

**Matrix – Jennifer Murvin, Applicant, Senior Instructor****TEACHING EFFECTIVENESS AND STUDENT LEARNING OUTCOMES**

<i>Criteria for Promotion to Senior Instructor</i>	<i>Accomplishments</i>	<i>Artifacts</i>
Summary of all available student evaluations, semester by semester, for each semester taught over the prior five or more academic years, indicating sustained excellence in teaching	Student Evaluation Summary Tables demonstrate a consistent performance at or above a rating of 4.5 out of 5, often performing a full half-point above the departmental average	Artifact A.a.1
Students' completion of courses and degrees, winning awards (or equivalent) with the assistance of the faculty member either because of a course or through mentoring	Summary of Student Success highlights student publications in literary magazines, one a finalist for a national award, and students' successful admittance into MA, MFA, and PhD programs  Supporting documentation (emails, publication example) from students	Artifact B.b.1  Artifact B.b.2-6
Unsolicited written comments from students	Exceptional unsolicited written comments from students	Artifact C.c.1-8
Development of students' abilities from the beginning to the end of a course; Illustration of successfully meeting course goals through student evaluations	Student Sample from the ENG 501/601 Advanced Fiction Revision Assignment demonstrates a student's writing through several drafts, incorporating concepts learned over the course of the semester  Illustrative Student Evaluations demonstrate excellence in teaching	Artifact D.d.1  Artifact D.d.2-20
Explanation of learning outcomes and examples of successful student assignments that highlight course goals	Creative Writing Learning Outcomes: 1. Students will master the skills to understand, analyze, and effectively use the tools of the craft of creative writing in their specialty area(s). <ul style="list-style-type: none"> <li>• <i>Sample Lecture/Assignment: Thickening in Scene Writing</i></li> </ul> 2. Students will develop creative works of publishable quality. <ul style="list-style-type: none"> <li>• <i>Sample Assignment: Literary Journal Research/Cover Letter project.</i></li> <li>• <i>Published Student Story in The MacGuffin</i></li> </ul>	Artifact E.e.1  Artifact E.e.2-3

	<p>3. Students will learn to read as writers: students will study literary texts so that they may apply what they've learned to their own creative work.</p> <ul style="list-style-type: none"> <li>• <i>Sample Assignment: Formal Imitation Assignment</i></li> </ul> <p>4. Students will apply creative writing studies to the three pillars of public affairs: cultural competence, ethical leadership, and community engagement.</p> <ul style="list-style-type: none"> <li>• <i>Sample Lecture: Teaching and Activity Guide for Boys and Girls Club "Write With Us" Project</i></li> </ul> <p>5. Students will understand, analyze, and effectively use the conventions of the English language.</p> <ul style="list-style-type: none"> <li>• <i>Sample Assignment: Workshop Critique</i></li> </ul> <p>6. Students will examine how narratives function across a range of genres, literary periods, and cultures.</p> <ul style="list-style-type: none"> <li>• <i>Student Sample: Comics Scholarship Handout</i></li> </ul>	<p>Artifact E.e.4</p> <p>Artifact E.e.5</p> <p>Artifact E.e.6</p> <p>Artifact E.e.7</p>
<p>Evaluations shall be used in combination with items such as illustrations and analysis of in-class writings and projects, descriptions of lecture and discussion techniques, descriptions and examples of instructional technologies used to present concepts and to facilitate class organization, activities, and instruction, examples of collaborative student work, etc.</p>	<p>Sample Syllabus Revision: ENG 215 Short Story demonstrates evolution in textbook requirements, assignments, and course structure in response to student feedback and teaching experience</p> <p>Sample Powerpoint Craft Lecture: Dialogue (for ENG 315: Fiction II) demonstrates one lecture technique used to teach craft concepts and application</p> <p>Sample Powerpoint Lecture: Narrative Ethics and Historiographic Metafiction (for ENG 562/662 Contemporary American Literature) demonstrates a lecture approach for a non-craft class, here a graduate-level literature course</p> <p>Sample Craft Concept/Example Handout (for ENG 215: Creative Writing Short Story) demonstrates the application of abstract craft concepts in a variety of texts for student comprehension and class discussion</p> <p>Sample Small Group Discussion Guide (for ENG 216: Introduction to Graphic Narrative) demonstrates small-group learning and peer collaboration</p>	<p>Artifact F.f.1-2</p> <p>Artifact F.f.3</p> <p>Artifact F.f.4</p> <p>Artifact F.f.5</p> <p>Artifact F.f.6</p>

	Sample of Revision Essay and Excerpt Assignment (for ENG 215: Creative Writing Short Story) demonstrates the value of revision and also an active awareness of the revision process as applied to student work	Artifact F.f.7
	Sample of Peer Critique, Short Story Workshop (Collaborative Work) demonstrates intensive written and verbal peer collaboration in the short story workshop setting	Artifact F.f.8
The candidate must include the written report of a classroom observation by the department head	Written Teaching Observation by Dr. WD Blackmon	Artifact G.g.1

