

Introduction

The following guidelines detail in one place Mason Korea's expectations and aspirations for faculty and provide a guide for faculty evaluation in annual review. In general, the bullet points are neither in an "or" or an "and" relationship to one another but are guideposts for judgment. For example, the lack of explanation for course objectives would not reasonably make an otherwise good or even excellent teaching record unsatisfactory, though it should be noted in the review so that the faculty member could act on it. On the other hand, the failure to meet all expectations for at least good syllabi could potentially be unsatisfactory, depending on other features of the teaching or service. A pattern of documented abusive or derisive responses to students could be grounds for unsatisfactory in and of itself. The committee must weigh the relative importance of different criteria and come to a fair and reasonable decision.

In making distinctions among categories, it will be helpful to compare the guidance in cognate categories, e.g., how "Course Structure and Course Assignments" are characterized at each level from "unsatisfactory" to "outstanding" and then locate where the evidence of the record best fits.

As with individual bullet points, the different categories are related neither by "and" or "or," but must be considered holistically. Therefore, a faculty member does not need to be at the same achievement level across all categories to be judged that level—and indeed it is unlikely that one faculty member will be at the same achievement level across categories. For example, a faculty member might be "Excellent" in "Course Structure and Assignments" and "Behaviors and Activities," "Good" in "Syllabi" and "Course Evaluations," and "Outstanding" on the peer review. It is up to the committee to decide ultimately where the final evaluation should land, not by applying some abstract weighting, but considering the whole case.

- Might lower numerical evaluations have been driven by the very experimentation that made the assignments creative and exciting? Are the syllabi unremarkable, but not in a way that especially detracted from the presentation of teaching as a whole?
- Or, while there are flashes of excellence in the record, do confusing or uninspiring syllabi and assignments and lower SET values suggest the instructor can develop further before being fully "excellent"?
- Does the "outstanding" peer review mostly or only document an excellent classroom presence, or does it also coincide with a level of creativity and challenge that subtends the rest of the presentation of teaching including other areas that are also "outstanding"?

A faculty member who is unsatisfactory either in teaching or service is unsatisfactory overall.

Where the ratings otherwise differ between the overarching categories of "teaching" and "service" the committee must again extend its judgment to determine an overall rating. While teaching is 80% and service is 20% of workload (absent research or administrative responsibility), that weighting should not be a mathematical guide to determining the overall rating. That is because while teaching is a larger percentage of the workload, a larger percentage of that work is composed of the regular expectations of showing up for class, giving and grading assignments, and treating students with respect—everything under "good." What is excellent or outstanding is on the margins of that 80%, so that counting the excellent or outstanding as the full 80% overvalues teaching and undervalues service, which, though a

smaller weight, is nearly all on the margin, since the expectations for good service are minimal. The fact that different evaluation schemes might differently categorize the same kinds of activities as “teaching” or “service” likewise suggests the value of judging the record based on how it advances the aims of Mason Korea—through teaching or service—rather than trying to categorize, count and multiply. Further, this approach allows faculty to apply their efforts in the areas that most appeal to their interests and talents, without worrying about what will count where.

Materials to Provide in Evaluation Portfolio

Teaching (everyone)

- List of all courses taught during the review period in a separate document. If you taught fewer than 8 courses over the academic year, account for each course release by describing what activity the release was for. E.g., Spring 2022: 1 course release – research; Fall 2022: 1 course release: research; 1 course release – administrative service as faculty chair.
- Syllabus for each of your classes. If you are teaching multiple sections of the same course, you may provide one syllabus to represent all sections.
- Complete copies of student evaluations for each course taught during the review period
- Class observation(s) (if applicable)
- Examples of at least two unique assignments and of feedback given to students on those assignments
- Additional material exemplifying your teaching as relevant
 - Design, implementation and assessment of teaching innovations
 - Engagement in curricular initiatives, including – but not limited to – participation in Mason’s strategic initiatives (e.g., Mason Impact, OSCAR/Students as Scholars, Writing Intensive courses, Active Learning Classrooms, etc.)
 - Online program, curricular, and course development, implementation, and assessment
 - List of student theses or other independent projects, completed or uncompleted, that you advised
 - List of professional development activities that support student learning and teaching innovation (within and outside of Mason)
 - Unsolicited letters from students, colleagues (within and outside of Mason), and alumni

