All Department of Multidisciplinary Studies (MDS) faculty, including part time temporary faculty and lecturers, are expected to familiarize themselves with these guidelines and policies. During annual reviews for pre-tenured tenure track faculty or part time temporary faculty and lecturers, it is the responsibility of the candidate for retention to make the case, based upon these guidelines, why they should be retained/reappointed. Similarly, faculty applying for tenure or promotion to associate professor, professor, or senior lecturer must make the case, based on these guidelines why they should be promoted. The "case" is made in the form of a written narrative. In short, those being reviewed for retention or promotion, must demonstrate how their objective record meets the Department of Multidisciplinary Studies' standards and expectations.

In scholarship, candidates must demonstrate how they are engaged in conversation within their respective discipline(s) and across other disciplines. In teaching, they must demonstrate how they are reflecting actively on their teaching and making changes as needed. In service, they must demonstrate a pattern of effective service appropriate for their particular level of review. For candidates who are less than 100% appointed in MDS, review will proceed on the basis of criteria established in their individual MOUs.

Faculty being evaluated may offer suggestions as to an additional, appropriate (as determined by the department chairperson or the dean when the chairperson is being reviewed) individual to serve on their review committee. One of these individuals will serve on the review committee for this particular individual (assuming the suggested person agrees). The additional committee member should hold tenure at ISU or another four-year degree-granting institution or serve in a leadership position in an agency for which the faculty member has engaged in mission-based activities.

A. Scholarship

Scholarship (academic achievement) is integral to the work of Multidisciplinary Studies faculty in all domains; it is a much broader concept than "research" or "creative activity." Scholarship is systematic inquiry into a topic and the application or exposition of conclusions drawn from that inquiry. Scholarship builds on existing knowledge and employs critical analysis and judgment to enhance understanding. Research and creative activity, teaching, and in some cases, service, engage forms of scholarship. Faculty members are expected to use scholarship in their teaching and research/creative activities; many will also apply scholarship in their service work.

Scholarship results in a product. These products vary depending on the discipline and application. Examples might include, but are not limited to, the following: a book, a journal article, a lecture, a report, a speech bearing the synthesis of thought on a topic, a play, a concert using an original score, an art exhibit. What all of these items have in common is that they are intellectual products of the scholars.

The following table describes the broad continuum of scholarship and parameters to be used when judging the scholarly nature of a faculty member's achievements in evaluation reviews.

Character of scholarship	Audiences for scholarship	Means of communicating scholarship	Criteria for validating scholarship	Means of documenting scholarship
Develops and communicates new understanding and insights. Generates, synthesizes, interprets, critically analyzes, and communicates new knowledge, methods, understandings, technologies, materials, uses, insights, beauty and so forth.	Peers, undergraduate students, graduate students, post-doctoral associates, users, patrons, publics, etc.	Teaching materials and methods, classes, curricula; publications, presentations, exhibits, performances, patents, copyrights, distribution of materials or programs, etc.	Originality, significance, accuracy, replicability, scope, applicability, breadth, depth and duration of influence, persistence of influence or use, adoption by peers, impact or public benefits, etc.	Present evidence that creative intellectual work was validated by peers; communicated to peers and broader audiences; recognized, accepted, cited, adopted, or used by others. In other words, that it made a difference.

Figure 1. Adapted from Conrad I. Weiser, "The Value of a University–Rethinking Scholarship," draft version; and Ernest L. Boyer, Scholarship Reconsidered– Priorities of the Professoriate. Princeton, New York: The Carnegie Foundation for the Advancement of Teaching, 1990.

Within and across the domains of teaching, research/scholarship/creative activity, and service, MDS faculty, like all ISU faculty, "are expected to contribute to the missions, visions, and values of their department/school, college, and the University." (University Handbook, Section 305.2.2) The University Handbook, Sections 305.2.2.1-4, lists four activities as Mission-Based activities: (1) undergraduate student academic advising; (2) graduate student advising/mentoring; (3) community engagement; (4) experiential learning. University policy stipulates that: "Faculty activities in these areas are evaluated in the context of a faculty member's role at the University, which may change over time; the requirements of their department; the nature of their field; and other workload activities. Faculty are highly encouraged to incorporate mission-based activities throughout the domains of faculty work to effectively develop an integrated professional identity." (University Handbook, Section 305.2.2) More specifically, University Mission-Based Activities "do not constitute a separate domain of faculty work, nor may they be considered a basis for retention, promotion, or tenure in their own right." (University Handbook, Section 305.2.3). Rather, Mission-Based activities are to be integrated into the three domains of faculty work: teaching, research/scholarship/creative activity, and service. (University Handbook, Section 305.2.3)

Because of its multidisciplinary/interdisciplinary nature, each faculty member is responsible for indicating and documenting the allocation of mission-based activities across the domains of teaching, scholarship, and service.

