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PC**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 November 14, 2023, were approved by the faculty of the Department of Chemistry and Biochemistry in accordance with department bylaws:

Carol Chrestensen
Name (printed or typed) / DFC or P&T chair

DocuSigned by:
Carol Chrestensen November 16, 2023
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Signature/ Date

Department Chair Approval - I approve the attached guidelines:

christopher Dockery
Name (printed or typed)

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Christopher Dockery November 16, 2023
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Signature/ Date

College P&T Committee Approval - I approve the attached guidelines:

David Garofalo
Name (printed or typed)

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David Garofalo November 16, 2023
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College Dean Approval - I approve the attached guidelines:

vishnu Suppiramaniam
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Vishnu Suppiramaniam November 16, 2023
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Signature/ Date

Provost Approval - I approve the attached guidelines:

Ivan Pulinkala
Name (printed or typed)

DocuSigned by:
Ivan Pulinkala December 1, 2023
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Signature/ Date

RHM - 08 Sept 16

Kennesaw State University College of
Science & Mathematics
Department of Chemistry and Biochemistry
Guidelines for Faculty Performance, Tenure, and
Promotion

November 14, 2023

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1 I. Introduction

2 University guidelines concerning performance and evaluation for tenure and promotion
3 are provided in the KSU Faculty Handbook available on KSU's Academic Affairs
4 website. The guidelines published here are intended to support and elaborate on
5 University and College guidelines as applied to faculty in the Department of Chemistry
6 and Biochemistry. This document provides Department-specific guidelines that will be
7 used as the primary basis for arriving at tenure and promotion decisions, post tenure
8 review (PTR), as well as performance in annual review documents (ARD). Faculty
9 should consult the KSU Faculty Handbook and this document as he/she establishes
10 goals and prepares for the annual review and/or tenure and promotion process.

11
12 *Because department promotion and tenure (P & T) guidelines are discipline-specific and*
13 *are approved by Deans and the Provost as consistent with college and University*
14 *standards, those guidelines are understood to be the primary basis for promotion, tenure,*
15 *and post-tenure review recommendations and decisions. Therefore, at all levels of review*
16 *the rationale for these decisions will be stated in a letter to the candidate with specific and*
17 *detailed reference to the department review guidelines used to justify the recommendations*
18 *and decisions that have been made.*

19
20 *All guidelines must adhere to USG policy and KSU guidelines and policy. If any information*
21 *contained in the college or department promotion and tenure guidelines contradicts the*
22 *USG policy or the KSU Faculty Handbook, USG policy and the KSU guidelines and policy*
23 *will supersede the department (or college) guidelines.*

24
25 The three basic performance areas in which faculty must be evaluated at KSU are teaching,
26 scholarship and creative activity, and professional service. Faculty are required to highlight
27 activities promoting student success in at least one of the three performance areas in both
28 their annual reviews and in their multi-year reviews. The overall outcome of the faculty's
29 performance will be assessed on a five-point scale:

- 30 5 – Exemplary
31 4 – Exceeds Expectations
32 3 – Meets Expectations
33 2 – Needs Improvement
34 1 – Does Not Meet Expectations
35

1 II. Workload Models

2 University guidelines specify that each department will establish flexible guidelines as
3 to the expectations of faculty members in the three faculty performance areas. The
4 university workload models are defined in the KSU Faculty Handbook in sections 3.10,
5 3.7, and 2.2. (*n.b.*, Examples are provided, but not every possible model is defined.)
6 These models take into consideration departmental, college and university needs, and
7 the professional goals of faculty.
8

9 It is probable that a faculty member will have different emphases and assignments at
10 different points in his/her career and will therefore consider transitioning between
11 available models. As each model contains a degree of flexibility, the specific workload
12 will be developed by the faculty member and the chair and specified in the yearly faculty
13 performance agreement (FPA). In all models, special circumstances/assignments may
14 warrant a reduction in teaching as negotiated with the chair on the FPA. The faculty
15 member's workload model will be determined at the time of hiring and stated in the
16 faculty member's offer letter. Changes in the workload model will only be made in
17 special circumstances or changes in the university's or department's mission and
18 requires approval by the department chair and dean. For all assigned courses, whether
19 lecture or laboratory format, teaching workload is expressed in terms of contact hours,
20 not credit hours.
21

22 A. Non-Tenure Track Model

23 This model provides a workload for faculty employed full-time in a non-tenure
24 seeking position with annual review and a renewable contract, whose primary
25 responsibilities are in the teaching and supervision of students in a variety of settings.
26 Faculty following this model typically carries a teaching load of 15 contact hours (5
27 classes or equivalent) per week per semester. Non-tenure track faculty do not have
28 specified expectations in scholarship, but may be expected to perform selected service
29 activities, as agreed upon in their FPA. Faculty on this model may participate in
30 professional service (10%). Promotion and reappointment will follow sections 3.6
31 through 3.10 of the faculty handbook.
32

