

**CoACM Annual Review Document (ARD) Guide
College of Architecture and Construction Management (CoACM)
Kennesaw State University**

Nothing in this ARD Guide supersedes the KSU Faculty Handbook. The intent of the guide is to supplement the KSU Faculty Handbook <<http://www.kennesaw.edu/handbooks/faculty/>> with additional information, requirements, and special conditions unique to the CoACM.

An Annual Review Document (ARD) shall be submitted annually, in accordance with the time schedule set forth in the KSU Faculty Handbook, 3.7 Faculty Review Process, by each faculty member to the chair of his or her department. The ARD shall be accompanied by a Faculty Performance Review (**FPA**) document. Together, these documents provide the basis for the faculty member's annual review of performance. The annual performance review, supported by the ARD and FPA provide the basis for merit raises, if applicable.

This CoACM ARD Guide includes the following sections:

1. Definitions of the standards of “noteworthy” and “satisfactory”
2. Basic Categories of Faculty Performance
 - A. Teaching**
 - B. Research and Creative Activity**
 - C. Professional Service**

This CoACM ARD Guide recognizes:

Professional development, although not a separate area of faculty activities, is an expectation at the “satisfactory” level for annual reviews of performance and is considered a component of all three categories of faculty performance.

Academic achievement, although not a separate category of faculty performance, is an expectation in the category of Research and Creative Activity.

Administration and leadership, although not a separate category of faculty performance, is an expectation, where applicable, in the category of Professional Service.

This guide also recognizes that Kennesaw State University is a Carnegie Engaged University and, thus, provides relevant information in the Appendix.

1. Definitions

The CoACM uses two terms to define levels of achievement in the promotion and tenure, pre-tenure, and post-tenure processes. The two levels are “noteworthy” and “satisfactory”.

“Noteworthy” achievement is that which attracts attention because of some special excellence in an area.

“Satisfactory” achievement is that which is sufficient or meets the needs of a specific area.

2. Basic Categories of Faculty Performance

The CoACM and the university employ the following three basic categories of faculty performance in defining the various activities in which teaching faculty engage:

A. Teaching

B. Research and Creative Activity

C. Professional Service

This guide provides interpretation and illustrative, but not exhaustive, examples of these activities. These three categories are used to create the Annual Review Document (ARD) and the Faculty Performance Agreement (FPA). The ARD and FPA are used for the annual evaluation of faculty and for tenure and promotion.

In general, a “satisfactory” standard in the category of Teaching expectation applies to annual review and post-tenure review, whereas a “noteworthy” standard is the expectation in the area of Teaching for tenure and promotion.

In the area of Research and Creative Activity and Professional Service, a “noteworthy” standard is expected in one or both of these two areas for tenure and promotion, in accordance with the tenure and promotion policies of the department.

The following sections provide an overview of the three categories of faculty performance.

A. Teaching

For annual reviews, all teaching faculty in the CoACM are expected to demonstrate “satisfactory” achievement in the category of Teaching that includes performance both inside and outside of the classroom.

Although a “satisfactory” standard of expectation applies to annual review and post-tenure review, there is a “noteworthy” standard of expectation in this area for tenure and promotion.

Activities in teaching-related areas such as the development of courses, laboratories, curriculum, or teaching materials shall also be a part of teaching performance.

All teaching faculty members in the CoACM must:

1. Perform all responsibilities normally associated with teaching assigned classes, including but not limited to:

- planning each course or laboratory session
- developing a syllabus in your department’s specified format for each course or laboratory
- preparing for class or laboratory
- meeting and teaching classes and labs
- prompt grading of student work: Each department has a standard for grading of student work and reporting of grades. It is the prerogative of each department to set forth the evidence requirement for grades issued. Please note that SACSCOC requires evidence of a procedure to determine Student Learning Outcomes for each course and some accrediting agencies also require similar evidence. The evidence requirement in accordance with SACSCOC and program specific accrediting agencies shall be determined by each department for their respective programs.
- assigning grades to students: SACSCOC requires evidence of a procedure to determine Student Learning Outcomes for each course and some accrediting agencies also require similar evidence. The evidence requirement in accordance with SACSCOC and program specific accrediting agencies shall be determined by each department for their respective programs.

