



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI.

SCHOOL OF
SPEECH & HEARING
SCIENCES
ANNUAL EVALUATION
PROMOTION AND TENURE GUIDELINES

Steven Cloud _____ 9/2/2021
Director Date

Rachel Story _____ 9/2/21
Dean Date

Steven Moore _____ 9/9/21
Provost Date

School Policies and Procedures: Evaluation Processes

School: Speech and Hearing Sciences
Director: Steven J. Cloud, PhD, CCC-SLP
College: Nursing and Health Professions
College Dean: Lachel Story, PhD, RN

Mission, Vision, and Values

School Mission

The School of Speech and Hearing Science's mission is:

To provide undergraduate, master's, and doctoral programs that challenge students to achieve the highest standards of academic learning, scientific inquiry, and clinical excellence.

To prepare graduates of the undergraduate program to be successful in graduate programs in the speech and hearing sciences.

To sufficiently prepare graduates of the master's and doctoral degree programs to meet all credentialing requirements to enter professional employment and practice.

School Vision

The School of Speech and Hearing Sciences is a community of scholars and practitioners educating students through best practice models in diverse academic and clinical learning experiences, research, and service.

School Values

Values: The School of Speech and Hearing Sciences is committed to:

1. Educational programs that produce ethical, competent, well-rounded healthcare professionals who are grounded in their subject matter.
2. Public outreach and provision of services that is held in the highest regard and fosters impactful public engagement to enhance the quality of life for citizens of Mississippi and the region.
3. Establishing community partnerships that are of significant benefit to the community as well as the University.
4. Developing a faculty that is fully engaged with the mission of the University, College, and School.

Faculty Evaluations: Performance Categories

Annual evaluations of work performance are mandatory for academic personnel at the University. The evaluation framework serves to ensure effectiveness in teaching, research/creative activities, and service by providing a common structure for annual evaluations. This structure includes the allocation of workload and periodic opportunities for professional development. Additionally, annual evaluations inform decisions for tenure, promotion, and merit-based salary adjustments. The annual evaluation framework is oriented toward proactive engagement between faculty members and their peers and supervisors. The annual evaluation process is meant to stimulate feedback among faculty, school directors, and deans in order to realize maximum potential, effectively allocate resources, and fairly arbitrate appeals made by faculty members. The process is aimed at maximizing potential and supporting the University mission.

Faculty Engagement

Engagement is an essential dimension of institutional health, growth and well-being. Faculty are expected to engage in actions that maintain and advance the mission and goals of the University. The Faculty and Staff of the USM School of Speech and Hearing Sciences fully believes in engagement and will abide by the principles of active engagement. Measures of faculty engagement are evident throughout each category of evaluation.

Tenured and Tenure Track: Teaching

Meets Expectations for Teaching

1. Teaching a full complement of assigned courses.
2. Adheres to teaching expectations outlined in the Faculty Handbook. These expectations include:
 - a. providing classes with detailed syllabi on the first day of class. (At the faculty member's discretion and appropriate to class delivery method, syllabi may be distributed online, in print, or both.)
 - b. meets classes as assigned. (If missing a class is unavoidable, faculty members must notify the School Director and attempt to provide students with an appropriate alternative, such as a guest instructor.)
 - c. complies with FERPA, adheres to the University's policy on [Undergraduate Academic Grades](#), the [Academic Integrity Policy](#), the [Classroom Conduct Policy](#), and other teaching policies available on the University's [Institutional Policies](#) page.
3. Revises and updates previously taught courses as appropriate.
4. Holds at least three teaching-related office hours per week.
5. Adheres to assessment-related requirements, such as including the requisite writing requirements for writing intensive courses and collecting student papers, grading rubrics, and compiling statistics necessary for the assessment of GEC and other assessed courses.
6. Returns student assignments promptly and with constructive feedback.
7. Submits grades, grade roster reports, and textbook orders on time.
8. Demonstrates effective teaching through both student evaluations and other relevant evidence as defined by the faculty, such as peer teaching evaluations, or teaching portfolios.
9. Serves as a committee member on undergraduate research projects, graduate theses, and dissertations when appropriate and relevant to one's area of expertise.
10. In regard to teaching, collegiality includes showing professional respect for others' teaching methods and not disparaging members of the School (professionally or personally) in front of students. Collegiality includes being willing to offer reasonable assistance to other members of the School in fulfilling their teaching responsibilities.

