

**Kennesaw State University**  
**College of Science & Mathematics**  
**Department of Physics**

Guidelines for Faculty Performance, Promotion, and Tenure

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## Contents

I.	Introduction.....	3
II.	Alignment of the Department of Physics with the University and College Strategic Plan, Mission, and Faculty Performance Guidelines .....	3
III.	General Guidelines for Faculty Performance.....	4
IV.	Department Specific Guidelines for Each Area of Review .....	4
	A. Teaching, Supervision, and Mentoring .....	4
	B. Research and Creative Activity.....	6
	C. Service.....	9
	i. Professional Service .....	9
	ii. Administrative Leadership .....	10
V.	Workload Models .....	11
	A. Teaching Emphasis Model.....	11
	B. Teaching-Hybrid Model.....	12
	C. Teaching-Research Balance Model .....	13
	D. Research Emphasis Model.....	13
	E. Administrative Emphasis Model .....	13
VI.	Annual Review of Faculty Performance .....	14
	A. Faculty Performance Agreement (FPA) .....	14
	B. Annual Review Document (ARD).....	14
VII.	Review of Faculty Performance for Promotion and Tenure .....	15
VIII.	Expectations for Tenure and Promotion .....	16
	A. Pre-Tenure Review .....	16
	B. Promotion and Tenure.....	17
	C. Post-Tenure Review.....	17
IX.	General Expectations of Faculty .....	18
X.	Revisions to the Departmental Guidelines.....	18

## 1 **I. Introduction**

2 The Department of Physics is a unit of the College of Science and Mathematics (CSM) at Kennesaw State  
3 University. The Department is a collegial and diverse group of scholars who strive for excellence in  
4 research, teaching and mentorship, and campus leadership. The work of a university faculty member at  
5 Kennesaw State University involves many different facets that include the three areas of: 1) Teaching,  
6 Supervision, and Mentoring; 2) Research and Creative Activity; and 3) Professional Service. We believe  
7 that individual faculty should develop goals that reflect their unique ways of contributing to the university  
8 and departmental goals. These goals are developed and evaluated each year in the Faculty Performance  
9 Agreement (FPA) and Annual Review Document (ARD) process and serve to support the faculty member  
10 in his/her annual evaluations as well as in promotion, tenure, and post-tenure review (P&T and PTR)  
11 decisions. This document is designed to provide guidance with respect to the standards of performance  
12 expected by the Department of Physics in each of the areas.

## 13 **II. Alignment of the Department of Physics with the University and College Strategic Plan, 14 Mission, and Faculty Performance Guidelines**

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

20 The Department of Physics acknowledges and supports the Resolution on the Primacy of Departmental  
21 Tenure and Promotion Guidelines approved by the Faculty Senate (approved April 9, 2007), which  
22 includes the following:

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

38

39 **III. General Guidelines for Faculty Performance**

40 Faculty performance in the Department of Physics is evaluated following the general guidelines  
41 established by the University and specific guidelines and expectations established by the Department.  
42 University guidelines concerning performance and evaluation are provided in Section 3 (Review and  
43 Evaluation of Faculty Performance) of the KSU Faculty Handbook. University guidelines provide  
44 guidance on the processes of annual performance review, promotion, tenure, and post-tenure review. The  
45 Faculty Performance Guidelines of the Department of Physics provide department-specific guidelines that  
46 will be used as the primary basis for arriving at tenure and promotion decisions. Faculty should consult  
47 Section 3 of The KSU Faculty Handbook (available at [facultyaffairs.kennesaw.edu](http://facultyaffairs.kennesaw.edu)) and this document as  
48 he/she establishes goals for the Faculty Performance Agreement (FPA) and prepares for the annual review  
49 or tenure and promotion process.

50 Both the Annual Review Document (ARD) and portfolio for promotion and/or tenure are expected to  
51 address and document major accomplishments in the performance areas reflected in their FPA. As  
52 indicated in the Faculty Handbook (Section 3.12), the portfolio/ARD narrative and documentation should  
53 focus on quality and significance. Merely reciting or enumerating individual tasks, courses taught,  
54 projects, and accomplishments does not address quality and significance. It is incumbent upon faculty to  
55 discuss and evaluate the quality and significance of their accomplishments under review.

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

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

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

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

71 As stated in the KSU Faculty Handbook "*Highly effective teaching and learning are the central*  
72 *institutional priorities of Kennesaw State University.*" As such, teaching and mentoring effectiveness is  
73 considered to be fundamentally essential for continued faculty employment, tenure, and promotion in  
74 rank. In the Department of Physics, teaching, supervising and mentoring activities may include, but are  
75 not limited to:

- 76 • High quality teaching across a variety of instructional settings (classroom, instructional
- 77 laboratory, seminar, directed study, tutorials, undergraduate and graduate research and
- 78 scholarship, field studies, study abroad, etc.).
- 79 • Incorporating effective pedagogical methods into classes, such as group activities, writing
- 80 exercises, teaching with technology, etc.
- 81 • Developing and/or implementing new or innovative instructional materials.
- 82 • Curricular (e.g. new course, certificate program, or program) development, modification,
- 83 implementation and evaluation.
- 84 • Grant development for teaching and education related awards.
- 85 • Mentoring students either by individual attention during office hours or extra tutoring sessions.
- 86 • Providing student letters of recommendation.
- 87 • Professional student advisement for our degree program or professional school and student career
- 88 mentorship.
- 89 • Mentorship of undergraduate and/or graduate students in degree programs, particularly, in
- 90 research and scholarship.

