



**Middle Georgia**  
State University

**School of Arts &  
Letters**

**Full-Time Faculty Handbook 2019-2020**

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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 burn out. 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/](https://www.usg.edu/academic_affairs_handbook/)
- Middle Georgia State University Faculty Handbook  
[https://www.mga.edu/faculty-staff/docs/MGA\\_Faculty\\_Handbook.pdf](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/2019-2020/Undergraduate-Catalog>
- Middle Georgia State University Academic Catalog - Graduate  
<https://mga.smartcatalogiq.com/2019-2020/The-Office-of-Graduate-Studies-Academic-Catalog>
- Middle Georgia State University Student Handbook and Code of Conduct  
<https://policies.mga.edu/policy-manual/section-4-student-affairs/4-1-student-handbook-code-of-conduct/index.php>

# ABOUT THE SCHOOL

## History

Arts & Letters was formed in July of 2019 as part of Provost Jon Anderson's School-Based Strategy. 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.

## Departments

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

- Department of English - Chair, Dr. Chip Rogers
- Department of History - Chair, Dr. Matt Zimmerman
- Department of Media, Culture, & the Arts - Chair, Dr. Robert McTyre

## Academic Programs

### Department of English

- M.A. in Technical and Professional Writing
- Graduate Certificate in Technical Writing and Digital Communication
  
- B.A. in English with optional concentrations in
  - 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 optional concentrations in
  - Documentary Film (with an option to add the Georgia Film Academy Certificate)
  - Teacher Certification (secondary education)
- Minor in U.S. History
- Minor in World History

## Department of Media, Culture, & the Arts

- B.A. in Applied Art and Design (coming fall 2020) with optional concentrations in
  - Film
  - Visual Communication (geared toward careers in Advertising and Marketing)
- B.A. in Interdisciplinary Studies-B.A. with optional concentrations in
  - Selected Discipline
  - Gender Studies
  - International Studies
- B.A. in Contemporary Musicianship with concentrations in
  - Performance
  - Industry (geared toward the business side of music; a professional minor is required)
- B.A. in New Media and Communications with concentrations in
  - Public Relations
  - Sports Communication
  - Film
- Art (A.A. Core Curriculum)
- Modern Language (A.A. Core Curriculum)
- Music (A.A. Core Curriculum)
- Certificate (Georgia Film Academy)
- Minor in Film Production
- Minor in Gender Studies
- Minor in Spanish

