance and evaluation are provided in Section 3 (Review and Evaluation of Faculty Performance) of the KSU Faculty Handbook. University guidelines provide guidance on the processes of annual performance review, promotion, tenure, and post-tenure review. The Faculty Performance Guidelines of the Department of Physics provide department-specific guidelines that will be used as the primary basis for arriving at tenure and promotion decisions. Faculty should consult Section 3 of The KSU Faculty Handbook (available at facultyaffairs.kennesaw.edu) and this document as they establish goals for the Faculty Performance Agreement (FPA) and prepare for the annual review or tenure and promotion process.

Both the Annual Review Document (ARD) and portfolio for promotion and/or tenure are expected to address and document major accomplishments in the performance areas reflected in their FPA. As indicated in the Faculty Handbook (Section 3.4), the portfolio/ARD narrative and documentation should focus on quality and significance. Merely reciting or enumerating individual tasks, courses taught, projects, and accomplishments does not address quality and significance. It is incumbent upon faculty to discuss and evaluate the quality and significance of their accomplishments under review.

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 member 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.

Kennesaw State University strives to give the highest quality education possible. Thus, it is incumbent upon the faculty to provide this education. Highly effective classroom instruction though important is not the only form of education we seek to deliver. Mentoring students in research methodologies is also vital. Research that educates beyond our students is also critical to the success and reputation of our university. Finally, service both to the community and to the university is essential to help with the overall success of the university. As such, these three areas are fundamentally essential for continued faculty employment, tenure and promotion in rank.

A. Teaching, Supervising, 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 effectiveness is considered to be fundamentally essential for continued faculty employment, tenure, and promotion in rank. In the Department of Physics, teaching, supervising and mentoring activities may include, but are not limited to:

- High quality teaching across a variety of instructional settings (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.
- Developing and/or implementing new or innovative instructional materials.
- Curricular (e.g., new course, certificate program, or program) development, modification, implementation and evaluation.
- Grant development for teaching and education related awards.
- 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.
- Mentorship of undergraduate and/or graduate students in degree programs, particularly, in research and scholarship.

- Mentorship of postdocs.

Teaching activities may be considered scholarship when tangible and disseminated results are produced. Examples include:

- Dissemination of results as publications in peer-reviewed scientific and/or professional journals, monographs, book chapters, on-line reviewed publications, technical reports, educational web based products, etc. Peer reviewed work is important when addressing quality indicators.
- 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.).
- Externally funded grants for teaching and education related activities. Note that internal awards, such as Mentor-Protege 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*.
- Textbooks, laboratory manuals, and similar published materials are considered scholarship if they have been externally reviewed.

Faculty are required to include 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 term). 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 group or classroom interviews conducted by someone other than the instructor.
- Sample syllabi, exam, and course materials. However, simply providing syllabi of the course materials without some sort of evaluation is not sufficient to indicate quality teaching.
- 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 KSU's 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 Physics 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.

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

- Establishing and sustaining an active, focused, sustainable, data generating, research program.
- Mentoring undergraduate or graduate students in directed study projects or related research mentorships.
- Building collaborative relationships within the department, college, or university, or with colleagues at other institutions.
- Developing proposals for external and internal awards.

Research rises to the level of scholarship when it becomes disseminated and peer reviewed.

Collaborative, multi-authored, peer-reviewed publications are recognized as research products. For multi-authored papers, you must describe your specific contributions to the publication and indicate the corresponding author and any student authors. Scholarship includes, but is not limited to:

- Discovery or applied research activities disseminated in peer-reviewed scientific and professionally based journals, monographs, book chapter, on-line peer-reviewed 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:

External letter(s) from an individual(s) in the field.

- External letters will be obtained according to the procedures found in the CSM P&T guidelines and the KSU Faculty Handbook.

Peer-reviewed publications

- The quality of the journal.
- The citation number by others in the field.

