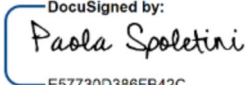# Kennesaw State University College of Computing and Software Engineering
Department of Software Engineering and Game Development

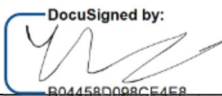## Guidelines for Promotion, Tenure, and Post-Tenure Review

March 2020

Approval:

Department of Software Engineering and Game Development Promotion and Tenure Committee

Dr. Paola Spoletini (P&T Chair)   *Paola Spoletini*   April 29, 2020

_____   _____

Name (printed or typed) / Title   Signature/Date

Chair, Department of Software Engineering and Game Development

Dr. Sumanth Yenduri   April 29, 2020

_____   _____

Name (printed or typed)   Signature/ Date

Dean, College of Computing and Software Engineering

Dr. Jon Preston   *Dr. Jon Preston*   April 29, 2020

_____   _____

Name (printed or typed)   Signature/ Date

Senior Associate Vice President for Academic Affairs and Professor of Biology

Dr. Ron Matson

_____   _____

Name (printed or typed)   Signature/ Date

Provost and Vice President for Academic Affairs

Dr. Kathy Schwaig   *Kathy Schwaig*   May 6, 2020

_____   _____

Name (printed or typed)   Signature/ Date

Table of Contents

I.   Introduction

The Department of Software Engineering and Game Development is a unit of the College of Computing and Software Engineering at Kennesaw State University. 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 may involve both undergraduate and graduate students.

The work of a university faculty member at Kennesaw State University involves many different facets that include the three areas of l) Teaching, 2) Scholarship, and Creative Activity (S/CA); and 3) Professional Service. 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 promotion, tenure, and post-tenure review (PTPTR) 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.

II.   Alignment of the Department of Software Engineering and Game Development with the University and College Strategic Plan, Mission, and Faculty Performance Guidelines

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 she or he establishes goals and prepares 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 3.12 - Faculty Review Process.

III.   General Guidelines for Faculty Performance

Faculty performance in the Department of Software Engineering and Game Development is evaluated following the general guidelines established in the College and University guidelines. The key points of these general guidelines are:
- The Faculty Performance Agreement;
- The Annual Review Document;
- College responsibilities to provide resources for teaching, S/CA, and professional service; and the faculty member's responsibilities for teaching, S/CA, professional service, and professional development;
- Definitions of S/CA;
- The KSU Faculty Handbook states that all teaching faculty are expected to produce scholarship in at least one performance area and emphasize excellence in teaching and Faculty applying for promotion and/or tenure are required to be **noteworthy in two areas** (including teaching) and **satisfactory in the third**. Appropriate activities and noteworthy achievement in all three areas are defined by the specific departmental guidelines. These standards must be honored by all levels of review in the promotion and tenure process.

IV.   Guidelines for each area of review for faculty performance

A. Teaching

As stated in the University and College guidelines, teaching effectiveness is considered to be 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 may include but are not limited to:
- High quality teaching across a variety of instructional settings (classroom, online, instructional laboratory, seminar, directed 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; and
- Curriculum development, modification, implementation, and evaluation.

Evaluation of a faculty member's teaching, supervision, and mentoring effectiveness 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 his or her 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. "This tangible product is disseminated in appropriate professional venues relating to the performance area. In the process of dissemination, the product becomes open to critique and evaluation" [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; and
- Publication of textbooks, laboratory manuals, and similar materials are considered scholarship if they have been externally reviewed.

B. Scholarship, and Creative Activity

Scholarship is interpreted according to University guidelines, which state that "Scholarship and creative activity at KSU is broadly defined in the institution 's mission statement as a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy in the communities served by the University. (KSU Faculty Handbook Section 3.3.B.)

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, disseminating the results at

professional meetings and in published formats. All aspects of this process are considered necessary 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 long 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 that are produced by an individual faculty member's effort 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, data generating, research program.
- Mentor undergraduate or graduate students in directed study projects or related research mentorships.
- Establish collaborative research relationships within the department, college, or university and with colleagues at other institutions.
- Grant development for external and internal 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 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 teaching 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. Table 1 describes examples of S/CA effort and quality levels for products/activities and Table 2 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 if they believe the values assigned in the tables do not provide a fair evaluation for their effort related to a product.

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 to the CCSE T&P 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, submits at least an external grant request over two years

Within the Department of Software Engineering and Game Development, it is recognized that the faculty represent very diverse disciplines, including but not limited to Software Engineering, Requirements 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 taken into account. Because of the multidisciplinary nature of these disciplines, faculty members need sometimes 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 product clearly explaining the sources of this additional effort.

