THE UNIVERSITY OF SOUTHERN MISSISSIPPI®

SCHOOL OF HUMANITIES

ANNUAL EVALUATION
PROMOTION AND TENURE
GUIDELINES

APPROVED MAY 18, 2021

_____   May 18, 2021
Director   Date

_Chris Winstead_____   8/25/2021
Dean   Date

_____   8/25/21
Provost   Date

School Policies and Procedures: Evaluation Processes

This is the first phase of school document creation and covers faculty evaluations, pre-tenure review, promotions, tenure, and post-tenure review. Further information for school documents will be covered at a later stage.

School: School of Humanities
Director: Matthew Casey
College: Arts and Sciences
College Dean: Chris Winstead

Mission, Vision, and Values

School Policies and Procedures must align with current University and College Policies and Procedures, the Academic Master Plan, and the Faculty Handbook.

School Mission

The School of Humanities studies the ideas, narratives, debates, ethics, and challenges of the human condition. Through teaching and scholarship, we promote the skills of critical thinking, effective writing, and responsible research. In so doing, we provide students and the general public with the tools to address the challenges of everyday life, to become a more informed citizenry, and to understand themselves and others better.

School Vision

The programs of Philosophy & Religion, English, and History are inextricably linked in their broad goals of understanding the human condition, while each discipline brings its own unique powers to bear on how we interpret and influence global events, cultures, and identities.

School Values

The School of Humanities espouses the values of inclusivity, diversity, ethics, and intellectual rigor. Humankind is always at its best when people make efforts to understand others and when open debate and critical reflection thrive. We are confident in the abiding power and relevance of studying the humanities—especially the lessons they hold for approaching the human condition with curiosity, compassion, and humility.

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

Also see attached Appendix B, a model for a rubric to complement the narrative to be provided below.

School General Statement about Annual Evaluation Standards

The following guidelines are to be used to evaluate annual faculty contributions in the categories of teaching, research/scholarship/creative activity/professional development, and service for the various faculty lines in the School of Humanities: tenured and tenure-track, teaching professor, and instructor/lecturer tracks. All faculty members in the School are both entitled to such an evaluation and have the right to appeal their evaluations as is described in the *Faculty Handbook*.

These guidelines should not be interpreted as inflexible rules, rigorous checklists, or as exhaustive in scope. Their purpose is to help faculty members and evaluators alike, as evaluative fairness depends to a significant extent on reasonable benchmarks that are generally understood and accepted. As with any set of guidelines, these should be applied holistically, balancing the importance of consistency with due attention to relevant differences both qualitative and quantitative.

As is stated in the *Faculty Handbook* (5.4.3), collegiality is not a distinct evaluative category in addition to the three traditional categories of teaching, research/scholarship/creative activity/professional development, and service, yet collegiality is "interlinked" with those traditional categories and its evaluation should be limited to those contexts. For a fuller understanding of the school's commitment to collegiality, see the School of Humanities' policy on Collegiality, Professionalism and Citizenship.

Annual performance is to be assessed in light of each faculty member's individualized workload, negotiated and mutually agreed upon by the faculty member and the School director each year. Since contributions may vary from year to year according to individual circumstances, a given annual evaluation should always be viewed within a multi-year context.

School of Humanities: Statement on Collegiality, Professionalism and Citizenship

The School of Humanities affirms that each member of the corps of instruction should adopt a spirit of collaboration and constructive cooperation and should be an active participant in the service, research, and teaching goals of the school, college, and University. Furthermore the School of Humanities recognizes, as set forth in 3.2 of the *Faculty Handbook*. that "academic freedom does not protect violations of law or University policy," and "neither does it permit faculty members to harass or speak disrespectfully to students, colleagues, or superiors." However, collegiality should not be confused with congeniality; with speech or off-campus behavior unrelated to teaching, research and service; or with non-participation in non-work-related social gatherings. Collegiality does not preclude vigorous debate, dissent, and protest in academic or intellectual matters and in issues concerning the governance of the institution—these are all vital components of a healthy

intellectual environment. It is, therefore, incumbent on the School of Humanities to address alleged breakdowns in collegiality in a manner that is fair, open, and transparent, and that allows for amendment of behavior.

