



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI.

SCHOOL OF CONSTRUCTION AND DESIGN

ANNUAL EVALUATION
PROMOTION AND TENURE
GUIDELINES

APPROVED SEPTEMBER 17, 2021

John J. [Signature]

Director Date 10/4/21

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SCHOOL OF CONSTRUCTION AND DESIGN



School Policies and Procedures: Evaluation Processes

This document covers faculty evaluations, pre-tenure review, promotions, tenure, and post-tenure review. It has been made available for review and comment by all active full-time faculty.

School: Construction and Design
Director: Dr. Erich Connell
College: Arts and Sciences
College Dean: Dr. Christopher Winstead

Mission, Vision, and Values

School Mission

To develop students into well-educated professionals entering the practices of the Built Environment in respect to Construction, Construction Management, Design-Build, Architecture, and Interior Design and to prepare them to continue to develop and become leaders in their field of choice.

School Vision

To become the school of choice for students to learn in Mississippi and the surrounding region for professional education in the Built Environment.

School Values

Honesty, Integrity, Humility, and Tenacity in the service of the professions within the Built Environment.

Faculty Evaluations: Performance Categories

Refer to Faculty Handbook for more information:

- [Committee Membership Eligibility \(1.10.1\)](#)
- [Faculty Governance Options \(1.10.2\)](#)
- [Faculty Evaluation Process \(4.1, 4.4, 4.5.2-4.5.4, Appendix B\)](#)
- [Workload Allocation/Assignment \(4.3, Appendix A\)](#)
- [Administrator Workload](#)
- [Circumstantial Adjustments to Workload Allocation](#)

General Statement about Annual Evaluation Standards

The School of Construction and Design emphasizes pragmatic, applied, relevant education and research supported by the professions from our disciplines. Recognizing that diverse contributions across disciplines advance the Academy, full-time members of the corps of instruction at the University of Southern Mississippi are to be fully engaged citizens of the University community. Fully engaged citizens equitably contribute to the teaching, research/creative activities, and service missions of the institution. This is accomplished through various activities that include, but are not limited to, the following: intentionally and conscientiously teaching and mentoring students; striving to advance one's own scholarly pursuits; contributing to shared governance through active engagement on school, college, and University committees; supporting colleagues; and complying with institutional policies. To this end, faculty are expected to be routinely present and participatory throughout the entire period of their employment contract.

Tenured and Tenure Track

Teaching

Tenured and Tenure-Track faculty members are expected to be effective instructors in the classroom within an area of expertise and to continually improve and build upon the body of knowledge in their area of scholarship.

Meets Expectations for Teaching

Standard teaching expectations in the School of Construction and Design include all the following:

1. *Teaching the yearly workload as negotiated with the school director.*
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 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, compiling statistics necessary for the assessment of GEC, and providing, within the timeframe requested, information relevant to accreditation requirements.*
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 such as peer teaching evaluations or teaching portfolios.*
9. *Working to ensure that learning experiences promote student engagement, retention, and completion.*
10. *Being available to meet with students when needed during office hours and appointments. Responding to student questions and correspondence in a timely manner.*
11. *Upholding the School's faculty collegiality expectations. For 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. Collegiality requires that members of the school contribute to the betterment of the school, their peers, staff, and students directly and indirectly.*

12. All faculty members in the School of Construction and Design shall, when appropriate: [a] engage with a practicing member of the industry and [b] invite input from an academic colleague in their teaching and subject expertise.

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

1. *Higher than the USM benchmark for 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 field trips, service-learning activities, and student competitions.*
3. *Teaching unpaid or emergency overloads, including special topics courses, or supervising student internships, 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 full 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 by receiving teaching awards or playing a direct role in mentoring students who receive local, regional, or national awards for scholarly or creative activity.*
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 or serving as a committee member on undergraduate Honor’s thesis or undergraduate research project.*
10. *Coordinating or supervising domestic or international study tours.*
11. *Securing internal or external grants to develop new teaching initiatives and methods.*

Research and Creative Activity

Research or Creative Activity relevant to the field as judged by internal and external colleagues is expected for all tenured and tenure-track faculty.

