

## **Neuroscience Institute Guidelines for Student Success Activities**

Georgia State University strives to promote student success, in part through the work of faculty in the areas of research/scholarship, teaching, and service. Faculty members in the College of Arts & Sciences are encouraged to reflect on and document aspects of their work that support student success when preparing documentation for annual reviews, promotion and tenure evaluations, and other structured reviews. The following list offers examples of activities that may be carried out by faculty in support of student success. These examples are grouped with the categories of faculty effort (research/scholarship, teaching, and service) where they most closely align. This list is provided as a reference for both individual faculty and evaluators as they pursue documentation and recognition of student success activities carried out by faculty members at all ranks and throughout their careers at Georgia State University. Georgia State University also aims to support students from all backgrounds, so faculty attention to diversity, equity, and inclusion may be highlighted in any or all of these approaches to student success.

This list is not comprehensive, as many other approaches to supporting student success can be identified, some of which may be discipline specific. Nor are individual faculty members expected to carry out all the activities on this list; deep involvement in a limited number of student success activities may be evident for some faculty, whereas broad engagement with numerous of these or other student success activities may be evident for others. Faculty members may concentrate their student success activities in one category or may participate in these activities across research/scholarship, teaching, and/or service. Although the guidelines, manuals, and procedures for the evaluation of faculty through annual reviews, post-tenure reviews, and applications for promotion and tenure are formal and approved through university policies, this document is an informal and flexible guide that is subject to change as more information and best practices emerge.

### **Research/Scholarship**

- Publications and Presentations
  - Co-authoring publications with students
  - Formal acknowledgement of student contributions to publications
  - Involving students in one's own conference presentation
  - Having students give independent presentations (posters, talks, etc.)
- External funding
  - Securing research grants that support students, including activities that support the broader impacts of the research agenda (e.g. NSF grant broader impacts)
  - Securing educational program grants (e.g., Mellon-funded CASA HIP)
  - Securing funding to support research experience programs (e.g., NSF REU)
  - Securing conference grants
- Recruitment and retention of students from demographic groups that remain underrepresented in higher education, professional fields, or specific positions
  - Individual student involvement in faculty scholarship
  - Overarching initiatives that focus on diversity recruitment, inclusion, and/or belonging
- Awards
  - Faculty winning awards for involving students in scholarship

- Nominating students for fellowships, awards, or other recognitions
- Facilitating students / mentees winning research-related awards

## Teaching

- Formal student direction and committee membership
  - independent study (e.g. Directed Readings)
  - exam committee
  - practica
  - honors thesis
  - master's non-thesis
  - master's thesis
  - doctoral dissertation
  - thesis or dissertation committee membership
- Research mentoring (distinct from a faculty member's professional development)
  - Mentoring students on research projects
  - Sponsoring student presentations for GSURC and/or other undergraduate research conferences
  - Facilitating student participation in workshops, symposia, and conferences; helping students prepare for conferences
  - Organizing and sponsoring summer research opportunities for students
  - Overseeing student submissions to publications/journals
  - Sponsoring/reviewing doctoral grant/fellowship applications
  - Active learning assignments that involve a research component
  - Coordination of student research and writing accountability groups
  - Supporting development of mentoring skills among colleagues and/or students, including formal training in mentoring for faculty
  - Working with mentees to learn how to write good letters of recommendation
  - Co-authoring manuscript reviews and book reviews with mentees
- Career-oriented mentoring and student support
  - Connecting students with internships
  - Integrating career competencies and/or professional development in course work
  - Providing students with exposure to industry and outside experience
  - Bringing industry into classroom
  - Helping students with their job search; helping students construct CVs, helping students write personal statements, cover letters, and other professional documents
  - Writing recommendation letters for students
- Informal student mentoring and support
  - Additional one-on-one student mentoring/advising (this is sort of an "Other" category, e.g. mock interviews, presentation techniques)
  - Extra office hours
  - Overseeing students performing community service
  - Supporting student participation in academic competitions
- Tutoring
  - Individual or small group tutoring by faculty