Tenured and Tenure Track

Teaching

Excellent teaching is a primary obligation of all faculty members of the School of Humanities, yet it takes many forms and can be demonstrated in various ways. The evaluative standards below are intended to recognize both the diversity of valuable pedagogical approaches and the broad range of teaching contexts found in the School. At all times, faculty members are expected to treat all students with respect, dignity, and the professionalism appropriate to the University's educational mission.

Meets Expectations for Teaching

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 <u>Undergraduate Academic Grades</u>, the <u>Academic Integrity Policy</u>, the <u>Classroom Conduct Policy</u>, and other teaching policies available on the University's <u>Institutional Policies</u> 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. *Serving as a committee member on graduate theses and dissertations when appropriate and relevant to one's area of expertise.*
10. *As regards 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 failing to satisfy one or more of the criteria from the "meets expectations" list.

Exceeds Expectations for Teaching

Satisfying multiple 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 through time-consuming field trips or service-learning activities.*
3. *Teaching unpaid or emergency overloads, including special topics courses that require substantial preparation and regular meetings.*
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 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 or 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

The School of Humanities recognizes that tenure-track faculty members should participate in significant scholarship, research, and creative activity. Therefore, sustained and respected scholarly, research, and creative activity is expected of all tenured and tenure-track faculty members of the School. Acknowledging relevant differences between disciplines, the common benchmark is published work that advances knowledge in the relevant area of specialization. Since productivity may vary from year to year according to individual professional circumstances, the unpredictability of peer review, stages of the creative process and the like, activity should be judged through a multi-year lens. Likewise, co-authored or collaborative projects will be evaluated on a case-by-case basis. While the School considers peer review, editorial review, post-publication reviews as well as length, publication quality, and publisher quality as relevant to scholarly merit, it does not otherwise discriminate between online or print publications, and it discourages over-reliance on metric indicators of quality, such as acceptance rates, impact factors, the h-index, and so forth.

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 creative work to professional peers or the general public.*
2. *Evidence of active engagement in scholarly and 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 through archival research. What a significant work consists of must be evaluated on a case-by-case basis, making appropriate adjustments for contribution length and qualitative criteria, but may include:*
   a. *Significant work on a monograph.*
   b. *Peer-reviewed journal article or chapter in an edited book.*
   c. *Multiple encyclopedia articles or scholarly book reviews.*
   d. *Non-scholarly articles that require significant research.*
   e. *Short story or creative essay or multiple poems in professionally recognized print/online journals or anthologies.*
   f. *Minor research grant.*

   3. *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/Creative Activity

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

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 articles or chapters in edited books.*
3. *A novel or significant excerpts from a novel.*
4. *Multiple short stories or creative essays, or a substantial number of poems in professionally recognized print or online journals or anthologies.*
5. *A book translation (for which the faculty member serves as translator).*
6. *Exceptional scholarly, literary, or creative recognition of a book, article short story, poem, or creative essay (such as receiving a major award or publication in a prestigious journal).*
7. *Publication of textbooks or edited books (such as anthologies or scholarly editions or collections of essays).*
8. *Major invited keynote address.*
9. *Awarded a major research award or research grant.*

Service

Service

Engaged and conscientious service is expected of all faculty members of the School of Humanities, yet it can occur in various ways, such as through service to the program, the School, College, University, community, or professional discipline. Given the demand on them to meet deadlines for scholarly and creative productivity, junior faculty members may meet service expectations while doing somewhat less than is expected of more senior and well-established colleagues.