33 B. Tenure Track Balanced Model

34 This model provides an opportunity for a teaching focus with a secondary emphasis in
35 research and creative activity. Faculty following this model will have an average of 9-
36 12 contact hours (3-4 classes or equivalent) per week per semester. Teaching load
37 may be adjusted for grants, contracts or other initiatives related to research activities
38 or significant professional service. All tenure-track faculty are required to show
39 scholarship in discipline specific research and/or scholarship of teaching and
40 learning. Faculty following this model will have 10-30% SCA. Faculty on this model
41 must participate in professional service (10%). As stated in section 3.3B of the faculty
42 handbook "The norm for workload effort expected in the area of scholarship/creative
43 activity for the typical tenure-track/tenured teaching faculty is 30%" and "any faculty
44 expecting to be tenured and/or promoted requires at least 20% effort in Scholarship
45 and Creative Activity". Promotion and reappointment will follow section 3.5 of the
46 faculty handbook.

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C. Tenure Track Research Model

This model provides an opportunity for faculty to concentrate on specific scholarship activities. Criteria that may be used to support a request for this workload model may include but are not limited to acquired external funding; recent and pending publications; collaborations; and potential for continued research outcomes. The typical teaching load for this model will be 3-9 contact hours (1-3 classes or equivalent) per week per semester. Faculty following this model will have 40-70% SCA. Faculty on this model must participate in professional service (10%). The faculty member is required to show continued significant progress in scholarship annually in their ARD/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 other models. Promotion and reappointment will follow section 3.5 of the faculty handbook.

III. Department Specific Guidelines for Each Area Review

The department will follow section 3.12 of the faculty handbook regarding the faculty review process. The three areas of faculty performance are: 1) Teaching, Supervising, and Mentoring (TSM); 2) Scholarship and Creative Activity (SCA); and 3) Professional Service (PS). *Faculty are to highlight activities promoting student success in at least one of the three performance areas: Teaching, Scholarship and Creative Activities, and/or Professional Service.* Faculty preparing a portfolio for tenure and promotion (T&P), or post-tenure review (PTR) are expected to address and document accomplishments in the performance areas. This section provides guidance with respect to the standards of performance expected by this Department in each of these areas. Faculty should develop goals each year in the Faculty Performance Agreement (FPA) and Annual Review Document (ARD) process that reflect their unique ways of contributing to the University and Departmental goals in these performance areas.

As indicated in the KSU Faculty Handbook, the portfolio 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. This section provides examples of quality and significance indicators. Lists provided are *not* meant to be exhaustive.

Throughout this section, *scholarship is defined as tangible, disseminated, and peer-reviewed products that arise from faculty activities in any performance area.* Faculty members seeking tenure and/or promotion are expected to produce scholarship in either TSM or SCA. Examples of scholarship include, but are not limited to:

- Dissemination of results (or review articles) in peer-reviewed scientific and/or professional journals.
- Presentations at professional conferences, consortia, seminars.
- Externally funded grants.
- Textbooks, laboratory manuals, educational web-based products, and/or patents.

1 **A. Teaching, Supervising, and Mentoring**

2 As stated in the KSU Faculty Handbook "*Highly effective teaching and learning are*
3 *the central institutional priorities of Kennesaw State University.*" As such, teaching
4 and mentoring effectiveness is considered to be fundamental and essential for
5 continued faculty employment, tenure, and promotion in rank.

6
7 Faculty members are expected to approach their teaching in a *scholarly manner*,
8 meaning they engage in a cyclical process that is deliberate and intentional,
9 systematic and planned, measured and evaluated, revised and rethought. TSM
10 activities may include, but are not limited to:

- 11 • Teaching across a variety of instructional settings (classroom, instructional
12 laboratory, seminar, directed study, undergraduate and graduate research
13 and scholarship, study abroad, etc.).
- 14 • Incorporating new pedagogical methods into classes, such as group
15 activities, writing exercises, teaching with technology, etc.
- 16 • Developing new courses or curricula (i.e., new course, certificate program,
17 or program) development, modification, implementation and evaluation.
- 18 • Advising students in our degree programs and career mentorship.
- 19 • Mentoring undergraduate and/or graduate students in research.
- 20 • Supervising and mentoring learning assistants, supplemental instruction, peer-
21 leaders, etc.
- 22 • Developing SOTL grants for external and internal awards.
- 23 • Promoting student success.

24
25 To assess *quality and significance*, Faculty are required to present and use at least one
26 complete set of student comments for representative coursework provided through
27 KSU's *online* student evaluation to assess and demonstrate their effectiveness in
28 TSM. A successful portfolio will have multiple measures of student success, some of
29 which do not rely on a student's own impression of their learning. Faculty should
30 specifically address any modifications or improvements that were made (or why none
31 were made) based on the findings of the assessment instrument. Additional sources
32 of evidence that can be used to assess and demonstrate quality and significance of
33 TSM may include, but are not limited to:

- 34 • Peer evaluation of course materials by an experienced faculty member.
- 35 • Externally validated supplemental assessment
36 instruments/rubrics/framework administered by the faculty member or peer
37 (e.g., student questionnaires, pre and post
38 content assessments, etc.).
- 39 • Assessment of student learning.
- 40 • Sample syllabi, exams, and course materials.
- 41 • Student, graduate and alumni acknowledgements.
- 42 • Scholarship generated through TSM.
- 43 • Award/recognition for TSM.
- 44 • Assessment of teaching quality by approved rubrics.