Fails to Meet Expectations for Teaching

Consistently fails to satisfy one or more of the criteria from the "meets expectations" list.

Exceeds Expectations for Teaching

Satisfying more than one of the criteria below, while also meeting all the criteria from the “meets expectations” list:

1. Unusually high or positive student evaluations, judged relative to both class grade distributions and historical norms for the class.
2. Extraordinary individual attention to students through tutoring, conferencing, mentoring, or going to unusual lengths to enhance students’ educational experience, such as time-consuming field trips, or service-learning activities.
3. Teaching unpaid or emergency overloads, including special topics courses, in addition to other teaching duties.
4. Assuming primary administrative or technological responsibilities for large, online, team-taught courses.
5. Planning and implementing a full creation or redesign of a course.
6. Significantly redesigning or introducing new curriculum to advance program goals and enhance student learning.
7. Recognition of pedagogical effectiveness/reputation, such as receiving major awards.
8. Participation in the University’s ACUE program, service-learning seminar, leading a teaching forum, or other ways of showing unusual dedication to teaching excellence.
9. Directing a doctoral dissertation, master’s thesis, undergraduate honor’s thesis, or actively contributing to a number of graduate committees.
10. Securing internal or external grants to develop new teaching initiatives and methods.

Scholarship, Research, and Creative Activity

Scholarship, Research, and Creative Activity

Tenured and tenure track faculty members are expected to be engaged in scholarly activity, research, and/or creative activity commensurate with each faculty member’s status or standing in the School and University.

Meets Expectations for Research/Creative Activity

Standard expectations for scholarship, research, and creative activity include all of the following:

1. When financially and physically possible, presenting a paper, providing formal comment, or participating in a roundtable at a professional conference. This requirement may also be fulfilled through public readings of scholarly or other works to professional peers or the general public.
2. Evidence of active engagement in scholarly and/or creative projects through publishing or demonstrated progress on a significant new and/or revised work that will eventually be published. Progress is meant to include not only drafts produced, but also extensive research, such as archival research.
3. Significant works must be evaluated on a case-by-case basis, making appropriate adjustments for contribution length and qualitative criteria, but may also include:
 - a. significant works in a monograph;
 - b. peer-reviewed journal article publications;
 - c. peer-reviewed chapters in an edited book with content related to the School’s mission;
 - c. multiple encyclopedia articles or scholarly book reviews;
 - d. non-scholarly articles that require significant research.
4. Collegiality in the context of research and creative activity that shows professional respect for the work of members of the School, contributing toward a scholarly and civil environment in which everyone can be productive and effective, and not disparaging others’ work to members of the School or profession. It does not preclude respectful professional disagreement.

Additional examples of research/creative activity:

1. Submission of a book draft as part of a contract with a publisher
2. Development and submission of a proposal for external funding

3. Administration of an externally funded grant
4. Productivity and/or direction of exemplary performance related to the School's mission

Exceeds Expectations for Research/Creative Activity:

Satisfying one or more of the criteria below, while also meeting the conference criteria from the "meets expectations" list. This list is not comprehensive and may include other projects and activities to be evaluated on a case-by-case basis.

1. Publication of a monograph or co-authored monograph
2. Multiple peer-reviewed scholarly journal articles
3. Multiple peer-reviewed chapters in edited books related to the School's mission
4. A book translation whose content is related to the School's mission (for which the faculty member serves as translator)
5. Exceptional scholarly, literary, or recognition of a book, scholarly peer-reviewed journal article, or monograph (such as receiving a major award or publication in a prestigious journal)
6. Publication of textbooks or edited books (such as anthologies or scholarly editions)
7. Major invited keynote address
8. Award of a major research proposal or grant

Fails to Meet Expectations for Research/Creative Activity:

Failing to satisfy any of the criteria from the "meets expectations" list.

