GUIDELINES FOR FACULTY PERFORMANCE PLANNING AND EVALUATION
Department of Geography & Anthropology
Kennesaw State University
(Revision February 2012)

PURPOSE OF GUIDELINES
This document will aid in the understanding of expectations regarding tenure and promotion of Geography & Anthropology faculty. Departmental guidelines serve to interpret and make University Guidelines relevant to the disciplines represented in the Department of Geography & Anthropology (Department). While they do not supersede University and College Guidelines, they hold primacy during evaluations for tenure, promotion and annual reviews.

DEPARTMENTAL CHARACTERISTICS

The Department of Geography & Anthropology prepares students for better global citizenship by educating them about the world and its peoples. Critical thinking about cultures, environments, space, and place is central to this mission. As the pace of globalization increases in the 21st century, these elements are vital in fostering an awareness, understanding, and ability to conceptualize, articulate, and influence the forces that are changing the Earth’s human and environmental landscapes.

The primary purpose of the Department is to promote and serve the Anthropology Major (B.S.), the Geography Major (B.A.), the Geographic Information Science major (B.S.), the Geographic Information Systems certificate program, the Anthropology minor, the Geography minor, and the Native American Studies minor. The department also provides support courses for majors in other programs, including Environmental Studies, Sociology, Criminal Justice, Education, History, Public and Social Services, and International Affairs.

The department includes faculty from two disciplines, anthropology and geography. Each faculty member, while pursuing his or her own discipline, is part of the whole that makes up the programs and the Department. Faculty are collectively responsible for carrying out the Department’s mission and objectives and all faculty members are expected to contribute to the success of the Anthropology major, the Geography major, the GIS major, the GIS certificate program, and the three minors. Each member is responsible for ensuring that students are presented with quality instruction, up-to-date information, and opportunities to learn in their respective specialty areas.

Strengths of the Department include the quality and commitment of the faculty, the collegiality and team spirit of the faculty, the quality and strength of the academic programs, the commitment of faculty to teaching and mentoring, the successful attainment of external funding by faculty.
Size and Diversity of Faculty
The Geography & Anthropology faculty is active, innovative, and spirited. There is an esprit de corps that supersedes discipline boundaries. The Department consists of faculty who have specializations in the areas below:

**Anthropology:** Archaeology, Cognitive Anthropology, Ethnohistory, North American Indians, Symbolic Anthropology, Anthropology of Development, Anthropology of Gender, Linguistic Anthropology, Economic Anthropology, Political Anthropology, Environmental Anthropology, Osteology, Human Variation, Mayan Archaeology, and Paleopathology. Regional specialties include Southeastern US, Greece, Guinea Bissau, South Asia, Cape Verde, Brazil and Belize.

**Geography:** Geographic Information Systems, Economic Geography, Cultural Geography, Political Geography, Physical Geography, Environmental Geography, Geography Education, Urban Geography, and Resource Geography. Regional specialties include, Asia, North America, Latin America and the Caribbean.

FACULTY WORKLOAD & EVALUATION
Geography & Anthropology faculty seeking review for tenure and promotion will follow the principles established by the Kennesaw State University (KSU) Faculty Handbook. The KSU Faculty Handbook establishes that faculty should document their performance in a narrative that explains the importance of what the applicant has accomplished during the evaluation period. The faculty member’s performance will be evaluated on the basis of his or her ongoing achievements and prospects for future contributions as a colleague. Faculty achievements in teaching, scholarship, and service should demonstrate, with supporting documentation, the quality, quantity, and significance expected at the current rank described in the Departmental tenure and promotion guidelines. The fundamental issue underlying the tenure and promotion decision is whether, based on the judgment of faculty supervisors, advisers, and colleagues, the faculty member will continue to meet institutional needs and expectations in the future. The faculty under review must be able to demonstrate his or her accomplishments and potential for long-term effectiveness at the University to reviewers through appropriate and significant contributions.

The typical teaching load for Geography & Anthropology faculty is 3 courses per academic semester for a total of 6 courses per academic year. Reassigned time or workload equivalency may be considered for some faculty depending upon responsibilities and must be approved by the Chair and the Dean.

