

Promotion & Tenure Guidelines
Department of Software Engineering
& Game Development
College of Computing & Software Engineering Kennesaw State
University

SWEGD P&T Committee

May 9, 2023



Abstract

Each unit in the College of Computing and Software Engineering (CCSE) is required to develop its own Promotion & Tenure (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 University and the College P&T Guidelines, such as student success activities, publication venues, grant activities, workload models, service activities, professional development requirements, quality and significance of research and scholarly work, etc. Because each unit's P&T guidelines are discipline-specific and are approved by deans and the Provost as consistent with college and University standards, those guidelines are understood to be the primary basis for promotion, tenure, and post-tenure review recommendations and decisions. Therefore, at all levels of review, the rationale for these decisions will be stated in a letter to the candidate with specific and detailed reference to the department review guidelines used to justify the recommendations and decisions that have been made.

Contents

Abstract	1
1 Introduction to the Software Engineering & Game Development Department	4
1.1 Overview	4
1.2 Alignment of SWEGD with KSU and CCSE Goals	4
2 Mandatory Statements	5
3 Accreditation Standards	5
4 Workload Models	5
5 General Faculty Expectations	6
6 Annual Review Process	7
7 Faculty Performance Assessment	8
7.1 Evaluating Teaching	8
7.1.1 Student Evaluations (Student Ratings of Teaching – SRT)	10
7.1.2 Statistically Significant Student Evaluations	11
7.1.3 Examples of Student Success in Teaching	11
7.2 SWEGD Review of Teaching	11
7.3 Scholarship and Creative Activity	12
7.3.1 Examples of Student Success in Scholarship and Creative Activity	14
7.4 SWEGD Evaluation of Research	14
7.4.1 Scholarship and Creative Activities Recognized by SWEGD	14
7.4.2 SWEGD S/CA Effort Weight	15
7.4.3 SWEGD S/CA Score	16
7.5 Professional Service	18
7.5.1 Examples of Student Success in Professional Service	18
7.6 SWEGD Evaluation of Professional Service	18
8 General Expectations for Promotion and Faculty Performance for Non-Tenure Track Faculty	19
9 General Expectations for Promotion and Faculty Performance for Tenure, Promotion, Post-Tenure Review, and Faculty Performance for Tenure Track Faculty in Professorial Ranks	20
9.1 SWEGD Guidelines for Assistant Professors with an S/CA Component \geq 20%	20
9.1.1 Teaching	20

9.1.2	S/CA.....	20
9.1.3.	Professional Service	21
9.2	SWEGD Guidelines for Associate Professors with an S/CA Component \geq 20%	21
9.2.1	Teaching.....	21
9.2.2	S/CA.....	21
9.2.3	Professional Service	21
9.3	SWEGD Guidelines for Professors with an S/CA Component \geq 20%	22
9.3.1	Teaching.....	22
9.3.2	S/CA.....	22
9.3.3	Professional Service	22
10	Revisions to Departmental Guidelines.....	22

List of Tables

Table 1:	KSU Faculty Handbook Example Workloads	5
Table 2:	SWEGD Workload Models.....	6
Table 3:	Template for Using the Five-point Scale.	7
Table 4:	Computing the SWEGD Teaching Score	12
Table 5:	SWEGD Valuing of S/CA Contributions	17
Table 6:	Calculating the SWEGD S/CA Score.....	18
Table 7:	SWEGD Professional Service Score	19

List of Figures

Figure 1:	Calculating the Overall Score	8
Figure 2:	SWEGD Basic Teaching Requirements.....	11
Figure 3:	SWEGD Activities for Exceeding Expectations	12
Figure 4:	S/CA Activities Recognized by SWEGD.....	15
Figure 5:	Calculating the SWEGD Effort Weight	15
Figure 6:	The Calculation of the SWEGD r.....	16
Figure 7:	Basic Service Requirements for SWEGD	18
Figure 8:	Service Activities Above and Beyond Basic Requirements	19

1 Introduction to the Software Engineering & Game Development Department

1.1 Overview

The Department of Software Engineering and Game Development (SWEGD) is a unit of the College of Computing and Software Engineering (CCSE) at Kennesaw State University (KSU). The Department will be recognized as a collaborative, collegial and diverse group of scholars who value excellence in teaching and mentorship, who are active in campus leadership, and who are successful in research activities that involve both undergraduate and/or graduate students.

The work of a university faculty member at Kennesaw State University involves many different facets that include the three areas of

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

Faculty are to highlight activities promoting student success in at least one of the above three performance areas. We believe that individual faculty should develop goals that reflect their unique ways of contributing to the university and departmental goals. These goals are developed and evaluated each year in the Faculty Performance Agreement (FPA) and Annual Review Document (ARD) process and serve to support the faculty member in his/her annual evaluations as well as in pre-tenure, promotion, tenure, and post-tenure review decisions. This document is designed to provide guidance with respect to the standards of performance expected by the Department of Software Engineering and Game Development in each of the areas.

1.2 Alignment of SWEGD with KSU and CCSE Goals

The Department of Software Engineering and Game Development (SWEGD) is committed to achieving the Mission and Strategic Plans of the Department, the College of Computing and Software Engineering, and Kennesaw State University. The guidelines published here are intended to support and elaborate on the guidelines for promotion, tenure, and post-tenure review of Kennesaw State University and the College of Computing and Software Engineering, as applied to faculty in the Department of Software Engineering and Game Development. Each faculty member should carefully consider all guidelines for portfolio preparation and review at the university, college, and departmental levels as they establish goals and prepare for the annual review or promotion and tenure application. The Department of Software Engineering and Game Development follows the process outlined in the KSU Faculty Handbook, Section 3.12 - Faculty Review Process.