1 **Supervision and Mentoring:**

2 Tenure track faculty can get 5% workload moved from SCA to TSM to account for mentoring
3 undergraduate and graduate students. The workload would account for student equivalents as
4 defined in the department's "Workload Equivalencies for Teaching, Supervision, and Mentoring
5 Document". Non-tenure track faculty serving on thesis committee(s) should negotiate time for
6 the effort in professional service. Regardless of the number of students in the research lab, no
7 more than 5% workload can be moved from SCA to TSM. If there are a substantial number of
8 students in the lab, the faculty member should consider working with the department
9 administration to create a research lab course for students to enroll in. This mechanism may not
10 be used to change expectations for performance in SCA for faculty following the tenure track
11 research model.

12

1 **Table 1A: General Expectations for all faculty in the department of Chemistry &**
 2 **Biochemistry for a successful annual review in the performance area of Teaching,**
 3 **Supervision, and Mentoring**
 4

Assistant Professors and Lecturers	Associate and Full Professors, and Senior and Principal Lecturers
<p>Should</p> <ul style="list-style-type: none"> • Approach their teaching in a scholarly manner as defined in KSU Handbook sections 2.4-2.10 • Have a well-articulated philosophy of teaching and learning and demonstrate how this philosophy has informed the development and selection of classroom activities and assessments. • Provide feedback to students in a timely manner by utilizing a combination of assessments – both summative and formative. • Update teaching material and keep current in their field to improve the quality of teaching. • All tenured/tenure-track research active faculty (SCA>10%) are required to participate in mentoring and supervision of students. 	<p>Should</p> <ul style="list-style-type: none"> • Continue to meet the expectations of the assistant professors and lecturers. <p>Are encouraged to</p> <ul style="list-style-type: none"> • Participate in course development (development of new instructional materials, modification of course logistics, offer/develop capstone courses) to foster inclusive and student-centered learning. • Demonstrate that they are effective mentors for undergraduate students, graduate students, staff, post-docs or junior colleagues.

5
 6 The following list provides examples of TSM activities for various levels of evaluation
 7 on a 5-point scale. This is not an exhaustive list but are suggested activities that should
 8 be evidenced in the TSM accomplishments of the candidate under review. It is
 9 incumbent on the candidate to describe the quality and significance and provide relevant
 10 evidence in their ARD/promotion/PTR portfolio. The department also recognizes that
 11 all relevant accomplishments cannot be captured within the ARD narrative for one
 12 course, and therefore it is incumbent on the faculty member to include additional
 13 evidence toward the overall TSM accomplishments.
 14

1 **Table 1B. Evaluation Criteria for Teaching, Supervision and Mentoring**

Level	Expectations	Criteria
5	Exemplary	Publication of a peer-reviewed SOTL publication, securing external grants related to student success, designing and implementing courses with innovative pedagogy to foster experiential learning or high-impact practices
4	Exceeds Expectations	Securing internal funding for TSM-related activities, leading departmental efforts in curriculum development and course reform, developing and offering new courses aligned with program outcomes, offering existing courses with reformed pedagogy (for example, flipped lectures, PLTL, POGIL, etc.) with demonstrated learning gains
3	Meets Expectations	Fulfill the yearly teaching assignments and meet the general expectations listed in Table 1A.
2	Needs Improvement	Deficiencies in performance expectations listed in Table 1A, (the level to be determined at the chair's discretion).
1	Does Not Meet Expectations	Deficiencies in performance expectations listed in Table 1A, (the level to be determined at the chair's discretion).

2
3 **B. Scholarship and Creative Activity**

4 The Department of Chemistry and Biochemistry recognizes both discipline-based
5 research and Scholarship of Teaching and Learning (SOTL) in the performance area
6 of SCA. The pace of research is acknowledged to vary among the subdisciplines. In
7 addition, research involving student mentorship often takes longer to achieve
8 substantial results. When evaluating faculty from such a range of disciplines,
9 differences in the time required for establishing a research program, time required for
10 data collection and analysis, and need for external funds must be considered.
11 Scholarly activity in research and creative activity may include, but is not limited to:

- 12 • Establishing a sustainable research program.
- 13 • Establishing collaborative relationships within the department, college, or
14 university, or with colleagues at other institutions.
- 15 • Acquiring funding for research from external and internal grants or
16 contracts.