Service (everyone)

- List of service activities during the review period in a separate document, such as Mason Korea committee activities, Mason US committee activities, and professional service.
- Where applicable briefly describe (sentence or less) substantive accomplishments related to that service

Research (if receiving course release for research)

- List research activity such as conference presentations, scholarship (including articles, book chapters, book manuscripts) submitted and/or published, and submitted and/or awarded or declined grants or other external funding for scholarly activities
- List of work in progress, with one sentence or less descriptions of the work

Administrative Service (if receiving course release for administrative service)

- Provide position description for the assigned administrative service and a brief account, where relevant, of the work performed related to each duty in the position description.

Portfolio Narrative

Provide an up-to-three-page (up to 900 words) narrative that highlights key accomplishments and draws attention to or explains the significance of any of the materials provided in your portfolio. You can also use this space to explain challenges reflected in the portfolio materials, and how you are addressing or will address them. Consider this narrative the space to frame and help your reviewers understand the materials they are reviewing, e.g., to expand on one sentence or shorter descriptions in your lists or indicate the items in the record you believe are most important to your evaluation for the year.

Guidelines for Review

Teaching

Unsatisfactory

Syllabi

- Lack key policies such as procedures for students with disabilities
- Lack key information such as the grade weights or schedule of assignments
- Lack explanation of course objectives, assignments, and evaluation criteria for them
- Are poorly proofread and/or formatted, creating an unprofessional appearance

Course Structure and Course Assignments

- Assignments or lessons are not appropriate to course objectives or to class level or do not reflect expected instructor expertise in the subject
- Not evident how lessons relate to one another
- Only feature a few summative, high stakes assignments
- Instructions on major assignments are missing or vague
- No evidence of feedback to students to help them improve

Course Evaluations

- Course evaluations are regularly significantly below course means (greater than 1 point below means, e.g., 3.5 where mean is 4.5).
- “Regularly” means not in just one of several courses or not on just one of several questions, but in multiple courses and on multiple questions

Peer Teaching Evaluation (if applicable)

- Peer review rating is unsatisfactory or equivalent term

Behaviors and Activity

- Documented failure to show up for class
- Documented failure to hold office hours
- A pattern of documented abusive or derisive responses to students.

Good

Syllabi

- Include key policies such as procedures for students with disabilities
- Include key information such as the grade weights and schedule of assignments
- Explain course objectives, assignments, and evaluation criteria for them
- Are free of significant proofing errors and effectively formatted, look professional

Course Structure and Assignments

- Assignments or lessons are appropriate to course objectives and class level and reflect instructor expertise
- Major assignments have clear instructions and criteria for evaluation
- Scaffolds learning through lower-stakes, formative assignments such as discussion boards, quizzes, problem sets, and the like in preparation or higher-stakes summative ones
- Evidence of meaningful feedback to students

Course Evaluations

- Course evaluations generally around department means, $\pm .5$
- Occasionally lower numbers in individual courses or on individual questions are not evidence of unsatisfactory teaching; however, reasons for them are worth exploring.

Peer Teaching Evaluation (if applicable)

- Peer review rating is good or equivalent term

Behaviors and Activity

- If must miss a class, arranges either to have another faculty member teach, or to have some kind of provision for the missed classes; missed classes are rare, typically due either to illness or conference participation and the like
- Posts office hours and is available for them. Office hours should be posted both on the faculty member's office door and on syllabi and/or Blackboard. (Faculty should post on office doors but are not expected to provide photographic proof for their evaluation, nor is the committee expected to check.)
- Treats all students with respect
- Note: these behaviors need not be documented. They are assumed, unless evidence emerges otherwise through, e.g., verified student complaints. If so, these complaints will be added to the file, or, if confidential, taken into consideration at the decanal review stage.