Meets Expectations for Service

Standard service expectations in the School of Humanities 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 three days a week.*
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. *Advising 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 publication, grant and museum consultations, and other professional activities; or contributing significantly to student and faculty mentorship; or by contributing to academic discourse in the community through public presentations, museum 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, contributing to student conferences and activities, and so forth.*
9. *Attending at least one commencement ceremony per year.*
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 or neglecting advising 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. These must occur in addition to satisfying the criteria for meeting expectations. 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; administrating 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

Excellent teaching is a primary obligation of all faculty members of the School of Humanities, yet it takes many forms and can be demonstrated in various ways. Because the terms of employment define teaching track faculty members primarily as teachers, the School of Humanities insists that they meet particularly high standards in the area of teaching. The evaluative standards below are intended to recognize both the diversity of effective pedagogical approaches and the broad range of teaching contexts found in the School. Faculty members are expected to treat all students with respect, dignity, and the professionalism appropriate to the University's educational mission.

Meets Expectations for Teaching

Standard teaching expectations in the School of Humanities 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

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

Exceeds Expectations for Teaching

Satisfying several 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 activities, 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

The School of Humanities expects scholarly and creative activity from all faculty members. For teaching track positions, that standard means faculty members must remain current in their understanding of the material that they teach and innovative in their pedagogy. All teaching track faculty members should remain active in their area of expertise through conference attendance, professional training/development, scholarship, or publication. Teaching track faculty members are not expected to produce as many peer-reviewed publications as tenure-track faculty, but research and scholarship that advances knowledge or creative expression within the faculty member's specialty are commendable. Productivity may vary from year to year according to individual circumstances. Scholarship and professional development activity should be evaluated through a multi-year lens (i.e., a three-year evaluative window) in part to reflect the fact that professional trainings occur over multi-year spans. While the School considers peer review, editorial review, post-publication reviews as well as other indications of publication and publisher quality as relevant to scholarly merit, it does not otherwise discriminate between online or print publications, and it discourages over-reliance on metric indicators of quality, such as acceptance rates, impact factors, the h-index, and so forth.

Meets Expectations for Scholarship/Professional Development

When financially and physically possible and appropriate to the position, all members of the School of Humanities 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, being invited to share their 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. *Peer-reviewed scholarly article.*

    h.   A novel or significant excerpts from a novel.
    i.   Chapter(s) in an edited book.
    j.   A book translation (for which the faculty member serves as translator).
    k.   Exceptional scholarly recognition of a book or article.
    l.   Short story or creative essay or multiple poems in professionally recognized print/online journals or anthologies.
    m.   Textbooks.
    n.   Edited Anthologies.

Service

Engaged and conscientious service is expected of all faculty members of the School of Humanities, yet it can occur in various ways, such as through service to the program, the School, College, University, community, or professional discipline. The standards below are intended to include a wide breadth of service required of the diverse teaching track faculty positions within the School. It should be noted that faculty in the first two years of University employment may not have the opportunity to serve beyond assigned School or program duties, which should not hinder their ability to achieve "meets expectations."

Meets Expectations for Service

Standard service expectations in the School of Humanities include all of 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. Faculty presence on campus is valued. Therefore, faculty members should be available to be on campus at least three days a week.*
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* (e.g. Composition, PEC, PEC Executive Committee, Secondary/K-12 Caucus, regional Writing Projects, etc.).
4. *Advising students (as assigned). Participating in recruitment and retention efforts when requested. Participating in the School's hiring activities. Contributing to the teaching mission of the School by improving the pedagogical skills of graduate students, learning assistants, and teacher candidates through classes, workshops, overseeing projects* (such as the History Lab, Writing Center, or Learning Assistants, Composition graduate students) *or supervisory work.*
5. *Research and development culminating in creation and submission of accreditation assessment reports* (e.g. NCATE, NCSS, CAEP).
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 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 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; or regular and substantial engagement with the community; extensive mentoring and advising of undergraduate students, especially licensure students and students 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.

APPENDIX A:

Required Annual Evaluation Materials and Submission Process.

