



FACULTY HANDBOOK

2024 – 2025



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INTRODUCTION

Message from the Dean

It is with great pleasure that I welcome you to the School of Arts and Letters (SoAL) family at Middle Georgia State University. Whether you are a new member of our faculty or a returning colleague, I want to express my sincere appreciation for the expertise, passion, and dedication you bring to our academic mission.

This Faculty Handbook is designed to serve as a comprehensive resource to support your work and engagement within SoAL and at MGA. Inside, you will find essential information about academic policies, faculty responsibilities, institutional values, and the many resources available to help you thrive in your role.

In SoAL, we are committed to fostering a culture of excellence, creativity, and student impact. Our overarching goal is to graduate students who have had numerous experiential learning experiences in our courses (service-learning projects, job shadowing, internships, study abroad, etc.) and to use the skills they learn in the classroom to benefit community partners in our Region. Learning through the lens of community engagement is essential to our success and to nurturing a future career-ready workforce for Middle Georgia.


To help accomplish these goals, SoAL does not work in silos; I encourage each of us to look for ways we can collaborate with other areas both within and outside of SoAL. Cross-disciplinary collaboration is the heartbeat of education. Our faculty are at the engine of this commitment, shaping the minds of our students, advancing knowledge through research and scholarship, and contributing meaningfully to our broader MGA community.

As Dean, I am proud to work alongside such a talented and dedicated group of faculty and staff. I encourage you to take full advantage of the opportunities for collaboration, professional development, and community engagement that our institution offers. Please know that my office is always open. Whether you have questions, concerns, ideas, or simply wish to chat, I welcome the opportunity to support your success and well-being.

It is my hope that the *School of Arts & Letters Full-Time Faculty Handbook* will offer pragmatic guidance and practical tools to help you be a successful SoAL faculty member. In particular, the evaluative guidelines and performance rubrics in teaching, service, and scholarship that are articulated in this handbook were created to offer clarity and transparency about expectations for faculty who hope to earn tenure and/or promotion within SoAL.

Now, we start a journey to support and uplift the arts on campus, in the Region, and across cultural divides. In its various forms, art inspires, art transforms, and art transcends. Thank you for being an integral part of our academic community, and I look forward to a productive and inspiring year ahead.

Warm Regards,



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Editorial Note

The School of Arts and Letters is a unit of Middle Georgia State University, which is in turn part of the University System of Georgia (USG) and governed by the Board of Regents (BoR). In the case of discrepancies between MGA or USG policy and this Handbook, MGA or USG policy will always prevail.

Additional Resources

- USG BOR Policy Manual
<https://www.usg.edu/policymanual/>
- USG Academic & Student Affairs Handbook
https://www.usg.edu/academic_affairs_handbook/
- Middle Georgia State University Faculty Handbook
https://www.mga.edu/faculty-staff/docs/MGA_Faculty_Handbook.pdf
- Middle Georgia State University Policy Manual (Human Resources)
<https://policies.mga.edu/>
- Middle Georgia State University Academic Catalog - Undergraduate
<https://mga.smartcatalogiq.com/2022-2023/undergraduate-catalog/>
- Middle Georgia State University Academic Catalog - Graduate
<https://mga.smartcatalogiq.com/2022-2023/the-office-of-graduate-studies-academic-catalog/>
- Middle Georgia State University Student Handbook and Code of Conduct
<https://www.mga.edu/student-handbook/index.php>
- Middle Georgia State University Student Policies
<https://policies.mga.edu/policy-manual/section-4-student-affairs/4-1-student-handbook-code-of-conduct/index.php>
- Middle Georgia State University FERPA Policy
<https://policies.mga.edu/policy-manual/section-10-records/10-2-ferpa.php>

ABOUT THE SCHOOL

Vision

The School of Arts & Letters strives to be a diverse, engaged community of scholars united by our love of the arts and humanities. We believe education should be about making choices—not checking boxes—and we are committed to the intellectual, creative, and personal development of our students. We strive to be agents of individual and collective transformation, and our goal is to guide students in crafting intentional lives.

Our interdisciplinary academic portfolio includes coursework in art, communication, creative and professional writing, film, history, modern languages, literature, music, new media, and theatre. We offer stackable, academic credentials including undergraduate certificates, associate degrees, baccalaureate programs, and graduate certificates and degrees. Our flexible, liberal arts curriculum leaves room for professional minors and certifications.

The School of Arts & Letters is an engine of culture on our campuses and in the communities we serve. In addition to hosting an array of music, art, film, literary, historic, and theatre programming on campus and beyond, SoAL sponsors co-curricular student organizations in art, English, history, media, and music.

Perhaps most importantly, we provide our students with the credentials required to land their first job and the learning skills needed to evolve within our rapidly changing economy. Our curriculum demands critical thinking and interdisciplinary approaches. Our students are taught to value tradition while striving to innovate. We not only teach students to communicate; we help them find their voices. Above all, we foster students' creativity as a means of expression, a method of inquiry, and a tool for problem-solving.

Just as manufacturing was central to twentieth-century economies, creativity is now at the heart of developed world markets. Our students and faculty aim to be leaders in the forefront of Georgia's burgeoning creative economy and culture. Our graduates are prepared to work in an array of vocations across the sectors of film and entertainment, journalism and communication, education, public relations and social media, government, public history, public administration, and the arts.

Mission

To provide broad access to arts and humanities education that promotes creativity, elevates culture, encourages the pursuit of happiness, and prepares intellectually agile citizens to serve our communities and the creative economy of Georgia.

Strategic Plan

Imperative One: Foster Academic, Professional, and Social Agility

- Strategy 1: Build modular curriculum that deconstructs liberal arts/work ready divide
- Strategy 2: Articulate professional pathways for majors
- Strategy 3: Leverage co-curricular organizations/activities

Imperative Two: Become an Engine of Culture on our Campuses and Beyond

- Strategy 1: Build accessible extra- and co-curricular cultural and educational programming
- Strategy 2: Build audience for extra- and co-curricular and educational programming

Imperative Three: Leverage Diversity

- Strategy 1: Support student achievement across the continuum (gen ed to majors; access to honors)
- Strategy 2: Build fall in/fall up academic pipelines that foster retention/progression/attainment
- Strategy 3: Build support systems for scholarship across the continuum

Imperative Four: Build Community

- Strategy 1: Engage K-12 through community-based arts & humanities programming
- Strategy 2: Engage community partners
- Strategy 3: Foster a faculty culture that supports engagement and retention
- Strategy 4: Anchor in place on the campuses

Departments

The School of Arts and Letters is composed of three departments:

- Department of English - Chair, Dr. Benita Muth
- Department of History & Political Science - Chair, Dr. Matt Zimmerman
- Department of Media, Culture, & the Arts - Chair, Dr. Michael North

Academic Programs

Department of English

- M.A. in Technical and Professional Writing
- Graduate Certificate in Technical Writing and Digital Communication
- Graduate Certificate in Creative Writing
- Graduate Certificate in Teaching College Writing
- B.A. in English with concentrations in
 - Generalist
 - Professional Writing
 - Creative Writing
 - Pre-Law
 - Teacher Certification (secondary education)
 - Literature
- Minor in Professional Writing
- Minor in Creative Writing

Department of History and Political Science

- B.A. in History with concentrations in
 - Generalist
 - Documentary Film (with an option to add the Georgia Film Academy Certificate)
 - Public History
 - Teacher Certification (secondary education)
- Minor in U.S. History
- Minor in World History
- B.S. in Political Science

Department of Media, Culture, & the Arts

- M.A. in Public Relations
- Graduate Certificate in Strategic Business Communication
- B.A. in Applied Art and Design with concentrations in
 - Generalist
 - Film
 - Graphic Design
 - Painting
 - Digital Media