2 Mandatory Statements

The statements in this section that are in italics are required for all P&T Guidelines at Kennesaw State University.

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

Faculty are to highlight activities promoting student success in at least one of the three performance areas: Teaching, Scholarship and Creative Activities, and/or Professional Service.

3 Accreditation Standards

The B.S. in Software Engineering is accredited by the ABET Engineering Accreditation Commission (EAC) and the B.S. in Computer Games Design & Development is accredited by the ABET Computing Accreditation Commission (CAC). All faculty in SWEGD have a duty to support the accreditation efforts of the programs in which they are involved. See <https://www.abet.org> for more details about ABET.

4 Workload Models

Section 2.2 of the KSU Faculty Handbook contains a discussion of Workload models. This discussion is included here by reference.

Table 1 shows some example workloads from the KSU Faculty Handbook.

Model Name	Teaching %	S/CA %	Service %
Teaching Emphasis	80	10	10
Teaching S/CA	60	30	10
Teaching Service	60	10	30
Teaching S/CA Service	60	20	20
S/CA Emphasis	40	50	10
Administration Emphasis	20	10	70

Table 1: KSU Faculty Handbook Example Workloads

Historically, SWEGD has used slightly different terminology for the various workloads. Table 2 provides a description for limited terms faculty and for teaching faculty who carry a large administrative load. The Department recognizes four workload models: Limited Term Model, Teaching Intensive Model, Teaching/Scholarship Model, and the Research-Intensive Model. The three performance areas include scholarship of research and creative activity, scholarship of teaching, and scholarship of service.

Model Name	Teaching %	S/CA % ¹	Service % ²
Limited Term	100	0	0
Teaching Intensive ³	80-90	0-10	10
Teaching/Scholarship	60-70	20-30	10
Research Intensive	40-50	40-50	10

Table 2: SWEGD Workload Models⁴

5 General Faculty Expectations

Section 3.2 of the KSU Faculty Handbook and the CCSE P&T Guidelines discuss overall faculty expectations and gives an overview of faculty responsibilities. It is included in these guidelines by reference. The Department of Software Engineering and Game Development requires a baseline of performance from all faculty members. This baseline of expectations is described in the KSU Faculty Handbook and the CCSE P&T Guidelines. In addition, SWEGD expectations include:

- Attending required department, College and University meetings, events, seminars, and graduation events.
- Working effectively with colleagues on appropriate ad hoc and chartered committees.
- Meeting with students and members of the community on issues related to the mission of the Department and College.

All faculty members are responsible for assessment data collection and reporting generated from all the classes they teach each semester. This is considered a normal part of a faculty member's teaching responsibilities. Faculty members are expected to collect and report the data needed by SWEGD to maintain its ABET/KSU/USG/SACSSOC accreditations. They are also

¹ Faculty who have more than 10% dedicated to S/CA, must be actively looking for external funding.

² When faculty perform an unusual amount of service, their service percentage can be adjusted in their FPA.

³ Lecturers and Senior Lecturers may have 0% effort in S/CA. Tenured faculty on the Teaching Intensive model must have at least 10% effort in S/CA.

⁴ Other workloads are possible based on negotiation with the Department Chair.

encouraged to contribute ideas and efforts to improve department offerings and functions. Section 3.10 of the KSU Faculty Handbook describes the general expectations for non-tenure track lecturers and senior lecturers. That material is incorporated into these guidelines by reference.

6 Annual Review Process

The annual review process is covered in detail in Section 3.12 of the KSU Faculty Handbook. This section is included in these guidelines by reference.

Table 3 from the KSU Faculty Handbook provides some guidance on how the five-point scale is to be used.

Score	Category	Description	Comments
5	Exemplary	Faculty member far exceeded the department and/or college expectations in the performance area.	
4	Exceeds Expectations	Faculty member exceeded the department and/or college expectations in the performance area.	
3	Meets Expectations	Faculty member met the department and/or college expectations in the performance area.	
2	Needs Improvement	Faculty member's efforts and performance fell below department and/or college expectations in the performance area and did not meet the department expectations even at a minimal level. Extensive improvements are needed.	This rating in any area necessitates a PRP for tenured and tenure-track faculty
1	Does Not Meet Expectations	Faculty member neglected their responsibilities in the performance area.	This rating in any area necessitates a PRP for tenured and tenure-track faculty

Table 3: Template for Using the Five-point Scale.

According to the KSU Faculty Handbook, the overall evaluation will weigh the rating in each area by the workload percentage in that area. The overall evaluation will then be rounded to the nearest whole number; however, the overall evaluation can be a maximum of 4 (cannot be 5) if there is a 1 in any area. In other words, if T is the teaching score, w_T the percentage of the workload devoted to teaching, R is the S/CA score, w_R is the percentage of the workload devoted to S/CA, S is the professional service score, and w_S is the percentage of the workload devoted to professional service, the calculation is given in Figure 1 where P is the preliminary score and F is the Final Overall Score.

$$P = \text{round}(T * w_T + R * w_R + S * w_S)$$

$$\text{if } \min(T,R,S) > 2, F = P, \text{ else } F = \min(4,P)$$

Figure 1: Calculating the Overall Score

The details of the annual review and such matters as performance remediation plans (PRPs) are discussed in Section 3.12 of the KSU Faculty Handbook.

7 Faculty Performance Assessment

This section deals with the task of adapting the five-point scale to assessing performance in teaching, scholarship and creative activity and service.

