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I. INTRODUCTION

A. Background

Established effective January 2015, the College of Computing and Software Engineering (CCSE) is a unit within Kennesaw State University (KSU). CCSE is composed of three departments: Computer Science, Information Technology, and Software Engineering and Game Development. CCSE is located at the Marietta campus and offers undergraduate and graduate degrees, certificates, and minors, as well as a Ph.D. program in Analytics and Data Science (jointly with Statistics and Mathematics). The College consists of a diverse group of talented faculty members with a wide range of expertise and interests. Such diversity, supported by different workload models, enhances different aspects of the College's mission. Each faculty member's contributions are geared toward the achievement of the missions and goals of the University, College, and Departments.

CCSE seeks to be recognized as a collaborative and collegial group of scholars who value excellence in teaching, scholarship, and service. All faculty members are expected to be effective in teaching, professional service, and active in the scholarship of their disciplines, if applicable, for each negotiated workload model.

As the University continues to grow and develop in quality, depth, and, breadth of program offerings, CCSE contributes to such growth by creating new degree programs with emphasis on excellence, quality in teaching, and supporting quality research and scholarship. The University recognizes that the role of the faculty member has evolved as masters and doctorate program offerings continue to grow, placing more emphasis on quality teaching and scholarship. CCSE supports this growth by offering different workload models as specified in various departmental Promotion and Tenure (P&T) Guidelines.

In order to support their development as excellent instructors and scholars the College supports tenure-track (not tenured) faculty members through accommodations to their teaching workload. Tenured faculty members are required to be effective instructors, leaders in service contributions, and have a mature program of scholarship appropriate to their disciplines and workload models.

B. Philosophy and Intent

The CCSE Faculty Performance and Review Guidelines provide an open and transparent framework to help faculty members conduct their activities, prepare annual evaluations, understand expectations for tenure and promotion, and develop their academic careers within a positive and productive environment. These guidelines contain the following goals:
1. Create a clear structure of expectations for faculty, consistent with the university guidelines and requirements.

2. Create a positive and healthy culture where each faculty member may pursue their professional activities, interacting in a professional and affirming way with their colleagues.

3. Create a structure that rewards the pursuit of excellence and quality in all three areas of accomplishment in which faculty members are evaluated: Teaching, Scholarship and Creative Activity (S/CA), and Service.

4. Create guidelines and incentives to motivate faculty to accomplish and excel as needed to achieve promotion, tenure, and other recognition awards.

5. Create a structure that encourages, supports, and rewards the accomplishment of scholarship products of national and international significance.

6. Create a structure that supports a range of faculty workload models with different emphasis and allows variance for faculty at different stages of their careers.

7. Create a structure to reward service needed to enable the College to thrive and grow, with innovative degree programs.

8. Create an environment that nurtures each faculty member's professional growth in the three areas of accomplishment and motivates each faculty member to participate as a valued colleague who contributes to a positive and productive culture.

C. Department Guidelines

Each department is required to develop its P&T Guidelines. These department guidelines must be consistent with the University and College Guidelines to reflect the unique characteristics of programs within the department. Specifically, the department guidelines are intended to provide a foundation and framework to incorporate discipline-specific attributes and characteristics that are not covered in the College Guidelines, such as publication venues, workload models, service activities, professional development requirements, quality and significance of scholarly work, teaching evaluation instruments, etc.

D. Amendments to the Guidelines

The College Faculty Council (CFC), as an advisory body to the Dean, will examine these guidelines every Odd-Fall semester or as needed, with the exception of, and starting, fall 2019, to determine whether any modifications are desired. (The need for amendment could be triggered by changing trends, shifts in college-wide vision/goal/focus, etc.) If it is determined that changes should be made, the Dean then will convene an ad hoc committee, with proportional representation from all the departments in the College, to amend the Guidelines in consideration of the impact on the approved/existing departmental P&T Guidelines.
II. CATEGORIES OF FACULTY PERFORMANCE

Faculty performance guidelines adhere to the mission and philosophy of the CCSE and fall within the framework of KSU's policies on required review, promotion, and tenure considerations (see KSU Faculty Handbook.) The three primary resources that all CCSE faculty members should consult for guidance regarding faculty performance and evaluation are the KSU Faculty Handbook, CCSE P&T Guidelines, and the P&T Guidelines of the faculty member's home department.

