

Augusta University Guidance for Inclusion of *Student Success Activities* in the Evaluation of Faculty

As specified in University System of Georgia Board of Regents Policy Manual 8.3, *Additional Policies for Faculty*, faculty reviews, including annual evaluations, pre-tenure review, and post-tenure review, as well as University and discipline-specific criteria for promotion and tenure, shall include “evaluation of instruction, **student success activities**, research/scholarship, and service as is appropriate to the faculty member’s institution, school or college, and department, and responsibilities” (USG BOR 8.3.5.1).

Definition of Student Success. For the purposes of the AU Faculty Evaluation System, *student success* is defined as an individual student’s achievement of either their short-term or long-term academic, career, and/or personal growth goals. Student success is dependent on multiple factors including their interactions with the academic community. Some of these interactions may be controlled by the instructor, the student, the institution, and others that are beyond control or conscious recognition of any stakeholder. Numerous measures may be used to determine student success, both individually and in aggregate for both short-term and long-term.

The typical faculty contributions to student success generally fall into one of three areas. They are 1) using best practices to create an engaging learning environment, 2) creating or participating in activities outside of the classroom that are specifically designed to assist students in achieving their short-term and long-term academic, career, and personal growth goals, and 3) creating or participating in activities that foster a university culture and/or contribute to establishing best practices for student success. It is recognized that many factors contribute to whether students will learn and/or achieve their goals.

The purpose of this document is to provide specific guidance regarding the individual faculty member’s role in student success (individually and in aggregate) and examples that may be considered during faculty evaluation, as required by the USG.

Institutional Definition of Student Success Activities. For the purposes of the AU Faculty Evaluation System, *student success activities (SSA)* is a comprehensive term for those faculty activities whose purpose is to 1) enhance student learning and engagement for the learner through continuous improvement of the learning environment, and/or 2) position the learner to be successful in achieving their short-term and long-term academic, career, and personal growth goals. Faculty support student success through in and out of class efforts. Involvement in SSA is included within the faculty member’s allocation of effort in the workload categories of teaching, research / scholarship / creative work, service, and administration, as applicable. The inclusion of SSA is appropriate for learners at all levels (e.g., undergraduate, graduate, and professional students and trainees). [NOTE: Definitions for the workload categories are found in the [Institutional Framework for Faculty Workload](#)].

Unit Specific Definitions of Student Success Activities. Each college/school/department/division/unit, through their shared governance process, is responsible for defining student success activities in all review processes as relevant to their disciplines and practices. In all instances, activities listed should only be those that can be controlled by the faculty member and are measurable in terms of quantity and/or quality in the short term and the long term. To assist units in this effort, examples of SSA are found on the AU Faculty Evaluation web page <https://www.augusta.edu/afa/evaluations.php>.

Identification of Criteria and Metrics: AU Policies and Guidelines related to faculty evaluation should address high-level criteria and metrics for faculty contributions to student success. Relevant AU policies include:

- Augusta University Guidelines for Promotion & Tenure
- Augusta University Guidelines for Annual Evaluation of Faculty
- Hire, Review, and Reappointment of Lecturers
- Augusta University Guidelines for Pre-tenure Review
- Augusta University Guidelines for Post-Tenure Review

Each college/school/department/division/unit, through their shared governance process, is responsible for defining criteria and metrics for faculty contributions to student success through SSA as appropriate to their disciplines and practices. To assist units in developing these criteria and metrics, examples are found on the AU Faculty Evaluation web page <https://www.augusta.edu/afa/evaluations.php>.

Each policy should identify the criteria (both quantitative and qualitative) for demonstrating performance in SSA, the metrics used to determine whether the criteria have been met, and appropriate evidence that may be used to demonstrate performance of an individual faculty member. Metrics in student success should 1) ultimately be related to the quality and impact of the activities rather than simply conducting the activities; and 2) reflect the expectation of involvement in student success activities as appropriate to the faculty member's workload allocation and assigned responsibilities. Most importantly, faculty contributions to student success should be measured holistically and should not rely overmuch on any single measure.

For Faculty Evaluation Web Page

Examples of Student Success Activities

The following are provided as examples. Appropriate SSA by discipline or profession will be identified at the unit level for each category.

- Teaching and student success activities: Using data and student feedback to continuously improve student engagement in the learning environment; completing early alerts for students; course and career mentoring and advising of students that promotes purposeful student choices and streamlined pathways; promoting academic growth mindset in students; developing and updating courses which include best practices for student engagement in learning, including scaffolding assignments, experiential learning activities and active learning courses; providing supplemental instruction to students (e.g., study groups, office hours, independent or directed studies, recitations, consultations, co-teaching sessions, creating online instruction guides, tutorials, etc.); assisting students, residents, and fellows in their clinical practice and duties. [NOTE: Clinical teaching, whether during practice activities or not, should be included here.]
- Research and student success activities: Directing student research; co-authoring or co-presenting with students; sponsoring and/or supporting students to attend professional meetings and conferences; presenting or publishing papers or securing grants related to student success; providing resource support for student research success.
- Service and student success activities: Serving on committees, teams, and task forces related to student success; mentoring faculty colleagues in student success activities; providing professional development sessions to faculty colleagues for student success activities; attending commencement ceremonies and other student recognition events; organizing or providing professional development activities for students (e.g., skills workshops); participating in student recruitment, and retention activities; partnering with academic support services and student affairs in student care and outreach, student health and wellness, and student growth & development; advising student organizations.
- Administration and student success activities: Providing support for curriculum development in terms of workload allocation or other resources; implementing student-centered course scheduling and development of academic calendar, policies, and student support.

Examples of metrics related to faculty contributions to student success

Examples of metrics for student success activities are provided below, by workload category, for consideration of inclusion in policies and guidelines. Appropriate metrics by discipline or profession will be identified at the unit level for each category.

- Metrics of teaching and student success activities: Quality continuous improvement of teaching as evaluated by peers; quality learning environment as indicated by student feedback; quality of efforts in supplemental instruction as indicated by student feedback and/or performance; rate of student success in course progression; sequencing courses and program pathways; quality participation in program/SLO assessment; student performance on licensing/certification exams in area of expertise taught by faculty member; shelf scores; success in matching for residency; attending professional development sessions related to teaching and student success, with evidence of quality application and/or contribution.
- Metrics of research and student success activities: Number and/ quality of peer-reviewed local, regional, or national presentations, publications, and grants with students (non-peer review may be better captured under teaching); independent student research success after graduation;

success rate of students in completing capstone/culminating projects (honor's thesis, master's thesis, doctoral dissertation); publication of culminating research; attending professional development sessions related to research and student success, with evidence of quality application and/or contribution.

- Metrics of service and student success activities: Student success in starting graduate school or securing post-graduation employment in the field; number of awards received by student mentees; student attendance at professional development activities; number of recruitment and retention events attended by faculty member, with evidence of quality contribution; number of student recognition and commencement events attended; quality mentoring of faculty in student success as evidenced by mentee feedback/rating; quality of program delivered to peer faculty regarding student success, as evidenced by attendee feedback; quality of participation and partnership with student support services and student affairs as evidenced in partner feedback/evaluation; attending professional development sessions related to service and student success, with evidence of quality application and/or contribution.
- Administration and student success activities: Support for curriculum development; quality student advising; course scheduling and development of academic calendar, policies, and student support; attending professional development sessions related to administration and student success, with evidence of quality application and/or contribution.