7.1 Evaluating Teaching

This category of faculty performance refers to a wide variety of instructional activities that engage faculty peers and others to facilitate student learning. Teaching also includes activities such as mentoring, advising, and supervision. The norm for workload effort expected in teaching for the typical tenure-track/tenured teaching faculty is 60%. By definition, scholarly teachers (see KSU Faculty Handbook Section 3.4) demonstrate mastery of the current knowledge and methodology of their discipline(s). Teaching effectiveness at KSU will be assessed and evaluated not only from the perspective of the teacher's pedagogical intentions but also from the perspective of student learning. Such assessment may employ multiple methods, including a variety of classroom techniques, student course evaluations, and peer evaluations. Instruments to assess student perceptions of their own learning should not be the sole means but may be used in conjunction with other instruments. Depending on the faculty member's situational context, evaluation of teaching and curricular contributions will not be limited to classroom activities but will also focus on the quality and significance of a faculty member's contributions to larger communities. Examples include curricular development, community-engaged teaching practices, program assessment, student mentoring and

supervision, public lectures, and workshops, teaching abroad and international exchange, and academic advising. Additional criteria are found in Section 2.5 of the KSU Faculty Handbook.

In addition to documenting teaching effectiveness in terms of student learning, faculty should provide other measures of teaching effectiveness, such as some, but not necessarily all, of the following: teaching awards, evidence of handling diverse and challenging teaching assignments, securing grants for curriculum development or teaching techniques, accomplishments involving community engaged pedagogy, peer observations, and contributions to the achievement of departmental teaching-related goals. Faculty who designated teaching as their area of focus for student success should report those student success activities that occur in teaching.

As stated in the University and College guidelines, teaching effectiveness is fundamentally essential for continued faculty employment, tenure, and promotion in rank. In the Department of Software Engineering and Game Development, teaching, supervision, and mentoring activities, along with other activities listed in the KSU Faculty Handbook and the CCSE P&T Guidelines may be used to assess teaching effectiveness. These activities may include but are not limited to:

- High quality teaching across a variety of instructional settings (classroom, online, instructional laboratory, seminar, directed study, independent study, tutorials, undergraduate research, and scholarship, etc.)
- Incorporating effective pedagogical methods into classes, such as group activities, writing exercises, teaching with technology, etc. Developing new or innovative instructional materials
- Mentoring students either by individual attention during office hours or extra tutoring sessions
- Professional student advisement for our degree program or professional school and student career mentorship
- Curriculum development, modification, implementation, and evaluation

Evaluation of a faculty member's teaching, supervision, and mentoring effectiveness must include KSU approved end of semester course evaluation (KSU Faculty Handbook 2.5) and may include student feedback on teaching at the end of each semester, faculty's evidence and description of innovative teaching techniques, peer reviews, and other independent evidence as suggested by the following: a) effectively plans and organizes subject matter of courses assigned, b) utilizes effective teaching and instructional assessment methods to better understand and further improve teaching effectiveness and student learning, c) functions effectively in an advisement capacity with students, d) serves as an effective mentor of students through supervision of research and/or other scholarly activity, and e) expands their knowledge/skills to improve effectiveness as an on-going activity to further the instructional capabilities of the department.

Teaching activities may be considered scholarship when tangible results are produced in appropriate professional venues relating to the performance area. In the process of dissemination, [KSU Faculty handbook 3.4.A]. Faculty members are encouraged to disseminate their best teaching practices to appropriate audiences and to subject their work to critical review.

Examples include: Dissemination of results in peer-reviewed scientific and/or professional journals, publication of monographs, book chapters, online reviewed publications, or technical reports, professionally reviewed presentations at conferences, consortia, or seminars, seeking and/or receiving externally funded grants; (In considering grant awards, consideration is given to the degree of competitiveness of the program or the funding organization.) , production of results from internal funding such as papers and presentations, publication of textbooks, laboratory manuals, and similar materials are considered scholarship if they have been externally reviewed and scored. USG ALG and similar curricular development grants must be categorized under teaching and not research.

7.1.1 Student Evaluations (Student Ratings of Teaching – SRT)

The Georgia Board of Regents Policy manual ([BoR Policy Manual 8.3.5.1](#)) requires that all faculty within the University System of Georgia be evaluated annually. More specifically, students must be provided with the opportunity to provide written feedback on faculty teaching. Kennesaw State University collects student feedback using an electronic, online system that ensures anonymity of the students. The feedback is then provided to faculty for use in improving instruction. For more details, see Section 2.5 of the Faculty Handbook.

In addition to the KSU approved end of the semester course evaluation, individual faculty members may use SRT data to improve their own classes. The data may also be used during the annual review process or for purposes of promotion and tenure. When data are used for evaluating teaching performance, several important guidelines should be followed. First, the survey must use the KSU-approved questions and the process in administering the instrument must be approved by the department chair and include the following features:

- The evaluation instrument must be anonymous: the student's identity cannot be determined from the information and presentation of the evaluation instrument.
- All evaluations must be handled outside of the oversight of the faculty member being evaluated.
- Only summarized student responses can be shared with the faculty member.

It is important to note that SRTs constitute only one measure of teaching effectiveness, so SRTs should never be used as the sole criterion for evaluation. Data from objectively scored items (Likert items) should be compiled in the form of frequency tables that include both counts and percentages for each Likert category (i.e., strongly agree, agree, disagree, strongly disagree, not

applicable). Response rates should also be provided for each course section. Data should not be reported as an average (mean) because it is not appropriate to interpret mean values for Likert scale data. It is also not appropriate to compare means between faculty for purposes of evaluation.

7.1.2 Statistically Significant Student Evaluations

If fewer than 15% of the students in a course fill out student evaluations for that course, the evaluations for that course will not be treated as statistically significant.