91 Teaching activities may be considered scholarship when tangible and disseminated results are produced.

92 Examples include:

- 93 • Dissemination of results as publications in peer-reviewed scientific and/or professional journals,
- 94 monographs, book chapters, on-line reviewed publications, technical reports, educational web-
- 95 based products, etc. Peer reviewed work is important when addressing quality indicators
- 96 • Professionally reviewed presentations at conferences, consortia, seminars, etc.
- 97 • The development and dissemination of innovative materials and programs for educators, students,
- 98 or the general public (e.g. museum exhibits, teaching materials, etc.).
- 99 • Externally funded grants for teaching and education related activities. Note that internal awards,
- 100 such as Mentor-Protege Awards, Faculty Summer Research Grants, or Faculty Incentive Awards,
- 101 are considered primarily as seed funding in preparation for pursuit of external grants, and not
- 102 scholarship *per se*.
- 103 • Textbooks, laboratory manuals, and similar published materials are considered scholarship if they
- 104 have been externally reviewed

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

- 111 • Peer evaluation of course materials and delivery by an experienced faculty member, including
- 112 evaluation of written materials, assessment techniques, and in-class delivery methods.
- 113 • Externally validated supplemental assessment instruments administered by the faculty member or
- 114 peer. An externally validated instrument is one that has been endorsed by a peer or other outside
- 115 party. Examples of supplemental assessment instruments include student questionnaires that
- 116 gather learning focused feedback, pre and post content assessments, and concept inventories.

117 Faculty should specifically address any modifications or improvements that were made (or why  
118 none were made) based on the findings of the assessment instrument. It is not sufficient to simply  
119 note that a supplemental assessment instrument is used.

- 120 • Student group or classroom interviews conducted by someone other than the instructor.
- 121 • Sample syllabi, exam, and course materials. However, simply providing a syllabi of the course  
122 materials without some sort of evaluation is not sufficient to indicate quality teaching.
- 123 • Student success after graduation (e.g. acceptance into a graduate or professional program;  
124 securing a job in a related field).
- 125 • Graduate and alumni acknowledgements (comments or letters unsolicited by the faculty member,  
126 e.g. a letter from KSUs Career Services Center indicating that a graduate(s) has recognized you as  
127 making a difference in their academic growth
- 128 • Unsolicited and solicited letters from students (clearly indicate if a letter is solicited or  
129 unsolicited).
- 130 • Teaching and/or advising awards.
- 131 • Scholarship of teaching (publications on innovative teaching strategies).
- 132 •

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

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

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

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

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

151 Scholarship includes, but is not limited to:

- 152 • Discovery or applied research activities disseminated in peer-reviewed scientific and  
153 professionally based journals, monographs, book chapter, on-line peer-reviewed  
154 publications, etc.
- 155 • Industrial research leading to patents, presentations, or publications in refereed journals.
- 156 • Publication and dissemination of research in technical reports written for governmental  
157 agencies if the report is peer-reviewed by other professionals in the field.

- 158 • Publication of peer-reviewed textbooks and review articles.
- 159 • Presentations at professional conferences, consortia, seminars, etc. including any
- 160 presentations produced from student mentorship.
- 161 • Externally funded grants.

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

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

165 Beginning Fall 2018, all tenured and tenure-track faculty, or non-tenure track faculty with an  
 166 FPA of 50% or more in scholarship, who are seeking promotion and/or tenure are required to  
 167 have external review letters in P&T portfolios following the policy and procedures outlined in  
 168 the KSU Faculty Handbook and Appendix A of this document. These letters are used to  
 169 evaluate the faculty member's research and scholarship products within the context of his/her  
 170 area of scholarship.

171 *Peer-reviewed publications*

- 172 • The impact factor for the journal.
- 173 • The citation number by others in the field.
- 174 • The h-index, an index based on an individual's cited papers and the number of citations
- 175 that they have received in other publications.
- 176 • An external review by peer in the field (note: reviewer should disclose the relationship with
- 177 faculty member).
- 178 • For multi-authored papers, describe your specific contributions to the publication and
- 179 indicate the corresponding author and any student authors. Documentation of quality and
- 180 significance of faculty contribution can include letter(s) from coauthor(s).

181 *Grants or Contracts*

- 182 • Evidence of funded proposal, such as an award notification.
- 183 • Degree of competitiveness of the program or funding agency (i.e. number of proposals received
- 184 and funded by the funding agency or program).
- 185 • Letter from other co-PIs (for multi-authored proposals) that documents your contribution to the
- 186 proposal, the significance of your contribution to the success of the proposal, and your role in the
- 187 proposed project.
- 188 • For unfunded proposals: All reviewer comments, the proposal score (if given by the funding
- 189 agency) and a copy of the grant application (include cover page with signatures)

