

Mason Korea Term Faculty Evaluation and Promotion Guidelines

Promotion

Mason Korea values and supports its faculty, and is committed to creating a culture of success and pathways for promotion. Full-time term instructional faculty are eligible for promotion to Instructional Associate Professor or to Senior Instructor following the completion of the fifth year of full-time teaching at Mason Korea. Mason Korea term instructional faculty who meet Mason Korea and the home department or local academic unit (LAU) criteria for promotion may be considered early; however, typical candidates for promotion must have a minimum of three years teaching at George Mason University. They are subsequently eligible for promotion to Instructional Professor or to Master Instructor normally after their eighth year of full-time instructional for Mason Korea. For term instructional faculty with the terminal degree in the field, promotion will be from Instructional Assistant Professor to Instructional Associate Professor, to Instructional Professor. For term instructional faculty without the terminal degree in the field, promotion will be from Instructor to Senior Instructor to Master Instructor.¹

Performance Progress and Evaluation for Promotion

All Mason Korea term instructional faculty will receive feedback about progress toward promotion in their annual reviews.² For Tier 1 Promotion (from Assistant to Associate, or from Instructor to Senior Instructor), faculty will receive more comprehensive feedback about progress toward promotion at least two years prior to the first cycle for which they are eligible for promotion. Faculty pursuing Tier 2 promotion (from Associate to Professor, or from Senior Instructor to Master Instructor) should discuss with the Associate Dean for Faculty and Academic Affairs and the home department or LAU on their progress toward promotion at least two years prior to the cycle for which they may to be considered for Tier 2 promotion, and continue these more comprehensive conversations as they decide on the appropriate time to apply for Tier 2 promotion.

Tier 1 and Tier 2 performance evaluation is multi-dimensional. It considers the appropriateness and craft of course design and curricular materials, the learning outcomes, assignments, and assessments designed to promote student learning; the students' work and faculty member's feedback on assignments and assessments; peer teaching evaluations, student evaluations of their learning experiences; and the faculty member's participation in pedagogical development activities. However, performance evaluation never relies on one

¹ For more on terminal degrees, consult the GMU Handbook.

² Please note, regular feedback should also be received from the candidate's home department or local academic unit to ensure candidate is meeting expectations for its promotion committee.

singular source of assessment such as student evaluations.

Criteria for Promotion

Tier 1 Promotion (from Assistant to Associate, or from Instructor to Senior Instructor)

A Mason Korea term faculty member who meets both Mason Korea and home department or LAU criteria for promotion may apply for Tier 1 promotion, normally following the completion of the fifth year of full-time teaching at Mason Korea. Applications due dates are set by the Provost's Office, but are typically scheduled for the first week of the fall semester. Promotion decisions are typically made by the end of the fall semester. A faculty member who does not apply for promotion following their fifth year may apply in any subsequent years after the initial eligible. However, there is only one promotion cycle each year.

Applications for a candidate's promotion are evaluated, in this order: by the department at the U.S. campus with which the faculty member is affiliated, by the Mason Korea Promotion Committee, the Mason Korea Campus Dean, and finally, the University Provost. The Dean of the college/school at the U.S. campus in which the affiliated unit is housed will have the opportunity to provide consultation to the Mason Korea Campus Dean during the review process.

No later than the awarding of the first multi-year contract, there should be clear understanding between the faculty member and the Mason Korea administration regarding the weight that will be given, if any, to research, practice and scholarship, and administrative responsibilities in promotion decisions. This understanding should be documented in writing and maintained by the office of the Associate Dean for Faculty and Academic Affairs, the home department or LAU, and by the term faculty member. Service is expected from and evaluated for all term faculty members during the promotion process.

Candidates for Tier 1 promotion must demonstrate at least high competence in teaching (defined below and described in detail on the University Provost's website).³

In cases where term faculty members have other contractual or defined responsibilities and or who receive release time for research, practice and scholarship or administrative responsibilities, this work will be considered in the promotion decision and will be evaluated according to percentages established in advance (e.g., 60% teaching, 20% research, practice and scholarship, 20% administrative responsibilities).

