Interdisciplinary Studies Department
Guidelines for the Evaluation of Faculty Performance

I. DISTINGUISHING PROGRAM CHARACTERISTICS

The programs within the Interdisciplinary Studies Department share a commitment to interdisciplinary learning and scholarship, critical cultural and social analysis, intersectionality, transnational perspectives, and public engagement. Grounded in the content knowledge base and methodologies from a range of fields, the department dedicates itself to crossing boundaries: disciplinary, social, cultural, national, and institutional. The department engages students in an exchange of learning and service in local communities and abroad. The department’s students and faculty seek opportunities for collaborative work with partners in the university community and beyond by co-sponsoring events and projects based in a shared vision of social justice, global awareness, and the power of critical analysis linked to social action.

ISD Faculty:
Department Faculty Members are defined by the bylaws of ISD and subject to the rules set down in the KSU faculty handbook.

Procedures for Annual Reviews of Faculty Holding Joint Appointments
For Department Faculty Members whose lines (Lecturers) and tenure lines (tenure-track and tenured faculty) do not reside in the ISD, consult the faculty handbook guidelines for joint appointees and individual MOUs (Memorandums of Understanding).

Pre-Tenure Review:
ISD, in Accordance with the KSU faculty handbook, believes that the purpose of the third-year review is to assist faculty members in determining whether they are making appropriate progress toward tenure and to assess the individual’s current readiness to be tenured. The pre-tenure review does not constitute a tenure decision but rather provides feedback to the faculty member as to his or her strengths and weaknesses.

For the purpose of pre-tenure review for joint-appointed faculty, the third-year review committee will be conducted by a T&P committee composed of five members selected by the two units: three members from the home unit (the tenure home) and two members from the complementary unit.
- Units having a standing T&P committee will select their representatives from the members of their T&P committee.¹
- If no member of the joint T&P committee is from the discipline of the candidate’s scholarship, the joint committee will consult with at least one colleague who is.
- Tenure home T&P guidelines will have precedence. T&P committees will be responsible for considering the T&P guidelines of both units during their deliberations.

ISD Department faculty members who hold a 100% appointment within the department will be reviewed by the ISD Tenure, Promotion and Joint Appointment Committee (TPJAC). In the event that TPJAC does

¹ As stated in the Faculty Handbook, “[n]o person can participate in more than one stage of the review process” (107).
not include a member of the Department Faculty Member’s primary program affiliation, the TPJAC will consult with at least one colleague who is from that program. The Committee will review the Department Faculty member according to the following guidelines, in accordance with the appropriate faculty role and Faculty Performance Agreement.

Tenure and Promotion Review for ISD Faculty Holding Joint Appointments: For the purpose of T&P, the first level of review of Faculty holding a Joint Appointment will be conducted by a T&P committee composed of five members selected by the two units: three members from the home unit (i.e. the tenure home), and two members from the complementary unit.

- Units having a standing T&P committee will select their representatives from the members of their T&P committee. ISD TPJAC will elect two members from the committee to serve on the joint appointment tenure and promotion committee.
- If no member of the joint T&P committee is from the discipline of the candidate’s scholarship, the joint committee will consult with at least one colleague who is.
- Tenure home T&P guidelines will have precedence. T&P committees will be responsible for considering the T&P guidelines of both units during their deliberations.

Tenure and Promotion Review for 100% ISD faculty
ISD Department faculty members who hold a 100% appointment within the department will be reviewed by the ISD Tenure, Promotion and Joint Appointment Committee (TPJAC). In the event that TPJAC does not include a member of the Department Faculty Member’s primary program affiliation, the TPJAC will consult with at least one colleague who is from that program. The Committee will review the Department Faculty member according to the following guidelines, in accordance with the appropriate faculty role and Faculty Performance Agreement.

II INTERPRETATIONS AND ADAPTATIONS OF UNIVERSITY’S GENERAL CRITERIA

The ISD’s Guidelines for the Evaluation of Faculty Performance serve to interpret and make specific Kennesaw State University’s tenure and promotion guidelines for the university and the specific college of the department. In this manner, department guidelines do not supersede university and college guidelines; they merely interpret those guidelines in the specific context of a department. ISD is committed to the preservation of the University’s focus on the “evaluation of the quality and significance of faculty scholarly accomplishments” as is stated in the 2011-2012 KSU Faculty Handbook, Section Five, p.97. ISD uses a holistic approach to evaluating faculty performance and does not rely exclusively or primarily on the quantification of standards or the translation of expectations into numerical equivalents.