17
18 Evidence that can be used by faculty to assess and demonstrate the quality and
19 significance of SCA may include, but are not limited to (noting that some
20 information is more important for multi-year reviews):

- 21 • Scholarship generated through SCA.
 - 22 o Peer-reviewed publications:
 - 23 • For multi-authored papers, for which you are not the
24 corresponding author be sure to describe your specific
25 contributions to the publication, (documentation of quality and
26 significance of your contribution may include a letter from the

- 1 corresponding author).
- 2 • The citation number by others in the field.
- 3 • The impact factor for the journal, H-index or other metrics suitable
- 4 in your field.
- 5 o Grants or Contracts:
- 6 • Evidence of funded grants or contracts.
- 7 • Degree of competitiveness of the program or funding agency
- 8 (i.e., number of proposals received and funded by the funding
- 9 agency or program).
- 10 • Letter from the PI that documents the significance of your
- 11 contribution to the success of the proposal and your role in the
- 12 proposed project.
- 13 • For unfunded proposals: Significance can be discussed using reviewer
- 14 comments, the proposal score (if given by the funding agency)
- 15 *and/or* a copy of the grant application (include cover page with
- 16 signatures).
- 17 o Book Chapters, online materials, or textbooks:
- 18 • External review by editor(s) or another expert in the field.
- 19 • Number of adoptions or downloads relative to comparable
- 20 textbooks.
- 21 o Conference Presentations:
- 22 • Documentation if presentation was invited.
- 23 • Note scope of conference (regionally, nationally, or
- 24 internationally attended).
- 25 • Acceptance rate.
- 26 o Workshops: Note scope of workshop (regionally, nationally,
- 27 or internationally attended).
- 28 Participant evaluations.
- 29 o Patents:
- 30 • Indicate the type and stage of the patent.
- 31 • Notice of award.
- 32 • Evidence of commercial interest and activity.
- 33 o External evaluation letter(s) from (an) expert(s) in the field must be
- 34 solicited for tenured or tenure-track faculty following section 3.12 of
- 35 the faculty handbook. Most, if not all, of the external reviewers should be
- 36 at or above the rank to which the candidate is seeking promotion and
- 37 should hold academic positions at respected institutions. Such people are
- 38 generally familiar with the expectations of tenure and promotion and can
- 39 speak most authoritatively to the review committees who will read the
- 40 candidate's file. In some cases, reviewers in non-academic positions may
- 41 be better placed to evaluate a candidate's work, in which case it is
- 42 particularly important to establish their credentials in the dossier. Faculty
- 43 must note any personal and/or professional relationship they may have
- 44 with the reviewer.
- 45 o Award/recognition for SCA.
- 46

1
2**Table 2.** SCA Evaluation Criteria for Faculty on the balanced model.

Level	Expectations	Criteria
5	Exemplary	<ul style="list-style-type: none"> Faculty will demonstrate all of the meeting expectations, some of the exceeds expectations and: Success in extramural funding Other well-articulated significant research accomplishment.
4	Exceeds Expectations	<p>Faculty will demonstrate all of the meeting expectations and:</p> <ul style="list-style-type: none"> Multiple presentations of research results as author or co-author at a regional or national scientific meeting/conference in a six-year period. Additional publications in a peer-reviewed scientific journal or book chapter regardless of the author or coauthor status in a six- year period Submission of a grant proposal for external funding in a six-year period as PI or other senior personnel.
3	Meets Expectations	<p>Faculty will demonstrate all of the following:</p> <ul style="list-style-type: none"> Presentation of research results as author or co-author at a regional or national scientific meeting/conference in a six-year period. Given the department historical average publication rate of 0.6 papers per faculty per year, SCA workloads at 30% requires three peer-reviewed disseminated pieces of scholarship per six-year period, 20% requires two peer-reviewed disseminated pieces of scholarship per six-year period, 10% requires one peer-reviewed, disseminated piece of scholarship per six-year review period.
2	Needs Improvement	<ul style="list-style-type: none"> Meets one less criterion than those described in Meets Expectations
1	Does Not Meet Expectations	<ul style="list-style-type: none"> Meets none of the criteria described for Meets Expectations

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1 **Table 3.** SCA Evaluation Criteria for Faculty on the research model.

Level	Expectations	Criteria
5	Exemplary	In addition to meeting the criteria in exceeding expectations the faculty will have: <ul style="list-style-type: none"> • Success in securing significant extramural funding as justified by the PI and nature of the research (for example continuous funding for more than 3 years in a row) Other well-articulated significant research accomplishment.
4	Exceeds Expectations	Faculty will demonstrate all of meeting expectations and: <ul style="list-style-type: none"> • An average number of publications in a peer-reviewed scientific journal or book chapter regardless of the author or coauthor status in a six-year period greater than the number in meets expectation. • Submission of another grant proposals for external funding in a six-year period as PI or other senior personnel, and documented progress toward funding.
3	Meets Expectations	Faculty will demonstrate all of the following: <ul style="list-style-type: none"> • Presentation of research results by undergraduate/graduate student(s) and/or advisor at a regional or national scientific meeting/conference in a six-year period • SCA workloads greater than 30% require an additional publication per six-year period, for each 10% increase in SCA. (40% SCA = 4 publications/6yr period, 50%=5, etc.) • Success in securing extramural funding as PI or senior personnel in a six-year period, or evidence of submitting meritorious grant for pre-tenure faculty
2	Needs Improvement	<ul style="list-style-type: none"> • Meets one less criterion than those described in Meets Expectations
1	Does Not Meet Expectations	Meets none of the criteria described for Meets Expectations

