

Deadline January 23, 2026

(note: one week earlier than KSU deadline)

Annual Review

Preparing Your ARD & FPA

College of Computing and Software Engineering

Based on the Wellstar College Lunch & Learn Series

Purpose of annual review from the institution's perspective



PROVIDE FACULTY A
STRUCTURE TO IDENTIFY AND
SEEK SUPPORT FOR
DEVELOPMENTAL GOALS



ENSURE FACULTY ARE ON
TRACK FOR PROMOTION
AND/OR TENURE



MAKE STRATEGIC DECISIONS
TO PRIORITIZE FACULTY
SUPPORT REQUEST



ACKNOWLEDGE AND
RECOGNIZE FACULTY
EXCELLENCE



IDENTIFY AND DEVELOP
FUTURE LEADERS



UNDERSTAND FACULTY'S
FUTURE TEACHING AND
STUDENT SUCCESS INTERESTS

Purpose of the annual review from the faculty perspective

Opportunity to self-evaluate and reflect

Get feedback to make sure you are on track for tenure, promotion, awards or other professional goals

Clarify expectations, allocation of effort, and alignment with departmental/college goals

Request support to meet your goals

Strong narratives for annual reviews will serve as a solid foundation for multi-year narratives

KSU Faculty Handbook

3.12.A – Annual Reviews

The annual assessment of a faculty member's contributions to the University will be based on performance in reference to the criteria listed in the most recent year's Faculty Performance Agreement(s) (FPA). The basis of this assessment is an Annual Review Document (ARD) that is compiled by the faculty member to demonstrate progress toward the criteria in the FPA. This document will convey accurate information and the criteria by which the faculty member is to be assessed, counseled, and judged. **The professional performance at KSU must address the quantity, quality, and significance of the contributions.**

Where to Start?

- Carefully review departmental and college P&T guidelines
 - What does it say is required to show excellence in each category?
- Review last year's FPA
 - What goals did you achieve? What is still in progress? What opportunities presented themselves that you did not anticipate?
- Check the [KSU Faculty Handbook](#)
 - FPA (Section 3.2 Overview of Faculty Responsibilities)
 - Teaching (Section 3.3.A)
 - Scholarship and Creative Activity (Section 3.3.B)
 - Professional Service (Section 3.3.C)
 - Annual Reviews (Section 3.12.A)

Storytelling: A tool in performance review



How does your audience like the story to be told?

Write the narrative and number the entries described in the ARD checklist posted at
<https://www.kennesaw.edu/cce/faculty-resources/index.php>



Tell Your Story

Focusing on organizational value

Significance

Impact & Value

Results & Accomplishments

Challenges (linking to the FPA)

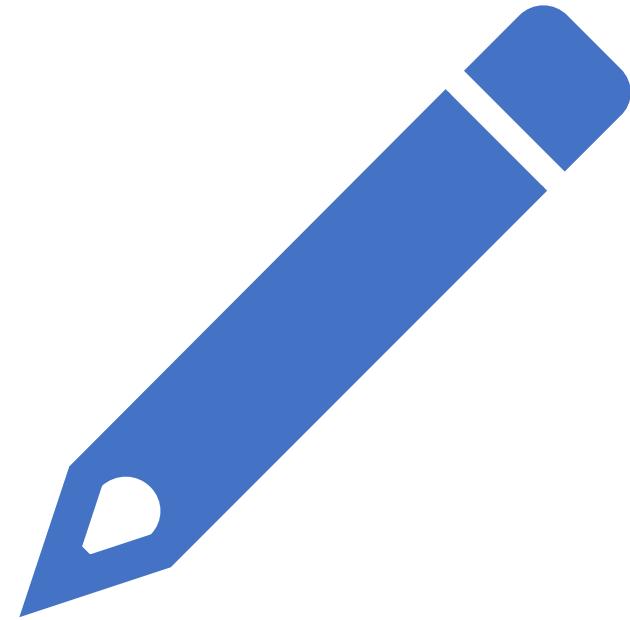


Evidence Your Story

Identify metrics and show outcomes & results
Speak to Workload

Other Effective Practices for Preparation of Materials

- Avoid lists of activities – tell your story
- Give yourself time
 - Block chunks of time to focus on each aspect
- Carefully check reports
- Revise and edit
- Get feedback
- Update and refresh



Review the ARD and FPA Documents

- Review ARD and FPA templates in Watermark Faculty Success
- Use the ARD Checklist posted on the CCSE website
- Narratives sections have word limits (for a reason!)
- Previous FPA Goals should create narrative structure
 - Goals obtained
 - Goals still in progress (justification)
- Focus on the organizational value: connect efforts to departmental, college, and university strategic priorities

