As a department, we believe that teaching is one of our primary responsibilities. We also recognize that excellent teaching comes in a variety of forms and that its excellence can be demonstrated in a number of ways. In presenting the following expectations, we acknowledge and allow for diverse pedagogical practices and methods of instruction.

The guidelines below do not represent a comprehensive list of activities for exceeding or far exceeding expectations; rather, the items listed represent the most common benchmarks for earning these scores and are designed to clarify expectations for annual review evaluations. If faculty members perform activities not listed below or perform quantitatively more of any given activity, they should share that information with the Personnel Committee so proper credit can be awarded.

Faculty members who complete actions that are repeatable (e.g. directing a dissertation, receiving a grant for course redesign, etc.) earn credit for each instance.

The Personnel Committee should consider quality of performance when assessing activities.

**FAR EXCEEDS EXPECTATIONS**

**A.1.** Receive an award for teaching given by the university or a professional organization in addition to satisfying criteria for Category C

**or**

**A.2.** Satisfy five or more criteria from category B in addition to satisfying criteria for Category C.

**EXCEEDS EXPECTATIONS**

**B:** Satisfy four of the following in addition to satisfying criteria for Category C:

1. Provide evidence of superior course evaluations with respect to qualitative comments or quantitative scores
2. Provide evidence of extraordinary individual attention to students through conferencing, mentoring, or commentary on assignments
3. Demonstrate success of students in endeavors in which the faculty member plays a substantial role (e.g., admission to graduate school, success on the job market, winning prizes, presenting at conferences, or publishing)
4. Redesign or introduce new curriculum to enhance student learning (e.g., service-learning, digital literacies, etc.) and provide evidence of successful contributions to learning outcomes
5. Propose new courses or course modifications that directly meet the needs of undergraduate or graduate students, or teach one or more new course preparations
6. Demonstrate innovation through a willingness to take on new preparations or by varying reading lists, assignments, and examinations; or by introducing and using appropriate technology effectively
7. Demonstrate dedication to teaching by directing an undergraduate thesis or an independent study
8. Direct a graduate thesis or dissertation
9. Demonstrate commitment to excellence in teaching through organization and instruction of faculty development seminars that include faculty, graduate students, and/or adjunct faculty
10. Apply for and/or secure an internal or external grant for activities related to pedagogy or course development
11. Regularly teach the following GEC courses: 100E, 101, 102, 200, 201, 202, 203, exclusive of Honors sections, at least two courses per year excluding summer semesters
12. Effectively teach more than the standard number of courses for a faculty member in English
13. Participate in professional development opportunities such as the service-learning or OFP seminar
MEETS EXPECTATIONS

C: Satisfy all of the following:

1. Teach the full complement of courses appropriate to one’s faculty situation and help ensure that the department is able to offer its full range of courses by accepting teaching assignments, which may include courses the faculty member does not ordinarily teach and, in some necessary cases, does not want to teach
2. During the first week of the term, provide classes with a detailed syllabus that includes reading and writing assignments, attendance policy, methods of assessment, and other information required by the Faculty Handbook
3. Meet classes regularly. When the instructor must miss a class due to illness or travel out of town, s/he should make provisions for the class in advance if possible and notify the department office to cancel the class when advance notice is impossible
4. Hold at least one office hour per class per week
5. Require the defined writing assignments when teaching courses designated as “writing intensive”; 400-level literature courses should, during regular fall and spring terms, include a research paper of substantial length. Copies of student papers submitted for GEC courses, ENG 340, and 400-level courses should be submitted for programmatic assessment
6. Respond to student work thoroughly so that students may learn from the exercise and improve for the next. Written assignments and exams should be returned to students as soon as possible
7. Submit course grades by the final deadline for doing so
8. Demonstrate teaching effectiveness through student course evaluations or through a combination of student evaluations and other evidence indicating the quality of teaching.

BENEATH EXPECTATIONS

D: Not meeting any one criterion from Category C

UNSATISFACTORY

E: Not meeting more than one of the criteria for Category C.