2. Utilize results of performance assessment and other feedback from students, graduates, employers of graduates, peers, supervisors, and/or other knowledgeable persons in a planned program of instructional improvement.
3. Maintain currency in the discipline being taught and in the utilization of instructional technology.
4. Provide meaningful and effective instruction that develops in students the ability to employ critical and objective thinking, and the ability to communicate effectively.
5. Provide effective out-of-class accessibility to students through posting and observing office hours in accordance with university and department policies.
6. Provide effective academic advisement to students in accordance with department policies and as assigned by the department chair.
7. Involve students in the appropriate level and breadth of scholarly endeavors.

In the CoACM, this faculty performance category of Teaching also includes:

- Professional Development in developing skills to improve teaching effectiveness.
- Community Engaged Teaching in accordance with the university's role as a Carnegie Engaged University (see Appendix).

B. Research and Creative Activity

Research and creative activity in the CoACM and the university 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. These professional activities become recognized accomplishments when the work exhibits the use of appropriate and rigorous methods, is formally shared with others and is subject to informed critique and review. Documentation and evaluation of accomplishments in research and creative activity shall focus on the quality and significance of the work. Merely listing individual tasks and projects does not address quality and significance.

In the CoACM, this faculty performance category of Research and Creative Activity also includes academic achievement, as defined by Ernest L. Boyer's in his book *Scholarship Reconsidered*.

For annual reviews, faculty must demonstrate academic achievement at the standard of "satisfactory" in at least one of the following categories, whereas "noteworthy" performance may be expected in this area for tenure and promotion, in accordance with each department's policies:

- scholarship of teaching
- scholarship of application
- scholarship of integration
- scholarship of discovery

The CoACM broadly defines creative activity as the making of original and innovative contributions appropriate to a discipline. The nature of the material accepted and the relative weight assigned to the various types of creative activity will vary among disciplines and each department within the CoACM has its unique criteria for creative activity.

Creative work may be in a variety of forms. Some examples of creative activities that may be appropriate are as follows:

Publications

Research papers in peer-reviewed conference proceedings, scholarly journals, literary publications and books. Publications in open, online journals, books or overseas conferences that are not organized by discipline-specific, established and verifiable organizations may not be acceptable and the faculty member should have the chair's agreement before proceeding.

Unpublished Writings and Creative Work of Limited Circulation

Technical reports, architectural designs, construction management designs, grant applications, inventions leading to patents, and presentations at conferences and meetings. with discipline-specific, established, verifiable organizations. The chair will make this determination, so it is strongly advised to seek the chair's judgment before proceeding.

Creative Educational Contributions

Innovative teaching methods, research in instructional techniques and textbooks, development of original materials and methods, development of new courses, and writing course texts and/or manuals.

Artistic Creations

Paintings, sculpture and music with accompanying external recognition.

External Recognition of Creative Work

Prizes and awards, invited presentations and consultancies. Participating in interviews (radio, television, newspaper, magazine) related to education or area of expertise.

Appropriate Consulting Activities

Involvement in unique or original activities or methods of applying one's expertise that are written, presented, or published.

Creative work will be considered for evaluation if it is relevant to the faculty member's research, teaching, and/or professional work and if it serves to advance the field or cognate disciplines. In cases where creative work is a joint effort with others, the level of participation of each individual should be made clear. To provide objective evaluation of creative activities, departments may enlist external peer reviews.

In the CoACM, this faculty performance category of Research and Creative Activity also includes:

- Professional Development in developing skills to improve research and creative activity.
- Community Engaged Scholarship in accordance with the university's role as a Carnegie Engaged University (see Appendix).
- Community Engaged Research and Creative Activity in accordance with the university's role as a Carnegie Engaged University (see Appendix).

C. Professional Service

Professional service in the CoACM may take the form of service to the department, service to the college, service to the university, service to the community and service to the profession. Service consists of activities that produce definable benefits to the recipient organization.

For annual reviews, faculty are expected to perform professional service activities at a “satisfactory” standard. “Noteworthy” performance may be expected in this area for tenure and promotion review.

Although professional service may take many forms, it must have the following characteristics:

- Professional service must lead to a demonstrable aid, improvement, recognition, or resource to the university, the profession, the community, or other recipient organization.
- Professional service must represent an extension of the university mission and must be clearly tied to that mission in the faculty member’s self- evaluation of performance.