Timelines & Additional Information

Timelines:

- Workflows launch Monday, December 9th
- Due Friday, January 23
 - No assistance after 5 pm
 - Due 11:59 pm (Note: Faculty who fail to submit by deadline are deemed as “not meeting expectations”)
- Chair reviews are due March 13
- Dean reviews are due April 10

Additional Information:

- Faculty scores in each area and overall are now reported to the USG

Five Point Scale

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

Weighted average formula for overall score

The weighted average formula to be used is: (Teaching Workload % x Teaching rating) + (Scholarship and Creative Activity Workload % x Scholarship and Creative Activity rating) + (Service Workload % x Service rating)

- 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.*

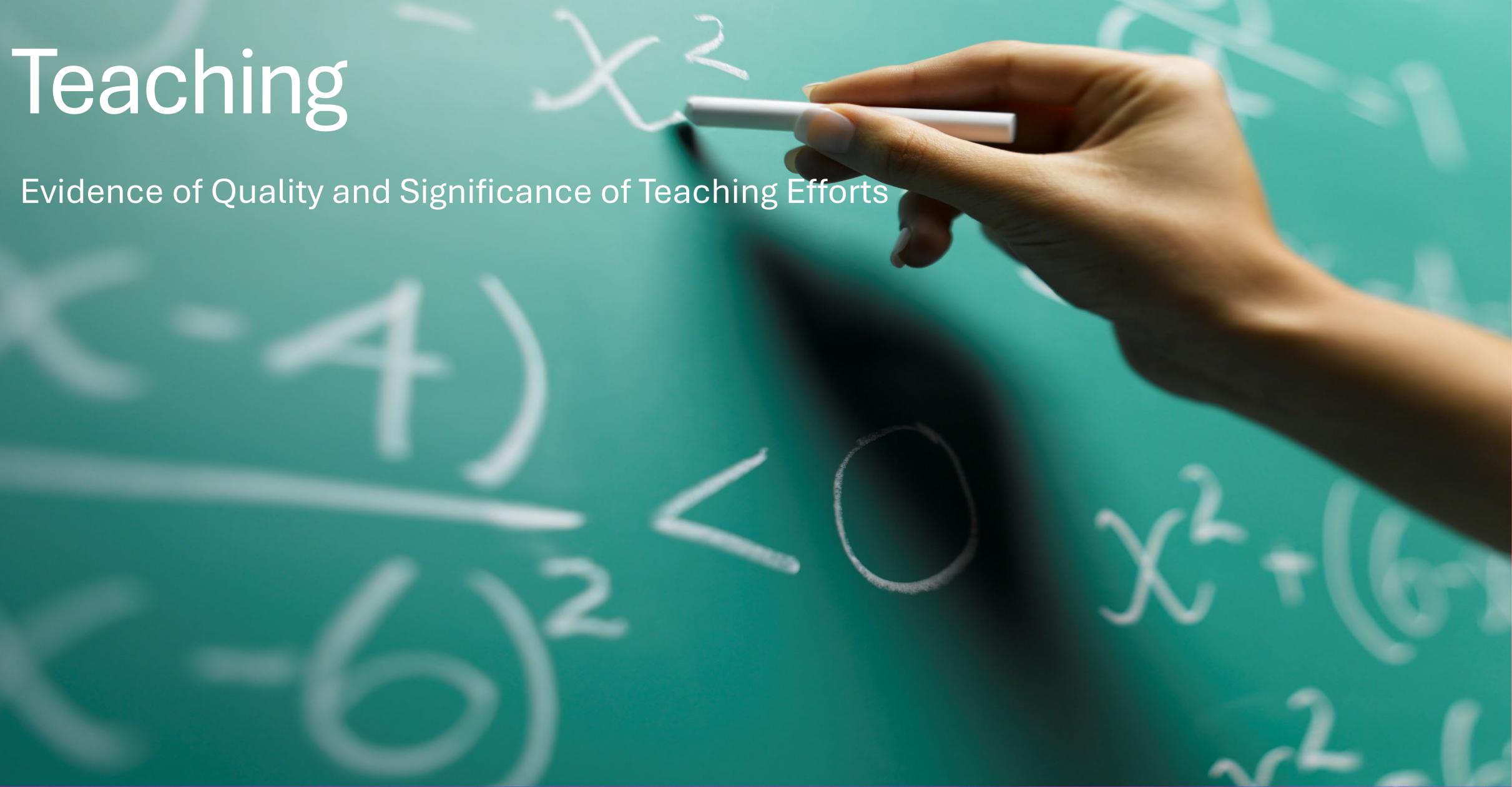
For example, (.60 x 3) + (.30 x 4) + (.10 x 5) = 3.5 (rounded for an overall score of 4)