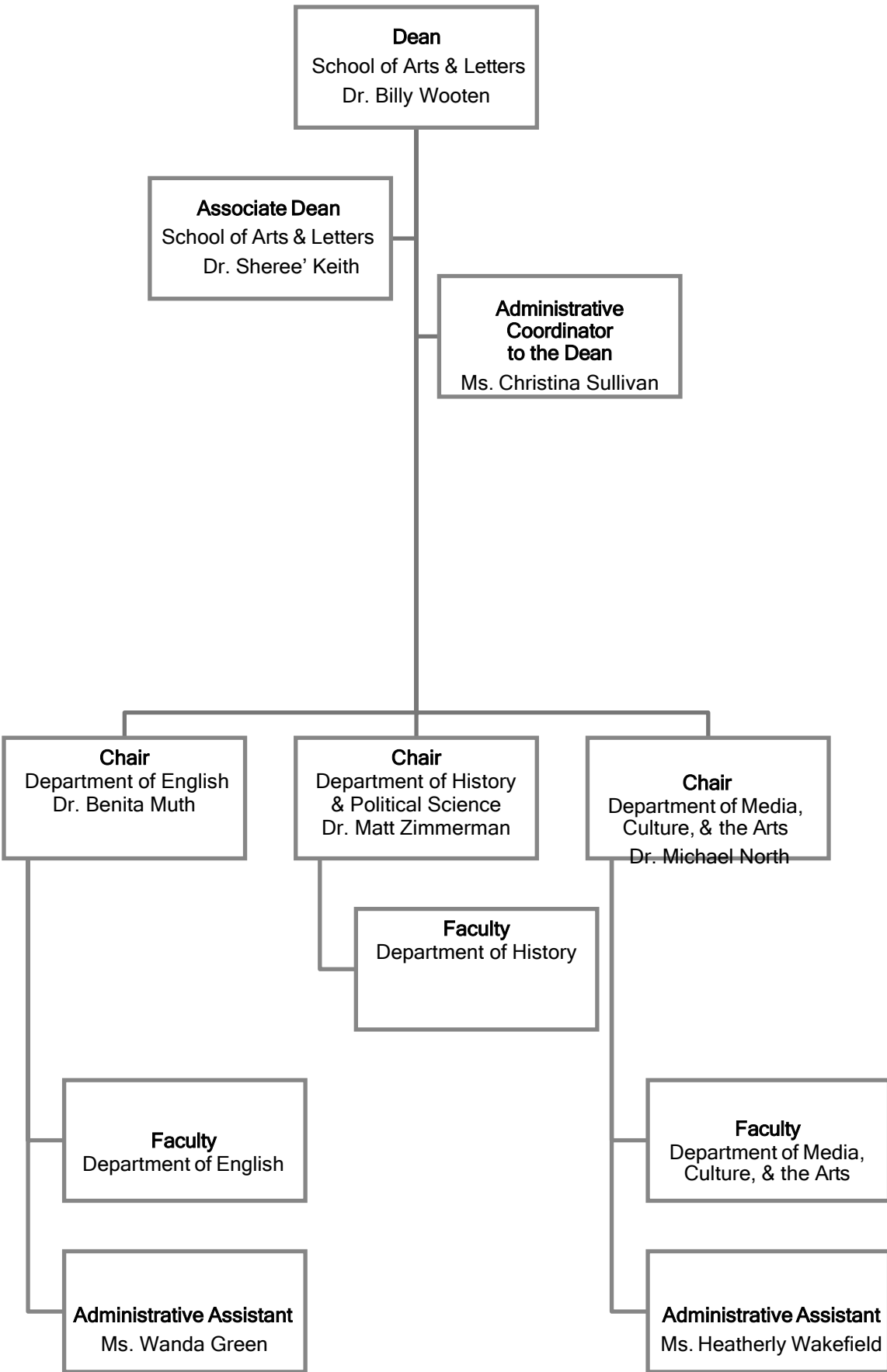
- B.A. in Interdisciplinary Studies with concentrations in
 - Single Discipline
 - Liberal Arts
 - Media & Communication
 - Education
 - Business
 - Health & Human Services
 - Arts
 - Social Sciences
 - STEM
 - Or the option to create your own pathway

- B.A. in Music with concentrations in
 - Performance
 - Industry (geared toward the business side of music; a professional minor is required)
 - Production

- B.A. in Media and Communication with concentrations in
 - Generalist
 - Public Relations
 - Sports Broadcasting
 - Film Production

- Certificate in Film Production (Georgia Film Academy)
- AA, Core Curriculum
- AA, Modern Language
- Minor in Film Production
- Minor in Spanish
- Minor in Cinema Studies
- Minor in Graphic Design
- Minor in Public Relations

ORGANIZATIONAL CHART



ADMINISTRATIVE GUIDELINES

Faculty should familiarize themselves with administrative policies in the Middle Georgia State University Faculty Handbook, as well as those in manuals and handbooks listed on Page 3. For specific administrative guidelines, see the *MGA Faculty Handbook*, Section 4 (Faculty Employment Policies), Section 5 (Faculty Rights and Responsibilities), and Section 6 (General Personnel Policies). The following information clarifies or amplifies institutional policy as specifically applicable to the School of Arts & Letters.

Communications

Faculty are expected to adhere to standard MGA University practices for setting up voicemail, formatting email signatures, and maintaining a directory profile. Faculty should provide current (and preferred) contact information for students, as well as main office location with office hours, on syllabi.

Voicemail

Faculty should set up voicemail on their office phones. The voicemail message should be kept current, and faculty should regularly check voicemail messages.

Email Signatures

Faculty should have an email signature with current contact information. Faculty should use MarComm guidelines and adhere to institutional branding when setting up email signature. For more information, see <https://www.mga.edu/marketing-communications/email-signature-instructions.php>

Directory Profile

Faculty should regularly update their profile in the institutional directory. Profiles may be updated at this link <https://www.mga.edu/directory/me/index.php>

SoAL Events

Faculty who organize and host SoAL-sponsored events should complete a SoAL Calendar Event Form so that the event can be included on SoAL's school-wide Events Calendar. The link to the form is at the top of the SoAL calendar page. Faculty should check dates on the school-wide calendar in advance of scheduling an event in order to avoid double booking events on the same date. Information about events should be posted well in advance of the

event to allow time to build audience. The SoAL Calendar of Events will be published each semester, prior to the beginning of classes. Faculty who plan and host events are primarily responsible for publicizing their event and building audience. SoAL's Associate Dean and Administrative Coordinator are available to assist, specifically in posting events on the Student Affairs platform, "Knight Life" and on SoAL social media platforms.

INSTRUCTIONAL GUIDELINES

Faculty should familiarize themselves with instructional policies in the Middle Georgia State University Handbook, as well as those in manuals and handbooks listed on Page 3. For specific instructional policies regarding office hours, syllabi, textbooks, grades, etc., please see Section 5 of the *MGA Faculty Handbook* (Faculty Rights and Responsibilities), with focus on Section 5.04 (Faculty Instructional Policies). The following information clarifies or amplifies Instructional Guidelines within the School of Arts & Letters.

New Faculty

New full-time Faculty in SoAL will be on-boarded through Human Resources. Within SoAL, new faculty will receive additional training in the online Learning Management System (Brightspace/ D2L) from SoAL's Online Academic Program Coordinator. New Faculty will also be assigned to a faculty mentor who will help the new faculty member transition to the University and become familiar with USG/ MGA policies and procedures. All new faculty members will be encouraged to engage in faculty development opportunities, especially those offered by MGA, and they will be observed at least once by their mentor and/or Department Chair teaching a class in their first semester prior to the first annual evaluation process.

Syllabi

All syllabi in the School of Arts & Letters must include specific information as required by MGA policy. Faculty should check their syllabi every semester to ensure that items on the syllabus checklist are included. The checklist is available here <https://www.mga.edu/faculty-affairs/university-syllabus.php>

Additionally, SoAL faculty should include the following statement on all SoAL syllabi:

The School of Arts & Letters encourages you to engage in our numerous co-curricular events and activities each semester, including readings, lectures, discussions, and performances. We also encourage you to seek academic support from the Writing Centers and other academic support centers on our campuses. Broadening your academic experience and seeking tutoring support when necessary can help you adopt a “growth mindset” instead of a “fixed mindset.”