Meets Expectations for Research and Creative Activity

Standard expectations for scholarship, research, and creative activity in the School of Construction and Design include all the following:

1. *When financially and physically possible, presenting a paper, making a poster presentation, providing formal comment, giving a professional workshop, or participating in a roundtable at a professional conference. This requirement may also be fulfilled through public readings or exhibitions of scholarly or creative work to professional peers or the public or through published reviews, encyclopedia entries, non-peer-reviewed contributions to trade publications related to the faculty member’s expertise, or similar activities involving the public presentation of professional work.*
2. *Evidence of active engagement in scholarly and creative projects through publishing or exhibiting research or creative activity; or, evidence of initiative and engagement with the research/creative process through demonstrated progress on a significant new and/or revised work that will eventually be published or exhibited. Progress is meant to include not only drafts produced, but also extensive research, such as through archival research and data collection. What a significant work consists of must be evaluated on a case-by-case basis, making appropriate adjustments for contribution length and qualitative criteria; however, faculty are expected to complete at least one of the listed activities a.-i. or a.-k. or a comparable scholarly or creative project annually:*

Architectural Engineering Technology and Construction Management

- a. *Significant work on a monograph or chapter(s) in an edited book.*
- b. *Peer-reviewed journal article.*
- c. *Peer-reviewed publication in conference proceedings.*
- d. *Published technical reports.*
- e. *Multiple encyclopedia articles or scholarly book reviews, in addition to satisfying #1 above.*
- f. *Non-scholarly articles that require significant research.*
- g. *Development and submission of proposals for external funding as PI or co-PI or the award of an external grant for research or creative activity as PI or co-PI.*
- h. *Administration of a major externally funded grant.*

Interior Design

- a. *Peer-reviewed, competitive, or juried design competition or exhibition.*
- b. *Submission of commissioned design or creative work such as drawings, renderings, paintings, photography, signage, digital media or other design services related to the faculty member's expertise.*
- c. *Significant work on a monograph or chapter(s) in an edited book.*
- d. *Peer-reviewed journal article.*
- e. *Peer-reviewed publication in conference proceedings.*
- f. *Published technical reports.*
- g. *Multiple encyclopedia articles or scholarly book reviews, in addition to satisfying #1 above.*
- h. *Non-scholarly articles that require significant research or bodies of creative work that require research such as historic preservation projects.*
- i. *Development and submission of a proposal for external funding as PI or co-PI.*
- j. *Administration of a major externally funded grant.*

3. *Involves or supports peers in research/professional development, and creative activities as appropriate.*
4. *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 Research and Creative Activity

Failing to satisfy any of the criteria from the "meets expectations" as detailed in items 1-4 above.

Exceeds Expectations for Research and Creative Activity

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. *Publication of a monograph or co-authored monograph.*
2. *Multiple peer-reviewed scholarly articles or chapters in edited books.*
3. *Submission of multiple commissioned design projects.*
4. *Participation in multiple juried exhibitions or competitions.*
5. *Exceptional scholarly, literary, or creative recognition of a scholarly or creative work (such as receiving a major award, publishing a peer-reviewed essay in an especially prestigious journal, or exhibiting a project in a highly selective national venue).*
6. *Publication of textbooks or edited books (such as anthologies or scholarly editions or collections of essays).*
7. *Invited keynote address at a "discipline recognized" conference or meeting.*
8. *Awarded as PI or co-PI a major external research or creative activity grant relative to norms for the field.*

Service

All faculty members are expected to make contributions in service to the program, School, College, University, and profession as appropriate to one's rank and workload.

Meets Expectations for Service

Standard service expectations in the School of Construction and Design include all 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. Regular faculty presence on campus is valued.*
3. *Performing basic employment-related obligations, including but not limited to completing required University-mandated training modules, completing monthly time and attendance reports, filing Outside Employment Forms if applicable, completing 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. *Participating in recruitment and retention efforts when requested.*
6. *Participating in the School's hiring activities.*
7. *Contributing to respective disciplines through peer reviews, professional association committee work, non-academic publication, and other professional activities; or contributing significantly to student and faculty mentorship; or by contributing to academic discourse in the community through public presentations, organizing lecture series, developing public websites, and other community activities related to scholarly work; or enhancing the campus community by advising student organizations participating in campus training and lecture series, contributing to student conferences and activities, and so forth.*
8. *Attending at least one commencement ceremony per year.*
9. *Carrying an appropriate share of the school's service responsibilities, as negotiated with the school director.*
10. *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 and for the sake of 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 in issues concerning the governance of the institution.*

Fails to Meet Expectations for Service

Nonperformance of expected Program, School, College, or University committee work 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 program, School, College, University, profession, or community. Examples include serving as a member of the School leadership team, effectively serving as a program coordinator, chairing committees that require substantial time commitments, significant undergraduate advising beyond typical expectations, editing journals, conference planning, substantial peer reviews, sustained and time-consuming community projects related to the University's mission and the faculty member's expertise, and considerable contributions to the accreditation process. Exceeds expectations includes winning a major service award.

