SCHOOL OF INTERDISCIPLINARY STUDIES AND PROFESSIONAL DEVELOPMENT – HATTIESBURG

ANNUAL EVALUATION
PROMOTION AND TENURE
GUIDELINES

_____   May 18, 2021
Director   Date

_____   8/25/2021
Dean   Date

_____   8/25/21
Provost   Date

School vote: Mission, Vision, Values 9/0/0; Evaluation and Promotion 7/0/0 (3/19/2020)

Updated: 9/11/2020 Vote on Evaluation and Promotion 6/0/0

Updated: 3/1/2021 4/0/2

Updated: 4/1/2021 4/0/2

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: Interdisciplinary Studies and Professional Development - Hattiesburg (ISPD-HBG)
Director: Dr. Ann Marie Kinnell
College: Arts and Sciences
College Dean: Dr. 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

Facilitating curricula and research that foster student and faculty success through collaboration across programs and disciplines.

School Vision

Academics without borders or boundaries

School Values

• Promoting major exploration and student success through multidisciplinary and interdisciplinary courses and experiences
• Supporting communities of scholars engaged in multidisciplinary and interdisciplinary research
• Encouraging diversity and inclusion through programs and partnerships
• Enhancing student career readiness and advancement through integrative pathways towards degree completion

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

School General Statement about Annual Evaluation Standards

The annual evaluation process should offer an opportunity for faculty members to communicate with their director about professional objectives for the year ahead and to request resources necessary to accomplish those objectives. Evaluation meetings with individual faculty members should stimulate communication to achieve objectives, not merely serve as a disclosure and arbitration about activities during the previous year. Meetings should further include a conversation about how faculty can best align their professional goals with the needs and vision of programs, the School, College, and University. Although not required, quarterly or mid-year meetings are strongly encouraged between faculty and directors as an opportunity to revisit objectives and to promote faculty success and continuous professional development.

ISPD-HBG follows the annual evaluation guidelines outlined in the faculty handbook (4.5). Faculty are evaluated according to the ratings categories "does not meet expectations," "meets expectations", and "exceeds expectations". The criteria for each category are determined by the faculty of the school and reflect the importance of these activities to the work of the school. The evaluation standards also reflect the importance of collegiality to the work of the faculty. Although, faculty are evaluated individually, it is vital that the work happens within a context of meeting the needs and vision of programs, the school, the college, and the university.

School procedures for conducting the annual evaluations are done in accordance with the policies outlined in the Faculty Handbook (Chapter 4). Faculty are evaluated annually using evidence of success in teaching, research, and service submitted through Digital Measures (DM) Workflow. Required materials include:
1. An updated Annual Evaluation Activity Report (generated though DM)
2. An assessment of previous year's goals and identification of new goals
3. Copies of syllabi
4. Course evaluations (automatically made available through DM)
5. Evidence of teaching activities, especially but not limited to HIPs, online activities that demonstrates regular and substantive interaction with students, curriculum development, and professional development.
6. Evidence of research and scholarly activities (optional for teaching track)
7. Evidence of service activities including School, College, University and professional activities
8. Award nominations, awards won, or other noteworthy accomplishments
9. Assistant/Associate Directors and Program Coordinators: supporting materials detailing activities associated with this leadership role.

Tenured/Tenure and Teaching Track

Teaching

Faculty in the School of Interdisciplinary Studies and Professional Development HBG value high quality teaching as demonstrated through quality of instruction, interactions with students, and student learning and achievement. Faculty are expected to be engaged with instruction through curriculum development, refining assessment practices, participating in professional development related to teaching and revising pedagogical strategies as appropriate.

Meets Expectations for Teaching
Standard expectations for teaching include all of the following:

Instructional and Professional:
1. Teaches and develops courses consistent with school directives
2. Adheres to the teaching expectations outlined in the Faculty Handbook. These expectations include:
   a. Provides 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. Starts and ends F2F classes on time and meets the class at each scheduled time during course of semester. Missed classes due to professional travel, illness, or emergency is coordinated with the Director's office. Notifies students via email of any change in regular meeting pattern.
   c. Responds to students by answering emails/calls within 48 hours and is regularly present during scheduled office hours.
   d. Promptly returns graded assignments regardless of course format - generally within one to two weeks of submission depending on the assignment and size of class.
   e. Submits N/A, interim, and final grades on time; and
   f. Complies with FERPA, adheres to the University's policy on Undergraduate Academic Grades, the Academic Integrity Policy, the Classroom Conduct Policy, and other teaching policies available on the University's Institutional Policies page.
3. Holds at least three teaching-related office hours per week.
4. Adheres to assessment-related requirements, such as including the requisite writing requirements for writing intensive courses, collecting student papers, grading rubrics, and compiling statistics necessary for the assessment of GEC and other assessed courses.

Course Organization and Instruction:
5. Teaching portfolio in Canvas meets school expectations for F2F and/or online delivery. Online class Canvas shell is well-organized, visually appealing, has personalized welcome message, syllabi, narrated slides or recorded lectures, discussion/chat options, tests, quizzes, graded papers or examples of student work, and weekly announcements as appropriate. Face-to-face lecture classes maintain a course shell in Canvas for F2F classes that includes: syllabi, lecture materials, resource materials, graded papers or assignments, and gradebook.
6. Online courses demonstrate regular and substantive interaction with students over the entire course of the semester and follow other guidelines outlined in USM policy on online instruction: https://www.usm.edu/institutional-policies/policy-acaf-ool-001.php

Teaching Evaluations:
7. Teaching evaluations conducted by students reflect the standard performance level identified within the unit. Quantitative ratings (mean/median) are generally 4.0 and above for most questions. Qualitative comments generally do not indicate a significant issue with teaching.