Workload Summary Report Available in Watermark (but results must be verified, using approved FPA)

- How to compute the yearly workload if it **changed** from Spring to Fall
60/30/10 (Spring) =====> **60/20/20** (Fall) = **60/25/15**

Teaching

Evidence of Quality and Significance of Teaching Efforts



It's up to you to
explain how
what you do in
your classes
matters...

Numbering
from the ARD
Checklist

Sample of ARD Teaching Narrative:

Goal 1. Teach CS 3503 – Data Structures (10%)

- 5. Course taught in Spring, Summer, and Fall semesters

Fall 2026 CS 3503 Data Structures (50 students) Co-scheduled online and hybrid sections. The course was taught in load. Received 10 hours per week grading support

- I updated course materials and submitted mid-term grades. Student comments were positive, but several students mentioned that I needed to work on providing more timely feedback.
- If you were the chair, what feedback would you give this faculty member?

Goal 1. Teach CS 3503 – Data Structures (10%)

Instead, I updated course materials and submitted mid-term grades. Student comments were positive, but several students mentioned that I needed to work on providing more timely feedback.

Activities CV Imports Manage Data Reports Workflow

Edit Scheduled Teaching at KSU

Describe any pedagogical innovations that you introduced into this course during the current year (e.g., international issues, computer applications, ethical analysis, new classroom techniques, etc.)

To create a collaborative and engaging learning environment, I revamped my lectures to include more interactive elements. I incorporated real-world case studies into lectures and dedicated the last 15 minutes of each class for discussion. Additionally, I implemented a flipped classroom approach for five lectures, where students reviewed materials beforehand, and class time was used for in-depth discussions and problem-solving activities. Students commented that the coursework and assignments equipped them with essential knowledge and skills for their future roles in computer science.

Describe any new teaching material (e.g., cases, videotapes, audiotapes, course modules, instructor manuals, test banks, or simulations) that you developed and/or implemented

To help the students understand course concepts better, I developed two new assignments: Data Structure Implementation Project: Students were asked to implement various data structures, such as linked lists, binary search trees, and hash tables, applying theoretical knowledge to practical coding. Algorithm Analysis Report: Students analyzed the efficiency of different data structures in solving specific problems to find the optimal data structure.

Describe any activities in your course that enhanced student learning and/or student contact with the business community (e.g., guest speaker, SBDC, SBI, or outside projects, field trips, field projects, etc.)

I invited three guest speakers to provide valuable industry insights. In September, Dr. Alan Turing, a renowned computer scientist, discussed the evolution of data structures and their foundational role in computer science. In October, Grace Hopper, a software development expert, shared her experiences with data structure optimization in large-scale software projects. Lastly, in November, Donald Knuth, an authority on algorithms, highlighted the interplay between data structures and algorithm efficiency.

If you were the chair, what feedback would you give this faculty member?

While better, it still did not provide evidence of quality and significance

- Instructional decision making
 - Why did the instructor make these changes?
 - Prior student data or feedback
 - Professional development
- High Impact Teaching Practices
 - Claim credit for the work you are doing in these spaces
 - Planning, implementing, student reflection, etc.
- Program student learning outcomes
 - What PSLOs for the program are addressed in the course?
 - What evidence is available?
- Grade distributions & DFW rates
 - What can be learned from students performing well in the course? Vice versa?
 - Did efforts improve student performance?
- Assessments
 - How well did students perform on key assessments? Did performance improve as a result of new techniques?
 - How can instructor determine which techniques had the most impact?
- Student feedback
 - What did student say about the course changes? How did it improve their learning?
- Student networking and engagement
 - Did bringing in community partners as guest speakers and with key assignments enhance student learning? How can the instructor determine the impact?

Professional Development

All faculty must identify at least one goal for continuous professional growth

If it is in teaching, we often see this:

I attended three CETL workshops, two Lunch & Learns, and a session at my annual conference on teaching effectiveness.

Focus on the changes you made as a result....