Annual Review Guidelines
Criteria for Evaluation – RESEARCH ACTIVITY

The department of English is a research-oriented, doctoral-granting department that expects scholarly or creative productivity from all faculty members, except those (such as Instructors) whose professional role clearly, and by agreement, does not require such activity. Our expectation is for a continued or sustained record of research relative to the discipline of English or the faculty member’s professional specialty. Faculty members who have been on sabbatical leave should demonstrate significant progress on the project for which they were given leave.

The guidelines below do not represent a comprehensive list of activities for meeting, exceeding, or far exceeding expectations; rather, the items listed represent the most common benchmarks for earning these scores and are designed to clarify expectations for annual review evaluations. If faculty members perform activities not listed below or perform quantitatively more of any given activity, they should share that information with the Personnel Committee so proper credit can be awarded.

Faculty members who complete actions that are repeatable (e.g. publishing an article, presenting a conference paper, etc.) earn credit for each instance.

The Personnel Committee should consider quality of performance when assessing activities. FAR EXCEEDS EXPECTATIONS

A.1. Satisfy at least one of the following:

1. Publish a peer-reviewed scholarly book with a university press or selective commercial press
A.1. Satisfy at least one of the following:

1. Publish a peer-reviewed scholarly book with a university press or selective commercial press
2. Sign a contract for a peer-reviewed scholarly book with a university press or selective commercial press
3. Publish a full-length book of fiction, creative non-fiction, or poetry with a university press or selective commercial press
4. Sign a contract for a full-length book of fiction, creative non-fiction, or poetry with a university press or selective commercial press
5. Receive a national or international award for research or creative activity

or

A.2. Satisfy two or more criteria from category B1.

EXCEEDS EXPECTATIONS

B.1. Satisfy one of the following:
1. Receive a national or international grant for research or creative activity
2. Publish a peer-reviewed article in an especially prestigious journal, magazine, or collection
3. Give an invited address at a national scholarly or creative symposium or conference
4. Publish 2 short stories or creative essays or 6 poems in significant print journals, magazines, or anthologies
5. Publish a chapbook or less than full-length book of creative work with a university press or selective commercial press
6. Publish creative work in especially prestigious print journals or magazines in genre
7. Edit and publish an anthology or scholarly edition a university press or selective commercial press

or

B.2. Satisfy two or more items from category C1.

MEETS EXPECTATIONS

C.1. Satisfy one of the following:
1. Publish a peer-reviewed scholarly article of standard length (10+ manuscript pages) in a print or online journal or a book chapter of standard length (10+ manuscript pages)
2. Receive an external grant for research or creative activity
3. Publish a short story or creative essay or 3 poems in print journals, magazines, or anthologies
4. Publish a book-length publication with a press that lacks a selective or rigorous review process

or

C.2. Satisfy any two instances of the following secondary criteria:
1. Compose and submit a scholarly article or book chapter for publication
2. Submit a complete book manuscript to a press by request
3. Draft two chapters of a book-length project or making demonstrable progress on an edited book collection or scholarly edition
4. Make a conference presentation
5. Publish a short article (<10 manuscript pages)
6. Publish a review
7. Publish an encyclopedia entry or reference article
8. Have a previously published peer-reviewed article or book chapter or creative piece reprinted in different venue
9. Receive an internal grant for research or creative activity
10. Publish a short story, creative essay, or 3 poems in an online literary journal
different venue
9. Receive an internal grant for research or creative activity
10. Publish a short story, creative essay, or 3 poems in an online literary journal
11. Submit a short story, creative essay, or 3 poems for publication in print journals, magazines, or anthologies
12. Serve as staff or writer-in-residence at a writers conference
13. Give a reading from original creative work
14. Publish a translated story, essay, or poem, as translator or original author
15. Apply for a national grant with an extensive application process.

BENEATH EXPECTATIONS

D. Satisfy only one criterion from Category C2.

UNSATISFACTORY

E. Not meeting the criteria for Category D.

Annual Review Guidelines
Criteria for Evaluation – SERVICE ACTIVITY

As part of the responsibilities of full-time faculty membership, all individuals are expected to make demonstrable service contributions to the department, the university, the community, and the profession.