Engaged and Innovative Approaches to Instruction:
8. Evaluating and revising (as appropriate) pedagogical strategies

9. Engaging in a range of professional development activities related to teaching (e.g. Faculty First Week, CFD and Online Learning workshops)
10. Engagement with instruction as appropriate through course redesign, curriculum development, and refining assessment practices.

Fails to Meet Expectations for Teaching

Consistently failing to satisfy one or more of the criteria from the "meets expectations" list. See rubric for specific guidelines.

Exceeds Expectations for Teaching

Satisfying two or more activities in two or more categories below while also meeting all the criteria from the "meets expectations" list. See rubric for specific guidelines.

Instructional and Professional:
1. Extraordinary individual attention to students through tutoring, conferencing, mentoring, or going to unusual lengths to enhance students' educational experience; may include time-consuming field trips or service-learning activities.
2. Teaching unpaid or emergency overloads, including independent study or practicum courses, in addition to other teaching duties.

Course Organization and Instruction:
3. Online course is QM certified

Teaching Evaluations:
4. Unusually high or positive student evaluations, judged relative to both class grade distributions and historical norms for the class. Pattern of student comments suggesting extraordinary teaching and/or impact on student lives.
5. Peer evaluation completed by the Center for Faculty Development. Teaching and course delivery is deemed excellent as compared to other similar courses across the university.

Engaged and Innovative Approaches to Instruction:
6. Completing significant professional development opportunities to improve teaching (i.e. ACUE, Quality Matters Reviewer, Teaching Forums, webinars, etc.).
7. Innovative development and successful implementation of service learning, active learning, or other high impact practices.
8. Engages in invited, significant off-campus teaching activity.
9. Invited to present at on-campus teaching forums such as Faculty First Week
10. Receives external award for teaching

Scholarship, Research, and Creative Activity

Although, Research and Scholarly activities are only required for tenured and tenure-track faculty, and those associate teaching professor track faculty seeking promotion to full teaching professor, all faculty are welcome and encouraged to engage in scholarship to meet their professional goals.

Meets Expectations for Scholarship, Research, and Creative Activity

Evidence for meeting expectations for scholarship, research, and creative activity include both the active engagement in research or scholarly projects and the dissemination of research or scholarly activity. Evidence of activities in *Development/participation category* is required each year. Evidence of activities under *Dissemination of research/scholarly activities* is required every second year. Tenure-track faculty working towards promotion must have evidence of non-student research that is disseminated through publication.

Development of/participation in research/scholarly activities
1. Provide evidence of active engagement in research/scholarly projects through demonstrated progress on a significant new and/or revised work that will eventually be published or shared with professional peers, the public, students, or other entities. Collaborative and interdisciplinary projects are encouraged. Progress is meant to include not only drafts produced or submissions, but also extensive research such as literature reviews or collection of data. 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 or book.
    b. Peer-reviewed journal article or chapter in a peer-reviewed edited volume.
    c. One or more encyclopedia articles depending on length and significance
    d. Scholarly book reviews or editorials.
    e. Non-peer reviewed articles, book chapters, or reports that require significant research.
    f. Textbooks
    g. Scholarship of teaching materials including curating open access materials.
    h. Internal or external grant applications to support research/scholarly activity including innovative research-based instructional activities.

2. And/or, provide evidence of research/scholarly activity with students:
    a. Direction of an undergraduate Honors student thesis project or SPUR project.
    b. Acceptance of conference proposals and/or articles for publication with students.

Dissemination of research/scholarly activities (every second year)
3. When financially and physically possible, presenting a paper or participating in a roundtable at a professional conference. This requirement may also be fulfilled through sharing of research/scholarly work with professional peers, the public, faculty and students, or other entities through a variety of genres and media.
4. Tenured and tenure-track faculty: Generally, publication of one scholarly work (journal article, book chapter) over a two-year period is expected for tenure-track faculty to be on track for promotion and tenure or faculty at the associate professor level to be on track for promotion to full. However, for longer works such as books, monographs, and textbooks, one publication over a five-year period may be sufficient.

Fails to Meet Expectations for Scholarship, Research, and Creative Activity

Tenure-track faculty, tenured faculty seeking promotion to full professor, and associate teaching professors working towards promotion: Failing to show evidence of development/participation in research (each year) and dissemination of research (every second year). Other teaching track faculty may choose to be evaluated on research/scholarly activity in a given year but it is not required.

Exceeds Expectations for Scholarship, Research, and Creative Activity

Satisfying one or more of the criteria below while also meeting the criteria 1, 3, and 4 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.

Development of/participation in research/scholarly activities
1. Selected for external research training programs.
2. Successful acquisition of external funding.

Dissemination of research/scholarly activities
3. Multiple publications of scholarly work in a two-year period.
4. Presentation of research as a keynote speaker at regional or national conferences.
5. Presentation at international conferences.
6. Reception of an award for excellence in research from professional organization.