190 *Book Chapters*

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

193 *Textbooks or Books*

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

- 196 *Online Publishing of New Curricula or Teaching Materials:*
- 197 • Number of adoptions or uses.
- 198 • External letters of support.
- 199 • Number of downloads.
- 200 *Conference Presentations*
- 201 • Document if presentation was invited.
- 202 • Note quality of conference for the research.
- 203 • Note scope of conference (regionally, nationally, or internationally attended).
- 204 *Invited Colloquia*
- 205 • Note scope of colloquium (regionally, nationally, or internationally attended) and quality of
- 206 the colloquium.
- 207 *Workshops*
- 208 • Note scope of workshop (regionally, nationally, or internationally attended).
- 209 • Participant evaluations.
- 210 *Technical Reports:*
- 211 • Indicate if report resulted in policy or procedural actions and the scope of the action.
- 212 • External letter(s) of support documenting the quality and value of the report.
- 213 • Serving as expert witness for agency or company.
- 214 *Patents*
- 215 • Indicate the type and stage of the patent. Stages of patents may include (in chronological
- 216 order): invention, disclosure, provisional application, full application, patent granted, and
- 217 commercialization.
- 218 *Supervised Research*
- 219 • Participant author on professional presentation.
- 220 • Participant author on peer-reviewed publication.
- 221 • Documented participant success after graduation, such as acceptance into a professional or
- 222 graduate program or securing a job in a related field.
- 223 *All/Any Forms of Research and Creative Activities*
- 224 • Award/recognition for work and/or scholarship.
- 225 Evaluation of a faculty member's research effectiveness will be based upon evidence that a faculty
- 226 member has systematic inquiry activities associated with teaching or scientific research, the majority of
- 227 which are associated with their research program established at KSU. Further, a faculty member's
- 228 research activities should: a) encompass notable levels of discipline expertise, b) be innovative or
- 229 logically contribute to the discipline or professional knowledge base, c) be replicable or elaborated (i.e.
- 230 sustainable), d) be documented and peer reviewed. Faculty should be able to show that their performance
- 231 in this area meets the criteria expected for academics in their field. It is imperative that the faculty
- 232 member themselves clearly define the quality and significance of their work to the committee.



233 **C. Service**

234 i. Professional Service

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

- 240 • Leadership and/or active participation in university, college, or department level activities,  
241 committees, faculty governance bodies, task forces, etc.
- 242 • Leadership and/or significant achievements in activities among professional organizations at the  
243 international, national, regional, and state level (boards, standing committees, ad hoc committees,  
244 task forces, etc.).
- 245 • Leadership and/or consulting/advising among a broad base of relevant community, state, regional,  
246 or national organizations, agencies, schools, or businesses.
- 247 • Working on outreach to schools (elementary, middle or high schools) and to community  
248 colleges, including presentations at schools, teacher workshops, judging science fairs, working  
249 with the Science Bowl and Science Olympiad, etc.
- 250 • Serving as coordinator for accredited programs.
- 251 • Organizing a regional, national, or international conference.
- 252 • Serving as an official faculty mentor for new faculty.
- 253 • Developing and/or maintaining departmental, college, or university documents such as the part-  
254 time faculty handbook, program brochures, departmental web pages, etc.
- 255 • Supervision and maintenance of shared equipment.
- 256 • Coordinating laboratories or courses.
- 257 • Providing service work to industry not leading to scholarly publications.
- 258 • Leadership (faculty sponsor/advisor) in student-based professional clubs, honor societies, etc.
- 259 • Promotional and recruiting activities for department, college, and/or university.
- 260 • Professional review of external accreditation reports or self-studies.
- 261 • Editorships/reviewer board membership of professional journals or scholarly  
262 books/monographs.
- 263 • Professional review of journal articles, books, etc.
- 264 • Accreditation self-study development, planning, assessment.
- 265 • Other service duties that are mutually agreed upon by the faculty member and the department  
266 chair that are not assignable to other areas.

267

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

- 273 • Authoring a significant institutional document for the Department, College or University.

- 274 • Making significant contributions to writing institutional self-study reports, governance  
275 documents or other notable institutional documents.  
276 • Preparation of accreditation reports.

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

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

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

## 295 ii. Administrative Leadership

296 Administrative leadership describes those activities required of a faculty member or administrator that  
297 provide direct support to operations of the college, department or unit. Faculty with significant  
298 administrative leadership contributions will include the dean of the college, associate and assistant  
299 deans, department chairs, assistant department chairs, center directors, and degree program directors or  
300 coordinators.

301 Administrative leadership roles are assigned by the faculty member's supervisor. Administrative  
302 leadership activities may include:

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

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

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

## 320 V. Workload Models

321 University guidelines specify that each department will establish flexible guidelines as to the  
322 expectations of faculty members in the three faculty performance areas. The Department of Physics  
323 recognizes five workload models: Teaching Emphasis, Teaching-Hybrid, Teaching-Research Balance,  
324 Research Emphasis, and Administrative Emphasis. These models take into consideration  
325 departmental, college and university needs and the professional goals of faculty. It is probable that a  
326 faculty member will have different emphases and assignments at different points in his/her career and  
327 will therefore consider transitioning between available models. The workload model followed will be  
328 determined by the chair, in consultation with the faculty member, based on departmental, college and  
329 university needs, and specified in the FPA. These models are described below and summarized in  
330 Table 1 at the end of this document.

331 In the Department of Physics, many classes have laboratories, recitations or other components that  
332 involve significant effort in terms of time spent, while only counting as one credit hour. In addition, there  
333 may be large single lecture sections that are split into several laboratory/recitation sections. Therefore, in  
334 the following workload models teaching workload has been expressed in terms of contact hours. Teaching  
335 workload will be determined by the chair, in consultation with faculty, based on departmental, College  
336 and University needs. In addition, when establishing a teaching workload for a given semester, the  
337 department chair will take into consideration class size for an assigned course, the number of different  
338 course preparations assigned, and assignment of a new course preparation.