Each member of the School's Corps of Instruction must submit annual activity reports to the School Director by the date stipulated by the university.   The report should include:
a) A summary (2 to 3 pages) of accomplishments during the year being evaluated in the area of teaching, research, and service. In terms of teaching, the summary should include a summary of courses taught, how well they went, graduate students or honors' students mentored, and so forth. In terms of research, the summary should list publications during the previous three years (to allow for a multi-year perspective), reverse-ordered by dates, as well as conference presentation and works in progress (including expected dates of completion and publication). In terms of service, the summary should include committee work, specifying one's role and contributions, and other significant service contributions, including especially notable contributions from previous two years' teaching and service (to allow for a multi-year perspective).
b) an updated CV.
c) a short list of goals and areas for development in the area of teaching, research and service for the upcoming year. Briefly address also the previous year's goals, commenting on which were met and which were not.
d) additional evidence of teaching effectiveness (in addition to University-mandated student course evaluations), as required by programs in the School (such as teaching portfolios or peer evaluations).

For governance options two or three (*Faculty Handbook*, 1.10.2), the members of the FEC are to be evaluated by remaining members of the FEC. The Director is to be evaluated by the Dean, both for administrative performance and the Director's teaching, research and service, using the same standards for the latter as other members of the School.

Evaluation meetings should occur annually. Two meetings are necessary, one to review the previous year's accomplishments, and another to establish professional objectives and workload expectations for the coming year. The first meeting is to occur between the faculty member being evaluated and the disciplinary FEC. Following the meeting, the discipline-specific committee members write an evaluation report, sign, and forward to the Director for signature.

The Director may either concur or not concur with the committee's determination. If the Director concurs, he or she signs the report and gives to faculty member for signature. The faculty member's signature indicates receipt of the report, not necessarily concurrence. The faculty member may include a document explaining grounds for not concurring with the disciplinary FEC and Director's determination.

If the Director does not concur with the disciplinary committee's determination, the Director provides written comments, explaining the basis for lack of concurrence, and refers the report and Director's written comments to the School Faculty Evaluation Committee. The FEC may ask the discipline-specific FEC for revisions, may disagree with the Director's nonconcurrence, or leave the matter unresolved and forward to the evaluated faculty member for signature.
After reports are signed by discipline-specific FEC, Director, and faculty member, the reports, along with additional written comments, are returned to the School to be filed in personnel records with a copy forwarded to the Dean's office.

Goals for Next Evaluation Period
The second meeting is exclusively between the faculty member being evaluated and the
Director. It covers goals for the next evaluation period and other issues as necessary.

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 to help the candidate identify strategies. The faculty member's progress should be monitored in subsequent annual reviews.

Tenure track faculty will undergo a Pre-Tenure Review (sometimes known as "third year" review) as established in the *Faculty Handbook*. Pre-Tenure Reviews serve as "progress reports" and alert candidates to their strengths and weaknesses in the areas of teaching, scholarship, and service. As required by the *Faculty Handbook*, candidates for Pre-Tenure Review must submit dossiers in accordance with instructions established by the Office of the Provost. Proof of adequate progress in scholarship should include completion or significant progress on publishable manuscripts, journal articles, and creative works, and demonstrated progress toward publication with a respected press or peer-reviewed academic journal. Proof of effective teaching and service can be provided in the same manner as outlined in the School's annual evaluation standards. The Pre-Tenure Review report, written by the School's Promotion and Tenure Committee, will state whether the candidate's progress is satisfactory or unsatisfactory and will identify areas where improvements are suggested. A favorable Pre-Tenure Review does not guarantee that the candidate will earn promotion or tenure. A negative pre-tenure review may (though not necessarily will) result in a terminal contract (see *Faculty Handbook*, sec. 5.2).

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.

While promotion and tenure are closely related to each other, they are distinct processes serving distinct purposes. Promotion reflects meritorious performance; recommendations for promotion are based on a retrospective assessment of a candidate's contributions. High quality instruction, as shown by multiple measures, is expected of all faculty members in the corps of instruction. For this reason, promotion criteria as regards teaching are largely the same for those in both teaching track and tenure track positions. Expectations for research, scholarship and creative activity differ notably between the two tracks. While teaching track faculty members should be engaged in some scholarly activities and professional development, promotion for tenure track faculty members requires significant scholarly or creative contributions. Since research standards are in part a function of academic area, distinct guidelines for different disciplines in the School are given below for the category of research, scholarship, and creative activity. Satisfactory service contributions are expected from all members of the corps of instruction.