Service

Engagement beyond teaching and research/scholarly activity is essential to the well-being and growth of the school, college, and university. Thus, faculty are expected to engage in service that maintains and, when possible and appropriate, advances the mission and goals of the school, college, and university. Faculty should maintain an active and engaged presence, both physical and virtual as appropriate and negotiated with the school director, to support the life and goals of the school and university. In addition to service to the school, college, and university, the school faculty recognizes service to the community and the profession and at the local, state, regional, national, and international level.

Meets Expectations for Service

Standard service expectations include all of the following school, college and university requirements. In addition, tenure-track faculty are expected to engage in service to the profession and/or community. Teaching-track faculty are encouraged to engage with the community or profession as able and appropriate.

Basic Service School Level
1. Attends regularly-scheduled school and program meetings.
2. Responds in a timely fashion to requests from program coordinators or the school director (e.g. to provide information or schedule a meeting).
3. Participates in program and school decision-making.
4. Serves on assigned school committees.
5. Advises students during the scheduled advisement periods in fall, spring, and summer orientation (if applicable).
6. Participates in school and program recruitment activities.
7. Participates in school-sponsored events.
8. Attends one commencement each year.
9. Serves as assigned faculty mentor.
10. Meets responsibilities as program coordinator (if applicable).
11. Meets responsibilities as associate/assistant director (if applicable).

Service to College and University
12. Performs basic employment-related obligations, including but not limited to: completion of required University-mandated training/compliance modules, completion of monthly time and attendance reports, filing Outside Employment Forms if applicable, completion of annual financial conflict of interest disclosures, and other administrative requirements of this sort.
13. Attends and participates in faculty development opportunities that focus on service as appropriate
14. Attends and participates in College and/or University meetings.
15. Serves on College and/or Universities committees as requested or appointed

Service to Profession, and/or Community may include but is not limited to:
1. Refereeing articles/reviewing manuscripts for academic publications
2. Evaluation of textbooks or other instructional materials.
3. Serving at a conference such as a conference discussant, chair, or paper reviewer, or on a program committee a regional, national, or international conference.
4. Facilitating significant student participation at state or regional research conferences
5. Membership on an advisory committee, board, or community group.
6. Invited speaker/lecturing in community groups or schools;
7. Conducting/presenting in workshops/training for the public;
8. Grant reviewer/evaluator;
9. Serving as a consultant for organizations or groups (pro bono);
10. Media communication aimed at the public (interviews, op-eds, etc.)

Fails to Meet Expectations for Service

Nonperformance of standard service expectations, expected program School, College, or University committee work, or neglecting advising responsibilities typically constitutes service performance that is "below expectations." However, tenure-track faculty members who have made unusually significant contributions in an area or areas listed under "exceeds expectations" and have had their service approved by the director, may still receive "meets expectations" as determined on a case-by-case basis. Teaching-track faculty may, with approval of director, substitute service to the profession/community for service to the college/university.

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. Service to the community should be demonstrably related to one's role as a faculty member or discipline expert unless otherwise approved by the school director. Depending on the quantity and quality of service, as few as three additional service activities may suffice. The faculty member must provide evidence for the significance in quantity and quality of the work. Examples of possible service activities may include, but are not limited to:

School Level Service
   a. Serves school in one or more unfunded (i.e., no stipend) or uncompensated (i.e., no course release) capacities (e.g., program coordinator).
   b. Initiates of an outreach program that definitively resulted in recruiting a significant number of students to the school.
   c. Coordinates or plans school programs and events.
   d. Demonstrates significant mentoring of junior faculty and/or adjunct faculty.

University and College
   a. Extensive collaboration/service with other units on campus and facilitation of programs in other units (e.g. Title IX, Institute for Disability Studies, Academic Integrity Office).
   b. Serves as President of Faculty Senate, Chair of the Undergraduate or Graduate Councils, or other significant university Council.
   c. Presenter at Center for Faculty Development or other faculty development opportunities or events
   d. Actively serves on multiple college and/or university level committees.
   e. Serves as significant faculty advisor for university student organization or club.
   f. Receives a significant award for service

Professional/Community
   a. Serving as journal officer, editor, board member, with demonstrable active involvement
   b. Lead organizer of a state, regional, national, or international conference.
   c. Chair of a committee or board or documented significant contributions as a committee member serving the State or other entity approved by the school.
   d. Serves on a national board for professional organization or regulatory board.
   e. Committee or board appointments serving the State or other entity approved by the School Director.
   f. Facilitates significant student participation at national or international research conferences.
   g. Receives a significant professional award for service

Goals for Next Evaluation Period

In addition to providing evidence for performance in the areas of teaching, service, and scholarly activity (as required), faculty, working with the school director, should establish objectives for the next academic year that both meet individual professional goals—including promotion and tenure—and align with school, college, and institutional visions. The initial meeting to set goals for the academic year may occur at any time convenient for both the faculty member and director between June 1 and August 31. Both the faculty member and the school director may call a meeting during the next academic year to discuss progress towards goals or adjustments to goals.

"Annual evaluations provide the opportunity to determine the extent to which the prior year's objectives were met and to set aspirational targets for the year ahead. Although objectives are set annually, discussions about progress towards objectives should occur as needed, for example when a major objective is attained early, some significant obstacle to fulfilling an objective arises, or a new opportunity presents itself that cannot be postponed to the next evaluation year." (Faculty Handbook 4.2)

Promotion and Tenure Guidelines

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

Promotion to Lecturer or Associate Teaching Professor

Candidates for promotion to lecturer or associate teaching professor must demonstrate a continuous record of effective teaching, professional development, and service. Scholarly activities may be considered but cannot substitute for teaching or service activities. A candidate for promotion to lecturer or associate teaching professor should have received a "Meets Expectations" or "Exceeds Expectations" in both teaching and service for each year prior to promotion. For evidence of teaching and service activities to include in the application for promotion, the candidate should refer to the activities listed under the annual evaluation guidelines above for teaching and service.