After signing up for the Small Teaching book chat, I read the book and met with other faculty members to discuss the application of small teaching strategies. The following week, I used Prediction in my CS 3503 course by using Mentimeter to poll students with questions about the next topic in the course. This allowed students to pause, predict and ponder how what they just learned would relate to future learnings. Quiz scores on that module did show a small improvement. Next semester, I plan to use prediction not only when transitioning but also when presenting case studies. After Dr. Lang's talk on the importance of Retrieval, next semester I will also allow students multiple attempts at each quiz so they must continue to attempt the retrieval process.

A high-contrast, black and white photograph showing the silhouettes of numerous graduates. They are holding their graduation caps high in the air, and some are also holding diplomas. The scene is set against a bright, overexposed background, creating a dramatic effect.

Student Success

Additional Documents & Websites at Your Side...

- CETL
 - [25 Faculty Practices for Cultivating Student Success](#)
 - [Scholarship of Teaching and Learning \(SoTL\)](#)
- Institutional Research
 - [Grade Distribution Dashboard](#)

USG and KSU Requirements ARD and FPA



Document at least one
goal on your FPA for
Student Success



**Must have one
professional
development activity–
this can be in the area of
student success**

Teaching, Supervision, & Mentoring Student Success

Evidence of quality teaching and student learning

- Student Evaluations must be included as one measure (See Faculty Handbook)
- Teaching Observations
- Other forms of feedback

Involvement in activities that deepen student learning

- Evaluation of learning outcomes and student performance

Implementation of student success tools/strategies

- Early Alert (courses identified by program of study)
- Midterm Grading (everyone should document this – minimum)

Curricular Course Transformation

CCSE & Expanding the Nest Student Success 25 Practices – Teaching

<https://campus.kennesaw.edu/faculty-staff/cetl/programs-services/>

Student-Faculty Interactions

- uHoo Learning Analytics
- Incorporating Technology to improve engagement (e.g., Mentimeter)

Effective Teaching Practices

- Learning Outcomes, Assessment FCARs
- Midterm Grading

Supportive Environment

- Early Alerts
- Behavioral Response Team
- Office Hours

Student Success in RCA

External grants and contracts

Scholarship of Teaching (SoTL) - can now highlight in Watermark

Student Success Research (e.g., strategies and models aimed at improving recruitment, retention, progression, and graduation)

Student Success in Professional Service

Leadership

Mentoring and Coaching

Professional Association Activity

Faculty directing study abroad and other experiential learning activities, who coordinate internships, service-learning, and who serve on various committees dedicated to student success are examples of those engaged in student success in professional service.

Example – Student Success FPA Goal in Teaching

- Goal 1: To strengthen my teaching skills and continue to contribute to the success of students in the major
 - Objective 1: Continue to examine XXX course by implementing new faculty-student interaction and assessment strategies aimed at reducing the DFW rate in the course, including testing new assignments and rewriting exam questions, and changing the course group project.
 - Objective 2: Participate in Midterm Grading Project in Spring 20XX and Fall 20XX and implement midterm grading going forward in all classes assigned
 - Objective 3: Participate in early alert for all courses taught and submit status reports on students via EAB system during weeks 3-5 of the course
 - Objective 4: Attend at least one teaching workshop aimed at improving teaching effectiveness and skills regarding learning assessment (Professional Development-Objective)

**Goal: Broad Statement
with an action verb (Think
Bloom)**

**Objective: S (Specific), M
(Measurable), A (Attainable), R
(Realistic), T (Timely)**

Example of a partial ARD Statement in evidence of FPA Goal and Student Success in Teaching

University Student Success Initiatives

For all of my courses, I integrated Midterm grading and my [course 1] and [course 2] courses were coded for early alert/progress reports. I used these opportunities to alert students on their progress in the course and offer additional support and resources. These types of activities are grounded in CETLs identification of effective teaching practices and supportive environment.

Quality Enhancement Plan (QEP) (Student Success)

In the area of student success, three (3) of my courses (list here) are QEP-coded classes: [Course 1] is service learning, [Course 2] is Undergraduate Research, and [Course 3] is Internship/Field Experience. I supported the University's QEP initiative by requiring students to upload their reflection feedback to the University's QEP Smartsheet. I continue to use a reflection rubric I developed that meets the university's required evaluation areas: Connections to Experience, Transfer of Knowledge, Integrated Communication, Reflection, and Self-Assessment, Curiosity, Initiative, and Independence. Sample comments from their reflections are offered below. (See [hyperlink here](#)). The significance of this work contributes to the University's initiative submitted under SACS. Additionally, the work contributes to our understanding of how such activities increases the likelihood that students will be retained and progress in the major. The reflections completed show that the majority of students felt their knowledge of the XXX subject increased and their experience confirmed they are pursuing the correct career path.