7.1.3 Examples of Student Success in Teaching

Student success most often, though not always, occurs within a faculty member's teaching, supervision, and mentoring. Examples of student success in this area include faculty who advise or mentor students outside the classroom, employ forms of experiential learning and other high impact practices in their classrooms, and/or apply professional development activities and initiatives offered by the institution or the USG to their work with students.

7.2 SWEGD Review of Teaching

This section describes how SWEGD will determine how to rate teaching faculty on the five-point scale. We first set a baseline for the basic requirements as shown in the list below.

- a. Meet all classes.
- b. Deliver the departmentally accepted course content for the courses being taught.
- c. Maintain availability for students.
- d. Receive positive student and peer reviews on teaching ability.
- e. Provide mechanisms for evaluating student performance.
- f. Grade and return assigned material in a timely manner.
- g. Demonstrate teaching effectiveness. This may include but is not limited to the use of effective pedagogy, statistically significant student evaluations that average to 3 or better, and other measures that demonstrate teaching effectiveness.
- h. Submit all approved end of course evaluations and other assessment-related documents related to the course on time.
- i. Keeping courses current.
- j. Not change course modalities without the approval of the department chair and dean.

Figure 2: SWEGD Basic Teaching Requirements

Any faculty member who meets all the basic requirements listed in Figure 2 will get at least a 3. If there were significant problems that were caused by factors beyond the faculty member's control such as an accident or illness, the chair and the faculty member will consult with the Dean on how to handle the evaluation. Otherwise, if there were significant deficiencies in one or but not more than three of the basic requirements, the faculty member will receive a 2 for

teaching. If there were significant deficiencies in 4 or more of the basic requirements, the faculty member will receive a 1 for teaching.

To achieve a grade of at least 4, the faculty member will have to satisfy all the basic requirements in Figure 2 with no deficiencies and devote significant, documented effort in two of the areas in Figure 3. To achieve a grade of 5, the faculty member will have to satisfy all the basic requirements in Figure 2 with no deficiencies and devote significant, documented effort in at least three of the areas in Figure 3. This discussion is summarized in Table 4.

- a. Provide organized efforts for consultation with students beyond office hours.
- b. Develop a new course or significantly modify an existing course.
- c. Develop innovative teaching methods.
- d. Direct students in directed study projects.
- e. Mentor and advise students doing internships.
- f. Advise students in specialty areas. Mentoring and advising activities should not be counted in more than one area.
- g. Participate in study abroad programs.
- h. Get statistically significant student evaluations ≥ 3.7 in most courses.
- i. Other teaching activities agreed upon by the faculty member and the Department Chair in the FPA.
- j. Receive a curriculum research grant worth of \$15K per year.

Figure 3: SWEGD Activities for Exceeding Expectations

Criteria	S/CA Score
No deficiencies in the requirements in Figure 2 and documented, substantial efforts in three or more activities in Figure 3	5
No deficiencies in the requirements in Figure 2 and a documented, substantial effort in two or more activities in Figure 3	4
No deficiencies in any of the requirements in Figure 2	3
Deficiencies in no more than 3 requirements in Figure 2	2
Deficiencies in 4 or more of the requirements in Figure 2	1

Table 4: Computing the SWEGD Teaching Score

7.3 Scholarship and Creative Activity

There is a general discussion of S/CA in Section 3.3B of the KSU Faculty Handbook. This section is incorporated in these guidelines by reference. The Department of Software Engineering and Game Development recognizes a process of research that includes idea generation, identification of necessary resources, gathering and analyzing data, and disseminating the results at professional meetings and in published formats. All aspects of this process are considered valuable scholarly activity. Scholarship, however, is defined specifically as a creative,

intellectual work that is disseminated and professionally reviewed by peers in the discipline. This may include research based on the faculty member's training and expertise ("discipline-based research"), teaching and learning-based research, or other appropriate efforts as defined in the Faculty Performance Agreement. The pace of research is acknowledged to vary among the sub-disciplines within Software Engineering and Game Development, especially those sub-disciplines that require lengthy periods of time for significant data collection. In addition, research involving undergraduate and/or graduate student mentorship takes longer to achieve results than similar activities when produced by an individual faculty member who does not engage in student mentorship.

Scholarly activity in research and creative activity (SC/A) may include but is not limited to:

- Establish an active, sustainable, research program.
- Produce research papers with collaborators and students.
- Establish collaborative research relationships within the department, college, university, with colleagues at other institutions, and industry.
- Grant development for external and internal research awards.

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 refereed 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, academic conference proceedings, journals, and review articles.
- Publication of games, apps, or software on major peer-reviewed commercial stores (Google Play, iTunes Store, Microsoft Store, Steam, etc.) Presentations at professional conferences, consortia, seminars, etc. including any presentations produced from student mentorship.
- Externally funded projects and grants. Consideration will be given to the degree of competitiveness of the program, the funding organization, the value of the grant, and the individual's 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 and 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. Figure 4 describes examples of S/CA effort and quality levels for products/activities and Figure 5 shows examples on how the effort for a product can be distributed among the authors/Pis. These tables only represent examples of S/CA effort and distribution weights, and faculty members can always make a case in their ARD portfolio if they believe the values assigned in the tables do not provide a fair evaluation for their effort related to a product. Note that to earn 4 or 5 for S/CA, the work must be sufficient not only in quantity, but evidence must be provided that a substantial part of the work is of high quality. Notice that the research effort of a faculty member cannot come only from submitted work, but at least a part of it should come from accepted work. Also, in accordance with the CCSE P&T guidelines, tenured and tenure-track faculty desiring more than 10% annual S/CA are expected to provide evidence of solicitation of external funding. In particular, the Department of Software Engineering and Game Development requires that a tenured and tenure-track faculty member, who is not currently part of an active grant, submit at least an external grant request every two years. It should be noted that one of the conditions for receiving tenure is success in achieving significant, external funding.

