Kennesaw State University

Academic Affairs

Approval Form for College Promotion and Tenure Guidelines

I confirm that the attached guidelines, dated ___4/22/2022__, were approved by the faculty of the College of Computing and Software Engineering in accordance with the College bylaws:

College Faculty Council Approval – I approve the attached guidelines:

Hossain Shahriar	*Hossain Shahriar*	May 13, 2022
	49A354E8B08746F...	
Name (printed or typed) / CFC chair		Signature/ Date

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

Patrick Bobbie	*Patrick Bobbie*	May 16, 2022
	42BA9C4928944CF...	
Name (printed or typed) / Committee chair		Signature/ Date

College Dean Approval - I approve the attached guidelines:

Sumanth Yenduri	*Sumanth Yenduri*	May 16, 2022
	B04458D098CE4E8...	
Name (printed or typed)		Signature/ Date

Provost Approval - I approve the attached guidelines:

Ivan Pulinkala	*Ivan Pulinkala*	June 13, 2022
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Name (printed or typed)		Signature/ Date

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KENNESAW STATE UNIVERSITY
COLLEGE OF COMPUTING AND SOFTWARE ENGINEERING

PROMOTION AND TENURE GUIDELINES

Document date: April 22, 2022

CONTENTS

I. INTRODUCTION

A. Background

The College of Computing and Software Engineering (CCSE) was established effective in January 2015. CCSE is an academic college within Kennesaw State University (KSU) with locations on the Marietta and Kennesaw campuses. The College consists of three departments (Computer Science, Information Technology, and Software Engineering and Gaming) and the School of Data Science and Analytics, all entities further referenced as Unit(s). CCSE offers both undergraduate and graduate degrees, certificates, and minors, as well as Ph.D. programs in Analytics and Data Science, and Computer Science.

The College embraces its talented, diverse faculty population and the breadth of expertise they offer to uphold the mission, goals, and core values of KSU, CCSE, and their respective Units. Such diversity, supported by different workload models, enhances different aspects of the College's mission. CCSE is committed to inclusion and equity and engages its faculty in collaborative efforts. CCSE seeks to be recognized as a collaborative and collegial group of scholars who value excellence in teaching, student success, research/scholarship, and professional service. All faculty members are expected to be effective in teaching, research/scholarship, and professional service, per their documented workload model.

As the University continues to grow and develop in quality, depth, and breadth of program offerings, CCSE contributes by creating new degree programs with emphasis on excellence in teaching and student success and advancing quality research and scholarship. CCSE supports this growth by offering different workload models as specified in various Unit Promotion and Tenure (P&T) Guidelines.

The College supports all faculty (tenured, tenure-track, non-tenure track) in their professional development in their pursuits to be excellent instructors and research scholars.

B. Philosophy and Intent

CCSE upholds fundamental principles of professionalism, accountability, integrity, and respect to establish and maintain a college culture that is aspirational, collegial, inclusive, and inspirational. To this end, the CCSE Faculty Promotion and Tenure (P&T) Guidelines establishes performance expectations for faculty that are consistent with KSU and the University System of Georgia (USG) guidelines. The CCSE Faculty P&T Guidelines provide an open and transparent framework to help faculty members conduct their activities, prepare annual evaluations, understand expectations for promotion and tenure and develop their academic career via a positive and productive work environment. These guidelines support and facilitate the following goals:

1. Clear expectations for faculty, consistent with the College, University, and University System of Georgia (USG) guidelines and requirements.
2. A positive and healthy culture where each faculty member may pursue their professional activities.

3. Ways to reward 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) (if applicable), and Professional Service.

4. Guidelines and incentives to motivate faculty to accomplish and excel to achieve merit recognition, promotion of lecturers to senior lecturers, promotion & tenure for tenure-track faculty, and promotion in rank for clinical faculty in the College.

5. Ways to encourage, support, and reward the accomplishment of scholarship products of national and international significance.

6. Define a range of faculty workload models with different emphasis and allows variance for faculty.

7. Criteria to reward professional service that enables the College to thrive and grow.

8. An inclusive and equitable environment in the College 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. Unit P&T Guidelines

Each CCSE Unit is required to develop its own P&T Guidelines. These Unit guidelines must be consistent with the College, University and University System of Georgia (USG) Guidelines and reflect the unique characteristics of each Unit. Specifically, the Unit P&T Guidelines are intended to provide a foundation and framework to incorporate discipline-specific attributes and characteristics that are not specified in the College P&T Guidelines, such as publication venues, workload models, service activities, professional development requirements, quality and significance of scholarly work, etc.

D. Amendments to the Guidelines

The College Faculty Council (CFC), as an advisory body to the Dean, will examine CCSE P&T Guidelines every odd Fall semester, or as needed, to determine whether any modifications are warranted. The need for amendment could be triggered by changing the structure, trends, or shifts in college-wide vision, goals, or focus. If it is determined that changes should be made, the Dean will then convene an ad-hoc committee, with equal representation from all the Units in the College, to amend the CCSE P&T Guidelines in consideration of the impact on the approved/existing Unit P&T Guidelines.