Service

Faculty members are expected to be engaged in appropriate interactions with students, the School, College, University, and the community.

Meets Expectations for Service

Standard service expectations in the School include all of the following:

1. Attending and actively participating in School meetings.
2. Maintaining an active, engaged, and physical presence on campus for the purpose of supporting the life and goals of the School and University. Faculty presence on campus is valued. Therefore, faculty members should be available to be on campus at least four days a week.
3. Performing basic employment-related obligations, including but not limited to completing required University-mandated training modules, monthly time and attendance reports, outside employment forms (when applicable), annual financial conflict of interest disclosures, and other administrative requirements of this sort.
4. Actively participating in at least one School, College, or University committee that meets regularly and requires a significant commitment of time or contributing to multiple committees with less onerous responsibilities.
5. Advising or mentoring students (as assigned).
6. Participating in recruitment and retention efforts when requested.
7. Participating in the School's hiring activities.
8. Contributing to respective disciplines through peer reviews, professional association committee work, non-academic publications, grant and museum consultations, and other professional activities; or contributing significantly to student and faculty mentorship; or contributing to academic discourse in the community through public presentations, consultations, organizing lecture series, developing public websites, and other community activities related to scholarly work; or enhancing the campus community by advising clubs, participating in campus training and lecture series, and contributing to student conferences and activities.
9. Attending at least one commencement ceremony per year.
10. Participating in state or national organizations related to the School's mission.

11. Collegiality in the context of service includes showing respect for others and a willingness to do one's fair share of service for the sake of the School, colleagues, students, and staff members. This also includes a willingness to collaborate and contribute towards shared governance. Collegiality does not preclude vigorous debate, dissent, and protest in intellectual matters and in issues concerning the governance of the institution.

Fails to Meet Expectations for Service

Nonperformance of expected program School, College, or University committee work or neglecting advising/mentoring responsibilities typically constitutes service performance that is "below expectations." However, faculty members who have made unusually significant contributions to any of the above categories may still meet expectations even if they have not contributed to all the areas, as determined on a case-by-case basis.

Exceeds Expectations for Service

Service performance that "exceeds expectations" typically consists of substantial time contributions to service activities that have a significant positive effect on the School, College, University, profession, or community. Examples include serving as a member of the School Leadership Team, chairing committees that require substantial time commitments, editing journals, conference planning, substantial peer reviews, sustained and time-consuming community projects related to the University's mission, considerable contributions to the accreditation process, administering a large or especially onerous grant, or regular and substantial engagement with the community. Exceeds expectations includes winning a major service award.

Teaching Track - Teaching

Meets Expectations for Teaching

Standard teaching expectations in the School of Speech and Hearing Sciences include all of the following:

1. Teaching the full complement of assigned courses.
2. Adhering to the teaching expectations outlined in the Faculty Handbook. These expectations include:
 - a. providing classes with detailed syllabi on the first day of class. (At the faculty member's discretion and appropriate to class delivery method, syllabi may be distributed online, in print, or both.)
 - b. holding classes as assigned. (If missing a class is unavoidable, faculty members must notify the School's director and attempt to provide students with an appropriate alternative, such as a guest instructor.)
 - c. complying with FERPA, adhering to the University's policy on Undergraduate Academic Grades, the Academic Integrity Policy, the Classroom Conduct Policy, and other teaching policies available on the University's Institutional Policies page.
3. Revising and updating previously taught courses as appropriate.
4. Holding at least three teaching-related office hours per week.
5. Adhering to assessment-related requirements, such as including the requisite writing requirements for writing intensive courses and collecting student papers, grading rubrics, and compiling statistics necessary for the assessment of GEC and other assessed courses.
6. Returning student assignments promptly and with constructive feedback.
7. Submitting grades, grade roster reports, and textbook orders on time.
8. Demonstrating effective teaching through both student evaluations and other relevant evidence as defined by disciplinary units, such as peer-teaching evaluations or teaching portfolios.
9. Collegiality in the context of research and creative activity includes showing professional respect for the work of members of the School, contributing toward a scholarly and civil environment in which everyone can be productive and effective, and not disparaging others' work to members of the School or profession. It does not preclude respectful professional disagreement.