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1 **C. Professional Service**

2 Professional service involves the application of a faculty member's academic and
3 professional skills and knowledge to the completion of tasks which benefit or support
4 individuals and/or groups in the institution, the University System, professional
5 associations, or external communities at the local, state, regional, national, or
6 international levels. University guidelines for professional service can be found in
7 the KSU Faculty Handbook, section 3.3C. In the Department, faculty professional
8 service activities may include, but are not limited to:

- 9 • Leadership and/or active participation in university, college, or department
10 level activities, committees, faculty governance bodies, or student-groups.
- 11 • Leadership and/or significant achievements in activities among
12 professional organizations at the international, national, regional, and state
13 level.
- 14 • Leadership and/or consulting/advising among relevant community, state,
15 regional, national organizations, agencies, schools, or businesses.
- 16 • Outreach to schools, including presentations, teacher workshops, judging
17 science fairs, working with the Chemistry Olympiad and Science Bowl.
- 18 • Service as coordinator for programs, courses or laboratories.
- 19 • Organization of a symposium or workshop at a regional, national, or
20 international conference.
- 21 • Obtaining external funding for programs that provide scholarship funds or
22 resources for students in STEM disciplines (NSF-STEM, NSF-STEP,
23 NSF-REU., etc.).
- 24 • Review of journal articles, books, grants, etc.
- 25 • Mentoring of junior faculty
- 26 • Writing recommendation letters or serving as a reference for students and
27 faculty

28
29 Sources of evidence that can be used by faculty to assess and demonstrate the quality
30 and significance of PS may include, but are not limited to:

- 31 • The impact of the service role on students (or a student population), the
32 department, college, university, and/ or profession.
- 33 • The product(s) developed in the course of a service role (indicate your
34 specific contribution to the product).
- 35 • Policy or procedural changes that result from the service role (note the
36 nature and scope of the change).
- 37 • Recognition by others of your contribution and/or leadership in the service
38 activity.
- 39 • Scholarship generated through PS.
- 40 • Award/recognition for PS.

1 **Table 4.** PS Evaluation Criteria for First-Semester tenure track Faculty and First-Semester
 2 lecturers with 10% or greater PS¹

Level	Expectations	Criteria
4/5	Exceeds Expectations / Exemplary	Complete the criteria in level 3 as well as one of the following where the level (4 or 5) is at the discretion of the Chair. Be a member of a department/college or University committee and attend the meetings. Any activity that the Chair determines is significant and is justified in the ARD narrative
3	Meets Expectations	Faculty are expected to: <ul style="list-style-type: none"> Attend 80% of all faculty meetings, including the college-wide meetings¹ Complete all required compliance certifications such as the Clery Act at the OwlTrain Online Training System
1/2	Does Not Meet Expectations / Needs Improvement	<ul style="list-style-type: none"> Not meeting the criteria described in Meeting Expectations, where the level (1 or 2) is at the discretion of the chair.

3
 4 **Table 5.** PS Evaluation Criteria for Faculty Prior to Pre-Tenure Review (i.e., 3rd Year Review)
 5 and lecturers with 10% or greater PS after Their First Semester¹

Level	Expectations	Criteria
4/5	Exceeds Expectations / Exemplary	Complete the criteria in level 3 as well as the following where the level (4 or 5) is at the discretion of the Chair. Any activity that the Chair determines is significant and is justified in the ARD narrative
3	Meets Expectations	Complete the criteria in level 2 as well as <ul style="list-style-type: none"> Be a member of a department/college or University committee and attend the meetings. Attend 80% of all faculty meetings, including the college-wide meetings¹. Complete all required compliance certifications such as the Clery Act at the OwlTrain Online Training System Attend at least one graduation ceremony a year
1/2	Does Not Meet Expectations / Needs Improvement	<ul style="list-style-type: none"> Not meeting the criteria described in Meeting Expectations, where the level (1 or 2) is at the discretion of the chair.