Note on teaching: Note that for teaching, "meets expectations" in ISPD includes more than just teaching scheduled courses. All faculty are expected to engage in curriculum and professional development such as evaluating and revising pedagogical strategies, engaging in a range of professional development activities related to teaching, and, as appropriate, engaging in course redesign, curriculum development, and refining assessment practices.

Promotion to Senior Lecturer or Full Teaching Professor

Candidates for promotion to senior lecturer or full teaching professor must demonstrate a continuous record of effective teaching, professional development, and service. A candidate for promotion to **senior lecturer** should have received a "Meets Expectations" or "Exceeds Expectations" in both teaching and service for each year prior to promotion. For promotion to **full teaching professor**, the faculty member must have received "Meets Expectations" or "Exceeds Expectations" in research/scholarly activities—in addition to teaching and service—for the five-year period prior to promotion. For evidence of teaching, service, and scholarly activities to include in the application for promotion, the candidate should refer to the activities listed under the annual evaluation guidelines above for teaching, research/scholarship, and service.

Specific criteria for teaching and service:
As promoted faculty members will have the opportunity to take on increasing responsibility and leadership roles within the school and across the university, it is expected that for promotion from lecturer to senior lecturer or associate teaching professor to full teaching professor that evidence is provided of increasing responsibility and leadership in teaching and service.
- For teaching, in addition to engaging in individual course design and revision and professional development, this refers to taking a leadership role in curriculum development, design, and assessment for a program.
- For service, this refers to (1) faculty taking a leadership role in service work and (2) service work outside of what is necessary to the school and college. Service to the profession and community may

Specific criteria for research:
- For promotion to senior lecturer, faculty may include scholarly activities for consideration but are not

required to do so.
- Candidates for promotion to Full Teaching Professor must demonstrate continuous engagement in research and/or scholarly activities in the five-year period prior to promotion. This may include both dissemination of research/scholarly activities and publication when appropriate. At a minimum, faculty should provide evidence of sharing of research/scholarly work with professional peers (e.g. conferences), the public, faculty and students, or other entities through a variety of genres and media.

Additional Considerations for Teaching-Track Faculty

Candidates for promotion on the teaching-track (lecturer/senior lecturer or associate/full teaching professor) who have a "Does Not Meet Expectations" in either teaching or service in the five-year period prior to promotion may be considered under certain circumstances. Circumstances that warrant consideration include, but are not limited to, the following: becoming a parent (birth or adoption), significant responsibilities for the care of an immediate relative (spouse/domestic partner, parent, child), death in the immediate family (spouse/domestic partner, parent, child), documented serious medical conditions or disability, professional impediments, and prestigious external commitments. For candidates with warranted circumstances, two years of "Meets Expectations" in teaching and service following the "Does Not Meet Expectations" is required before application for promotion.

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.

Pre-Tenure Review is intended to evaluate the progress of tenure-track faculty towards the award of tenure and to determine areas for improvement of performance as necessary. It is typically performed in a faculty member's third year in a tenure-track position. The dossier is submitted during the spring of the third year and should be ready for review during the first full week of January following the winter holiday break. A successful pre-tenure review is neither a promise nor a guarantee of tenure nor of continued employment of any type or duration.

Promotion to Associate Professor

Candidates for promotion to associate professor must demonstrate a continuous record of effective teaching, research and scholarship, professional development, and service. A candidate for promotion to associate professor must have received a "Meets Expectations" or "Exceeds Expectations" in teaching, research/scholarship, and service for each year prior to promotion. For evidence of teaching and service activities to include in the application for promotion, the candidate should refer to the activities listed under the annual evaluation guidelines above for teaching and service.

Note on teaching:
Note that for teaching, "meets expectations" in ISPD includes more than just teaching scheduled courses. All faculty are expected to engage in curriculum and professional development such as evaluating and revising pedagogical strategies, engaging in a range of professional development activities related to teaching, and, as

appropriate, engaging in course redesign, curriculum development, and refining assessment practices.

Note on service:
In addition to service to the school and college/university, tenure track faculty are expected to engage in service to the profession and/or community. Service to the community should be demonstrably related to one's role as a faculty member or discipline expert unless otherwise approved by the school director. Examples of such service may include but are not limited to:

1. Refereeing articles/reviewing manuscripts for academic publications
2. Evaluation of textbooks or other instructional materials.
3. Serving at a conference such as a conference discussant, chair, or paper reviewer, or on a program committee a regional, national, or international conference.
4. Facilitating significant student participation at state or regional research conferences
5. Membership on an advisory committee, board, or community group.
6. Invited speaker/lecturing in community groups or schools;
7. Conducting/presenting in workshops/training for the public;
8. Grant reviewer/evaluator;
9. Serving as a consultant for organizations or groups (pro bono);
10. Media communication aimed at the public (interviews, op-eds, etc.)

