THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI®

SCHOOL OF INTERDISCIPLINARY STUDIES AND PROFESSIONAL DEVELOPMENT – GULF PARK

ANNUAL EVALUATION
PROMOTION AND TENURE
GUIDELINES

_____   5-12-21
Director   Date

_____   8/25/2021
Dean   Date
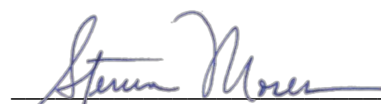

_____   8/25/21
Provost   Date

School Policies and Procedures: Evaluation Processes

School: Interdisciplinary Studies and Professional Development - Gulf Park Campus
Director: Heather Annulis
College: Arts and Sciences
College Dean: Chris Winstead

The ISPD-GP, with programs in Applied Technology, Human Capital Development, Human Capital Development/Instructional Technology and Design, Industrial Engineering Technology, and Logistics, Trade and Transportation, prepares graduates for multi-disciplinary fields for the 21st-century workforce.

Research, undergraduate and graduate education, along with community service, are the core missions of these programs. The school strives to provide high-quality undergraduate and graduate education that prepares students for the following:

1. Providing technical and educational outreach to developing communities at the local, regional, national, and international levels.
2. Integrating technology and instructional design in the workplace and educational settings.
3. Applying instructional technology, engineering, and management principles to solve problems in industry with the primary emphasis on improved productivity and efficient use of resources.
4. Becoming a dynamic and innovative leader in the field of industry and schools.
5. Preparing professionals in the effective application of various technology systems, tools, and strategies that can help them succeed.

The school expects its faculty members to contribute to its mission by fostering the intellectual growth of students through effective teaching and by advancing knowledge through productive research activity. The school also expects its faculty to render professional service to the programs, the college, the university, their profession, and the public. Service activities, whether compensated or not, draw on professional expertise, relate to the teaching and research missions of the university, and present a connection to the university. Activities in which faculty engage that do not involve their professional expertise (e.g., activities centered on the family, neighborhood, church, political party, or a social action group) are commendable, but are not components of the workload of a member of the faculty.

In evaluating faculty performance, the school expects demonstrated achievement in all three areas of teaching, research, and service, for tenure-track faculty, and when applicable to promotion for instructors and teaching professor members. While achievement in each of the tripartite areas is required, it is not expected that every faculty member going up for review, tenure, and/or promotion will excel in every category.

University and college documents on tenure and promotion shall take precedence over school guidelines and policy cases where conflicts in interpretation arise. School guidelines on tenure and promotion are intended to distinguish the school's mission objectives and clarify criteria upon which recommendations are made. Recommendations for tenure and/or promotion are separate processes, although in some cases identical criteria may be prescribed.

Mission, Vision, and Values

School Mission

The ISPD-GP is a community of scholars, technologists, engineers, and practitioners educating students through best practice models in diverse academic and practical learning experiences, research, and service. The School strives to enrich minds, infuse pedagogy, immerse theory, promote good citizenship, and model leadership.

School Vision

The school core objectives are to:
1. Develop and maintain a commitment to scholarly activity in research, graduate education, and undergraduate education, which is commensurate with the goals and mission of The University of Southern of Mississippi.
2. Create an academic environment that promotes the intellectual and professional development of students and faculty.
   a. Offers training of B.S. and B.A.S. technologists and logistics in the theoretical and practical skills required for employment or admission to graduate or professional school; the oversight of their training; and the provision of career advice upon request.
   b. Engages individuals in advanced scholarly inquiry related to design, development, evaluation, and research of effective interactive learning environments and technology integration.
   c. Prepares leaders of M.S. in Human Capital Development, Human Capital Development (Instructional Technology and Design), Logistics, Trade, and Transportation, and a Ph.D. in Human Capital Development, Human Capital Development (Instructional Technology and Design) and a minor in Women's and Gender Studies.
   d. Trains graduate students of M.S. and Ph.D. in human capital in the theory and the ability to conduct independent research and the clear expression of scientific ideas.
   e. Instructs students of Industrial Engineering Technology and Logistics, Trade, and Transportation to apply the knowledge, techniques, skills, and modern tools of mathematics, science, engineering, and technology to solve broadly defined engineering problems appropriate to the discipline and to design systems, components, or processes meeting specified needs for broadly defined engineering problems appropriate to the discipline. Also, to conduct standard tests, measurements, and experiments and to analyze and interpret the results to improve processes.
   f. Function effectively as members as well as leaders on technical teams.
3. Provide programs for all students which meet the educational and technical demands of the sub-disciplines represented in the School.
4. Offer courses in cognate academic disciplines and professional fields which provide the necessary base for the career goals of students and faculty; and,
5. Provide the public with service commensurate with a University.

School Values

The mission of the ISPD-GP school is supported by the same values as the University:
1. Research and instructional excellence focused on student success through all learning platforms.
2. Student engagement that fosters personal growth, professional development, and a lifelong commitment to wellness
3. An inclusive community that embraces the diversity of people and ideas
4. Institutional governance that respects academic freedom and faculty inclusion
5. A campus culture characterized by warmth and mutually supportive connections among students, faculty, staff, and alumni
6. An approach to academics, research, and personal conduct based on integrity and civility

7. An evolving curriculum that fosters lifelong curiosity and critical thinking
8. Community participation that promotes social responsibility and citizenship

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 A, a model for a rubric to complement the narrative to be provided below.
The annual evaluation is oriented toward proactive engagement between faculty members, their peers, and supervisors.

Annual Evaluation Overview

All faculty will be evaluated each calendar year as required by the state of Mississippi Institutions of Higher Learning. The evaluation will be conducted under the rules of governance for the School and supervised by the director if the governance policy does not include the director as the primary evaluator.

All academic personnel must submit annual activity reports to the school director by May 31st. These reports include a summary of professional activities in the areas of teaching, research, and service during the year evaluated. The purposes of the annual evaluation are to set annual goals for the faculty and ISPD-GP, to monitor the achievement of these goals, to determine progress towards tenure and/or promotion, to serve as a measure of post-tenure performance, and to provide a basis for advancements and recommendations.