I selected student success as my area of professional development by enhancing my skills in the assurance of learning and assessment. To begin, I completed three of five modules associated with the University's Assessment Series (See [Interactive Vita](#)). Successful completion of these opportunities resulted in my achievement of three badges: Curriculum Map Design (September 2023), Student Learning Outcome Essentials (August 2023), and Data Informed Improvement (March 2023). I also was part of the pilot for UHoo Analytics to test a technology integration that allowed instructors to see data analytics associated with their courses during Fall 2023. These experiences afforded me new skills and knowledge that I can incorporate to enhance my teaching accountability and ensure students are learning and are in alignment with the University's Expanding the NEST initiative under Student-Faculty Interactions.

A vibrant, futuristic digital landscape. In the center is a glowing brain composed of intricate circuit board patterns and glowing nodes. Binary code (0s and 1s) is visible in various colors (blue, green, red) throughout the scene. A magnifying glass in the bottom right corner focuses on a black waveform line. The background features a city skyline with glowing trees and a sunset/sunrise sky with clouds.

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Scholarship & Creative Activity

Keywords: Context and Story

The Burden is on You to Provide Context and Explanation

- I published two papers, one JACM and one in CACM.
- The Journal of the ACM (JACM) is a peer-reviewed scientific journal covering computer science, particularly theoretical aspects. It is an official journal of the Association for Computing Machinery (ACM). According to the 2022 Journal Citation Reports, JACM has an impact factor of 2.5
- I chose to publish this paper in Communications of the ACM (CACM). Although CACM is not the highest-ranked journal in terms of impact factor, it is the flagship publication of the ACM and is widely read by computing professionals worldwide, making it an ideal platform to reach the target audience for this research.

The Burden is on You to Provide Context and Explanation

- "My book was finally released in May after years of effort."
- "This book is significant because it introduces a new theoretical framework for understanding data structures, enhancing both academic study and practical application. These theories enable practitioners to implement data structures more efficiently across various computing scenarios. The publisher reports that the book has been accessed by readers from 27 states to date."

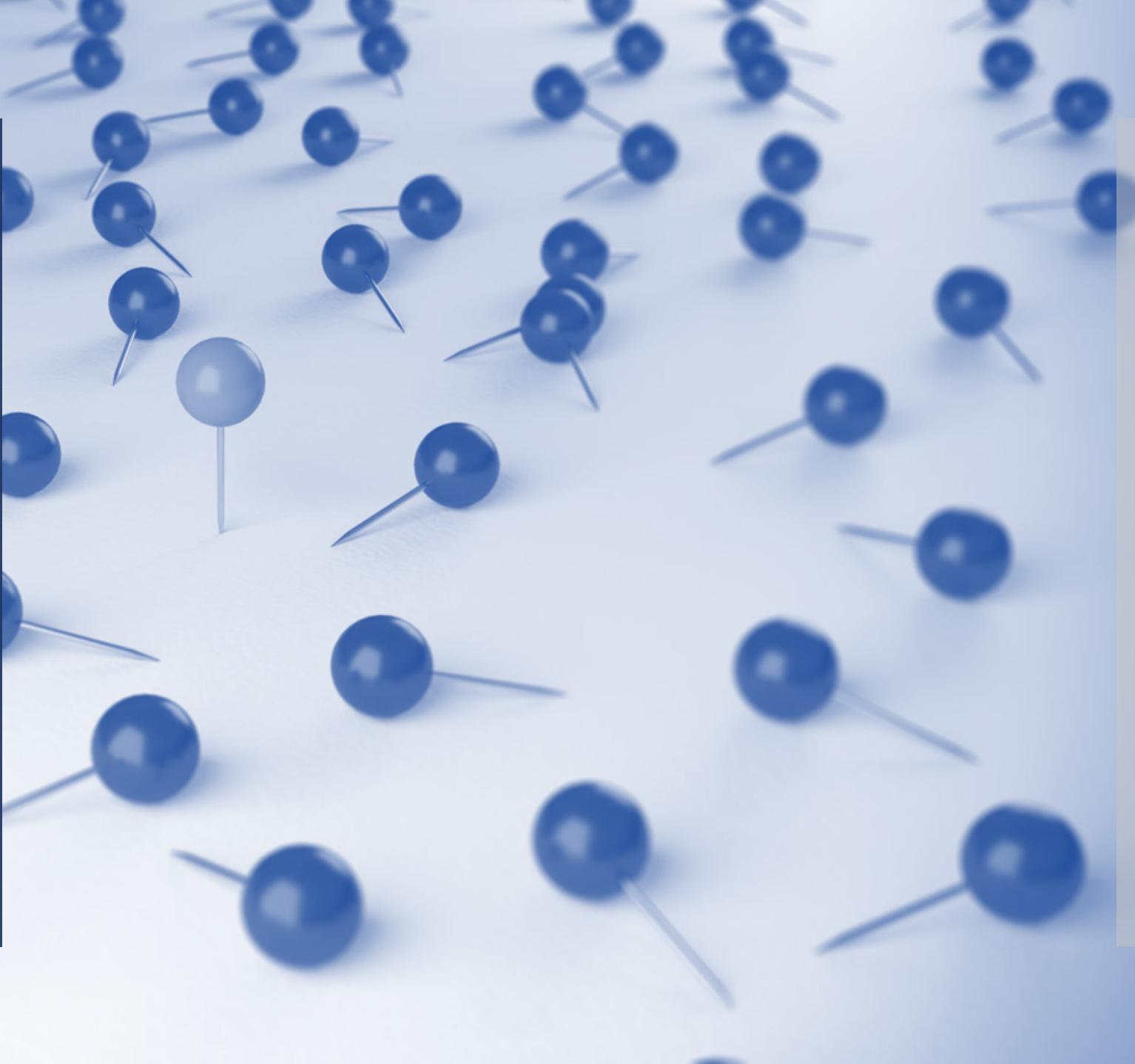
The Burden is on You to Provide Context and Explanation