CCSE values faculty scholarly activity and scholarship that arise from work in any of KSU's three basic categories of faculty performance, which are:

1. Teaching
2. Scholarship and Creative Activity (S/CA)
3. Professional Service

Individual expectations for scholarly activity and the production of scholarship are determined by the proportion of the faculty member's workload that is allotted for this purpose in the Faculty Performance Agreement.

The College values the quality and significance of a faculty member's scholarly work in all three categories more so than the quantity. Therefore, it is important that faculty members demonstrate high quality and significance of teaching, S/CA, and professional service activities.

It is a faculty member's responsibility to justify in annual review and promotion and tenure portfolios of why they are achieving/meeting or exceeding expectations for the negotiated workload model and how the work contributes to the mission and vision of the university/college/department.

According to the faculty handbook, the typical workload load model for tenure-track/tenured teaching faculty is 60% teaching, 30% S/CA, and 10% professional service. Furthermore, strong evidence is required for workload models with S/CA more than 30% and/or professional service more than 10%.

A. Teaching

Effective teaching is a necessary condition for satisfactory performance. Consistent with University policy, evidence of teaching effectiveness may include, but is not limited to, the following:

1. Maintaining currency of subject matter
2. Integrating course content with both theory and best practices of computing
3. Developing innovative courses, teaching materials, and instructional techniques
4. Determining appropriate learning objectives, acquired skills, and instructional outcomes
5. Designing course assessment vehicles and development of rubrics to measure student learning
6. Developing and reviewing course learning outcomes aligned with program goals
7. Assessing course learning outcomes, reviewing findings, and identifying course modifications
8. Managing the classroom and students' needs in a responsible and timely manner, including student advising
9. Mentoring, advising, or serving on the thesis committee or supervising a special topics directed/independent study course.

Evaluation of a faculty member's teaching effectiveness will be based upon the student feedback surveys officially administered by the University and other additional evidence (addressing the areas described above and other areas referred to as scholarly teaching activities in the University guidelines). Documentation of teaching effectiveness should focus on both the quality and significance of a faculty member's contributions and should demonstrate growth and improvement over time. Course revisions and pedagogical changes in response to collected data reveal a commitment to continuous improvement and innovation in the classroom, the receipt of teaching awards, evidence of handling diverse and challenging teaching assignments, grants for curriculum development, introduction of innovative teaching techniques, attendance of teaching seminars and workshops, publications of teaching-oriented articles, and contributions to the achievement of departmental teaching-related goals all provide evidence of teaching effectiveness.

Teaching Faculty (with respect to course offerings and broad content) should support the strategies and objectives of the department and college. Department chairs shall work with faculty to address cases in which faculty members' student feedback survey results are consistently significantly below expectations or where there is other evidence of significant deficiencies in teaching quality.

A typical semester-long, three-credit course is equal to 10% of the overall effort for an academic year. The departments must establish reasonable enrollment caps and course workload multipliers for courses that require special handling including courses with contact hours in excess of their credit hours, classes with higher than maximum or less than minimum enrollment, laboratory sections, and team teaching. Additional factors such as course delivery method, credit hour generation, number of course preparations, new course development can be considered when assessing teaching effort.

B. Scholarship and Creative Activity (S/CA)

Scholarship and creative activity falls into at least three categories:
1. Discipline-Based Scholarship equates to the creation of new knowledge. Outputs include but are not limited to publications in peer-reviewed academic journals, peer-reviewed conference proceedings, scholarly books, chapters in scholarly books, colloquia, and working papers available via a working paper series or presented at research seminars or peer-reviewed conferences presentations.

2. Applied Scholarship involves the application, transfer, and interpretation of knowledge to a particular domain. Outputs include, but are not limited to publication in peer-reviewed professional journals, peer reviewed conference proceedings, professional presentations, book reviews, papers presented at faculty workshops, colloquia, new products, and patents.

3. Pedagogical Scholarship emphasizes instructional effort to enhance the educational value of teaching efforts of the institution or discipline. Outputs include, but are not limited to publications in peer reviewed pedagogical journals, peer reviewed conference proceedings or presentations, textbooks, instructional software and publicly available materials describing the design and implementation of new courses.

With a mix of undergraduate and graduate programs, CCSE’s philosophy is to have a portfolio of intellectual contributions that reflects a balance across all categories. Such philosophy promotes diversity in the activities of its faculty and highly values scholarship contributions in all categories. Minimum expectations for scholarship productivity vary by workload model.