Per the College of Humanities and Social Sciences, all faculty are evaluated on their teaching, supervision, and mentoring activities. Faculty must choose at least one other area for which they are evaluated (Research and Creative Activity, Professional Service, Administration and Leadership) with the understanding every faculty member is expected to contribute to a minimal amount of service to ensure that the Department can accomplish the tasks necessary for the Department to function effectively. In all evaluation areas, quality and significance of the work are the main criteria for evaluating performance. Thus, faculty should concentrate on these aspects of their work rather than quantity.
Faculty will prepare a Faculty Performance Agreement (FPA) each January in conjunction with their Annual Review Document (ARD). The FPA outlines the expected workload for the upcoming year whereas the ARD reviews a faculty member's performance for the previous year. Faculty submit the FPA and ARD to the Department chair, who reviews the documents. The chair evaluates the ARD and FPA, meets with the faculty member to review the ARD and FPA, and then these documents are submitted to the Dean for approval.

Periodically, a faculty member will submit a multi-year review (e.g., third-year review, post-tenure review). These multi-year reviews involve the Departmental T&P Committee, the Chair, the Dean, the College T&P Committee and the Provost and President when specified in the KSU Faculty Handbook. The third-year review is an opportunity for the faculty member to receive critical feedback regarding his/her progression toward tenure at KSU. These reviews are not binding in terms of tenure or promotion but rather offer guidance for improvement where necessary. Post-tenure review of performance occurs every five years to validate the fulfillment of these expectations. All reviews of the faculty member are based on the expectations for rank noted below.

**TENURE & PROMOTION PROCESS**

**Tenure**

In the tenure and promotion process, each faculty member will complete a Faculty Performance Agreement (FPA) in conjunction with the Department Chair and Dean. The four basic performance areas in which faculty may be evaluated at KSU are teaching, supervising, and mentoring of students; research and creative activity; professional service; and administration and leadership. Outside of administrative and non-tenure track faculty, teaching faculty will be evaluated based upon contributions in teaching, research, and professional service. Whatever the individual’s relative emphasis in the performance areas, all faculty members are expected to participate in service activities essential to the life of the institution.

Academic tenure is a privilege granted on the basis of professional promise and value within the structure and mission of the Department, the College of Humanities and Social Sciences, Kennesaw State University, and the University System of Georgia. Recommendations regarding tenure are based on the merits of an individual’s academic achievements and their potential for contributing to the success of the Department, College and University. Full-time tenure track faculty members are eligible to be reviewed for tenure in their fifth year and must be reviewed in their sixth-year. Credit toward tenure maybe granted for previous work. This credit is negotiated with the Dean and stated in the faculty contract at the time of hiring. Tenure will be granted to those faculty members who have demonstrated excellence in meeting the needs and expectations of the Department of Geography & Anthropology and the University during the probationary period. Criteria for tenure are based on general performance expectations as stated in the KSU Faculty Handbook and on specific Departmental performance guidelines as listed below. Candidates will be judged according to their rank and position at the time of the review process.
Specifically, tenure decisions are made in the context of institutional and Departmental expectations, and according to a faculty member's rank, experience, position, and program affiliation. Tenure-track faculty members who are not recommended for tenure by the sixth year will receive a terminal year's contract.

**Promotion**
Promotion decisions are made based upon the faculty member's performance consistent with expectations of the next rank.

**FACULTY PERFORMANCE EXPECTATIONS**

**All Tenured and Tenure-Track Faculty**
Quality and significance are the primary criteria for evaluating faculty performance. Quality and significance of scholarly work are overarching, integrative concepts that apply equally to all areas of faculty performance. A consistently high quality of scholarly work, and the 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:**
Faculty members should clearly define the goals of scholarly work in their respective areas of emphasis and the relevance of their scholarly work to their Faculty Performance Agreement. Clarity of purpose and relevance of goals provide a critical context for documenting and evaluating scholarly work.

**Mastery of Existing Knowledge:**
Faculty members must be well-prepared and knowledgeable about developments in the relevant context of their scholarly activity. The ability to educate others, conduct meaningful research, produce creative works, and provide high quality professional service depends upon mastering existing knowledge and background information. Faculty members should use appropriate techniques, methods, and resources in their scholarly work.

**Effectiveness of Communication:**
Faculty members should communicate effectively with their audiences and subject their ideas to critical inquiry and independent review.

**Significance of Results:**
Faculty members should demonstrate the extent to which they achieve their expressed goals. They should also articulate how their scholarly accomplishment(s) have had a significant professional impact. Such significance might be confirmed by various credible sources (e.g., academic peers, community participants, or other experts), as well as by published documents such as reviews, citations, acknowledgments, or professional correspondence regarding one's work or studies that support an innovative approach (e.g., teaching).