The guidelines below should not be interpreted as inflexible rules or as exhaustive in scope. They do not supersede substantive and procedural details about promotion and tenure given in the *Faculty Handbook*. Their purpose is to help faculty members and evaluators alike. Fairness depends on consistent application of reasonable benchmarks, and shared expectations are important for candidates to successfully progress towards promotion and tenure. Throughout, these guidelines should balance the importance of consistency with due attention to relevant differences, with sensitivity to differences in quality as well as those of quantity. Promotion and tenure applications should be considered in light of candidates' individual workload responsibilities, taking past performance evaluations and assignments into account, as well as professional promise and value.

Teaching: The School's standard for teaching performance meriting promotion to Associate Professor, tenure track, is consistently effective instruction as shown by multiple measures. In addition to University-required student course evaluations and satisfactory assessments of teaching in the candidate's annual faculty evaluations, evidence of teaching quality consists of peer evaluations, teaching portfolios, and other measures, as determined by disciplinary units. All faculty are expected to present letters of evaluation stemming from peer observation of their teaching (one letter from year of pre-tenure review and one letter from year of application–the letters will come from the Director or a designee). In addition, contributions such as designing or implementing new courses or student learning strategies, directing or serving on graduate or Honor's thesis committees, teaching awards, and participation in teaching enhancement activities are also relevant. While quality teaching is not sufficient of itself to justify promotion, tangible evidence of sustained teaching ineffectiveness is sufficient to deny promotion. It should be apparent that the candidate takes teaching responsibilities seriously and treats students respectfully, fairly, and professionally.

Research, Scholarship, and Creative Activity: Promotion to Associate Professor requires work that deals with significant issues in interesting and original ways. Candidates for promotion should be evaluated through a lens that considers what a body of published work has already contributed to the candidate's professional field and what it may contribute in the future. The work needs to exhibit a scholarly maturity that goes beyond what is typically achieved at the doctoral-degree level. (See the tenure research guidelines below.) Evidence of scholarly impact and quality may include publication details (such as journal acceptance rates and publisher reputation), quality of peer review, and reviews of published work by respected scholars at other universities. Although scholars' reputations will be evaluated holistically, ongoing scholarly engagement and output are required for promotion. Research or creative activity alone is not sufficient for promotion.

Service: The School of Humanities requires candidates for promotion to Associate Professor to have made consistent and effective service contributions, but service alone does not constitute a basis for promotion. Failure to perform effective service or failure to perform service duties responsibly constitutes grounds for denial of promotion. Evidence used to evaluate an Assistant Professor's performance of service may include documentation of the various activities enumerated in the School's annual faculty evaluation guidelines.

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 denotes a qualified expectation of continued annual employment and is awarded only following successful completion of a probationary period. Recommendations for tenure should reflect confidence in a candidate's ability to make ongoing positive and significant contributions to students, the University, and the relevant academic discipline. By conferring an additional level of employment security, the University helps protect faculty members from undue influences and external pressures. Thus, tenure is an important way in which the University exercises its commitment to academic freedom. There is no guarantee that tenure will be awarded following the probationary period, and the burden is on tenure candidates to demonstrate that it is merited. Promotion to Associate Professor is a necessary but not a sufficient condition for becoming tenured. Tenure does not release faculty members from high standards of professional performance. Collegiality, as

defined in the *Faculty Handbook* and the School's statement on Collegiality, Professionalism and Citizenship, is required for tenure, but it is not a distinct criterion independent of teaching, research, and service.

1. TEACHING

The School's teaching standard for tenure is consistently effective instruction as shown by multiple measures. In addition to University-required student course evaluations and satisfactory assessments of teaching in the candidate's annual faculty evaluations, evidence of teaching quality can consist of peer evaluations, teaching portfolios, and other measures as determined by disciplinary units. Additional relevant measures include designing or implementing new courses or student learning strategies, directing or serving on graduate or Honor's thesis committees, teaching awards, and participation in teaching enhancement activities. While quality teaching is not sufficient of itself to justify tenure, tangible evidence of consistent teaching ineffectiveness or neglect of teaching responsibilities is sufficient to deny tenure. It should be apparent that the candidate takes teaching responsibilities seriously and treats students respectfully, fairly, and professionally.