Specific criteria for research:
In ISPD, interdisciplinary work is valued and strongly encouraged. As a faculty member may collaborate with a range of colleagues across a variety of disciplines, a faculty member's focus may be broad rather than narrow and may evolve over time as collaborations lead to new areas of exploration and investigation. A faculty member's work may also encompass a variety of forms of scholarship including traditional research publications and creative works. In developing their promotion materials, faculty members should include a discussion of their research/scholarship to demonstrate how their works connect and/or how their work has evolved over time.

- In ISPD, interdisciplinary and joint publications are valued and encouraged; however, for promotion, the faculty member must be able to demonstrate primary responsibility for a portion of each work included for consideration. For examples, articles in which the faculty member is the primary or first author may suffice. However, where listing 'primary' or 'first' author is not standard, the same expectation might be met by publishing jointly with a range of collaborators.
- All faculty seeking promotion to Associate Professor must have a minimum of at least three peer-reviewed journal articles published in reputable academic outlets; or, three peer-reviewed published pieces of work of equivalent quality (for example, chapters in edited peer-reviewed academic books).
- A single- or jointly-authored book or edited volume published with a reputable academic press will be understood to exceed these minimum requirements for promotion. With joint-authored or edited volumes, the faculty member must be able to demonstrate primary responsibility for a portion of the work substantively above the three-journal-article standard above. Textbooks will be judged by the scope, size, and impact of the text upon the field.
- Creative works that are published by a reputable press or works performed for an external audience will be counted as equivalent to published works of research/scholarship depending on scope and significance.
- Published work may include academic research on pedagogy and related topics within one or more fields, or in relation to higher education more generally. Published work may also include articles designed to speak to an audience of scholars conducting research that engages a public audience, or issues of public concern, either at the state, local, or national level, so long as such articles are published in an appropriate academic journal.

- Consideration will be given to publication quality as measured by the following items (though not exclusive of other quality measures not listed here): journal/press rankings, journal/press reputation in the field, journal impact factors, journal acceptance rates, awards, citations, reviews, and reprints. Because interdisciplinary research and scholarship is valued and encouraged, the above metrics may or may not indicate the value of a publication. As others across campus who may not be familiar with interdisciplinary research or the fields involved will be reviewing a candidate's dossier, candidates should explain the quality and rigor of the publication outlets for their work and should understand that the quantity of the work will be compared to the quality of the work.
    - Publications must be in print, available on-line, or in page proofs to be considered "published."
- In addition to these requirements, faculty members should demonstrate other forms of scholarly participation, for example conference presentations, editor-reviewed articles, encyclopedia entries, or public scholarship.

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. An award of tenure requires excellence in performance and the promise of continued excellence in teaching, research, and service.

Because promotion is viewed as a reflection of the disciplinary competence necessary for tenure, the promotion to the rank of associate professor is a necessary, but not sufficient, condition for tenure at the University. Therefore, assistant professors cannot apply for tenure before or without simultaneously applying for promotion to associate professor. Faculty appointed at ranks above assistant professor may apply for tenure without applying for promotion.

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.

Teaching
Effective and/or innovative teaching is an expectation within the School. Faculty should provide clear evidence of consistently high-quality instruction in all courses regardless of mode of instruction (in-person, online asynchronous, online synchronous). Candidates should refer to appropriate promotion guidelines for minimum expectations. Faculty must demonstrate that they take teaching responsibilities seriously and are accessible, respectful, conscientious, fair, and professional in working with students. As continuous improvement is vital to engage teaching, candidates should provide evidence of participation in significant professional development opportunities related to teaching as well as implementation of new or revised pedagogical techniques and/or activities in their courses.

Research/Scholarship

In ISPD, interdisciplinary work is valued and strongly encouraged. As a faculty member may collaborate with a range of colleagues across a variety of disciplines, a faculty member's focus may be broad rather than narrow and may evolve over time as collaborations lead to new areas of exploration and investigation. A faculty

member's work may also encompass a variety of forms of scholarship including traditional research publications and creative works. For the award of tenure, a faculty member should demonstrate 1) the establishment of a significant area of research/scholarship/creative activity and/or demonstrate how their work has evolved over time given their interdisciplinary collaborations (see guidelines under promotion for minimum requirements) and 2) the potential to further their interdisciplinary work post-tenure.

Service

Service is a routine part of the role of a faculty member. Faculty are obligated to attend all regular faculty meetings, participate in tenure and promotion decisions on which they are eligible to vote, advise students, and participate in addressing program and school needs. In addition to these routine obligations, faculty members are also expected to engage in service in the following areas: program, school, college, university, discipline(s), and/or community. Service to the community should be related to their areas of academic expertise when not directly service the program, school, college, university, or discipline(s).

Over the career of a faculty member, opportunities for (and qualifications for) different forms of service will be available. Tenure and promotion to the rank of Associate Professor requires a record of significant service beyond the level of the school, with an expectation of leadership in at least one area. In the first two years, assistant professors are encouraged to focus on service to the program, and graduated involvement to the school, college, university, discipline(s), and/or community is expected in the third year and beyond.

Excellence in service can be demonstrated through a detailed record of service participation and through positive feedback from fellow committee members, chairs of committees, or administrators. Assuming a leadership role may be demonstrated by chairing a committee, leading or coordinating a series (such as a speaker series, colloquia, or interdisciplinary series), advising a student organization, assuming a leadership role in a discipline-specific professional organization, organizing or coordinating sessions for a conference, and other similar activities.

