

Kennesaw State University
College of Computing and Software Engineering
Department of Information Technology

Faculty Performance, Evaluation, and Promotion & Tenure Guidelines
August 2020

Approvals:

Department Faculty Council, Department of Information Technology

Jack Zheng

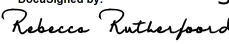
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 September 1, 2020
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Name (printed or typed) / DFC Chair

Signature/Date

Chair, Department of Information Technology

Rebecca Rutherford

DocuSigned by:
 September 1, 2020
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Name (printed or typed)

Signature/ Date

Dean, College of Computing and Software Engineering

Jon Preston

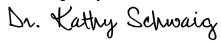
DocuSigned by:
 September 4, 2020
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Name (printed or typed)

Signature/ Date

Provost and Vice President for Academic Affairs

Dr. Kathy Schwaig

DocuSigned by:
 September 4, 2020
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Name (printed or typed)

Signature/ Date

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I. Introduction

A. Department Overview

The Department of Information Technology is a unit within the College of Computing and Software Engineering at Kennesaw State University. The department seeks to be recognized as a collaborative and collegial group of scholars who value excellence in teaching, scholarship, and service. The department seeks to be recognized as active in campus leadership and successful in research activities and funding activities involving both undergraduate and graduate students. The department offers both undergraduate and graduate degrees and certificates.

All faculty members are expected to be leaders in teaching excellence or quickly developing to become leaders in teaching; all professorial ranks are expected to be active in the scholarship of their discipline; and all are to be active in professional service.

Kennesaw State University is a fast-growing R2 University that is developing in quality, depth, and breadth of program offerings and faculty scholarship accomplishments. As the relative importance of scholarship has grown over the years, the level of expectation will continue to mature with an increasing emphasis on *quality* of scholarship rather than quantity.

B. Department Philosophy

The IT Department supports scholarship and professionalism across the whole range of Information Technology and appropriate related interdisciplinary areas. The IT Department defines its strengths through student success and areas may include Data Analytics, Cyber Security, Enterprise Systems, Health Informatics, Fintech and IT Education. The IT Department supports all faculty in the creation of their own paths of scholarship and professionalism. IT faculty are encouraged to develop their own scholarly and professional development plans, review them often with the administration, and seek administrative support for such activities.

The IT Department supports all faculty in the development of deep and persistent scholarly and professional relationships both inside KSU and also with appropriate outside organizations. For example, many IT and computing faculty volunteer for the Accreditation Board for Engineering and Technology (ABET); some others have relationships with professional organizations and conferences, such as the Association for Computing Machinery (ACM), Decision Science Institute, and INFORMS. Following the KSU Faculty Handbook, the choice of the organization should be wide-ranging as a) this falls under the faculty member's academic freedom in research, and b) computing and IT are very broad today. c) IT is a young computing discipline. Faculty are supported (as appropriate) for professional development activities that align with the Departmental and College strategic goals.

II. General Expectations for Tenure, Promotion, and Post-Tenure Review

The philosophy, expectations and workload models in this document apply for departmental expectations for Tenure, Promotion and Post-Tenure Review. Faculty members who are applying for promotion are expected to already be performing above their level of current expectations (Table 1) and at the rank to which they apply.

A. Interpretation and Adaptation of the University's General Criteria – by Rank

Faculty members planning to seek promotion and/or tenure should keep in mind these criteria for promotion in the Information Technology Department at Kennesaw State University. This does not apply to post tenure review. See Table 1 for the expectations of faculty at different rank and workload models. See Table 2 for the expectations for research and scholarly and creative activities. Following is a list of criteria for promotion and tenure.

a) Promotion of Lecturer to Senior Lecturer

- 1) Achieve multiple *Exceeding Expectations* in the area of Teaching.
- 2) Achieve *Meeting Expectations* in the area of Professional Service.

b) Promotion of Assistant Professor to Associate Professor AND Award of Tenure

- 1) Achieve multiple *Exceeding Expectations* in Teaching AND Scholarship and Creative Activities.
- 2) Achieve *Meeting Expectations* in the area of Professional Service.