### 339 A. Teaching Emphasis Model

340 The Teaching Emphasis Model provides a workload model for faculty employed full-time in a tenured or  
341 non-tenure seeking position with annual review and renewal, whose primary responsibility and interests  
342 are in the teaching and supervision of students in a variety of settings. Faculty following this model will  
343 typically carry a teaching load of 15 - 18 contact hours per week of class instruction per semester. They  
344 do not have specified expectations in scholarship, but are expected to perform selected service activities  
345 (e.g. participate in student advisement, serve on committees, serve as a course coordinator, or other  
346 necessary tasks or service roles). Faculty may perform research and creative activity (rather than service)  
347 as agreed upon in their FPA. **This model is not available to faculty seeking tenure nor to tenured**  
348 **faculty seeking promotion.** With approval of the department chair, however, a tenured faculty with  
349 specific circumstances, talents and primary interest in this area may choose this model.

350 It is understood that lecturers will generally be on the Teaching Emphasis Model. Lecturers do not  
351 have specified expectations in scholarship but may be expected to participate in a minimum level of  
352 service (i.e. allocate 0 to 10% of their time to service activities), such as student advisement, serve on

353 committees, or serve in other roles as needed (e.g. course coordinators). Promotion and rehiring  
354 decisions will be made considering the faculty member's success in achieving requirements of their  
355 model during the evaluation period (see details for Teaching, Supervision and Mentoring in section  
356 IV).

357 The Department of Physics follows the University's guidelines concerning lecturers and senior lecturers  
358 (KSU Faculty Handbook Section 3.6.B.1):

359 *“In most cases, lecturers’ and senior lecturers’ primary responsibility is teaching and therefore are*  
360 *expected to be highly effective teachers. In most cases, their responsibilities will primarily be devoted to*  
361 *teaching multiple sections of the same undergraduate courses. The heavy teaching load of these*  
362 *individuals constitutes a full workload and offsets the absence of a full range of regular faculty*  
363 *responsibilities that normally rounds out the typical full undergraduate faculty workload at KSU. In rare*  
364 *cases, the responsibilities assigned to a lecturer or senior lecturer may be individualized and differ from*  
365 *the typical lecturer or senior lecturer workload described above. In such cases, the responsibilities must*  
366 *be specified in the FPA.*

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

371 Lecturers may apply for promotion during the fifth year of service (after serving a minimum of four years  
372 in rank).The process for promotion will be the same as that used for promotion within the professorial  
373 ranks. A portfolio, following the format required by the University, will be submitted and evaluated at  
374 each level of review required by University promotion procedures, following the same schedule of  
375 deadlines. The portfolio for promotion to senior lecturer should demonstrate exceptional teaching ability  
376 and extraordinary value to the institution, especially in the areas established in the faculty member's FPA.

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

378 The Teaching-Hybrid Model provides an option for faculty who desire the flexibility to structure the  
379 time spent in each performance area in ways that meet their commitments, interests, and talents and  
380 departmental needs. The model combines a teaching focus with a secondary emphasis in the area of  
381 research and creative activity and/or service. Faculty on this workload model will have a teaching load  
382 of approximately 11-14 contact hours per week of course instruction per semester. The remainder of  
383 faculty effort will be divided between professional service activities and research and creative activity.  
384 The proportion of effort that will be placed in each of the three performance areas will be determined  
385 by the chair, in consultation with the faculty member, based on departmental, college and university  
386 needs, and specified in the FPA. It is expected that faculty following this workload model will spend a  
387 greater proportion of effort in professional service than faculty following other workload models.  
388 Unless agreed upon in a faculty member's FPA, only tenured faculty will follow this workload model.  
389 Teaching is the primary responsibility of faculty on this model, and excellence in the area of Teaching,  
390 Supervision, and Mentoring is expected. Since this model does not have scholarship expectations  
391 those individuals on this model are not eligible for promotion or tenure if applicable.

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

393 The Teaching-Research Balance Model provides an option for faculty with interests and talents in  
394 research and creative activity. The model provides an opportunity for a teaching focus with a  
395 secondary emphasis in research and creative activity. Faculty following this workload model will have  
396 a teaching load of 8–10 contact hours per week of course instruction per semester (averaging 9 contact  
397 hours per week of course instruction over the academic year). Teaching load may be adjusted if  
398 provided for or stipulated by a grant or other source. Faculty on this model must participate in a  
399 minimum level of service (i.e. allocate no less than 10% of their time to professional service activities).  
400 The actual proportion of effort that will be placed in all workload areas will be determined by the  
401 chair, in consultation with faculty, based on departmental, College and University needs, and specified  
402 in the FPA. Teaching is the primary responsibility of faculty on this model, and excellence in the area  
403 of Teaching, Supervision, and Mentoring is expected. Faculty are required to show scholarship in at  
404 least one area. This could be scholarship of research and/or scholarship of teaching. The criteria for  
405 scholarship are specified in this document (refer to section IV). A new faculty member (unless  
406 otherwise stated in writing by the department chair and approved by the dean) will be working under  
407 this model for the pre-tenure period. This workload model will likely be followed by tenured faculty  
408 seeking promotion. The criteria for performance and evaluation will be consistent with rank of the  
409 faculty as outlined in Tables II - IV located at the end of this document.

