Middle Georgia State University

School of Arts & Letters

Full-Time Faculty Handbook 2023-24

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INTRODUCTION

Message from the Dean

A strong, engaged faculty is the cornerstone of the University. The School of Arts & Letters (SoAL) is fortunate in being home to an outstanding faculty with a rich history of achievement in teaching, scholarship, and service.

The academic vocation has never been more rewarding or more challenging than at this very moment at Middle Georgia State University (MGA). The opportunity for impact on our communities and the lives of our students is immense. But the complexities of our campuses, the vast breadth of our student demographics, and the increase in demands on the professorate make faculty vulnerable to scattered energies and burnout. For this reason, I have asked the faculty to hold in mind two fundamental questions of discernment: (1) What is our work to do? and (2) What is "enough"?

It is my hope that the *School of Arts & Letters Full-Time Faculty Handbook* will offer pragmatic guidance and practical tools that will help with the critical balancing act of being 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. All performance rubrics were developed by faculty-led committees and vetted throughout the entire school.

Finally, the performance guidelines offered in the handbook will prove most useful if deployed in conjunction with rich and ongoing conversations with your academic chairs.

My door is always open should you have any questions or concerns.

Yours,
Mary Wearn
Dean of Arts & Letters

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

History

Arts & Letters was formed in July of 2019 as part of Provost Jon Anderson's School-Based Strategy. Dr. Mary McCartin Wearn is the inaugural Dean.

Vision

To be the access hub for exceptional arts and humanities education in our state, to drive cultural development in our region, and to prepare thought leaders for our communities and the creative economy of Georgia.

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 – Chair, Dr. Matt Zimmerman
- Department of Media, Culture, & the Arts – Chair, Dr. Sheree' Keith

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

- 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

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

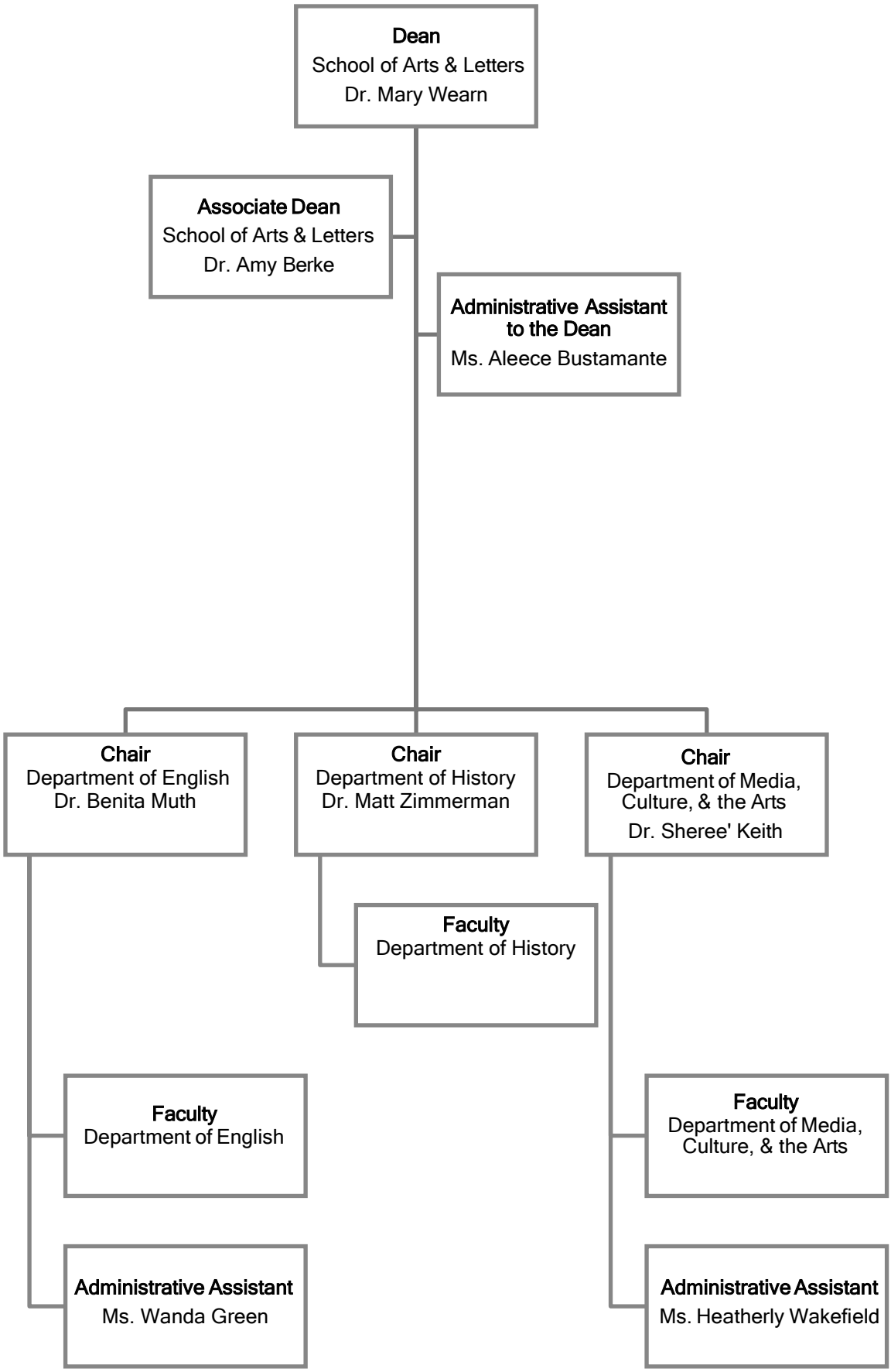
- B.A. in Interdisciplinary Studies with optional Integrated Media, Technology, and Arts overlay or concentrations in
  - Single Discipline
  - Liberal Arts
  - Media & Communication
  - Education
  - Business
  - Health & Human Services
  - Arts
  - Social Sciences
  - STEM