School General Statement about Annual Evaluation Standards

In evaluating faculty performance, the ISPD-GP expects demonstrated achievement in all three areas of teaching, research, and service for faculty members. While achievement in each of the tripartite areas is required, it is not expected that every faculty member going up for review, tenure, and/or promotion will excel in every category. University and college documents on tenure and/or promotion shall take precedence over school guidelines and policy cases where conflicts in interpretation arise. ISPD-GP guidelines on tenure and promotion are intended to distinguish school mission objectives and clarify criteria upon which recommendations are made as provided in Appendix F.

Tenured and Tenure Track

Teaching

A primary goal of the University is to achieve excellence in undergraduate and graduate education by placing a premium on helping students. Faculty members in the College are committed to enhancing learning and devote much time toward this end.

A faculty member is expected to inspire the student to life-long learning through pedagogy that may range from traditional teaching-learning models to that which is highly innovative and stresses active and collaborative learning, cutting-edge technology, and the integration of the research, creative accomplishment, or scholarship of the candidate and others into the classroom. Evidence of teaching is part of the annual evaluation process.

Assignment of "Does Not Meet Expectations" is made for faculty who are unable to produce evidence for meeting annual expectations. In cases where faculty achieved less than expected but not enough to merit the assignment of "Does Not Meet Expectations," specific mention of deficiencies may be included in the Noteworthy Activities and Remarks section of the annual evaluation form.

Assignment of "Exceeds Expectations" is made for faculty who demonstrate excellence beyond expectations. This designation is reserved for faculty who provide evidence that indicates high levels of performance in teaching. In cases where faculty achieved more than expected but not enough to merit assignment of "Exceeds Expectations," specific mention of achievements will be included in the Noteworthy Activities and Remarks section of the annual evaluation form.

Meets Expectations for Teaching

Meeting expectations implies that faculty achieve articulated and measurable professional objectives and maintain continuous career advancement, including progress toward tenure and/or promotion. Faculty are also expected to contribute positively to a culture of support for students and for unit development (i.e., collegiality).

The teaching record is measured primarily by evaluations from students and faculty colleagues. This may take the form of student comments on course evaluation questionnaires; student interviews; letters systematically solicited from former students; peer classroom evaluations conducted by faculty and administrators in the school; evaluations of course syllabi, course exercises, and teaching portfolios when appropriate; review of curriculum development and pedagogical innovation, especially that involving active and collaborative learning; effective uses of technology to enhance learning; receipt of grants for pedagogical development; active participation in workshops and conferences devoted to pedagogy or advising; faculty direction of student internships and undergraduate research projects; systematic measures of student success in later courses; teaching or advising awards; student ratings of teaching effectiveness; and any other means that attest to teaching and advising effectiveness.

Examples of expectations for teaching could include, but are not limited to, the following:
- Develop courses consistent with school directives (i.e., providing syllabus on the first day of class, preparing and meeting course assigned times, updated course materials, etc.)
- Score upper level on student course evaluations based on the Faculty Engagement Rubric and Teaching Rubric Appendix A
- Attain upper-level cores on peer- and – director review evaluations
- Direct one per semester undergraduate honors student thesis projects or SPUR projects
- Guide two per semester graduate student thesis or dissertation projects
- Demonstrate course breadth and periodic improvements through a teaching portfolio (i.e., active participation in workshops and conferences devoted to pedagogy or advising, improved by continuing review of curriculum development and pedagogical innovation, especially that involving active and collaborative learning; effective uses of technology to enhance learning; receipt of grants for pedagogical development; active participation in workshops and conferences devoted to pedagogy or advising, and teaching or advising awards)

Fails to Meet Expectations for Teaching

Assignment of "does not meet expectations" should be made for faculty who are unable to produce evidence for having met objectives established in the prior year. Faculty whose objectives are met early in the year who did not recalibrate objectives in conjunction with their director are also not meeting expectations for faculty performance as indicated in the Faculty Handbook 4.2. Annual Evaluation Framework page 20.

Exceeds Expectations for Teaching

Assignment of "exceeds expectations" should be reserved for faculty who demonstrate excellence far beyond professional objectives set for the year, for achievement of highly ambitious objectives, or for a high level of contributions deemed complimentary to the program; or school, college, and/or institutional initiatives that further the vision of the university. Importantly, this designation should be reserved for faculty who provide evidence that indicates high levels of performance in either teaching, research/creative activities, or service.

Examples for exceeding expectations for teaching could include, but are not limited to, the following:
- Innovative development and successful implementation of service learning or active learning courses consistent with school directives
- Earn very high scores on student course evaluations (e.g., ≥1 standard deviation of the school mean)
- Get very high scores on peer-review evaluations (e.g., ≥1 standard deviation of the school mean)
- Lead substantial at least three per year undergraduate honors student thesis projects or SPUR projects than needed to meet school expectations but beyond tenure expectorations
- Direct substantially more than four graduate thesis or dissertation projects than needed to meet school expectations beyond tenure expectorations
- Demonstrate superior course breadth or major improvements through a teaching portfolio improved by continuing review of curriculum development and pedagogical innovation, especially that involving active and collaborative learning; effective uses of technology to enhance learning; receipt of grants for pedagogical development; active participation in workshops and conferences devoted to pedagogy or advising, and teaching or advising awards

Scholarship, Research, and Creative Activity

Expectations for faculty performance in research promote high levels of achievement that advance the field in a manner consistent with the University mission. Meeting expectations is more than satisfying minimally acceptable levels of work performance – expectations are for faculty to achieve professional goals and maintain progress toward tenure and/or promotion, as well as in the post-tenure stage of faculty careers. Creative activity is included based on the opportunity for faculty to create instructional and demonstrative videos, workshops, and discipline specific engagements. See rubric in Appendix A.

Assignment of "Does Not Meet Expectations" is made for faculty who are unable to produce evidence for meeting annual expectations. In cases where faculty achieved less than expected but not enough to merit assignment of "Does Not Meet Expectations", specific mention of deficiencies may be included in the Noteworthy Activities and Remarks section of the annual evaluation form.

Assignment of "Exceeds Expectations" is made for faculty who demonstrate excellence beyond expectations. This designation is reserved for faculty who provide evidence that indicates high levels of performance in research and scholarship activity. In cases where faculty achieved more than expected but not enough to merit assignment of "Exceeds Expectations," specific mention of achievements will be included in the Noteworthy Activities and Remarks section of the annual evaluation form.