The guidelines below do not represent a comprehensive list of activities for exceeding or far exceeding expectations (or for C6); rather, the items listed represent the most common benchmarks for earning these scores and are designed to clarify expectations for annual review evaluations. If faculty members perform activities not listed below or perform quantitatively more of any given activity, they should share that information with the Personnel Committee so proper credit can be awarded.

Faculty members who complete actions that are repeatable (e.g. chairing a committee, serving as a reader on a graduate student committee, etc.) earn credit for each instance.

The Personnel Committee should consider quality of performance when assessing activities. FAR EXCEEDS EXPECTATIONS

A.1. Satisfy at least one of the following, in addition to meeting the criteria for Category B:

1. Fulfill effectively an administrative position in the department: Undergraduate Studies Director, Director of the Center for Writers, Licensure Director, Graduate Studies Director, Composition Director, or Gulf Coast Coordinator
2. Chair or hold office in a university-wide faculty governance body (e.g. Faculty Senate President, Vice President or Secretary or Gulf Coast Faculty Council President, Vice President or Secretary)
3. Win a college or university award for service.

or

A.2. Satisfy any five criteria from Category B.

EXCEEDS EXPECTATIONS

B. Satisfy three of the following, in addition to meeting the criteria for category C:

1. Serve on one additional university-wide, college-wide, professional, or discipline-related community committee or initiative
2. Edit or guest-edit a professional journal
1. Serve on one additional university-wide, college-wide, professional, or discipline-related community committee or initiative
2. Edit or guest-edit a professional journal
3. Organize/chair a professional conference or writers’ series
4. Serve as faculty advisor to a student group or publication that requires demonstrable time commitment (e.g., Sigma Tau Delta, English Graduate Organization, etc.)
5. Serve as reader on three or more graduate student committees
6. Perform demonstrably more advisement than the typical load
7. Peer review manuscripts for a journal or press
8. Create/chair a departmental committee, initiative, or event
9. Organize and/or facilitate university-wide academic or recurring professional series (e.g., Live Oak Writing Project, Pre-Performance Talk Series, Visiting Writers Series)

10. Perform other administrative service or coordinate an academic initiative (Director of Women’s Studies, Basic Writing Coordinator, Job Placement, Etc.)
11. Demonstrably meet and exceed quantitative expectations of Category C.

MEETS EXPECTATIONS
C. Satisfy all of the following:

1. Regularly attend department meetings
2. Actively participate in at least one area/program committee/workgroup (including attending those meetings and completing any tasks the group pursues)
3. Advise the standard number of assigned students during the fall and spring semesters (especially during, but not limited to, advisement weeks)
4. Participate in the graduate assistant and adjunct faculty mentoring program or its equivalent and provide a thorough report
5. Participate in at least one end-of-year Assessment Committee (Undergraduate, Graduate, Gulf Coast, Composition, etc.)
6. Complete any three activities from the following:
   a. Volunteer or agree to serve on one additional committee, whether standing or ad-hoc (e.g., the Undergraduate Curriculum Committee, the Graduate Curriculum Committee, a search committee, etc.), or its equivalent (e.g., the College Awards Committee, judging EGO awards or travel grants, etc.)
   b. Participate in at least one kind of opportunity for professional service or community outreach: university (e.g., university- or college-wide committees, event-judging, initiatives, Pre-Performance Talk, Issues & Answers, Lunch and Learn), professional (e.g., active membership in organizations, serving as external evaluators for tenure and promotion cases at other institutions), or community (e.g., giving guest lectures for community organizations, workshops for area professionals)
   c. Attend one graduation ceremony per academic year
   d. Participate in departmental promotion and recruitment: Summer Previews, Honors Day, Black and Gold Day, the Major/Minor Fair, meeting with prospective and visiting students, Coast Final Registration, etc.
   e. Participate in department literary or professional events (e.g., present at FGRC, EGO, Sigma Tau Delta, or placement workshop)
   f. Serve as reader on 1-2 graduate student committees (thesis and/or dissertation)
   g. Regularly attend the Unit Meetings held by the Associate Dean for the Coast College
   h. Organize a session/panel at a professional conference or assist with the planning of a professional conference
   i. Guest lecture in a course or for a community or campus organization
   j. Actively participate in campus visit activities or interviews for job searches
   k. Write three or more letters of recommendation for students or colleagues

BENEATH EXPECTATIONS
D. Fail to complete any one of the items listed in Category C1-6.