## LEADERSHIP IN TEACHING AND PROFESSIONAL SERVICE ACTIVITIES

<i>Criteria for Promotion to Senior Instructor</i>	<i>Accomplishments</i>	<i>Artifacts</i>
Descriptions of curriculum development	Syllabus for ENG 184: Introduction to the Graphic Novel - Intersession Course	Artifact H.h.1
	Curriculum Innovation Grant Proposal (approved by Dr. Chantal Levesque in the Center for Teaching and Learning but eliminated after the campus-wide ban on new courses that academic year)	Artifact H.h.2
	Curricular Proposal of ENG 216: Introduction to the Graphic Novel	Artifact H.h.3
	Regional/Statewide Features from Missouri Arts Council and KSMU in response to ENG 184 and ENG 216: Introduction to the Graphic Novel	Artifact H.h.4-5
	Standardized Curriculum Packet for ENG 215: Creative Writing Short Story demonstrates leadership in annual course development for all teachers of ENG 215, a general education course	Artifact H.h.6
	Mission Statement and Expectations: ENG 215 Masterclass created to articulate Master Teacher-Graduate Teaching Assistant mentoring model	Artifact H.h.7
	Sample Masterclass Instructor Feedback and Guidance demonstrate high level of mentoring and collaboration	Artifact H.h.8-9

Explanation of managing or coordinating programs within the Department; Evidence of organizing events, conferences, or other activities that contribute to the Missouri State University community	Coordinator, Moon City Reading Series, two on-campus reading events per semester	Artifact I.i.1
	Coordinator, Soul of a Poet Reading Series, one off-campus reading event per semester	Artifact I.i.2
	Coordinator, Art Walk Creative Writing Showcase bringing faculty and student writers into the local community during Downtown Art Walk	Artifact I.i.3
	Teacher, GEP/ENG 215 Learning Community linking ENG 215: Creative Writing Short Story with GEP 101: First Year Foundations – Theme: Telling Our Stories	Artifact I.i.4
	Committee Member, Recruitment Committee (2009-present) – Sample of Service: Kansas City Recruitment Trip	Artifact I.i.5
	Committee Member, Hiring Committee for Associate Professor in Creative Writing-Fiction	
Demonstration of community engagement related to teaching duties	Presentations on Craft and Teaching the Graphic Novel for community organizations such as <i>Missouri Society of Children’s Book Writers and Illustrators, District Secondary Communication Arts Curriculum Institute Annual Conference, Creamery Arts Center, Springfield Public Libraries, and Ozarks Writing Project.</i>	Artifact J.j.1-4
	Faculty, River Pretty Writers Retreat, Spring 2011-present, a bi-annual regional retreat designed to bring professional writers and writing education to students and community members across the Ozarks	Artifact J.j.5
Explanation of community service related to the mission of the university	ENG 215 Boys and Girls Club “Write With Us” Project Promotional Video	Artifact K.k.1

## SCHOLARLY AND CREATIVE ACCOMPLISHMENTS

<i>Criteria for Promotion to Senior Instructor</i>	<i>Accomplishments</i>	<i>Artifacts</i>
Explanation of engagement in professional, discipline-related activities. <i>*This demonstrates performance above and beyond the criteria for instructors, who are not traditionally required to demonstrate success in publishing</i>	“What It Was Like To Love Her.” <i>Mid-American Review</i> . Vol. XXXIV.1 (2013). Forthcoming.	Artifact L.l.1
	“Listen for the Birds.” <i>Midwestern Gothic</i> . Issue 11 (2013): 81-88.	Artifact L.l.2
	“How To Put Your Child To Bed.” <i>Cincinnati Review</i> . Issue 10.2 (2014): 90-95.	Artifact L.l.3

	“Before Anything.” <i>Bellingham Review</i> . Issue 67 (2013): Online.	Artifact L.1.4
	“Come In, Come In.” <i>Baltimore Review</i> . Third Place, Winter 2012 Fiction Contest. Online.	Artifact L.1.5
	“Platinum.” <i>Huizache</i> . Issue 2 (2012): 92-96.	Artifact L.1.6
	“Bike Riding.” <i>Palooka</i> . Vol. 2 (2011): 100-104.	Artifact L.1.7
	“Night Dancer.” <i>Moon City Review: Alumni Volume</i> (2011): 174-181.	Artifact L.1.8
	MFA, Pacific University – Narrative Transcript from Spring 2013 Semester, Advisor Craig Lesley	Artifact L.1.9
	Squaw Valley Community of Writers (July 2011)	Artifact L.1.10
	Finalist/Honorable Mention, Glimmer Train Very Short Fiction Contests 2010, 2013	Artifact L.1.11
	Community Fiction Writing Group (2003-present)	