Meets Expectations for Research

Meeting expectations implies that faculty achieve articulated and measurable professional objectives and maintain continuous career advancement, including progress toward tenure and/or promotion. Faculty are also expected to contribute positively to a culture of support for students and for unit development (i.e., collegiality).

Examples of expectations for research/creative activities could include, but are not limited to, the following:
- Publication of peer-reviewed journal articles
- Submission of a book draft as part of a contract with a publisher
- Development and submission of a proposal for external funding
- Administration of an externally funded grant
- Presentation of research at national or international conferences

Fails to Meet Expectations for Research

Assignment of "does not meet expectations" should be made for faculty who are unable to produce evidence for having met objectives established in the prior year. Faculty whose objectives are met early in the year who did not recalibrate objectives in conjunction with their director, are also not meeting expectations for faculty performance as indicated in the Faculty Handbook 4.2. Annual Evaluation Framework page 20.

Exceeds Expectations for Research

Assignment of "exceeds expectations" should be reserved for faculty who demonstrate excellence far beyond professional objectives set for the year, for achievement of highly ambitious objectives, or for a high level of contributions deemed complimentary to the program; or school, college, and/or institutional initiatives that further the vision of the university.

Examples for exceeding expectations for research/creative activities could include, but are not limited to the following:
- Publication of peer-reviewed journal articles in excess of school expectations beyond what is required for tenure and promotion.
- Publication of a book with an internationally recognized publisher
- Successful acquisition of external funding in excess of school expectations beyond what is required for tenure and promotion.
- Presentation of research as a keynote speaker at national or international conferences
- Production and/or high-profile annual *awards* and honors for distinguished performance and encourages excellence among all members such as Innovations in Higher Education Competition, Excellence Awards for Collaborations in Productivity, Workplace Safety and Ergonomics, Industry Awards, and Fellow Awards
- Performance at an internationally recognized venue
- Creation of critically acclaimed works of art at an internationally recognized showing

Service

Expectations for faculty performance in service promote high levels of professional development that advance the School, College, and University in a manner consistent with stated missions. See rubric in Appendix A.

Meeting expectations is more than satisfying minimally acceptable levels of work performance – expectations are for faculty to achieve professional goals and maintain progress toward tenure and/or promotion, as well as in the post-tenure stage of faculty careers.

Assignment of "Does Not Meet Expectations" is made for faculty who are unable to produce evidence for meeting annual expectations. In cases where faculty achieved less than expected but not enough to merit assignment of "Does Not Meet Expectations," specific mention of deficiencies may be included in the Noteworthy Activities and Remarks section of the annual evaluation form.

Assignment of "Exceeds Expectations" is made for faculty who demonstrate excellence beyond expectations. This designation is reserved for faculty who provide evidence that indicates high levels of performance. In cases where faculty achieved more than expected but not enough to merit assignment of "Exceeds Expectations," specific mention of achievements will be included in the Noteworthy Activities and Remarks section of the annual evaluation form.

Meets Expectations for Service

Meeting expectations implies that faculty achieve articulated and measurable professional objectives and maintain continuous career advancement, including progress toward tenure and/or promotion. Faculty are also expected to contribute positively to a culture of support for students and for unit development (i.e., collegiality).

Examples of expectations for service to the university and professional communities could include, but are not limited to, the following:
- Participate in student recruitment and retention initiatives
- Peer review of manuscripts for academic journals
- Active membership in university or college committees
- Editor for an academic publishing company or academic journal
- Facilitate session organization at a regional, national, or international conference
- Serve in a disciplinary cluster or school in one or more unfunded (i.e., no stipend) or uncompensated (i.e., no course release) capacities (e.g., undergraduate or graduate coordinator)
- Participate in sanctioned poster showings, or outreach programs, i.e., such as Innovations in Higher Education Competition, Excellence Awards for Collaborations in Productivity, Workplace Safety and Ergonomics, Industry Awards, and Fellow Awards
- Commit to committee or board appointments serving the state or other entity approved by the school director

Fails to Meet Expectations for Service

Assignment of "does not meet expectations" should be made for faculty who are unable to produce evidence for having met objectives established in the prior year. Faculty whose objectives are met early in the year who did not recalibrate objectives in conjunction with their director are also not meeting expectations for faculty performance.

Exceeds Expectations for Service

Assignment of "exceeds expectations" should be reserved for faculty who demonstrate excellence far beyond professional objectives set for the year, for achievement of highly ambitious objectives, or for a high level of

contributions deemed complimentary to the program; or school, college, and/or institutional initiatives that further the vision of the university.

Examples for exceeding expectations for service could include, but are not limited to the following:
- Initiate of an outreach program that definitively resulted in recruiting a two percent increase in annual student enrollment
- Peer-review of manuscripts for academic journals well in excess of school expectations beyond what is required for tenure and promotion.
- Participate in a proposal-review board at an established national funding agency
- Perform in editor-in-chief responsibilities for a peer-reviewed journal
- Serve as President of Faculty Senate or Chair of the Undergraduate or Graduate Councils
- Lead organizer of a traveling regional, national, or international conference
- Direct of a university-sponsored research center or outreach program
- Chair a committee or board serving the state or other entity approved by the school

Teaching Track

Teaching

The teaching role of faculty members reflects their centrality in addressing the primary educational mission among colleges and universities. As faculty members are in the teaching track, they teach, disseminate, and impart basic or applied knowledge to students and assist students with the learning process and applying the knowledge.

Unless otherwise indicated in a university/faculty employment contract, it is expected that an individual will spend a significant portion of their working time in the preparation for online or traditional classroom instruction.

Teaching-track faculty, instructors, visiting faculty, and professors of practice faculty teach four courses per semester as a general rule. Preparation includes but is not limited to preparing lectures and syllabi; grading and otherwise assessing student work; the creation of electronic and alternative delivery formats; interacting and engaging with students; and keeping abreast of one's major academic interests.

Although the ability to instruct varies from individual to individual, each member of the faculty is expected to maintain a professional level of instruction that contributes to the school's reputation. Since effective teaching is an essential criterion for promotion, evidence of a sustained pattern of good teaching needs to be documented. For example, these may include the following: letters of commendation, teaching awards, co-authorships, etc.

In accordance with university policy, student evaluations are administered online for professors' classes each semester during an academic year.