UNSATISFACTORY
D. Fail to complete two or more of the items listed in Category C1-6.
E: Fail to complete two or more of the items listed in Category C1-6.
The following are guidelines with which to measure service, teaching, and research expectations in the Department of History. All faculty members in the Department of History are entitled to an evaluation in which annual contributions are assessed and all faculty, as outlined in The University of Southern Mississippi’s Faculty Handbook, have a right to appeal their evaluation. In considering a faculty member’s contribution to the department, professionalism and collegiality (as discussed in the department’s tenure and promotion guidelines) may enhance or mitigate contributions.

NOTE: These faculty evaluation standards were approve by the Department of History in May 2015 (tenure stream) and February 2017 (teaching professor and instructor ranks). They were approved by the CoAL Dean and the Provost in 2017. They must be renewed by department vote in three years (in 2020) and, after that, every six years.

PART I: HISTORY DEPARTMENT FACULTY EVALUATION STANDARDS FOR TENURE-TRACK AND TENURED FACULTY (ASSISTANT/ASSOCIATE/FULL PROFESSOR)

SERVICE

The History Department’s standard is that each member of the department perform service in a professional manner and contribute regularly to the academic life of the university, college, department, profession and community.

Five (Exceptional)

A five is awarded for outstanding, timely, and professional department service (as defined in category three below) and significant additional work for the department, college, university, or broader profession. One or more of the following (or a significant number of smaller service contributions as listed under the expectations for a four) in addition to regular department service may be sufficient to earn a five:

☆ chairing an active, major university or college committee
☆ actively serving as a program coordinator
☆ serving as coordinator for NCATE or other accreditation process
☆ administering a large or especially onerous grant
☆ organizing a national or regional conference
☆ editing an academic or scholarly journal
☆ coordinating a major recruitment or retention initiative
☆ directing a center
☆ providing significant national service related to the mission of the university or the historical profession
Four (Commendable)

Regular department service (as defined in category three below) plus some extra activities, including those listed, may be sufficient to earn a four:

☆ serving on a university or college committee that meets regularly and requires extensive work (e.g., College Council, AAUP, PEC)
☆ chairing a department committee that requires significant work
☆ serving on a search committee, with extra consideration given to chairs
☆ organizing center activities that require significant work
☆ providing peer reviews of manuscripts for presses and journals
☆ promoting the reputation of the department by guest lecturing outside the department or university, regular engagement with the public (either online, such as blogging, in print, such as writing editorials related to the profession, or in person, through community talks)
☆ organizing a special class-related event (such as seminars for student teachers or class-related film series)
☆ organizing a speaker series
☆ performing community service such as presentations to schools and interest groups, organizing a service learning class, mentoring high school students, or consulting on historical projects

Three (Good)

Capable performance of assigned department service and at least one extra activity may be sufficient to earn a 3. Faculty in the first two years after their hire may not have the opportunity to serve beyond assigned department duties, which should not hinder their ability to achieve the “good” standard. Regular department service includes:

☆ advising students
☆ participating in recruitment and retention efforts
☆ participating in the department’s hiring activities
☆ serving on an ad-hoc department and university committee
☆ advising student clubs

Two (Below Expectations)

Negligence in performing assigned service.

One (Negligent)

Refusal to perform assigned department service or gross negligence in performing assigned service.

TEACHING

The History Department’s standard is that all faculty members should be effective teachers who work with graduate students as well as undergraduates and meet all of the contractual obligations associated with teaching including fostering an environment of respect for the dignity and worth of all members of the university community. All faculty must meet with their classes, submit textbook orders and grades (non-attending, interim, and final grades) on time, return graded material to students in a timely manner, keep regular office hours, and enforce university rules designed to protect the integrity of the educational process (such as those on plagiarism and keeping attendance for the purpose of non-attending grades). Tools used to assess teaching performance may include quantified student evaluations (considered in relation to historic department norms), written student comments on courses, exit interviews, teaching portfolios, or peer evaluations. Although research-active faculty (tenure-track and tenured) are not required to teach more than the equivalent of three classes a semester, additional
teaching such as study abroad, summer courses, or paid overloads will be considered when evaluating a faculty member’s teaching effectiveness and contributions.