410 **D. Research Emphasis Model**

411 The Research Emphasis Model provides an opportunity for faculty to concentrate on specific  
412 scholarship activities. This model is available to research active faculty. Faculty requesting this  
413 model must demonstrate exceptional quality and significance of scholarly output relative to others in  
414 their field. Criteria that may be used to support a request for this workload model include: acquired  
415 external funding; recent and pending publications; collaborations; and potential for continued research  
416 outcomes. The typical teaching load for this model will be 5-7 contact hours per week of course  
417 instruction per semester. This can be reduced to one 3-credit hour course per semester if so provided  
418 or stipulated by a grant or award. Faculty on this model must participate in a minimum level of  
419 service (i.e. allocate no less than 10% of their time to professional service activities). In addition to  
420 quality teaching and service commensurate with rank, the faculty member is required to show  
421 continued significant progress in scholarship annually in their FPA. It is expected that the faculty  
422 member will show a greater level of scholarship (i.e. greater quantity of scholarship and/or products of  
423 more significance) than those following the Teaching- Hybrid or Teaching-Research Balance Models.

424 **E. Administrative Emphasis Model**

425 The Administrative Model provides a workload model for academic department chairs,  
426 assistant/associate deans and other administrative faculty with 12-month contracts for whom the  
427 majority of their time and effort is committed to the administration of academic departments, degree  
428 programs, centers or other administrative responsibilities. For the purpose of clarification,  
429 administrative faculty are those for whom 50% or more of their workload is administrative in function.  
430 The typical teaching load for these faculty will vary from 0 –6 contact hours per week of class  
431 instruction per semester. Selection of this model must be done with the support and written approval  
432 of the faculty member's supervisor, including the dean of the College of Science and Mathematics. The  
433 performance criteria for these faculty members will be the aggregate performance of the unit and/or

434 program(s) supervised by the faculty member. Faculty engaged in the Administrative Emphasis Model  
435 are required to be active in multiple levels of service and to establish strong and effective leadership  
436 practices. The requirement of Teaching and Research and Creative Activity contributions will be  
437 assessed within the context of the overall needs of the administrative unit. This model requires written  
438 approval by the dean.

439 It is assumed that a faculty member's workload assignment will change as the faculty member's  
440 interests and activities change. The workload model and the proportion of effort that will be  
441 placed in each of the three performance areas will be determined by the chair, in consultation  
442 with the faculty member, and specified in the FPA (described below in section VI).

## 443 **VI. Annual Review of Faculty Performance**

### 444 **A. Faculty Performance Agreement (FPA)**

445 Faculty performance is evaluated annually. The role(s) upon which each faculty member will be  
446 evaluated will be outlined in his/her Faculty Performance Agreement (FPA). This agreement  
447 establishes the faculty member's workload model and sets his/her goals and priorities for the upcoming  
448 review period. The FPA is developed by the faculty member in consultation with the faculty member's  
449 chair and is subject to approval by the dean. As per University guidelines, if the faculty member and  
450 the chair cannot reach agreement on the FPA, the dean will make the final determination.

451 According to the KSU Faculty Handbook (section 3.2),

452 *"The FPA must:*

- 453 • *clarify the general responsibilities and relative emphasis of the individual in teaching,*
- 454 *scholarship and creative activity, and professional service;*
- 455 • *articulate the manner in which the faculty member's activities relate to the departmental and*
- 456 *college mission and goals;*
- 457 • *identify the expectations for scholarly activity in all of the faculty member's performance areas;*
- 458 • *identify the performance area(s) that will include scholarship expectations and describe those*
- 459 *expectations."*

460

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

### 464 **B. Annual Review Document (ARD)**

465 Each year, the faculty member will address the activities and accomplishments in each performance  
466 area for the review period in their Annual Review Document (ARD). In the ARD the faculty member  
467 should make specific reference to the planned/expected responsibilities and scholarship expectations  
468 detailed in the previous year's FPA, as well as note the quality and significance of reported activities  
469 and accomplishments. The ARD is evaluated independently by both the chair and the dean. The chair  
470 and dean have the right and obligation to factor in degree of difficulty of a faculty members activities  
471 and accomplishments in the evaluation. In addition, the evaluation will take into consideration the  
472 faculty member's career stage. The overall outcome of an evaluation will be categorized as "not

473 meeting (or not achieving) expectations,” “meeting expectations,” or “exceeding expectations.” If a  
474 faculty member has adequately met the activities and goals outlined in the FPA for the review period  
475 (addressed in the accompanying ARD), then he/she will be rated as “meeting expectations.” An  
476 evaluation of “exceeding expectations” may be given when a supervisor finds that a faculty member  
477 has substantial activities and/or tangible products beyond those outlined in their FPA. In the event that  
478 the faculty member and chair cannot reach agreement on the evaluation of his/her ARD, the dean will  
479 make the final determination. In the case where a faculty member has been rated as “not  
480 achieving/meeting expectations,” the faculty member must provide a formal faculty development plan  
481 in their FPA for the next review period. The plan should address *how* deficiencies cited will be  
482 corrected by: a) defining the specific goal(s) or outcome(s) that is(are) to be achieved; b) outlining the  
483 specific activities that will be undertaken to achieve the goal(s) or outcome(s); c) identifying  
484 appropriate sources of faculty development, whether on campus or at other campuses or locations; d)  
485 setting appropriate times within the next review period by which the specified activities and goals or  
486 outcomes should be accomplished; and e) indicate appropriate criteria by which progress will be  
487 monitored. Face-to-face meetings and discussions between the faculty member and chair are required  
488 to ensure thorough exploration of all options and clear communication of the understandings reached.  
489 Tenured faculty may wish to renegotiate their workload model. For tenured faculty, receipt of two  
490 unsatisfactory annual reviews may result in modification of a faculty member's workload model. This  
491 modification may include an adjustment in the proportion of time spent in each performance area *or*  
492 movement to a different workload model. Face-to-face meetings and discussions with the chair are  
493 required to ensure thorough exploration of all options and clear communication of the understandings  
494 reached.