- Overseeing a tutoring center or tutoring program associated with a courses
- Course and curriculum development
  - Development of new course(s)
  - Significant revision of existing course(s)
  - Adapting course(s) to a new modality
  - Significant contributions to new area(s) of curriculum
  - Online courses designed and taught to promote regular and substantive interactions (RSI) to promote student success
  - Utilization of evidence-based teaching practices that facilitate inclusive learning environments
- Experiential learning
  - Leading signature experience courses, e.g. study abroad, course-based undergraduate research experiences, performance-based courses
  - Leading a field school
  - Leading student exchange program (incl. virtual exchange programs)
  - Overseeing internships, externships, student teaching
- Publications or presentations on teaching
  - Publication of a textbook or other publication for classroom use
  - Publications and presentations in the scholarship of teaching and learning, e.g. pedagogical approaches, inclusive instruction, other high impact practices
- External funding for pedagogical initiatives
  - Securing teaching grants
  - Securing professional development funds for pedagogical training or teaching materials
- Recruitment and retention of students from demographic groups that remain underrepresented in higher education, professional fields, or specific positions
  - Overarching initiatives that focus on diversity recruitment, inclusion, and/or belonging
  - Developing and leading instructional programs and activities to serve the distinct needs of distinct student populations.
- Pedagogical training
  - Pursuing training/development in the area of teaching/mentoring, including GSU and/or USG sponsored teaching initiatives. (e.g. Writing Across the Curriculum training, Faculty Teaching and Learning Communities)
  - Providing training/mentoring to colleagues, GTAs, PTIs, and limited-term lecturers in the area of teaching
  - Participation in pedagogical conferences, workshops, etc. (e.g. USG Teaching and Learning Conference, NI Pedagogy Community Workshops)
- Participation in university teaching effectiveness initiatives
  - Teaching faculty fellows
  - Online instruction ambassadors
  - Adopting inclusive instructional methods
  - Using and responding to student success data (e.g., ABC/DFW rates; departmental course assessment data; iCollege data on student engagement)
- Additional teaching
  - Teaching in the Honors College (beyond normal teaching load)

- Guest lecturing
- Awards
  - Nominating students for fellowships, awards, or other recognitions
  - Facilitating students / mentees winning awards
  - Faculty receiving awards or special recognitions for contributions to student success

## Service

- Administrative role
  - Service as academic program director (e.g., DGS, DUS)
  - Service as course director or section coordinator
  - Administrative role or significant service contributions in support of a university student success initiative (e.g., College to Career, CASA, first-year programs)
  - Other student success-focused administrative role (e.g., Director of Instruction)
- Student-focused committee service
  - Curriculum committee
  - Undergraduate program committee
  - Graduate program committee
  - Awards committee
  - Senate committees (e.g., Admissions and Standards, CAP)
- Work with student clubs, organizations, teams, and groups
  - Service as faculty advisor or sponsor of a student club, organization, or academic team
  - Organizing social events for groups of students
  - Presenting/guest speaking to student organizations
- Student recruitment activities
  - Reviewing graduate applications
  - Organizing, hosting, meeting with prospective students
  - Reviewing applications and conducting interviews for scholarships or fellowships
- Alumni tracking and mentoring
  - Post-graduation consultations
  - Continuing mentoring beyond graduation
  - Tracking and reporting student progressions beyond Georgia State University
- Professional service
  - Service as conference chair or organizer, where students present their work
  - Organizing or leading student-centered professional development symposia, workshops, or events with professional societies and organizations
  - Chair/serve on education committee in a professional society
  - Develop educational materials for distribution by a professional society
  - Participate in professional society mentoring activities (speed mentoring, pre-submission editing of student papers, etc.)
- Student-focused external engagement
  - Developing and maintaining community and industry partnerships
  - Securing conference grants

- Recruitment and retention of students from demographic groups that remain underrepresented in higher education, professional fields, or specific positions
  - Overarching initiatives that focus on diversity recruitment, inclusion, and/or belonging
  - Leading and engaging in programs that address the distinct needs of diverse student populations.
- Student support beyond teaching and mentoring
  - Providing safe spaces or zones
  - Student well-being and crisis intervention
  - Consistently connecting students to university resources, e.g. counseling and testing services, access and accommodation center, food bank
  - Coordinating departmental degree program orientation events
- Coordinating peer mentor programs