Tier 2 Promotion (from Associate to Professor, or from Senior Instructor to Master

Instructor)

A Mason Korea term instructional faculty member who meets both Mason Korea and the home department or LAU criteria for promotion may apply for Tier 2 promotion normally after completion of the eighth year of full-time teaching for Mason Korea. Applications due dates are set by the Provost's Office, but are typically scheduled for the first week of the fall semester. Promotion decisions are typically made by the end of the fall semester. A faculty member who does not apply for promotion following completion of the eighth year may apply in any subsequent years after the initial eligible. However, there is only one promotion cycle each year.

Applications for a candidate's promotion are evaluated in this order: by the department in at the U.S. campus with which the faculty member is affiliated, by the Mason Korea Promotion Committee, the Mason Korea Campus Dean, and the University Provost. The Dean of the college/school at the U.S. campus in which the affiliated unit is housed will have the opportunity to provide consultation to the Mason Korea Campus Dean during the review process.

Candidates for Tier 2 promotion must demonstrate genuine excellence in teaching (defined below and described in detail on the University Provost's website).

In cases where term instructional faculty members have other contractual or defined responsibilities and who receive release time for research, practice, and scholarship, funding/grants, or administration service, this work will be considered in the promotion decision and will be evaluated according to percentages established in advance (e.g., 60% teaching, 20% research, 20% administrative responsibilities).

For faculty hired at the associate or senior instructor level or at the time of Tier 1 promotion and ongoing from that point, there should be a clear written understanding in advance between the faculty member and the Mason Korea administration on the weight that will be given, if any, to research, practice and scholarship, and administration responsibilities in promotion decisions. This understanding should be documented in writing and maintained by the office of the Associate Dean for Faculty and Academic Affairs, the home department or LAU, and by the term faculty member.

Teaching Standards for Review and Promotion

High Competence

Mason Korea term instructional faculty seeking Tier 1 promotion to Associate Professor or to Senior Instructor must demonstrate High Competence in Teaching, which are the hallmarks of effective teaching. Evaluation involves an assessment of each of the following four factors:

- Pedagogical strategies based on modalities of teaching (face-to-face,

asynchronous, hybrid or fully online) that equitably support and engage students in learning, typically demonstrated by student evaluations of teaching and peer review;

- Successful student learning, typically demonstrated by experiential learning activities, assignment and exams that promote critical thinking;
- Course designs which incorporate diversity in context of the discipline and align to home department or LAU , teaching materials, and/or broad evidence of student achievement; and
- Faculty growth and continuous course improvement, typically evidenced by course materials, faculty members' self-assessment, attainment of course and student learning outcomes, and/or involvement in professional development to strengthen teaching and mentoring.

Genuine Excellence

Mason Korea term instructional faculty seeking promotion to Tier 2 Instructional Professor or to Master Instructor must demonstrate Genuine Excellence in Teaching. This involves further assessment of the following additional factors (in addition to the Tier 1 requirements), which should be considered holistically. Specifically, while each factor should be addressed, it is expected that faculty will differ in the strength of their contributions across the following five factors.

- Research-based and effective teaching and learning strategies appropriate to the students and the discipline, typically evidenced in course materials and faculty members' self-assessment;
- Teaching and learning experiences that are designed to reflect Mason's commitment to diversity and inclusive excellence, typically evidenced by course design, teaching materials that incorporate diversity in the context of the discipline, broad evidence of student achievement, and/or faculty members' self-assessment;
- Work with students beyond the classroom, typically evidenced by examples of student mentoring and advising or supporting undergraduate research and scholarship;
- Pedagogical leadership (e.g., for a course and/or curricular initiative) at Mason and/or within a professional community;
- Impact beyond the Mason Korea position and the home department or LAU, typically evidenced by invited and peer-reviewed presentations about curriculum or pedagogy at professional conferences, workshops, or exhibitions; external funding for curricular development or piloting teaching methods; and/or research and scholarship focused on pedagogy that could include peer-reviewed publications, books, monographs, instructional materials, or other media; and
- Diversity and Inclusive Excellence, typically evidenced by teaching and learning

experiences that are designed to reflect Mason Korea's commitment to diversity and inclusive excellence, and course design that makes expectations transparent, uses inclusive policies and practices, and ensures that all resources and assignments are fully accessible.