Faculty Absence from Class

Per the *MGA Faculty Handbook*, Faculty members are expected to meet punctually all regularly scheduled sessions of their face-to-face classes. Faculty members who must miss one or more of their class sessions must arrange with their chair to have the class covered (*MGA Faculty Handbook*, 5.04.06).

Faculty who are absent from class due to illness, must also report their absence via OneUSG Connect (*MGA Faculty Handbook*, 6.04.02).

Activity	Sick Leave Reported
Full Day Absence	9 hours Monday through Thursday; 4 hours if on Friday
Each Class	2 hours
Each Office Hour	1 hour

Faculty Travel Policy

Faculty who plan on being absent from class due to professional travel must receive prior approval to travel whether reimbursed or not (*MGA Faculty Handbook*, 5.08).

- One conference per year may be funded (exceptions may be made if funding is available).
- Conference attendance/presentation with a refereed full paper that is selected to be published in the conference's official Journal/serial publication and/or proceeding may be funded
- If funding is available, conference attendance/conference presentation with an abstract may be approved (but only for a portion of the travel).
- Additional funding may be requested from the Institutional Faculty Development Committee

Required forms and documentation:

1. Completed Travel Authorization Form
2. Attach a copy of the acceptance letter from the conference chair
3. Attach a copy of the paper

Faculty should ensure that their face-to-face classes are covered. They must conduct the online courses as scheduled.

All travel (funded or not) during the academic year must be approved in advance by the Dean/Chair.

Faculty Teaching Load

The faculty teaching load is specified by the MGA Faculty Handbook. Currently, the teaching load is 12 semester hours per semester for faculty with a terminal degree and 15 semester hours per semester for faculty without a terminal degree. Negotiation of teaching load, workload in general, and any reassignment of workload must be approved by the Dean.

Faculty with terminal degrees who do not engage in Research/Scholarly Activities & Professional Development must provide evidence of other activities that justify 10% of their workload. The activities will be evaluated and agreed upon by the faculty and supervisor.

Faculty Assignments/Course Scheduling

Course scheduling and faculty teaching assignments are at the department chair's discretion with input from program coordinators. Faculty requests are considered but not guaranteed.

Summer Teaching

There is no obligation to teach during the summer term. If a faculty member does not plan to teach in the summer, s/he should let the chair know as early in the spring term as possible. Summer teaching opportunities are limited. Many factors influence the faculty's assignment to summer courses. These include uncertainties about enrollment, the splitting/merging of sections, last-minute decisions, and the ability to contact faculty.

Student Absence and Faculty Initiated Withdrawal

Per the *MGA Faculty Handbook*, Faculty are required to include a statement about attendance policy and procedures in their syllabi, and they must maintain attendance records for all face-to-face and distance education classes (*MGA Faculty Handbook*, 5.04.05).

Per MGA's catalog, faculty **may** initiate a course withdrawal for a student who has excessive absences as defined by the University's attendance policy. Specifically, when students have a total number of absences more than twice the number of class meetings per week - faculty have the right to assign a failing grade but may instead initiate a withdrawal if deemed appropriate. The process of faculty-initiated withdrawal will include the following steps within the School of Arts & Letters:

- Faculty considering initiating withdrawal must contact the student via email and D2L/Brightspace at least once *before* the student has missed two weeks of classes

in a sixteen week session.¹ The Department Chair should be copied on the email, and the message must cite attendance policy and warn the student that he/she is at risk of being withdrawn from the class.

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- Faculty who decide to initiate withdrawal after a student has missed two weeks of classes in a sixteen week session,¹ must then fill out the Faculty Initiated Withdrawal Form (https://www.mga.edu/registrar/docs/Withdrawals_by_Instructor.pdf), making sure to include the last date of attendance.
 - Faculty must forward the Faculty Initiated Withdrawal Form to the student, the Department Chair, and the Dean via email giving notification that the withdrawal process has been initiated. The student should also be informed via D2L/Brightspace.

Grades and Deadlines

Per MGA's policy supporting the Family Educational Rights and Privacy Act (FERPA), SOAL faculty should communicate course progress (test scores, assignment grades, etc.) to individual students using the D2L/Brightspace Learning Management System. Specifically, SOAL faculty should employ the D2L/Brightspace Gradebook and maintain a running average. MGA's Center for Excellence in Teaching & Learning can provide resources for setting up the D2L/Brightspace Gradebook: <https://www.mga.edu/center-excellence-teaching-learning/index.php>

Midterm and Final Grades for all sessions must be submitted in SWORDS on time per the Registrar's Office published deadlines. All faculty are required to submit the **last date of attendance (LDA)** for any "I" and "F" grades, and faculty in online courses must submit proof of LDA. For faculty teaching **Dual Enrolled** students, a numerical grade should be entered in the "Hours Attended" column in SWORDS. Further resources and tutorials for entering grades can be found here <https://www.mga.edu/registrar/faculty-resources/index.php>

Faculty are expected to meet all required deadlines: no-show reporting, ordering textbooks, entering grades, posting syllabi and office hours, completing mandatory training, providing assessment data, and other activities that are time-sensitive. A pattern of missed required deadlines—especially those that negatively impact students—will be reflected on faculty's annual evaluations.

Advising

New tenure-track faculty are exempt from advising in the first year. Thereafter, tenure-track faculty are expected to engage in mentoring and academic advising of majors. Newly admitted, transfer, and returning students under 60 semester hours will be advised by MGA Academic Advising, with specific Professional Advisors assigned to the School of Arts & Letters (Ms. Joanna Freligh and Ms. Terri Reckart in Macon). During that time, students are assigned in Banner to a Faculty Mentor, who serves as a point of contact for students in order to provide advice and support as the student works through core classes and prepares for upper-level work. At 60 semester hours, majors are transferred to their Faculty Mentors who will, thereafter, serve as Faculty Advisors.

Faculty Advisors in each department should maintain a list of advisees and should assist majors in planning schedules and staying on track for graduation. Faculty Advisors are responsible for contacting their advisees to come in for advising appointments and for reminding students about registration deadlines.

Faculty Advisors, with appropriate assistance from respective Chairs and Program Coordinators, should update an advisee's progression status in MyDegree after advising sessions. Faculty advisors should ensure that advisees are registered by forwarding schedules to respective departmental Administrative Assistants, to the SoAL Administrative Coordinator, or to the Associate Dean. If an advisee has opted out of attending MGA, information should be sent to the Associate Dean for updating in Banner.

Retention and Progression

The School of Arts & Letters is committed to Student Success and Student Engagement. SoAL encourages faculty to develop instructional and advising strategies to help students persist and succeed in their courses. Faculty are encouraged to share strategies with one another and to investigate innovative methods of instruction and advising through faculty development opportunities.

Online Instruction Best Practices

For online course development, faculty are encouraged to review the Quality Matters Higher Education Rubric that outlines standards for fully-developed online course:

<https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf>

Overloads

Overloads refer to credit hours assigned beyond the normal teaching load. Overloads are discouraged; however, to accommodate large enrollments or special situations, faculty members may be asked to teach an overload under the following guidelines:

- The work is carried out in addition to the normal full load.
- No qualified person is available to carry out the work as part of his or her normal load.
- There is a written understanding that as soon as possible, and preferably within the academic year, they shall be given compensatory reassigned time or pay at the overload faculty rate of pay for the overload hours. Monetary compensation for overloads is possible only upon the recommendation of the Chair and the approval of the Dean and Provost

Email Signatures

Faculty are expected to have an email signature with up-to-date contact information. Use the institutional guidelines to create your email signature on your computer and mobile devices.

Directory Profile

Faculty should keep their profile up to date in the institutional directory. Include a professional photo in your directory listing. Profiles may be edited using this link

(<https://www.mga.edu/directory/me/login.aspx>).