## **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

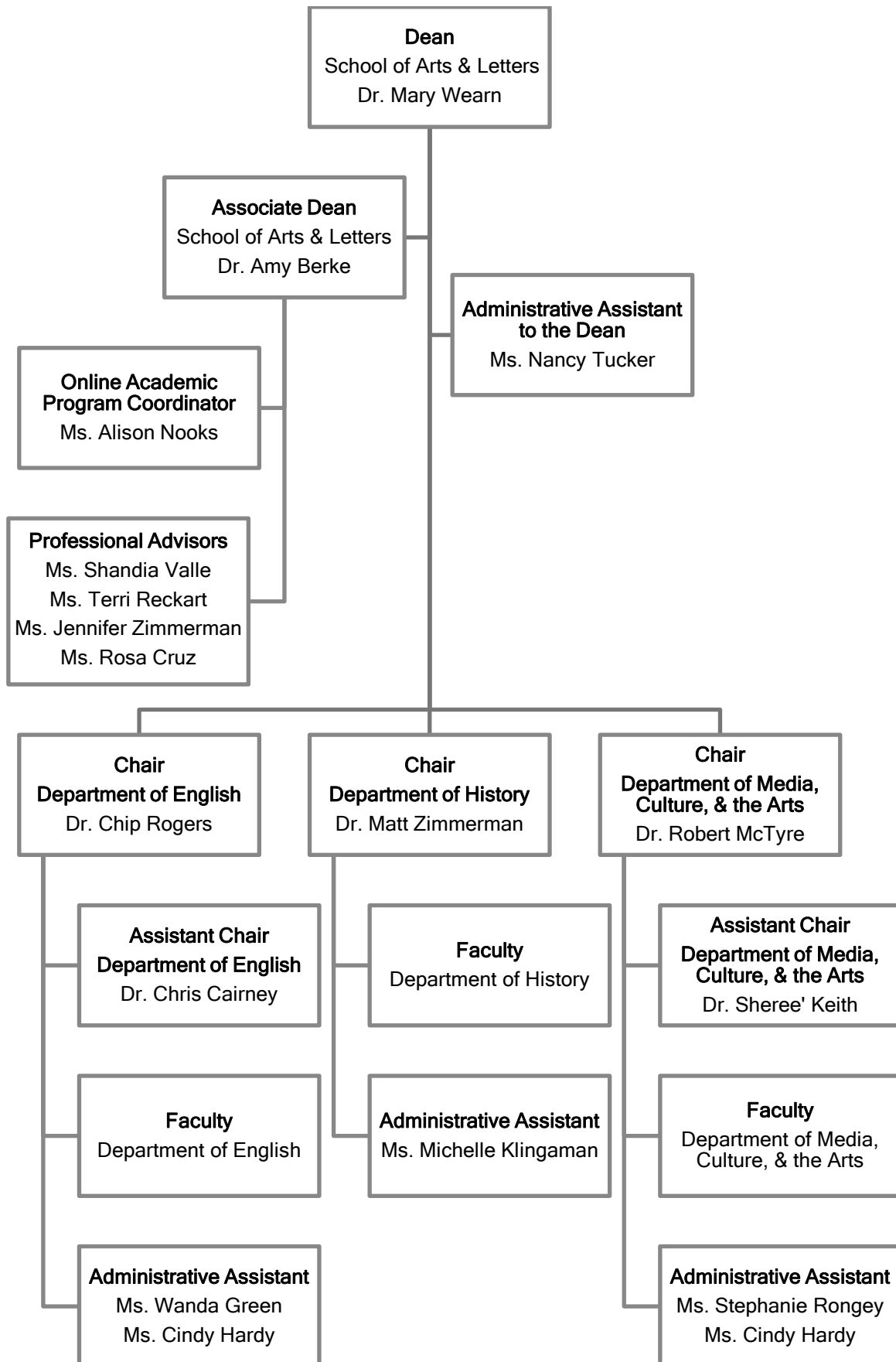
### **Imperative Three: Leverage Diversity**

- 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

# ORGANIZATIONAL CHART





# ADMINISTRATIVE GUIDELINES

Faculty are responsible for familiarizing themselves with administrative policy and guidelines in the Middle Georgia State University Faculty Handbook and Policy Manual. 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 send information about the event to the Associate Dean for inclusion in a school-wide Events Calendar. 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.

# INSTRUCTIONAL GUIDELINES

Faculty should familiarize themselves with instructional policies as outlined in the manuals and handbooks listed on Page 3. For routine questions about posting office hours, ordering textbooks, requesting travel, and similar matters, please see Section 5 of the MGA Faculty Handbook: Faculty Rights and Responsibilities. The following information clarifies or amplifies Instructional Guidelines within the School of Arts & Letters.

## 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/docs/Syllabus\\_Checklist.pdf](https://www.mga.edu/faculty-affairs/docs/Syllabus_Checklist.pdf)

## 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. SOAL's Online Academic Program Coordinator can assist faculty in setting up the D2L/Brightspace Gradebook

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

Tenure-track faculty are expected to engage in mentoring and academic advising of majors. Newly admitted, transfer, and returning students under 45 semester hours will be advised by Professional Advisors in the School of Arts & Letters. 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 45 semester hours, majors are transferred to their faculty mentor who will, thereafter, serve as a faculty advisor.

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.