2. RESEARCH, SCHOLARSHIP, and CREATIVE ACTIVITY

For tenure, the School of Humanities requires strong evidence that the candidate will continue to publish work that makes a significant contribution to the candidate's professional field. The published body of work must be of sufficient quality and quantity to indicate the likelihood of impactful work over a long period. Evidence of scholarly impact and quality may include publication details (such as journal acceptance rates and publisher reputation), quality of peer review, reviews of published work by respected scholars at other universities, as well as required external evaluator letters. Other factors such as the page-length of evaluated work as well as demonstrated impacts within the professional field are to be taken into consideration. Although evaluations for tenure occur within the School of Humanities, candidates should be evaluated on a case-by-case basis according to discipline-specific standards. English, Creative Writing, History, Philosophy, and Religious Studies are distinct fields and candidates should be evaluated according to the norms of these distinct fields. Also, satisfactory annual faculty evaluations do not guarantee the granting of tenure.

The faculty member should demonstrate a sustained pattern of career achievement and at a minimum the following according to discipline-specific criteria:

English
1. A book-length monograph or collection of single-authored essays/articles published or contracted for publication with a recognized university or commercial press that engages in rigorous professional review; or

2. Three or more substantial, peer-reviewed articles published or accepted in journals or edited collections significant in the candidate's area of research (including electronic journals).

Creative Writing
> A novel or book-length collection of short stories, poetry, or nonfiction published or contracted for publication with a recognized press that engages in rigorous professional review.

History
1. A book-length monograph or collection of single-authored essays/articles published or in production with a recognized university or commercial press that engages in rigorous professional review; or

2. Four or more substantial, peer-reviewed articles published or accepted in journals or edited collections significant in the candidate's area of research (including electronic journals) if those works have made a

contribution to the field equivalent to publishing a book with a recognized university or commercial press.

Philosophy and Religion
1. A book-length monograph or collection of single-authored essays/articles published or contracted for publication with a recognized university or commercial press that engages in rigorous professional review; or

2. Three or more substantial, peer-reviewed articles published or accepted in journals or edited collections significant in the candidate's area of research (including electronic journals).

Textbooks may be considered when part of a larger pattern of publication. Book reviews, bibliographical entries, conference presentations, readings, and workshops all contribute to a candidate's achievements, but they do not substitute for the requirements listed above.

3. SERVICE

The School of Humanities requires that candidates for tenure make effective service contributions, such as those described in the School's annual faculty evaluation guidelines, but service alone does not constitute a basis for granting tenure.

Promotion to Full Professor

For promotion to Professor, the School of the Humanities requires that faculty meet expectations in all areas of evaluation and have a pattern of exceeding expectations on annual evaluations in scholarship and an additional area of evaluation (either teaching or service).

1. TEACHING

The School's standard for teaching performance meriting promotion to Professor, tenure track, is consistent and sustained effective instruction as shown by multiple measures on all instructional levels of an individual's assigned teaching responsibilities. In addition to standards and criteria relevant to promotion to Associate Professor, when appropriate, candidates also ought to have directed one or more graduate committees, served on several of them, or made significant contribution to the graduate mission of the School.

2. RESEARCH, SCHOLARSHIP, and CREATIVE ACTIVITY

For promotion to Professor, the School of Humanities requires an important and coherent body of scholarly work that has made a notable positive impact on the field. Evidence of scholarly impact and quality can include favorable reviews of books, references to the candidate's work by other scholars, and inclusion of the work in anthologies or textbooks. It should also include positive assessments of published work by respected scholars with expertise in the candidate's area from other universities, including required external evaluator letters. The candidate's scholarly contributions should be substantially greater than those that served as the basis for promotion to Associate Professor. Within the parameters above, the School does not discriminate between print and digital publications. Since promotion to Professor implies a stature in one's field beyond the university, standards vary by discipline within the school to reflect the distinct scholarly norms within the fields of English, History, Philosophy, and Religion.