Based on the above table, MDS has created a matrix of equivalencies based on the means of documenting and the audience with a hierarchy of value where peer reviewed published (or performed) work is of the highest value and the highest value audience are disciplinary peers. See the equivalencies in Appendix 1.

Research/Scholarship/Creative Activity

The Department of Multidisciplinary Studies is committed to scholarship in research/scholarship/creative activity. All faculty members in MDS are expected to engage in

research/scholarship/creative activity that may include original work focused on discovery and integration; activity focused on teaching and learning; or that applies methods and theories of their discipline and others to address substantial problems. Basic and applied research, library and archival research, the integration of knowledge through interdisciplinary scholarship, and creative activities in the fine and performing arts are included in this definition. Engaging the broader community through information sharing is consistent with MDS's mission of "inquiry that crosses traditional disciplinary boundaries, modeling a different way of thinking and new approaches to problems" (Department Mission Statement).

Typically, research/scholarship/creative activity results in such products as books, articles, and book chapters; novels, poems, and essays; performances, exhibitions, and productions; software, translations, edited works, research reports, research abstracts, and book reviews; grant proposals and contracts; and conference presentations. Research/scholarship/creative activity focused on teaching and learning results in such products as textbooks, articles, videos, software, workbooks, lab manuals, invited lectures, and conference papers. The standards of rigor for research/scholarship/creative activity related to teaching and learning are the same as for other forms of disciplinary research/scholarship/creative activity.   MDS ensures that various paths of scholarship are represented in the matrix of equivalencies based on Boyer's 1990 "Scholarship Reconsidered" (Appendix 1 below). Underlying the equivalencies is the concept of "adjudication," i.e., that work is reviewed, affirmed, and disseminated by third parties. MDS recognizes different values of work by who is adjudicating the work and the audience for whom the work is intended.

Research/scholarship/creative activity focused on community engagement may include, but is not limited to, analysis of public policies or public events (e.g., a riot) and dissemination for community consumption. What distinguishes such work from non-scholarly activities is that that there is an editorial decision made regarding the publishing of the product. Research/scholarship/creative activity related to experiential learning may include but is not limited to a product of that activity, such as a poster presented at a public forum, e.g., ISU's Exposium; or a disciplinary conference, or a formal presentation to an agency or organization on which the activity focused.

Satisfactory Research/Scholarship/Creative Activity – To qualify for a Satisfactory rating, a faculty member applying for tenure and/or promotion to the rank of Associate Professor must demonstrate a record of research/scholarship/creative activity within his/her academic discipline and other disciplines. Specific expectations regarding the type and quantity of these research/scholarship/creative activities are spelled out below, but the candidate's achievements will have earned professional recognition at the regional or national level. For those in traditional academic areas, a Satisfactory rating usually requires a body of published research that has earned favorable peer recognition at the national level (typically four or more peer-reviewed journal articles or their equivalent). Equivalencies to the four peer-reviewed journal articles can be found in Appendix 1. Equivalencies include, but are not limited to one university press book (equivalent to four peer-reviewed journal articles) or a book chapter with documentation that it received peer or editorial review (equivalent to a peer-reviewed journal article). No matter what the composition of equivalencies included in a portfolio, candidates for promotion must produce at least one peer-reviewed journal article (unless they have authored a university press book). For candidates in the fine and performing arts or similar disciplines, a Satisfactory rating usually requires a body of creative work that has earned favorable peer recognition at the regional level. MDS faculty will also demonstrate inter/multidisciplinary research/scholarship/creative activity, for example, by collaborating with researchers outside the MDS faculty member's academic discipline or citing articles and books in the faculty member's published works that are published outside their academic discipline.

Candidates must describe their contributions on multi-authored works in their research summary narrative.