Excellent

Syllabi

- Include key policies such as procedures for students with disabilities

- Include key information such as the grade weights and schedule of assignments
- Explains course objectives along with their interest and importance; includes assignments and evaluation criteria for them
- Is free of significant proofing errors and effectively formatted, looks professional and is easy to read and understand

Course Structure and Assignments

- Assignments or lessons are appropriate to course objectives and class level and reflect instructor expertise; they promote critical thinking and problem solving as relevant to the course and level.
- Major assignments provide instructions for how effectively to complete the assignment, deadlines for the work, and how the work is assessed
- Scaffolds learning through lower-stakes, formative assignments such as discussion boards, quizzes, problem sets, and the like in preparation or higher-stakes summative ones
- Some assignments creatively engage students through, e.g., having students use new tools, draw on their own experiences, make use of experiences in the community, explore new media, address different kinds of audiences, draw on recognized high-impact teaching practices, co-curricular or service-learning, etc. (these are examples only; the ways instructors may exercise creativity is not presumed, only that the creativity of the assignment serves learning goals)
- Evidence of meaningful feedback to students and opportunities for students to act on that feedback

Course Evaluations

- Course evaluations generally around or above department means
- Beyond the standard of “around or above department means,” numerical course evaluations should not be used to make further distinctions between excellent or outstanding teaching
- In addition, course evaluations in either individual courses or individual questions that are occasionally below department means should not be taken as disqualification for excellent teaching.
- The above guidance reflects the limits of student evaluation of teaching scores, and assumes that, within those limits, they may signal problems in the classroom, but are less useful in making distinctions between excellent and outstanding teaching.

Peer Teaching Evaluation (if applicable)

- Peer review rating is excellent or equivalent term

Behaviors and Activity

- The behaviors of reliability, availability and respect outlined in “good” for this category, and assumed unless evidence emerges otherwise
- Innovative, evidence-based, high-impact or otherwise highly effective in-class teaching practices as documented through the instructor’s narrative or peer reviews of teaching or by student comments
- Pursues pedagogical development opportunities and applies ideas from those opportunities to improve teaching and/or reflects on teaching and applies reflection to improve teaching effectiveness
- Participates in student retention initiatives

- Mentors students to help them explore further in their fields of study or find opportunities outside the classroom, including student research and applications for scholarships, graduate school, internships, or jobs; mentorship may include either students in classes, former students, or other students mentored through special projects, clubs and organizations, creation of special learning opportunities, etc.

Outstanding

Syllabi

- Include key policies such as procedures for students with disabilities
- Include key information such as the grade weights and schedule of assignments
- Compellingly explains course objectives along with their interest and importance; includes assignments and evaluation criteria for them
- Is free of significant proofing errors, effectively formatted, looks professional, is crystalline in its ease of reading and understanding

Course Structure and Assignments

- Assignments or lessons are appropriate to course objectives and class level and reflect instructor expertise; they promote critical thinking and problem solving as relevant to the course and level.
- Major assignments provide instructions for how effectively to complete the assignment, deadlines for the work, and how the work is assessed
- Scaffolds learning through lower-stakes, formative assignments such as discussion boards, quizzes, problem sets, and the like in preparation or higher-stakes summative ones
- Assignments regularly and highly creatively engage students through, e.g., having students use new tools, draw on their own experiences, make use of experiences in the community, explore new media, address different kinds of audiences, draw on recognized high-impact teaching practices, co-curricular or service-learning, etc. (these are examples only; the ways instructors may exercise creativity is not presumed, only that the creativity of the assignment serves learning goals)
- Evidence of meaningful and expertly targeted feedback to students and regular opportunities for students to act on that feedback.

Behaviors and Activity

- The behaviors of reliability, availability and respect outlined in “good” for this category, and assumed unless evidence emerges otherwise
- Innovative, evidence-based, high-impact or otherwise highly effective in-class teaching practices as documented through the instructor’s narrative or peer reviews of teaching or student comments
- Pursues pedagogical development opportunities and applies ideas from those opportunities to improve teaching and/or reflects on teaching and applies reflection to improve teaching effectiveness
- Participates in student retention initiatives
- Mentors students to help them explore further in their fields of study or find opportunities outside the classroom, including student research, and applications for scholarships, graduate school, internships, or jobs; mentorship may include either students in classes, former students,

or other students mentored through special projects, clubs and organizations, creation of special learning opportunities, etc.