Items Requiring Approval

The following requires prior authorization/approval from the Chair and Dean:

- Canceling a class session (if sick, notify the Administrative Assistant). Faculty should observe the MGA Faculty Instructional Policies (see Handbook section 5.04)
- Changing the already assigned classrooms - requires authorization from the Chair
- Moving students from one section of a class to another, either in a face-to-face or online class - - requires authorization from the Chair
- Changing office hours for a certain day or week, etc. - requires authorization from the Chair
- Prior approval is required for leaving campus, including attending conferences during work time - use the travel authorization form. The form needs the signature of the Chair and Dean

- Outside occupational activities - requires authorization from the Dean and the Provost

SCHOOL AND DEPARTMENTAL COMMITTEES

School of Arts and Letters

Graduate Education Committee

Strategic Planning Committee

Evaluation and PTPTR Committee

Arts Festival Committee

English Department

English Curriculum Committee

English Assessment Committee

English Graduate Admissions Committee (meets on rolling basis)

History and Political Science Department

Curriculum Committee

Assessment Committee

Media, Culture, & the Arts

MCA Curriculum Committee

MCA Assessment Committees (by program):

- Interdisciplinary Studies
- Art
- Music
- Modern Languages
- Public Relations (M.A.)

FACULTY PERFORMANCE

Faculty should familiarize themselves with faculty performance policies in the Middle Georgia State University Handbook, as well as those in manuals and handbooks listed on Page 3. For specific faculty performance policies, please see Section 4.05 of the *MGA Faculty Handbook* (Evaluation of Faculty).

The following information clarifies or amplifies faculty performance guidelines within the School of Arts & Letters.

Evaluation of Teaching for Lecturers and Tenure-Track Faculty

SOAL is committed to excellence in teaching. All full-time faculty members will be evaluated across four distinct teaching categories on an annual basis and during promotion reviews (for Lecturers) and during tenure and promotion reviews (for tenure-track faculty). The quality indicators in the chart below provide sample means of demonstrating effective performance. Lists are neither prescriptive nor exhaustive and all full-time faculty are free to provide alternative/additional evidence during evaluation periods.

SoAL supports the use of high-impact practices as defined by the American Association of Colleges and Universities to promote active learning in the classroom. Definitions and examples of active learning and high impact practices can be found in the [Faculty Performance Appendix](#).

Note: The University System of Georgia requires that a summary of Course Experience Feedback Surveys be included to document teaching effectiveness in the evaluation process.

Teaching Categories	Quality Indicators	Assessment Tools
1. Course Design, Delivery, and Management	Complete and well-organized syllabi Student feedback indicating preparedness, organization, timely grading, and/or appropriate pace SLO/assessment alignment (may be requested at any time) Well-designed rubrics Regular office hours and class meetings (face-to-face classes)	Review of Syllabi (including review of schedule, assessments, due dates, learning outcomes, office hours, and adherence to school and departmental policy and procedure) Class Observation Report by Dean, Chair, or Peer (may be requested at any time) Peer or administrative review of online course (may be requested at any time) Annual Self-Evaluation

	<p>Online presence/availability (distance education)</p> <p>Assessment quality, quantity, timeliness</p> <p>Organization of lectures and course materials</p>	<p>Course experience feedback survey and/or comments</p> <p>Student Conferencing Schedules</p> <p>Reporting history (no show, midterms, grades, etc.)</p>
<p>2. Effective Teaching (Meeting Course Objectives)</p>	<p>Student feedback indicating effectiveness in teaching, clear presentation of content, and/or meeting goals/objectives of the class</p> <p>Assessment data documenting SLO achievement</p> <p>Student Success metrics in line with departmental and/or school norms (Data will be provided by the Chair)</p>	<p>Summary of Course Experience Feedback Survey (<u>Per USG - must be included in Evaluation for Period of Review per USG to document effective teaching</u>)</p> <p>Review of Student Learning Outcomes and Assessment/Grading Data</p> <p>Class Observation by Dean, Chair, or Peer (may be requested at any time)</p> <p>Peer or administrative review of online course (may be requested at any time)</p> <p>Annual Self-Evaluation</p> <p>Individual, departmental, school, and University success metrics.</p>
<p>3. Engagement in Student Success Activities</p>	<p>Participation in pedagogy-focused faculty development activities that focus on improving student success</p> <p>Participation in pedagogy-focused faculty development programs that focus on improving student success (e.g., Chancellor's Learning Scholars, Core Fellows, LEAP)</p> <p>Development and/or support of internships or of experiential or service learning</p> <p>Incorporating technology or pedagogical strategies in class for the purpose of student success</p> <p>Conferencing with students at midpoint in semester</p> <p>Advising/ mentoring/ tutoring students</p> <p>Engaging students in undergraduate</p>	<p>Evidence of participation in faculty development activities or programs</p> <p>Class Observation Report by Dean, Chair, or Peer</p> <p>Documentation of Student Attendance in Writing Center or other Tutoring Services</p> <p>Review of course re-design</p> <p>Review of Syllabi</p> <p>Student Conferencing Schedules</p> <p>Documentation of engagement of students in mentoring or tutoring activities, completion of a project using undergraduate research, and/or co-curricular or extra-curricular activities related to student success</p>

	research	
4. Innovation/ Continuous Improvement	<p>Responsiveness to feedback from Chair, peers, and/or students in the teaching arena.</p> <p>New course content/materials</p> <p>New high impact practices</p> <p>New active learning components</p> <p>New modes of course delivery</p> <p>Other innovations associated with participation in LEAP, Core Fellows, or other teaching improvement/achievements programs</p>	<p>Review of Syllabi</p> <p>Course Experience Feedback Survey</p> <p>Review of Course Materials</p> <p>Publication, presentation, or performance by student or with faculty member</p> <p>Annual Self-Evaluation</p>

Performance Rubric by Teaching Category

	Does not Meet	Needs Improvement	Meets	Exceeds	Exemplary
Course Design, Delivery, and Management	Courses are poorly designed, delivered, and/or managed.	Courses need improvement in design, delivery, and/or management.	Courses are effectively designed, delivered, and managed.	Courses are exceptionally designed, delivered, and/or managed.	Courses are exemplary in design, delivery, and/or management and serve as a model for excellence in the school.
Effective Teaching (Meeting Course Objectives)	The faculty member is not an effective teacher; weak or unclear presentation of content; course objectives are not met.	The faculty member needs improvement in effective teaching; presentation of content needs to be improved and/or course objectives are not consistently met.	The faculty member is an effective teacher; presentation of content is effective; course objectives are consistently met.	The faculty member is an exceptionally effective teacher; presentation of content is highly effective; course objectives are consistently met or exceeded.	The faculty member serves as a model and/or leader in effective teaching within the school; presentation of content is exemplary and course objectives are always met or exceeded.
Engagement in Student Success Activities	The faculty member is not engaged in student success activities within the teaching arena.	The faculty member is not substantially engaged in student success activities within the teaching arena and needs improvement.	The faculty member is substantially engaged in student success activities within the teaching arena.	The faculty member is strongly engaged in multiple student success activities within the teaching arena.	The faculty member serves as a model and/or leader in student success in the school. The faculty member is engaged in numerous student success activities within the teaching arena.
Innovation/Continuous Improvement	The faculty member does not innovate and/or does not demonstrate	The faculty member needs improvement in the arena of innovation and/or	The faculty member innovates in the classroom and demonstrates	The faculty member is highly innovative in the classroom and demonstrates	The faculty member serves as a model and/or leader in innovation and

	commitment to continuous improvement.	demonstration of commitment to continuous improvement.	commitment to continuous improvement.	exceptional commitment to continuous improvement.	delivers continuous improvement in the classroom.
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Annual Evaluation Metrics in Teaching for all Full-Time Faculty

Does not Meet	Needs Improvement	Meets	Exceeds	Exemplary
Does not meet expectations in any teaching categories.	Meets expectations in some but not all teaching categories.	Meets expectations in all categories	In addition to meeting all expectations, exceeds expectations in two or more teaching categories over the review period.	In addition to meeting all expectations, exceeds expectations in two or more teaching categories over the review period; achieves “exemplary” in one or more categories over the review period.