Fails to Meet Expectations for Teaching

Consistently failing to satisfy one or more of the criteria from the “meets expectations” list.

Exceeds Expectations for Teaching

Satisfying two or more of the criteria below, while also meeting all the criteria from the “meets expectations” list:

1. Evidence of strong teaching performance, evidenced by exceptional teaching evaluations (judged relative to both historical norms and grade distributions) and/or class observation feedback.
2. Significant involvement in supplemental teaching activities such as:
 - a. Designing, significantly redesigning, innovating, and/or implementing courses and/or strategies to enhance learning, including special problems courses. The School also recognizes considerable efforts to engage students with innovative and effective assignments that involve significant additional work for the instructor.
 - b. Teaching unpaid or emergency overloads in addition to other teaching duties.
 - c. Assisting with graduate student research and writing, and committees, such as by directing honors’ or masters’ theses, or serving as graduate committee readers.
 - d. Teaching special topics courses (as needed for School curricula or student degree progress).
 - e. Securing internal or external grants to develop new teaching initiatives and methods.
 - f. Participation in the University’s ACUE program, service-learning seminar, leading a teaching forum, or other ways of showing dedication to teaching excellence.
 - g. Enhancing the classroom experience with field trips, service-learning, or other supplementary activities.
3. Assuming primary administrative or technological responsibilities for large, online, team-taught courses.
4. Winning a major teaching award.

Scholarship/Professional Development (Teaching Track)

Teaching track faculty members are expected to continue their education and to acquire sufficient continuing education to maintain licenses, certifications, or other pertinent credentials. Teaching track faculty members who are assigned time for research or scholarly activity are expected to be productive in this area. Specific goals for scholarship may be established at the annual evaluation meeting.
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Meets Expectations for Scholarship/Professional Development

When financially and physically possible and appropriate to the position, all members of the School of Speech and Hearing Sciences should participate in professional development that significantly enhances their ability to teach courses at the University. Faculty should demonstrate continued engagement in current scholarship and/or professional development through attendance at scholarly/professional events on campus or participation (in person or online) in pedagogical training and seminars.

Collegiality in the context of research, creative activity, and professional development includes showing professional respect for the work of members of the School, contributing toward a scholarly and civil environment in which everyone can be productive and effective, and not disparaging others’ work to members of the School or profession. It does not preclude respectful professional disagreement.

Fails to Meet Expectations for Scholarship/Professional Development

Failing to satisfy any of the criteria from the “meets expectations” list.

Exceeds Expectations for Scholarship/Professional Development

Satisfying one or more of the criteria below while also meeting the criteria from the “meets expectations” list. This list is not comprehensive and may include other projects and activities to be evaluated on a case-by-case basis:

1. Professional development well beyond what is minimally required to teach courses at the University. Evidence may include:
 - a. organizing a national or regional teaching workshop.
 - b. being awarded or substantially facilitating a major grant.
 - c. recognition of scholarly or pedagogical effectiveness/reputation (e.g., major awards, invitation to share expertise outside of the University).
2. Scholarly contributions well beyond what is minimally expected for teaching and service. Evidence of this type of scholarship includes publication of any of the following:
 - a. presentation of conference papers.
 - b. significant contributions to pedagogical newsletters, blogs, and other resources designed to share and disseminate best teaching practices.
 - c. providing pedagogical training to campus and regional community institutions and organizations.
 - d. encyclopedia articles and book reviews that address historical or pedagogical issues.
 - e. active participation in semester-long teaching workshops (teaching, writing, etc.).
 - f. monograph or co-authored monograph.
 - g. scholarly peer-reviewed journal article.
 - h. chapter(s) in an edited book related to the School's mission.
 - i. a book (related to the School's mission) translation (for which the faculty member serves as translator).
 - j. exceptional scholarly recognition of a book or article.
 - k. publishing of a textbook related to the School's mission.
 - l. edited anthologies or monographs related to the School's mission.