c) Award of Tenure

- 1) Achieve multiple *Exceeding Expectations* in Teaching AND Scholarship and Creative Activities.
- 2) Achieve *Meeting Expectations* in the area of Professional Service.

d) Promotion of Associate Professor to Professor AND/OR Award of Tenure

- 1) Achieve multiple *Exceeding Expectations* in Teaching AND Scholarship and Creative Activities.
- 2) Achieve *Meeting Expectations Contributions* in the area of Professional Service
- 3) Demonstrate leadership activities in at least one of the three areas of performance.

B. Post-Tenure Review

The Department of Information Technology places importance on the requirement that all faculty members who have received tenure in the Department continue to be active and productive members of the faculty throughout their careers. The process of post-tenure review, which is undergone by all KSU faculty at five-year intervals, is described in the KSU Faculty Handbook.

III. Faculty Review Process

As per the University and College guidelines and the Faculty Handbook with the following expectation:

Faculty must address the issue of quality and significance of their contributions in the ARD and FPA. The burden of demonstration is on the faculty member, with the determination of contribution level made by the department chair. There is not a direct one-to-one relationship between the expectation levels (Meeting Expectations and Exceeding Expectations) as expectations vary by rank, workload model, and FPA agreements.

IV. Overview of Workload Models

KSU Faculty Handbook (Section 2.2, <https://handbooks.kennesaw.edu/>) provides a common model and vocabulary to describe the varied work faculty members do as well as an agreed framework for discussions of that work. The work of a faculty member involves many different facets that include the three areas of Teaching, Scholarship and Creative Activity, and Professional Service. The model establishes some core standards and expectations to be established through the shared governance process:

- 1) A typical semester-long, three-credit course ordinarily represents 10% of faculty effort for the academic year.
- 2) All faculty must participate in professional service activities essential to the life of the institution per their rank.
- 3) The IT department establishes, in writing, appropriate class sizes (equating to the 10% teaching effort) for the various courses taught. The undergraduate class size is typically 40, whereas graduate class size is typically 25, unless otherwise stated, and subject to change based on the need of department. The department chair has flexibility in establishing class size to meet student demand with consultation from the Department Faculty Council (DFC) and teaching faculty. Department Chair will ensure Faculty equity in class sizes. All efforts will be made to have total student number in a year close to the average class size times the number of course load.
- 4) The IT department establishes, in writing, teaching load equivalencies for scheduled laboratory courses where 1 lab contact hour is counted as 0.5 credit of a workload hour.
- 5) The model does not dictate, or even favor, any particular mix of activities. That mix is for individual faculty members and the Department Chair to agree upon (with their dean's approval) based on institutional needs and KSU's shared governance negotiated in FPA process.

A. The Workload Model and Shared Governance:

Based on KSU Faculty Handbook, the IT department establishes flexible guidelines as to expectations of faculty members in the following three faculty performance areas:

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

B. The Workload Model and Faculty Performance Agreement

Each individual faculty member shall divide his/her professional efforts among the three faculty performance areas noted. That division of effort will be reflected in a Faculty Performance Agreement (FPA) between the individual faculty member and the University (see Faculty Handbook Section 2.2). Negotiation of individual FPAs allows for diversity across colleges and departments and, within departments, among individual faculty members. Colleges and departments, in consultation with faculty stakeholders, determine which FPA combinations best suit their college and departmental objectives. FPAs may change from year to year and even from semester to semester as needs and opportunities change. Consistent with the university's culture of shared governance, the details of an individual FPA are worked out in consultation

between the chair and the faculty member and are subject to final approval by the dean. If the faculty member and the chair cannot reach agreement on the FPA, the dean will make the final determination.

Annual review (ARD) uses the faculty FPA on file to determine the level of achievement that's been agreed upon. Table 1 shows IT Department Workload Models Expectations. Please refer to Section V below for yearly faculty expectations, paying particular attention to Table 2 S/CA Effort and Quality Levels for annual review percentages.