Tenure Metrics in Teaching

Does not Meet	Needs Improvement	Meets	Exceeds (Achieves Excellence and Effectiveness)	Exemplary
Has not met expectations for teaching across the review period.	Continues to need improvement in one or more teaching categories. Has not consistently met expectations in all categories across the review period.	Consistently meets expectations in all categories across the review period.	Consistently meets expectations across teaching categories across the review period; Exceeds expectations in two or more teaching categories in a progressive or sustained manner across the review period. Teaching has trended towards and achieved excellence over the review period.	Consistently meets expectations across teaching categories; Exceeds expectations in two or more teaching categories in a progressive or sustained manner across the review period; Achieves “exemplary” in two or more categories across the review period. Faculty member serves as a model and/or leader in teaching in the school.

Promotion Metrics for Tenure Track Faculty and Lecturers

Does not Achieve Excellence and Effectiveness	Achieves Excellence and Effectiveness
Does not consistently meet expectations across teaching categories; Does not exceed expectations in two or more teaching categories in a progressive or sustained manner across the review period. Teaching has not trended towards excellence over the review period.	Consistently meets expectations across teaching categories; Exceeds expectations in two or more teaching categories in a progressive or sustained manner across the review period. Teaching has trended towards and achieved excellence over the review period.

Post-Tenure Review Metrics in Teaching

Does not Meet	Needs Improvement	Meets	Exceeds	Exemplary
Has not met expectations for teaching across the review period.	Continues to need improvement in one or more teaching categories. Has not consistently met expectations in all categories across the review period.	Consistently meets expectations in all categories across the review period.	Consistently meets expectations across teaching categories across the review period; Exceeds expectations in two or more teaching categories in a progressive or sustained manner across the review period. Teaching has trended towards and achieved excellence over the review period.	Consistently meets expectations across teaching categories; Exceeds expectations in two or more teaching categories in a progressive or sustained manner across the review period; Achieves “exemplary” in two or more categories across the review period. Faculty member serves as a model and/or leader in teaching in the school.

Evaluation of Service for Tenure-Track Faculty

SoAL's definition and evaluation of service to the Department, School, or University reflects a strong commitment to student engagement and shared culture. All tenure-track faculty members will be evaluated across three distinct Tier 1 service categories on an annual basis and during tenure and promotion reviews. All Tenure-track faculty must also have a record of Tier 2 Service annually and for tenure and promotion. Lecturers are not evaluated on service.

Tier 1 Service Categories	Examples
1. Committee Work and Administrative Assignments	<p>Department, School, University, Ad hoc Committees, Faculty Senate, or committees and boards of the Senate.</p> <p>Appointments to USG committees or work groups.</p> <p>Appointment to specialized positions or projects such as Provost's Fellows, Core Fellows, etc.</p> <p>Administrative assignments such as Program Coordinator or Writing Center Directors.</p>
2. Student Success: Student engagement, support, and/or recruitment	<p><u>Student Engagement</u> RSO Volunteering, including supporting RSO events, serving as official RSO advisor, etc. Developing or assisting with student activities and/or programs Co-Curricular support of student activities outside the classroom Development or support of internships and/or other experiential learning opportunities.</p> <p><u>Student Support</u> (Retention, Progression, & Graduation) Advising and mentoring Student support projects and programs such as tutoring at the writing center; participating in mindset or other student workshops, etc. Call campaigns Program round-up activities</p> <p><u>Recruitment</u> Attending open houses K-12 Outreach; work that engages K12 students on or off campus Coordinating or judging pre-collegiate competitions held on or off campus.</p>
3. Culture-Building	<p>Arranging scholarly lectures, artistic performances or readings, or other cultural activities for the institution such as events celebrating Black history, women's history, Hispanic heritage month, etc.</p> <p>Arranging or providing professional development opportunities for the institution.</p> <p>Supporting or building productive external partnerships.</p>

	<p>Ad hoc cultural-building projects or initiatives in response to current events.</p> <p>Arranging or providing support for cross department/committee initiatives.</p>
Tier 2 Service	Examples
Service to the Community or the profession.	Speeches, lectures, or other service connected to memberships in community or professional organizations; service or professional projects that engage the faculty member's professional expertise (broadly defined)

Performance Rubric by Tier 1 Service Category

Note: There is no expectation that SoAL faculty members will participate in all Tier 1 categories of service each year. Faculty can meet or exceed expectation in service for the purposes of annual evaluation by focusing on a single category. However, there is an expectation that faculty will participate in at least two categories of Tier 1 service by the time they go up for tenure and promotion

	Does not Meet	Needs Improvement	Meets	Exceeds	Exemplary
Committee Work and Administrative Assignment	No significant documentable, participation on committee/boards, the Senate and/or administrative assignments; no evidence of productivity.	Has some participation on committee/boards, the Senate and/or administrative assignments but without evidence of any significant productivity.	Significant documentable, participation on committee/boards, the Senate and/or administrative assignments with evidence of productivity.	Significant, documentable participation on multiple committees/boards, the Senate, and/or administrative assignments; OR Significant leadership roles; OR Documentable productivity/excellence connected to committees or administrative appointments with significant deliverables (includes curriculum development for unit programs)	Extensively involved with multiple committees/boards, the Senate, and/or administrative assignments with significant deliverables, AND Significant leadership roles; AND The faculty member is a model of leadership in Committee Work and/or Administrative Assignments for the school

Student Success Service (i.e. Student Engagement, Support, and/or Recruitment)	No significant documentable, participation in engagement, support, or recruitment activities; no evidence of productivity.	Has some participation in engagement, support, or recruitment activities but without evidence of any significant productivity.	Significant documentable, participation in engagement, support, or recruitment activities with evidence of productivity.	Significant, documentable participation in multiple engagement, support, or recruitment activities. OR Significant leadership roles. OR Documentable productivity/excellence connected to student engagement, support, and recruitment; successful creation of new programs or projects.	Extensive participation in multiple engagement, support, or recruitment activities or creation of new programs or projects with documentable success. AND Significant leadership roles; AND The faculty member is a model of leadership in Student Success Service for the school.
Culture Building	Did not arrange culture building activities or support development of productive external partnerships.	Had some but not substantial or successful participation in arranging of lectures, performances, professional development or other culture building activities or the development of productive external partnerships.	Arranged successful lectures, performances, professional development or other culture building activities OR provided significant support in development of productive external partnerships.	Arranged multiple successful lectures, performances, professional development or other culture-building activities and/or supported productive external partnerships. OR Arranged prestigious lectures, performances, professional development or other culture-building activities. OR Developed new, productive external partnerships. OR Established new, significant, and sustainable cultural programming such as	Arranged multiple successful lectures, performances, professional development or other culture-building activities and/or supported productive external partnerships. OR Arranged prestigious lectures, performances, professional development or other culture-building activities. OR Developed new, productive external partnerships.

				an annual conference or a lecture, performance, or professional development series.	OR Established new, significant, and sustainable cultural programming such as an annual conference or a lecture, performance, or professional development series; AND The faculty member is a model of leadership in Culture Building for the school.
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Tier 2 Service Performance Rubric

Does Not Meet	Meets
Did not participate in community or professional service	Participated in community or professional service

Annual Evaluation Metrics in Service

Does not Meet	Needs Improvement	Meets	Exceeds	Exemplary
Does not meet expectations in any of the three Tier 1 service categories over the review period AND does not meet Tier 2 expectations.	Does not meet expectations in any of the three Tier 1 service categories over the review period OR does not meet Tier 2 expectations.	Meets expectation in at least one of the three Tier 1 service categories over the review period; Meets Tier 2 expectations.	Exceeds expectations in one or more of the three Tier 1 service categories over the review period. Meets Tier 2 expectations.	Exceeds expectations in two or more of the three Tier 1 service categories over the review period AND Exceeds Tier 2 expectations; The faculty member is a model of service leadership for the school