- The h-index, an index based on an individual's cited papers and the number of citations that they have received in other publications.
- An external review by peer in the field (note: reviewer should disclose the relationship with faculty member).
- Letters from coauthor(s) documenting the quality and significance of the faculty member's contribution.

Grants or Contracts

- Evidence of funded proposal, such as an award notification.
- 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)

Book Chapters

- Publisher reviews of chapter.
- External review by editor(s) or by an expert in the field.

Textbooks or Books

- For textbooks: Number of adoptions relative to comparable textbooks.
- All books: External review by peer in the field.

Online Publishing of New Curricula or Teaching Materials:

- Number of adoptions or uses.
- External letters of support.
- Number of downloads.

Conference Presentations

- Note quality of conference for the research and if it is peer reviewed.
- Note scope of conference (regionally, nationally, or internationally attended).

Invited Colloquia

- Note scope of colloquium (regionally, nationally, or internationally attended) and quality of the colloquium.

Workshops

- Note scope of workshop (regionally, nationally, or internationally attended).
- Participant evaluations.

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.

Patents

- Indicate the type and stage of the patent. Stages of patents may include (in chronological order): invention, disclosure, provisional application, full application, patent granted, and commercialization.

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.

All/Any Forms of Research and Creative Activities

- Award/recognition for work and/or scholarship.

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. Faculty should be able to show that their performance in this area meets the criteria expected for academics in their field. It is imperative that the faculty member themselves clearly define the quality and significance of their work to the committee.

C. Service

i. 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 Physics, 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.
- 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 accredited programs.

- 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 parttime 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.
- Promotional and recruiting activities for the department, college, and/or university.
- Professional review of external accreditation reports or self-studies.
- Editorships/reviewer board membership of professional journals or scholarly books/monographs.
- Professional review of journal articles, books, etc.
- Accreditation self-study development, planning, assessment.
- Other service duties that are mutually agreed upon by the faculty member and the department chair that are not assignable to other areas.
- Mentorship of faculty.

Service activities may be considered scholarship when tangible, disseminated, and peer-reviewed 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:

- Authoring a significant institutional document for the Department, College or University.
- Making significant contributions to writing institutional self-study reports, governance documents or other notable institutional documents.
- Preparation of accreditation reports.

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 (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.

ii. Administrative Service

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 roles 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 service and leadership may include, but are not limited to:

- Faculty reviews of administrative performance.
- Accreditation, growth, 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.

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 Physics recognizes four workload models: Teaching Emphasis, Teaching-Research Balance, Research Emphasis, and Administrative Emphasis. 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 his/her 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 needs, and specified in the FPA. These models are

described below and summarized in Table 1 at the end of this document. The faculty member's workload model will be determined at the time of hiring and stated in the faculty member's offer letter. Changes in the workload model will only be made in special circumstances or changes in the university's or department's mission and require approval by the department chair and dean.

In the Department of Physics, many classes have laboratories, recitations 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/recitation sections. Therefore, in the following workload models teaching workload has been expressed in terms of contact hours. A teaching workload of 10% corresponds to an average of 1.5 weekly contact hours each semester in the academic year. Teaching workload will be determined by the 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.

Upon negotiation with and approval by the chair and the dean, tenured/tenure-track faculty can use 5% of their TSM workload for mentoring undergraduate and graduate students. The specific equivalencies between a faculty member's student mentoring effort and TSM workload are maintained in a separate departmental document approved by the faculty. Regardless of the number of students supervised or mentored in research, no more than 5% of the TSM workload will be attributed to mentoring. If there are a substantial number of students in their research group, the faculty member should consider working with the department administration to create a research course for the students.