Table 1. IT Faculty Annual Workload Model Expectations

(Total percentage must be 100%)

Workload model & Specialization	Rank and Tenure	Teaching	Scholarship & Creative Activity	Service
Limited Term (5-5)	N/A	100%	0%	0%
Teaching Intensive (4-5)	Lecturer, Senior Lecturer	80%-90%	0%-10%	0%-10%
Teaching Intensive (4-5)	Tenured	90%	0%	10%
Teaching Intensive (4-4)	Tenured	80%	10%	10%
Balanced Teaching (3-4)	Tenured	70%	20%	10%
Balanced Load (3-3)	Tenure track & Tenured	60%	30%	10%
Balanced Service (3-3)	Tenured	60%	20%	20%
Research leadership (2-3)	Tenure track & Tenured	50%	40%	10%
Research intensive (2-2)/(2-1)/(1-1)	Tenure track & Tenured	20%-40%	50-70%	10%

- 1) Tenured/Tenure-track Faculty are expected to participate in grant funding activities when S/CA >10%. In addition, Tenured and Tenure-track Faculty must have a minimum of 10% Service.
- 2) Any variation of the above workload model (e.g., external grant funding may require increasing S/CA effort) is subject to negotiation between Faculty and Department Chair, with the approval of the Dean.
- 3) Workloads with less than 60% teaching and more than 30% S/CA are possible if sufficient justification (typically externally funded projects) enables buy-out from teaching to focus upon S/CA. This must get approval from the Department Chair and Dean.

C. General Expectations for Faculty Performance in Different Ranks

The IT department employs tenured, tenure-track faculty, lecturers, limited term, and part time faculty. The IT department has multiple workload models available, differing in the significance of contributions in each area of Teaching, Scholarship and Service.

Through the Faculty Performance Agreement (FPA) process, faculty may also negotiate variations on these models, requiring the approval of both the Department Chair and Dean. The

computing accrediting body (ABET) requires that all permanent faculty have time for scholarship and professional development needed to remain current in the field.

Expectations vary based on the workload models and FPA agreements. Faculty must address the issue of quality and significance of their contributions in the ARD and FPA. The workload model expectations (Meeting Expectations and Exceeding Expectations) are translated to the Annual Review Document (ARD) evaluation levels:

- 1) Exceeding Expectations for the workload model
- 2) Meeting Expectations for the workload model
- 3) Not Meeting Expectations for the workload model

Details on the Meeting Expectations and Exceeding Expectations criteria of three performance areas can be found in the sections below.

In relation to the contribution level in each area, the burden of demonstration is on the faculty member, with the determination of contribution level made by the department chair. Faculty going up for promotion are advised that their argument is strengthened if they are already performing at the expectations of the next rank.

D. Conference and Professional Development Travel

The philosophy of the department is to support the IT faculty for conference attendance and professional development travel within the budget of the department. The IT department recognizes that attending conferences is important for faculty to disseminate their scholarly work and interact with the academic community. Funding, as available from department funds, will be allocated to a faculty with research requirement in the FPA, if he/she has a paper accepted by a peer-reviewed conference. Additional funds may be available to faculty who used all his/her allocated travel allowance. The priority will be given to the faculty whose work is well aligned with the IT or CCSE strategic goals and/or strengthens our reputation. Non-tenure-track permanent faculty may also apply for travel funds if they have a paper accepted at a recognized conference venue. Faculty are supported (as appropriate) for professional development activities that align with the Departmental and College strategic goals.

V. Evaluation of the Quality and Significance of Faculty Accomplishments

A. Philosophy and Intent

The department's philosophy on evaluating the significance of scholarly accomplishments is evolving toward more defined levels of expectation for different ranks and workload models. One anticipated outcome of this approach is to enable faculty to better gauge and balance their commitments across the three general areas of responsibility: Teaching; Scholarship and Creative Activities (S/CA); and Professional Service (PS), while simultaneously encouraging teaching excellence, sustained and excellent scholarship, and effective service activities among all the faculty members. All scholarship should be aligned with the IT or CCSE strategic goals.