Teaching Track

Teaching

Teaching-Track faculty members are expected to be effective instructors in the classroom within an area of expertise and to continually improve and build upon the body of knowledge in their area of pedagogy.

Meets Expectations for Teaching

Standard teaching expectations in the School of Construction and Design include all the following:

1. Teaching the yearly workload as negotiated with the school director.
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, compiling statistics necessary for the assessment of GEC, and providing information relevant to accreditation requirements when requested on time.
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. Working to ensure that learning experiences promote student engagement, retention, and completion.
10. Being available to meet with students when needed during office hours and appointments. Responding to student questions and correspondence in a timely manner.
11. Upholding the School's faculty collegiality expectations. For 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. Collegiality requires that members of the school contribute to the betterment of the school, their peers, staff, and students directly and indirectly.
12. All faculty members in the School of Construction and Design shall, when appropriate: [a] engage with a practicing member of the industry and [b] invite input from an academic colleague in their teaching and subject expertise.

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 more than one 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 student research and writing, and committees, such as by directing honors' theses.*
 - 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 activities, or other supplementary activities, including study-away and study-abroad in respect to the discipline/major.*
3. *Assuming primary administrative or technological responsibilities for large, online, team-taught courses.*
 4. *Winning a major teaching award.*

Scholarship and Professional Development

All faculty members in the School of Construction and Design are expected to pursue scholarship and/or professional development to constantly improve their skills and become more proficient at their educational responsibilities. This is important for the faculty members to not only ensure the best learning outcomes for the students but also to be more effective and satisfied in various other aspects of their work.

Meets Expectations for Scholarship and Professional Development

When financially and physically possible and appropriate to the position, all members of the School of Construction and Design 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 or professional training and seminars.

Collegiality in the context of 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 and Professional Development

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

Exceeds Expectations for Scholarship and 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, being invited to share their expertise outside of the University).*

2. *Scholarly and creative 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. *Peer-reviewed scholarly article.*
 - h. *Chapter(s) in an edited book.*
 - i. *Peer-reviewed, competitive, or juried design competition or exhibition.*
 - j. *Submission of commissioned design or creative work such as drawings, renderings, paintings, photography, signage, digital media or other design services related to the faculty member's expertise.*
 - k. *Exceptional scholarly recognition of a book, article, or creative project.*
 - l. *Textbook.*

Service

All faculty members are expected to make contributions in service to the program, School, College, University, and profession as appropriate to one's rank and workload.

Meets Expectations for Service

Standard service expectations in the School of Construction and Design include all the following (when appropriate to the position):

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. Regular faculty presence on campus is valued.*
3. *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.*
4. *Participating in recruitment and retention efforts when requested.*
5. *Participating in the School's hiring activities.*
6. *Contributing to the teaching mission of the School by improving the pedagogical skills of students, learning assistants, and teacher candidates through classes, workshops, or supervisory work.*
7. *Assisting with the creation and submission of accreditation assessment reports.*
8. *Carries appropriate share of the school's service responsibilities, as negotiated with the school director.*
9. *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 and for the sake of 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 in 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 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 a significant positive effect on the program, School, College, University, profession, or community. Examples include serving as a member of the School leadership team, effectively serving as a program coordinator, chairing committees that require substantial time commitments, significant contributions to accreditation reports, significant undergraduate advising beyond typical expectations, editing journals, conference planning, substantial peer reviews, sustained and time-consuming community projects related to the University’s mission and the faculty member’s expertise, and considerable contributions to the accreditation process. Exceeds expectations includes winning a major service award.

Goals for Next Evaluation Period

Goals are established each year as part of the annual evaluation process. Section 4.3 of the faculty handbook addresses this.

TENURE AND PROMOTION GUIDELINES

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 build their record of achievements. Pre-Tenure review requires evidence of **initiated effectiveness** in each of the three dimensions of performance (teaching, scholarship or creative activity, service) and demonstrable progress toward expectations for promotion and tenure. Areas in which the candidate needs to improve will be identified for the candidate to eventually merit tenure and identify strategies to improve.

Effectiveness is defined as showing a clear and consistent pattern of satisfactory work and must be demonstrated in all three categories.

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.