The KSU faculty handbook states that “Scholarly researchers ... approach their scholarship and creative activity in a systematic and intentional manner. They have clear goals and plans for their work.”

To meet S/CA expectations a faculty member has to demonstrate the successful execution of the plan for creative scholarly activity. For 15% of S/CA load, a faculty member should publish a peer-reviewed publication or comparable product such as peer-reviewed journal publication, book, patent, third-party funding for research.

For example, for 10% of the overall effort for an academic year, a faculty member should publish or make significant progress towards the completion of a peer-reviewed publication or a comparable product with two complete products over a rolling 3-year period.

Tenured and tenure-track faculty desiring more than 10% annual S/CA are expected to provide evidence of solicitation of external funding. The faculty must demonstrate continuous improvement for unfunded solicitations to be considered part of this workload.

The CCSE P&T guidelines specify the minimum requirements. The departmental P&T guidelines must include quality and significance of S/CA products that is expected from a faculty member to meet and exceed expectations for 10-50% S/CA.
C. Professional Service

Service activities are designed to contribute to the growth of the faculty member and to the enhancement of the Department, College, University, and academic and business communities. Faculty members are expected to participate in the internal affairs and governance of the Department, College, and University. Examples of such activities include committee work; assigned administrative duties; special departmental projects and activities; and consultation with or assistance to other college-related units.

Professional service activities directed at the academic or business communities are equally valued and important, and international service activities are encouraged. Academic service activities can include: serving as a reviewer, discussant, session chair, or chair in international, national, regional, or local conference; serving as a member of an editorial review board; editing conference proceedings; serving as an ad hoc referee for a journal; serving as a departmental graduate program director/coordinator. Holding key leadership roles in national, regional, or local organizations is also evidence of professional service activity.

Service to the local and business communities forges strong links between the communities and the University. Organizing and/or delivering professional development seminars and serving professional organizations and other local-area groups are examples of service to the local and business communities. The primary motivation for community service should be the enhancement of the KSU community.

The service efforts must be measured in terms of time, achievements and alignment with the university/college/department mission and vision rather than the number of commitments.

The departmental P&T guidelines must include what is expected from a faculty member to meet and exceed expectations for 10% or higher service workload.

III. EVALUATION OF FACULTY PERFORMANCE AGREEMENT AND WORKLOAD MODELS

A. Faculty Performance Agreement (FPA)

The annual assessment of a faculty member's contributions to CCSE will be based upon his or her performance with regard to the items listed in the most recent year's Faculty Performance Agreement (FPA) in accordance with the requirements stated in P&T Guidelines of the Department.

During annual review, department chair and faculty member will negotiate strategic activities and goals with respect to teaching, S/CA, and professional service. The FPA has to reflect specific
courses, publication venues (including travel cost estimates), professional development, professional service, and external funding sources that faculty plans to seek next year.

B. Annual Review Document (ARD)

The Annual Review Document will be used to assess how well an individual CCSE faculty member achieves his or her FPA expectations, in accordance with the requirements stated in the T&P Guidelines of the Department.

C. Workload Models and Assignment

The workload models and assignments that reflect the Department's commitment to and appreciation of diversity with respect to contributions by its faculty members will be defined in accordance with the respective Department's P&T Guidelines.

To better utilize faculty members' capabilities and meet department needs, the college supports a wide variety of workload models from Teaching Emphasis (90% teaching, 0% research, 10% service) to Scholarship Emphasis (40% teaching, 50% research, 10% service). According to the KSU faculty handbook, FPA can be renegotiated anytime due to unexpected circumstances. Both approved new and the old FPA will be used during the evaluation. Faculty who are not meeting expectations on a negotiated workload model will be placed on a different model in the next academic year.

IV. GENERAL EXPECTATIONS FOR PROMOTION, TENURE AND POST-TENURE REVIEW, and BINDERS

For promotion and tenure, the KSU Faculty Handbook contains a detailed discussion on tenure and promotion in rank that applies to all KSU faculty members. In addition, the faculty performance guidelines of each of the CCSE's departments contain department-specific guidelines and expectations that will be used as the primary basis for arriving at promotion and tenure decisions. At all levels of review within the College, the rationale for promotion and tenure decisions must be stated in a letter to the candidate with specific and detailed reference to the departmental guidelines in justifying the decisions that have been made. Specifications on how to compile and assemble requisite P&T documents such as 'Binders or Dossiers', by tenure and promotion candidates, at each level of promotion, can be found in the respective Department's P&T Guidelines.