Candidates for promotion to the rank of Professor must demonstrate national or international recognition in their discipline by producing a body of work and exhibiting a history of commitment to research/scholarship/creative work that demonstrates inter/multidisciplinary research/scholarship/creative activity.

See Appendix 1 for the research equivalency matrix.

B. Teaching

All MDS faculty members engage in the challenging work of teaching. The most important and time-consuming activities for most faculty members are instruction and associated tasks, such as evaluating student learning, curriculum development, guidance of student research, and student outcomes assessment. Faculty members should be active in their profession and provide instruction based on current scholarship. MDS faculty members must demonstrate command of their subject matter, reflect on their teaching and make changes as needed, continuously grow in their fields, and demonstrate an ability to create and maintain instructional environments conducive to student learning.

Evaluation of teaching can be guided by defining certain behaviors, characteristics, attitudes, and activities common among effective teachers along with tools that may be used to identify and document these qualities and to document student learning. Effectiveness of a candidate's teaching activities is demonstrated through student evaluations, peer evaluations, course materials, and timely administrative work. Indicators of teaching effectiveness must allow for peer and student input as both are required.

Guidelines for documenting teaching performance are provided below in Appendix 2.

A 1998 University task force report[1] on teaching and learning at ISU delineated the following qualities of effective teachers:

- They possess content expertise.
- They design their courses well. – Courses have a clear instructional purpose, communicate high but realistic expectations, and match instruction to students' needs and interests.
- They deliver their instruction well. – Instructors employ good communication skills, design learning environments that encourage time on task, engage students in actively acquiring and utilizing knowledge, use an array of appropriate pedagogical methods, encourage students to work together to learn, and provide regular, helpful evaluations of learning.
- They establish productive instructional relationships. – Instructors show enthusiasm, create an environment of mutual respect with students, acknowledge and adjust to different student needs and learning styles, act fairly and impartially while interacting with students, and remain open to receiving feedback and adjusting instruction appropriately.
- They manage their courses well. – Instructional schedules are adhered to or appropriately adjusted as needed, and administrative tasks, such as grade submission, are completed in a timely fashion.
- They engage in ongoing professional development.

[1] Assessing and Improving Teaching and Learning at Indiana State University, 1998.

In addition to the above, effective teachers in MDS incorporate inter/multidisciplinary content and/or pedagogies into their teaching. MDS expects all faculty, regardless of rank and status, to demonstrate how they are reflecting actively on their teaching and making changes as needed.

Satisfactory Teaching – To qualify for a Satisfactory rating, a faculty member applying for tenure and/or promotion to the rank of Associate Professor must (1) present a variety of significant evidence which documents scholarly teaching effectiveness and (2) meet all instructional expectations established in the faculty member's department/school, including timely administrative work of teaching.

Significant evidence for documenting scholarly teaching effectiveness includes, but is not limited to: syllabi; samples of lecture notes; PowerPoint slide presentations; artefacts related to teaching such as essay exams, papers, experiential learning products, and/or journal entries; student satisfaction scores; peer and other observations of teaching; and/or non-graded assessments of learning in the class.

Regarding the timely administrative work of teaching (e.g., attendance reporting, textbook orders, interim and final grade reporting, use of Blackboard Gradebook, etc.), these behaviors are expected and their documentation is generally noted when they are not performed. Shortcomings in terms of expected behavior are not likely to be known to the faculty conducting reviews and fall largely in the province of the Chair's review.

Those aspiring to the rank of Professor must meet these same requirements and go further to demonstrate maturity in their teaching by showing that their instructional contributions are significant and multi-faceted. They must incorporate new developments in their field of instruction and establish their teaching on a high level. Those aspiring to the rank of Professor should, at a minimum, show effective instructional contributions to both upper and lower division courses, engage in graduate level teaching (if available), introduce new or significantly modified courses (meaning modified enough to be formally reviewed, such as a regular course modified for Foundational Studies inclusion, significant changes to a course by providing a before and after syllabus, , teach both required and elective courses, teach in the Foundational Studies curriculum and/or major/minor curricula. These contributions must reflect inter/multidisciplinary content and/or pedagogies.