- 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, Art
- AA, Modern Language
- AA, Music
- Minor in Film Production
- Minor in Gender Studies
- 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 4. 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 (https://www.mga.edu/arts-letters/events/event-calendar.php) 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.

Additionally, faculty planning and hosting events should strictly meet deadlines for posting events on the SoAL calendar. 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 Assistant are available to assist, specifically in posting events on the Student Affairs platform, "Presence" 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 4. 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 may receive additional training in the online Learning Management System (Brightspace/ D2L) from MGA's Center for Excellence in Teaching & Learning (https://www.mga.edu/center-excellence-teaching-learning/index.php). New Faculty will also be assigned to a faculty mentor who will help the new faculty member transition to the University and become familiar 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 (*MGA Faculty Handbook, 5.04.02*). The checklist is available here https://www.mga.edu/faculty-affairs/university-syllabus.php

Additionally, in support the USG Mindset Growth initiative (as part of the overall Momentum Approach strategy), 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 One USG Connect (*MGA Faculty Handbook*, 6.04.02).

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).

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.
- 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

[1] All attendance calculations are "prorated" depending on session structure. For a regular sixteen week class, faculty cannot initiate withdrawal until after a student misses two full weeks of class. For an eight week class, faculty cannot initiate withdrawal until after a student misses one full week of class. Technically, a faculty member may initiate withdrawal after a student misses one day of class in a four week session, but good judgment and sound communication should be used in these cases.

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 Associate Dean via email giving notification that the withdrawal process has been initiated. The student should also be informed via D2L/Brightspace.
- The Associate Dean will work with MGA Academic Advising for final outreach to the student before withdrawal is authorized by the Chair.