II. CATEGORIES OF FACULTY PERFORMANCE

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 academic Unit. The intentionality of good effort, quality of work productions, and adherence to CCSE mission and work philosophy are motivations for defining expectations and levels of performance for work activities in areas of the evaluation for faculty. These faculty performance guidelines adhere to the mission and philosophy of the CCSE and fall within the framework of Kennesaw State University's polices on required review, promotion, and tenure considerations (see KSU Faculty Handbook). If any portion of this

document is in contradiction with university policy, university policy will take precedence. Faculty performance will be evaluated in three categories in:

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

The College values the quality and significance of a faculty member's scholarly work in all categories. Therefore, it is expected that faculty members document and demonstrate high quality and significance in teaching, S/CA, and professional service activities. It is a faculty member's responsibility to document and justify in annual review documents and promotion and tenure portfolios how they are meeting, or exceeding expectations for the negotiated workload model, their qualification for tenure and/or promotion, and how their work contributes to the mission and vision of the University, College, and Unit.

According to the KSU Faculty Handbook Section 2.2, the typical workload load model for tenure-track/tenured teaching faculty is 60% teaching, 30% S/CA, and 10% professional service. The typical workload load model for a permanent non-tenure-track faculty is 90% teaching and 10% professional service. The primary responsibility of lecturers, senior lecturers, and clinical faculty is teaching and unless otherwise set forth in the Faculty Performance Agreement (FPA), there are no expectations for S/CA. A verifiable justification is required for the workload models with S/CA more than 30% for tenure track faculty, any S/CA load for non-tenure track faculty, and professional service more than 10% for all faculty. No faculty member on any track may have less than 30% teaching workload without the Dean's approval.

A. Teaching

According to the KSU Faculty Handbook Section 2.4, "The primary purpose of university faculty is to engage students, colleagues, and others in activities that facilitate learning and contribute to learner development and educational advancement." In addition to the basic expectations listed in the KSU Faculty Handbook Section 2.4., the College faculty are expected to:

1. Maintain currency in their fields.
2. Integrate course content with both theory and best practices of the discipline.
3. Develop new, high impact, innovative courses, teaching materials, and instructional techniques.
4. Determine appropriate learning objectives, technical/soft skills, and instructional outcomes.
5. Design course assessment vehicles and develop rubrics to measure student learning.
6. Develop and review course content to align with student outcomes.
7. Assess course learning outcomes, review findings, and identify course modifications.
8. Manage the classroom and students' needs in a responsible and timely manner.

9. Mentor, advise, or serve on thesis/dissertation committees or supervise a special topics/directed study/independent study/internship/capstone course as appropriate to their role.

10. Maintain high quality teaching across a variety of instructional modalities.

Evidence of effective teaching is a necessary condition for satisfactory performance in teaching. Evaluation of a faculty member's teaching effectiveness will be based upon the student feedback surveys officially administered by the University along with other additional evidence such as peer evaluation and the reflection on teaching in the Faculty Course Assessment Reports (FCAR). 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 Unit 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 Unit and College. Unit leaders 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.

A typical semester-long, three-credit course is equal to 10% of the overall effort for an academic year. Each department must establish, in writing, appropriate class sizes (equating to the 10% teaching effort) for the various courses taught; and equivalencies for non-standard faculty activities (KSU Faculty Handbook Section 2.2).

Not meeting basic expectations listed in the CCSE P&T Guidelines, and in the KSU Faculty Handbook Section 2.4 including but not limited to failing to submit grades by the deadline, canceling and/or changing the modality of classes without prior approval from the Unit leader if not justified, will result in not meeting teaching expectations in the annual review evaluation.

The Unit P&T Guidelines must include what is expected from a faculty member to meet or exceed expectations for the assigned teaching workload.

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 may 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 may include but are not limited to publication in peer-reviewed professional journals, peer-reviewed conference proceedings, papers presented at faculty workshops and colloquia, and new products and patents.

3. Pedagogical Scholarship emphasizes instructional effort to enhance the educational value of teaching efforts of the institution or discipline. Outputs may include but are not limited to publications in peer reviewed pedagogical journals, peer reviewed conference proceedings, 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 faculty's 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." Accordingly, to meet S/CA expectations, a faculty member must have a competitive short-term plan for creative scholarly activities and demonstrate the successful execution of such a plan. Due to the diversity of products relevant to each discipline in CCSE, and the varied pace required, each Unit should include discipline specific standard expectations in the Unit P&T Guidelines. It is the faculty member's responsibility to justify the relevance, timeline, and quality of the targeted products in the proposed plan.

Faculty members desiring more than 10% annual S/CA must pursue external funding (federal, state, industry, non-KSU foundations). For the award of tenure or promotion, the Units P&T Guidelines must define and require the quality and significance of successful external funding. For a successful post-tenure review (PTR), the Units P&T Guidelines must define and require the quality and significance of S/CA. Funding granted by the Unit, College, KSU, and the USG System Office must be categorized as internal.