## Retention and Progression

In line with MGA's adherence to initiatives such as Complete College Georgia, Gateway 2 Completion, and 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 Direct

The School of Arts & Letters offers the following fully online programs through its online campus, MGA Direct: B.A. in Interdisciplinary Studies, and the M.A. in Technical and Professional Writing. All of SOAL's fully online courses will utilize the MGA Direct Template in order to maintain consistency through online course offerings across the institution.

## **Workload**

Please see the MGA Faculty for complete and official workload policy. 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.

# FACULTY PERFORMANCE

Faculty should familiarize themselves with faculty performance guidelines as outlined in the MGA Faculty Handbook.

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 not exhaustive and all full-time faculty are free to provide alternative/additional evidence during evaluation periods.

Teaching Categories	Quality Indicators	Assessment Tools
<b>1. Course Design, Delivery, and Management</b>	<p>Complete and well-organized syllabi</p> <p>Student feedback indicating preparedness, organization, timely grading, and/or appropriate pace</p> <p>SLO/assessment alignment (may be requested at any time)</p> <p>Well-designed rubrics</p> <p>Regular office hours and class meetings (face-face-to-face classes)</p> <p>Online presence/availability (distance education)</p> <p>Assessment quality, quantity, timeliness</p> <p>Organization of lectures and course materials</p>	<p>Review of Syllabi (including review of schedule, assessments, due dates, learning outcomes, office hours, and adherence to school and departmental policy and procedure)</p> <p>Class Observations 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>Student Evaluations</p> <p>Student Conferencing Schedules</p> <p>Reporting history (no show, midterms, grades, etc.)</p>
<b>2. Effective Teaching (Meeting Course Objectives)</b>	<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>DWF rates in line with departmental and/or school norms (Data will be provided by the Chair)</p>	<p>Student Evaluations</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>
<b>3. Student Interaction and Engagement</b>	<p>Student feedback indicating:</p> <ul style="list-style-type: none"> <li>• Good communication</li> <li>• Fairness</li> </ul>	<p>Student Evaluations</p> <p>Review of Syllabi</p>

	<ul style="list-style-type: none"> <li>• Respectfulness</li> <li>• Enthusiasm</li> <li>• Fostering of Class Participation</li> <li>• Fostering of Critical Thinking</li> </ul> <p>Use of active learning techniques or high impact practices</p> <p>Effective / engaging use of technology or alternative teaching modalities</p> <p>Other retention and progression techniques</p>	<p>Class Observation by Dean, Chair, or Peer</p> <p>Peer or administrative review of online course (may be requested at any time)</p> <p>Annual Self Evaluation</p>
<b>4. Innovation/ Continuous Improvement</b>	<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 or 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>Student Evaluations</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**

	<b>Does not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Course Design, Delivery, and Management</b>	Courses are poorly designed, delivered, and/or managed.	Courses are effectively designed, delivered, and managed.	Courses are exceptionally designed, delivered, and/or managed.
<b>Effective Teaching (Meeting Course Objectives)</b>	The faculty member is not an effective teacher; course objectives are not met.	The faculty member is an effective teacher; course objectives are met.	The faculty member is an exceptionally effective teacher; course objectives are consistently met or exceeded.
<b>Student Interaction and Engagement</b>	The faculty member has negative and/or non-productive relationship with students; students	The faculty member has a positive and productive relationship with students;	The faculty member has a strong and highly productive relationship with students; students