- "I had one unfunded NSF grant proposal, and plan to resubmit."
- "My proposal to the National Science Foundation (NSF) for advancing data structures research was submitted in October but was not funded. I received favorable ratings of 'Very Good' from two reviewers and a 'Fair' from a third reviewer; consequently, the proposal was not discussed. In collaboration with the college, I secured a consultation with OVPR to analyze the review feedback and was encouraged to resubmit with three significant changes. With an April resubmission, I plan to include two additional publications and further preliminary data to strengthen the proposal. I have attached the reviews"
- Note: Include reviews to demonstrate the quality of your submission.

Don't just list –
tell your story

- “In 2024 I delivered 3 conference presentations, published one journal article, received a \$12,000 internal seed grant award, and submitted one proposal for external funding, which was not awarded.”
- “In 2024, my research in data structures advanced significantly. I delivered three presentations at leading computer science conferences, sharing insights on optimizing data structures for large-scale applications. I published a journal article in the Journal of the ACM, detailing innovative approaches to data organization and retrieval. Additionally, I secured a \$12,000 internal seed grant to explore advanced data structuring techniques, which facilitated the collection of preliminary data and the development of prototypes. I also submitted a proposal for external funding to the National Science Foundation; although it was not awarded, the feedback received has been invaluable for refining my research objectives. These accomplishments have strengthened my collaborations within the computer science community and laid a solid foundation for future research endeavors.”

Additional Tips





Does student research supervision go under Teaching/Mentorship or SCA?



What sort of explanation would you prefer about my journals?



Would you count my “points” the same way I am counting them?

Ask your Chair!

Don't overlook the Vita Interactive

College metrics are based on it

Clean up your In-Progress work

- Having a research project with no deliverables for seven years is not a good look
- If you did not enter the project and want it removed, contact facultyactivitydata@kennesaw.edu

7/8 13/16 3/4 11/16 5/8 9/16 1/2 7/16 3/8 5/16



Professional Service

Professional Service

- Want to be explicit in what you've accomplished within the typical 10% (120 hours) of workload assigned to professional service

Typical narrative:

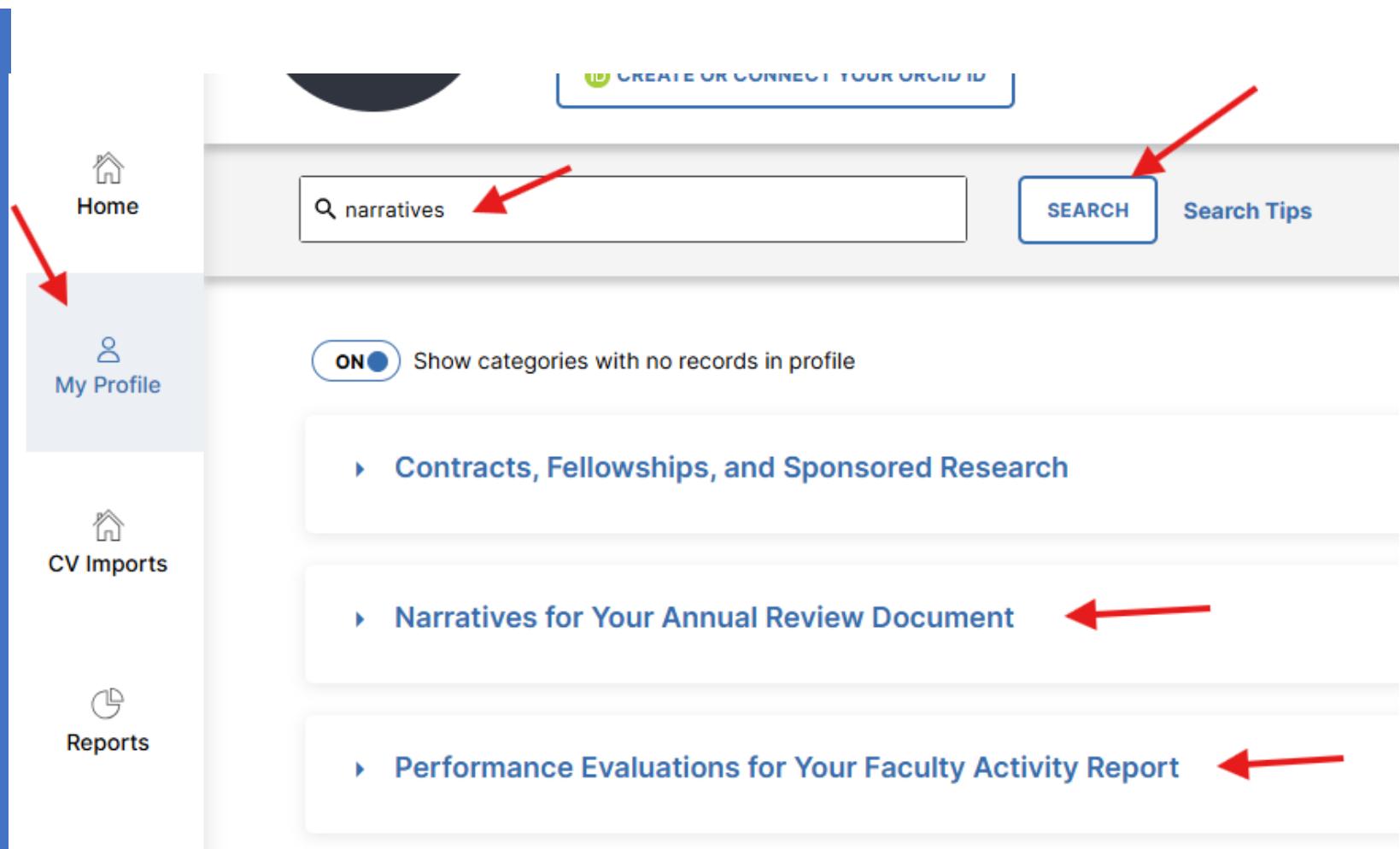
At the departmental level, I served on the curriculum committee and chaired a search committee. For the college, I served on the DLI and scholarship committee. Professionally, I am reviewer for two journals, Journal #1 and Journal #2.

What was effective?

What could be included to enhance the narrative?

If you were the chair, what feedback would you give this faculty member?

Watermark New Interface



The screenshot shows the Watermark New Interface. On the left, a sidebar menu includes Home, My Profile (which is highlighted with a red arrow), CV Imports, and Reports. The main content area features a search bar with the text "narratives" and a magnifying glass icon. To the right of the search bar is a "SEARCH" button and a "Search Tips" link. A red arrow points to the "narratives" search term. Below the search bar, there is a toggle switch labeled "ON" and the text "Show categories with no records in profile". Three categories are listed with red arrows pointing to their names: "Contracts, Fellowships, and Sponsored Research", "Narratives for Your Annual Review Document", and "Performance Evaluations for Your Faculty Activity Report".