Promotion to, or appointment at, the rank of Associate Professor, requires evidence of **continuing effectiveness** in each of the three dimensions of performance (teaching, scholarship, service) and evidence of **excellence in at least one** category of performance.

Effectiveness is defined as showing a clear and consistent pattern of satisfactory work and must be demonstrated in all three categories. Excellence is defined as showing a level of performance that reflects sustained, significant activities within a performance category that go above the minimum standard.

For promotion to Associate Professor, faculty must also meet the requirements specified below for tenure.

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.

The granting of tenure requires evidence of **continuing effectiveness** in each of the three dimensions of performance (teaching, scholarship or creative activity, service) and evidence of **excellence in at least one** category of performance. Effectiveness is defined as showing a clear and consistent pattern of satisfactory work and must be demonstrated in all three categories. Excellence is defined as showing a level of performance that reflects sustained, significant activities within a performance category that go above the minimum standards outlined below.

Teaching: Faculty must demonstrate a commitment to teaching excellence through a combination of consistently satisfactory student course evaluations, peer assessments, and annual faculty evaluations in teaching; a teaching portfolio with evidence of appropriate syllabi and course design, curricular/course revisions as appropriate, and constructive and timely student feedback; and demonstrable effort to improve teaching success as necessary in response to director, colleague, and student feedback.

Research: Faculty must demonstrate a consistent pattern of productivity in research or creative activity during their time at USM and meet the following minimum expectations:

Architectural Engineering Technology and Construction Management

At least three significant research projects published or funded, at least two of which must be substantial peer-reviewed journal articles in reputable national or international journals.

Interior Design

At least three significant creative or research projects published, exhibited, juried or commissioned, at least two of which must be juried exhibitions of creative projects at nationally recognized conferences or competitions.

Service: Faculty must demonstrate a commitment to supporting the mission and goals of the program, School, College, University, and profession by performing service tasks as assigned and as appropriate. Faculty are expected to serve on School committees, demonstrate potential for ongoing effective service, and consistently meet expectations in service on annual evaluations.

Promotion to Full 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.

Promotion to, or appointment at, the rank of Professor, requires evidence of **continuing effectiveness** in each of the three dimensions of performance (teaching, scholarship or creative activity, service) and evidence of **excellence in at least two** categories of performance.

Effectiveness is defined as showing a clear and consistent pattern of satisfactory work and must be demonstrated in all three categories. Excellence is defined as showing a level of performance that reflects sustained, significant activities within a performance category that go above the minimum standard. Candidates for promotion to Full Professor must consistently meet or exceed expectations in teaching, research or creative activity, and service on annual evaluations.

Minimum expectations for promotion to Full Professor include a record of research or creative activity completed since promotion to Associate Professor that is greater than the minimum requirements for promotion to Associate Professor and tenure.

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.

Positive consideration in the post-tenure review process requires evidence of **continuing effectiveness** in each of the three categories of performance (teaching, scholarship, service) and **excellence** at the level appropriate to the individual's academic rank. Consideration will also be given to evidence of assisting and mentoring junior faculty members.

Promotion to Lecturer or Associate Teaching 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.

Promotion to Lecturer or Associate Teaching Professor requires evidence of **continuing effectiveness** in each of the three dimensions of performance (teaching, scholarship and professional development, service) and evidence of **excellence in at least two** categories of performance.

Effectiveness is defined as showing a clear and consistent pattern of satisfactory work and must be demonstrated in all three categories. Excellence is defined as showing a level of performance that reflects sustained, significant activities within a performance category that go above the minimum standard. Candidates for promotion to Lecturer or Associate Teaching Professor must consistently meet or exceed expectations in teaching, research or creative activity, and service on annual evaluations.

Promotion to Senior Lecturer or Full Teaching 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.

Promotion to Senior Lecturer or Full Teaching Professor requires evidence of **continuing effectiveness** in each of the three dimensions of performance (teaching, scholarship or professional development, service) and evidence of **excellence in at least two** categories of performance.

Effectiveness is defined as showing a clear and consistent pattern of satisfactory work and must be demonstrated in all three categories. Excellence is defined as showing a level of performance that reflects sustained, significant activities

within a performance category that go above the minimum standard. Candidates for promotion to Senior Lecturer or Full Teaching Professor must consistently meet or exceed expectations in teaching, scholarship and professional development, and service on annual evaluations.

Minimum expectations for promotion to Senior Lecturer or Full Teaching Professor include a record of ongoing and consistent success in all three areas since promotion to Lecturer or Associate Teaching Professor.