GUIDELINES AND PROCEDURES SUPPLEMENT TO FACULTY HANDBOOK ON STUDENT SUCCESS ACTIVITIES

February 2024[1]

The faculty play an important role in the current and future success of students. Activities that faculty members perform that contribute to that success encompass a wide spectrum of formal and informal interactions with students. These are the basis for the Student Success Activities metric that is part of the faculty evaluation process. Student success activities often overlap with activities that are related to a faculty member's research, instruction, or service contributions. Student success activities are not student success outcomes, which are affected by much more than a single faculty member's contributions and frequently cannot be measured at the level of the individual faculty member.

This document provides guidelines and procedures to supplement the Faculty Handbook policy on the evaluation of faculty member's Student Success Activities, specifically:

- Examples of student success activities including references and background.
- Sample forms of evidence for evaluation purposes.
- Reporting requirements for annual evaluations, promotion, tenure, and post-tenure review.

1. **Examples of Student Success Activities (See Faculty handbook section 3.3.7, part of which is reproduced below)**

Student success outcomes can include attaining a degree or other credentials in a timely manner, exploring careers and academic interests, obtaining career and professional competency skills, and achieving overall student well-being. Student success also can be described as working towards aspirational goals, such as outlined in the Institute's Strategic Plan to become "creative, ethical, globally aware, technologically sophisticated leaders who can define and solve problems to improve the human condition."

Examples of activities that contribute to these student success outcomes and goals are listed below. Faculty members may elect to report activities in any of the categories below or may choose to report other activities not listed here. Faculty members who are primary advisors in research must report their activities on mentorship in research.

- ***Involvement in High Impact Practices*** (HIP) HIPs are active learning practices that promote deep learning by promoting student engagement. Examples include activities

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such as first-year experiences, living learning communities, undergraduate research, internships, service/community learning, and project-based and capstone courses.

- **Contributions in Learning and Education** include activities such as developing or redesigning courses or leading curricular changes based on student academic or career needs; advising or mentoring students academically or in their careers, including writing letters of recommendation; promoting a positive and inclusive learning environment; developing scholarship, technologies, mechanisms, or insights related to enabling, understanding, tracking, or reporting student success in a variety of learning experiences and with different learner groups; recruiting and supporting a diverse student community; and, integrating research into student learning.

- **Supportive Student Service Activities** include activities such as being an advisor of a registered student organization; mentorship of staff or other faculty members on their student success activities; participating or organizing impromptu or organized student engagement activities; serving on student-focused committees; engaging in professional society or community-related student activities; and, participating in or leading programs for students with historically underserved backgrounds or identities.

- **Support of the Strategic Plans** includes activities such as those that may support the goal of providing a transformative learning experience. These include, but are not limited to, the development of new courses, certificates, or minors targeted to delivering these learning experiences; the development of co-curricular or extracurricular programs or activities targeted to delivering these learning experiences including research-based experiential learning; and the use of innovative learning approaches targeting to enabling these learning experiences.

The term "student" may be expanded to consider all learners who are engaged in our academic programs, and the following additional activities may be considered:

- **Contributions to Lifetime Education** include activities such as designing, developing, and delivering continuing education or professional education initiatives in a variety of modalities (online, in-person, hybrid) in a manner to increase access and expand the impact of GT; delivering academic learning experiences for pre- or post-college learners, such as programs performed in collaboration with community groups and programs; research experiences for teachers, and camps; and career advising and mentoring that transcends the typical college student population and enables success for working adult learners.

Faculty members also contribute to student success activities when they develop their own teaching and mentoring skills, mentor other faculty members on these topics, and show an interest and willingness to improve the student experience, for example:

- **Faculty Professional Development** activities such as accessing resource materials or participating in professional development programs that improve teaching and mentorship, such as those offered from Center for Teaching and Learning (CTL), Georgia Tech Professional Education (GTPE), Faculty Professional Development (OFPD), and Graduate Studies. CTL offers credentials, including badges and tokens in reflective teaching that may be used as evidence of faculty professional development activities. Faculty members may also pursue development in topics related to student success such as student well-being or career development; project management; research ethics; mentorship training; conflict management; negotiation; and improving lab culture. Faculty may complete a personal assessment to increase self-awareness.
- **Activities Which Promote Student Health and Wellness** to maximize a student's capacity to be a fully engaged learner. Activities could include participating in QPR (Question, Persuade and Refer) training, Jed Foundation Initiative training, or other professional development opportunities that increase the faculty member's ability to contribute to health- and wellness-promoting environments, identify students who may be in distress or in need of assistance, and make appropriate referrals to relevant campus resources.