Service

Faculty members are expected to be engaged in appropriate interactions with students, the School, College, University, and the community.

Meets Expectations for Service

Standard service expectations include all of the following (when appropriate to the position):

Attending and actively participating in School meetings.

1. Maintaining an active, engaged, and physical presence on campus for the purpose of supporting the life and goals of the School, College, and University. Faculty presence on campus is valued; therefore, faculty members should be available to be on campus at least four days a week.
2. Actively participating in at least one School, College, or University committee that meets regularly and requires a significant commitment of time or contributing to multiple committees with less onerous tasks (e.g., Faculty Senate, Graduate Council, Academic Council, etc).
3. Advising students (as assigned). Participating in recruitment and retention efforts when requested. Participating in the School's hiring activities.
4. Contributing to the teaching mission of the School (when appropriate) by improving the pedagogical/andragogical skills of graduate students, learning assistants, and teacher candidates through classes, workshops, or overseeing clinical or research projects.
5. Research and development culminating in creation and submission of accreditation assessment reports.
6. Collegiality in the context of service includes showing respect for others and a willingness to do one's fair share of service for the sake of the School, colleagues, students, and staff members. It also includes a willingness to collaborate and contribute towards shared governance. Collegiality does not preclude vigorous debate, dissent, and protest in intellectual matters and issues concerning the governance of the institution.

Fails to Meet Expectations for Service

Faculty members may still meet expectations even if they have not contributed to all the areas of possible activity listed above, provided they have made significant contributions to a number of them. However, nonperformance of expected program, School, College, or University committee work, or neglecting advising responsibilities typically constitutes service performance that is “below expectations.”

Exceeds Expectations for Service

Service performance that “exceeds expectations” typically consists of substantial time contributions to service activities that have significant positive effect on the School, College, University, profession, or community. Examples include: serving as a member of the School Leadership Team, chairing committees that require substantial time commitments; serving on search committees; editing journals; conference planning; multiple peer reviews; sustained and time-consuming community projects related to the University’s mission; considerable contributions to the accreditation process; administrating a large or especially onerous grant; regular and substantial engagement with the community; extensive mentoring and advising of undergraduate students, especially licensure students and those in WI courses (beyond what is required for standard teaching expectations); contributing to the teaching mission of the School by improving the pedagogical skills of graduate students, learning assistants, and teacher candidates; or winning a major service award.

Goals for Next Evaluation Period

Goals for the next evaluation period will be set during the annual evaluation meeting with the Director or personnel evaluation committee. Reasonable and attainable goals will be set and will be related to the mission of the School, College, and University.

Pre-Tenure Review

Criteria for pre-tenure review are the same as for tenure, but take into account that candidates have not had the full probationary period to develop a record of achievements. The School promotion and tenure committee is to identify areas in which the candidate needs to improve in order to eventually merit tenure and help the candidate identify strategies. The faculty member’s progress should be monitored in subsequent annual reviews.

The pre-tenure review process is based on policies established by the School’s faculty in concert with policies set forth in the University’s faculty and employee handbooks.

Promotion to Associate Professor

Promotion is official institutional recognition of meritorious achievement in research/creative scholarship, service, and teaching (tenure-track faculty) or service and teaching (non-tenure track faculty). Promotion recognizes talented faculty for their records of achievement within their respective disciplines or interdisciplinary settings.

Identify School or unit criteria for promotion to associate professor in addition to the expectation that annual evaluations have shown that the faculty member has met or exceeded expectations.

Promotion to associate professor is a recommendation made by the School’s tenure and promotion committee after consideration of the faculty member’s dossier and other supporting documents. Factors to consider for a recommendation will be consistent with guidelines set in the School’s Handbook. In general, a recommendation for promotion will be made only if all criteria for teaching, research, and service are met or exceeded throughout the tenure track period.

Tenure

By granting tenure, the University exercises its belief in academic freedom and recognizes that a faculty member has the knowledge, skills, and professionalism required to make continuing, positive contributions to the discipline, School, and academic community.