A. Teaching Emphasis Model

The Teaching Emphasis Model provides a workload model for faculty employed full-time in a 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 15 contact hours per week of class instruction per semester. They do not have specified expectations in scholarship but are expected to perform selected service activities (e.g., participate in student advisement, serve on committees, serve as a course coordinator, or other necessary tasks or service roles). Faculty may perform research and creative activity (rather than service) as agreed upon in their FPA. **This model is not available to faculty seeking tenure nor to tenured faculty members, but it is available for the promotion of lecturers.**

It is understood that lecturers will generally be on the Teaching Emphasis Model. Lecturers do not have specified expectations in scholarship but may be expected to participate in a minimum level of service (i.e. allocate 0 to 10% of their time to service activities), such as student advisement, serve on committees, or serve in other roles as needed (e.g. course coordinators). 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 Physics follows the University's guidelines concerning lecturers, senior lecturers, and principal lecturers (KSU Faculty Handbook Section 3.10.1):

"In most cases, a lecturer's, senior lecturer's, or principal lecturer's primary responsibility is instructional (i.e., teaching, labs, supervision, clinicals, etc.) and therefore, is expected to be a highly effective teacher. In most cases, those responsibilities will primarily be devoted to teaching multiple

sections of the same undergraduate courses. The heavy teaching load of such 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, senior lecturer, or principal lecturer may be individualized and differ from the typical lecturer, senior lecturer, or principal lecturer workload described above. In such cases, the responsibilities must be specified in the FPA.

Unless otherwise set forth in the Faculty Performance Agreement (FPA), there are no expectations for scholarship. Service responsibilities may be limited to the minimum necessary to successfully teach their assigned courses (e.g., attendance at relevant department meetings and participation on appropriate department committees)."

Lecturers may apply for promotion during the fifth year of service (after serving a minimum of four years in rank). Kennesaw State recognizes three non-tenure track faculty ranks whose primary contribution is teaching: Lecturer, Senior Lecturer, and Principal Lecturer. The process for promotion will be the same as that used for promotion within the professorial ranks. A portfolio, following the format required by the University, will be submitted and evaluated at each level of review required by University promotion procedures, following the same schedule of deadlines. As described in the KSU Faculty Handbook, section 3.10.1, the portfolio for promotion to senior lecturer or principal lecturer should demonstrate exceptional teaching ability and extraordinary value to the institution, especially in the areas established in the faculty member's FPA. Further, a principal lecturer should show evidence of creating or adopting effective instructional practices or a positive instructional impact beyond instructional settings; that is, beyond their own classroom.

B. 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 10% to 30% research workload. 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 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 research and/or scholarship of teaching. The criteria for scholarship are specified in this document (refer to section IV). The criteria for performance and evaluation will be consistent with rank of the faculty as outlined in Tables II - IV located at the end of this document.

C. Research Emphasis Model

The Research Emphasis Model provides an opportunity for faculty to concentrate on research activities. This model is available to research active faculty with more than 30% research workload. Faculty requesting this model must demonstrate exceptional quality and significance of scholarly output.. Criteria that may be used to support a request for this workload model include acquired external funding; recent and pending publications; collaborations; and potential for continued research productivity. This is the default model for tenure-track faculty before tenure, and there is an expectation that these faculty will receive external funding by the time they submit promotion and tenure portfolios. External funding is a requirement for tenured faculty on this model. There will be a transition period for faculty who do not maintain their funding in accordance with CSM policy. 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 FPA. It is expected that the faculty member will show a greater level of scholarship (i.e. greater quantity of scholarship and/or products of more significance) than those following the Teaching-Research Balance Model.

D. 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.

VI. Annual Review of Faculty Performance

A. Faculty Performance Agreement (FPA)

Faculty performance is evaluated annually. The role(s) upon which each faculty member will be evaluated will be outlined in his/her Faculty Performance Agreement (FPA). This agreement establishes the faculty member's workload model and sets his/her goals and priorities for the upcoming review period. The FPA 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 Faculty Performance Agreement (FPA) must:

- *clarify the general responsibilities and relative emphasis of the individual in teaching, scholarship and creative activity, and professional service,*
- *articulate the way in which 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, and*
- *identify the performance area(s) that will include scholarship expectations and describe those expectations.*
- *clarify how the faculty member will promote student success in one of the three areas.*
- *identify how the faculty member will pursue continuous professional growth in one of the three areas”*

The FPA should contain goals and priorities which, if accomplished, would clearly meet or exceed expectations of the faculty member's current rank as outlined in this document and the KSU Faculty Handbook.