Promotion Full Professor

Candidates for promotion to full professor must demonstrate a continuous record of effective teaching, research and scholarship, professional development, and service. A candidate for promotion to full professor must have received a "Meets Expectations" or "Exceeds Expectations" in teaching, research/scholarship, and service for each year prior to promotion. For evidence of teaching and service activities to include in the application for promotion, the candidate should refer to the activities listed under the annual evaluation guidelines above for teaching and service.

Note on teaching:
Note that for teaching, "meets expectations" in ISPD includes more than just teaching scheduled courses. All faculty are expected to engage in curriculum and professional development such as evaluating and revising pedagogical strategies, engaging in a range of professional development activities related to teaching, and, as appropriate, engaging in course redesign, curriculum development, and refining assessment practices. As promoted faculty members will have the opportunity to take on increasing responsibility and leadership roles within the school and across the university, it is expected that for promotion to full professor that the faculty member provides evidence of increasing responsibility and leadership in areas related to teaching. These activities may include but are not limited to taking a leadership role in curriculum development, design, and assessment for a program or taking leadership roles in creating and disseminating professional development opportunities related to teaching.

Note on service:
Promotion to the rank of Full Professor requires a record of excellence in service beyond the program, school, or college and evidence of leadership roles in one or more areas. Associate professors should seek service and leadership opportunities beyond the school and college through service to the university, discipline(s), and/or community. Service to the community should be demonstrably related to one's role as a faculty member or academic expert unless otherwise approved by the school director. Examples of service to the university, discipline(s), or community may include but are not limited to:

1. Service to the university includes, but is not limited to, the following: actively engaging in university-level committees (Academic Council, Faculty Senate, Graduate Council, University Promotion and Tenure Committee, etc.).
2. Service to the discipline or profession may include, but is not limited to, the following: actively participating a conference such as being a conference discussant, chair, or paper reviewer; serving on the program committee; delivering a keynote address; or leading a workshop/training session. Likewise, disciplinary service includes service to a professional organization such as serving as journal officer, editor, board member, refereeing articles/reviewing manuscripts for academic publications, or other demonstrable active involvement.
3. Service to the community or general public should be demonstrably related to or associated with the individual's academic expertise. Documentation of professionally-related service to the community may include any activity in which faculty members share their expertise, time, and talents and may include, but is not limited to: Invited speaker/lecturing in community groups or schools; conducting/presenting in workshops/training for area professionals; grant reviewer/evaluator; program evaluator; serving as a consultant for organizations or groups (pro bono); serving on advisory boards for community groups as a member. Communication aimed at the general public (media appearances, op-eds, etc.) can also be considered service to the community.

Specific criteria for research:
In ISPD, interdisciplinary work is valued and strongly encouraged. As a faculty member may collaborate with a range of colleagues across a variety of disciplines, a faculty member's focus may be broad rather than narrow and may evolve over time as collaborations lead to new areas of exploration and investigation. A faculty member's work may also encompass a variety of forms of scholarship including traditional research publications and creative works. In developing their promotion materials, faculty members should include a discussion of their research/scholarship to demonstrate how their works connect and/or how their work has evolved over time.

- All faculty seeking promotion to Full Professor must have a minimum of at four peer-reviewed published pieces of research or scholarship, e.g. peer-reviewed journal articles, chapters in edited peer-reviewed academic books. Creative works that are published by a reputable press or works performed for an external audience will be counted as equivalent to published works of research/scholarship depending on scope and significance.
- A single- or jointly-authored book or edited volume published with a reputable academic press will be understood to exceed these minimum requirements for promotion. With joint-authored or edited volumes, the faculty member must be able to demonstrate primary responsibility for a portion of the work substantively above the three-journal-article standard above. Textbooks will be judged by the scope, size, and impact of the text upon the field.
- Since interdisciplinary work may have significant applied aspects, research done with and for communities is highly valued. Faculty may include significant research reports that are not published in peer-reviewed outlets for 50% of their submitted materials. Faculty including such publications must demonstrate that the work meets standards for impact and quality equivalent to those met by peer-

evaluated academic publications. Such evidence should include, but need not be limited to letters from academic peers or appropriately credentialed community peer reviewers. Such reviewers should be able to speak to the effectiveness of the methods adopted in the research project and its impact on an issue of public concern; and offer an overall assessment of the professional engagement represented by the project.

- Published work may include academic research on pedagogy and related topics within one or more fields, or in relation to higher education more generally. Published work may also include articles designed to speak to an audience of scholars conducting research that engages a public audience, or issues of public concern, either at the state, local, or national level, so long as such articles are published in an appropriate academic journal.
    - o Consideration will be given to publication quality as measured by the following items (though not exclusive of other quality measures not listed here): journal/press rankings, journal/press reputation in the field, journal impact factors, journal acceptance rates, awards, citations, reviews, and reprints. Because interdisciplinary research and scholarship is valued and encouraged, the above metrics may or may not indicate the value of a publication. As others across campus who may not be familiar with interdisciplinary research or the fields involved will be reviewing a candidate's dossier, candidates should explain the quality and rigor of the publication outlets for their work and should understand that the quantity of the work will be compared to the quality of the work.
    - o Publications must be in print, available on-line, or in page proofs to be considered "published."
- In addition to these requirements, faculty members should demonstrate other forms of scholarly participation, for example conference presentations, editor-reviewed articles, encyclopedia entries, or public scholarship.

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. See Faculty Handbook for specific information, steps, and remedies related to PTR.