The activities listed below are typical satisfactory examples of service:

1. Service to the department, school, or university may include:
 - participating in the work of committees
 - contributing to the formulation of goals
 - actively sponsoring/advising student organizations
 - developing programs
 - assisting with administrative functions
 - contributing to recruiting activities
 - assisting with fund-raising activities
 - contributing to the work of advisory committees, foundations, alumni, or civic groups on behalf of the university
2. Professional service to the profession may include:
 - contributing to the activities of professional societies
 - actively participating in committees of professional societies
 - chairing or organizing professional meetings or conferences
 - holding office in a professional organization
3. Service to the community at large that contributes to fulfilling the mission of the University
 - representing the university at meetings of community and civic organizations;
 - organizing university-based activities that assist other educational institutions such as two year institutions; high schools, middle schools, and elementary schools;
 - utilizing professional talents related to university responsibilities to assist charitable organizations
 - assisting/advising student organizations in their execution of public service projects

Since “service to the community” includes a wide range of activities, it is the responsibility of the faculty member to clearly demonstrate how the documented activities further the mission of the university.

In the CoACM, this faculty performance category of Professional Service also includes:

- Professional Development in developing skills to improve professional service.
- Community Engaged Service in accordance with the university's role as a Carnegie Engaged University (see Appendix).
- Administration and Leadership.

Although generally not applicable to all faculty, the category of Professional Service also includes administration and leadership. This includes scholarly and non-scholarly activities that some faculty and most administrators carry out. Such activities include faculty development, fundraising, fiscal management, personnel management, public relations, and other activities that are not traditionally captured in one of the other two performance areas. This area applies primarily to administrative faculty, but it is available to teaching faculty who spend a significant part of their time on administrative tasks (e.g., directing a program or overseeing a grant). Faculty evaluated in this area must clearly articulate their goals and document the quality and significance of their activities and achievements in the same manner as in any of the other areas.

Faculty in administrative and leadership positions are often not directly engaged in teaching, research and creative activity, and professional service in the same way as other faculty. As such, these faculty members should demonstrate the quality and significance of their leadership and administration, especially how effectively they foster the requisite fiscal, physical, interpersonal, intercultural, international, and intellectual environment for achievement in these areas.

For example, leadership in teaching could include how the administrator assisted unit colleagues to achieve more scholarly and effective teaching. In research, an administrator might document leadership by showing how the administrator aided unit colleagues in their efforts to improve the quality and significance of their research. In service, leadership could be demonstrated by showing how the administrator encouraged and assisted unit colleagues to engage in more scholarly and effective service. In sum, administrative faculty act as leaders by assisting colleagues in their unit to achieve and surpass University, college, and departmental goals in teaching, supervision and mentoring of students, research and creative activity, and professional service.

Appendix

CoACM Annual Review Document (ARD) Guide

Document 1

CoACM Community Engagement and CoACM Community Engagement Categories

K. Bedette, July 8, 2015

In 2015 Kennesaw State University earned its designation as a Community Engaged Institution from the Carnegie Foundation and will be seeking reaccreditation in 2025. The reaccreditation process will require documentation of the continued growth of the University's commitment to meaningful community engagement.

Links:

<http://communityengagement.kennesaw.edu/>

<http://engageksu.kennesaw.edu/index.php>

http://communityengagement.kennesaw.edu/about/KSU_Glossary_Terms.pdf

http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=92

"Community Engagement" is an umbrella term that encompasses a broad range of ways in which the University and its constituents engage with the community at local, state, national and global scales.

The Carnegie Foundation defines CE as:

Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Under this umbrella, there are four categories of engagement that have been defined for documentation:

1. **Community Engaged Teaching**
2. **Community-Engaged Scholarship (CES)**
3. **Community Engaged Research and Creative Activity (CERCA)**
4. **Community Engaged Service**

From the KSU OCE Engagement Glossary:

Community Engaged Teaching

"Community-Engaged Teaching" at KSU denotes curricular and co-curricular instruction that is intentionally designed to meet learning goals while simultaneously fostering reciprocal relationships with the community. In addition, community-engaged teaching is assessable and requires structured reflection by learners.

