

Faculty Annual Evaluation: January 1, 2005 - September 30, 2005

Department of University Studies

Dr. Jane or John Doe, Assistant Professor

Activity/Position Held	TS M	RCA	PS	LA	PD	Outcomes and Products	Sta tus
Fall 2005: Three sections of Engl 1101	X					Teaching. Currently teaching three sections of English 1101 in learning communities.	O
Fall 2005: One section of KSU 1101 (standalone)	X		X			Online Quizzes for Lance Armstrong's <i>It's Not About the Bike</i> . To encourage students to read the KSU 1101 common reader, <i>It's Not About the Bike</i> , in a timely fashion, I created online quizzes in Respondus that I uploaded to WebCT. Students were provided a calendar of due dates and can progress through the text and quizzes at their own pace. I also gave these online quizzes to all University Studies faculty members for use in their classes.	O
Spring 2005: Three sections of Engl 1102	X					Field Research. Since Engl 1102 focuses largely on research, I required my students to perform various forms of field research (i.e., surveys, observations, interviews) to gather data for research papers. Since each section I taught was linked to an HPS 1000 course, most field research concerned health issues of college students. My students proved to be highly creative in their field research, conducting surveys, questionnaires, and observations of students' eating habits, smoking habits, and exercise habits. This activity was valuable in getting students involved in the material they were studying in Fitness for Living and brought to life the concept of field research discussed in English 1102.	C
	X					Linked Activities. Because of the field research they conducted in order to write their research papers, students were able to see an obvious link between the skills and concepts learned in English 1102 and the application of those skills and concepts in other disciplines. In particular, I witnessed a strong and positive reinforcement of the HPS 1000 concepts as we discussed health issues in English 1102 and explored those issues in our field research. Particularly rewarding the fact that one student, a smoker, who researched the smoking habits of college students decided to stop smoking.	C

Fall 2004: Two sections of Engl 1101 within learning communities	X				<u>Intervention.</u> Students in one section of English 1101 that was part of a Science learning community that did not include a KSU 1101 class, approached me regarding difficulties they were having with their linked Math 1113 course. To assist them , I sought the advice of Ms. Pinder Naidu for suggestions these student could apply to effectively overcoming their difficulties. Based on Ms. Naidu's recommendations, I was able to provide these students with specific steps they could take, such as forming study groups, working on math homework every day, making use of the Math Lab, and the like. As a result of these suggestions, many students were able perform better in their math class.	C
Institutional Taskforce on Review and Evaluation of Faculty Performance at KSU, Member (Jan 2005 - Present)	X	X	X		<u>Summaries and Library of Tenure and Promotion Articles.</u> I reviewed appropriate professional journals in order to collect and summarize numerous articles related to the current discussion of tenure and promotion in higher education. My summaries and the articles were provided to the Taskforce leader, Dr. Linda Noble; the summaries were presented to the Taskforce to aid in their discussion revisions to the KSU T&P document. My research was instrumental in revising the tenure and promotion document at KSU, which was presented to the KSU faculty Fall 2005.	C
			X	X	<u>Draft KSU Tenure and Promotion Document.</u> In concert with other taskforce members, I participated in the development of a draft KSU Tenure and Promotion Document that was presented to the KSU faculty at the beginning of the Fall 2005 semester. This document, if favorably reviewed and received, will become the new Tenure and Promotion guidelines at KSU beginning Fall 2006.	C
			X	X	<u>Evaluation Form, Annual and Faculty Performance Agreement (FPA).</u> On my own initiative, I prepared and presented to the Taskforce a proposed FPA Evaluation Form. This tool was intended to be used in the annual evaluation of faculty performance to assess how well the faculty member was meeting (or exceeding) the expectations for him or her, as outlined in each faculty member's individual FPA. The tool was designed to provide a quick and easy overview of accomplishment to allow reviewers to easily assess whether the faculty member was performing as expected in each of the performance areas. This form is intended to supplement the narrative and provide consistency across all T&P portfolios in that it is to be used for annual reviews and included in T&P documentation. The final version and implementation of this form has not been finalized on an institutional level.	O