B. Annual Review Document (ARD)

Each 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, as well as note the quality and significance of reported activities and accomplishments. The ARD is evaluated independently by both the chair and the dean. 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, scholarship and creative activity, and service—based upon the following five-point scale:

5. Exemplary
 4. Exceeds Expectations
 3. Meets Expectations
 2. Needs Improvement
 1. Does Not Meet Expectations
- (BoR Academic and Student Affairs Handbook 4.4)

In addition, chairs will evaluate faculty efforts to promote student success in *at least one* of the three areas.

A rating of 5 is given when the faculty member far exceeded the department expectations in the performance area. A rating of 4 is given when the faculty member exceeded the department expectations in the performance area. A rating of 3 is given when the faculty member met the department and/or college expectations in the performance area. A rating of 2 is given when the faculty member's efforts and performance fell below department and/or college expectations in the performance area and did not meet the department expectations even at a minimal level. Extensive improvements are needed. A rating of 1 is given when the faculty member neglected their responsibilities in the performance area.

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 if there is a 1 in any area.

Teaching, Supervising, and Mentoring:

Rating 5: For faculty members who meet rating 4 and with one or more of the following.

- National/international awards/recognition for teaching or mentoring.
- Principal authorship of a major textbook.
- Major federal grants as PI associated with Scholarships for Students and/or Student Education/Retention and/or Inclusive Excellence and/or other student success initiatives.

Rating 4: For faculty members who meet rating 3 and with four or more of the following examples (or similar ones) for TSM workload 60% and above; or two or more of the examples for TSM workload less than 60%.

- Development of new courses and curricular improvement including major developments to existing courses.

- New techniques or pedagogies in classes.
- Peer-reviewed publications/conference presentations in teaching.
- Effective mentoring with significant outcomes (publications with students, regional/national student awards, student presentation on the national/international platform, student internships).
- Student success initiatives.
- Local/ regional/internal grants associated with student on Scholarships for Students and/or Student Education/Retention and/or Inclusive Excellence and/or other success initiatives.
- Show evidence of HIP (High Impact Practices).
- Implementation and assessment of evidence based instructional practices.
- Evidence of successful implementation/results of inclusive excellence.

Rating 3: For faculty members who meet all of the following.

- Provide an accurate syllabus for each course at the beginning of the term.
- Meet classes as required.
- Return evaluated materials and feedback in a timely manner.
- Provide evidence of student success.
- Provide evidence in successfully meeting course learning outcomes.
- Engage in scholarly teaching, i.e., in a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, and revised and rethought.

Rating 2: For faculty members with

- Some of the requirements in Rating 3

Rating 1: For faculty members with

- None of the requirements in Rating 3

Research and Creative Activity

RCA >30 %

Rating 5: For faculty members who meet rating 4 and with one or more of the following.

- National/international awards/recognition for research contributions.
- Major multi-year federal grant as PI with funding that includes support for other research personnel (e.g., postdocs) in addition to students.
- Two or more peer-reviewed research publications as leading/corresponding author in a single year
- Authoring a book in the faculty member's area of expertise.

Rating 4: For faculty members who meet rating 3 and with one or more of the following.

- Internal, regional, or conference-level awards or recognitions for research contributions
- External federal funding sufficient to sustain the research of the faculty and their student assistants.

- More than one peer-reviewed research publication as leading/corresponding author per year averaged over a 3-year period.
- Two or more peer-reviewed research presentations in national/international conferences.

Rating 3: For faculty members who meet all of the following.

- External funding sufficient to sustain the research of the faculty member.
- One peer-reviewed research publication with significant documented contributions as author/coauthor per year averaged over a 3-year period.

Rating 2: For faculty members with

- Some of the requirements in Rating 3

Rating 1: For faculty members with

- None of the requirements in Rating 3

RCA 10-30%

Rating 5: For faculty members who meet rating 4 and with one or more of the following.