The criteria for tenure are determined in the typical areas of assessment (teaching, service, research/creative scholarship) with additional considerations of collegiality within the University. Because they aim to become part of the cadre of faculty that will shape the long-term future of the institution, candidates for tenure must exhibit a clear sense of shared responsibility for the excellence of the University; this includes collegiality.

Tenure is recommended by the School's tenure and promotion committee. Factors to consider for a recommendation will be consistent with guidelines set in the School's Handbook. In general, a recommendation for tenure will be made only if all criteria for teaching, research, and service are met or exceeded throughout the tenure track period.

Promotion to Full Professor

Promotion to full professor is a recommendation made by the School's tenure and promotion committee after consideration of the faculty member's dossier and other supporting documents. Factors to consider for a recommendation will be consistent with guidelines set in the Faculty Handbook as well as the School's Handbook. In general, a recommendation for promotion will be made only if all criteria for teaching, research, and service are met or exceeded. Additionally, a candidate for promotion to professor will consistently demonstrate over a period of four or more years excellence in teaching, research, and service.

Post-tenure Review (PTR)

Provided there are no substantially mitigating circumstances (e.g., serious illness), PTR is initiated when, in the annual review process, faculty do not meet expectations in any one category for four consecutive years, or in two or more categories for two consecutive years.

A recommendation for post-tenure review will be made by the School's personnel evaluation committee when a faculty member does not meet expectations in any one category for four consecutive years, or in two or more categories for two consecutive years.

Rubric (Faculty Handbook, Appendix B)

TEACHING				
	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	COMMENTS
Coursework	Coursework (development, materials, and assessments) does not reflect the standard performance level identified within the unit or by appropriate University groups, (e.g. online steering committee).	Coursework (development, materials, and assessments) reflects the standard performance level identified within the unit or by appropriate University groups, (e.g. online steering committee) .	Coursework reflects innovative development, which may include service learning, active learning, honors theses, SPUR projects, etc., consistent with School directives and exceeding unit expectations.	
Course delivery	Course delivery (attendance, course load, syllabi, grading deadlines) is not performed according to the University calendar and guidelines.	Course delivery (attendance, course load, syllabi, grading deadlines) is performed according to the University calendar and guidelines.	Course delivery exceeds unit and University guidelines by the addition of independent studies, thesis or dissertation coursework, added to existing load.	
Student teaching evaluations	Teaching evaluations conducted by students do not reflect the standard performance level identified within the unit.	Teaching evaluations conducted by students reflect the standard performance level identified within the unit.	Teaching evaluations conducted by students exceed the standard of performance level identified within the unit.	
Peer teaching evaluations	Teaching evaluations conducted by peers do not reflect the standard performance level identified within the unit.	Teaching evaluations conducted by peers reflect the standard performance level identified within the unit.	Teaching evaluations conducted by peers exceed the standard performance level identified within the unit.	
Innovative teaching	Teaching evaluations and/or peer reviews reflect a lack of change or inclusion of relevant material in the course experience.	Teaching evaluations and/or peer reviews reflect the use of new materials and approaches to engage students.	Teaching evaluations and/or peer reviews show engaged learning based on innovative teaching methods.	
TOTAL SCORE:				
3/5 in Exceeds Expectations with 0 in Does Not Meet Expectations = Exceeds Expectations				
3/5 in Does Not Meet Expectations with 0 in Exceeds Expectations = Does Not Meet Expectations				
Collegiality in Teaching Statement: (provide one-to-two sentences describing collegial efforts through teaching.				