These criteria are relevant for and applicable to courses offered in different modalities, whether face-to-face, hybrid, fully online, or field/clinical supervision. Evidence for Genuine Excellence in Teaching must be derived from multiple sources that provide a demonstrated pattern consistent with the concept of Genuine Excellence in Teaching over time, noting that all faculty experience occasional challenges in the face of designing and implementing new and creative teaching approaches.

Institutional and Professional Service

All Tier 1 and Tier 2 term instructional faculty are expected to engage in some level of institutional and professional service, which may include leadership responsibilities, as part of their employment at Mason Korea. Faculty are also encouraged to engage in outside civic and professional activities that support the community, and their own growth and development as a professional.

Engagement at all levels of the institution and in the professional discipline will be given positive weight in personnel decisions. This engagement might take the form of service and leadership to the Mason Korea, the university, or the community, to their academic discipline/field and/or engagement in professional development to enhance the student learning experience or other benefits to students and Mason Korea.

Examples of evidence for institutional and professional service include:

- Chairing, co-chairing or participating in committees for the campus, the LAU, college/school, or university;
- Advising and supporting co-curricular experiences for students;
- Participating in faculty governance or institutional development activities;
- Contributing to and/or providing leadership to relevant professional organizations, and/or communities;
- Serving in leadership roles or actively contributing to Mason Korea and university wide initiatives;
- Providing community engagement, consulting, service, and/or leadership related in some way to one's expertise; and
- Participating in professional development activities such as:
 - Participating in conferences, workshops or other opportunities to improve teaching and learning practices and approaches
 - Participating in workshops or other opportunities to enhance knowledge around a specific content domain related to professional expertise (e.g., new

- research methods and analyses)
- Participating in workshops or other opportunities to develop leadership capacity that would enhance their Mason work

Administrative Service Responsibilities

Given the mission of the Mason Korea campus, term faculty are primarily evaluated at the Mason Korea Promotion Committee level on their teaching. However, some faculty may have administrative service responsibilities in lieu of some of their teaching as part of their contracted terms of employment. The criteria for successful performance must be agreed upon in writing between the faculty member and the Mason Korea Associate Dean for Faculty and Academic Affairs, and a copy given to the faculty member's home department or LAU.

In such cases, administrative service should have a proportional clearly defined weight in the evaluation of promotion.

Research, Practice and Scholarship

Given the mission of the Mason Korea campus, term faculty are primarily evaluated at the Mason Korea Promotion Committee level on their teaching. However, some faculty may have research, practice and scholarship activities that support and further develops their teaching craft as well as their professional discipline.

Evaluation of faculty performance of research, practice, and scholarship activities usually begins in the LAU. Mason Korea or the LAU may choose to consider external evaluations of the faculty member's work during the promotion process.

Examples of evidence for research, practice and scholarship include:⁴

- Publications (peer reviewed), including journal articles, books, edited books, book chapters, monographs;
- Sponsored research activities and grant or contract awards;
- Sponsored projects where the faculty member is a PI, Co-PI or major consultant;
- Conference and other scholarly presentations (peer-reviewed and invited);
- Original artistic work, software and media, exhibitions, and professional performances;
- Intellectual property, patents, and evidence of relevant entrepreneurial activities; and
- Other evidence indicating scholarly recognition and reputation.

⁴ Note, this may also vary based on discipline, home department or LAU guidance.

Promotion Casebook

Items 1 and 2 are provided by the relevant home department or LAU. Items 3 – 8 are the responsibility of the candidate.⁵

1. Letter of recommendation from the Dean or Director;
2. Letters of recommendation from earlier committees evaluating the case to include a roster of committee members at each level, and from department chair/school director (where relevant);
3. Candidate's employment chronology, particularly at GMU to include: date of hire, date of initial appointment to an instructional faculty position and ensuing additional appointments;
4. Candidate's vita;
5. Candidate's cover letter and professional statement, up to eight pages total, including teaching philosophy and pedagogy, professional teaching development and future plans and goals. The candidate's statement should reflect teaching as the primary area of focus as well as commentary on additional research, practice and scholarship, grants/funding, leadership, administrative service and mentorship activities as per the candidate's contract. The narrative should reflect the evidential material mentioned below and uploaded in portfolio;
6. Evidentiary materials for candidates undergoing evaluation of performance in teaching must include evidence of highly competent classroom teaching. The range of the candidate's teaching, learning, and mentoring should be highlighted. See below for more details.
 - a. The evaluation of performance in teaching must include evidence of highly competent classroom teaching and teaching experience. Evidence for this evaluation should include:
 - i. Syllabi or other course materials created by a candidate that demonstrate the clarity, appropriateness, and efficacy of course materials, course and student learning outcomes, methods and presentations. Provide a syllabus for each course taught at Mason Korea over the past five years up to the promotion decision, including during summers.
 - ii. Other materials which are representative examples of teaching (4 to 6 examples). They should not be from every course, nor may all materials be from a single course.
 - iii. Student course numerical evaluations. Provide all numerical