In the Teaching, S/CA, and PS areas faculty expectations will be at the Meeting Expectations or Exceeding Expectations level. The evaluation levels list the **minimum** evaluation levels for each area. In order to be promoted or tenured, or to receive higher annual reviews, faculty should strive

to accomplish Exceeding Expectations levels of achievement as listed in this document for all three areas of Teaching, S/CA, and PS. Lecturers need to achieve Exceeding Expectations levels in Teaching and Meeting Expectations in Service for promotion.

Yearly annual reviews are used to support a faculty member's packet for Promotion and/or Tenure.

- a. It is a faculty member's responsibility to justify in annual review and promotion and tenure portfolio of why they are Meeting or Exceeding Expectations for the negotiated workload model and how the work contributes to the mission and vision of the University/College/Department.
- b. For annual evaluation – The total percentage of two areas of Exceeding Expectations should be more than 50% in order to be considered Exceeding Expectations in annual review. For tenured faculty, one of two Exceeding Expectations areas must be Teaching or S/CA. For tenure-track faculty, one of the two Exceeding Expectations areas must be S/CA. For lecturer/limited-term faculty, one of the Exceeding Expectations areas must be Teaching.
- c. For promotion and/or tenure – tenured and tenure track faculty must have received majority Exceeding Expectations in annual evaluations in Teaching and S/CA, and at least Meeting Expectations in Service in their evaluation period. For example, most faculty complete their promotion or tenure packet during their 5th year, the actual annual evaluations would be 3 out of 4 Exceeding Expectations in Teaching and S/CA, and at least Meeting Expectations in Service.
- d. For promotion for lecturers, faculty must have received majority Exceeding Expectations in annual evaluations in Teaching and at least Meeting Expectations in Service in their evaluation period. For example, most faculty complete their promotion packet during their 5th year, the actual annual evaluations would be 3 out of 4 Exceeding Expectations in Teaching and at least Meeting Expectations in Service.

The following explains the areas of Teaching, Scholarship and Creative Activity and Service. Each area gives detailed explanation of how faculty can achieve/meet or exceed expectations in each area. These are the three areas used for Annual Reviews (ARDs) and Promotion and/or Tenure.

B. Teaching

Consistent with KSU's guidelines, IT faculty members are expected to be excellent teachers who regularly mentor and advise students and create engaging and welcoming classroom environments that enhance student learning opportunities. Highly effective teaching and learning are central departmental priorities.

1. Teaching Evaluation Rating Scale

- a. **Meeting Expectations in Teaching: all expectations at this level are required for all faculty**

The constantly changing IT field requires dynamic efforts to maintain currency in the field. This level of contribution is characterized by a commitment to teaching and learning, inside and outside the classroom, which sustains instructional excellence and promotes high levels of student achievement. Basic expectations include:

- 1) Creates and updates syllabi at the beginning of each term, while adhering to department, college, and university standards, including those necessary for ABET accreditation, such as approved course assessment reports and assessment participation.
- 2) Is current in the discipline, course content and pedagogical methods. Continually develops and revises lecture materials, tests, and assignment; designs and updates online sites /presentations and online course management sites; adopts different teaching methods that are appropriate to the courses and teaches effectively with distance technology if applicable.
- 3) Continuous improvement activities: Utilizing course evaluation mechanisms and instruments consistent with the departmental and university teaching effectiveness policy, with written analysis and responsive adjustments to evaluation data.
- 4) Holds consistent office hours and is generally available to students. Interacts with students in a timely, respectful and professional manner, treats each student as a valued adult learner.
- 5) Receives student evaluations that are consistently at the average range.
- 6) All faculty members are required to define a set of courses within the department programs that they are available and committed to teaching [see “Teaching Breadth” section].
- 7) Is current in the discipline, continuously introducing into his/her courses the results of his/her own investigation.