To be recommended for the rank of Professor, the faculty member must have a record of continued peer-reviewed publication since promotion to Associate Professor and achieved demonstrable distinction in relation to others in the same academic or creative field.

English

The candidate should have cumulatively published either:

1. Two single-authored, book-length monographs; or:

2. A single-authored, book-length monograph and three or more substantial, peer-reviewed articles published in journals or edited collections significant in the candidate's area of research.

History

Promotion to the rank of Professor requires the completion of a second monograph, published or in production at the page-proof stage, with a recognized university or commercial press that engages in a rigorous professional review process. In circumstances where subfield norms may allow for a different route, an alternative to a second monograph could include some combination of field-changing scholarly articles, published translations, and/or digital projects that have had a demonstrated significant impact on the field as justified by the candidate and evaluated by external reviewers and Full Professors.

Philosophy and Religion

The program in Philosophy and Religion requires an important and coherent body of work in a particular scholarly area that includes refereed publications in scholarly journals or books and culminates in the scholarly equivalent of a book published by a recognized academic press. (The "scholarly equivalent" of a book might be a series of articles published in respected journals in the candidate's field – articles that, like a book, are devoted to a coherent theme or topic.) The candidate's scholarly contributions should be substantially greater than those that served as the basis for promotion to Associate Professor. However, our primary concern is with assessing the quality of the work. At this level, we are looking for the kind of contribution that makes a notable positive impact on the field. In addition to the criteria used in promotion from Assistant to Associate, evidence of scholarly impact and quality can also include favorable reviews of the book, references to the candidate's work by other scholars, and inclusion of the work in anthologies or textbooks. It should also include positive assessments of published work by respected scholars who have expertise in the candidate's area from other universities.

3. SERVICE

The School of Humanities requires that candidates for promotion to Professor demonstrate consistently effective significant service contributions, but service alone does not constitute a basis for promotion. Failure to perform effective and significant service or failure to perform service duties responsibly constitutes grounds for denial of promotion. Evidence used to evaluate a candidate's performance of service may include a combination of the various activities enumerated in the School's annual faculty evaluation guidelines that are appropriate to the discipline and the rank sought. The School values service to the School, College, and University, but candidates for Professor are expected to be active in the profession outside the University.

Promotion for Teaching Track

A. Promotion from Instructor to Lecturer

1. TEACHING

The School of Humanities recognizes that teaching contributions can take many forms, and evaluation of a candidate should take into account any and all such contributions. Effective, high-quality teaching is a necessary, but not in itself sufficient, condition for promotion. Ineffective teaching, on the other hand, constitutes grounds for denial of promotion.

Teaching faculty especially should demonstrate effective and high-quality teaching by multiple measures: university-administered student evaluations, syllabi, writing assignments, innovative pedagogical strategies. Also, all teaching faculty are expected to present letters of evaluation stemming from faculty observations of their teaching. Letters will represent a range of semesters and classes and will include a letter from the director or an appropriate administrator (or one of their designees). Evidence used to evaluate excellence as a teacher should include the various activities enumerated in the *Faculty Handbook* and in the School of Humanities' Faculty annual evaluation guidelines appropriate to the appointment and discipline. Additional measures of potential relevance include successful student productions, such as papers placed in journals or student awards.

2. SCHOLARSHIP and PROFESSIONAL DEVELOPMENT

Faculty in instructor lines must show documented evidence of sustained professional development or scholarly activity as appropriate to their teaching roles. Evidence may include attending relevant professional conferences, participating in teaching workshops or continuing education opportunities, or contributing teaching notes to scholarly journals.

3. SERVICE

Faculty members should make meaningful service contributions toward pedagogical and School goals by serving on committees and by contributing time and effort in other ways. Areas of service should include all elements from the "Meet Expectations" category in the School's guidelines for annual faculty evaluation for Service.