7.3.1 Examples of Student Success in Scholarship and Creative Activity

At Kennesaw State University, student success can take place within a faculty member's scholarship and creative activity. Faculty who promote undergraduate and graduate research, especially through the dissemination of artifacts at academic conferences, in publications, or in artistic performances; and/or faculty who research on student development and achievement are examples of those engaged in student success in scholarship and creative activity.

7.4 SWEGD Evaluation of Research

Within the Department of Software Engineering and Game Development, it is recognized that the faculty represent diverse disciplines, including but not limited to Software Engineering, Game Design, and Development, Human-Computer Interaction, Augmented Reality, and Virtual Reality. When evaluating faculty from such a range of disciplines, difference in the time required for establishing a research program, data collection, and analysis must be considered. Because of the multidisciplinary nature of these disciplines, faculty members sometimes need to establish connections with colleagues in completely different fields. Since creating these relationships is time-consuming, faculty members can assign more than 100% value to a collaborative product clearly explaining, in the narrative of their ARD, the sources of this additional effort.

7.4.1 Scholarship and Creative Activities Recognized by SWEGD

There are many different activities that are considered S/CA. Figure 4 gives a non-exhaustive list of such activities. If a faculty member feels that an activity not on the list should be counted in

S/CA, that faculty member should make a case with the Department Chair during FPA negotiation. All activities submitted for consideration must be carefully documented in a standard and reasonable manner.

- a) Establish an active, sustainable research program that includes u/g research.
- b) Undergraduate or graduate research mentoring is not counted in another area.
- c) Establish collaborative relationships within the department, college, or university and with colleagues at other institutions.
- d) Produce peer-reviewed full-paper publications.
- e) Produce peer-reviewed presentations.
- f) Serve on an invited panel related to their research area.
- g) Organize and deliver an invited workshop.
- h) Produce a published game.
- i) Produce widely distributed software.
- j) Submit internal and external non-curricular research grant proposals.
- k) Receive internal and external non-curricular research grant proposals.
- l) Produce peer-reviewed research-related book chapters or books.
- m) Receive formal recognition for research from an established organization.
- n) Deliver invited keynote addresses related to their research area.
- o) Deliver technical reports to agencies and organizations.
- p) Other scholarship activities agreed upon by the faculty member and the Department Chair.

Figure 4: S/CA Activities Recognized by SWEGD

7.4.2 SWEGD S/CA Effort Weight

Scholarship and creative activity often involve teams of people and in fact, collaboration among researchers is an important factor in completing large factors. Furthermore, it is important for faculty to encourage students to produce scholarship and creative activity works. Normally, one person cannot receive full credit for the work produced by a group. To provide a consistent measure of effort, we have produced the SWEGD Effort Weight which we will denote by W , it is given in

Figure 5 where R is the number of researchers involved in a project who are not students of any of the other participants. Note that W is a number between .10 and 1.00. Furthermore, if a researcher works on a project and the other contributors are students of that researcher, the researcher gets full credit for the project.

$$W = \frac{.90}{R} + .10$$

Figure 5: Calculating the SWEGD Effort Weight

7.4.3 SWEGD S/CA Score

The SWEGD S/CA score is calculated in two steps. First, a total effort score is computed using the entries in Table 5. The W that appears in

Table 5 is the one computed in

Figure 5. W is computed for each activity that is submitted as an example of S/CA. SWEGD will maintain a **list** of top-tier journals and conferences that should be consulted when computing total effort. All journals and conferences that are not on the top-tier list will be referred to as bottom-tier. Faculty can make an argument to the department chair that a particular publication belongs in the top-tier list. The top-tier list will be updated yearly and made available throughout SWEGD. If the faculty member feels that the values in Table 5 are not accurate in some cases, they can present their case to the department chair for adjustment. To compute the final SWEGD S/CA score proceed as follows. Use Table 5 to compute the total percentage effort for S/CA. Call this quantity E . Now we compute the ratio, r , of E over w_R , which is the percentage of the faculty member's workload dedicated to S/CA. This computation is shown in

Figure 6. We then compute the S/CA score using Table 5.

$$\text{If } w_R > 0, r = \frac{E}{w_R}, \text{ else } r = 1$$

Figure 6: The Calculation of the SWEGD r

Submission	Effort Value
Paper submitted to a top-tier journal, conference, or workshop ¹	W*5%
Paper submitted to a bottom-tier journal, conference, or workshop ¹	W*3%
Paper accepted by a top-tier journal or conference	W*10%
Paper accepted by a bottom-tier journal or conference	W*6%
Self-published research-oriented book of 200 or more pages ²	W*5%
Publication of an externally reviewed, research-oriented book by a recognized publisher	W*15%
Publication of a chapter in an externally reviewed book	W*8%
Submission of an internal grant for \$M ³	W*3*M/(50000*years)%
Submission of an external grant for \$M ³	W*10*M/(50000*years)%
Internal grant awarded for \$M ⁴	W*6*M/(50000*years)%
External grant awarded for \$M ⁴	W*20*M/(50000*years)%
Submitted patent application through KSU	W*10%
Patent through KSU awarded	W*20%
Serving as the chair of a PhD Committee	W*5%
Serving as a member of a PhD Committee	W*2%
Serving as a chair of an MS thesis committee	W*3%
Serving as a member of an MS thesis committee	W*1%
Startup company formed through KSU	Negotiable
Software/app published through KSU	Negotiable
Game published through KSU	Negotiable

Table 5: SWEGD Valuing of S/CA Contributions

¹ Only one submission credit per paper permitted – if the paper is rejected, there is no additional credit for submitting to another journal. The paper must be credible and represent a serious time commitment. At most a total of two submissions per year can get credit. You cannot earn more than 8% total effort merely for submitting papers.

