

Kennesaw State University College of Computi

ni (P&T Chair)

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Name (printed or typed) / Title

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Signature/Date

Chair, Department of Computer Science

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 dissemi

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/o

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 b

- 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;

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.

Workload with less than 50% teaching and more than 40% S/CA are possible if sufficient justification enables a shift 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

scholarship. The proportion of effort

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

- e) Mentor and advise students doing internships¹
- f) Advise students in specialty areas¹
- 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:

I. Basic requirements:

- a) Active participation in department, college, and/or university committees
- b) Attending faculty meetings
- c) Performance in one additional area listed under

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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

- Research fellowships in

Scholarship & Creative Activity	<p>participation in appropriate department committees.)</p> <p>Unless otherwise detailed in the FPA, there are no expectations for scholarship.</p>	<p>professional organizations. Other specific expectations are outlined in Section VII.A.</p> <p>The faculty member demonstrates evidenc</p>
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B. Guidelines for Faculty on the Teaching/Scholarship and Research-Intensive model by Rank

	Assistant Professor	Associate Professor	Professor
Teaching	<p><u>Early in Rank:</u> 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</p>		