b. Exceeding Expectations in Teaching:

In addition to the requirements of Meeting Teaching Expectations listed above, faculty member must also demonstrate leadership and significant contributions in teaching including, but not limited to, the following:

- 1) Consistent excellent performance as evidenced by student evaluations.
- 2) Is recognized by both students and colleagues as a very good teacher.
- 3) Leads the development and implementation of new course(s), concentrations, or, program redesign.
- 4) Chairing thesis and dissertation committees.
- 5) Demonstrates leadership in mentoring new colleagues in teaching and student advising/mentoring.
- 6) Mentors undergraduate and/or graduate students on research projects, directed studies, service learning, capstone projects and special projects.
- 7) Teaching of large class sections significantly exceeding the normal class size set by the department with above average teaching evaluations.

c. Not Meeting Expectations in Teaching

A Not Meeting Expectations rating occurs when a faculty member does not meet all the requirements in Meeting Expectations in Teaching. Not Meeting Expectations in Teaching will lead to Not Meeting Expectations in annual evaluation.

2. Teaching Breadth

a. Faculty with Graduate Status:

All IT faculty with graduate status are required to identify a list of minimum six primary teaching courses (the list should include at least 1 required graduate course and 1 or 2 undergraduate courses).

b. All other Faculty:

All other faculty are required to identify a list of primary undergraduate teaching courses, consisting of at least 6 courses consisting of 2 lower-division, and 4 upper-division courses, 3 of which must be required courses.

3. Student Review of Teaching Effectiveness

All IT classes will be evaluated using various mechanisms:

- 1) Using KSU approved student survey instrument.
- 2) Using the teaching effectiveness metrics and process developed for courses to comply with ABET and university program review.
- 3) Peer evaluation of classes

IT faculty are expected to consider and reflect on the feedback provided by these mechanisms on their annual review document.

A faculty member may utilize additional instruments of their own design for continuous improvement. If intended for use as part of the faculty annual review, the process must include the following features:

- 1) All evaluation instruments must be anonymous: the student cannot be determined from the information and presentation of the evaluation instrument.
- 2) All evaluations must be handled outside of the oversight of the faculty member being evaluated. This is to ensure that the faculty member cannot pressure or intimidate student responses (even unintended). The faculty member must not be present during the evaluation or have control over the evaluation instrument containing student responses.
- 3) The evaluation instruments must be delivered to the department chair in a “chain of custody” that excludes the faculty member.

C. *Scholarship and Creative Activity (S/CA)*

All tenure-track IT faculty members are expected to participate in research and creative activity, the level of expectation varying with the faculty member’s workload model and FPA.

IT faculty members have traditionally valued a wide variety of scholarly activities. The key to appropriate valuation of a scholarship product is the peer-review process and the production of a clearly defined and reviewable product. Research and creative activity products should:

- Be critically reviewed by professional peers.
- Be disseminated internally and beyond the University.

Research rises to the level of scholarship when it becomes disseminated and professionally reviewed. Scholarship includes, but is not limited to:

- Discovery or applied research activities disseminated in reviewed scientific and professionally based journals, monographs, book chapters, online reviewed publications, etc.;
- Industrial research leading to patents, presentations, or publications in referred journals;
- Publication and dissemination of research in technical reports written for governmental agencies if the report is peer-reviewed by other professionals in the field;
- Publication of peer-reviewed textbooks, textbook chapters, academic conference proceedings, journals, and review articles;
- Publication of software on major peer-reviewed commercial stores;
- Presentations at professional conferences, consortia, seminars, etc. including any presentations produced from student mentorships;
- Externally funded projects and grants. Consideration will be given to the degree of competitiveness of the program, the funding organization (international, national, regional, state, local or industrial), the value of the grant, and the individuals' contribution to the project.

Evaluation of a faculty member's research effectiveness will be based upon the evidence that the individual faculty member has systematic inquiry activities associated with individual or collaborative scientific research, and should: a) encompass notable levels of discipline expertise, b) be innovative or logically contribute to the discipline or professional knowledge base, c) be replicable or elaborated, d) be documented and peer-reviewed.