² The book must be used in a class or otherwise be a serious contribution to the literature.

³ This credit can be given only once for a proposal. If the proposal is rejected and rewritten but is substantively similar, it is not given additional credit. The proposal must be substantive and represent a serious time commitment. No more than one such credit can be earned per year. It is possible to get credit for one internal grant proposal and one external grant proposal per year. Success in obtaining external funding is a necessary, but not sufficient, condition for tenure.

⁴ This credit is given for every original year that the grant is active. No credit is given for no-cost extensions. If supplementary money is added to a grant, it is treated as a new grant.

r	S/CA Score
$r \geq 1.6$ and substantial success in receiving external funding	5
$1.4 \leq r < 1.6$ and success in receiving external funding	4
$.8 \leq r < 1.4$	3
$.5 \leq r < .8$	2
$r < .5$	1

Table 6: Calculating the SWEGD S/CA Score

7.5 Professional Service

Section 3.3 of the KSU Faculty Handbook has a general discussion of professional service. That material is incorporated into these guidelines by reference. Faculty will be expected to explain and document the quality and significance of their service roles and how they are aligned with the strategic mission of the department, college, and university.

7.5.1 Examples of Student Success in Professional Service

Student success can occur through a faculty member's work in professional service. Examples include faculty who direct study abroad programs or other experiential learning activities, who coordinate internships, service-learning, and other community engaged activities, and who serve on various committees dedicated to student success are examples of those engaged in student success in professional service.

7.6 SWEGD Evaluation of Professional Service

Basic service requirements for all faculty are given in Figure 7. Service activities above and beyond basic requirements are given in Figure 8. Table 7 shows how the SWEGD Professional Service grade is computed.

- a) Active participation in department, college, and/or university committees and events.
- b) Attendance at faculty meetings,
- c) Performance in one additional area listed under "Activities above and beyond basic requirements."
- d) Service as laboratory or course coordinator in an assigned teaching area.

Figure 7: Basic Service Requirements for SWEGD

- a) Serve as chair/secretary of large committees (e.g., Undergraduate Policies and Curriculum Committee, Graduate Policies and Curriculum Committee).
- b) Serve as an editor or associate editor of professional newsletter or journal.
- c) Contribute to professionally related state, regional, or national organizations.
- d) Actively participate in promotional activities and recruitment for the department, college, or university.
- e) Special outreach to schools or community colleges.
- f) Advise KSU-recognized, student organizations.
- g) Organize a regional, national, or international conference.
- h) Serve as chair on departmental, college, and/or university committees.
- i) Make significant contributions to writing institutional self-study reports, accreditation reports, governance documents or other notable institutional documents.
- j) Testify on research-related matters at government hearings.
- k) Serve as a referee for conferences, journals, or book publishers.
- l) Other service activities agreed upon by the faculty member and the Department Chair

Figure 8: Service Activities Above and Beyond Basic Requirements

Activities	Professional Service Score
<i>Satisfy all the basic requirements in Figure 7 and significant effort in two or more additional activities in Figure 8</i>	5
<i>Satisfy all the basic requirements in Figure 7 and significant effort in one more additional activity in Figure 8</i>	4
<i>Satisfy all the basic requirements in Figure 7</i>	3
<i>Satisfy all but one of the basic requirements in Figure 7</i>	2
<i>Fail to satisfy two or more of the basic requirements in Figure 7</i>	1

Table 7: SWEGD Professional Service Score

8 General Expectations for Promotion and Faculty Performance for Non-Tenure Track Faculty

Faculty may be considered for promotion in the 5th year of service at the current rank. The process for lecturers and clinical faculty undergoing a promotion review strictly adhere to the guidelines set forth in Sections 3.7 and 3.10 of the KSU Faculty Handbook. A portfolio, following the format required by the University, will be submitted and evaluated at each level of review required by University promotion procedures, following the same schedule of deadlines. The portfolio for promotion should demonstrate exceptional teaching ability and notable value to the institution, especially in the areas established in the faculty member's FPA. There is a thorough discussion of this topic in Sections 3.7 and 3.10 of the KSU Faculty Handbook, which is incorporated into these guidelines by reference.

9 General Expectations for Promotion and Faculty Performance for Tenure, Promotion, Post-Tenure Review, and Faculty Performance for Tenure Track Faculty in Professorial Ranks

In general, faculty members are expected to have published 3 or more peer-reviewed top-tier publications where they are one of the primary authors by the time they apply for promotion and/or tenure. They must also have received significant external funding by the time they apply for promotion and/or tenure. The publications and external grant funds must be dated after the arrival of the faculty member at Kennesaw State University. Successful annual reviews are necessary but not sufficient to receive tenure. These topics are discussed in greater detail in Sections 3.5 and 3.12 in the KSU Faculty Handbook. These sections are incorporated into these guidelines by reference.

9.1 SWEGD Guidelines for Assistant Professors with an S/CA Component \geq 20%

9.1.1 Teaching

Early in Rank: The Assistant Professor will begin to establish herself or himself as a highly effective teacher by developing a well-stated philosophy of teaching and learning, teaching assigned courses, experimenting with a variety of teaching strategies and methodologies, incorporating data from student evaluations in revising teaching strategies and methodologies, and other expectations as outlined in Section VII.B or Section VII.C. Faculty may begin to mentor students in directed study or honors projects and to participate in advising. Individual contributions to assigned team-taught courses should be documented.