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

496 From KSUs Faculty Handbook (Section 3.5. Section A):

497 *Academic tenure is an employment status at the University that assures a tenured faculty member of*  
498 *continuous appointment from contract year to contract year, except under conditions of dismissal for*  
499 *cause (see KSU Faculty Handbook Section 4.1.9), termination or layoff of tenured personnel due to*  
500 *program modification (see BoR Policy Manual 8.3.7.10), or financial exigencies. ...*

501  
502 *Years of service or successful annual reviews alone are not sufficient to qualify for tenure. It should*  
503 *only be granted to those faculty members whose achievements demonstrate the quality and*  
504 *significance expected of their current rank and who demonstrate potential for long-term*  
505 *effectiveness at the University. All tenure track faculty are expected to produce scholarship in at*  
506 *least one performance area. This scholarship must be consistent with departmental, college, and*  
507 *university guidelines.*

508

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

- 512 • The portfolio narrative must address quality and significance of activities, accomplishments, and  
513 scholarship performed over the review period, rather than simply listing/presenting products or  
514 'what' was taught/done/accomplished.

- 515 • The case presented in the narrative must demonstrate a consistent, self-directed progression of  
516 professional growth in all areas. The faculty member must communicate a continuity across  
517 the years of the review period that transcends individual annual review outcomes.
- 518 • A favorable review is dependent upon the case made by the faculty member in his/her narrative  
519 (and supporting documentation). A poor narrative and/or lack of relevant documentation is  
520 grounds for a negative decision.
- 521 • Candidates must make sure that their portfolio is complete. Failure to include necessary pages,  
522 documents, and or sections may result in the packet not being reviewed.  
523 Once a portfolio is submitted, no new material can be added. However, "updating" information  
524 (e.g., a paper going from submitted to accepted or a grant going from submitted to funded) may  
525 be included in a response letter and considered by subsequent levels of review. This is a simple  
526 "status" change of something already submitted; it is not considered a submission of new  
527 information. Previous levels of review will not reconsider their decision based on this status  
528 change.
- 529 • Candidates for promotion and/or tenure must have external letters from the candidate's field of  
530 scholarship as part of their packet. This includes all tenure-track faculty and those non-tenure-  
531 track with an FPA of 50% or more in scholarship. The majority of external letters dealing with  
532 scholarship must come from individuals who are not co-authors nor dissertation committee  
533 members (a minority of external letters may come from co-authors or dissertation committee  
534 members). For those letters from collaborators, the nature of the collaboration must be described.  
535 These letters will evaluate the candidate's research and scholarship products and comment on the  
536 quality and significance of the research in the discipline. The procedure for obtaining external  
537 letters is detailed in Appendix A. If a faculty member wishes to add in extra external letters they  
538 may do so on their own accord. External letters are not required for Post-Tenure Review.
- 539 • Only faculty at the same rank or above will be allowed to vote on Promotion and Tenure  
540 decisions. Thus there must be at least three voting members on the Department Promotion and  
541 Tenure committee and all members must be tenured. When voting is completed, the vote tally  
542 for and against recommending promotion and/or tenure must be recorded on the coversheet (but  
543 not names of individuals casting those votes).
- 544 • The College review committee is allowed to examine all portfolios being put forth in that  
545 college as they deem necessary. Furthermore, any party can request a review by the College  
546 review committee.

## 547 **VIII. Expectations for Tenure and Promotion**

### 548 **A. Pre-Tenure Review**

549 The first of the two parts of the tenure review process is a pre-tenure review. Pre-tenure review takes  
550 place in the third year of a tenure-track faculty member's employment in the professorial rank. Since it  
551 occurs at the beginning of the third year, it considers only two years of service. Its purpose is to provide  
552 feedback as to a faculty member's strengths and weaknesses in their progress toward tenure. This review  
553 does not constitute a tenure decision. The evaluation letters provided by the Promotion and Tenure  
554 Committee, the department chair, and the dean of the college become part of the candidate's portfolio for  
555 later review. The electronic portfolio for pre-tenure review should follow the format outlined in the most  
556 recent KSU Faculty Handbook.



557 **B. Promotion and Tenure**

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

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

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

579 For promotion to the rank of professor, it is expected that the faculty member will be highly  
580 accomplished in each performance area (refer to Tables II -IV). After promotion to associate  
581 professor, a faculty member considering promotion to professor must continue to focus his/her efforts  
582 in research and creative activity. In addition, the faculty member must excel in one other performance  
583 area. A professor is expected to demonstrate that he/she is a highly accomplished teacher and mentor;  
584 is a nationally recognized scholar, as evidenced by a continuous record of peer-reviewed publications  
585 and broad dissemination in national/international settings; and has a well-established record of service  
586 that reflects a pattern of growth and development in breadth, depth, leadership, and significance of  
587 professional service activities.