Because of the applied nature of the school's several academic programs, it is expected that certain classes will involve fieldwork. In most cases, field exercises or projects, and high impact practices are a normal part of an individual's instructional responsibility. On occasion, however, normal expectations can be exceeded as in, for example, a case where a professor has been able to interrelate the learning experience with a particular need of an organization. Learning experiences of these kinds are particularly rewarding for students, but they also are demanding and time consuming on the part of the professor. Courses designed to fulfill organizational needs may be considered "innovative" classes.

Assignment of "Does Not Meet Expectations" is made for faculty who are unable to produce evidence for meeting annual expectations. In cases where faculty achieved less than expected but not enough to merit assignment of "Does Not Meet Expectations", specific mention of deficiencies may be included in the Noteworthy Activities and Remarks section of the annual evaluation form.

Assignment of "Exceeds Expectations" is made for faculty who demonstrate excellence beyond expectations. This designation is reserved for faculty who provide evidence that indicates high levels of performance in teaching. In cases where faculty achieved more than expected but not enough to merit assignment of "Exceeds Expectations", specific mention of achievements will be included in the Noteworthy Activities and Remarks section of the annual evaluation form.

Meets Expectations for Teaching

This level regards meeting the standards established by the University, College, and School in exceptional teaching as indicted on the rubric in Appendix A.

Examples of meeting expectations for teaching may include, but are not limited to the following:
- Development of courses consistent with school mission and curriculum guidelines
- Following instructional expectations as outlined in Faculty Handbook (3.4.2)
- Teaching portfolio in Canvas meets school expectations for Face to Face (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
- Pattern of student course evaluation scores between 3.8 and 4.5 with evidence for "explanation of unusually lower scores is required"
- Starts and ends F2F classes on time and meets the class at each scheduled time during the course of the semester
- 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
- Missed classes due to professional travel, illness, or another emergency is coordinated with the director's office and notifies students via email of any change in regular meeting pattern
- Demonstration of course breadth and periodic improvements based on student evaluations, peer evaluations, or participation in development activities
- Responsive to students by responding to emails/calls within 48 hours and is regularly present during scheduled office hours
- Returns graded assignments or grades assignments within Canvas generally within two weeks of submission
- Submits N/A, interim, and final grades on time
- Works toward meeting goals from previous annual evaluation

Meeting expectations in teaching also requires constant engagement with instruction through course redesign, curriculum development, refining assessment practices, engaging in professional development related to teaching and revising pedagogical strategies.

Fails to Meet Expectations for Teaching

Fails to Meet Expectations delineates from Meets Expectations found on the rubric in Appendix A.

Examples of not meeting expectations for teaching may include, but are not limited to the following:
- Pattern of student course evaluation scores below the school, college, and university means, generally under 3.5
- Faculty member has received multiple complaints about being absent from scheduled office hours or absent/disengaged from online course
- Pattern of faculty member not responding to e-mail communications within 48 hours
- Teaching portfolio in Canvas does not meet school expectations for F2F and/or online delivery
- Online courses do not follow guidelines outline in USM policy on online instruction

Exceeds Expectations for Teaching

Exceeds Expectations is given when a faculty member has demonstrated exceptional work during this evaluation period. See rubric Appendix A.

Examples of exceeding expectations for teaching may include, but are not limited to the following:
- Participates in significant professional development opportunities to improve teaching (i.e., American College and University Educators [ACUE], Quality Matters Reviewer, Teaching Forums, webinars, digital teaching badges, etc.)
- Innovative development, High Impact Practices, and successful implementation of service learning or active learning courses consistent with school directives
- Receives external, or internal award, for excellence in teaching
- Engages in invited, significant off-campus teaching activity
- Invited to present at on-campus teaching forums such as Faculty First Week
- Creates new course or significantly revises a course
- Significant mentoring of junior faculty and/or adjunct faculty
- Pattern of student comments suggesting extraordinary teaching and/or impact on student lives
- Pattern of student course evaluation scores between 3.8 and above on a 5.0 scale

In general, unless the activity is significant in quantity or quality (e.g., completing three semesters of ACUE, receiving a teaching award), a combination of the above is necessary for a rating of exceeds expectations. For example, attending one or two teaching workshops would not be sufficient to merit exceeds expectations.

Scholarship/Professional Development

Professors have many professional responsibilities in addition to teaching and one is scholarship. Each member of the faculty is expected to maintain a professional level of instruction that contributes to the school's reputation. Scholarly work is mainly published in peer review and cited and indexed international journals and specialized conferences. Another is professional development, which is to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice. Maintaining an ongoing teaching, learning, practicing, and improving their specialized training.

Meets Expectations for Scholarship/Professional Development

All teachers should be scholars. Teaching professors are required to demonstrate skills in pedagogy, understanding of the relation between specific types of pedagogy and subject matter content, and the understanding of the aims or purposes of education. To meet these criteria, teaching professors must continuously improve and advance their skills through scholarship and professional development. Examples of research products to be considered include, but are not limited to, the following:

- Articles, reviews, and communications in professional periodicals, and magazines that meet standards of high-quality in the practice of the program
- Original presentations to professional or public audiences that meet standards of high-quality in the research and practice of the program
- Development and management of the program seminars and workshops and related online or printed materials for professionals that advance knowledge and understanding of professional practice and improve professional performance
- Books, book chapters, videos, monographs, and other online and printed materials that meet basic standards for quality in both academics and the program practice, that advance knowledge and understanding of professional practice, and that improve professional performance
- Publication of analysis and critical reviews on professional subjects, published in professional publications
- Publications of articles, reviews, and commentaries on other subjects in newspapers and other popular media, if they demonstrate high standards of professional practice
- Meritorious work of a demanding nature in professional positions; such work should demonstrably enhance the faculty member's teaching

Fails to Meet Expectations for Scholarship/Professional Development

Failing to satisfy the criteria required from the "meets expectations" section listed below:
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. Evidence of this type of scholarship includes publication of any of the following:
    a. Publication of peer-reviewed journal articles in an appropriate discipline.
    b. Publication or revision of a book or book chapter in an appropriate discipline as part of a contract with a publisher.
    c. Submission of a proposal for external funding.
    d. Administration of an externally funded grant.
    e. Presentation of research at recognized professional conferences or invited lectures.
    f. Productions of alternative forms of data delivery, acquisition or interpretation (e.g., software, maps, or workshops)

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. Organize a national or regional teaching workshop
   b. Receive award or substantially facilitate a major grant
   c. Recognize 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. Evidence of this type of scholarship includes publication of any of the following:
   a. Author peer-reviewed journal articles in an appropriate discipline
   b. Publish or revise a book or book chapter in an appropriate discipline as part of a contract with a publisher
   c. Submit a proposal for external funding
   d. Administrate of an externally funded grant
   e. Present of research at recognized professional conferences or invited lectures
   f. Produce alternative forms of data delivery, acquisition or interpretation (e.g., software, maps, or workshops)

Service

Academic service is a necessary faculty activity for the school, college, and university. Responsible service activities demonstrate and support the goal of shared governance within the university system.