- External federal funding sufficient to sustain the research of the faculty and their student assistants.
- Authoring a book in the faculty member's area of expertise.
- Receipt of national/international awards for research contributions.

Rating 4: For faculty members who meet rating 3 and with one or more of the following

- External funding for the research of the faculty member
- More than one peer-reviewed research publication with significant documented contributions as author/coauthor per 3-year period for every 10% of research workload
- Peer-reviewed research publications with students as coauthors with documented contributions.

Rating 3: For faculty members who meet all of the following.

- Two peer-reviewed research publications with significant documented contributions as author/coauthor per 3-year period for 30% research workload (and proportionally for smaller RCA workload).
- Documented meaningful student involvement in research activity and presentations.

Rating 2: For faculty members with

- Some of the requirements in Rating 3

Rating 1: For faculty members with

- None of the requirements in Rating 3

Professional Service

Rating 5: For faculty members who meet rating 4 and with one or more of the following.

- Service in a leading role in national organizations
- Service as a member of journal editorial boards
- National/international awards/recognition for service

Rating 4: For faculty members who meet rating 3 and with one or more of the following.

- Service as chair in department/college/university committees
- Multiple service roles as referee for journals or grants agencies

Rating 3: For faculty members who meet two of the following.

- Service in one committee per year per 10% service workload
- Additional committee service
- Service as referee for journals or grants agencies
- Professional service in other roles

Rating 2: For faculty members with

- Some of the requirements in Rating 3

Rating 1: For faculty members with

- None of the requirements in Rating 3

C. Performance Remediation Plan (PRP)

If a tenured or tenure-track faculty member receives a “1 - Does Not Meet Expectations” or “2 - Needs Improvement” in any of the categories during an annual review, the chair of the department and the faculty member will develop a Performance Remediation Plan (PRP). The PRP sets goals, strategies, and timelines for improving performance in the deficient workload area(s). In addition, the PRP will define specific assessment methods for measuring achievement of the goals. If by the next year, the faculty member’s performance has improved to a level 3 or above, the PRP has been successful and no further action will be taken. If however, the faculty member’s performance has not improved to at least level 3, the tenured faculty member will participate in a corrective post-tenure review as described in the Kennesaw State University Faculty Handbook Section 3.12.A.6. This may result in a Performance Improvement Plan (PIP), as described in Section VIII.C of this document. More information on the PRP, corrective post-tenure review, and PIP is found in the Kennesaw State University Faculty Handbook, Section 3.12.A.5, 3.12.A.6, and 3.12.B.4.

VII. Review of Faculty Performance for Promotion and Tenure

From KSUs Faculty Handbook (Section 3.5. Section 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 for cause (see KSU Faculty Handbook Section 4.1.9), termination or layoff of tenured personnel due to

program modification (see BoR Policy Manual 8.3.7.9), or financial exigencies, or after an unsuccessful performance improvement plan (PIP). The awarding of tenure is a highly important decision through which the University incurs a major commitment to the individual faculty member well into the future. 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 an Associate Professor and who demonstrate potential for long-term effectiveness at the University. Tenure requires prior or simultaneous promotion to the rank of Associate Professor.

Faculty preparing for promotion and tenure are strongly encouraged to consult the University Faculty Handbook. The information provided here is meant to emphasize a few important points concerning preparation of the portfolio:

- The portfolio narrative must address quality and significance of activities, accomplishments, and scholarship performed over the review period, rather than simply listing/presenting products or 'what' was taught/done/accomplished.
- 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.
- A favorable review is dependent upon the case made by the faculty member in his/her narrative (and supporting documentation). A poor narrative and/or lack of relevant documentation is grounds for a negative decision.
- Candidates must make sure that their portfolio is complete. Failure to include necessary pages, documents, and or sections may result in the packet not being reviewed. Once a portfolio is submitted, no new material can be added. However, "updating" information (e.g., a paper going from submitted to accepted or a grant going from submitted to funded) may be included in a response letter and considered by subsequent levels of review. This is a simple "status" change of something already submitted; it is not considered a submission of new information. Previous levels of review will not reconsider their decision based on this status change.
- Candidates for promotion and/or tenure must have external letters from the candidate's field of scholarship as part of their packet. This includes all tenure-track faculty and those non-tenure track faculty with an FPA of 50% or more in scholarship. External letters are not required for Post-Tenure Review. The external letters will be obtained following the policies and procedures found in the CSM P&T guidelines and the KSU Faculty Handbook.
- Only faculty at the same rank or above will be allowed to vote on Promotion and Tenure decisions. Thus, there must be at least three voting members on the Department Promotion and Tenure committee and all members must be tenured. When voting is completed, the vote tally for and against recommending promotion and/or tenure must be recorded on the coversheet (but not names of individuals casting those votes).
- The College review committee is allowed to examine all portfolios being put forth in that college as they deem necessary. Furthermore, any party can request a review by the College review committee.

VIII. Expectations for Tenure and Promotion

A. Pre-Tenure Review

The first of the two parts of the tenure review process is a pre-tenure review. Pre-tenure review takes place 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 does not constitute a tenure decision. The electronic portfolio for pre-tenure review should follow the format outlined in the most recent KSU Faculty Handbook. The evaluation letters provided by the Promotion and Tenure Committee, the department chair, and the dean of the college become part of the candidate's portfolio for later review. If performance in any workload area is judged to be not successful or not satisfactory, the faculty member will be required to undergo a Performance Remediation Plan (PRP) as described in Section VI.C of this document.

B. Promotion and Tenure

To be awarded tenure, a faculty member must meet the expectations for his or her rank in each performance area of evaluation (i.e., teaching, supervision and mentoring, research and creative activity, and professional service). For faculty who entered KSU at the assistant professor rank or above, the probationary period is 5 to 6 years of service in rank, with a mandatory review for tenure being conducted in the sixth year of employment according to the University's tenure and promotion calendar.

Faculty members seeking promotion should already be meeting the expectations of the next rank. University guidelines specify the minimum service in rank that is necessary before promotion can be requested: for faculty without credit for previous work experience, 5 years as assistant professor for promotion to associate professor; for faculty receiving credit for previous work experience, 4 years as assistant professor for promotion to associate professor; 5 years as associate professor for promotion to professor. Promotion in rank is based upon performance and established criteria, and not the faculty member's time in service.

The Department of Physics expects that tenure-track and tenured faculty seeking tenure and/or promotion in rank will demonstrate effectiveness and leadership in Teaching, Supervision, and Mentoring, develop a focused, sustainable, and productive research program in their area of expertise, and demonstrate significant contributions and leadership in professional service. Specific expectations by rank for each of the performance areas are provided in Tables II (Expectations in the Area of Teaching, Supervision and Mentoring), III (Expectations in the Area of Research and Creative Activity), and IV (Expectation in the Area of Professional Service). Faculty considering application for tenure or promotion are strongly encouraged to consult Section 3.5 (General Expectations for Tenure, Promotion and Post-Tenure Review) of the KSU Faculty Handbook.

For promotion to the rank of professor, it is expected that the faculty member will be highly accomplished in each performance area (refer to Tables II -IV). After promotion to associate professor, a faculty member considering promotion to professor must continue to focus his/her efforts in research and creative activity. In addition, the faculty member must excel in one other performance area. A professor is expected to demonstrate that he/she is a highly accomplished teacher and mentor; is a nationally recognized scholar, as evidenced by a continuous record of peer-reviewed publications and broad dissemination in

national/international settings; and has a well-established record of service that reflects a pattern of growth and development in breadth, depth, leadership, and significance of professional service activities.

C. Post-Tenure Review

KSU's policy on post-tenure review affects all faculty who are tenured at Kennesaw State University. A tenured faculty member will be expected to have a required post-tenure review, five full years after the award of tenure and at five-year intervals (occurring in the sixth year) thereafter, unless one of several intervening circumstances occurs (see the Faculty Handbook).