Table 1. SC/A Effort and Quality Levels

Quality	SC/A type	Annual Effort (%)
Meets expectations	Accepted conference and workshop paper, poster, abstract, or panel[1]	Local (e.g., KSU, USG) – $w^2*5\%$ Conference Poster, Abstract, Panel – $w*5\%$ Regional Conference (full paper) – $w*10\%$ National/International Conference (full paper)[1] – $w*15\%$ Workshop paper – $w*5\%$
	Journal[1]	$w*10\%$ submitted[3] $w*20\%$ accepted
	Book Chapter	$w*10\%$ submitted $w*20\%$ accepted
	Game or Software Application[1]	$w*5\%$-10%
	Grant/contract	Internal awarded < \$50K – 5%-10% External submitted < \$50K– 5% External submitted >= \$50K– 5%-10%[4] External awarded [\$20k, \$50K] – 5%-15%
Exceeds expectation	Accepted conference paper, book chapter, poster, abstract, or panel[4]	Full paper, Book Chapter $w^2*20\%$ Conference Poster, Abstract, Panel – $w*5\%$
	Accepted Journal paper[4]	$w*25\%$[5]
	Accepted peer reviewed book/ textbook or patent	$w*20\%$ (book chapter)[6] $w*30\%$ (book, patent)[6]
	Game or Software Application[4]	$w*15\%$-30%
	Grant/contract (awarded)	Internal >= \$50K – 15%-20% External >= \$50k – 15%-30%

[1] see Section VII.B.1 or Section VII.C.1 for examples.

[2] see Table 2 for examples on how to compute w, which weights the annual effort looking at the number of authors, the role of the faculty member and, in case of awarded grant, the number of years the project will last.

[3] in order to get credit for submitted paper, the papers (and the reviews if available) need to be submitted with the annual evaluation.

[4] see Section VII.B.2 or Section VII.C.2 for examples.

[5] If a faculty member received credit in the previous year for the submission of the paper that is now accepted, unless major revisions were needed, he/she should only claim the annual effort of the accepted paper subtracted the effort already received for the submission of the paper. This principle does not apply to grants and contracts for which submission and acceptance require different efforts.

[6] when S/CA is 10% or higher, the college guidelines for T&P require that a faculty member publish or make significant progress towards the completion of a peer-reviewed publication or a comparable product with two complete products over a rolling 3-year period. In the case of books and patents, given the required amount of work to complete them, the department can decide (as in this example) to treat them as special products, that can alone satisfy this requirement.

Notes:
- Multiyear grants/contracts are counted equally over the entire duration of grants/contracts.
- The entire credit for a given year must not constitute "submitted" effort only.
- The grant amount is determined by the project total budget.
- For funded Grants/Contracts, PI/co-PIs/equivalent designees receive equal S/CA credit
- For publications, applications, or games with more than one author/developer the faculty member needs to indicate the percentage of their contribution (with supporting evidence)

Table 2. Examples of calculation of the weight w

SC/A type	Weight (%)	
Accepted conference and workshop paper, poster, abstract, or panel Journal Book Chapter	Single author: 100%	
	Multiple authors (no KSU students author advised by the faculty member)	N authors with no leading author: 100/N%
		N authors with M[1] leading authors: (100-(4-M)*10)/M M=1: 70% M=2: 40% M=3: 30% Non leading authors get a percentage of the remaining value of the paper. The requested percentage needs to be justified by providing a brief description of the individual contribution.
	Multiple authors (with KSU undergrad/grad students authors advised by the faculty member)	The faculty member is always considered one of the leading authors because of the additional effort in advising the students
Game or Software Application	N authors: 100/N%	
Grant/contract	The same rule of the paper applies in distributing the weight among PIs The effort will be spread over the number of years of the project using total amount awarded/number of years to assign the % of effort	

[1] The rule assumes that M is maximum 3

C. Professional Service

Professional Service involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks which benefit or support individuals and/or groups in the institution, the University System, professional associations, or external communities at the local, state, regional, national, or international levels. For computing programs, a strong service function is recognized as a fundamental dimension of faculty activity, and necessary to facilitate effective delivery of programs and student services within the university. In the Department of Software Engineering and Game Development, faculty professional service activities include but are not limited to:

- Leadership and/or active participation in university, college, or department level activities, committees, faculty governance bodies, task forces, etc.;
- Leadership and/or significant achievements in activities among professional organizations at the international, national, regional, and state level (boards, standing committees, ad hoc committees, task forces, etc.);
- Leadership and/or consulting/advising among a broad base of relevant community, state, regional, or national organizations, agencies, schools, or businesses;
- Working on outreach to schools (elementary, middle or high schools) and to community colleges, including presentations at schools, and teacher workshops;
- Serving as coordinator for certified programs, such as Software Engineering, or Game Design Development Program;
- Organizing student-orientated outreach programs (University Game Jam, the Global Game Jam, or similar events);
- Serving as an official faculty mentor for new faculty;
- Developing and/or maintaining departmental, college, or university documents such as the part-time faculty handbook, program brochures, or departmental web pages.;

- Providing service work to industry not leading to scholarly publications;
- Leadership (faculty sponsor/advisor) in student-based professional clubs, and honor societies.;
- Promotional and recruiting activities for the department, college, and/or university;
- Professional review of external accreditation reports, folios, or self-studies;
- Editorships/reviewer board membership of professional journals, scholarly books/monographs or conferences;
- Professional review of journal articles, or books;
- Accreditation self-study development, planning, assessment; and
- Other service duties that are mutually agreed upon by the faculty member and the department chair that are not assignable to other areas.

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

V.   Workload Models

The Department recognizes four workload models: 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.
Each faculty member shall divide his or her professional efforts among the three faculty performance areas noted. That division of effort will be reflected in the Faculty Performance Agreement (FPA) between the individual faculty member and the university (see Faculty Handbook Section 2.2). Negotiation of the individual FPA allows for diversity within the department. 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.

Table 3 shows the SWEGD Department Workload Models & Rank-Based Expectations.

Table 3. SWEGD Faculty Workload Models & Rank-Based Expectations

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

> 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.
>
> Workloads with less than 50% teaching and more than 40% S/CA are possible if sufficient justification enables buydown from teaching to focus upon SC/A. (Justification as needed)
>
> Tenured and tenure-track faculty desiring more than 10% annual S/CA are expected to provide evidence of solicitation of external funding. (from CCSE P and T guidelines) (Service be 10% and for high level service, we can increase the service) Hard numbers limits from explaining the ranges. Also, with the only exception of tenure-track faculty in their first 2 years of service, the entire credit for a given year must not constitute "submitted" effort only.
>
> Additional service can be negotiated

A. Teaching Intensive Model

In the Department of Software Engineering and Game Development, the Teaching Intensive Model is interpreted as the University's guidelines concerning the Teaching Emphasis Workload Model. The Teaching Intensive Model provides a professional workload model for faculty employed full-time in a tenured or non-tenure seeking position with annual review and renewal, whose sole responsibility and interests are in the teaching and supervision of students in a variety of settings.

- Lecturer/Senior Lecturer on the Teaching Intensive Model will typically carry a teaching load equivalent to 9 (3 credit hour) courses per academic year. As detailed in table 1, faculty on this workload model can negotiate with the Chair the amount of Scholarship and or Professional Service.
- Tenured faculty on the Teaching Intensive Model will typically carry a teaching load equivalent to 8 (3 credit hour) courses per academic year. As detailed in table 1, faculty on this workload model can negotiate with the Chair the amount of S/CA and/or Professional Service.
- Limited-Term faculty will typically carry a teaching load equivalent to 10 (3 credit hour) courses per academic year;
- This model is not available to faculty seeking tenure nor to tenured faculty seeking promotion.

A faculty member on this model must demonstrate highly effective teaching, supervising, and mentoring of students. Faculty with this option are expected to engage in an appropriate level of service as described in Section IV.C. and demonstrate performance in professional development activities.

In most cases, lecturers' and senior lecturers' primary responsibility is teaching and therefore are expected to be highly effective teachers. In most cases, their responsibilities will primarily be devoted to teaching multiple sections of the same undergraduate courses. Unless otherwise set forth in the Faculty Performance Agreement (FPA), there are no expectations for scholarship. Their service responsibilities may be limited to the minimum necessary to successfully teach their assigned courses (e.g., attendance at relevant department meetings and participation on appropriate department committees).

Lecturers who have served for a period of at least six years at KSU may be considered for promotion to senior lecturer. The process for promotion will be the same as that used for promotion within the professorial ranks. 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 to senior lecturer should demonstrate exceptional teaching ability and notable value to the institution, especially in the areas established in the faculty member's FPA.

B. Teaching/Scholarship Model

The Teaching/Scholarship Model provides a professional option for faculty with interests and talents in three professional areas of teaching, scholarship and creative activity, and professional service, as outlined in Section V of this document. The model provides an opportunity for a teaching focus with a secondary emphasis in the

scholarship. The proportion of effort that will be placed in all workload areas will be determined by the chair, in consultation with faculty, and specified in the FPA.