All faculty will be expected to participate in, and share responsibility for, service activities. Standards and requirements for institutional, professional, and public service vary according to the duration of assistance needed, level of professional experience required, and application of the service to enriching sustained learning. See rubric in Appendix A.

Faculty members must demonstrate a commitment to quality service to their school, college, and university. The school also recognizes the merit of service to local, state, regional, national, and international organizations. It also recognizes that service activities may be limited during the probationary period for the faculty member to meet teaching and research obligations.

Assignment of "Does Not Meet Expectations" is made for faculty who are unable to produce evidence for meeting annual expectations. In cases where faculty achieved less than expected but not enough to merit assignment of "Does Not Meet Expectations," specific mention of deficiencies may be included in the Noteworthy Activities and Remarks section of the annual evaluation form.

Assignment of "Exceeds Expectations" is made for faculty who demonstrate excellence beyond expectations. This designation is reserved for faculty who provide evidence that indicates high levels of performance. In cases where faculty achieved more than expected but not enough to merit assignment of "Exceeds Expectations," specific mention of achievements will be included in the Noteworthy Activities and Remarks section of the annual evaluation form.

Meets Expectations for Service

Examples of meeting expectations for service to the school, college, university, and professional communities may include, but are not limited to the following:
- Attend and participate in program, school, college, and university meetings
- Participate in student recruitment and retention initiatives

- Attend and participate in faculty development opportunities such as Faculty First Week, Center for Faculty Development, Association of College and University Educators (ACUE), digital teaching badges, etc.
- Publish in peer review manuscripts for academic journals
- Actively serve on multiple school, college, and/or university level committees
- Serve as faculty advisor for university student organization or club
- Administer an externally funded grant
- Perform as assigned faculty mentor or as program coordinator
- Lead as an associate/assistant director
- Contribute to session organization at a regional, national, or international conference
- Serve on committees or board appointments at the state or other entity approved by the School director
- Attend one commencement each year

Fails to Meet Expectations for Service

Examples of not meeting expectations for service to the university and professional communities may include, but are not limited to the following:
- Not attending and participating in program and school meetings
- 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 attending commencement.

Exceeds Expectations for Service

Examples of exceeding expectations for service may include, but are not limited to the following:
- Evidence of 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)
- Initiate of an outreach program that definitively resulted in recruiting a significant number of students to the school
- Facilitate significant student participation at research conferences
- Peer-review of manuscripts for academic journals well in excess of school expectations beyond what is required for tenure and promotion.
- Serve as president of faculty senate, chair of the undergraduate or graduate councils, or other significant university councils
- 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
- Receive a significant college, university, or professional award for service
- Perform in a School in one or more unfunded (i.e., no stipend) or uncompensated (i.e., no course release) capacities (e.g., program coordinator)
- Serve on a national board for professional organization or regulatory board
- Achieve more than one noteworthy professional activity in teaching not listed

Goals for Next Evaluation Period

Goals are set and reviewed with the director of the school and revisited throughout the year. Faculty goals are determined at the previous year's annual review interview with the school director. As changes occur these goals are reviewed and updated as needed through the evaluation year, if appropriate. Goals are set with the

understanding that they are specific and achievable in one academic year. Unrealistic goals are discouraged as it could result failure to meet expectations.

Collegiality

According to the Faculty Handbook a separate category of "collegiality" should not be added to the traditional three categories of faculty performance. Instead, academic units should develop clear definitions of teaching, research/creative activities, and service, in which the virtues of collegiality are reflected. Though the school's view of collegiality among faculty is essential for the effective operation of it. Hence, colleagues must be able to interact with faculty and students in a constructive and professional manner.

Examples of demonstrated collegiality include-the following:

Specific examples of collegiality, which are not exhaustive, may include such positive indicators as:
- Collaborate within the unit in program, department, college, and university
- Attend and engage at meetings
- Respect for department peers (initiating routine communication regarding course and program preferences, changes, logistics of teaching, etc.)
- Maintain personal and academic integrity
- Volunteer in order to contribute to equity of departmental workload
  o Respect for students
  o Provide timely feedback and communication
  o Have appropriate interpersonal interactions and awareness of professional boundaries
  o Attend graduate student formal presentations (particularly as a committee member)
- Demonstrate interest and involvement in general departmental, college, and university welfare.
- Model professionalism and respect to the department, college and university (for example, maintaining confidentiality as appropriate, advocating for departmental needs)
- Commit in the sharing of departmental resources
- Share committee assignments
- Participate in school, college, and university-directed functions

Positive contribution to faculty meetings and at least one committee at any level within the university per year, one students' or faculty's success activity per year, and at least one university supported professional and/or community service activity per year
- Provide guidance and directives in areas of research and teaching to faculty and students
- Collaborate with colleagues within and external to the school or university when appropriate

Pre-Tenure Review

Each non-tenured faculty member holding a tenure-track position will undergo a comprehensive review of progress toward tenure during the third year of full-time service in ISPD GP. This review is to be conducted in conjunction with the candidate's annual review. The process includes the ISPD-GP's tenured faculty, director, Advisory Tenure and Promotion Committee, college dean, and provost. The appropriate dossier must be submitted in accordance with the policy stated in the *Faculty Handbook*. A positive review will signify that the candidate is making satisfactory progress toward promotion and tenure; a negative review may result in a terminal contract for the fourth year. At the time of the third-year review, the candidate will be informed as to

deficiencies in their progress that should be addressed between the time of the review and the time the candidate applies for tenure and promotion.

Promotion to Associate Professor

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 (Faculty Handbook, p. 30).