6

1 **Table 6.** PS Evaluation Criteria for all Faculty with 10% or greater PS After Pre-Tenure
 2 Review¹

Level	Expectations	Criteria
4/5	Exceeds Expectations / Exemplary	Complete the criteria in level 3 as well as the following where the level (4 or 5) is at the discretion of the Chair. Any activity that the Chair determines is significant and is justified in the ARD narrative
3	Meets Expectations	Faculty will do the following yearly: <ul style="list-style-type: none"> • Attend 80% of all faculty meetings, including the college-wide meetings.¹ • Complete all required compliance certifications such as the Clery Act at the OwlTrain Online Training System • Attend at least one graduation ceremony a year. • Be a member of one Department, College, or University committee or other assigned tasks • Provide leadership in a PS arena within the last six years
1/2	Does Not Meet Expectations / Needs Improvement	<ul style="list-style-type: none"> • Not meeting the criteria described in Meeting Expectations, where the level (1 or 2) is at the discretion of the chair.

3 ¹ Unless there is a specific dispensation (e.g., because of a leave of absence, teaching conflict
 4 with meeting times, etc.).

6 **IV. Annual Review of Faculty Performance**

7 According to the KSU Faculty Handbook, faculty should address the following in their
 8 *FPA: the workload model followed for the review period and the relative emphasis in*
 9 *each of the performance areas; a clear detailed description of the general*
 10 *responsibilities planned/expected in each area; an explanation of the manner in which*
 11 *activities relate to departmental and college mission and goals; the scholarly activity*
 12 *expected in each performance area; and a description of the scholarship expectations.*

13 This agreement is developed by the faculty member in consultation with the faculty
 14 member's chair and is subject to approval by the dean. As per University guidelines,
 15 if the faculty member and the chair cannot reach agreement on the FPA, the dean will
 16 make the final determination.

17
 18 The faculty member will address the activities and accomplishments in each
 19 performance area for the review period in their ARD. Evaluation of faculty
 20 performance in each category and overall will be determined. As an example, if a
 21 tenured faculty member on a 60% TSM, 30% RCA, and 10% service model
 22 received 4/5 for TSM, 3/5 for RCA, and 3/5 for PS in their annual review, this
 23 would be calculated as $(4 \times 0.6) + (3 \times 0.3) + (3 \times 0.1) = 2.4 + 0.9 + 0.3 = 3.6$,
 24 rounding to 4 overall. The faculty member should make specific reference to the

1 planned/expected responsibilities and scholarship expectations detailed in the
 2 previous year's FPA, as well as note the quality and significance of reported
 3 activities and accomplishments.
 4

5 The ARD is evaluated independently by both the chair and the dean. If a faculty
 6 member has adequately met the activities and goals outlined in the FPA (addressed
 7 in the accompanying ARD), then he/she will receive a satisfactory evaluation. If a
 8 tenure-track or tenured faculty member has received an unsatisfactory performance
 9 evaluation, a performance remediation plan (PRP) will follow section 3.12.A.5 of
 10 the faculty handbook. . Unsatisfactory annual reviews may result in modification of a
 11 faculty member's workload model. This modification may include an adjustment in the
 12 proportion of time spent in each performance area *or* movement to a different workload
 13 model.
 14

15 **Examples of activities to promote student success** (must be included in one of the three
 16 performance areas) may include, but are not limited to:

- 17 • Student co-author on presentations or publications
- 18 • Student scholarships/awards/REU/etc.
- 19 • Student placements in careers or graduate programs
- 20 • Student engagement in high-impact practices in teaching and/or research
- 21 • Documented student learning gains resulting from impactful pedagogy.
- 22 • Advising student organizations at KSU
- 23 • Providing recommendation letters or serving as a reference for students
- 24 • Organizing or providing support services for students outside of class, for
 25 example common study hours, exam reviews, etc.
 - 26 ○ Training or providing guidance to teaching assistants, learning
 27 assistants, supplemental instructors, Noyce scholars, and others
 - 28 ○ Judging student presentations at symposium (e.g., the KSU Symposium
 29 of Scholars)
 - 30 ○ Writing proposals for funding to support student success initiatives at
 31 KSU.
- 32 • Participating in professional development activities within and/or outside KSU, and
 33 utilize the skills acquired towards fostering student success efforts
 34

35 **V. Review of Faculty Performance for Promotion and Tenure**

36 **A. Pre-Tenure Review**

37 Pre-tenure review takes place in the third year of a tenure-track faculty member's
 38 employment in the professorial rank. Since it occurs at the beginning of the third
 39 year, it considers only two years of service. Its purpose is to provide feedback as to
 40 a faculty member's strengths and weaknesses in their progress toward tenure. This
 41 review does not constitute a tenure decision. The evaluation letters provided by the
 42 Department Review Committee (DRC), the department chair, and the dean of the
 43 college become part of the candidate's portfolio for later review. The portfolio for
 44 pre-tenure review should follow the format outlined in section five of the KSU
 45 Faculty Handbook. If the performance in any of the categories is judged to be not
 46 successful/not satisfactory the faculty member must be provided with a

1 Performance Remediation Plan (PRP).

2
3 **B. Expectations for Promotion and Tenure**

4 *To be awarded tenure, a faculty member must meet the expectations for his or her*
5 *rank in each performance area of evaluation (i.e., teaching, supervising and*
6 *mentoring, research and creative activity, and professional service). For specific*
7 *requirements regarding tenure and the length of probationary period the faculty*
8 *member seeking tenure and/or promotion should consult section 3.5.A and 3.5.B of*
9 *the Faculty Handbook.*