KSU’s university guidelines specify that faculty members contribute to and are evaluated in the following areas:
1. Teaching, supervision, and mentoring (TSM)
2. Research and creative activity (RCA)
3. Professional service (PS)

2 As stated in the Faculty Handbook, “[n]o person can participate in more than one stage of the review process” (107).
4. Administration and leadership (AL; reserved for faculty with significant administrative responsibilities)

As is the case with day-to-day activities, contributions to the different evaluation areas likely vary over time (semester-to-semester and year-to-year) and over a career. The diversity of contributions should be consistent with and draw on the strengths of the individual faculty members. Over time, faculty members’ contribution to each of the primary three evaluation areas should be evident. Department Faculty Members’ work in each of their evaluation areas should be consistent with principled interpersonal behavior that fosters strong relationships among those affected by their work.

University guidelines specify that faculty should take a scholarly approach in all areas. “In this context, scholarly is an umbrella term used to apply to faculty work in all performance areas. Scholarly is an adjective used to describe the processes that faculty should use within each area and refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought” (2011-2012-01 KSU Faculty Handbook, p. 95). Department Faculty Members should also engage in activities that lead to scholarship (“a noun used to describe tangible outcomes of the scholarly processes,” (2011-2012 KSU Faculty Handbook, p. 95).

In all evaluation areas, quality and significance of the work are the main criteria for evaluating performance. Thus, Department Faculty Members should concentrate on these aspects of their work rather than quantity.

Department Faculty Members are expected to engage in appropriate activities in academic professional development and utilize these activities to more effectively perform their responsibilities in teaching/supervising/mentoring, in research/creative activity, and in professional service.

**EXPECTATIONS OF AND PROGRESSION THROUGH RANK**

**Lecturer**

According to the 2011-2012 KSU Faculty Handbook regarding lecturers, “The heavy teaching load of these individuals constitutes a full workload and offsets the absence of a full range of regular faculty responsibilities that normally rounds out the typical full undergraduate faculty workload at KSU” (p. 103). Given this, other than service relevant to teaching, supervision, and mentoring (TSM) and participation at relevant department meetings, TSM will be the primary category used in the evaluation of lecturers.

**Senior Lecturer**

As experience increases, lecturers should increase the breadth and depth of their knowledge of course subject matter and of effective teaching techniques. Courses not previously taught by the faculty member, mentoring of other faculty members, or cross-disciplinary courses may be undertaken as required by the needs of the department or the interests of the faculty member when opportunities arise.

Although not required, lecturers and senior lecturers are encouraged to engage in research and scholarship in general.
Assistant Professor
Teaching, Supervision, and Mentoring (TSM): In adjusting to the new role of assistant professor, faculty members typically spend significant time and effort in developing and refining pedagogical skills. Additionally, most inexperienced assistant professors devote much of their time and energy to developing, testing, and refining their assigned courses and teaching effectiveness. As comfort with the role increases, an expanded view of teaching is incorporated. This expanded view is reflected in a definition of teaching that includes engaging teachers, students, and others in learning, inside and outside the classroom, through group instruction, individual instruction, student supervision, mentoring, advising, and curricular or pedagogical innovation. It is also common that some expansion occurs in the faculty member’s teaching repertoire. During this time, the faculty member develops a philosophy of teaching and learning that establishes his or her educational goals, incorporates regular revisions in course materials reflecting the current research and theory from the psychological literature, incorporates innovative approaches to teaching, and makes use of the information contained in the course evaluations as appropriate.

Research and Creative Activities (RCA): Research and creative activities for the assistant professor are varied and broadly defined. In the early years in the academy, focus is placed on developing areas of research and creative activities. Importantly, peer-reviewed scholarship products (or comparable activity) and evidence of a productive trajectory of scholarship will be necessary for the award of tenure and progression to the associate professor level.

Professional Service (PS): Professional service activities for the assistant professor should be limited as TSM and RCA take precedence due to time intensiveness. Although the assistant professor’s PS activities may not be substantial in the first few years in rank (e.g., extra-departmental activities), over time, an increase is considered appropriate.

Administration and Leadership (AL): Due to the typical precedence of TSM, RCA, and PS, it is rare that an assistant professor will have AL as an additional evaluation area. Importantly, AL is an added area based on situational context and is not a routine area of evaluation for most faculty members at this rank.

Associate Professor
Teaching, Supervision, and Mentoring (TSM): As experience increases, faculty members should increase the breadth and depth of their knowledge of course subject matter and of effective teaching techniques and continue to demonstrate proficiency in this area. Courses not previously taught by the faculty member or mentoring of other faculty members may be undertaken as required by the needs of the department or the interests of the faculty member when opportunities arise.

Research and Creative Activities (RCA): Activities for associate professors in this area are varied and broadly defined. Associate professors continue developing their area(s) of expertise. There is continuing expectation of peer-reviewed products (or comparable activity) at this level.