- Teaching or course design that effectively leverages Mason Korea's Korea location for student learning
- A significant course redesign to meet a Mason Korea need or objective
- Leadership at Mason Korea in promoting teaching excellence through, for example, leading course or curricular innovation (e.g., creation of a regular service or co-curricular learning-based course at Mason Korea, proposals to connect curriculum at MK with opportunities in the US), the creation of and leadership in faculty study groups, regular mentoring of other instructors, or peer teaching observations of other faculty)
- External leadership in the study of teaching and learning, as evidenced by publications and/or grants related to teaching, learning, and mentoring; or invited or refereed presentations about teaching, mentoring, or curricular reform outside of Mason

Service

Unsatisfactory

- Regularly fails to attend faculty assembly meetings
- Regularly fails to attend pre-semester professional development activities
- Regularly fails to attend convocation or graduation
- No contribution to the enrichment of the Mason Korea community of students, faculty, and staff

Good

- Regularly attends faculty assembly meetings
- Regularly attends pre-semester professional development activities
- Regularly attends convocation and graduation
- Service on a Mason Korea committee
- Mentor to new Mason Korea faculty member
- Invited speaker for a class or student organization
- Occasional participation in recruitment event or public event as representative of Mason Korea.
- Occasional participation to enrich the community of Mason Korea students, faculty, and staff such as participation in a student event sponsored by Mason Korea, attendance at student research event or other creative activity presentation event (e.g., Mason Showcase, IGC Symposium), reviewer for competition at the professional level aimed at students (e.g., best student paper award).
- Occasional contributions to Mason Korea and the external community including by teaching a class or course for community service or IUCF programs, or serving as an officer of a professional organization

Excellent

- Impactful service on a Mason Korea committee

- Organization of a significant event or program for Mason Korea students. New events or programs are most meritorious, but significant effort on regular events or programs may also be considered.
- Helping to secure external resources (money, expertise, organizational connections, etc.) that create new programs or opportunities for Mason Korea faculty or staff (e.g., leveraging connection to a local business to support a new competition or service-learning project at Mason Korea)
- Creation of curriculum for community service or IUCF programs.
- Regular participation in recruitment events or public events as representative of Mason Korea.
- Regular contributions to enrich the community of Mason Korea students, faculty, and staff
- Regular contributions to Mason and the external community (for examples, see above under “good”)

Outstanding

- Service as in Excellent above but notably more extensive, impactful and/or in multiple categories. For example, a faculty member serves on the annual review committee, teaches a community service class, teaches another full IUCF course, and plays an important role in creating a new student competition by finding a sponsor for a company in Seoul and mentoring the students in the competition, in addition to generally contributing to the Mason community as described in the “good” category.
- Securing, creating, and implementing a major new program—academic, co-curricular, community, IUCF, or University-Life related—at Mason Korea. E.g., design of a new service-learning initiative in cooperation with the CECIL program in the US and Incheon City. This accomplishment is distinguished from similar activity in Excellent, in that the faculty member not only creates and implements the program, but also brings the program to Mason Korea in the first place. Note that if such programs affect students, they are also teaching accomplishments.

Home Department Feedback

If the home department evaluates the faculty member by this guide, that feedback is taken as further evaluation of the faculty member, alongside the committee’s. If the home department does not use this template, the evaluation committee is advised to focus on the narrative comments and their relationship to this guide, rather than any summative language, since that language can vary considerably from department to department.

Research

Unsatisfactory

No evidence of progress toward (if in first year of release) or completion of outcomes associated with relevant amount of course release.

Good

Some progress toward (if in first year of release) or completion of most outcomes associated with relevant amount of course release.

Excellent

Progress toward (if in first year of release) or completion of outcomes associated with relevant amount of course release.

Outstanding

Substantially higher than required completion of outcomes associated with relevant amount of course release. Outstanding is based on outcomes rather than progress.

Administrative Service

Unsatisfactory

Does not fulfill all or most of the expectations for the service commitment as described in its position description.

Good

Fulfills most of the expectations for the service commitment as described in its position description.

Excellent

Fulfills the expectations for the service commitment as described in its position description, and occasionally exceeds them.

Outstanding

Consistently exceeds the expectations for the service commitment as described in its position description. A truly major achievement in excess of expectations may also qualify for outstanding.