The CCSE P&T Guidelines only specify the minimum requirements. The Unit P&T Guidelines must include quality and significance of S/CA products that is expected from a faculty member to meet or exceed expectations for 10-50% S/CA (10% is the minimum required for tenured faculty and 20% is the minimum required for tenure and/or promotion (KSU Faculty Handbook Section 3.4)). S/CA more than 50% is possible via direct cost buy-out through grants and contracts.

C. Professional Service
Service activities are designed to contribute to the professional growth of the faculty members and to the enhancement of the Units, College, University, and broader communities. Faculty members are expected to participate in the internal affairs and governance of the Unit, College,

and University. Examples of such activities include committee work, assigned administrative duties, special Unit projects and activities, and consultation with or assistance to other college-related activities.

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 manuscript reviewer, discussant, session chair, or chair in an 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 Unit undergraduate or graduate program director/coordinator. Holding key leadership roles in international, national, regional, or local organizations is also evidence of professional service activity.

Professional service activities involving community engagement (both with academic and business communities) are valued and important. International service activities are encouraged and valued. Service to the local and industry 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 such a service. Community service should be relevant to the discipline, Unit, College, and University.

The service efforts must be measured in terms of time, achievements, and alignment with the Unit, College, and University mission and vision rather than the number of commitments. All permanent faculty are required to spend 10% (120 hours) of their workload on service. Justification must be provided for service exceeding 10%. The Unit P&T Guidelines must include what is expected from a faculty member to meet or exceed expectations for 10% or higher service workload.

III. EVALUATION OF FACULTY PERFORMANCE AGREEMENT AND WORKLOAD MODELS

An annual review is an evaluation of the faculty member's performance over one year, but within the context of the multi-year reviews. The annual assessment of a faculty member will be based on two documents: an Annual Review Document (ARD) and a Faculty Performance Agreement (FPA). During the annual review, the Unit leader and the faculty member will discuss the prior calendar year accomplishments listed in the ARD and strategic activities and goals for the next year listed in the FPA. The deadline for ARD/FPA submission will be one week prior to the university deadline. The Unit P&T Guidelines must include quality and significance of annual achievements that is expected from a faculty member to "exceed," "meet," or "do not meet" expectations.

A. Faculty Performance Agreement

The annual assessment of a faculty member's contributions to CCSE will be based upon their performance regarding the items listed in the most recent year's FPA in accordance with the

requirements stated in the P&T Guidelines of the Unit. The FPA must reflect specific courses, publication venues (including estimated publication costs and/or estimated travel costs), professional development, professional service, and external funding sources that faculty plans to apply next year.

B. Annual Reviews and Annual Review Document

The ARD will be used to assess if an individual CCSE faculty member is achieving their FPA expectations (specific to each category: teaching, S/CA, service, and overall), in accordance with the requirements stated in the P&T Guidelines of the Unit. If a faculty member does not meet expectations in one or more categories, then the overall rating cannot be "exceeding expectations." Further, "exceeding expectations" as overall rating may be achieved as a combination of exceeding expectations for more than 50% of the workload.

C. Workload Models and Assignment

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

To better utilize faculty members' capabilities and meet Unit needs, the college supports a wide variety of workload models from Teaching Emphasis (90% teaching, 0% S/CA, 10% service) to Scholarship Emphasis (40% teaching, 50% S/CA, 10% service). According to the KSU Faculty Handbook, an FPA may be renegotiated anytime due to unexpected circumstances or changed responsibilities. 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 following year.

IV. GENERAL EXPECTATIONS FOR THIRD-YEAR, PRE-TENURE, PROMOTION, TENURE, AND POST-TENURE REVIEWS

For promotion and tenure, the KSU Faculty Handbook contains a detailed discussion on third-year, pre-tenure, tenure, post-tenure, and promotion in rank that applies to all KSU faculty members. In addition, the faculty performance guidelines of each CCSE's Unit contains unit-specific guidelines and expectations that will be used as the primary basis for arriving at promotion and tenure decisions. A pre-tenure review is required for tenure-track faculty.. The Unit P&T Guidelines must include what is expected from a faculty member for a successful third-year, pre-tenure, tenure, post-tenure, and promotion in rank.

The clinical faculty should continue a high level of professional engagement in local, regional, and professional organizations and demonstrate clinical accomplishments with broader impact and recognition within and beyond the University. Lecturers, limited term, and clinical faculty may apply for a declared, open tenure-track position and be considered through the normal search and screening process.

At all levels of review within the College, the rationale for promotion, tenure, and post-tenure decisions must be stated in a letter to the candidate with specific and detailed reference to the Unit P&T Guidelines in justifying the decisions that have been made. Specifications on how to compile and submit requisite P&T documents, by pre-tenure, tenure, promotion, and post-tenure candidates, at each level of promotion, can be found in the respective Unit P&T Guidelines and the KSU Faculty Handbook. The process for lecturers and clinical faculty undergoing a promotion review will follow university guidelines. Additional information may be found on the faculty affairs website.