Evaluation Rubric TEACHING

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Comments
Instructional & Professional Expectations	- Does not develop courses consistent with school directives - Does not follow instructional expectations as outlined in Faculty Handbook (3.4.2) and school document - Does not hold office hours as required - Does not adhere to assessment related requirements	- Teaches and develops courses consistent with school directives - Adheres to the teaching expectations outlined in the Faculty Handbook. These expectations include: - Provides 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.) - Starts and ends F2F classes on time and meets the class at each scheduled time during course of semester. Missed classes due to professional travel, illness, or emergency is coordinated with the Director's office. Notifies students via email of any change in regular meeting pattern. - Responds to students by answering emails/calls within 48 hours and is regularly present during scheduled office hours. - Promptly returns graded assignments regardless of course format - generally within one to two weeks of submission depending on the assignment and size of class. - Submits N/A, interim, and final grades on time; and - Complies with FERPA, adheres to the University's policy on Undergraduate Academic Grades, the Academic Integrity Policy, the Classroom Conduct Policy, and other teaching policies available on the University's Institutional Policies page. - Holds at least three teaching-related office hours per week. - Adheres to assessment-related requirements, such as including the requisite writing requirements for writing intensive courses, collecting student papers, grading rubrics, and compiling statistics necessary for the assessment of GEC and other assessed courses.	- Extraordinary individual attention to students through tutoring, conferencing, mentoring, or going to unusual lengths to enhance students' educational experience; may include time-consuming field trips or service-learning activities. - Teaching unpaid or emergency overloads, including independent study or practicum courses, in addition to other teaching duties.	

Course Organization and Instruction	• Teaching portfolio in Canvas does not meet school expectations for F2F and/or online delivery. • Online courses do not demonstrate regular and substantive interaction with students over the entire course of the semester or do not follow other guidelines outlined in USM policy on online instruction.	• Teaching portfolio in Canvas meets school expectations for F2F and/or online delivery. Online class Canvas shell is well-organized, visually appealing, has personalized welcome message, syllabi, narrated slides or recorded lectures, discussion/chat options, tests, quizzes, graded papers or examples of student work, and weekly announcements as appropriate. Face-to-face lecture classes maintain a course shell in Canvas for F2F classes that includes: syllabi, lecture materials, resource materials, graded papers or assignments, and gradebook. • Online courses demonstrate regular and substantive interaction with students over the entire course of the semester and follow other guidelines outlined in USM policy on online instruction: https://www.usm.edu/institutional-policies/policy-acaf-ool-001.php	• Online course is QM certified	
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. Quantitative ratings (mean/median) are generally 4.0 and above for most questions. Qualitative comments generally do not indicate a significant issue with teaching.	• Unusually high or positive student evaluations, judged relative to both class grade distributions and historical norms for the class. Pattern of student comments suggesting extraordinary teaching and/or impact on student lives. • Peer evaluation completed by the Center for Faculty Development. Teaching and course delivery is deemed excellent as compared to other similar courses across the university.	

Demonstrates Engaged and Innovative Approaches to Instruction	• Does not demonstrate or demonstrates only minimal engagement with pedagogy, faculty development, and/or instruction, e.g. attends one or two hour long workshops at most during a semester with no other engagement.	• Evaluating and revising (as appropriate) pedagogical strategies • Engaging in a range of professional development activities related to teaching (e.g. Faculty First Week, CFD and Online Learning workshops) • Engagement with instruction as appropriate through course redesign, curriculum development, and refining assessment practices.	• Completes significant professional development opportunities to improve teaching (i.e. ACUE, Quality Matters Reviewer, Teaching Forums, webinars, etc.). • Innovative development and successful implementation of service learning, active learning, or other high impact practices. • Engages in invited, significant off-campus teaching activity. • Invited to present at on-campus teaching forums such as Faculty First Week • Receives external award for teaching	

Meets Expectations: Must demonstrate adherence to all expectations under Meets Expectations unless approved otherwise by Director.
Exceeds Expectations: Credit for 2/4 categories in Exceeds Expectations with 0 in Does Not Meet Expectations **OR** Receives College or University award for excellence in teaching. To receive credit for a category under Exceeds Expectation, two or more activities in that category must be documented.
Does Not Meet Expectations: Does Not Meet Expectations in *Instructional & Professional Expectations* Category **OR** does not adhere to expectations as noted in 2/4 Does Not Meet Expectations categories with 0 in Exceeds Expectations.

Evaluation Rubric: RESEARCH/SCHOLARLY ACTIVITIES				
	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Comments

Development of/participation in research/scholarly activities	• Tenure track: No evidence of active engagement in research or scholarly projects	• Provide evidence of active engagement in research/scholarly projects through demonstrated progress on a significant new and/or revised work that will eventually be published or shared with professional peers, the public, faculty and students, or other entities. Collaborative and interdisciplinary projects are encouraged. Progress is meant to include not only drafts produced, but also extensive research, such as literature reviews or collection of data. 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:
		  o a. Significant work on a monograph.
		  o b. Peer-reviewed journal article or chapter in an edited book.
		  o c. Multiple encyclopedia articles or scholarly book reviews.
		  o d. Non-peer reviewed articles that require significant research.
		  o e. Textbooks and scholarship of teaching materials including curating open access materials.
		  o f. Grant applications to support research/scholarly activity including innovative research-based instructional activities.
		• And/or, provide evidence of research/scholarly activity with students:
		  o Direction of an undergraduate Honors student thesis project or SPUR project.
		  o Acceptance of conference proposals and/or articles for publication with students.
			• Selected for external research training programs.
			• Successful acquisition of external funding.	