In 2021, the Board of Regents modified its post-tenure review policy to include a five point scale to evaluate each of the three areas during annual reviews, which at KSU has also been adopted for post tenure review; a performance improvement plan for faculty who score a 1 or a 2 during their post-tenure review; and a corrective post-tenure review leading to a performance improvement plan for faculty who score a 1 or a 2 in any performance area during two consecutive annual reviews (BoR Policy Manual 8.3.5.4, BoR Academic and Student Affairs Handbook 4.7).

The primary evidence to be considered by review committees/administrators for post-tenure review consists of the five most recent annual evaluations and a current curriculum vitae (see KSU Faculty Handbook Section 3.12 for the review process and portfolio instructions). Post-tenure review also considers the broader peer and administrator perspectives provided by members of the College Promotion and Tenure Committee and by administrative levels of review.

Post-tenure review will result in an assessment of the strengths and weaknesses in the quality and significance of a faculty member's performance in the context of individual roles and responsibilities. The overall outcome of the performance will be assessed on a five-point scale:

- 5 – Exemplary
- 4 – Exceeds Expectations
- 3 – Meets Expectations
- 2 – Needs Improvement
- 1 – Does Not Meet Expectations

Expedited Post-Tenure Review

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.

Successful Post-Tenure Review

A successful post-tenure review results from a faculty member who receives a 3 or higher on their overall post-tenure review score.

In cases where the faculty member receives a score of 3 or higher, no formal faculty improvement plan is required. The results of the post-tenure review are likely to reveal that the faculty member is performing well, and any development activity would focus on further enhancing the faculty member's performance.

If a faculty member receives a 4 or 5 on a traditional five-year post-tenure review, they will be entitled to a one-time monetary award. Faculty will then be eligible for the same award in five years (and no sooner than five years) at their next post-tenure review. Faculty who undergo a corrective or elective post-tenure review, on the other hand, are not eligible for this one-time award.

Unsuccessful Post-Tenure Review

A faculty member who receives a 1 or 2 in the context of a post-tenure review is one whose post-tenure review is deemed unsuccessful. In this case, a formal performance improvement plan (PIP) must be written. (See KSU Faculty Handbook Section 3.12.)

IX. General Expectations of Faculty

The Department of Physics requires a baseline of service from all faculty members. This baseline of service includes:

- Meet all classes and deliver the departmentally accepted content for all courses taught;
- Attend required department, College and University meetings;
- Work effectively with colleagues on appropriate *ad hoc* and chartered committees;
- Meet with students and members of the community on issues related to the mission of the department and College;
- Contribute ideas and effort to improve department offerings and functions.

X. Revisions to the Departmental Guidelines

The Department of Physics 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 chair, the dean of the CSM and the provost.

XI. Summary Tables: Expectations for Promotion and/or Tenure

Table I. Expectations for promotion by rank for non-tenure track faculty in the Department of Physics in the performance area of Teaching, Supervision, and Mentoring (TSM). For promotion, faculty members must already be meeting the expectations of the next rank.

Lecturer	Senior Lecturer	Principal Lecturer
<p>A lecturer should:</p> <ul style="list-style-type: none"> • Have a well-stated philosophy of teaching and learning. They will be able to demonstrate how this philosophy has guided them in developing and selecting classroom pedagogies and activities for the courses they teach. • Demonstrate that they are a competent and highly effective teacher*. • Show evidence of student success initiatives • Show evidence of data collection to assess student learning and analyze outcomes to make continuous improvements. • Show evidence of effective student engagement in the classroom. 	<p>In addition to continuing the expectations of the lecturer, the senior lecturer should demonstrate the majority of the following:</p> <ul style="list-style-type: none"> • Contributions in course and/or curricular development, including course revamping and coordination. • Innovative pedagogical approaches designed to meet the needs of student learning. • A well-defined role in mentoring incoming lecturers. • Evidence of successful implementation and/or results of inclusive excellence. • Evidence of improving student success. • Evidence of professional growth activities to enhance teaching skills. 	<p>In addition to the expectations of the senior lecturer, the principal lecturer should show evidence of creating or adopting effective instructional practices or a positive instructional impact beyond instructional settings. This may be demonstrated by one or more of the following:</p> <ul style="list-style-type: none"> • Dissemination of instructional innovation or participation in special teaching activities. • Scholarship of teaching and learning, such as creation of published teaching materials (manuals, problem-solving guides, lecture materials, etc.). • External funding for evidence-based educational activities or student stipends. • Successful integration of teaching and research or teaching and service.