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 of students' grades. 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, and Mr. Colby Long in Cochran). 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 Assistant, 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

In line with MGA's adherence to initiatives such as Momentum Year (including "Growth Mindset"), 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

MGA Online

The School of Arts & Letters offers the following fully online programs through its online campus, MGA Online: B.A. in Interdisciplinary Studies; B.A. in Media and Communication;

B.A. in English; Graduate Certificate in Technical and Professional Writing; Graduate Certificate in Creative Writing; Graduate Certificate in Teaching College Writing; Graduate Certificate in Strategic Business Communication; M.A. in Technical and Professional Writing; and M.A. in Public Relations. All of SoAL's fully online courses will utilize the MGA Online Template in order to maintain consistency through online course offerings across the institution.

Workload

Please see the *MGA Faculty Handbook* (Section 5.03) for the complete and official workload policy. Lecturers should also see *MGA Faculty Handbook*, Section 4.02.02.3c. Within the School of Arts & Letters, faculty who do not have a full teaching load in a given semester due to class enrollment will be reassigned to other duties such as administrative projects, retention initiatives, or student support.

SCHOOL AND DEPARTMENTAL COMMITTEES

School of Arts and Letters

Graduate Education Committee

Strategic Planning Committee

Evaluation and PTPTR Committee

English Department

English Curriculum Committee

English Assessment Committee

English Graduate Admissions Committee (meets on rolling basis)

History Department

History Curriculum Committee

History 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 4. For specific faculty performance policies, see the *MGA Faculty Handbook*, Section 4.05: Annual Evaluation (4.05.02.2), Promotion (4.05.02.2, 4.05.02.4 and 4.06), Tenure (4.05.02.2, 4.05.02.4 and 4.07), and Post-Tenure Review (4.05.02.5 and 4.07.03).

Per MGA Faculty Handbook, Section 4.05.02.2 Annual Evaluation, "the evaluation of faculty performance assumes consistent weighting" in performance areas "as appropriate to their faculty rank."

Tenured and tenure-track faculty at Middle Georgia State University are evaluated on their yearly performance in the areas of teaching, scholarship, and service. Per April 23, 2023 memo from President Blake to Faculty Senate, by default, teaching constitutes 60% of the annual evaluation, scholarship comprises 20%, and service makes up the final 20%. Faculty should state specific goals for the evaluation of their performance in relation to these categories. Faculty members may petition their Chair and Dean to adjust the evaluative weight of each of these categories for performance evaluation in the upcoming year to reflect their anticipated work more accurately within the ranges below. Deans must approve or deny proposed changes, and teaching workloads are not subject to change. Deans will report evaluative weight adjustments annually to the Assistant Provost of Faculty Development.
Teaching: 50-70%
Scholarship: 10-30%
Service: 10-30%

For Lecturers, the weighting in performance is 100% in teaching.

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) Online presence/availability (distance education) Assessment quality, quantity, timeliness Organization of lectures and course materials	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 Course experience feedback survey and/or comments Student Conferencing Schedules Reporting history (no show, midterms, grades, etc.)
2. Effective Teaching (Meeting Course Objectives)	Student feedback indicating effectiveness in teaching, clear presentation of content, and/or meeting goals/objectives of the class Assessment data documenting SLO achievement	Summary of Course Experience Feedback Survey (**Per USG - must be included in Evaluation for Period of Review per USG to document effective teaching)** Review of Student Learning Outcomes and Assessment/Grading Data

	Student Success metrics in line with departmental and/or school norms (Data will be provided by the Chair)	Class Observation 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 Individual, departmental, school, and University success metrics.
3. Engagement in Student Success Activities	Participation in pedagogy-focused faculty development activities that focus on improving student success Participation in pedagogy-focused faculty development programs that focus on improving student success (e.g., Chancellor's Learning Scholars, Core Fellows, LEAP) Development and/or support of internships or of experiential or service learning Incorporating technology or pedagogical strategies in class for the purpose of student success Conferencing with students at midpoint in semester Advising/ mentoring/ tutoring students Engaging students in undergraduate research	Evidence of participation in faculty development activities or programs Class Observation Report by Dean, Chair, or Peer Documentation of Student Attendance in Writing Center or other Tutoring Services Review of course re-design Review of Syllabi Student Conferencing Schedules 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
4. Innovation/ Continuous Improvement	Responsiveness to feedback from Chair, peers, and/or students in the teaching arena. New course content/materials New high impact practices New active learning components New modes of course delivery Other innovations associated with participation in LEAP, Core Fellows, or other teaching improvement/ achievements programs	Review of Syllabi Course Experience Feedback Survey Review of Course Materials Publication, presentation, or performance by student or with faculty member Annual Self-Evaluation