In cases involving promotions from assistant professor to associate professor, candidates normally serve at least five years in the lower rank. An application for promotion occurs during the sixth year of service in the lower rank, and an approved promotion is effective at the beginning of the seventh year. Under exceptional conditions, it is possible for an individual with qualifications far exceeding school guidelines to receive consideration for early promotion. Early promotion may also occur when credit for prior service was awarded at the time of hire (Faculty Handbook, p. 31).

Teaching

Teaching requires constant engagement with instruction through course redesign, curriculum development, refining assessment practices, engaging in professional development related to teaching and revising pedagogical strategies.

Teaching activities may include, but are not limited to, the following:
- Meet classes at the scheduled times, engages with students, provides instruction, class content organized and completed in learning management system, responds to students in a timely manner, hold virtual/traditional office hours, popup chats, discussions, etc.
- Achieve an average score of 4.0 on a 5.0 scale for graduate student course and 3.5 on a 5.0 scale for undergraduate evaluations
- Supervise graduate or undergraduate research
- Collaborate with a colleague on a course development
- Submit student assessments for course(s) on Weave online
- Active participant on accreditation report
- Serve as chair or co-chair for at least five doctoral committees and served as a member of at least ten doctoral committees, unless circumstances exist that would make this an unreasonable possibility
- Direct at least one dissertation committee for a student who successfully defended their proposal, unless circumstances exist that would make this an unreasonable possibility
- Direct at least two dissertation committees for students who successfully complete written comprehensive exams, unless circumstances exist that would make this an unreasonable possibility
- Show evidence of working with students to present and publish at national conferences and peer-refereed annual meetings
- Develop new courses in areas of expertise.
- Expand teaching methodologies to include improvement of electronic and alternative delivery formats, as well as other educational innovations
- Evaluate of quality teaching
- Satisfy student evaluations
- Provide outcomes of pedagogical research, including publication, presentations, and awards
- Continue mentoring post-graduate achievement and professional placement of students

- Advise students in classes, programs, and degrees
- Knowledgeable about university, college, and school requirements
- Prepare students for comprehensive examinations, mastery projects, theses, and dissertations, Scholars Program for Undergraduate Research (SPUR, and program national competitions
- Advise students on career goals and opportunities
- Write letters of recommendation and awards on behalf of students

Research and Scholarship

A sustained dissemination of scholarly activity to be considered includes, but is not limited to the following:
- Strong and consistent record of publication in peer-reviewed journals, particularly journals respected fields of expertise and valued by the program or are ranked in Science Citation Index (SCI) or Social Science Information (SSI)
- Average of one peer-reviewed journal article per year up until time of application with a minimum of five publications by the time of application, and lead author on at least three articles
- Strong record of other publications, which can include books, chapters, reports, book reviews, monographs, and manuals (book counts as three peer-reviewed articles published by a recognized and reputable press)
- Authorship of chapters, manuals, and monographs (non-refereed publications)
- Editorship of publications, such as books
- Strong record of presenting at appropriate national professional/research conferences for which the presentation proposals are peer-reviewed as either sole author or lead presenter (an average of one presentation per year up until time of application with a minimum of five presentations by the time of application)
- The disciplines within the school and the program place an increased value on "invited" presentations and publications
- Demonstrate a nationally or internationally recognizable and financially supported research program by submitting proposals to funding agencies (an average of one proposal submission per year to funding agencies)
- Sustained recruitment of graduate students, a high-level of student collaboration and research support, student degree completion/graduation, and secure professional employment or acceptance to doctoral program

Service
Faculty members will have the opportunity to serve at various levels of the university. It is expected for promotion from assistant to associate teaching professor that service will be heavily weighted towards school and college service opportunities. See rubric in Appendix A.

Service activities may include, but are not limited to the following:
- Institutional: Service on school and college committees
- Community service/outreach: Professionally based assistance to individuals, schools, business/industry, and presentations to lay audiences
- Professional discipline: Participation in state, regional, national, or international organizations in area of expertise, review of journal articles, book chapters, and research proposals
- Internships, consultancies, manuscript reviews, and other forms of practical experience that allow faculty members to advance their academic and professional expertise
- Academic program management. For example, serving as director or coordinator of degree programs

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.

Promotion to Full Professor

The standard probationary period for promotion from associate professor to professor is five years. In the sixth year of service at rank, the candidate may apply for promotion from associate professor to professor. Early promotion may be considered once excellence is established in all work-related categories beyond the record considered for promotion to associate professor. Generally, eligibility for early promotion may be granted in the fifth year in rank (Faculty Handbook p. 31).

Candidates for the rank of professor are teacher-scholars with a well-established national or international standing in their discipline and a strong record of contribution to the university and school. Successful candidates will have a record of sustained high-level performance in each of the three areas of the university mission. Candidates must serve at least five (5) years in the lower rank, thereby making a recommendation for promotion permissible during the fifth year of service in the lower rank and an approved promotion effective at the beginning of the following academic year. Candidates will be expected to have mentored and chaired students who complete graduate degrees.

The candidate for full professor must be recognized by peers as having made a major contribution to their specific field of expertise, as indicated in explicit evaluation by at least three external reviewers representing peer academic institutions. One of the reviewers may represent a national or international professional association related to the applicant's field of expertise and research.

Teaching

Teaching requires constant engagement with instruction through course redesign, curriculum development, refining assessment practices, engaging in professional development related to teaching and revising pedagogical strategies.

Teaching activities may include, but are not limited to the following see Appendix A:
- Participate in course offerings as instructor, co-instructor, guest lecturer, etc.
- Develop of courses in areas of expertise
- Expand teaching methodologies to include electronic and alternative delivery media like interactive video network (IVN), learning management systems, learning platforms, and executive format courses, as well as other educational innovations
- Supervise graduate research
- Direct of student theses/dissertations committee
- Serve as thesis/dissertation committee member
- Evaluate of quality teaching by peer review
- Receive satisfactory student evaluations

- Disseminate of outcomes of pedagogical research, including publications and presentations
- Receive awards for pedagogical research
- Continue post-graduate achievement and professional placement of students
- Advise students
- Serve on committees utilizing the expertise and behaviors consistent with university values
- Assist graduate students in preparing class schedules
- Prepare students for comprehensive examinations, mastery projects, theses, and dissertations, capstone projects presentations for conferences, program-specific state, regional, and national competitions
- Advise students on career goals and opportunities
- Write letters of recommendation and awards on behalf of students
- Manage academic programs (e.g., serving as director or coordinator of courses or programs)