Established in Rank: The faculty member will continue to develop and refine his or her effectiveness as an instructor, maintaining currency in instructional context and delivery by updating and revising course content and plans. She or he should have an increasing role in student advisement and, when appropriate, mentoring directed study students.

9.1.2 S/CA

Early in Rank: The Assistant Professor establishes the foundation of a scholarship plan as part of the Faculty Performance Agreement. He or she will develop and implement a clear plan for achieving scholarship objectives. The scholarship may be an independent project or may be a collaborative project with others at KSU or elsewhere.

Established in Rank: Evidence of productive scholarship is given by the expectations outlined in Section 7.5. If undergraduates and graduates are involved in research, projects should lead to student presentations at the KSU Undergraduate Research Symposium and at local, state, regional, or national/international meetings.

9.1.3. Professional Service

Early in Rank: The Assistant Professor will establish a foundation for professional service through participation in departmental level committees, with an increasing component of leadership and contribution as a faculty member gains experience in service positions. Other appropriate activities might include service-learning activities, participation in institutional programs/services, volunteering in professionally related community service organizations/projects, participation in professional organizations, and others. Faculty with specialized service obligations, such as supervision of a certified program, are required to follow all training and other steps necessary to ensure the continued success of the program.

Established in Rank: Participation in college or university level committees may begin. Service activities should show a progression from participation to leadership.

9.2 SWEGD Guidelines for Associate Professors with an S/CA Component \geq 20%

9.2.1 Teaching

The Associate Professor has demonstrated mastery of teaching at the Assistant Professor rank and has begun to establish herself or himself as a leader in instructional and educational initiatives. This could include initiating major course or curriculum revisions, developing new course electives, employing new pedagogical strategies, involving undergraduates in service learning opportunities, incorporating undergraduates in research endeavors, receiving invitations for guest lecturing and speaking in areas of expertise, engaging in formal assessment of student learning outcomes, mentoring students in directed studies and honors projects, mentoring junior faculty in curricular and instructional activities, and other ways as in Section 7.2.

9.2.2 S/CA

The Associate Professor demonstrates mastery of the Assistant Professor expectations for scholarship based on what he or she has produced. Evidence for productivity in scholarship at the Associate Professor level is characterized by a well-defined specialty area, expertise, and more advanced contributions to knowledge. Also, the scholarship products of the Associate Professor are more widely known within and outside of KSU.

9.2.3 Professional Service

The Associate Professor has established herself or himself as a leader in professional service. He or she will have demonstrated leadership in departmental committees or at the college and university level or leadership in one or more professional organizations. He or she will have written significant and institutional documents such as accreditation reports, performing significant leadership roles in a professional organization.

9.3 SWEGD Guidelines for Professors with an S/CA Component \geq 20%

9.3.1 Teaching

The Professor has established himself or herself as a highly effective and highly accomplished teacher, supervisor, and mentor, continuing the excellence in teaching demonstrated at the earlier ranks and serving as a leader in curricular and instructional development and evaluation in the department or discipline.

9.3.2 S/CA

The Professor has an established record of productivity in scholarship as defined in Section 7.5 for specific tracks, reflecting mastery of the Associate Professor level of scholarship. Evidence for productivity in scholarship is outlined in Section 7.5. The professor will continue a record of seeking or having obtained significant external funding scholarship.

9.3.3 Professional Service

The Professor is nationally and internationally recognized as a leader in professional service, as outlined in Section 7.7. The Professor fills significant leadership roles in institutional and professional groups.

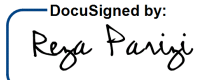
10 Revisions to Departmental Guidelines

The Department of Software Engineering and Game Development Promotion and Tenure Committee shall biennially review the Department Guidelines and make recommendations to the Department Chair regarding needed revisions. The Department Chair shall convene an ad hoc committee comprised of the Department P&T Committee, and other members of the Department faculty appropriate to the process of review and revision of the Guidelines. Revisions to the Guidelines shall be voted on by the faculty of the Department and thereafter approved through the College and University as outlined in the KSU Faculty Handbook.

Approval Form for Department Promotion and Tenure Guidelines

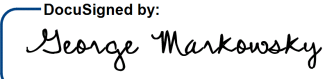
A copy of this form, completed, must be attached as a cover sheet to the department guidelines included in portfolios for Pre-Tenure, Review, Promotion and Tenure and Post-Tenure Review.

I confirm that the attached guidelines, dated May 9, 2023, were approved by the faculty of the Department of Software Engineering and Game Development in accordance with department bylaws:

Reza Parizi  October 6, 2023
A7629C4503854BA...


Name (printed) SWEGD P&T chair Signature/ Date

Department Chair Approval - I approve the attached guidelines:

George Markowsky  October 6, 2023
A5070DBE633445C...

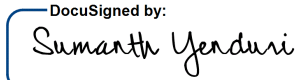
Name (printed) SWEGD Department Chair Signature/ Date

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

Patrick Bobbie  October 15, 2023
42BA9G4928944GF...

Name (printed) CCSE P&T Committee Chair Signature/ Date

College Dean Approval - I approve the attached guidelines:

Sumanth Yenduri  October 15, 2023
B04458D098CE4E6...

Name (printed) CCSE Dean Signature/ Date

Provost Approval - I approve the attached guidelines:

Ivan Pulinkala  November 15, 2023
02FA0CC7B24D4B3...