All tenure track faculty are expected to produce scholarship in at least one performance area. This scholarship must be consistent with departmental, college, and university guidelines. Only under exceptional circumstances will a candidate be recommended for tenure without at least one form of scholarship as articulated in approved tenure and promotion guidelines.

In the Department of Software Engineering and Game Development, the Teaching/Scholarship Model is interpreted as follows:

- Faculty on the Teaching/Scholarship Model will typically carry a teaching load equivalent to 6 3 credit hour courses per academic year. As detailed in table 1, faculty on this workload model can negotiate with the Chair the amount of S/CA and or Professional Service.
- Teaching is the primary responsibility of all faculty, and excellence in the area of Teaching, Supervision, and Mentoring is expected of all faculty
- Each faculty member is expected to contribute in the area of Professional Service;
- Each faculty member will produce scholarship in at least one area. This could be scholarship of research and creative activity, scholarship of teaching, and/or scholarship of administrative leadership;
- Examples of scholarly activity and scholarship are listed above under each section (Teaching, Scholarship, and Creative Activity, Professional Service,). The criteria for scholarship are specified in this document (e.g., making professional presentations; publishing in refereed (peerreviewed) journals or government documents; or obtaining grant funding);
- This model is available for tenured or tenure-seeking faculty. The criteria for performance and evaluation will be consistent with the rank of the faculty as outlined in the department P&T guidelines.

C. Research Intensive Model

The Research-Intensive Model provides a professional option for faculty with interests and talents in research and creative activity. The model provides an opportunity for a scholarship focus with a secondary emphasis in teaching. Thus, the expectation of quality and significance of scholarship for this workload model is higher than the Teaching/Scholarship model.

All tenure track faculty are expected to produce scholarship in at least one performance area. This scholarship must be consistent with departmental, college, and university guidelines. Only under exceptional circumstances will a candidate be recommended for tenure without at least one form of scholarship as articulated in approved tenure and promotion guidelines.

In the Department of Software Engineering and Game Development, the Research-Intensive Model are interpreted as follows:

- Faculty on the Research-Intensive Model will typically carry a teaching load equivalent to 4 (3 credit hour) courses per academic year. As detailed in table 1, faculty on this workload model can negotiate with the Chair the amount of Scholarship and or Professional Service.
- Teaching is the primary responsibility of all faculty, and excellence in the area of Teaching, Supervision, and Mentoring is expected of all faculty;
- All faculty on the Research-Intensive model are expected to produce scholarship in the area of S/CA;
- Each faculty member is expected to contribute in the area of Professional Service;
- This model is available for tenured or tenure-seeking faculty. The criteria of this model are detailed in section VII. The criteria for performance and promotion and tenure will be consistent with the rank of the faculty as outlined in section VIII.

VI.   General Expectations of Faculty

The Department of Software Engineering and Game Development requires a baseline of performance from all faculty members. This baseline of expectations includes:
- Attending required department, College and University meetings, seminars, and graduation;
- 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 of the classes that they teach each semester. This is considered a normal part of a faculty member's teaching responsibilities ("teaching" for creating the data collection opportunity, and actually collating and reporting the data);
- Contributing ideas and effort to improve department offerings and functions

VII.   Annual Reviews

Faculty performance is evaluated annually as per the current KSU Faculty Handbook.
In order to meet "Basic Requirements," the faculty member must complete the minimal criteria as outlined below. Performance "Beyond Basic Requirements" requires significant performance in more than one activity listed under "Activities above and beyond basic requirements."
Notice that the below criteria are given over a three-year commitment period. The choice of "three years" is motivated by the fact that it usually represents the length of short-term plans. If for any reason, a faculty member is planning his/her efforts over a different period of time, they can negotiate it with the Chair in their FPA.

A. Criteria for the Teaching Intensive Model over a Three-year Commitment Period

Teaching, Supervision, and Mentoring
High Quality Performance in teaching, supervision, student mentoring. Specific requirements are:

l. Basic Requirements: (Meets Exp)
- a) Meet all classes
- b) Deliver the departmentally accepted course content for the courses being taught
- c) Maintain availability for students
- d) Consistently receive positive student evaluations
- e) Receive positive peer reviews on teaching ability
- f) Provide reasonable mechanisms for evaluating student performance
- g) Return assigned material within a reasonable time period
- h) Providing academic and career advisement for students
- i) Demonstrate teaching effectiveness. This may include but is not limited to the use of effective pedagogy, student evaluations, and other measures that demonstrate teaching effectiveness
- j) Submit all approved end of course evaluations and other assessment-related documents related to the course

2. Activities above and beyond basic requirements: (Exceed Exp)
- a) Provide organized efforts for consultation with students (Justification)
- 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[1]
f) Advise students in specialty areas[1]
g) Participate in study abroad programs
h) Other teaching activities agreed upon by the faculty member and the Department Chair

For lecturer and senior lecturer, their service responsibilities may be limited to the minimum necessary to successfully teach their assigned courses (e.g., attendance at relevant department meetings and participation on appropriate department committees).