CREATE OR CONNECT YOUR ORCID ID

narratives

SEARCH

Search Tips

ON Show categories with no records in profile

Contracts, Fellowships, and Sponsored Research

Narratives for Your Annual Review Document

Performance Evaluations for Your Faculty Activity Report

ARD Workflow Changes / Updates

- If changes need to be made to the FPA narrative or to the Yearly Workload summary:
 - The faculty member updates the narrative and/or Yearly Workload summary
 - The Department chair 'refreshes' the Faculty Performance Agreement – updated
- The FPA can be updated at the following levels:
 - Department Chair Review
 - Supervisor Acknowledgement and Changes
 - Dean Review
 - Dean – Final Step
- ARD workflows **DO NOT** need to be 'pushed back' or 'recalled' to make the changes
- If a PRP is needed, the Department Chair Review and Dean Review levels have the option to send the workflow to Faculty Activity Data to launch the workflow.

ARD Workflow reminders for Faculty

< Faculty Form

CANCEL APPLY

ARD (last year)
Last Updated Date and Time C

Vita - Interactive (last year)
Last Updated Date and Time C

Enter information for FPA from the screens entitled "Yearly Workload Summary" and "Narratives for Your Faculty Performance Agreement."

FPA (next year)
Last Updated Date and Time C



HIT REFRESH BUTTONS THEN SAVE BEFORE SUBMITTING

ARD Workflow reminders for Faculty

◀ **Faculty Form** THEN SAVE BEFORE SUBMITTING

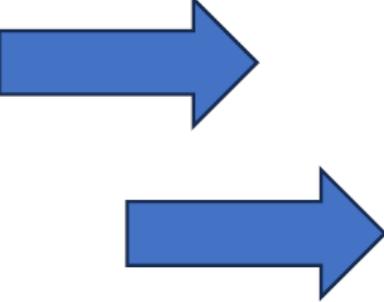
CANCEL **APPLY**

I have added the next year's Yearly Workload Summary percentages on my Activities page. *

I have refreshed my ARD, Vita Interactive, and FPA. *

Any other files (Optional)

Drop files here or click to upload



ARD Workflow reminders for Faculty



[◀ Faculty Form](#)

[CANCEL](#) [APPLY](#)

In the Type of Portfolio Submission box below, please choose the type of review you plan to submit for in the upcoming Fall semester. If you are not submitting a portfolio, please choose N/A.

NOTE: This is NOT an official notification to Academic Affairs that you will be submitting a portfolio. This only provides notification to your department chair/supervisor for discussion during the annual review process.

NOTE: This is a required field. You must choose a type of review before you can submit the ARD to the next level reviewer.

Type of Portfolio Submission *

(Required for Coles College): Self-Evaluation of Accomplishments - Teaching

(Required for Coles College): Self-Evaluation of Accomplishments - Scholarship and Creative Activity

(Required for Coles College): Self-Evaluation of Accomplishments - Professional Service

Documenting Student Success Activities

Please indicate all of the following KSU strategic initiatives to which this activity pertains:

Student Success

Professional Development

- Toggle Boxes in Faculty Success Activities for **Student Success and Professional Development**

CETL's [Expanding the NEST](#) provides a resource to assist faculty in identifying/defining student success activities in the classroom and discussing their significance

Documenting SoTL in Activities

Activities CV Imports Manage Data Reports Workflow ▾ Tools ▾

Edit Publications

Contribution Type *

Scholarship of Teaching and Learning (SoTL) ⓘ
Please indicate if this is a SoTL contribution

Yes

No

Document Impact Themes (Select one or more, if applicable)

Inclusive and Sustainable Economic Growth
 Productive Employment
 Innovation and Academic Excellence
 Improve Access and Lifelong Learning
 Impactful and Knowledge-Extending Research

Current Status *

Title of Contribution *

CANCEL **SAVE**

Annual Review Information

Current Students ▾ Faculty & Staff ▾

Colleges ▾

Offices & Services ▾

Policies & Governance ▾

A-Z Index



Course Response

[Contact CETL for recordings of the most recent workshops.](#)

The general timeline for annual reviews and evaluation of faculty performance adheres to the following schedule (as outlined in the KSU Faculty Handbook, Section 3.12):

- Last Friday of January: Completed ARDs/FPAs submitted by teaching and administrative faculty to next level supervisors.
- 2nd Friday of March: All reviews between teaching and administrative faculty and next level supervisors completed; portfolios submitted to second level supervisors.
- 2nd Friday of April: Second level supervisors return annual review submissions to teaching and administrative faculty; salary recommendations (if applicable; exact date TBD based on Budget Office and Board of Regents directions).

Instructions for Submitting an Annual Review

The annual review process utilizes Watermark Workflow for the entire campus. This means that the reports are automatically generated. Faculty members will enter their data, check that the reports are correct, and Submit.

1 Enter Data



2 Check the Reports



3 Submit





Questions?