Professional Service (PS): In comparison to what is common among assistant professors, an increase in quantity and/or quality both within and outside of the department is often evident.
Administration and Leadership (AL): The associate professor level is often the entry point for faculty members interested in beginning development of skills in this evaluation area. Importantly, AL is an added area based on situational context and is not a routine area of evaluation for most faculty members at this rank.

Full Professor
Teaching, Supervision, and Mentoring (TSM): The full professor is a well-established and effective teacher and continues to demonstrate proficiency in this area. The ISD expects that faculty members at this level not only maintain high standards for remaining current in their areas of expertise but also that they provide guidance and serve as mentors to less experienced faculty in the department where possible and appropriate.

Research and Creative Activities (RCA): Activities for full professors in this area are varied and broadly defined. There is continuing expectation of peer-reviewed products (or comparable activity) at this level.

Professional Service (PS): Full professors demonstrate that they are sharing their experience and expertise with the department, institution, and its various constituents. Full professors are often involved in a high level of service and leadership within and beyond the departmental level.

Administration and Leadership (AL): Opportunities to add this evaluation area become more available at the full professor level given the faculty member’s years of experience in the academy and performance in the other evaluation areas. Importantly, AL is an added area based on situational context and is not a routine area of evaluation for most faculty members at this rank.

TEACHING, SUPERVISION, AND MENTORING

ISD values and rewards classroom practices that embrace collaborative teaching and learning; inquiry-based learning; academically-based service learning; and interdisciplinary modes of teaching and learning. The department supports faculty teaching that challenges students to critically examine previously held positions. Department Faculty Members are encouraged to highlight how their teaching integrates these values and practices into the curriculum.

The following lists suggest ways faculty members may contribute and evaluate their contribution in the area of Teaching, Supervision, and Mentoring. Faculty members should not view the lists as checklists because quantity is not necessarily an indication of quality and significance. Additionally, the lists are not exhaustive, and faculty members should view them only as listing possibilities. Furthermore, the nature of some activities may actually make them fit better in one of the other evaluation areas.

Faculty members choose activities in this area via consultation with colleagues and especially with the department chair. The faculty member and the chair agree on planned activities via the written FPA.
Possible Activities:

- Engage teachers, students, and others in learning, inside and outside the classroom, through group instruction, individual instruction, supervision, mentoring, advising, and curricular or pedagogical innovation
- Design effective teaching materials, including syllabi
- Incorporate regular revisions in course materials reflecting the current research and theory from the literature
- Assess student learning outcomes at the course level
- Use student feedback to improve courses and teaching
- Incorporate new approaches to teaching
- Expand the teaching repertoire in the preparation of additional courses or in the development of methods or materials for existing courses
- Develop teaching collaborations (e.g., interdisciplinary courses)
- Teach at another institution (e.g., a faculty exchange program or study abroad program)
- Develop a philosophy of teaching and learning that establishes educational goals
- Engage in self-development activities (e.g., attending conferences/workshops)

Measures/Sources of Information:
In addition to formal student comments on teaching (e.g., student teaching evaluations), faculty will demonstrate their teaching effectiveness by including several items from the list below:

- Evidence of effective and innovative teaching
- Collegial critique of course materials
- Collegial critique of classroom teaching
- Faculty-developed questionnaires to elicit student feedback
- 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
- Supervision of field experiences, directed studies, or other student research projects
- Collaborative research projects or other inquiry-based work performed with students
- Outline of new courses piloted, developed, or taught for the first time
- Outline of professional development activities for improving teaching effectiveness (i.e., participation in structured collaborative activities such as learning communities)
- Outline of expanded teaching venues such as workshops, in-service, and guest lecturing in others’ classes
- Outline of design and/or participation in mentoring workshops or on mentoring teams
RESEARCH AND CREATIVE ACTIVITY

Significance of Scholarship

ISD values interdisciplinary, collaborative, and community-based research and creative activity. The department recognizes that new creative work and new knowledge are likely integrated into teaching, practice, and other research. Additionally, the department expects its faculty members to contribute new knowledge to their field and to disseminate their findings and/or interpretations.

IDS supports the use of a variety of criteria to establish the significance of a work of scholarship. The case for the work’s significance must be made by the faculty member, using criteria and methods appropriate for the individual work. The department recognizes that some of these criteria and methods will inevitably be subjective. The faculty member’s demonstration of the value of a scholarly work must be articulated in the portfolio narrative and in a manner that is clear to reviewers at the college and university level.

Additional Note: It is appropriate and beneficial to ask colleagues who are not directly involved in the review process (committee members and Chair) to review one’s portfolio (or at least the narrative portion) and make suggestions.