C. Service

Service today is more important than ever. The view of service as the far least important of the three domains is a 20th century model that no longer reflects the current demands on faculty time. Administrative programs and committees have multiplied, and attrition has reduced the number of tenured/tenure-track faculty to serve. Service must be acknowledged as significant work and be recognized toward tenure and promotion. Faculty members are expected to make professional contributions outside of their teaching and research/scholarship/creative activity. Often this occurs by serving on faculty committees and in the collective deliberative governance bodies, such as the University Senate. Another area of professional service is organizing special events, conferences, and visits from outside speakers that enrich the educational environment of the University. Faculty may also contribute expertise to broader groups of professionals outside of the University. These may be discipline-specific communities, such as a professional society or a disciplinary journal (such efforts cannot be double-counted as scholarship), or the overall profession of higher education. Another area of service is to the community broadly understood, which can be at the local, state, national or international level. Community service, as defined by the University Handbook (Section 305.2.1.3) includes any activities in which the faculty member offers discipline-related expertise to any external agency, company, or non-profit organization at the local, regional, national, and international levels.

Two special areas of service recognized in these Guidelines are academic advising and directing/coordinating programs of study.

Academic Advising

Many faculty members serve as academic advisors helping students to navigate degree completion and to plan their futures. Inherent in the duties of academic advisors are in-depth discussions about disciplines, employment opportunities, coursework, internships, and other experiences that will aid students in achieving their goals. To excel as an advisor requires a great deal of information on scholarly and disciplinary topics. Advising duties demand significant efforts to meet with students, monitor their progress, and keep appropriate records. The mentoring element is likely to be particularly pronounced in the advising of graduate students, especially when it involves supervision of thesis or dissertation projects. Recognizing that undergraduate and graduate advising are special kinds of service involving student contact, the University Handbook includes them in the roster of activities deemed "central to the University mission, vision, and values." (Section 305.2.2) The present document includes advising under the heading of service. This mainly reflects the basic fact that though academic advising involves student contact, it is not the same as teaching. Indeed, precisely because it is time consuming and because it requires the scholarly expertise of faculty members, any academic advising/mentoring work contributed by faculty members in the College of Arts and Sciences has long been considered as a significant part of their service contribution. MDS values academic advising and those who are assigned advising responsibilities must demonstrate effective advising as a component of their service.

Other types of advising include co-curricular and extracurricular advising. Examples include, but are not limited to, advising a student organization or guiding students to compete in an appropriate content-related competition (e.g., Ethics Bowl or a Model UN). It is up to the individual to demonstrate the efficacy of their service in such co/extracurricular activities.

Directing or Coordinating Programs of Study

Faculty members who serve as directors or coordinators of a program of study within a department/school shall be evaluated for the work they do in this context, which is a specific form of service, especially if they do not receive release time or a course reduction for this work. Directors and coordinators of programs of study are responsible for some administrative duties, such as licensing and/or registering programs, maintaining compliance with national/international norms, and student scheduling. Unlike chairpersons and deans, their work is not primarily administrative because the tasks are closely connected to students, and they rarely supervise other faculty. They often teach in the programs that they coordinate, and they often advise students in the programs. Such positions are time consuming and require expertise and continuing scholarship in the discipline. Assuming ongoing satisfactory performance review, directing or coordinating a program of study shall be considered as a significant part of a faculty member's service contribution for the purpose of annual reviews or reviews for tenure and promotion at any level. It is up to the individual to demonstrate the efficacy of their program coordination activities.

General areas of service contribution include the following:

Service to the University – Standing committees are established at department/school, college, and University levels, and work at any of these levels is considered as service that will be evaluated for retention, promotion, and tenure. There are also special committees or ad hoc task forces that engage

the effort of faculty members and will be evaluated as service contributions. Another area of university-level service is organizing special events, conferences, and visits of outside speakers that enrich the intellectual environment of the University. Merely listing these memberships and efforts is not enough. The candidate must elaborate on the specific contributions they made (e.g., obtaining a letter of reference from a committee or taskforce chair or another member of the committee to document those contributions or including meeting minutes and program agendas that reflect the candidate's contributions).

Service to Professional Groups – Professional associations and societies, usually self-governed by members, afford many opportunities for faculty members to serve their colleagues and their disciplines. Faculty members often find leadership roles and editing/reviewing responsibilities in their professional organizations due to their experience and expertise. Service to professional groups and organizations, especially leadership roles, qualifies as service toward retention, promotion and tenure at all levels.