**Consistently Ethical Behavior:**
Faculty members should conduct their work with honesty, integrity, and objectivity. They should foster a respectful relationship with students, community participants, colleagues, and others who participate in or benefit from their work. Faculty members should uphold recognized standards for academic integrity.
Teaching, Supervision & Mentoring Expectations
Since teaching is the principal mission of the Department, highly effective teaching is a necessary condition for satisfactory performance within the Department. The Department encourages teaching excellence through effective classroom and out-of-classroom performance and by demonstrable evidence of continued instructional and scholarly development on the part of the faculty member. Undergraduate advising and advising to student organizations is also included under the area of teaching, supervision, and mentoring.

All faculty are expected to meet all of their scheduled classes, maintain regular weekly office hours, remain current with course content and methods, advise students for the Department majors and minors, and engage in scholarly teaching. Faculty are expected to aid in program and student development through supervision and mentoring activities. As faculty move through the ranks, they will be expected to articulate in their ARDs and FPAs progress they have made in their teaching, supervision and mentoring relative to their statements of teaching philosophy (where required).

Research and Creativity Expectations
All faculty will be expected to have a clear scholarly agenda in which they produce basic and/or applied scholarship. The Department accepts the following categories of scholarship: the scholarship of discovery, which builds new knowledge through traditional research; the scholarship of integration, which interprets the use of knowledge across disciplines; the scholarship of application, which aids society and professions in addressing problems; the scholarship of teaching, which studies teaching models and practices to achieve optimal learning; and the scholarship of service, which applies expert knowledge in applied contexts.

The research and creative activity process includes proposal preparation, literature review, data gathering, analysis, manuscript preparation and editing. Very rarely does the research or creative activity process start and finish within one review period. Faculty should show evidence of research and creativity through documentation of research process, publications, professional papers, presentations, grants for research (submitted or awarded), and other creative activities. Faculty members are expected to discuss the significance of their scholarship. The quality and quantity of the work is expected to increase with each rank.

Professional Service Expectations
All tenured and tenure-track faculty are expected to engage in service activities essential to the life of the institution. Faculty members will use their knowledge and expertise in a scholarly manner in service opportunities to the University, the community, and their profession. Occasionally, exceptionally large institutional service commitments may be required without significant work reduction, such as presiding over a faculty senate, chairing a major task force, or developing community advisory program. On such occasions, recognition beyond that accorded to expected levels of service should be given. Community service outside the college or institution may be recognized with the expectation that such activity must relate to the faculty member's professional discipline and area of expertise.
Good documentation of scholarly service describes the role of the faculty member in each service activity, how he or she used his or her expertise in the role, and clearly demonstrates the outcome or impact of the service activity. Reports of service lack a scholarly dimension when they merely list committee assignments, provide no evidence of the nature of activities or results, provide evidence of outcomes but no evidence of the individual’s role, have no review by others, or provide no evidence of how the service work is consistent with professional development or goals. Although all professional service may not be scholarly, faculty should document the quality and significance of all service activities.

Administration and Leadership Expectations
As stated in the 2011-2012 KSU Faculty Handbook III.D (95), "[t]he category of administration and leadership covers those scholarly and non-scholarly activities that some faculty and most administrators perform. Such activities might include fundraising, fiscal management, personnel management, public relations, and other activities that normally do not fall under one of the three performance areas. This area applies to administrative faculty and to teaching faculty who spend a significant part of their time on administrative tasks. 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 may not be 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, and intellectual environment for achievement – in these areas.

Board of Regents Policy 803.17 Work in the Schools
Of special note is Board of Regents Policy 803.17 “Work in Schools.” Under this policy, the Department of Geography & Anthropology will recognize faculty in evaluation, promotion, tenure, and other reward systems for their work in schools. The full policy states that

Board of Regents' approval of University System of Georgia institutions to prepare teachers includes the expectation that public colleges and universities with a teacher preparation mission will collaborate with the K-12 schools. University System institutions that prepare teachers will support and reward all faculty who participate significantly in approved teacher preparation efforts and in school improvement through decisions in promotion and tenure, pre-tenure and post-tenure review, annual review and merit pay, workload, recognition, allocation of resources, and other rewards. Participation in teacher preparation and in school improvement may include documented efforts of these faculty in:

1. Improving their own teaching so as to model effective teaching practices in courses taken by prospective teachers;
2. Contributing scholarship that promotes and improves student learning and achievement in the schools and in the university; and
3. Collaborating with public schools to strengthen teaching quality and to increase student learning.
The Chancellor shall issue guidelines, to be published in the Academic Affairs Handbook, which serve to encourage formal institutional recognition and reward for all faculty in realizing the expectations embodied in this policy (BR Minutes, October 2006).