	are not engaged in learning.	students are engaged in learning.	are highly engaged in learning.
<b>Innovation/Continuous Improvement</b>	The faculty member does not innovate and/or does not demonstrate commitment to continue to continuous improvement.	The faculty member innovates in the classroom and demonstrates commitment to continuous improvement.	The faculty member is highly innovative in the classroom and demonstrates exceptional commitment to continuous improvement.
<b>Annual Evaluation Metrics in Teaching for all Full-time Faculty</b>			
<b>Needs Improvement</b>		<b>Meets</b>	<b>Exceeds</b>
Faculty member does not meet expectations in one or more teaching categories.		Faculty member meets expectations in all categories.	In addition to meeting all expectations, the faculty member exceeds expectations in two or more teaching categories over the review period.
<b>Tenure and Promotion Metrics in Teaching for Tenure-track Faculty</b>			
<b>Not Superior</b>		<b>Superior</b>	
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.	
<b>Promotion Metrics in Teaching for Lecturers seeking Promotion to Senior Lecturer*</b>			
<b>Not Superior</b>		<b>Superior</b>	
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.	

\*For promotion criteria for Lecturers, see the MGA Faculty Handbook.



## 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
<p><b>1. Committee Work and Administrative Assignments</b> (not to include those associated with a salary or course reduction; may include a stipend)</p>	<p>Department, School, University or Ad hoc Committees or Faculty 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, QEP Liaison, etc.</p>
<p><b>2. Student Engagement; Support, and Recruitment</b></p>	<p><u>Student Engagement</u> RSO Volunteering Developing or assisting with student activities and/or programs Co-Curricular support Development or support of internships and/or other experiential learning opportunities.</p> <p><u>Student Support</u> (Retention, Progression, &amp; Graduation) Advising and mentoring Student support projects and programs Call campaigns Program round-up activities</p> <p><u>Recruitment</u> Attending open houses K-12 Outreach (on and off campus) Coordinating or judging pre-collegiate competitions held at the institution</p>
<p><b>3. Culture Building</b></p>	<p>Arranging lectures or performances for the institution.</p> <p>Arranging or providing professional development opportunities for the institution.</p> <p>Supporting or building productive external partnerships.</p>

<b>Tier 2 Service</b>	<b>Examples</b>		
<b>Community Service (Including Service to the Profession)</b>	Speeches, lectures, memberships in community or professional organizations, or service or professional projects that engage the faculty member's professional expertise (broadly defined).		
<b>Tier 1 Performance Rubric by Service Category</b>			
	<b>Does not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Committee Work and Administrative Assignments</b>	No significant documentable, participation on committee/boards, the Senate and/or administrative assignments; no evidence of 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)
<b>Student Engagement, Support, and Recruitment</b>	No significant documentable, participation in engagement, support, or recruitment activities; no evidence of 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.
<b>Culture Building</b>	Did not arrange culture building activities or support development of productive external partnerships.	Arranged successful lectures, performances, professional development or other culture-building activities OR provided	Arranged multiple successful lectures, performances, professional development or other culture-building activities and/or supported productive external partnerships.  OR

		significant support in development of productive external partnerships.	<p>Arranged prestigious lectures, performances, professional development or other culture-building activities.</p> <p style="text-align: center;">OR</p> <p>Developed new, productive external partnerships.</p> <p style="text-align: center;">OR</p> <p>Established new, significant, and sustainable cultural programming such as an annual conference or a lecture, performance, or professional development series.</p>
<b>Tier 2 Service Performance Rubric</b>			
<b>Does Not Meet</b>		<b>Meets</b>	
Did not participate in community service		Participated in community service	
<b>Annual Evaluation Metrics in Service</b>			
<b>Needs Improvement</b>	<b>Meets</b>		<b>Exceeds</b>
Does not meet expectations in any of the three Tier 1 service categories over the review period and/or does not meet Tier 2 expectations.	Meets expectations 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.
<b>Tenure and Promotion Metrics in Service</b>			
<b>Not Outstanding</b>		<b>Outstanding</b>	
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 (has no record of community service).		Exceeds expectations in <u>two or more</u> of the service categories in a progressive and/or sustained manner across the review period. Has consistently met Tier 2 service expectations (has a consistent record of community service).	