Name (printed) KSU Provost Signature/ Date

Certificate Of Completion

Envelope Id: F07CCA1AEF0746AE80B265C0D482F212	Status: Completed
Subject: Complete with DocuSign: SWEGD-PT-Guidelines-Oct-2023-final 1 (1).pdf	
Should this go to Agiloft?:	
Source Envelope:	
Document Pages: 23	Signatures: 1
Certificate Pages: 5	Initials: 2
AutoNav: Enabled	Envelope Originator:
Enveloped Stamping: Enabled	Leslie Downs
Time Zone: (UTC-05:00) Eastern Time (US & Canada)	ldowns@kennesaw.edu
	IP Address: 130.218.12.38


Record Tracking

Status: Original	Holder: Leslie Downs	Location: DocuSign
11/10/2023 11:35:30 AM	ldowns@kennesaw.edu	

Signer Events

Carmen Skaggs
 cskaggs4@kennesaw.edu
 Assistant Vice President for Academic Affairs
 Kennesaw State University
 Security Level: Email, Account Authentication (None)

Signature




Signature Adoption: Pre-selected Style
 Using IP Address: 130.218.12.38

Timestamp

Sent: 11/10/2023 11:38:35 AM
 Viewed: 11/10/2023 1:20:17 PM
 Signed: 11/10/2023 1:20:29 PM

Electronic Record and Signature Disclosure:
 Accepted: 4/27/2020 12:44:36 PM
 ID: b3e5295c-f92f-4fc5-bce9-bcc2afabc6aa

Pam Cole
 pcole@kennesaw.edu
 Interim Dean
 Security Level: Email, Account Authentication (None)




Signature Adoption: Pre-selected Style
 Using IP Address: 130.218.12.38

Sent: 11/10/2023 1:20:31 PM
 Viewed: 11/15/2023 4:52:33 PM
 Signed: 11/15/2023 4:52:47 PM

Electronic Record and Signature Disclosure:
 Accepted: 11/15/2023 4:52:33 PM
 ID: 860866b5-84bb-4bd5-9cf4-63d36708acae

Ivan Pulinkala
 ipulinka@kennesaw.edu
 Provost/SVPAA
 Kennesaw State University
 Security Level: Email, Account Authentication (None)



DocuSigned by:
 Ivan Pulinkala
 02FA0CC7B24D4B3...

Signature Adoption: Pre-selected Style
 Using IP Address: 130.218.6.160
 Signed using mobile

Sent: 11/15/2023 4:52:49 PM
 Viewed: 11/15/2023 5:06:35 PM
 Signed: 11/15/2023 5:07:02 PM

Electronic Record and Signature Disclosure:
 Accepted: 3/27/2019 4:28:48 PM
 ID: 18dbcf9a-e404-4ba5-ac6b-d1516a1a5021

In Person Signer Events	Signature	Timestamp
Editor Delivery Events	Status	Timestamp
Agent Delivery Events	Status	Timestamp
Intermediary Delivery Events	Status	Timestamp
Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp
Leslie Downs ldowns@kennesaw.edu Security Level: Email, Account Authentication (None)	COPIED	Sent: 11/15/2023 5:07:03 PM Resent: 11/15/2023 5:07:05 PM Viewed: 11/16/2023 2:32:29 PM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		

Witness Events	Signature	Timestamp
----------------	-----------	-----------

Notary Events	Signature	Timestamp
---------------	-----------	-----------

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	11/10/2023 11:38:35 AM
Certified Delivered	Security Checked	11/15/2023 5:06:35 PM
Signing Complete	Security Checked	11/15/2023 5:07:02 PM
Completed	Security Checked	11/15/2023 5:07:03 PM

Payment Events	Status	Timestamps
----------------	--------	------------

Electronic Record and Signature Disclosure

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

From time to time, Kennesaw State University (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through the DocuSign system. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to this Electronic Record and Signature Disclosure (ERSD), please confirm your agreement by selecting the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

Getting paper copies

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. You will have the ability to download and print documents we send to you through the DocuSign system during and immediately after the signing session and, if you elect to create a DocuSign account, you may access the documents for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a \$1.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

Withdrawing your consent

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. Further, you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

All notices and disclosures will be sent to you electronically

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact Kennesaw State University:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: asklegal@kennesaw.edu

To advise Kennesaw State University of your new email address

To let us know of a change in your email address where we should send notices and disclosures electronically to you, you must send an email message to us at service@kennesaw.edu and in the body of such request you must state: your previous email address, your new email address. We do not require any other information from you to change your email address.

If you created a DocuSign account, you may update it with your new email address through your account preferences.

To request paper copies from Kennesaw State University

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an email to service@kennesaw.edu and in the body of such request you must state your email address, full name, mailing address, and telephone number. You will be billed for any per-page fees, plus shipping and handling, at the time incurred.

To withdraw your consent with Kennesaw State University

To inform us that you no longer wish to receive future notices and disclosures in electronic format you may:

- i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;
- ii. send us an email to asklegal@kennesaw.edu and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

Required hardware and software

The minimum system requirements for using the DocuSign system may change over time. The current system requirements are found here: <https://support.docusign.com/guides/signer-guide-signing-system-requirements>.

Acknowledging your access and consent to receive and sign documents electronically

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to ‘I agree to use electronic records and signatures’ before clicking ‘CONTINUE’ within the DocuSign system.

By selecting the check-box next to ‘I agree to use electronic records and signatures’, you confirm that:

- You can access and read this Electronic Record and Signature Disclosure; and
- You can print on paper this Electronic Record and Signature Disclosure, or save or send this Electronic Record and Disclosure to a location where you can print it, for future reference and access; and
- Until or unless you notify Kennesaw State University as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by Kennesaw State University during the course of your relationship with Kennesaw State University.