**Assistant Professors**
Assistant Professors have the challenge of acclimating to a new institution while establishing their teaching, research and service records. Early in rank, assistant professors will be settling in, learning about the institution, Department, programs, students and their own research agenda. With experience, assistant professors should be showing progress in breadth and depth in each of the evaluation areas.

*Teaching, Supervision and Mentoring Expectations*
As all faculty in Geography & Anthropology are evaluated for teaching, supervision and mentoring, assistant professors should be working toward high quality scholarly teaching. Assistant professors should focus on developing and improving their courses, soliciting and integrating student and peer feedback on pedagogy, advising students for the majors and their discipline, etc. Assistant professors should be able to demonstrate quality teaching that improves with each year. Examples of activities to support the assistant professor’s teaching, supervision and mentoring portfolio are provided in Appendix A.

*Research & Creative Activity Expectations*
Assistant professors should have a clear scholarly research agenda that shows progress over time and ultimately results in scholarship that is reviewed either through peer review or a manner comparable to the peer review process. Assistant professors should focus on developing research projects, seeking resources to carry out the research, conducting research, presenting research at conferences and submitting manuscripts for publication or other dissemination outlets. Examples of activities to support the assistant professor’s research and creative activities portfolio are provided in Appendix B.

*Professional Service Expectations*
As all faculty are expected to fulfill basic obligations in service, assistant professors should perform service for the benefit of the Department, its programs and the College. Assistant professors should focus on program building, essential Department functions, and relevant community service. Examples of activities to support the assistant professor’s professional service portfolio are provided in Appendix C.

**Associate Professors**
Associate professors are expected to contribute in teaching, research and service at more advanced levels. The specialty areas, expertise, and professional identities of associate professors should become more developed, clearly defined, and widely recognized as their academic careers progress. Typically, as the faculty member’s roles and contributions grow in significance, leadership and initiative, the faculty member establishes a strong record of accomplishments with broader impact and recognition within and beyond the University.

*Teaching, Supervision, & Mentoring Expectations*
The associate professor typically models instructional leadership and undertakes educational initiatives. Associate professors should focus on high quality teaching through innovative pedagogy, assessment and integration of student learning outcomes, supervision of students, program development, and peer mentoring. The Department expects teaching, supervision and mentoring activities to be more developed than those of an assistant professor. Examples of activities to support the associate professor’s teaching, supervision and mentoring portfolio are provided in Appendix A.

Research and Creativity Expectations
Associate professors are expected to turn the early scholarship and creative achievements realized as an assistant professor into one or more established areas or specialties. Associate professors will have a clear agenda of programmatic research resulting in peer-reviewed publications and presentations. As specialized expertise evolves, the faculty member’s strong contributions, leadership roles, and initiatives in the area of scholarship are expected to increase within and beyond the campus. The Department expects commitment to scholarship beyond that of an assistant professor. Examples of activities to support the associate professor’s research and creative activities portfolio are provided in Appendix B.

Professional Service Expectations
The Department expects the faculty member’s record of service contributions that began while an assistant professor to expand in breadth, depth and significance. Highly productive professional service for associate professors may be documented by a strong record as a contributing member or leader in service activities. Major service contributions can occur at any level of the university as well as beyond the institution. The Department expects commitment to service beyond the levels expected from an assistant professor. Examples of activities to support the associate professor’s professional service portfolio are provided in Appendix C.

Professors
A professor is typically characterized as a leader, mentor, scholar, expert, or distinguished colleague. For promotion to the rank of professor, it is necessary that the individual be an accomplished faculty member. The faculty member must be an established teacher, scholar and contributor to professional service beyond KSU. Senior faculty who are professors assume leadership roles in major administrative positions, committees, initiatives or professional associations. Furthermore, a professor is expected to assume a leadership role in Scholarship and Creative Activity and Professional Service beyond that of associate professor. As noted in the Faculty Handbook (V.I.A.4) the scholarly work of the full professor will merit regional, national, or international attention and recognition.