⁵ In many cases, most requirements for promotion from the home department or local academic unit and that of Mason Korea may be similar. However, please keep in mind that faculty must submit the casebook based on requirements from the home department or local academic unit.

evaluations for each course taught over the past five years at Mason Korea up to the submission of the promotion materials, including during summers. Provide a summary spreadsheet of numerical data from the student evaluations of teaching.

- iv. Student course qualitative comments. Provide all qualitative comments for each course taught over the past five years at Mason Korea up to the submission of the promotion materials, including during summers. You may include any additional student comments or unsolicited letters on teaching performance, which speaks to teaching effectiveness and/or personal growth and development as an instructor.
 - v. Peer teaching evaluations based on class observations. There should be a minimum of three peer evaluations, including one completed by the administrative head of the home department or local academic unit, or a designated faculty member.
 - vi. Representative examples of assignments or other means of evaluation. These need not be— and should not be—from each course (4 - 6 examples; these can overlap with the requirement in 6.a.ii, but the candidate can also provide assignments without examples of the graded work that resulted from it.)
 - vii. Representative examples of graded student work and feedback from courses with the description of the assignment (4 - 6 examples; can overlap with 6.a.vi.) given to the students. A couple of examples per assignment will likely provide more effective demonstration of candidate responses to student work, than choosing all examples from a single assignment. For example, there might be two graded pieces of work from 3 assignments, for a total of 6. Please remove student identifying information from the work.
 - viii. Other types of evidence as allowed by the George Mason University Provost (current link is <https://provost.gmu.edu/faculty-matters/term-faculty-information>; see Demonstration of Teaching) are at the candidate's choice to provide.
- b. In the case of term faculty undergoing evaluation of performance in research and practice, evidence including comprehensive lists of all research and scholarly activity such as peer-reviewed articles, books or monographs, and any grants or funding received where the candidate is a PI, Co-PI or expert participant should be included.
 - c. In the case of term faculty with significant administrative and/or leadership responsibilities, evidence of administrative service and accomplishments must be included.
7. Valid Certificate of Completion for all required Compliance, Diversity and Ethics trainings.

8. Any other supporting evaluative material such as outreach, professional training and awards, which the candidate believes may help strength their portfolio.

The Mason Korea Promotion Committee

Members of the Mason Korea Promotion Committee are elected based on Mason Korea Faculty Bylaws. Members must be full-time Associate-level instructional faculty or higher on the Mason Korea campus. The Mason Korea community expects that the committee members, as part of their service, will be fair, unbiased and conscientious. Additionally, members of the Mason Korea Promotion Committee will maintain complete confidentiality throughout the promotion process, and will not discuss the content of the committee's work or recommendation letters. Should there be a perceived or real conflict of interest, the Mason Korea Promotion Committee member will recuse themselves from the dossier being reviewed.

Promotion Denials for Tier 1 Evaluations

A Mason Korea term instructional faculty member whose promotion to Associate or Senior Instructor is denied should prepare a plan to address the issues of concern in their review. A subsequent year of teaching will provide an opportunity to demonstrate high competence in teaching, including addressing any issues of concern. During the following year, the faculty member can again apply for promotion, but should consult with the Associate Dean for Faculty and Academic Affairs on whether they seem ready for the new review (i.e., they will skip at least one subsequent review cycle, in order to have time to address the documented issues).

Promotion Denials for Tier 2 Evaluations

A Mason Korea term instructional faculty member whose promotion to Professor or Master Instructor is denied may apply again for promotion in the second cycle subsequent to the one in which they were denied (i.e., they will skip at least one cycle, in order to have time to further develop their portfolio of achievement).

Date of Last Revision: 23 March 2022