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.

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	Department, School, University, Ad hoc Committees, Faculty Senate, or committees and boards of the Senate. Appointments to USG committees or work groups. Appointment to specialized positions or projects such as Provost's Fellows, Core Fellows, etc. Administrative assignments such as Program Coordinator or Writing Center Directors.
2. Student Success: Student engagement, support, and/or recruitment	<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. <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 <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.
3. Culture Building	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. Arranging or providing professional development opportunities for the institution. Supporting or building productive external partnerships.

	Ad hoc cultural-building projects or initiatives in response to current events. Arranging or providing support for cross department/committee initiatives.
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/excellen	Extensive participation in multiple engagement, support, or recruitment activities or creation of new programs or projects with documentable success. AND

				ce connected to student engagement, support, and recruitment; successful creation of new programs or projects.	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 an annual conference or a lecture, performance, or professional development series.	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 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.

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	Meets expectations in only one of the Tier 1 service categories in a sustained or progressive manner 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	Exceeds expectations in two or more of the Tier 1 service categories in a progressive or sustained manner across 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;

manner over the review period OR Does not meet Tier 2 expectations over the review period.	OR Does not consistently meet Tier 2 expectations over the review period	meets Tier 2 expectations.	AND Meets Tier 2 Service expectations; Service has trended towards and achieved excellence over 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 Noteworthy Service	Achieves Noteworthy 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 categories in a sustained or progressive manner across the review period; AND Does not consistently meet Tier 2 expectations.	Does not meet expectations in one or more of the Tier 1 service categories in a sustained or progressive manner across the review period; Or Does not consistently meet Tier 2 expectations.	Meets expectations in one 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 one or more of the Tier 1 service categories in a progressive or sustained manner across the review period, AND Meets Tier 2 Service expectations;	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

Evaluation of Scholarship for Tenure-Track Faculty

In the School of Arts & Letters, the definition of scholarship aligns with Boyer's model[1] (scholarship of discovery, teaching, application, and integration) and Shulman's criteria[2] 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. In order 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	Peer Reviewed Publication **in print (not in process),** **including the Scholarship of Teaching and Learning: • 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 Artistic Performance/Exhibition: • 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 Major scholarly grant award of quality, distinction, and competitiveness, which documents significant contributions to the field	• 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	• 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	• 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

Tier 3	• 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	• 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
****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.**		

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

Promotion Metrics in Scholarship

Not Noteworthy in Scholarship	Noteworthy 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 19-37 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.	OR Significant leadership roles. OR Documentable productivity/excellence connected to student engagement, support, and recruitment; successful creation of new programs or projects.	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
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.	Has documented achievement of scholarly goals: Has completed one or more Tier 1 scholarly projects in the Boyer domain of Teaching OR 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.)	Has completed two or more Tier 1 projects in peer-reviewed arenas of cultural significance projects in the Boyer domain of Teaching ; The faculty member serves as a model and/or leader in the scholarship of Teaching within the school

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.

Promotion Rubric for Student Success for Tenure Track Faculty and Lecturers

Not Noteworthy in Student Success	Noteworthy 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 participate in at least one of the other student success categories over	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	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

the review period.			or progressive manner over the review period.	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.

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. This is a limited collection of examples.

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
	Additional criteria approved at the School or Department level	
Scholarship	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., developing 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 or Department level	