**Five (Exceptional)**

A five requires very strong teaching performance plus *significant* involvement in supplemental teaching activities, including but not limited to:

☆ directing/serving on a significant number of graduate committees requiring active engagement with students (consideration will be given to the number of committees, the work involved, and students’ success in meeting benchmarks)
☆ teaching unpaid overloads
☆ directing undergraduate theses

**Four (Commendable)**

A four requires above average teaching evaluations (although weaker evaluations may be offset by heavy involvement in supplemental teaching activities) or other evidence of teaching effectiveness and additional supplemental activities (although exceptional evaluations may offset the lack of supplemental activities).

Supplemental activities might include:

☆ serving on a considerable number of graduate committees
☆ developing a new course
☆ revising an existing course in considerable and measurable ways
☆ directing undergraduate theses
☆ teaching independent studies (when necessity demands)
☆ enhancing the classroom experience with field trips or other supplementary activities
☆ contributing significantly to the teaching mission of the University through organizing workshops, conducting teaching-related research, and similar activities

**Three (Good)**

Average evaluations (based on historic department norms) or other evidence of teaching effectiveness and some involvement in activities outside of regularly scheduled courses may be sufficient for a three. Faculty have met expectations by participating in the following activities:

☆ contributing to the graduate education mission of the department
☆ teaching a regular complement of service courses
☆ meeting regularly with their classes and fulfilling contractual obligations including keeping office hours
☆ enforcing university and department rules that uphold the academic integrity of the education process

**Two (Below Expectations)**

A two will be assigned for below average evaluations (based on historic department norms) or other evidence of teaching effectiveness and few, if any, supplemental teaching activities.

**One (Negligent)**

Negligence in teaching responsibilities will result in a one. Negligence may include teaching evaluations far below historic department norms or other evidence of poor student engagement as well as evidence that the faculty member has failed to create a professional learning environment.
RESEARCH

The History Department’s standard is that all faculty members be actively engaged in a research program, which will culminate in publishable work. The department considers factors such as peer review, editorial review, and other post-publication reviews as well as the quality of the publisher/journal and the scholarly contribution of the research in assigning credit for publications, but within these parameters, does not discriminate between print or electronic publications. When possible, faculty should provide metrics for evaluating the acceptance rate, review process, and/or readership of published works.

Five (Exceptional)

Publication of a refereed monograph or co-authored monograph. Two or more of the following may also be considered for a five:

- refereed article in a reputable journal
- book translation
- edited book or equivalent, including major digital humanities project (in the case of on-going digital projects, the work will only be considered once)
- chapter in edited book
- non-refereed book that nonetheless contributes to historical, scholarly discourse
- national research grant (some grants are so prestigious that winning one should be considered adequate on its own for a “5”)
- recognition of demonstrated scholarly effectiveness/reputation (e.g., major awards or invited presentations, such as major conference keynote addresses or established lecture series)

Lesser works of scholarship may also be considered for partial credit, such as:

- encyclopedia articles
- book reviews
- conference papers
- recognition of scholarly effectiveness/reputation (e.g. minor awards or invited presentations from academic institutions)

Four (Commendable)

Less than two (or the equivalent) works from the preceding list. Lesser works of scholarship (those listed and their equivalents) warrant partial credit.

Three (Good)

Demonstrable evidence of continued progress toward one of the larger items on the list (a refereed book, refereed article, book translation, edited book, or chapter of an edited book) and regular participation (through conferences or online equivalents) in the academic life of the profession may be sufficient for a three. When financially and physically possible, all members of the department should present a paper, formal comment, or poster, or participate in a roundtable, at a professional conference in their field of specialty at least once a year.