For tenured faculty on the Teaching Intensive Model, specific service requirements are as follows:
l. Basic requirements:
   a) Active participation in department, college, and/or university committees
   b) Attending faculty meetings
   c) Performance in one additional area listed under "Activities above and beyond basic requirements."

2. Activities above and beyond basic requirements:
   a) Serve as chair/secretary or in the executive committee of large committees (e.g., Undergraduate Policies and Curriculum Committee, Graduate Policies and Curriculum Committee, Senate)
   b) Serve as laboratory or course coordinator in an assigned teaching area
   c) Serve as an editor or associate editor of a professional newsletter or journal
   d) Contributions to professionally related state, regional, or national organizations
   e) Active participation in promotional activities and recruitment for the department, college, or university
   f) Special outreach to schools or community colleges
   g) Referee papers, books, and/or grant proposals
   h) Advising student organizations
   i) Organizing a regional, national, or international conference
   j) Leadership, such as serving as chair, on departmental, college, and/or university committees
   k) Leading institutional and program accreditation self-studies
   l) Other service activities agreed upon by the faculty member and the Department Chair

Scholarship and Creative Activity
For the Teaching Intensive Model, expectations for Scholarship and Creative Activity are negotiated with the Department Chair as part of the Faculty Performance Agreement

B. Criteria for the Teaching/Scholarship Model over a Three-year Commitment Period

The faculty members in this model must complete the activities appropriate to rank as well as the minimal criteria as outlined below. Performance "Beyond Basic Requirements" requires notable performance in more than one activity listed under "Activities above and beyond basic requirements."

Teaching
High Quality Performance in teaching, supervision, and student mentoring.

Specific requirements are:
l. Basic Requirements:
   a) Meet all classes
   b) Deliver the departmentally accepted course content for the courses being taught
   c) Maintain availability for students
   d) Consistently receive positive student evaluations

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[1] Mentoring and advising activities should not be counted in more than one area. All these activities not related to conduct research with students need to be only listed as teaching and mentoring effort.

e) Receive positive peer-reviews on teaching ability
f) Provide reasonable mechanisms for evaluating student performance.
g) Return assigned material within a reasonable time period
h) Providing academic and career advisement for students
i) Demonstrate teaching effectiveness. This may include but is not limited to the use of effective pedagogy, student evaluations, and other measures that demonstrate teaching effectiveness
j) Submit all approved end of course evaluations and other assessment-related documents related to the course

2. Activities above and beyond basic requirements:
a) Provide organized efforts for consultation with students
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[1]
f) Advise students in specialty areas[1]
g) Participate in study abroad programs
h) Other teaching activities agreed upon by the faculty member and the Department Chair

Professional Service
For the Teaching/Scholarship Model, specific service requirements are as follows:
1. Basic requirements:
a) Active participation in department, college, and/or university committees
b) Attending faculty meetings
c) Performance in one additional area listed under "Activities above and beyond basic requirements."
d) Serve as laboratory or course coordinator in an assigned teaching area.

2. Activities above and beyond basic requirements:
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) Contributions to professionally related state, regional, or national organizations
d) Active participation in promotional activities and recruitment for the department, college, or university
e) Special outreach to schools or community colleges
f) Referee papers, books, and/or grant proposals
g) Advising student organizations
h) Organizing a regional, national, or international conference
i) Leadership, such as serving as chair, on departmental, college, and/or university committees
j) Making significant contributions to writing institutional self-study reports, accreditation reports, governance documents or other notable institutional documents
k) Other service activities agreed upon by the faculty member and the Department Chair

Scholarship and Creative Activity

All faculty on the Teaching/Scholarship model are expected to exhibit scholarly activity in the area of research and creative activity. Although different faculty members will have varying scholarship endeavors depending on discipline, type of scholarship, rank, and other factors, all successful scholarship is evaluated on the tangible products that result from the scholarship. The quality, as well as quantity of the products of scholarship, will be taken into account in the evaluation. Scholarship objectives will form a key part of the Faculty Performance Agreement for faculty on the Teaching/Scholarship Model. This will often be connected with activity in the area of Scholarship and Creative Activity, as described below. *(Please refer to Table 1)*