10
11 *Faculty members seeking promotion should already be meeting the expectations of the*
12 *next rank. University guidelines specify the minimum service in rank that is necessary*
13 *before tenure and/or promotion can be requested. The KSU Faculty Handbook should*
14 *be consulted for these specific timelines. Promotion in rank is based upon*
15 *performance and established criteria, and not the faculty member's time in service.*

16
17 The Department of Chemistry and Biochemistry expects that tenure-track and tenured
18 faculty seeking promotion in rank will demonstrate performance at the level of the next-
19 higher rank in all areas: effectiveness and leadership in the area of TSM; development
20 of a focused, sustainable and productive research program in their area of expertise;
21 and significant contributions in the area of professional service. Refer to tables 7-11.

22
23 Faculty considering application for tenure or promotion are strongly encouraged to
24 consult this document and the KSU Faculty Handbook.

25
26 For promotion to the rank of professor, it is expected that the faculty member will be
27 accomplished in each performance area. After promotion to associate professor, a
28 faculty member considering promotion to professor must continue to focus their
29 efforts in producing scholarship and be at 20% SCA or greater the year they go up for
30 promotion. A professor is expected to demonstrate that they are nationally recognized
31 as an accomplished teacher/mentor or as a scholar. There is an expectation that if you
32 have been greater than 20% SCA for the majority of the evaluation period, you will
33 seek promotion as a nationally recognized scholar.

34
35 Evidence for national recognition as a teacher/mentor may include but is not limited
36 to

- 37 • a national award in teaching and/or mentoring,
- 38 • co-authoring an ACS National Examination or similar nationally recognized
39 publication
- 40 • at least one publication as author or co-author that is nationally recognized (for
41 example: multiple citations).
- 42 • oral presentation(s) at a national or international conference

43 Evidence for national recognition as a scholar may include but is not limited to

- 44 • a record of peer-reviewed publications
- 45 • oral presentation(s) at a national or international conference
- 46 • a national award in research

- external funding

Additionally, they must have a well-established record of service that reflects a pattern of growth and development.

Only Full professors can vote on a candidate's promotion to Full professor. Both Associates and Full professors can vote on a candidate's promotion to Associate professor. Associate Professors are to recuse themselves from all discussions and voting on a candidate's promotion to Full. The vote tally for and against recommending promotion and/or tenure is to be recorded on the coversheet (but not names of individuals casting those votes).

Department Chairs, who are Associate Professors, may review the portfolio of any faculty member regardless of rank.

All department chairs, deans, associate deans, VPs, AVPS etc. seeking tenure or promotion must follow the same procedure for soliciting incorporating external letters into their portfolio following the guidelines for teaching faculty.

C. Post-Tenure Review (PTR)

All University System of Georgia institutions must conduct post-tenure reviews of all tenured faculty members. The timing, aims, basis, possible outcomes, and subsequent actions (if any) for a post-tenure review are as specified in the university-level guidelines. To remain in good standing, the faculty member must give clear evidence of their continued: 1) commitment, reliability, and effectiveness as a teacher; 2) activity as a scholarly investigator; 3) professional service to the department, college, university, or larger community; and 4) efforts to promote student success in at least one of the three areas. Please refer to section 3.5C and 3.12 of the KSU Faculty Handbook and **Tables 1-6** above for details on PTR. Faculty receiving a PTR that does not meet expectations (1) or needs improvement (2) will enter a Performance Improvement Plan (PIP) following section 3.12 of the faculty handbook.

VI. Revisions to the Departmental Guidelines

The Department of Chemistry and Biochemistry 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 in accordance with the bylaws. Revisions must be approved by the chair, the dean of the college and the provost.

Table 7. Expectations for Promotion and Tenure by Rank for Faculty in the Department of Chemistry and Biochemistry in the Performance Area of Teaching, Supervising, and Mentoring.

Expectations for tenure and promotion in rank are described in section V.B. of this document. For **promotion**, faculty members must **already be meeting the expectations of the next rank**. For **tenure**, faculty members must meet the expectations for his or her rank in each area of evaluation

Assistant Professor	Associate Professor	Professor
<p>An assistant professor should:</p> <ul style="list-style-type: none"> • Approach his/her teaching in a scholarly manner as defined in section III.A; • Have a well-stated philosophy of teaching and learning and demonstrate how this philosophy has informed the development and selection of classroom pedagogies and activities; • Be proficient in the delivery of two lecture courses; • Advise and mentor undergraduate and/or graduate students; • Update and/or develop teaching material and keep current in his/her field in order to improve the quality of teaching. 	<p>In addition to continuing the expectations of the assistant professor, the associate professor should:</p> <ul style="list-style-type: none"> • Demonstrate that he/she is a knowledgeable in the subject matter and an effective teacher using the quality and significance indicators found in Section III.A. 	<p>The 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 effective and accomplished in this area and have made significant contributions to TSM and should be able to demonstrate such.</p>

Table 8. Expectations for Promotion and Tenure by Rank for Faculty in the Department of Chemistry and Biochemistry in the Performance Area of Scholarship and Creative Activity.