Dissemination of research/scholarly activities (every second year)	• Tenure track: Publications fall short of expectation and/or no presentation of research/scholarly work.	• 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 sharing of research/scholarly work with professional peers, the public, faculty and students, or other entities. • Generally, publication of one scholarly work over a two-year period is expected for tenure-track faculty to be on track for promotion and tenure. However, for longer works such as books, monographs, and textbooks, one	• Multiple publications of scholarly work in a two-year period. • Presentation of research as a keynote speaker at regional or national conferences. • Presentation at international conferences.	

		publication over a five-year period may be sufficient.	• Receives an award for excellence in research from professional organization.	

Meets Expectations: Evidence of activities under *Development of/participation in research/scholarly activities*. Evidence of activities *under Dissemination of research/scholarly activities* required every second year. Tenure-track faculty working towards promotion must have evidence of non-student research.

Exceeds Expectations: Satisfying two or more of the criteria in Exceeds Expectations categories in addition to "meets expectations." Activities may be in the same category. As few as two additional activities in the Exceeds Expectations categories may suffice depending on quantity and quality of activities. **OR** Receives College or University Research Award

Does Not Meet Expectations Tenure-track faculty: Failing to show evidence of development/participation in research (each year) and dissemination of research (every second year).

Evaluation Rubric SERVICE				
	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Comments
Basic Service School Level	• Service activities fail to demonstrate minimum expectations (e.g., membership on committee but infrequent contributions or attendance, not completing service tasks in timely manner, not advising students during scheduled advising periods).	• Attends regularly-scheduled school and program meetings. • Responds in a timely fashion to requests from program coordinators or the school director (e.g. to provide information or schedule a meeting). • Participates in program and school decision-making. • Serves on assigned school committees. • Advises students during the scheduled advisement periods in fall, spring, and summer orientation (if applicable). • Participates in school and program recruitment activities. • Participates in school-sponsored events. • Attends one commencement each year. • Serves as assigned faculty mentor. • Meets responsibilities as program coordinator (if applicable). • Meets responsibilities as associate/assistant director (if applicable).	• Serves school in one or more unfunded (i.e., no stipend) or uncompensated (i.e., no course release) capacities (e.g., program coordinator). • Initiates of an outreach program that definitively resulted in recruiting a significant number of students to the school. • Coordinates or plans school programs and events. • Demonstrates significant mentoring of junior faculty and/or adjunct faculty.	
Service to College, University	• Does not perform basic employment-related obligations • Does not attend or participate in College and University faculty development, meetings, and or committees (if applicable).	• Performs basic employment-related obligations, including but not limited to: completion of required University-mandated training/compliance modules, completion of monthly time and attendance reports, filing Outside Employment Forms if applicable, completion of annual financial conflict of interest disclosures, and other administrative requirements of this sort. • Attends and participates in faculty development opportunities that focus on service • Attends and participates in College and/or University meetings. • Serves on College and/or Universities committees as required by the School	Extensive collaboration/service with other units on campus and facilitation of programs in other units (e.g. Title IX, Institute for Disability Studies, Academic Integrity Office). • Serves as President of Faculty Senate, Chair of the Undergraduate or Graduate Councils, or other significant university Council. • Presenter at Center for Faculty Development or other faculty development opportunities or events • Actively serves on multiple college and/or university level committees. • Serves as significant faculty advisor for university student organization or club.	

			• Receives a significant award for service	
Service to Profession and/or Community	Teaching-track faculty are only expected to contribute service to the profession and community as they are able and it is appropriate. Teaching-track faculty may also substitute service to the profession/community for service to the college/university as approved by director. Tenure-track faculty are expected to engage in service to the profession or community to be considered for promotion and tenure.	• Refereeing articles/reviewing manuscripts for academic publications • Evaluation of textbooks or other instructional materials. • Serving at a conference such as a conference discussant, chair, or paper reviewer, or on a program committee a regional, national, or international conference. • Facilitating significant student participation at state or regional research conferences • Membership on an advisory committee, board, or community group. • Invited speaker/lecturing in community groups or schools; • Conducting/presenting in workshops/training for the public; • Grant reviewer/evaluator; • Serving as a consultant for organizations or groups (pro bono); • Media communication aimed at the public (interviews, op-eds, etc.)	• Serving as journal officer, editor, board member, with demonstrable active involvement • Lead organizer of a state, regional, national, or international conference. • Chair of a committee or board or documented significant contributions as a committee member serving the State or other entity approved by the school. • Serves on a national board for professional organization or regulatory board. • Committee or board appointments serving the State or other entity approved by the School Director. • Facilitates significant student participation at national or international research conferences. • Receives a significant professional award for service	

Meets Expectations: Must demonstrate adherence to all expectations under Meets Expectations for school, college, and university unless approved otherwise by Director or otherwise not applicable. Tenure track faculty must provide evidence of some engagement in service to profession and/or community.

Exceeds Expectations: Demonstrates activities in all categories in Exceeds Expectations with 0 in Does Not Meet Expectations **OR** Receives College, University, or Professional award for service. As few as three additional activities in the Exceeds Expectations categories may suffice depending on quantity and quality of service.

Does Not Meet Expectations: Does not adhere to expectations as noted in either the school or college/university categories with 0 in Exceeds Expectations.

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