Research and Scholarship

Dissemination of scholarly activities to be considered may include, but are not limited to:
- Sustain pattern of publication in peer-reviewed national or international journals with a minimum of ten publications while in the rank of associate professor
- Maintain pattern of research presentations at national or international conferences with a minimum average of one per year while in the rank of associate professor
- Establish national or international recognition and financially supported research program to be considered includes, but is not limited to:
  - Sustained research agenda on a topic for which national or international recognition is achieved
  - Pattern of submission of proposals to funding agencies (an average of one proposal submission per year to funding agencies)
  - Administration of grant funds
- Evidence of collaboration with colleagues within and beyond the university as evidenced by joint authorship, research projects, presentation, grant applications, etc.
- Achievement of nationally recognized scholarly record to be considered includes, but is not limited to:
  - Evidence that research has made an impact on the field and influenced the thinking of others in the field
  - Peer evaluation by nationally recognized leaders in respective fields

See rubric in Appendix A.

Service

Faculty members will have the opportunity to serve at various levels of the university. It is expected for promotion from assistant to associate teaching professor that service will be heavily weighted towards school and college service opportunities. See rubric in Appendix A.

Institutional - Accept leadership roles on school, college, and university committees and to be considered may include, but are not limited to the following:
- Community service/outreach:
- Professional based assistance to individuals, schools, business/industry; presentations to lay audiences
- Professional discipline: Leadership role in state, regional, national, and/or international societies/organizations in area of expertise
- Review of journal articles and research proposals, participation on review panels for funding agencies
- Leadership: Hold elected office in a professional organization
- Academic program management (e.g., serving as director or coordinator of a degree program)

See rubric in Appendix A.

Post-tenure Review (PTR)

With 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.

Promotion to Associate Teaching Professor

Candidates for promotion must demonstrate a continuous record of teaching excellence. Service and scholarly activities may also be considered but cannot substitute for such a record of excellence and must meet terms of employment.

Candidates for promotion from Assistant to Associate Teaching Professor must demonstrate excellent and innovative teaching coupled with contributions in either service (school/collegiate/university or discipline) or notable scholarly activities and must meet terms of employment.

Teaching

Teaching requires constant engagement with instruction through course redesign, curriculum development, refining assessment practices, engaging in professional development related to teaching and revising pedagogical strategies. Excellence requires a continuous record of improvement and achievement in pedagogy. See rubric in Appendix A. Such improvement and achievement may be demonstrated by a combination of the following elements:

- Instructional Improvement
  - Receive certification of advanced training
  - Participate in provost faculty working group
  - Serve as a panelist in teaching forum
  - Develop and attend university teacher training workshops
  - Attend workshops related to classroom instruction (including online)
- Student Academic Development and Engagement
  - Provide individual directives or mentor student's work (theses, research projects, etc.) not related to classwork (i.e., NOT capstone projects)
  - Has student evaluations within the expected range for the university
- Honors and Awards
  - Recipient of college, university, or extra-university teaching award
  - Obtain a teaching-related grant

Evidence of a continuous record of teaching excellence may be supplemented by any individual annual review reports in which course materials are scored five on the school teaching materials assessment rubric and by peer evaluation ratings by multiple faculty members in the school (direct observation of teaching) indicating excellence. Rubrics are located at the end of this document (See rubric Appendix A).

Innovative teaching entails the creation of new classes, the development of face-to-face to online delivery methods and vice versa, the application of new technologies to the classroom, and creatively addressing pedagogical problems in the classroom and across the curriculum. Innovative teaching may involve implementing flipped classroom techniques, developing service-learning courses, or developing open-access materials for use in specific courses or across the curriculum.

Evidence of innovative teaching may include but not limited to the following:

- Incorporate of service-learning activities into a new or existing course
- Mentor colleagues in classroom innovation (for example, Blackboard discovery of new tools)
- Create of technological-innovative tested teaching materials

Research/Scholarly Activities

As indicated in the Faculty Handbook, notable scholarly activities may be considered for promotion. To be clear, research activity is not expected for promotion from Assistant to Associate Teaching Professor, but faculty are welcome to engage in such activities. These activities can be considered for promotion, but these activities are not required for promotion. Research is expected to be relative to the instructional position held thus, research on pedagogy, student success and development, improving advising, and so on, are all acceptable, depending on the nature of the position.

Research in a substantive academic field is welcome, but not expected. See rubric in Appendix A. Examples of notable scholarship in the teaching track includes, but is not limited to the following:
- Active in professional development activities (ex. Attending, organizing, or presenting at university teaching forums or completing the ACUE faculty fellows' program).
- Attend and/or present at teaching conferences
- Publish a peer-reviewed work
- Review for an academic journal
- Work on a research project with a student (outside of what is required in a course)
- Present at an academic conference

Service

Faculty members will have the opportunity to serve at various levels of the university. It is expected for promotion from assistant to associate teaching professor that service will be heavily weighted towards school and college service opportunities. See rubric in Appendix A.

Examples of notable service activities for the promotion of instructor to lecturer or assistant to associate teaching professor include but are not limited to the following:
- Actively advise student groups
- Evidence of student mentorship outside of the classroom (ex. Statement from student or copy of student project)
- Organize outside speakers (or speaker series)
- Serve on standing university, college, or school committees
- Fulfill member on ad-hoc committee(s)
- Work to recruit students to The University of Southern Mississippi or School of Interdisciplinary Studies and Professional Development
- Retain students in the programs in the School of Interdisciplinary Studies and Professional Development
- Lead roles on committees or sub-committees
- Advise students beyond what is expected from school obligations as a normal advising load
- Promote the reputation of the school by guest lecturing outside of the university
- Perform community service such as presentations to schools and interest groups
- Consult or serve on the board of a non-profit organization
- Evaluate student work (ex. Providing feedback for proposals for the Eagle SPUR award)
- Evaluate scholarship candidates
- Serve on advisory board for a minor or center or a voluntary extracurricular capacity for the university

Promotion to Teaching Professor

Candidates for promotion must demonstrate a continuous record of teaching excellence. Service and scholarly activities may also be considered but cannot substitute for such a record of excellence and must meet terms of employment. See rubric in Appendix A.