Assistant Professor	Associate Professor	Professor
<p>An assistant professor should:</p> <ul style="list-style-type: none"> • Approach his/her research in a scholarly manner as defined in section III.B; • Begin to develop a clearly defined research program in his/her area of expertise; • Have evidence of sustainability of his/her research program; • Disseminate scholarly work in venues outside of campus; • Show tangible evidence of progress toward receiving external funding, as required by their workload model and nature of their research¹ 	<p>An associate professor should:</p> <ul style="list-style-type: none"> • Demonstrate that he/she is a competent and effective researcher using the quality and significance indicators in section III.B; • Have an established and clearly defined research program in their area of competence; • Have an established record of peer-reviewed publications, • Have obtained external funding to support their research/creative activity, as required by their workload model and nature of their research¹ 	<p>In addition to continuing the expectations of the associate professor, a 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 national recognition using evidence as described in section V.B.; • Have success in securing external funding in the preceding six years, as required by their workload model and nature of their research¹

1. Commensurate with the type of research they are doing (for example, experimental versus theoretical), the personnel they are working with (primarily undergraduate, graduate, post-docs), and the goals of the research.

Table 9. Expectations by Rank for Faculty in the Department of Chemistry and Biochemistry in the Performance Area of Professional Service.

Assistant Professor	Associate Professor	Professor
<p>An assistant professor should:</p> <ul style="list-style-type: none">• Contribute meaningful but limited professional service to the department, college, university or their discipline.	<p>An associate professor should:</p> <ul style="list-style-type: none">• Have taken on a leadership role in at least one of the following: departmental, college, university service or 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.</p>

Table 10: Expectations for Promotion for Lecturers in the Department of Chemistry and Biochemistry

Lecturer	Senior Lecturer	Principal Lecturer
<p>A lecturer should:</p> <p>Provide evidence for scholarly teaching as defined in section III.A;</p> <p>Have a well-stated philosophy of teaching and learning and demonstrate how this philosophy has informed the development and selection of classroom pedagogies and activities.</p> <p>Be proficient in the delivery of at least one lecture and one laboratory course.</p> <p>Provide feedback to students in a timely manner by utilizing a combination of assessments – both summative and formative.</p> <p>Lecturers with >10% PS should clearly articulate the quality and significance of their professional activities (such as their efforts towards curriculum design, academic leadership, coordination, mentoring and/or training)</p>	<p>In addition to continuing the expectations of a lecturer, the senior lecturer should:</p> <p>Demonstrate continued involvement in curriculum development by updating <u>and/or developing</u> new instructional material (such as new laboratory modules, activities directed towards reformed pedagogy, alternative assessments, capstone projects etc.)</p> <p>Participate in professional development activities within and/or outside KSU, and utilize the skills acquired towards fostering student success efforts.</p> <p>Provide clear evidence of student learning and achievement that align with the course learning outcomes.</p>	<p>In addition to continuing the expectations of a senior lecturer, the principal lecturer should:</p> <p>Demonstrate leadership in curriculum development by updating <u>and/or developing</u> new instructional material (such as new laboratory modules, activities directed towards reformed pedagogy, alternative assessments, capstone projects etc.)</p> <p>Demonstrate leadership in professional service activities within and/or outside KSU, and utilize the skills acquired towards fostering student success efforts.</p> <p>Provide clear evidence of student learning and achievement that align with the course learning outcomes.</p>

Table 11. Expectations by Rank for All Performance Areas for Clinical Faculty Members in the Department of Chemistry and Biochemistry.

Clinical Assistant	Clinical Associate	Clinical Professor
<p>Demonstrate a pattern of effective and productive contributions in the discipline. Provide classroom and/or laboratory performance in teaching, supervision, and student mentoring. Serve the Department/College and/or the University at a level appropriate with the workload percentages.</p>	<p>The professional identities of Clinical Associate Professors should become more advanced, more clearly defined, and more widely recognized as their careers progress. The faculty member establishes a strong record of accomplishments with broader impact and recognition within and beyond the University. Expands teaching leadership through course development, curricular development, or service to accreditation initiatives. Demonstrates leadership in service to the Department/College and/or the University and to the field and/or profession.</p>	<p>Clinical Professors have strong records of contribution to and leadership in their specialty area. Clinical Professors are typically characterized as leaders, mentors, and experts, and these accomplishments merit regional, national or international attention and recognition. Clinical Professors continue to grow and develop in their specialty area. Assumes a leadership role in innovative curricular modifications. Demonstrates leadership in service to the Department/College and/or the University and to the field and/or profession.</p>

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
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