Two (Below Expectations)

A research plan has been articulated, but adequate progress is not being made.
One (Negligent)

No demonstrable research plan has been undertaken and there has been minimal engagement in the academic life of the profession.

PART II: HISTORY DEPARTMENT TEACHING FACULTY EVALUATION STANDARDS FOR ASSISTANT/ASSOCIATE/FULL TEACHING PROFESSOR AND INSTRUCTOR/LECTURER/SR. LECTURER RANKS

The following guidelines are used to measure service, teaching, and scholarship/professional development for teaching professor and instructor/lecturer track faculty in the Department of History at The University of Southern Mississippi. All faculty members in the Department of History are entitled to an evaluation in which annual contributions are assessed and all faculty, as outlined in The University of Southern Mississippi’s Faculty Handbook, have a right to appeal their evaluation. In considering a faculty member’s contribution to the department, professionalism and collegiality (as discussed in the department’s tenure and promotion guidelines) may enhance or mitigate contributions.

SERVICE (30%)

The History Department’s standard is that each member of the department perform service in a professional manner and contribute regularly to the academic life of the university, profession, and community.

Five (Exceptional)

A five is awarded for outstanding, timely, and professional department service (as defined in category three below) and significant additional work for the department, college, university, or broader profession. One or more of the following (or a significant number of smaller service contributions as listed under the expectations for a four) in addition to regular department service may be sufficient to earn a five:

- chairing an active, major university or college committee
- actively serving as a program coordinator
- serving as coordinator for CAEP/NCSS or other accreditation process
- administering a large or especially onerous grant
- organizing a national or regional conference
- editing an academic or scholarly journal
- coordinating a major recruitment or retention initiative
- directing a center
- providing significant national service related to the mission of the university or the historical profession

Four (Commendable)

Regular department service (as defined in category three below) plus some extra activities, including those listed, may be sufficient to earn a four:

- serving on a university or college committee that meets regularly and requires extensive work (e.g., College Council, AAUP, PEC)
- serving on a national or regional, professional or academic editorial board
- chairing a department committee that requires significant work
- serving on a search committee, with extra consideration given to search committee chairs
organizing center activities that require significant work
providing peer reviews of manuscripts for presses and journals
extensive mentoring and advising of undergraduate students, especially licensure students, beyond what is required for course registration
promoting the reputation of the department by guest lecturing outside the department or university, regular engagement with the public (either online, such as blogging, in print, such as writing editorials related to the profession, or in person, through community talks)
organizing a special class-related event (such as seminars for student teachers or class-related film series)
organizing a speaker series
performing community service such as presentations to schools and interest groups, organizing a service learning class, mentoring high school students, or consulting on historical projects

Three (Good)

Capable performance of assigned department service and at least one extra activity may be sufficient to earn a 3. Faculty in the first two years after their hire may not have the opportunity to serve beyond assigned department duties, which should not hinder their ability to achieve the “good” standard. Regular department service includes:

- advising students
- participating in recruitment and retention efforts
- participating in the department’s hiring activities
- serving on an ad-hoc department and/or university committee
- advising student clubs

Two (Below Expectations)

Negligence in performing assigned service.

One (Negligent)

Refusal to perform assigned department service or gross negligence in performing assigned service.

TEACHING (60%)

The History Department’s standard is that all faculty members should be effective teachers and meet all contractual obligations associated with teaching, including fostering an environment of respect for the dignity and worth of all members of the university community. Faculty must meet with their classes, submit textbook orders and grades (non-attending, interim, and final grades) on time, return graded material to students in a timely manner, keep regular office hours, and enforce university rules designed to protect the integrity of the educational process (such as those on plagiarism and keeping attendance for the purpose of non-attending grades). Tools used to assess teaching performance may include quantified student evaluations (considered in relation to historic department norms), written student comments on courses, exit interviews, and teaching portfolios. Teaching professors and instructors/lecturers of all ranks will also be observed and evaluated by two members of the personnel committee at least once a year. Although not required, additional teaching experiences such as study abroad, summer courses, or paid overloads will be considered when evaluating a faculty member’s teaching effectiveness and contributions.
Five (Exceptional)