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

Table II. Expectations for tenure and promotion by rank for faculty in the Department of Physics in the performance area of Teaching Supervising, and Mentoring (TSM). 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.

Assistant Professor	Associate Professor	Professor
<p>An assistant professor should:</p> <ul style="list-style-type: none"> • Have a well-stated philosophy of teaching and learning. They will 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; • Be able to demonstrate that they are a competent and highly effective teacher*; • Be proficient in the delivery of two courses; • Have teaching skills and knowledge sufficient to mentor an incoming assistant professor in one of the two courses; • Have a clearly defined niche in advising and mentoring of undergraduate and/or graduate students. 	<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"> • Leadership in curricular development in their area of expertise; • A clearly defined role in mentoring incoming and junior faculty teaching in their area of expertise; • Leadership in advising and mentoring undergraduate and/or graduate students in their area of expertise; • Other advanced activities in this performance area (refer to Section IV). 	<ul style="list-style-type: none"> • The professor is expected to continue performing 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. • For promotion to Professor, faculty with 60-80% TSM workload must have national recognition in TSM. • Additionally, a professor with 60-80% TSM workload is expected to demonstrate significant leadership in curricular and instructional initiatives, evaluations in the department or discipline, and/or advising and mentoring.

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

Table III. Expectations for tenure and promotion by rank for faculty in the Department of Physics 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.

Assistant Professor	Associate Professor	Professor
<p>An assistant professor should:</p> <ul style="list-style-type: none"> • Have evidence that they have established a clearly defined, focused, well-structured research program in their area of competence. • Have evidence that their research program is sustainable. • 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. • Have evidence of ongoing efforts to secure external funding to support their research/creative activity. 	<p>In addition to continuing the expectations of the assistant professor, an associate professor should:</p> <ul style="list-style-type: none"> • Have evidence that their research program has contributed in a meaningful way to the body of knowledge in their area of expertise. • Have a significant peer-reviewed publication record and demonstrate that they are the intellectual driving force behind the reported scholarship • Have presentations at meetings • Have evidence of a focused concerted effort • Have external funding to support their research program if their RCA workload is more than 30%. 	<p>The professor:</p> <ul style="list-style-type: none"> • Is expected to continue to contribute to the body of knowledge in their area of expertise. • Should have national recognition as evidenced by a continuous record of peer-reviewed publications <i>and</i> broad dissemination in national/international settings. • Should have a record of competitive external funding to support their research if their RCA workload is more than 30%.

Table IV. Expectations for tenure and promotion by rank for faculty in the Department of Physics 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.

Assistant Professor	Associate Professor	Professor
<p>An assistant professor should:</p> <ul style="list-style-type: none"> • Have evidence that he or she has contributed in a meaningful manner to department, college or university service efforts in at least one area. • 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. 	<p>An associate professor should:</p> <ul style="list-style-type: none"> • Have taken on a leadership role in departmental, college, university service or taken a leadership role in professional service within their discipline. 	<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 well-established record of service that reflects a pattern of growth and development in breadth, depth, and significance of professional service activities.</p> <p>A Professor who has more than 10% workload in this area is expected to have a significant record of leadership roles at department, college, and/or university committees and/or in the professional/academic community.</p>

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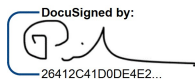


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