School of Arts & Letters

Full-Time Faculty Handbook 2023-24

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- Strategy 1: Engag3m11 3 Tc 80 9 Tc 0 -0 w 3.376 d( )Tj-00c12 Tw 0 9 d(3:)Tj6 /TT4 15j-03 Tc
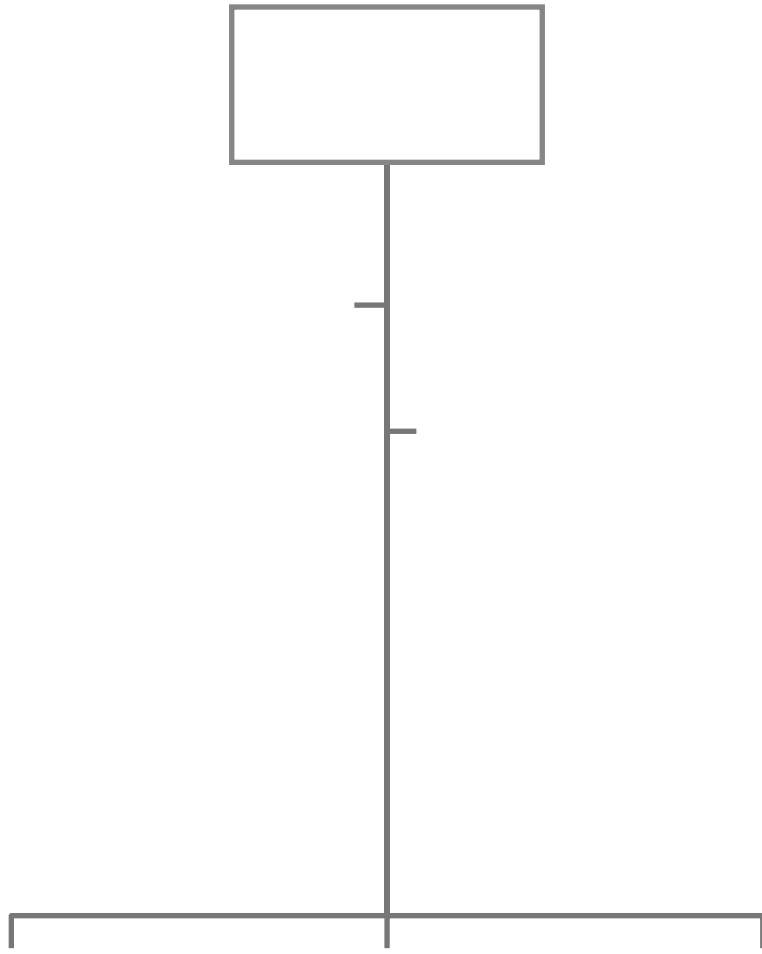
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School of Arts and Letters

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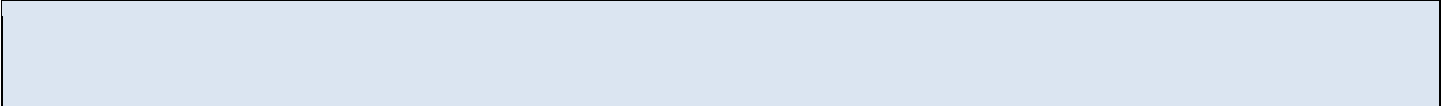## Evaluation of Teaching for Lecturers and Tenure-Track Faculty

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](#)
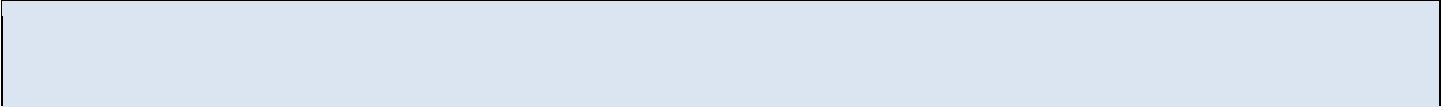
| | Student Success metrics in line with departmental and/or school norms (Data will be provided by the Chair) | Class Observation by Dean, Chair, or Peer (may be requested at any time) Peer or administrative review of online course (may be requested at any time) Annual Self-Evaluation

Individual, departmental, school, and University success metrics. |

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

	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.

	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.

Evaluation of Service for Tenure-Track Faculty

SoAL's definition and evaluation of service to the Department, School, or

	Ad hoc cultural-building projects or initiatives in response to current events. Arranging or providing support for cross department/committee initiatives.
	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)

					The faculty member is a model of leadership in Culture Building for the school. n I1.651T/T8/

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.

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Evaluation of Scholarship for Tenure-Track Faculty

In the School of Arts & Letters, the definition of scholarship aligns with Boyer's 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
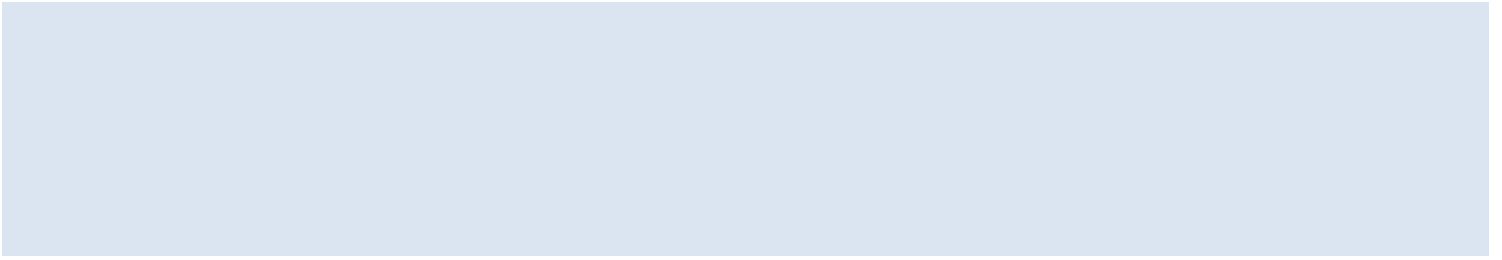- The work is publicly presented, perf

Performance Rubrics by Scholarship Category

Scholarship Levels

| 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 ne

towards
scholarly
goals over

Evaluation of Student Success for Lecturers and Tenure-Track Faculty

	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/excellenc e connected to student engagement, support, and recruitment; successful creation of new programs or projects.	activities or creation of new programs or projects with documentabl e success AND Significant leadership roles; AND The faculty member is a model of leadership in Student Success Service for the school
	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/Scholarshi p 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

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	

Faculty Performance Appendix

	Development or support of internships/experiential/service learning	Annual self-evaluation; student feedback
	Leading Honors projects	Annual self

	Participation in orientations	Annual self-evaluation; student feedback
	Advising and mentoring	Annual self-evaluation; student feedback
	Arranging lectures, performances, other programming for students	Annual