Tenure Metrics in Service				
Does not Meet	Needs Improvement	Meets	Exceeds (Achieves Outstanding Service)	Exemplary
Does not meet expectations in any of the three Tier 1 service categories in a sustained or progressive manner over the review period OR Does not meet Tier 2 expectations over the review period.	Meets expectations in only one of the Tier 1 service categories in a sustained or progressive manner over the review period; OR Does not consistently meet Tier 2 expectations over the review period	Meets expectations in two or more of the Tier 1 service categories in a sustained or progressive manner across the review period; consistently meets Tier 2 expectations.	Exceeds expectations in two or more of the Tier 1 service categories in a progressive or sustained manner across the review period, AND Meets Tier 2 Service expectations; Service has trended towards and achieved excellence over the review period.	Exceeds expectations in one or more of the Tier 1 service categories in a progressive or sustained manner across the review period; AND Achieves “exemplary” in one or more categories in a progressive or sustained manner across the review period. AND Meets or exceeds Tier 2 Service expectations; The faculty member is a model of service leadership for the school
Promotion Metrics in Service				
Does not Achieve Outstanding Service		Achieves Outstanding Service		
Does not exceed expectations in at least two of the three Tier 1 service categories in a progressive and/or sustained manner across the review period and/or has not consistently met Tier 2 service expectations.		Exceeds expectations in two or more of the Tier 1 service categories in a progressive and/or sustained manner across the review period. Has consistently met Tier 2 service expectations.		
Post-Tenure Review Metrics in Service				
Does not Meet	Needs Improvement	Meets	Exceeds	Exemplary
Does not meet expectations in one or more of the Tier 1 service	Does not meet expectations in one or more of the Tier 1 service categories in a	Meets expectations in one or more of the Tier 1 service categories in a	Exceeds expectations in one or more of the Tier 1 service categories in a	Achieves “exemplary” in one or more categories in a progressive or

categories in a sustained or progressive manner across the review period; AND Does not consistently meet Tier 2 expectations.	sustained or progressive manner across the review period; Or Does not consistently meet Tier 2 expectations.	sustained or progressive manner across the review period; consistently meets Tier 2 expectations.	progressive or sustained manner across the review period, AND Meets Tier 2 Service expectations;	sustained manner across the review period. AND Meets or exceeds Tier 2 Service expectations; The faculty member is a model of service leadership for the school
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Evaluation of Scholarship for Tenure-Track Faculty

In the School of Arts & Letters, the definition of scholarship aligns with Boyer's model¹ (scholarship of discovery, teaching, application, and integration) and Shulman's criteria² for characteristics of scholarship. The School of Arts & Letters, for example, recognizes the value of traditional research in one's discipline, as well as research within the scope of teaching and learning. The School of Arts & Letters also recognizes the scholarly nature of creative work in the literary, visual, and performing arts. In all cases, guiding principles for defining scholarship in the School of Arts and Letters are as follows:

The scholarly process should involve stages:

- Defining a scope or purpose for the project
- Reviewing existing scholarship in the field
- Articulating a methodology or theoretical framework and its application to the project.

The completed scholarly work should meet the following criteria:

- The work is significant to the field (impacts the field or adds knowledge to the field)
- The work is peer-reviewed
- The work is publicly presented, performed, and/or published

¹ Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate*, (Princeton, New Jersey: Carnegie Foundation for the Advancement of Teaching, 1990)

² Lee. S. Schulman, "Teaching as Community Property: Putting an End to Pedagogical Solitude," *Change* (Nov./ Dec. 1993): 6-7.

The tiered examples of scholarship in the chart that follows represent activities that will generally earn a "meets" or "exceeds" rating on the faculty annual evaluation for tenure-track faculty. These examples of scholarship are not exhaustive, and the faculty member may document other scholarly activities based on guiding principles in defining scholarship within the School of Arts & Letters. Close consultation with the Chair and Dean is recommended for scholarly projects not listed below.

It is ultimately the responsibility of the faculty to provide adequate evidence of the quality and scholarly nature of their research or creative work—especially at the third-year review and during tenure and promotion process. A list of possible documentation is provided in the chart below, but it is not exhaustive. To document accomplishment in the area of scholarship for tenure and promotion, there should be significant alignment between annual "Goals for Scholarship" in the faculty self-evaluation and scholarly output. Lecturers are not evaluated on scholarship.

Performance Rubrics by Scholarship Category		
Scholarship Levels	Examples of Scholarship	Documentation
Tier 1	<p>Peer Reviewed Publication in print (not in process), **including the Scholarship of Teaching and Learning:</p> <ul style="list-style-type: none"> • Authored or edited books • Scholarly monographs • Book chapters • Scholarly journal articles • Scholarly translations • Coherent body of creative writing that exhibits depth and breadth over time <p>Artistic Performance/Exhibition:</p> <ul style="list-style-type: none"> • Artistic performance or exhibition at a culturally noteworthy venue (i.e. provides an opportunity for compelling peer review, has the ability to attract public audiences of significant breadth, and has a reputation for innovation, originality, and creative vision) • Creation of a coherent body of artistic work that is peer reviewed and performed or exhibited over time in a variety of culturally significant venues <p>Major scholarly grant award of quality, distinction, and competitiveness, which documents significant contributions to the field</p>	<ul style="list-style-type: none"> • Copy of or excerpts from published work; artist portfolios • Documentation of the quality and value of scholarship (e.g. description of publisher as needed; reader's reports; peer letters and evaluations; reviews in newspapers, journals, or magazines; press releases; performance/exhibition invitations; performance/exhibition announcements; venue descriptions; jury composition; commissions; catalogs) • Documentation of scholarly process (e.g. description of scholarly methods, artist statements; scholarly or artistic agendas or scopes of work; description and/or explanation of bodies of work; documentation of methods inherent in the scholarship of teaching) • Documentation of merit of grant award • Research/ scholarship/artistic award or recognition

Tier 2	<ul style="list-style-type: none"> • Scholarly book review • Article or entry published in specialized scholarly encyclopedia or reference work • Article or entry in a major professional newsletter or an editorial statement in a major professional publication • Peer reviewed artistic performance or exhibition in a venue of documentable cultural significance • Artistic workshops, residencies, demonstrations, lecture or other public addresses in a venue of documentable cultural significance • Critique or review of a major exhibition in a reputable publication (print or digital) • Peer reviewed scholarly presentation at conferences of outstanding quality and distinction in the field • **Graduate/undergraduate research projects or creative endeavors which result in collaborative presentations, performances, or publications with students • Scholarly grant award • Peer-reviewed article published in conference proceedings • Editor, Associate Editor, or Special Issue Editor of a refereed journal 	<ul style="list-style-type: none"> • Copy of or excerpts from published work; artist portfolios; copy of conference literature • Documentation of grant submission and/or award • Documentation of editorial work • Appropriate documentation and explanation of creative endeavors such as exhibits and/or performances (e.g. peer letters and evaluations; reviews in newspapers, journals, or magazines; press releases; performance/exhibition invitations; performance/exhibition announcements; venue descriptions; jury composition; catalogs, etc.) • Documentation of research/artistic scholarship award
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Tier 3	<ul style="list-style-type: none"> • Scholarly paper presented at academic conference • Invited keynotes, public lectures, creative presentations or performances • Conference panel or session organizer • Peer reviewed artistic performance or exhibition at access/local/community venues • Artistic workshops, residencies, demonstrations, lecture or other public addresses at access/local/community venues • **Sharing research with students in graduate/undergraduate research projects or creative endeavors which result in student presentations, performances, or publications • Reviewing scholarly or creative work for possible publication (as a member of an editorial board of a refereed academic journal or a literary journal) • Reviewing scholarly or creative work for possible publication (by invitation of an editor of a refereed academic journal or literary journal) • Scholarly adjudicator in performance competitions • Articulating and/or making progress in a focused program of research or a creative endeavor for which performance, presentation, or publication is expected • Completing significant professional development activities connected to scholarship agenda 	<ul style="list-style-type: none"> • Copy of program; copy of conference literature; documentation of student presentation, performance, or publication • Reviewer comments or a decision letter which supports that a manuscript was reviewed; written verification of acceptance of work for publication • appropriate documentation and explanation of creative endeavors such as exhibits and/or performances (e.g. peer letters and evaluations; reviews in newspapers, journals, or magazines; press releases; performance/exhibition invitations; performance/exhibition announcements; venue descriptions; jury composition; catalogs, etc.) • copy of in-progress work • documentation of review of scholarly or creative works
<p>**Items flagged above in Tiers 1, 2, and 2 and 3 are examples of Student Success- Focused Scholarship; cases can be made for additional examples in Tier 2 and 3 if outcome of scholarly work can be applied directly to student success.</p>		