B. Promotion from Lecturer to Senior Lecturer

The School's recommendation that a faculty member be promoted to the rank of Senior Lecturer constitutes recognition of the faculty member's importance to the School of Humanities. Expectations of achievement include continued and sustained performance of service responsibilities and documented evidence of ongoing professional development or scholarly activity. To be recommended for the rank of Senior Lecturer, faculty members must have achieved demonstrable distinction in teaching, with significant contributions to service and professional development or scholarly activity.

C. Promotion from Assistant to Associate Teaching Professor

1. TEACHING

The School of Humanities recognizes that faculty contributions to the School and the University can take many forms, and evaluation of a candidate should take into account any and all such contributions. Effective, high-quality teaching is a necessary, but not in itself sufficient, condition for promotion. Ineffective teaching, on the other hand, constitutes grounds for denial of promotion.

Teaching faculty especially should demonstrate effective and high-quality teaching by multiple measures: university-administered student evaluations, syllabi, writing assignments, and innovative pedagogical strategies. Also, all teaching faculty are expected to present letters of evaluation stemming from faculty observations of their teaching. Letters should represent a range of semesters and classes and should include a letter from the director or an appropriate administrator (or one of their designees). Evidence used to evaluate excellence as a teacher should include the various measures enumerated in the *Faculty Handbook* and in the School of Humanities' annual faculty evaluation guidelines appropriate to the appointment and discipline. Additional evidence of potential relevance includes successful student productions, such as papers placed in journals or student awards.

2. SCHOLARSHIP and PROFESSIONAL DEVELOPMENT

Faculty in teaching lines must show documented evidence of sustained professional development or scholarly activity as appropriate to their teaching roles, such as by attending conferences of relevance to their fields, participating in teaching workshops or continuing education opportunities, or by contributing teaching notes to scholarly journals.

3. SERVICE

Faculty members should make meaningful service contributions toward pedagogical and School goals by serving on committees and by contributing time and effort in other ways appropriate to the appointment and discipline. Areas of service should include all elements from the "Meet Expectations" category in the School's guidelines for annual faculty evaluation for Service.

D. Promotion from Associate to Full Teaching Professor

The School's recommendation that a faculty member be promoted to the rank of Full Teaching Professor constitutes recognition of the faculty member's importance to the School of Humanities and the corps of instruction. Expectations of achievement include those enumerated for promotion to Associate Teaching Professor, but expectations for service and professional development or scholarly activity must be consistently met as well. To be recommended for the rank of Full Teaching Professor, the faculty member must have achieved demonstrable distinction in teaching, as evidenced by at least one external letter of review, with significant and sustained contributions to service and professional development or scholarly activity.

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.

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 identified by appropriate university groups, (e.g. online steering committee).	Coursework (development, materials, and assessments) reflects the standard performance level identified within the unit or identified 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 the unit expectations.	
Course delivery	Course delivery (attendance, course load, syllabi, grading deadlines, etc.) is not performed according to the university calendar and guidelines.	Course delivery (attendance, course load, syllabi, grading deadlines, etc.) 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, etc. 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 level 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, new 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 1-2 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	Participates in research/creative activities by initiating new collaborative interdisciplinary activity and/or demonstrating	

	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	COMMENTS
		within the standard performance level identified within the unit.	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, etc.) 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, etc.) 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, etc.)	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 1-2 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 level 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 level 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 level 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	Contributes to their identified field of study through membership and participation in professional	Contributes to their identified field of study through membership, participation in, and	

	organizations within their field internationally, nationally, regionally, and/or statewide at a rate lower than the standard performance level identified within the unit.	organizations within their field internationally, nationally, regionally, or statewide as reflected within the standard performance level identified within the unit.	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, etc.) 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, etc.) 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, etc.) 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 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, etc. at a rate lower than the standard performance level identified within the unit.	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, etc. as reflected within the standard performance level identified within the unit.	Facilitates growth in their field of study through formalized mentorship of students and/or other faculty, service on student to committees to include graduate examinations and dissertations master's theses, and undergraduate honors theses, etc. exceeding the standard performance level identified within the unit.	

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 1-2 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	

Name of Preparer: Matthew Casey
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Date of Submission: September 4, 2020

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