Service to the Community – Community service refers to activities in which the faculty member offers discipline-related expertise to an external agency, company, or non-profit organization at the local, state, national or international level. Given the diversity of disciplines possibly represented in MDS, the diversity of community service will be great. All community service qualifies as service toward retention, promotion, and tenure at all levels.

As with professional service, some service may involve scholarship, such as conducting an analysis of a proposed development in the local community. Where appropriate, MDS faculty are encouraged to demonstrate the scholarly and creative activity of their professional service, although such efforts cannot be double-counted as scholarship.

Satisfactory Service – To qualify for a Satisfactory rating, a faculty member applying for tenure and/or promotion to the rank of Associate Professor must document a pattern of service, including some service to the University. As stated in the University Handbook Section 305.13.4, for tenure and promotion to the rank of Associate Professor, "a record of effective service to the University and to either the community or the profession" is required. Service to the University could take the form of department/school, college-level, or University-level assignments. Satisfactory service can also include efforts that draw upon a faculty member's professional expertise in service to the profession or the community.

"Effective service" can be documented in a number of ways, including, but not limited to, letters of reference from chairs (or other appropriate leaders) of committees for university and professional service or documentation of service, such as a copy of a report prepared for a community agency. It is the candidate's responsibility to describe in a narrative form in their service summary narrative, how the evidence provided demonstrates effective service.

Candidates for promotion to the rank of Professor must document a pattern of engaged, significant service that is more substantial than the requirements for Associate Professor. Typically, this means that the individual will have successfully assumed leadership roles on campus and/or off campus. The University Handbook Sections 305.12.4.5.1 and 305.12.4.5.2 stipulate that to attain the rank of Professor, a candidate must demonstrate a record of "substantial or sustained performance" in the service area, or of "active, substantive service to some combination of the University, the community and the profession."

Leadership is the key to demonstrating a more substantial pattern of engaged, significant service for the rank of professor. A candidate for promotion to professor in MDS must demonstrate a record of

"substantial or sustained performance" in service, or of "active, substantive service to some combination of the University, the community and the profession."   While not required, letters of reference from those to whom the committee (or whatever body that is led) reports or provided a service, are encouraged. Documentation should also be submitted as evidence of "active, substantive service" to some combination of the University, the community, and the profession.

In the case of promotion to Full Professor, the University Handbook specifies the minimum standards:

305.12.4.5.1 Documented evidence of substantial and effective teaching or librarianship; of a record of substantial accomplishment in research, scholarship, or creativity which has led to professional recognition at the national level; and of active, substantive service to some combination of the University, the community and the profession;

or 305.12.4.5.2 Documented evidence of excellence in one domain of faculty work, while also demonstrating substantial and/or sustained performance in the other domains. Departments have primary authority and responsibility for applying the University's standards as informed by disciplinary conventions and practices.

Excellence
Multiple definitions of "excellence" suggest the state of being outstanding, extremely good, or superior. MDS views excellence as reflecting commitment to mission-based activities (as defined in section 305 of the Handbook) in teaching, research, and/or service and receiving third party recognition (defined for Teaching, Research, and Service below) of a candidate's contributions in an area.
- Teaching: Evidence of excellence in teaching includes, but is not limited to, teaching awards (especially from outside the departmental) or giving an adjudicated presentation to professional audiences on teaching, for example presenting documented effectiveness in some kind of classroom activity. Documentation of excellence in teaching must contain extended, positive peer observations by at least three different individuals, a peer "taking" the class, or video documentation of excellent teaching.
- Research: Evidence of excellence in research includes meeting the requirements of "substantial" research (see below) plus third party recognition, such as extra-departmental research awards or disciplinary awards for best article, best poster, etc. Recognition of excellence in scholarship includes journal editorship or invited key note addresses where an honorarium or expenses are paid.
- Service: Evidence of excellence in service includes, but is not limited to, recognition by an extra-departmental third party, such as winning an award on campus (e.g., the President's Medal, etc.) or from one's disciplinary organization; assuming or being elected to a leadership role on an extra-departmental committee, working group, etc. (at ISU or in one's discipline); organizing a significant event on campus.

Substantial
Multiple dictionary definitions of "substantial" mention importance, size, or worth. Importance and worth are defined in MDS as incorporating mission-based activities (per section 305 of the Handbook). Size is easily documented.