RESEARCH/CREATIVE ACTIVITY

	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	COMMENTS
Participation in research/creative activities	Participates or demonstrates continuous effort in research/creative activities at a rate lower than the standard performance level identified within the unit.	Participates in research/creative activities by initiating new activity and/or demonstrating continuous effort on existing activity as reflected within the standard performance level identified within the unit.	Participates in research/creative activities by initiating new collaborative interdisciplinary activity and/or demonstrating continuous effort on existing interdisciplinary activity exceeding the standard performance level identified within the unit.	
Dissemination of research/creative activities	Disseminates work through unit identified-channels (e.g., peer-reviewed journals, books, performance) at a rate lower than the standard performance level identified within the unit.	Disseminates work through unit identified-channels (e.g., peer-reviewed journals, books, performance) as reflected within the standard performance level identified within the unit.	Disseminates work through unit identified channels (e.g., peer-reviewed journals, books, performance, etc.) at a rate that exceeds the standard performance level identified within the unit.	
Applications for internal/external funding	Submits application for internal/external funding of research/creative activities at a rate lower than the standard performance level identified within the unit.	Submits application for internal/external funding of research/creative activities as reflected within the standard performance level identified within the unit (e.g., unit may define expectations as annual, bi-annual, tri-annual submissions).	Procures internal/external funding of research/creative activities exceeding the standard performance level identified within the unit.	

TOTAL SCORE:
 2/3 in Exceeds Expectations with 0 in Does Not Meet Expectations = Exceeds Expectations
 2/3 in Does Not Meet Expectations with 0 in Exceeds Expectations = Does Not Meet Expectations

Collegiality in Research/Creative Activity Statement: (provide one-to-two sentences describing collegial efforts through research/creative activities.)

SERVICE

	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	COMMENTS
Institutional committees	Serves on appointed/elected committees at the School, College, and University levels at a rate lower than the standard performance level identified within the unit, or does not attend committee meetings to represent the unit.	Serves on appointed/elected committees at the School, College, and University levels as reflected within the standard performance level identified within the unit; attends meetings and contributes to the needs of the committee.	Serves on appointed/elected committees at the School, College, and University levels at a rate exceeding the standard performance level within the unit; attends meetings, completes a leadership role for the committee or sub-committee.	
Professional organizations	Contributes to their identified field of study through membership and participation in professional organizations within their field internationally, nationally, regionally, and/or statewide at a rate lower than the standard performance level identified within the unit.	Contributes to their identified field of study through membership and participation in professional organizations within their field internationally, nationally, regionally, or statewide as reflected within the standard performance level identified within the unit.	Contributes to their identified field of study through membership, participation in, and committee service on professional organizations, publications, activities within their field internationally, nationally, regionally, or statewide, exceeding the standard performance level identified within the unit.	
Campus activities and community service	Facilitates growth of the University/College/School through active participation in University campus activities (i.e., Eagles SPUR, recruitment, retention) and community service related to their profession at a rate lower than the standard performance level identified within the unit.	Facilitates growth of the University/College/School through active participation in University campus activities (i.e., Eagles SPUR, recruitment, retention) and community service related to their profession as reflected within the standard performance level identified within the unit.	Facilitates growth of the University/College/School through active participation in University campus activities (i.e., Eagles SPUR, recruitment, retention) and community service related to their profession exceeding the standard performance level identified within the unit.	
Student mentorship	Facilitates growth in their field of study through formalized mentorship of students	Facilitates growth in their field of study through formalized mentorship of students	Facilitates growth in their field of study through formalized mentorship of students	

	and/or other faculty, service on student committees to include graduate examinations and dissertations, as well as undergraduate honors theses, delivery of independent study courses at a rate lower than the standard performance level identified within the unit.	and/or other faculty, service on student committees to include graduate examinations and dissertations as well as undergraduate honors theses, delivery of independent study courses as reflected within the standard performance level identified within the unit.	and/or other faculty, service on student committees to include graduate examinations and dissertations master's theses, and undergraduate honors theses exceeding the standard performance level identified within the unit.	
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TOTAL SCORE:
 3/4 in Exceeds Expectations with 0 in Does Not Meet Expectations = Exceeds Expectations
 3/4 in Does Not Meet Expectations with 0 in Exceeds Expectations = Does Not Meet Expectations

Collegiality in Service Statement: (provide one-to-two sentences describing collegial efforts through service activities.)

To be completed by evaluator:

NOTEWORTHY ACTIVITIES AND REMARKS

Evaluator may list any activities they identify as noteworthy or include other remarks for the academic year

Teaching	
Research/ Creative Activities	
Service	

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 Date of Submission: November 20, 2020

I certify that the information provided above has been approved by the School director.