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## 2 Mandatory Statements

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 d Z ] @ (

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	

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



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:

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





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 research grants 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

Criterion	Description	S/CA Score
No Deficiencies	at least three	5
No		

8/88



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

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)





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~~Sign~~

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r	S/CA Score
r ≥ 1.6 and all	5
1.4 ≤ r < 1.6 and receives	4
.z ≤ 1.4	3
.w ≤ 8	2
r < 5	1

Table6: 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



## **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 d



## 9.3 SWEGD Guidelines for Professors with an S/CA Component

### 9.3.1 Teaching

The Professor has established himself or herself as a highly effective and highly accomplished teacher, supervisor,

## 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~~ May 9, 2023, were approved by the faculty of the Department of Software Engineering and Game Development in accordance with department bylaws:

Name (printed) SWEGD P&T chair

Signature/Date

Department Chair Approval-approve the attached guidelines:

Name (printed) SWEGD Department Chair

Signature/ Date

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

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Name (printed) CCSE P&T Committee Chair

Signature/ Date

College Dean Approval-approve the attached guidelines:



Certificate Of Completion

Envelope Id: F07CCA1AEF0746AE80B265C0D482F212

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Leslie Downs ldowns@kennesaw.edu Security Level: Email, Account Authentication (None) Electronic Record and Signature Disclosure: Not Offered via DocuSign	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

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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
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