- Teaching: Size dimensions are for the most part out of faculty members' control. However, to the extent that some courses in curricula can be viewed as of more importance or worth than others (e.g., contribute to four-year graduation rates), then teaching those courses (for example "core" or required courses) can contribute to substantial teaching. Substantial teaching also requires documentation of effectiveness (i.e., that students learn in those courses), which can include, but is not limited to, peer and student evaluations, documentation of efforts to revise courses, student-produced artefacts that are graded, and well-crafted teaching materials.
- Research: Substantial research is defined as four peer-reviewed articles or the equivalent, from the time of application for promotion to associate professor. Examples of equivalencies include, but are not limited to a university press published book; four book chapters with documentation that they received peer or editorial review and a publisher that is recognized as a quality publisher (i.e., not self-published) count as the equivalent to a peer-reviewed journal article; other equivalencies are delineated in Appendix 1.
- Service: Substantial service includes, but is not limited to leadership on committees (in the department, at the college or university level, or within one's discipline), in task forces, and with mission-based activities. Program coordination is evidence of substantial service. Documentation of effective advising (e.g., updated 4-year plans, limited advising errors, positive evaluations from advisees, etc.) is evidence of substantial service.

Sustained

Multiple dictionary definitions of "sustained" suggest a temporal aspect - something occurring over a period of time. Insofar as this relates to promotion to Professor and the minimum time in rank as Associate Professor before consideration of promotion is four years, the minimum consecutive time period for "sustained" is four years with satisfactory performance. As used here, sustained is lesser level of overall performance than is substantial or excellent.

- Teaching: Teaching assigned classes with generally positive peer and student evaluations; timely completion of administrative tasks.
- Research: At least one peer-reviewed article or the equivalent per four years.
- Service: Documented participation on department, college, university, and/or professional committees.

Appendix 1

Means of documenting	Peers	non-academic professionals/practitioners	Students	community organizations	Public(s)
peer reviewed journal	1				
university press book , solo authored/edited	4				
univ press book chapter, reviewed	1				
juried art, music, performance, regional+	1				
invited conference presentation (keynote, honoria/expenses paid)	0.9				
refereed conference presentation	0.4				
non-refereed conference presentation	0.2				
peer reviewed practice journal		0.8			
book for practitioners/authored/edited		0.8			
chapter for reviewed book		0.8			
workshop for art, music, performance, regional+		0.8			
invited conference presentation (keynote, honorarium/expenses paid)		0.72			
refereed conference presentation		0.6			
non-refereed conference presentation		0.3			
reprinted materials	0.2	0.2	0.2		
text book published by reputable press, no self-published, solo authored/edited			2		
invited guest lecture/workshop/seminar		0.35	0.25		
invited verbal presentations				0.15	
requested written reports				0.25	
grant proposals	0.7	0.5		0.35	
grants received	1	0.8		0.5	
authored text that involves an editorial decision					0.15
published work (news article, e.g.) where quoted					0.15
making editorial decisions, such as for journal (regular editor, at least 4 issues per year)	1	0.8	0.5		
guest editor or journal with 2 or less issues per year (per issue)	0.4	0.32	0.2		
reviewing journal articles	0.2	0.16	0.1		

Appendix 2 (from the CAS P&T document)

Evidence of Teaching Performance

1. Brief statement on teaching philosophy.
2. Short summary of the teaching work in which the candidate has been engaged (e.g. Are the courses basic undergraduate classes, upper-division undergraduate, graduate courses, research guidance, etc.?).
3. A list of all courses taught at ISU, include course number and title, credit hours and number of students enrolled.
4. A list of all students writing theses, dissertations, or significant undergraduate research papers under the guidance of the faculty member. (This should distinguish membership on a thesis or dissertation committee from a role as chairperson of the committee.
5. Course syllabi – three or four that represent the range of courses taught. Some collection of syllabi is required in the portfolio.
 6. Copies of all reports from peer evaluation of teaching.
7. A summary of all student course evaluations.
8. Brief descriptions of teaching awards received (if any).
9. Brief descriptions of participation in instructor training and development programs (if any).
10. Brief descriptions of new course development, significant course revision and notable innovations in pedagogy and course materials.
11. Brief descriptions, including date, dollar amount and status of application, of any grant or contract applications related to instructional activities.