GSC Full-Time Faculty Categories for Instructional Contribution Points

Note: The categories below are commonly used descriptors and categories for work within the College. Your descriptors, to be approved by your supervisor, may be different and/or include additional items. These are intended to help guide your language when completing the Full-Time Faculty Workload Sheet.

CATEGORIES FOR INSTRUCTIONAL CONTRIBUTION POINTS

Course Instructional Activities (points as described below)

☐ Full-time faculty instructional activities are assigned 1.0 contribution point for each semester hour per course at the undergraduate level and 1.0 point for each semester hour plus 1 additional point per course for graduate-level instructional activities. In the School of Education, the division Dean will determine whether contribution points are allocated at the undergraduate, post-bachelor or master's level based upon the course assigned.

Other Instructional Activities (0.3 – 2.0 points per section)

☐ Independent Learning Contracts: Teaching undergraduate and graduate students, registered with the faculty member one-on-one or on a small group basis in an online or face-to-face format.

☐ Supervision of student research projects, internships and fieldwork: this activity involves the placement of students in an internship or field-experience with the subsequent supervision, guidance and evaluation.

☐ Supervision of Capstone: This activity involves selection and definition of the project, the subsequent supervision, guidance, and evaluation.

☐ Field-Based Faculty: This activity involves direct supervision and documenting demonstrated mastery of competencies of GSC students, as well as mandatory meetings and other responsibilities as outlined in the project contract.

☐ E-Portfolio Coordinator: This activity involves coordination of e-portfolio systems to link program curricula and assignments to assessments, as well as advising, training faculty, coaching, and managing curricular updates. This project-based work may also require mandatory meetings and other responsibilities as outlined in the project contract.

☐ Peer Reviewer: Evaluate qualifying faculty as part of the GSC three-pronged evaluation process.
CATEGORIES FOR NON-INSTRUCTIONAL CONTRIBUTION POINTS

Faculty Leadership (0.25-25 pts.)
- Plan and deliver faculty orientation
- Assist in review and development of faculty hiring (processes/documentation)
- Serve as hiring manager for discipline/ program
- Mentor new faculty
- Meet and communicate regularly with faculty to ensure quality of program delivery
- Plan and deliver faculty professional development
- Plan and implement the class observation schedule for peer review
- Facilitate/participate in cross-discipline collaboration
- Screen and interview applicants for faculty positions
- Monitor and assess faculty performance (peer review duties or other projects as specified)
- Committee/Workgroup Service

Curriculum Leadership (0.25-25 pts.)
- Design and implement a plan for regular curriculum review
- Define, articulate, and regularly review expected student learning outcomes for courses and programs
- Ensure alignment of curriculum with program mission(s) and defined learning outcomes
- Align assessment criteria across course sections and with program goals to ensure consistency of assessment
- Ensure appropriate progression of courses from level to level and integrity of the curriculum as a whole
- Monitor consistency of delivery across course sections
- Serve as lead curriculum faculty for designated course or courses
- Assist in the design of new programs or curricular components
- Committee/Workgroup Service

Academic Success Leadership (0.25-25 pts.)
- Define and implement strategies to maximize student academic success
- Monitor and report on the results of current students in defined subcategories
- Identify students at risk, work with campus teams to implement and monitor individualized success plans
- Directly work with students with academic difficulties in the specified discipline of expertise (poor grades, remediation needs, plagiarism)
- Guide faculty and student problem resolution including academic difficulties and conflicts
- Collaborate with campus teams and adjunct faculty to promote student academic success
- Committee/Workgroup Service
Outreach Leadership (0.25 – 25 pts.)

☐ Create and leverage external relationships with college counterparts to include program-specific training of campus staff and consultation with enrollment management/marketing on program content/promotion.

☐ Present at conferences that strategically advance the academic reputation of Granite State College in keeping with institutional and division goals.

☐ Publish in journals/newsletters/books that strategically advance the academic reputation of Granite State College in keeping with institutional and division goals

☐ Confer with prospective students and campus staff on program-specific questions and student goal setting in specific fields

☐ Serve as program lead on degree-specific pathways that lead to or enhance Granite State College degree programs, including strategically chosen partnership institutions such as Community Colleges.

☐ Pursue funding via grants and other sources to advance the academic reputation of Granite State College in keeping with institutional and division goals

☐ Committee/Workgroup Service

Other Leadership (0.25-25 pts.) as determined by the appropriate academic administrator

☐ Other