Community-engaged teaching encompasses pedagogical practices such as community-based learning, service-learning, experiential learning, and civic engagement.

It should be noted that community-engaged teaching and learning is distinguished from volunteerism and community service by its intentional linkage to articulated learning goals of a course or program.

Many describe the spirit in which community-engaged learning should be enacted as one of solidarity with the community rather than charity for a community.

Learning models for **Community Engaged Teaching** are provided at <http://engageksu.kennesaw.edu/engaged-teaching/about.php> . These models provide descriptions and examples of different course structures that incorporate community engagement in the course's learning objectives.

Community-Engaged Scholarship (CES)

Scholarship is teaching, discovery, integration, application and engagement that has clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer-reviewed. Community-engaged scholarship is scholarship that involves the faculty member in a mutually beneficial partnership with the community. Community engaged scholarship can be transdisciplinary and often integrates some combination of multiple forms of scholarship. For example, service-learning can integrate teaching, application and engagement, and community-based participatory research can integrate discovery, integration, application and engagement.

(<http://depts.washington.edu/ccph/toolkit-glossary.html>)

Community Engaged Scholarship is the product of research and creative activity-driven collaboration between the university and the external community that:

- Is informed by the scholar's and partner's areas of expertise*
- Utilizes appropriate and rigorous methods*
- Is Visible and shared with community stakeholder*
- Results in identifiable benefit to the external community & made available for informed critique and evaluation*

Community Engaged Research and Creative Activity (CERCA)

Community Engaged Research and Creative Activity (CERCA) is the research and creative activity based collaboration between the university and external communities that:

- Is informed by the scholar's and partner's areas of expertise*
- Utilizes appropriate and rigorous methods*
- Is visible and shared with community stakeholders*
- Results in identifiable benefit to the external community*

Community Engaged Service

Community-engaged service describes those activities that:

1. Honor principles of community engagement (reciprocal partnerships, public purpose), and
2. Enable the University to carry out its mission, contribute to the function and effectiveness of the individual member's profession and discipline, and reach out to external communities and constituencies, such as government agencies, business, and the arts.

Faculty who use their academic knowledge, skills, methods, and paradigms to address practical affairs and problem-solving in the context of collaboration and reciprocity build their own capacity, as well as the capacity of the academy and community members, groups, and organizations, to understand and collaboratively address issues of public concern.

Community Engaged Service can be described in terms of the depth of the connection or service to the community and can range from short-term volunteer contributions to significant, long-term leadership service.

Additional terms from the OCE Glossary:

Civic Engagement

Civic engagement refers to the ways in which citizens participate in the life of a community in order to improve conditions for others or to help shape the community's future.

(Adler, Richard, and Judy Goggin. What Do We Mean By Civic Engagement? Journal of Transformative Education. 3.3 (2005): 236-253.)

Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.

(Ehrlich, Thomas. Civic Responsibility and Higher Education. Onyx Press, 2000)

Civic Engagement promotes a lifelong commitment to active citizenship and social responsibility. (<http://www.engage.northwestern.edu/about/index.html>)

Civic Responsibility

The commitment of a citizen to his or her community to take responsibility for the well-being of the community. Service-learning and community engagement are often cited as developing students' civic responsibility. (http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Community Development

Community members working together to achieve long-term benefits for the community and an overall stronger sense of community. Effective development has four important characteristics:

- *It is predicated upon the importance of social/economic institutions in the lives of community*
- *It is planned and achieved with representation, input, and guidance from a cross-section of community members.*
- *It builds efficient, self-sustaining, locally controlled initiatives to address social and economic issues in the community.*

- *It promotes the economic self-reliance of community members and of the community as a whole*
(http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Community Service

Action taken to meet the needs of others and better the community as a whole.
(<http://depts.washington.edu/ccph/toolkit-glossary.html>(<http://depts.washington.edu/ccph/toolkit-glossary.html>))

Volunteerism

The performance of formal service to benefit others or one's community without receiving any external rewards; such programs may or may not involve structured training and reflection. Effective community service-learning experiences are not considered to be the same as volunteerism.
(http://www.communityservicelearning.ca/en/welcome_glossary.htm)