Teaching, Supervision, and Mentoring Expectations
Full professors are expected to be highly effective and highly accomplished in teaching, supervision, and mentoring by experimenting with, revising, updating, and improving their techniques for working with students and others as effective facilitators of learning. Professional development in this area is critical to stay abreast of current pedagogy. Professors should make strong contributions and take leadership roles in curricular and instructional development, evaluation, or reform, and assume leadership positions which provide opportunities for faculty and students to develop and grow. The Department expects commitment and activity related to
teaching beyond the levels expected of the associate professor. Examples of activities to support the professor’s teaching, supervision, and mentoring portfolio are provided in Appendix A.

Research and Creative Activity Expectations
Research and creative activities of a professor are characterized by a level of achievement that is more accomplished and more broadly recognized within and beyond the university than is typical of the associate professor. These highly accomplished achievements often merit regional, national, or international attention and recognition. Scholarship achievements with significant impact in the state or Greater Metropolitan Atlanta also meet this expectation. The Department expects commitment to scholarship beyond the levels expected of the associate professor. Examples of activities to support the professor’s research and creative activities portfolio are provided in Appendix B.

Professional Service Expectations
The professor is expected to have a well-established service record that reflects a recognizable pattern of growth and development in the breadth, depth, and significance of professional service contributions. A strong service record for the full professor should contain highly accomplished achievements as a contributor, coordinator, leader, initiator, or mentor in groups such as major committees or task forces; campus or community organizations; special projects and initiatives; administrative positions; state, regional or national organizations; professional associations; etc. The Department expects commitment to service beyond the levels expected of the associate professor. Examples of activities to support the professor’s professional service portfolio are provided in Appendix C.

Administration and Leadership
All Ranks Expectations
Faculty members at any rank who hold administrative roles should conduct their work with honesty, integrity, and objectivity. They should foster a respectful relationship with students, community participants, colleagues, and others who participate in or benefit from their work. Faculty members should uphold recognized standards for academic integrity.

Because individuals evaluated in this additional area are often extensively involved in activities beyond the Department or are in significant administrative positions within the Department (e.g., Department Chair), guidance in describing and evaluating this area (along with much of the wording) is drawn heavily from the KSU Faculty Handbook (2009-2010).

- The category of administration and leadership covers those scholarly and non-scholarly activities that some faculty and most administrators perform. 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 three performance areas.
- This area applies primarily to administrative faculty and is not an evaluation area for most faculty members, 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, serving as assistant chair).
- 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.
• Leadership of teaching, supervision and mentoring could include how the administrator assisted unit colleagues to achieve more scholarly and effective teaching.

• In research and creative activities, 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 professional 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, faculty evaluated in this area act as leaders by assisting colleagues in their unit to achieve university, college, and Departmental goals in teaching, supervision and mentoring, research and creative activities, and professional service.

Faculty members who are evaluated in this area often provide oversight to initiatives that strengthen and enhance the mission of their unit. Building innovative programs, policies, and procedures can require scholarly investigations (e.g., research or literature reviews) and can lead to outcomes and products that are shared at professional meetings or in professional publications. For example, a Department chair might develop a mentoring program in his or her Department that is shared in professional meetings or publications and becomes nationally recognized.

Regardless of academic rank, 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. Examples of activities to support the lecturer’s teaching, supervision and mentoring and professional service portfolios are provided in Appendix D.

Lecturers and Senior Lecturers

Expectations

KSU Faculty Handbook establishes that lecturers and senior lecturers must prepare a portfolio for promotion consideration and for third year and sixth year performance reviews. A lecturer’s and senior lecturer’s portfolio contents will follow the same guidelines as that of tenured and tenure-track faculty who are reviewed for tenure and promotion, however, a lecturer or senior lecturer’s portfolio will consist of only Binder 1 as stipulated in section VII (Portfolio Guidelines and Contents) with the addition of samples of teaching evaluations that demonstrate highly effective teaching and student learning. Lecturers should feel free to include any relevant research and creative activity as part of their annual review, third year review, and promotion documents. A lecturer’s and senior lecturer’s portfolio will be evaluated based on effective accomplishments in two performance areas: 1) teaching, supervising, and mentoring of students and 2) professional service (related to teaching assignments). The faculty member must be an established teacher and recognized within KSU. Examples of activities to support the lecturer’s teaching, supervision and mentoring and professional service portfolios are provided in Appendices A and C.
Appendix A: Teaching, Supervision and Mentoring Activities

The following are suggested categories the faculty member may use to explain the quality and significance of their teaching, supervision and mentoring activities. A faculty member may perform other significant activities in teaching, supervision and mentoring that do not fall within these categories. In either case, these categories are not to be interpreted as a checklist as quantity is not by itself an indication of quality and significance. Faculty must discuss their activities and their significance to faculty performance in teaching, supervision and mentoring.