A five requires very strong teaching performance, evidenced by both teaching evaluations and class observation, plus significant involvement in supplemental teaching activities, including but not limited to:

☆ teaching unpaid overloads
☆ directing undergraduate theses or serving on graduate student committees
☆ teaching independent studies (when necessity demands)
☆ developing new courses or revising existing courses in considerable and measurable ways
☆ contributing significantly to the teaching mission of the University conducting teaching-related research to improve education at Southern Miss and similar activities

Four (Commendable)

A four requires above average teaching performance, evidenced by both teaching evaluations and class observation. It also requires additional supplemental activities (although exceptional evaluations may offset the lack of supplemental activities). Supplemental activities might include:

☆ engaging students with innovative and effective assignments that involve significant additional work for the instructor
☆ enhancing the classroom experience with field trips or other supplementary activities
☆ contributing to the teaching mission of the department by working with graduate teaching assistants to improve their pedagogical skills through classes, workshops, overseeing projects (such as the History Lab), or supervisory work beyond what is expected in a class with grading assistants
☆ assuming primary administrative or technological responsibilities for team-taught courses (most probably, online classes)
☆ guest lecturing in a significant number of courses where someone else is the instructor of record

Three (Good)

A three requires average teaching evaluations (based on historic department norms), acceptable performance during class observation. Other evidence of teaching effectiveness may also be considered and, when supplemented by some involvement in activities outside of regularly scheduled courses, may be sufficient for a three. Faculty have met the department’s minimal expectations for a three by effectively engaging in the following activities:

☆ teaching a regular complement of service courses
☆ meeting regularly with classes and fulfilling contractual obligations including keeping office hours
☆ enforcing university and department rules that uphold the academic integrity of the education process

Two (Below Expectations)

A two is assigned for below average evaluations (based on historic department norms) or other evidence of teaching ineffectiveness and few, if any, supplemental teaching activities. A two will not be assigned solely based on a single classroom observation.

One (Negligent)

Negligence in teaching responsibilities will result in a one. Negligence may include teaching evaluations far below historic department norms or other evidence of poor student engagement as well as evidence that
the faculty member has failed to create a professional learning environment. A one will not be assigned solely based on a single classroom observation.

**SCHOLARSHIP/PROFESSIONAL DEVELOPMENT (10%)**

The History Department’s standard holds that all faculty must remain current in their understanding of the material that they teach and innovative in their pedagogy.

**Five (Exceptional)**

A five is awarded for scholarly contributions and/or professional development well beyond what is minimally required to teach courses at The University of Southern Mississippi. Evidence of exceptional scholarship or professional development may include:

- completion of a significant publication that addresses historical or pedagogical issues, including a refereed book or article, an edited collection, or a non-refereed work, such as an article in a reputable, editor-reviewed journal, a book translation, major digital humanities project, or chapter in an edited book
- winning recognition of demonstrated scholarly or pedagogical effectiveness/reputation (e.g., major awards or invited presentations, such as a major conference keynote address or a presentation to a widely recognized and established lecture series)

**Four (Commendable)**

A four is awarded for scholarly contributions and/or professional development that significantly enhances the individual’s ability to teach courses at The University of Southern Mississippi.

- encyclopedia articles and book reviews that address historical or pedagogical issues
- conference papers
- significant contributions to pedagogical newsletters, blogs, and other resources designed to share and disseminate best teaching practices
- active and significant participation in regional or national seminars, conferences, and workshops
- active participation in semester-long teaching workshops (teaching, writing, etc.)

**Three (Good)**

All faculty in the Department of History must demonstrate continued mastery of both historical content and pedagogical practices. Demonstrable evidence of continued engagement in historical scholarship and/or professional development may consist of attendance at scholarly/professional events on campus or participation (in person or online) in pedagogical training and seminars. When financially and physically possible, all members of the department should participate in at least two scholarly/professional activities each semester.

**Two (Below Expectations)**

Failure to cultivate scholarly and pedagogical knowledge required to be an effective teacher.

**One (Negligent)**

Failure to maintain minimal scholarly and pedagogical proficiency required to be an effective teacher.