588 **C. Post-Tenure Review**

589 All University System of Georgia institutions must conduct post-tenure reviews of all tenured faculty  
590 members. The first Post-Tenure Review (PTR) is conducted at the beginning in the sixth year, five full  
591 years after the faculty member's most recent promotion, and every five years thereafter. As stated in the  
592 KSU Faculty Handbook (Section 3.5.C), the primary purpose of post-tenure review is to examine,  
593 recognize, and enhance the performance of all tenured faculty members. The overall outcome of the  
594 assessment will be categorized as either: 1) Achieving Expectations in Post-Tenure Performance, or 2)  
595 Not Achieving Expectations in Post-Tenure Performance.

596 The primary evidence to be considered by review committees/administrators for post-tenure review  
597 consists of the five most recent annual evaluations and current curriculum vitae. However, the faculty  
598 member must submit all information described in Section 3.7 *Faculty Review Process* of the most  
599 recent KSU Faculty Handbook.

600 The KSU Faculty Handbook (Section 3.5 C) also describes the guidelines for differentiating between  
601 achieving expectations and not achieving expectations in post-tenure performance. To receive a positive  
602 PTR recommendation, the faculty member must be "Meeting Expectations" or "Exceeding  
603 Expectations" in teaching, research and service. These ratings will be relative to the workload described  
604 in the faculty members FPA (Faculty Performance Agreement). Note that the PTR packet is reviewed  
605 by the college and not by the department. It is also important to note that the KSU Faculty Handbook  
606 states that "[f]ailure by a faculty member to submit all documentation required for post-tenure review  
607 according to the University review timeline shall be considered by the review committee as not achieving  
608 expectations."

#### 609 **IX. General Expectations of Faculty**

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

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

#### 618 **X. Revisions to the Departmental Guidelines**

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

628 **Appendix A: External Evaluation Letters for Promotion in Rank and Tenure**

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

- 637 i. The person submitting a portfolio (herein after referred to as the "candidate") and the department  
638 chair/immediate supervisor (herein after referred to as "chair") develop a list of potential letter  
639 writers, twice the minimum number of the total required, with the candidate supplying at least  
640 half the names on the list.
- 641 ii. During the spring semester prior to submission of the portfolio, the chair and the candidate will  
642 discuss potential letter writers and in collaboration will develop a mutually acceptable,  
643 hierarchized list. The majority of letters must come from individuals who are neither co-authors  
644 nor dissertation committee members. If the candidate and the chair cannot reach agreement on the  
645 list of potential letter writers, the dean will make the final determination of the list.
- 646 iii. Individuals who pose a conflict of interest (such as friends, relatives, KSU co-workers) will be  
647 removed from the list.
- 648 iv. The candidate chooses 2 names out of the final 3 letter writers; the chair chooses 1.
- 649 v. The candidate may veto two names on the chair's initial list with no reasons or explanations  
650 required.
- 651 vi. Neither the chair nor the candidate may solicit a letter concerning Scholarship / Creative Activity  
652 from outside of the mutually agreed upon list.
- 653 vii. The candidate may choose to solicit a maximum of 5 additional letters of support in any area of  
654 Teaching, and/or Service from outside the mutually composed list. When soliciting such letters,  
655 the candidate will include that the writer is asked not to make a tenure/promotion  
656 recommendation as such. No individual may write more than one (1) letter of support for a single  
657 candidate's portfolio.
- 658 viii. The department chair contacts the potential letter writers by email or phone requesting their  
659 assistance.
- 660 ix. If the letter writer accepts, the chair will send the letter writer the standard KSU "Letter to  
661 External Reviewers," the KSU faculty member's CV, department guidelines for promotion and  
662 tenure, and reprints and/or professional portfolios or other documentation as appropriate by  
663 discipline. It is unnecessary to have all materials evaluated. The candidate should select the work  
664 to be shared with the letter writer. Materials should be shared electronically with the letter writer  
665 to the degree possible.
- 666 x. If the letter writer declines, the chair will choose another letter writer in the order of the list.
- 667 xi. Once packets are sent to external letter writers, no additional information regarding the  
668 candidate's research/creative activity will be sent to the external letter writer
- 669 xii. The letter writers will send their letter to the department chair who will upload the letter into  
670 electronic portfolio workflows.

- 671    xiii.    If requests are sent to more potential letter writers than are required, and if more than the required  
672           numbers are received, all letters will be included in the portfolio.  
673    xiv.    If fewer than the number of letters requested by the chair are received, the chair will so note in the  
674           portfolio and the review will proceed.

**Table I. Workload models for the Department of Physics. Nominal % effort is given for each performance area: Teaching Supervision, and Mentoring (TSM); Research and Creative Activity (RCA); and Professional Service (PS). The corresponding number of teaching contact hours is given for TSM.**

Workload Models					
	Teaching Emphasis	Teaching-Hybrid	Teaching-Research Balance	Research Emphasis	Administration Emphasis
<b>TSM</b>	90-100% (15-18 contact hours)	70-80% (11-14 contact hours)	60% (8-10 contact hours)	30-40% (5-7 contact hours)	10-25%
<b>RCA</b>	0%	10-30%	30%	50-60%	20-30%
<b>PS</b>	10%	10-30%	10%	10%	60%
	<ul style="list-style-type: none"> <li>This model will be used primarily by faculty who are hired as lecturers; PS for lecturers is 0-10%.</li> <li>Tenured faculty not seeking promotion may follow this workload model as agreed upon in their FPA.</li> </ul>	<ul style="list-style-type: none"> <li>Only tenured faculty will follow this workload model (unless agreed upon in a faculty's FPA).</li> </ul>	<ul style="list-style-type: none"> <li>New tenure track faculty will typically follow this workload model.</li> <li>Tenured faculty seeking promotion will likely follow this model or the Research Emphasis Model.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty following this model must have demonstrated exceptional quality and significance of scholarly output.</li> <li>If provided for by a grant or other source, a faculty member can reduce the % of effort spent in the area of TSM to 3-5 contact hours per term.</li> </ul>	<ul style="list-style-type: none"> <li>Administrative activities are those that provide direct support to the operations of the department or college.</li> <li>This model is intended to define the workload of the Dept. chair or other administrative faculty on 12-month contracts.</li> </ul>