ISD recognizes that some forms of scholarship are not commonly blind peer-reviewed. It is therefore incumbent on faculty members to (a) solicit reviews of their work in a manner that provides objective assessment by recognized professionals in the field, or (b) make the case that the product has been reviewed in a manner comparable to peer review. It is also incumbent on faculty members to make a case for the significance of their work in, for example, creating new knowledge, fostering effective learning environments, or engaging with public audiences in collaborative work. Finally, it is the faculty member’s responsibility to confirm the chair’s concurrence as to the comparability and significance of non-traditional scholarship in the annual reviews for the years leading up to the application for tenure and promotion.

The following lists suggest ways faculty members may contribute to and evaluate their contribution in the area of Research and Creative Activities.

Examples of Scholarship or Scholarly Activity Associated with RCA:

- Peer-reviewed publication(s)
- Editions, translations, edited oral history collections, books, and electronic media published by reputable outlet(s)
- Book chapters and essays published in collections
- Exhibits, tours, or other interpretive products intended for public dissemination
- Published, original works of fiction, poetry, drama, scripts and screenplays and nonfiction in print, hypertext and multimedia formats
- Textbook(s) and other instructional material(s) published by reputable outlet(s)
- Original digital media projects
- Deliverables produced independently or in collaboration with external partners where the faculty member is utilizing his/her area of expertise (e.g., technical reports, museum assessments,
interpretive plans, reports, educational program assessments, documentation, manuals, funded granted proposals, websites, newsletters, program evaluations)

- Attained external grant(s)
- Attained internal grant(s)
- Presentation(s) at professional conference(s)
- Participation in a symposium or presentation in a workshop
- Discussant at a professional meeting
- Book reviews and review essays
- Other products of RCA as negotiated in the FPA
PROFESSIONAL SERVICE

As noted in the bylaws of ISD, Department Faculty Members are expected to serve on “at least one Department committee (or as Department representative to a college or university level committee) each calendar year” (p. 9).

Provided here is a list of some of the ways faculty members may contribute in the area of Professional Service (PS). Faculty members should not view the list as a checklist because quantity is not necessarily an indication of quality and significance. Additionally, the list is not exhaustive, and faculty members should view it only as listing possibilities. Furthermore, the nature of some activities may actually make them fit better in one of the other evaluation areas.

Faculty members choose activities in this area via consultation with colleagues and especially with the department chair. The faculty member and the chair agree on planned activities via the written FPA.

Possible Activities:

- Position(s) in a professional organization in the field
- Speeches delivered on professional topics to community groups
- Service on boards related to field
- Consulting work
- Leadership roles in professional conferences or meetings
- Symposia or conferences organized on the KSU campus or success in bringing professional meetings to campus
- Coordinating educational events (e.g., film discussions, roundtables, faculty learning communities)
- Activities related to bringing individual lectures, readers, or other experts in their fields to campus
- Membership(s) on university, college, or department committees
- Leadership roles on campus or within the University System (e.g., chair of university, college, or department committees)
- Authorship or editorship of major institutional reports
- Student organizations formally advised
- Review submissions for journal editors or book publishers
- Review proposals to professional conferences
- Evaluate textbooks and other instructional materials
- Review works by colleagues
- Formal administrative positions at KSU
- Courses taught for Continuing education/Elderhostel
- Other service to the community, professional organizations, the institution, or the University System
- Awards received recognizing service
ADMINISTRATION AND LEADERSHIP

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 (2011–2012).

Faculty intending to classify any of their work in administration and leadership should outline those activities in their FPA.

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).

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, supervision, and mentoring of students, 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. Here are some examples.

- Leadership of TSM could include how the administrator assisted unit colleagues to achieve more scholarly and effective teaching.
- In RCA, 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 PS, 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 TSM, RCA, and PS.

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/her department that is shared in professional meetings or publications and becomes nationally recognized.
Possible Activities:
- Represent and advocate on behalf of the department or unit
- Coordinate vision and strategic planning
- Manage budget and fiscal resources
- Provide for scheduling
- Provide for student advisement
- Provide for mentoring of faculty and staff
- Supervise faculty and staff
- Assign faculty and staff workloads
- Provide service and support to varied constituencies
- Organize programs and lecture series that promote program or department visibility on campus
- Coordinate recruiting for majors and minors
- Develop strategic plans for and coordinate program assessment
- Participate in leadership for the program in appropriate College and University level governance bodies and consultative committees

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

Although this area is not generally applicable to the assistant professor, expectations are that 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.

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.

Approved by the ISD Faculty on March 27, 2012

Tony Grooms, Interim Chair  
Date 4/10/2012

Dean Richard Vengroff  
Date 4/9/12

Provost W. Ken Harmon  
Date 4/16/12