1. **S/CA Rating Scale**

The guidelines listed in this section only apply to tenured and tenure-track faculty. Lecturer and senior lecturer are exempt from these guidelines.

Table 2 lists the S/CA efforts and quality level. Examples of tier 1 and tier 2 S/CA products can be found in appendix C and D, respectively.

a. **Meeting Expectations in S/CA**

- Faculty's S/CA efforts meet the S/CA percentage specified in his/her workload model.
- The S/CA efforts can be any combination of products as listed in Table 2.
- Faculty with more than 10% S/CA in their annual workload model is expected to demonstrate evidence of external grant activities.

b. **Exceeding Expectations in S/CA: Meeting Expectations in S/CA also required.**

- A faculty member's S/CA efforts exceeding S/CA percentage specified in his/her workload model alone will not automatically lead to Exceeding Expectations evaluation. Faculty should meet the criteria listed below.
- A faculty with 20% S/CA workload model must produce at least one S/CA product from Exceeding Expectations category in Table 2.

- A faculty with >20% and <=30% S/CA workload models must produce at least one S/CA product from the Exceeding Expectations category in Table 2 as the lead author or multiple products as the second lead author.
- Faculty with more than 30% S/CA workload model must produce two S/CA products from the Exceeding Expectations category in Table 2 as the lead author, and one of the products is expected to be awarded external grant as PI or co-PI.

c. Not Meeting Expectations in S/CA

A Not Meeting Expectations rating occurs when a faculty member does not meet all the requirements in Meeting Expectations in S/CA. Not Meeting Expectations in S/CA will lead to Not Meeting Expectations in annual evaluation.

2. S/CA Effort and Quality Levels for Annual Review

Table 2. S/CA Effort and Quality Levels for Annual Review

Quality	S/CA type	Annual Effort (%)
Meeting Expectations	Conference Paper, Poster, Panel, Abstract, etc. (accepted, peer reviewed) Any conference that is peer reviewed with paper acceptance rate > 40%	Conference Poster, Abstract, Panel – 5% (Lead author), 3% - 2 nd + author Conference Paper – 10% – 15% (Lead author), 7%-12% (2 nd + author)
	Journal (peer reviewed)	10% (submitted) – Lead author, 7% (submitted) – 2 nd + author 15% (accepted) – Lead author, 12% (accepted) – 2 nd + author See Tier 2 list in Appendix D
	Book Chapter (submitted)	10% - 15% (submitted) – Lead author 8% - 12% (submitted) – 2 nd + author
	Grant/contract	Internal submitted, 5%-8% Internal awarded <\$50K, 5%-12% External submitted < \$50K, 10% External submitted >= \$50K, 15%
	Exceeding Expectations	Prestigious Conference (accepted, peer reviewed) Any conference that is peer reviewed with acceptance rate <= 40%
Exceeding Expectations	Journal (accepted, peer reviewed)	20%-25% - Lead author, 15%-20% - 2 nd + author See Tier 1 list from Appendix C.
	Book/ book chapter (accepted, peer reviewed)	20% -25% (book chapter) – Lead author 15% -20% (book chapter) – 2 nd + author 30% (book) – Lead author 20% (book) – 2 nd + author
	Grant/contract (awarded)	Internal >-\$50K 15%-20% External < \$100K, 10% -20% External >= \$100K 20% - 30%

1. For activities not listed in the table, S/CA venues not listed in appendix C and D, and special situations, faculty members are expected to discuss with the department chair to determine the effort level and significance. For example, faculty may provide additional information besides conference acceptance rate.
2. If journal/book/book chapter/grants include more than one annual review period, faculty will receive credit for both submission and acceptance.
Awarded grants or contracts may cover multiple year. The budget of multiyear grants/contracts is divided equally by the number of years.
3. For a S/CA product that has a percentage range, the faculty should provide evidence to justify the requested percentage.
4. For funded Grants/Contracts, PI/co-PIs/equivalent designees receive equal S/CA credit. Multiyear grants/contracts are counted equally over the entire duration of grants/contracts. The grant amount is determined by the project total budget.
5. For publications (book chapter or books, conference and journal publications) with more than one author, all authors get credit with % as specified above. 2nd+: second and subsequent authors.
6. Faculty who work on a S/CA product with students are considered as lead author.
7. Lead author is the person who made the most contribution to a publication such as first author or corresponding author
8. The entire S/CA credit for a given year must not constitute “submitted” product’s effort only.