As a research university, Georgia Tech has a mission to mentor students in creating original scholarship and discovery, become independent in their research, and undertake research related careers.

- **Research Mentorship** functions can be grouped as activities that support research and career development and activities that support personal development and well-being. Research and career development activities include career guidance; research, academic, and professional skill development; sponsorship by publicly acknowledging or advocating for the mentees; and promoting activities that expand and broaden students' academic and research focus. Personal development and promoting well-being activities include displaying role modeling behaviors and attitudes such as clear and timely communications, respectful and inclusive climate, and constructive and timely feedback, and the recognition of the need for social activities outside of their work.

2. Evidence of Student Success Activities

Faculty members must provide some evidence of that they have undertaken student success activities with a level of expected effort related to their job responsibilities and roles. For example, faculty members who neither interact directly with students nor have responsibilities related to student advising or program support do not need to provide this evidence. Faculty members who are the primary advisor of students in research must provide evidence of their activities that support mentorship in research.

Listed below are the types of evidence that may be used to evaluate the performance of a faculty member in student success activities. Faculty members may choose the documentation method that is most relevant to their role and responsibilities.

- **Activities Listed on an Annual Evaluation form or on a Curriculum Vitae.** Activities listed on a CV should be marked to indicate that they contribute to Student Success Activities. Additional activities may be added where relevant. For example, faculty members may include mentoring awards received along with a list of students and post docs mentored and their mentees' accomplishments such as awards, presentations, and degree progress along with an indication of which publications were with students or post docs.

- **Responses to One or More Questions from CIOS that Relate to the Learning Environment.** A variety of CIOS questions relate to the learning environment facilitated by the instructors. Normative data for the School, College and Institute should be included for any CIOS questions that are utilized. These include the following questions:
  - Instructor's respect and concern for students
  - Instructor's level of enthusiasm about teaching the course
  - Instructor's ability to stimulate my interest in the subject matter
  - Instructor provided a positive environment in which to learn, regardless of my race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status

- **Narrative Statement.** Faculty members may provide a narrative statement that describes either a small subset of the activities listed in Section 1 (above) or a different set of activities as appropriate to their efforts. The narrative may include the motivation for the activities and how those activities might contribute to student success. The narrative should draw upon specific examples of activities to provide context.

  A narrative statement that is specific to mentoring in research may be written as a reflection and self-evaluation that describes the faculty member's approach to mentoring, and how the faculty member improves mentoring skills, for example, by using feedback from mentees or participating in faculty development programs. The narrative may also describe any evidence-based methods that are utilized, such as reviewing mutual expectations with mentees, encouraging mentees to complete Individual Development Plans, and completing regular periodic performance reviews of mentees for the purpose of improvement and development. In addition, the faculty member should describe how they support mentees' research and career development as well as personal development and well-being. A good reference for guidance on specific topics that may be addressed is the *Georgia Tech Catalog entry on Expectations of Advisors and Advisees.*

3. Reporting Requirements for Evaluations

The Institute minimum requirements for reporting of student success activities are listed below. Individual units or colleges may have additional requirements. In all cases, the level and type of student success activities should be governed by the job responsibilities of the faculty member.

Annual Review:

Student success activities must be contained in at least one of the topics of Teaching, Research, or Service for annual reviews.

Promotion, Tenure, and Post-Tenure Review:

For the purposes of promotion, tenure, and post-tenure review, faculty members must discuss their student success activities in their personal narrative statement. See the guidance on writing a narrative statement in Section 2. For faculty members who are the primary advisors of students or postdoctoral scholars in research, that narrative must describe their activities that promote research and professional skill development, a climate of mutual respect, inclusion, and open and clear communication, and guidance on degree completion and career exploration. In a Curriculum Vitae, faculty members who are the primary advisors of students or postdoctoral scholars in research will list advising outcomes, including a list of students and post-doctoral students mentored that identifies each student's accomplishments, such as awards, publications, and academic progression.