I. Activities to meet basic requirements for 30% S/CA:
a) Establish an active, sustainable research program

b) Undergraduate or graduate research mentoring[2]
c) Establish collaborative relationships within the department, college, or university and with colleagues at other institutions
d) At least one peer-reviewed full-paper publications or at least two poster presentations, panel contributions, or workshop papers.
 Example publications or conferences include
  ACM SAC
  ACM SIGITE
  FormaliSE
  IEEE ICST
  IEEE International Conference on Global Software Engineering
  IEEE Virtual Worlds and Games for Serious Applications (VS-Games)
  IFIP International Conference on Entertainment Computation (IFIP-ICEC) & Joint Conference on Serious Games (JCSG)
  International Conference on Game Jams Hackathons & Game Creation Events (ICGJ)
  North American Gaming and Simulation Association Conference (NASGA)
  REFSQ
  The Florida Artificial Intelligence Research Society (FLAIRS)
e) Notable (e.g., 100 daily active users) released or published Game(s) or Software Application(s)
 Examples include Submissions to Google Play, Apple App Store, etc.
f) Submission of notable proposals for internally or externally funded grants or contracts or obtaining a grant where the faculty member is the primary author

Faculty members are expected to have published 3 or more peer-reviewed publications where they are one of the primary authors by the time they apply for promotion and/or tenure. The publication must be dated after the arrival of the faculty member at Kennesaw State University

2. Activities above and beyond basic requirements:
a) Writing of research-related books or book chapters
b) Recognition of individual research accomplishment by peers, including citations by others
c) Participation in productive leaves of absence or off-campus summer research programs
d) Submission of notable proposals for internally or externally funded grants or contracts or obtaining a grant where the faculty member is the primary author
e) Publishing a peer-reviewed textbook
f) Additional presentations including those that are at the national/international level or peer-reviewed, or in which the faculty member is an invited speaker
 Examples include GDC, DragonCon, etc.
g) A substantial peer-reviewed publication (where the faculty member is the primary author)
 Example Publications include:
  ACM CHI
  ACM ISTTA
  ACM SIGCSE
  ACM SIGGRAPH
  ACM SIGSOFT ESEC/FSE
  ACM TOSEM
  ACM Virtual Reality Software and Technology
  ASE
  ATVA
  CAV
  DiGRA

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[2] The only mentoring activities counted in the S/CA area are those related to research and cannot be counted in the teaching area.

        IEEE/ACM International Conference on Automated Software Engineering
        FDG
        FM (Formal Methods)
        IEEE COG
        IEEE Transactions on Computational Intelligence and AI in Games
        IEEE TSE
        IEEE Virtual Reality Conference
        IEEE/ACM ICSE (International Conference on Software Engineering)
        International Conference on Evaluation and Assessment in Software Engineering
        International Journal of Game-Based Learning
        International Requirements Engineering Conference (RE)
        National Conference of the American Association for Artificial Intelligence
        PLDI
        POPL
        Simulation & Gaming

  h) Notable (e.g., 200 daily active users) released or published game(s) or software application(s) (where the faculty member is the primary developer) on a curated website.
        Examples include Xbox Marketplace, PlayStation Store, Microsoft Store, Indiecade, etc.
  i) Evidence of the faculty member's scholarship in the professional field
  j) Delivery of technical reports to agencies and organizations
  k) Other scholarship activities agreed upon by the faculty member and the Department Chair

C. Criteria for the Research-Intensive Model over a Three-year Commitment Period

Quality and significance are the primary criteria for evaluating faculty performance. Quality and significance of scholarly work are over-arching, integrative concepts that apply equally to all areas of faculty performance. Consistently high quality of scholarly work, and its promise for future exemplary scholarly work is more important than the quantity of the work done. The criteria for evaluating the quality and significance of scholarly accomplishments include the following: Clarity and Relevance of Goals, Mastery of Existing Knowledge, Effectiveness of Communication, and Significance of Results.

In order to meet "Basic Requirements," the faculty member must complete the activities appropriate to rank as well as the minimal criteria as outlined below. Performance "Beyond Basic Requirements" requires significant performance in more than one activity listed under "Activities above and beyond basic requirements." Faculty in this workload model will typically be supported via external funding/grants (using funding sources to 'buy out' of some teaching responsibilities) or will be supported through startup packages or special initiatives from the College to support research.