D. Professional Service (PS)

All faculty members are expected to participate in service activities, with the level of expectation varying with the faculty member’s workload model and FPA. Service activities can be to the department, college, university, or discipline. Faculty members need to describe their contribution to the service activity in detail – not just a list.

1. PS Evaluation Rating Scale

Service activities are recognized as important contributions, particularly those that support the work and functioning of the department. Specific department service activities are highly valued. Some department leadership roles have teaching reassignment and service activity needs to be factored into workload through, e.g., committee meeting frequency. Service activities need to be aligned with strategic goals and are categorized as follows:

a. Meeting Expectations in Service: ALL expectations at this level are required for ALL faculty

- 1) Participates in discussions regarding curriculum.
- 2) Participates in department and college meetings and discussions.
- 3) Interacts with colleagues in a respectful and professional manner, treating each department member as a valued colleague.
- 4) Participates in other service activities to support the academic department and college. (such as orientation, preview days, etc.)
- 5) Abides by relevant professional codes of conduct.
- 6) Attends graduation events. Two per academic year – fall or spring term; summer graduation is required if teaching summer term.
- 7) Service to department, college, university or the discipline (i.e., reviewing paper, serving to editorial board, national professional organization, and program committees in professional conferences).

b. Exceeding Expectations in Service: Meeting Expectations in Service also required

- 1) Serves as a leading role in department, college or university committees.
- 2) Serves in department leadership roles (Assistant chair, program leads/coordinators).
- 3) Faculty sponsor for KSU student organizations.
- 4) Serves as a leader of civic and community organizations with activity related to IT discipline (e.g., Technology Association of Georgia).
- 5) Frequently performs consulting or training services for business groups within his-her discipline on and off campus; or similar activities.
- 6) Serves on NSF (or equivalent) grant reviewing panel.
- 7) Contributions in department leadership roles beyond Meeting Expectations contributions.
- 8) Takes a leadership role in external program accreditation. (tenured faculty only¹) – includes writing external accreditation reports and leading department efforts for accreditation.
- 9) Contributions in leadership roles at the university level beyond Meeting Expectations contributions.
- 10) Contributions to special department initiatives beyond Meeting Expectations contributions.
- 11) Serves on editorial boards, or as editor of proceedings or journals.
- 12) Leadership service to national organizations that elevates the university's national recognition in a positive way. (tenured faculty only¹)
- 13) Serving as Chair, Co-Chair, Program Chair, Local Chair role in prestigious National/International Conferences.

c. Not Meeting Expectations in Service

A Not Meeting Expectations rating occurs when a faculty member does not meet all the requirements in Meeting Expectations in Service.

VI. Multi-Year Review Schedules

As per the University Faculty Handbook: <https://handbooks.kennesaw.edu>

VII. Revision of Document

This document will be reviewed every three year in the Fall by the IT Department Faculty Council. The Tier 1 and Tier 2 S/CA product lists will be reviewed annually in the fall semester by the IT Department Faculty Council.

VIII. References

Kennesaw State University Faculty Handbook: <https://handbooks.kennesaw.edu>

IX. Appendices

The documents for the following items are available at <https://ccse.kennesaw.edu/faculty-resources/shared-governance%20.php>

- A. Annual Review Document (ARD)
- B. Faculty Performance Agreement (FPA)
- C. Examples of Tier 1 S/CA Products
- D. Examples of Tier 2 S/CA Products