- Improve classes through student learning outcomes and feedback
- Engage in and utilize innovative pedagogies in courses
- Integrate research into courses
- Maintain currency of subject matter and integration of course content with theory and practice
- Share subject knowledge and pedagogy outside one’s own classroom
- Support student development
- Support program development
- Support institutional initiatives within courses
- Supervise students and others in field placements, internships, service learning, and directed studies
- Mentor new faculty members

Note: Faculty are required to use at least two methods to document their commitment to quality teaching. Some examples are listed below.
- Evidence of effective teaching
- Evidence of innovative teaching
- Peer review of course materials and classroom teaching
- Questionnaires to elicit student feedback
- Formal student comments on teaching (e.g., student course evaluations)
- Exit interviews of students graduating, transferring, or completing a course
- Evidence of student growth over the semester (e.g., assessment of student learning outcomes)
- Placement of students in academic or professional positions or graduate school
- Dissemination of student research (e.g., student presentations)
- External reports of student performance
- Teaching/supervision/mentoring awards/nominations
- Attendance at teaching workshops
Appendix B. Research and Creative Activity
The following are suggested categories the faculty member may use to explain the quality and significance of their research and creative activities. A faculty member may perform other significant activities in research and creative activity that do not fall within these categories. In either case, these categories are not to be interpreted as a checklist as quantity is not by itself an indication of quality and significance. Faculty must discuss their activities and their significance to faculty performance in research and creative activity.

- Demonstrate progress on new research ideas
- Demonstrate progress on existing research projects
- Disseminate research through conferences, workshops or other venues
- Disseminate research through publication by reputable and appropriate outlets.
- Seek and secure funding for research
- Other production of knowledge that results in dissemination
Appendix C: Professional Service
The following are suggested categories the faculty member may use to explain the quality and significance of their professional service activities. A faculty member may perform other significant activities in professional service that do not fall within these categories. In either case, these categories are not to be interpreted as a checklist as quantity is not by itself an indication of quality and significance. Faculty must discuss their activities and their significance to faculty performance in professional service.

- Assume active committee membership(s) or leadership position(s) for Department, College or University
- Assume active committee membership(s) or leadership position(s) at the national, regional, or community level
- Author/co-author task force reports for the institution, the university system, a professional organization, or local community organization
- Coordinate academic programs or organize program initiatives
- Coordinate programs for professional conferences/meetings
- Serve as a designated representative of the university or Department at a professional conference or workshop
- Coordinate local conferences or symposia
- Provide service to the discipline through manuscript reviews, professional conference proposal reviews, evaluation of textbooks or other instructional materials, acting as journal editor, etc.
- Engage in professionally-relevant consulting or community services. This includes ancillary activities necessary to provide the services (e.g., activities necessary for the maintenance of professional licensure like continuing education)
Appendix D: Administration and Leadership

The following are suggested categories the faculty member may use to explain the quality and significance of their administration and leadership activities. A faculty member may perform other significant activities in administration and leadership that do not fall within these categories. In either case, these categories are not to be interpreted as a checklist as quantity is not by itself an indication of quality and significance. Faculty must discuss their activities and their significance to faculty performance in administration and leadership.

Possible Activities:
- Represent and advocate on behalf of the Department or unit
- Coordinate vision and strategic planning
- Manage budget and fiscal resources
- Coordinate scheduling
- Coordinate student advisement
- Oversee mentoring of faculty and staff
- Supervise faculty or staff
- Assign faculty or staff workloads
- Provide service and support to varied constituencies

Possible Measures/Sources of Information:
- Documentation indicating leadership assignments
- Evidence of program evaluation
- Supervisor, peer, or employee evaluations
- Copies of products developed

Home Department Chair  
Date 3/30/2012

Dean  
Date 4/3/12

Provost  
Date 4/5/11