**Table II. Expectations for tenure and promotion by rank for faculty in the Department of Physics in the performance area of Teaching, Supervision, 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"> <li>• 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;</li> <li>• Be able to demonstrate that they are a competent and highly effective teacher*;</li> <li>• Be proficient in the delivery of two courses;</li> <li>• Have teaching skills and knowledge sufficient to mentor an in-coming assistant professor in one of the two courses;</li> <li>• Have a clearly defined niche in advising and mentoring of undergraduate and/or graduate students.</li> </ul>	<p>In addition to continuing the expectations of the assistant professor, the associate professor should demonstrate or develop:</p> <ul style="list-style-type: none"> <li>• Leadership in curricular development in their area of expertise;</li> <li>• A clearly defined role in mentoring incoming and junior faculty teaching in their area of expertise;</li> <li>• Leadership in advising and mentoring undergraduate and/or graduate students in their area of expertise;</li> <li>• Other advanced activities in this performance area (refer to Section IV).</li> </ul>	<p>The professor is expected to <i>continue performing</i> at the level achieved at the time of promotion from associate to full professor. 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.</p> <p><b>**A faculty member who has chosen to excel in this area is expected to demonstrate significant leadership in curricular and instructional initiatives, evaluations in the department or discipline, and/or advising and mentoring.</b></p>

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

\*\* The professor is expected to demonstrate that he/she is highly accomplished in each performance area. After promotion to associate professor, a faculty member considering promotion to professor must continue to focus their efforts in research and creative activity. In addition, they must excel in one other performance area.

**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"> <li>• Have evidence that they have established a clearly defined, focused, well-structured research program in their area of competence.</li> <li>• Have evidence that their research program is sustainable.</li> <li>• Have an established peer-reviewed publication and presentation record in their research discipline since joining KSU. In other words, a portion of the effort expended to complete a publication or presentation must be accomplished while a faculty member of KSU.</li> <li>• Have evidence of ongoing efforts to secure external funding to support their research/creative activity.</li> </ul>	<p>In addition to continuing the expectations of the assistant professor, an associate professor should:</p> <ul style="list-style-type: none"> <li>• Have evidence that their research program has contributed in a meaningful way to the body of knowledge in their area of expertise.</li> <li>• Have a significant peer-reviewed publication record and demonstrate that they are the intellectual driving force behind the reported scholarship</li> <li>• Have presentations at meetings</li> <li>• Have evidence of a focused concerted effort and progress towards obtaining external support to maintain their research program, as required by the nature of their research.*</li> </ul>	<p>The professor:</p> <ul style="list-style-type: none"> <li>• Is expected to continue to contribute to the body of knowledge in their area of expertise.</li> <li>• Should have national recognition as evidenced by a continuous record of peer-reviewed publications <i>and</i> broad dissemination in national/international settings.</li> <li>• Should have a record of competitive external funding to support their research, as required by the nature of the research.</li> </ul>

\* Refer to Section IV. B for sources of evidence that can be used to address efforts made to secure external funding.

**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"> <li>• Have evidence that he or she has contributed in a meaningful manner to department, college or university service efforts in at least one area.</li> <li>• If they have not been involved significantly in department, college or university level service, they should be able to demonstrate significant involvement in service to their discipline.</li> </ul>	<p>An associate professor should:</p> <ul style="list-style-type: none"> <li>• Have taken on a leadership role in departmental, college, university service or taken a leadership role in professional service within their discipline.</li> </ul>	<p>The professor is expected to <i>continue performing</i> at the level achieved at the time of promotion from associate to full professor. This will result in a 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 faculty member who has chosen to excel 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>

\* The professor is expected to demonstrate that they are highly accomplished in each performance area. After promotion to associate professor, a faculty member considering promotion to professor must continue to focus their efforts in research and creative activity. In addition, they must excel in one other performance area.



Kennesaw State University  
Academic Affairs

**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 05 / 31 / 2017 were approved by the faculty of the Department of Physics in accordance with department bylaws:

Jeremy Gulley  
Name (printed or typed) / DFC or P&T chair Jeremy B. Gulley 7/17/2018  
Signature/ Date

Department Chair Approval - I approve the attached guidelines:

Kevin L. Stokes  
Name (printed or typed) Kevin L. Stokes 7/17/2018  
Signature/ Date

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

Nikolaos Kidonakis  
Name (printed or typed) N Kidonakis 07/30/2018  
Signature/ Date

College Dean Approval - I approve the attached guidelines:

Mark R. Anderson  
Name (printed or typed) Mark R. Anderson 7/26/2018  
Signature/ Date

Provost Approval - I approve the attached guidelines:

Linda M. Noble  
Name (printed or typed) L M Noble 8/14/18  
Signature/ Date

RHM - 08 Sept 16