Teaching
High Quality Performance in teaching, supervision, and student mentoring. Specific requirements are:
I. Basic Requirements:
  a) Meet all classes
  b) Deliver the departmentally accepted course content for the courses being taught
  c) Maintain availability for students
  d) Consistently receive positive student evaluations
  e) Receive positive peer-reviews on teaching ability
  f) Provide reasonable mechanisms for evaluating student performance
  g) Return assigned material within a reasonable time period
  h) Providing academic and career advisement for students
  i) Demonstrate teaching effectiveness. This may include but is not limited to the use of effective pedagogy, student evaluations, and other measures that demonstrate teaching effectiveness
  j) Submit all approved end of course evaluations and other assessment-related documents related to the course

2. Activities above and beyond basic requirements:
   a) Provide organized efforts for consultation with students
   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
   g) Participate in study abroad programs
   h) Other teaching activities agreed upon by the faculty member and the Department Chair

Scholarship & Creative Activity

For the Research-Intensive Model, faculty members are required to perform scholarship in more than one of the following areas: scholarship of teaching, scholarship of research and creative activity, or scholarship of service. Although different faculty members will have varying scholarship endeavors depending on discipline, type of scholarship, rank, and other factors, all successful scholarship is evaluated on the tangible products that result from the scholarship. The quality, as well as the quantity of the products of scholarship, will be taken into account in the evaluation. Scholarship objectives will form a key part of the Faculty Performance Agreement for faculty on the Research-Intensive Model. *(Please refer to Table 1)*

1. Activities to meet basic requirements:
   a) Execute or continue a scholarship plan that is appropriate to the professional field and the choice of the scholarship area, as negotiated in the Faculty Performance Agreement
   b) Present research results at, substantial national, and international meetings, with 3 or more substantial peer-reviewed presentations within a three-year commitment period. Depending on the workload agreement, faculty on the Research-Intensive workload model will be expected to produce notable peer-reviewed publications where he or she the primary author or a major contributing author.
   Example publications include (but not limited to):
   > ACM CHI
   > ACM ISTTA
   > ACM SIGCSE
   > ACM SIGGRAPH
   > ACM SIGITE
   > ACM SIGSOFT ESEC/FSE
   > ACM TOSEM
   > ACM Virtual Reality Software and Technology
   > ASE
   > ATVA
   > CAV
   > DiGRA
   > IEEE/ACM International Conference on Automated Software Engineering
   > FDG
   > FM (Formal Methods)
   > IEEE COG
   > IEEE Transactions on Computational Intelligence and AI in Games
   > IEEE Transactions on Cloud Computing
   > IEEE TSE
   > IEEE Virtual Reality Conference
   > IEEE/ACM ICSE (International Conference on Software Engineering)
   > International Conference on Evaluation and Assessment in Software Engineering
   > International Journal of Game-Based Learning
   > International Requirements Engineering Conference (RE)
   > National Conference of the American Association for Artificial Intelligence
   > PLDI

POPL
Simulation & Gaming
c) The faculty member is a major contributing author where he or she is the primary PI (or co-PI) for externally funded grants or contracts.

Faculty members are expected to have at least 3 substantial peer-reviewed publications where he or she is the primary author by the time they apply for promotion and/or tenure. The publication must be dated after the arrival of the faculty member at Kennesaw State University

2. Activities above and beyond basic requirements:
   a) Writing of research-related books or book chapters
   b) Notable recognition of individual research accomplishment by peers, including citations by others
   c) Participation in productive leaves of absence or off-campus summer research programs
   d) Obtaining notable external funded grants or contracts
   e) Publish a peer-reviewed textbook
   f) Additional presentations, particularly those that are at the national/international level or peer-reviewed, or in which the faculty member is an invited speaker
   g) At least one peer-reviewed highly ranked publications (or acceptance of the publication) where the faculty member is the primary author

      Example Publications include:
         ACM CHI
         ACM ISTTA
         ACM SIGCSE
         ACM SIGGRAPH
         ACM SIGITE
         ACM SIGSOFT ESEC/FSE
         ACM TOSEM
         ACM Virtual Reality Software and Technology
         ASE
         ATVA
         CAV
         EEE/ACM International Conference on Automated Software Engineering
         FDG
         FM (Formal Methods)
         IEEE COG
         IEEE Transactions on Computational Intelligence and AI in Games
         IEEE TSE
         IEEE Virtual Reality Conference
         IEEE/ACM ICSE (International Conference on Software Engineering)
         International Conference on Evaluation and Assessment in Software Engineering
         International Journal of Game-Based Learning
         International Requirements Engineering Conference (RE)
         National Conference of the American Association for Artificial Intelligence
         PLDI
         POPL
         Simulation & Gaming
   h) Evidence of the faculty member's scholarship on the professional field