Annual Evaluation Metrics in Scholarship

SoAL Scholarship evaluation follows the Boyer model and is therefore agnostic to whether research takes the form of the scholarship of discovery, teaching, application, or integration. Activity that focuses on student success and/or the scholarship of teaching and learning should also be considered in annual evaluation of faculty's engagement in student success and during tenure, promotion, and post tenure review evaluation.

Does not Meet	Needs Improvement	Meets	Exceeds	Exemplary
Has completed no scholarly projects; does not show evidence of making progress towards scholarly goals.	Has completed one or fewer scholarly projects from Tier 2 or 3 and none from Tier 1; shows some evidence of making progress towards scholarly goals.	Meets expectations by completing at least two scholarly projects from Tier 2 or 3; has documented progress towards achieving scholarly goals.	Has documented achievement of scholarly goals: Has completed one or more Tier 1 scholarly projects OR Has completed two or more scholarly projects from Tier 2 or 3 with documentable, significant progress towards Tier 1 (e.g. book contracts, article acceptance, significant progress towards completion and presentation of body of artistic work; invitation/acceptance to culturally noteworthy performance/exhibition venue, etc.)	Has completed two or more Tier 1 projects in peer-reviewed arenas of cultural significance; The faculty member serves as a model and/or leader in scholarship within the school

Tenure Metrics in Scholarship

Does not Meet	Needs Improvement	Meets (Academic Achievement)	Exceeds	Exemplary
Has not met expectation for scholarship over the review period; no evidence of making progress	Has not consistently met expectations for scholarship over the review period; has not made significant progress towards completion of Tier one project (e.g. book contracts, article acceptance, significant	Consistently meets expectations for scholarship over the review period; has made documentable, significant progress towards completion of Tier 1 project (e.g. book contracts, article acceptance, significant	Consistently meets or exceeds expectations for scholarship over the review period; has achieved articulated scholarly goals; has completed one or more Tier 1 scholarly projects of documented quality in the review period.	Has completed two or more Tier 1 projects in peer-reviewed arenas of cultural significance; The faculty member serves as a model and/or leader in

towards scholarly goals over the review period.	progress towards completion and presentation of body of artistic work; invitation/acceptance to culturally noteworthy performance/exhibition venue, etc.).	progress towards completion and presentation of body of artistic work; invitation/acceptance to culturally noteworthy performance/exhibition venue, etc.).		scholarship within the school
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Promotion Metrics in Scholarship

Not Outstanding in Scholarship	Outstanding in Scholarship
Does not consistently meet or exceed expectations for scholarship over the review period; has not achieved articulated scholarly goals; has not completed one or more Tier 1 scholarly projects of documented quality in the review period.	Consistently meets or exceeds expectations for scholarship over the review period; has achieved articulated scholarly goals; has completed one or more Tier 1 scholarly projects of documented quality in the review period.

Post-Tenure Review Metrics in Scholarship

Does not Meet	Needs Improvement	Meets	Exceeds	Exemplary
Has not met expectation for scholarship over the review period; no evidence of making progress towards scholarly goals over the review period.	Has not consistently met expectations for scholarship over the review period; has not made significant progress towards scholarly goals over the review period.	Consistently meets expectations for scholarship over the review period; has made documentable, significant progress towards scholarly goals.	Consistently meets or exceeds expectations for scholarship over the review period; has achieved articulated scholarly goals; has completed one or more Tier 1 scholarly projects of documented quality in the review period.	Has completed two or more Tier 1 projects in peer-reviewed arenas of cultural significance; The faculty member serves as a model and/or leader in scholarship within the school

Evaluation of Student Success for Lecturers and Tenure-Track Faculty

In each evaluation cycle and at times of promotion, tenure, and post tenure review, full time faculty will be evaluated on student success engagement. For tenure-track faculty, student success metrics are derived from faculty members' student success metrics, which are embedded in the teaching, service, and scholarship rubrics on pages 19-35 of this handbook. For lecturers, student success metrics are derived from the teaching rubric alone.

Examples of student success activities are provided in the teaching, service, and scholarship portion of this handbook and are further articulated in the [Faculty Performance Appendix](#) at the end of this handbook.

Performance Rubric by Student Success Category

Note: Tenure-track faculty members are expected to be engaged in Student Success in the Teaching Arena every year. However, there is no expectation that SoAL tenure-track faculty members will participate in multiple categories of student success each year. Tenure-track faculty can meet or exceed expectation in student success for the purposes of annual evaluation by focusing on a single category. However, there is an expectation that faculty will participate in at least two categories of Student Success engagement by the time they go up for tenure and promotion. Lecturers are only evaluated for student success in the Teaching Arena.

	Does not Meet	Needs Improvement	Meets	Exceeds	Exemplary
Engagement in Student Success in Teaching	The faculty member is not engaged in student success activities within the teaching arena.	The faculty member is not substantially engaged in student success activities within the teaching arena and needs improvement.	The faculty member is substantially engaged in student success activities within the teaching arena.	The faculty member is strongly engaged in multiple student success activities within the teaching arena.	The faculty member serves as a model and/or leader in student success in the school. The faculty member is engaged in numerous student success activities within the teaching arena.
Engagement in Student Success Activities in Service (i.e. Student	No significant documentable , participation in engagement, support, or	Has some participation in engagement, support, or recruitment activities but	Significant documentable , participation in engagement, support, or	Significant, documentable participation in multiple engagement, support, or recruitment activities.	Extensive participation in multiple engagement, support, or recruitment

Engagement, Support, and/or Recruitment)	recruitment activities; no evidence of productivity.	without evidence of any significant productivity.	recruitment activities with evidence of productivity.	<p>OR</p> <p>Significant leadership roles.</p> <p>OR</p> <p>Documentable productivity/excellence connected to student engagement, support, and recruitment; successful creation of new programs or projects.</p>	<p>activities or creation of new programs or projects with documentable success</p> <p>AND</p> <p>Significant leadership roles;</p> <p>AND</p> <p>The faculty member is a model of leadership in Student Success Service for the school</p>
Engagement in the Scholarship of Teaching and Learning	Has completed no scholarly project related to student success; does not show evidence of making progress towards scholarly goals in the Boyer arena of Scholarship.	Has completed one or fewer student success/Scholarship of Teaching scholarly projects from Tier 2 or 3 and none from Tier 1; shows some evidence of making progress towards scholarly goals in Teaching.	Meets expectations by completing at least two student success scholarly projects from Tier 2 or 3; has documented progress towards achieving scholarly goals.	<p>Has documented achievement of scholarly goals: Has completed one or more Tier 1 scholarly projects in the Boyer domain of Teaching</p> <p>OR</p> <p>Has completed two or more student success scholarly projects from Tier 2 or 3 with documentable, significant progress towards Tier 1 (e.g. book contracts, article acceptance, significant progress towards completion and presentation of body of artistic work; invitation/acceptance to culturally noteworthy performance/ exhibition venue, etc.)</p>	<p>Has completed two or more Tier 1 projects in peer-reviewed arenas of cultural significance projects in the Boyer domain of Teaching ;</p> <p>The faculty member serves as a model and/or leader in the scholarship of Teaching within the school</p>

Annual Evaluation Rubric for Student Success

Does not Meet	Needs Improvement	Meets	Exceeds	Exemplary
The faculty member is not engaged in student success activities within the teaching category.	The faculty member is not substantially engaged in student success activities within the teaching category and needs improvement.	The faculty member is substantially engaged in student success activities within the teaching category.	In addition to meeting all student success expectation in teaching, the faculty member exceeds expectations in at least one of the student success categories over the review period.	In addition to meeting all student success expectations in teaching, the faculty member exceeds expectations in one or more student success categories over the review period; achieves “exemplary” in one or more categories over the review period.