<p><i>Institutional Taskforce on Review and Evaluation of Faculty Performance at KSU, Member (Jan 2005 - Present) (continued)</i></p>		X	X	<p><u>Faculty Performance Agreement (FPA) Form.</u> In response to a request from Dr. Susan Rouse, leader of the process portion of this Taskforce, I developed a draft FPA. The FPA is intended to serve as a formal contract between the faculty member and his/her chair. As such, the FPA puts in writing the specific expectations of the faculty member in each faculty performance area over a three-year period. Accordingly, a faculty member's annual review will be based on the expectations outlined in the FPA. The specific expectations delineated by the FPA shall be negotiated by the faculty member and his/her chair and must align with the mission of the department, college, and university. The initial draft has been submitted to Dr. Rouse and the Taskforce for their review.</p>	O
<p><i>University Studies Department Tour de KSU Committee, Chair (May 2005- Present)</i></p>		X		<p><u>The Tour de KSU: A Community Ride.</u> The Tour de KSU is a community bicycle ride, scheduled for 28 October, 9:00 a.m. - 2:30 p.m., that is open to all KSU students, faculty, staff, and alumni as well as the general public. The Tour was conceived as an extension of the first-year common reader for Academic Year 2005-2006, Lance Armstrong's <i>It's Not About the Bike</i>. The mission of the Tour is to build school spirit at KSU, connect with the surrounding communities, and contribute to the fulfillment of KSU 1101 learning outcomes (e.g., Connections with Faculty, Connections with Peers, Out-of-Class Engagement, Knowledge of Wellness).</p> <p>The ride will cover approximately 23 miles and is to be completed in five stages, mimicking the stags of the Tour de France, the internationally known race Lance Armstrong has now won a record seven times. At the end of each stage will be a Stage Stop at which KSU will interact with the local community and its vendors to provide refreshments and promote student interaction with the community in which they now live. For an added element of fun, a Poker Ride will be added, in which riders can elect to pay an additional fee for the opportunity to collect playing cards at each Stage Stop and attempt to build a winning poker hand. The winning poker hand will be awarded cash prize. The Tour de KSU will culminate with a post-event party on the campus green with food, door prizes, and raffle.</p> <p>This event is a campus-wide undertaking, requiring that I coordinate the efforts of numerous KSU units (e.g., University College, Wellstar College of Health and Human Services, Wellness Center, KSU Cycling Club, Sport Management Majors Club, and student and faculty volunteers) as well as many off-campus organizations (e.g., City of Acworth, Acworth Business Association, Cobb County Police, Bartow County Sheriff's Office, etc.).</p>	

University Studies Department Scholarship Consortium and Grant Committee, <i>Chair</i> (Sep 2004 - Sep 2005), <i>Member</i> (Sep 2005 - Present)	X		X	X	X	<u>Brown Bag Scholarship Luncheon Series.</u> As Chair, I spearheaded three brown bag lunch sessions during the Spring 2005 semester. These sessions were designed to promote scholarship among faculty members. The first of these three sessions brought two speakers to the Department of University Studies - Dr. Randy Smith (KSU) and Dr. Lyneé Gaillet (GSU) - to provide faculty with guidance and suggestions for generating ideas for research, organizing research projects, identifying venues for publishing, and establishing informal review groups to read one another's manuscripts. The second session, facilitated by Lesia Schnur, was designed to provide guidance to faculty members in locating Calls for Papers (CFPs) and responding to these. The third and final session, again facilitated by Lesia Schnur, was a Publication Notebook workshop. This workshop provided participants with the materials to and led them through the process of creating the Publication Notebooks that Dr. Lyneé described in Session 1. Not only were faculty provided with the notebooks, they were also instructed by Lesia Schnur in using KSU electronic databases to located possible venues for publication. Although these sessions were designed primarily for the faculty in the Department of University Studies, some faculty from across campus (most notably English and HPS departments) were in attendance.	C
	X	X	X	X	X	<u>Writing in Progress (WIP) Group.</u> The concept of a Writing in Progress (WIP) group, as proposed and presented by Dr. Lyneé Gaillet, was endorsed by the committee. Consequently, Lesia Schnur and I worked to develop a concept for a WIP that would be available to all University Studies faculty and all Learning Community faculty. The concept is for the creation of a table of all WIP participants that would indicate their areas of expertise in both writing (e.g., APA or MLA documentation style, grammar, etc.) and content (e.g., disciplines, research interest, etc.). This table, once completed, would be distributed to all WIP members. Subsequently, any members with manuscripts in progress could identify a likely reviewer from the table and make content with the WIP member to request a review. The intent is that such an in-house review will increase the acceptance rate of submitted manuscripts among WIP members. This project is still in the developmental stage but should be completed by the end of Fall 2005.	O
	X			X		<u>Other Initiatives.</u> Other initiatives proposed and endorsed by the committee, such as the development of a departmental research resource library and a showcase for faculty research efforts, are ongoing and have become the purview of the sitting chair.	O