      Examples include
      - Being invited to serve on a conference committee (Chair, co-Chair, Program Chair, Proceedings Chair, or a peer-reviewed/elected position) at a highly ranked peer-reviewed conference
      - Being invited to keynote at a major research-related peer-reviewed conference
      - Supervising or co-supervising a Ph.D. student
      - Recognition as a leading scholar by a professional association (Associate to Full)
      - Award of a full fellowship to a professional association
      - Awards for scholarly work

- Research fellowships in support of a faculty member's work
- Intervention programs that prevent, ameliorate, or remediate persistent negative outcomes or optimize positive outcomes for individuals or groups.
  i) Delivery of technical reports to agencies and organizations
  j) Other scholarship activities agreed upon by the faculty member and the Department Chair

VIII. Expectations for Promotion and/or Tenure by Rank

The KSU Faculty Handbook states that the awarding of tenure is a highly important decision through which the University incurs a major commitment to the individual faculty member well into the future. Years of service or successful annual reviews alone are not sufficient to qualify for tenure. It should only be granted to those faculty members whose achievements demonstrate the quality and significance expected of their current rank and who demonstrate the potential for long-term effectiveness al the University.

The review for tenure involves retrospective analysis of how well the individual has met the needs and expectations of the University during the probationary period. Perhaps the greatest value of that retrospective analysis is in how well it informs the judgment of colleagues about the individual's prospects for future contributions and achievements as a KSU faculty colleague.

All tenure track faculty are expected to produce scholarship in at least one performance area. This scholarship must be consistent with departmental, college, and university guidelines. Only under exceptional circumstances will a candidate be recommended for tenure without at least one form of scholarship as articulated in the approved promotion and tenure guidelines. For tenure, faculty members must meet the expectations for his or her rank in each area of evaluation. For promotion, faculty members must already be meeting the expectations of the next rank.

A. Guidelines for Faculty on the Teaching Intensive Model by Rank

	Lecturer and Senior Lecturer	Tenured Faculty
Teaching	Lecturer: The Lecturer 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.A. Senior Lecturer: 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 a course or curriculum revisions, developing new course electives, employing new pedagogical strategies and other expectations as agreed upon by the faculty member and the Department Chair.	Tenured Faculty who choose the Teaching Intensive Model have demonstrated mastery of teaching and established 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, involve undergraduates in service-learning opportunities, incorporate, mentor junior faculty in curricular and instructional activities, and other ways as listed in Section VII.A.
Service	Service responsibilities may be limited to the minimum necessary to successfully teach their assigned courses (e.g., attendance at relevant department meetings and	The faculty member 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

	participation in appropriate department committees.)	professional organizations. Other specific expectations are outlined in Section VII.A.
Scholarship & Creative Activity	Unless otherwise detailed in the FPA, there are no expectations for scholarship.	The faculty member demonstrates evidence of scholarship, following the guidelines laid out in Section VII.A.

B. Guidelines for Faculty on the Teaching/Scholarship and Research-Intensive model by Rank

	Assistant Professor	Associate Professor	Professor
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.	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, involve undergraduates in service learning opportunities, incorporate 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, mentor junior faculty in curricular and instructional activities, and other ways as listed Section VII.B or Section VII.C	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.

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	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. Other specific expectations are outlined in Section VII.B or Section VII.C.	The Professor demonstrates nationally-recognized or more emphasis on national/internationally connected and contributing and continued leadership in the area of professional service, as outlined in Section VII.B or Section VII.C. The Professor continues significant leadership roles in institutional or professional groups.

Scholarship & Creative Activity	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 VII.B or Section VII.C. 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.	The Associate Professor demonstrates mastery of the Assistant Professor expectations for scholarship based on what he or she has produced, following the guidelines laid out in Section VII.B or Section VII.C. Evidence for productivity in scholarship at the Associate Professor level is characterized by a well-defined specialty area, expertise, more advanced contributions to knowledge. Also, the scholarship products of the Associate Professor are more widely known within and outside of KSU.	The Professor has an established record of productivity in scholarship as defined in Section VII.B or Section VII.C for specific tracks, reflecting mastery of Associate Professor level of scholarship. Evidence for productivity in scholarship is outlined in Section VII.B or Section VII.C. The professor will continue a record of seeking or having obtained significant external funding scholarship.

Revisions to Departmental Guidelines

The Department of Software Engineering and Game Development Promotion and Tenure Committee and Strategic Planning 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.