Tenure Rubric for Student Success

Does not Meet	Needs Improvement	Meets	Exceeds (Outstanding Student Success Engagement)	Exemplary
Does not consistently meet expectations in student success in the Teaching category AND Does not substantially participate in at least one of the other student success categories over the review period.	Does not consistently meet expectations in student success in the Teaching category OR Does not substantially participate in at least one of the other student success categories over the review period.	Consistently meets expectations in student success in the Teaching category and substantially participates in at least one of the other student success categories over the review period.	Consistently meets expectations in student success in the Teaching category and substantially participates in at least one of the other student success categories over the review period; Exceeds student success expectations in one or more student success categories in a sustained or progressive manner over the review period.	Consistently meets expectations in student success in the Teaching category and substantially participates in at least one of the other student success categories over the review period; Exceeds student success expectations in one or more student success categories in a sustained or

				progressive manner over the review period; AND Achieves “exemplary” in one or more categories in a progressive or sustained manner across the review period.
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Promotion Rubric for Student Success for Tenure Track Faculty and Lecturers

Not Outstanding in Student Success	Outstanding in Student Success
Does not consistently meet expectations in student success in the Teaching category and/or does not substantially participate in at least one of the other student success categories over the review period; Does not exceed student success expectations in one or more student success categories in a sustained or progressive manner over the review period.	Consistently meets expectations in student success in the Teaching category and substantially participates in at least one of the other student success categories over the review period; Exceeds student success expectations in one or more student success categories in a sustained or progressive manner over the review period.

Post-Tenure Review Metrics in Student Success

Does not Meet	Needs Improvement	Meets	Exceeds	Exemplary
Does not consistently meet expectations in student success in the Teaching category AND Does not substantially	Does not consistently meet expectations in student success in the Teaching category OR Does not substantially participate in at	Consistently meets expectations in student success in the Teaching category and substantially participates in at least one of the other student success categories over the review period.	Consistently meets expectations in student success in the Teaching category and substantially participates in at least one of the other student success categories over the review period;	Consistently meets expectations in student success in the Teaching category and substantially participates in at least one of the other student

participate in at least one of the other student success categories over the review period.	least one of the other student success categories over the review period.		Exceeds student success expectations in one or more student success categories in a sustained or progressive manner over the review period.	success categories over the review period; Exceeds student success expectations in one or more student success categories in a sustained or progressive manner over the review period; AND Achieves “exemplary” in one or more categories in a progressive or sustained manner across the review period.
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Faculty Performance Appendix

This appendix provides additional definitions and examples related to teaching and student success to provide additional guidance and support to faculty in completing their self-evaluation.

MGA High-Impact Practices - Examples with Definitions

Capstone

Capstone courses are culminating experiences that require students nearing the end of their learning pathway to create a project that integrates and applies what they've learned over the course of the program of study. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and in general education. (Source: <https://www.aacu.org/leap/hips>)

ePortfolio

ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences. (Source: <https://www.aacu.org/leap/hips>)

Global Learning

Global learning involves study abroad, study away or other learning experiences for students that enrich student learning through course content, first-hand experiential learning, and critical reflection. A range of avenues are pursued for exploring diversity, world cultures, and difficult questions and issues.

Students apply what they are learning in a real-world setting and reflect on their experiences as part of the course requirements. (Source: <https://www.aacu.org/leap/hips>)

Service Learning

In service-learning courses, students have direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service-learning experiences. (Source: <https://www.aacu.org/leap/hips>)

Undergraduate Research

Undergraduate research conducted by students involves inquiry or investigation that makes an original intellectual, scholarly or creative contribution to the discipline for which the student receives academic credit. (Adapted from: <https://www.aacu.org/leap/hips>)

Work-Based Learning

Work-based Learning is a credit-bearing experience that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional

setting to include: internships, practicums, clinicals, co-ops and similar experiences. Work-based learning within a major field of study gives students the opportunity to participate in applied learning and make connections in professional fields students are considering for career paths. In work-based learning, employers work closely with students to introduce them to the profession, provide guidance, and evaluate students for possible employment. (NACE, 2011).

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research. (www.aacu.org)

Common Intellectual Experience

The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community. These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students. (www.aacu.org)

First-Year Experience

First-year seminars bring small groups of students together with faculty or staff on a regular basis to engage in critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars engage students in the examination of cutting-edge questions. (Source: <https://www.aacu.org/leap/hips>)

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning. (www.aacu.org)

Writing Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry. (www.aacu.org)

Student Success Faculty Activity Examples in Teaching, Service, and Scholarship

Evaluation Categories	Faculty activities that support Student Success	Assessment Tools
Teaching	Development or support of internships/experiential/service learning	Annual self-evaluation; student feedback
	Leading Honors projects	Annual self-evaluation; student feedback
	Teaching study abroad courses	Annual self-evaluation; student feedback
	Creating and presenting professional development sessions	Annual self-evaluation; student feedback
	Attending professional development sessions and/or teaching conferences	Annual self-evaluation; presentation or publication
	Redesigning courses to include high impact practices	Annual self-evaluation
	Innovation in course delivery and/or materials; Use of high impact practices and other retention/progression techniques in course delivery and/or materials	Annual self-evaluation; student feedback; class observations
	Participation in pedagogy-focused programs, e.g., Chancellor's Learning Scholars, Core Fellows, LEAP	Annual self-evaluation; student feedback; presentation or publication
	Guiding students through capstone or other portfolio-based courses	Annual self-evaluation; student feedback
	Assessment data documenting SLO achievement	Review of assessment data
	Additional criteria approved at the School or Department level	
Service	Participation in committee work directly related to student success (e.g., institutional or department/school level curriculum committees)	Annual self-evaluation
	Mentoring student members of university committees	Annual self-evaluation; student feedback

	Writing recommendation letters for students in support of their educational/career goals	Annual self-evaluation; student feedback
	Involving students in faculty-led service activities, e.g., Math Olympics, Academic Bowl	Annual self-evaluation; student feedback
	Developing/assisting with student activities and programs, e.g., RSOs	Annual self-evaluation; student feedback
	Participation in orientations	Annual self-evaluation; student feedback
	Advising and mentoring	Annual self-evaluation; student feedback
	Arranging lectures, performances, other programming for students	Annual self-evaluation; student feedback
	Participation in state/regional professional organizations that focus on student success, e.g., state curriculum committees, Regents' Advisory Committees	Annual self-evaluation
	Participation on relevant accreditation committees, e.g., discipline-specific organizations involving curriculum or certification	Annual self-evaluation
	Assisting students in a tutoring center (e.g., the Math Academic Resource Center (MARC), Student Success Center (SSC)) and/or the Writing Center	Annual self-evaluation; student feedback
Scholarship	Additional criteria approved at the School or Department level	
	Scholarship of Teaching and Learning as defined by the Boyer Model	Published books, book chapters, and journal articles; conference presentations; grant awards; research or scholarship awards
	Graduate/undergraduate research projects or creative endeavors which result in collaborative presentations, performances, or publications with students	Publication, presentation, or performance

	Facilitating publication or presentation of student research projects or creative endeavors	Student publication or presentation
	Coordination and support of the Undergraduate Conference (e.g., develop programming, soliciting speakers, guiding students through the research and submission process, moderating panels, judging paper/poster competitions)	Annual self-evaluation; student feedback
	Additional criteria approved at the School Department level	