University Studies Department Tenure and Promotion Committee, <i>Member</i> (Jan 2005 - Present)	X		X		Departmental T&P Document, Revision. During Spring 2004, I worked with colleagues to revise the University Studies departmental T&P document. I was able to make significant contributions to the departmental document based on insights gathered from Institutional T&P Taskforce work. Since this document will be essential to the development of departmental Faculty Performance Agreements, which are tentatively due to be completed by January 2006, it is imperative that this document be updated to reflect the current departmental expectations and the revised institutional requirements regarding T&P. I have volunteered to undertake the task of completing this document during the Fall 2005 semester and am currently in the processing of gathering the most recent electronic version and comments from committee discussions.	O
			X		Portfolio Reviews. As a member of the departmental T&P committee, I will participate, during Fall 2005, in the review of the portfolios of four University Studies faculty members who are under consideration for tenure or promotion, or who are undergoing their third year reviews. The review of these portfolios will entail numerous hours spent reviewing the portfolios themselves, meeting to discuss the portfolios with other committee members, and participating in the drafting of formal letters that make recommendations regarding promotion, tenure, or third year review.	O
Assessment Committee, <i>Member</i> (Jan 2005 - Present)		X	X		Review of Literature on Learning Communities. I authored an 18-page literature review of recent research on learning communities that was subsequently incorporated, with materials gathered from other committee members, into a presentation made to the UPCC in defense of the KSU FYE programs. The requirement for KSU 1101 and KSU 1102 beginning Fall 2005 attests to the success of the committee members in effectively gathering data and making their case.	C
		X	X		Manuscript on First-Year Programs. The literature review I conducted on learning communities is being utilized in a manuscript, being written with other committee members, on first-year programs. A venue for publication has been identified and work on this effort is ongoing. A tentative submission date is set for mid-November.	O

Assessment Committee, Member (Jan 2005 - Present) (continued)	X		X		Objectives and Outcomes Gathering. The Assessment Committee is in the process of gathering data related to the outcomes of the various programs in the Department of University Studies and the ways in which the achievement of those outcomes is being measured. The goal is to gather or develop (if necessary) clearly stated outcomes and the means for assessing those outcomes for each program during Fall 2005, then to conduct actual assessments during Spring 2006. The stated outcomes and assessment techniques as well as the data gathered during the assessment of each program will be compiled into a Departmental Assessment Report.	O
First-Year Task Force, Member (Aug 2004 - Present)		X	X		"Best Practices" Assignments in KSU 1101 Instructor's Manual. I contributed several of my Best Practices assignments from my KSU 1101 courses for incorporation in the KSU 1101 textbook. Several of these were accepted and appear in the Instructor's Manual for the KSU 1101 Textbook (2005).	C
	X		X		KSU 1101 Learning Outcomes. I identified learning outcomes from my KSU 1101 class and contributed these to the committee's efforts to identify learning outcomes for all KSU 1101. These were subsequently compiled with the contributions of others to determine the overall outcomes for KSU 1101.	C
Common Reader Subcommittee			X		Selection of Common Reader for First-Year Students. As a member of this subcommittee, I will be participating in the selection of the common readers for all first-year students at KSU for the next five years. This undertaking will require considerable reading and discussion among committee members to ensure the reading address the issues and concerns the department intends for students to gain exposure to during their first year at KSU.	F
FIPSE Grant Application, Co-Author, 3 November 2004		X			Grant Submitted to U.S. Department of Education, FIPSE. Co-authored the "KSU Starfish Mentoring Team" grant application, submitted to the U.S. Department of Education in November of 2004. The project proposed in the grant application sought to initiate a mentoring group program for faculty members who would serve as primary mentors, with college students serving as secondary mentors, to assist with study, listening, social and other intellectual skills of minority high school/GED students. The grant was not funded.	C
Second Southern Regional Learning Communities Conference, Atlanta, GA, October 2005, Presenter	X	X		X	Conference Presenter. A proposal, written in collaboration with Ms. Deborah Mixson-Brookshire and Ms. Lesia Schnur, for the GSU Learning Communities Conference scheduled for October 20-22, 2005, was accepted. Consequently, Ms. Mixson-Brookshire, Ms. Schnur, and I will be presenting at this Regional conference in October of 2005.	F

CIRCLES, Kennesaw State University, Kennesaw, GA, Member					X	<u>Participant.</u> CIRCLES, an initiative out of the KSU English department, is an effort to bring together faculty in the discipline of English to share best practices in the classroom and discuss issues relevant to the teaching of composition. During the course of the academic year, I met with my CIRCLES group - a gathering of about six English faculty - to share ideas, assignments, and projects for the classroom. The discussions were particularly useful, not only for the ideas I gathered for the classroom but also as a venue for airing concerns and issues related to the teaching of composition.	C
7 th Annual Student Success in First-Year Composition Conference, Georgia Southern University, Statesboro, GA, February 3-5, 2005, Attendee					X	<u>Attendee.</u> Attended the annual conference at Georgia Southern to address issues relevant to instructors of First-Year Composition. Gained useful, practical information regarding the teaching of composition to first-year students	C
	X	X				<u>Publication.</u> Submitted a Best Practices assignment, "Justifying an Evaluation," that was accepted and published in <i>Teaching Strategies to Take Along</i> , a collection of assignments and activities gathered and published by conference organizers.	C

Performance Area

TSM = Teaching, Supervision, and Mentoring
RCA = Research and Creative Activity
PS = Professional Service
LA = Leadership and Administration
PD = Professional Development

Status

C = Completed
O = Ongoing
F = Future
A = Aborted