

FACULTY ACTIVITY REPORT
School of Business Administration
Kennesaw State College
April 1, 1993 - March 31, 1994

Faculty Member: _____ Date: _____

INSTRUCTIONS

In the space provided please list your **ACTIVITIES** for the year. Be specific and list only those items that represent significant efforts. At the end of each section indicate whether you believe that your accomplishments are *Below Expectations*, *Meet Expectations*, or *Exceed Expectations* in the teaching, intellectual contributions, and service areas and overall. This form is not complete until you have indicated your evaluation of your own performance. This form should be submitted to your department chair prior to your meeting and will become a part of your personnel file.

I. TEACHING EFFECTIVENESS/CREATING A LEARNING ENVIRONMENT

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- A. I evaluate my accomplishments in teaching as:
____ Below Expectations ____ At Expectations ____ Above Expectations
- B. I ____ [agree] ____ [disagree] with the faculty member's self-evaluation.
If [disagree], I feel that the correct level of performance is: _____

III. SERVICE: INSTITUTIONAL, SCHOLARLY, AND PROFESSIONAL

Institutional and Community Service

INSTRUCTIONS: For each item in this section, please give the name of the committee and your position (member, chair, etc.), and briefly describe committee activities.

1. Departmental Service

2. School of Business Service

3. Kennesaw State College Service

4. Community Service Activities

Describe any community or professional service activities that you believe are important and have enhanced the reputation of the college in the community.

4.1 Involvement in continuing education classes through Kennesaw State College Continuing Education Office or other organizations:

4.2 Speeches or other presentations (not including academic presentations) that you have delivered:

Community Service Activities--continued

- 4.3 Articles published in the newspapers or popular press and quotes in the press, television, and radio:

- 4.4 Appearances or interviews recognizing your professional expertise:

- 4.5 Honors, prizes, and other recognition (e.g., plaque, medal, etc.):

- 4.6 Companies or organizations for which you have performed consulting work and the nature of the consulting work:

5. Other items relevant to this category:

Scholarly and Professional Service

INSTRUCTIONS: For each item in this section, please give the name of the journal or conference and the approximate number of articles reviewed or discussed.

6. List offices that you currently hold in scholarly and professional organizations, including program or track chair for conferences. State if the position is elected or appointed:

7. List editorial or reviewing activities for scholarly and professional journals or review panels:

Scholarly and Professional Service--continued

8. List reviewing activities for scholarly and professional conferences:

9. List discussant activities for scholarly and professional conferences:

10. List panel membership for scholarly and professional conferences:

11. List chairing sessions for scholarly and professional conferences:

12. Other items you believe to be relevant to this category:

OTHER COMMENTS

Please feel free to mention or to elaborate on any of the above sections. In addition you can attach any materials that you believe are relevant in highlighting the nature and the extent of your activities during the year.

College community and, to a lesser extent, the monetary gain of the individual faculty member. Service, both internal and external, is an integral part of the mission of the School of Business Administration.

FACULTY WORKLOAD OPTIONS

School of Business Administration faculty can elect one of three workload options. Workloads typically reflect a two-year commitment on the part of the faculty. The purposes of these options are to allow faculty a choice of alternatives to meet their commitments to the college and to pursue individual career goals. The workload flexibility is also designed to help the School of Business Administration and Kennesaw State College achieve their instructional needs and educational mission. Election of a workload option should reflect a long-term, well-articulated self-assessment by each faculty member in consultation with the department chair. The following represents descriptions and expectations associated with each workload model.

Instructional-Service Model. This model is for faculty whose talents and primary interests are in teaching and instructional development, and who have the ability and the willingness to serve Kennesaw State College and the business community on a systematic basis. Faculty selecting this model will normally teach eight classes or course equivalents per academic year. They also will engage in instructional development activities and will provide leadership roles in the service areas delineated above. To meet expectations under this model the faculty member must demonstrate strong teaching and service. Strong performance in teaching and service and some performance in the intellectual contributions area are necessary and shall constitute meeting the standard required for performance at above expectations.

Teaching-Research-Service Model. Faculty who choose this track are opting for a balance of teaching, research and service activities. The teaching expectation for this model is seven classes or course equivalents per academic year, along with a standard load of service activities. To meet performance expectations, in addition to quality teaching and service, faculty must have a demonstrable output in the area of basic scholarship, applied scholarship, or instructional development that is recognized by the broader academic community. Refereed papers in academic conferences represent one type of such output. Strong performance in teaching and the service area and additional intellectual contributions are necessary to meet standards required for performance at "above expectations" level.

Teaching-Research Model. This model is designed for faculty who are actively engaged in basic and applied scholarship which lead to publication in refereed journals. This track is designed to promote long-term interest and productivity in research and scholarship. The normal teaching expectation for this model is six courses or course equivalents per academic year. To qualify for this track, the faculty member should present a systematic plan of research to the department chair which includes some basic (i.e., scholarly) research. To meet performance expectations, in addition to good teaching and an appropriate level of service activity, the faculty member is required to publish an article in a refereed journal on an average of once each academic year. In addition to quality teaching and an appropriate level of service activity, additional intellectual contributions of a substantive nature are necessary and shall constitute meeting the standard for performance at the "above expectations" level. A faculty member who greatly exceeds expectations in the research area in a given year under this model shall qualify to teach five courses the following academic year.