## Evaluation of Scholarship for Tenure-Track Faculty

In the School of Arts & Letters, the definition of scholarship aligns with Boyer's model<sup>1</sup> (scholarship of discovery, teaching, application, and integration) and Shulman's criteria<sup>2</sup> 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

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

<sup>2</sup> 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.

Scholarship Levels	Examples of Scholarship	Documentation
Tier 1	<p>Peer Reviewed Publication:</p> <ul style="list-style-type: none"> <li>• Authored or edited books</li> <li>• Scholarly monographs</li> <li>• Book chapters</li> <li>• Scholarly journal articles</li> <li>• Scholarly translations</li> <li>• Coherent body of creative writing that exhibits depth and breadth over time</li> </ul> <p>Artistic Performance/Exhibition:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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</li> </ul> <p>Major scholarly grant award of quality, distinction, and competitiveness, which documents significant contributions to the field</p>	<ul style="list-style-type: none"> <li>• Copy of or excerpts from published work; artist portfolios</li> <li>• 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)</li> <li>• 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)</li> <li>• Documentation of merit of grant award</li> <li>• Research/ scholarship/artistic award or recognition</li> </ul>

Tier 2	<ul style="list-style-type: none"> <li>• Scholarly book review</li> <li>• Article or entry published in specialized scholarly encyclopedia or reference work</li> <li>• Article or entry in a major professional newsletter or an editorial statement in a major professional publication</li> <li>• Peer reviewed artistic performance or exhibition in a venue of documentable cultural significance</li> <li>• Peer reviewed scholarly presentation at conferences of outstanding quality and distinction in the field</li> <li>• Graduate/undergraduate research projects or creative endeavors which result in collaborative presentations, performances, or publications with students</li> <li>• Scholarly grant award</li> <li>• Peer-reviewed article published in conference proceedings</li> <li>• Editor, Associate Editor, or Special Issue Editor of a refereed journal</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of or excerpts from published work; artist portfolios; copy of conference literature</li> <li>• Documentation of grant submission and/or award</li> <li>• Documentation of editorial work</li> <li>• 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.)</li> <li>• Documentation of research/artistic scholarship award</li> </ul>
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Tier 3	<ul style="list-style-type: none"> <li>• Scholarly paper presented at academic conference</li> <li>• Invited keynotes, public lectures, creative presentations or performances</li> <li>• Conference panel or session organizer</li> <li>• Peer reviewed artistic performance or exhibition at access/local/community venues</li> <li>• Sharing research with students in graduate/undergraduate research projects or creative endeavors which result in student presentations, performances, or publications</li> <li>• Reviewing scholarly or creative work for possible publication (as a member of an editorial board of a refereed academic journal or a literary journal)</li> <li>• Reviewing scholarly or creative work for possible publication (by invitation of an editor of a refereed academic journal or literary journal)</li> <li>• Adjudicator in performance competitions</li> <li>• Articulating and/or making progress in a focused program of research or a creative endeavor for which performance, presentation, or publication is expected</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of program; copy of conference literature; documentation of student presentation, performance, or publication</li> <li>• Reviewer comments or a decision letter which supports that a manuscript was reviewed; written verification of acceptance of work for publication</li> <li>• 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.)</li> <li>• copy of in-progress work</li> <li>• documentation of review of scholarly or creative works</li> </ul>
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## Performance Rubrics by Scholarship Category

### Annual Evaluation Metrics in Scholarship

Needs Improvement	Meets	Exceeds
Has completed one or fewer scholarly projects from Tier 2 or 3 and none from Tier 1; does not show 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.)

### Tenure and Promotion Metrics in Scholarship

No record of scholarship	Record of scholarship (tenure)	Record of outstanding research, scholarship, creative activity, or academic achievement (promotion to associate professor or promotion to full professor)
Has not consistently met expectations for scholarship over the review period; no evidence of making progress towards scholarly goals over the review period.	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 progress towards completion and presentation of body of artistic work; invitation/acceptance to culturally noteworthy performance/exhibition venue, etc.).	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.