Candidates for promotion from Associate to Full-Teaching Professor must have met all of the criteria for Associate Teaching Professor and, following that promotion, demonstrate notable scholarly activities. The standard probationary period for promotion from associate professor to professor is five years. In the sixth year of service at rank, the candidate may apply for promotion from associate professor to professor.

Teaching

Teaching requires constant engagement with instruction through course redesign, curriculum development, refining assessment practices, engaging in professional development related to teaching and revising pedagogical strategies.
- Instructional Improvement
  - Obtain certification of advanced training
  - Participate in provost faculty working group
  - Be a panelist in teaching forum
  - Develop and attend university teacher training workshops
  - Attend workshops related to classroom instruction
- Student Academic Development and Engagement
  - Provide directives in mentoring of student work (theses, research projects, etc.) not related to classwork (i.e., NOT capstone projects)
  - Has satisfactory student evaluations within the expected range for the university (within one standard deviation (SD) (+/-) the mean)
- Honors and Awards
  - Receipt of college, university, or extra-university teaching award
  - Obtain a teaching-related grant

Research/Scholarship/Professional Development

Full-time teaching professors and non-tenure-track faculty are encouraged to participate in research activities but are not required to do so. They are required to use applied and practical research in their teaching. See rubric in Appendix A.

If a candidate so chooses a minimum of 1-2 peer-reviewed publications is required for promotion to Full-teaching Professor.

Examples of notable scholarship in the teaching track includes, but is not limited to the following:
- Active and consistent participation in professional development activities (ex. Attending, organizing, or presenting at university teaching forums or completing the ACUE faculty fellows' program or obtaining digital teaching badges).
- Attend and/or presentation at teaching conferences
- Publish a peer-reviewed work
- Review for an academic journal
- Work and mentor a student on a research project (outside of what is required in a course)
- Present at an academic conference
- Supervise an honor's thesis

Academic service is a necessary faculty activity for the school, college, and university. Responsible service activities demonstrate and support the goal of shared governance within the university system. All faculty will be expected to participate in, and share responsibility for, service activities. Standards and requirements for institutional, professional, and public service vary according to the duration of assistance needed, level of professional experience required, and application of the service to enriching sustained learning.

Faculty members must demonstrate a commitment to quality service to their school, college, and university. The school also recognizes the merit of service to local, state, regional, national, and international organizations. It also recognizes that service activities may be limited during the probationary period in order for the faculty member to meet teaching and research obligations. See rubric in Appendix A.

Service activities may include, but are not limited to (school, college, or university):
- Committees
- Task forces
- Councils
- Faculty Senate
- Recruitment
- Special presentations
- Academic advisement
- Advise student groups
- Coordinate of on-campus and off-campus practicum
- Quality assurance and effectiveness assessment/improvement

Promotion to Lecturer

Teaching faculty who does not have a terminal degree in the discipline, or a closely related one, in which they teach are initially appointed as instructors and can be promoted from instructor to the rank of lecturer, and then senior lecturer.

Candidates for promotion must demonstrate a continuous record of teaching excellence. Service and scholarly activities may also be considered but cannot substitute for such a record of excellence and must meet terms of employment. Candidates for promotion from Instructor must have met all of the criteria for Lecturer.

Teaching

Teaching requires constant engagement with instruction through course redesign, curriculum development, refining assessment practices, engaging in professional development related to teaching and revising pedagogical strategies. Excellence requires a continuous record of improvement and achievement in pedagogy. See rubric in Appendix A. Such improvement and achievement may be demonstrated by a combination of the following elements:
- Instructional Improvement
  - Obtain certification of advanced training
  - Participate in provost faculty working group
  - Be a panelist in teaching forum
  - Develop and attend university teacher training workshops
  - Attend workshops related to classroom instruction
- Student Academic Development and Engagement
  - Provide directives in mentoring of student work (theses, research projects, etc.) not related to classwork (i.e., NOT capstone projects)
  - Has satisfactory student evaluations within the expected range for the university (within one standard deviation (SD) (+/-) the mean)

- Honors and Awards
  - Receipt of college, university, or extra-university teaching award
  - Obtain a teaching-related grant

Evidence of a continuous record of teaching excellence may be supplemented by any individual annual review reports in which course materials are scored five on the school teaching materials assessment rubric provided with this document, and by peer evaluation ratings by multiple faculty members in the school (direct observation of teaching) indicating excellence.

Research/Scholarship/Professional Development

The Faculty Handbook indicates notable scholarly activities may be considered for promotion. To be clear, research activity is not expected for promotion in the Instructor > Lecturer track, but faculty are welcome to engage in such activities. These activities can be considered for promotion, but these activities are not required for promotion. Research is expected to be relative to the instructional position held; thus, research on pedagogy, student success and development, improving advising, and so on are all acceptable, depending on the nature of the position. Research in a substantive academic field is welcome, but not expected. See rubric in Appendix A.

Examples of notable scholarship in the teaching track include, but is not limited to the following:
- Actively and consistently participate professional development activities (ex. Attending, organizing, or presenting at university teaching forums or completing the ACUE faculty fellows' program, earning teaching digital teaching badges, etc.)
- Attend and/or present at teaching conferences
- Publish a peer-reviewed work
- Review for an academic journal
- Work on a research project with a student (outside of what is required in a course)
- Present at an academic conference (where presentations are based on an ongoing research agenda)
- Supervise an honor's thesis

Service

Faculty members will have the opportunity to serve at various levels of the university, and it is expected that for promotion from lecturer to senior lecturer or from associate to teaching professor that notable service 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.

Candidates for promotion should document their service activities and explain how the role that they played in the service activity was crucial to the service need at the time. See rubric in Appendix A. Examples of notable service activities include but are not limited to:
- Advise student groups
- Evidence of student mentorship outside of the classroom
- Organize outside speakers (or speaker series)
- Acquire leadership roles on standing university, college, or school committees
- Take leadership roles or serving on ad-hoc committees
- Work to recruit students to The University of Southern Mississippi or School of Interdisciplinary Studies and Professional Development
- Retain students at The University of Southern Mississippi or in the School of Interdisciplinary Studies and Professional Development
- Procure leadership roles on committees or sub-committees
- Guide students beyond what is expected from school obligations
- Promote the reputation of the school by guest lecturing outside of the university
- Perform community service such as presentations to schools and interest groups
- Consult or serving on the board of a non-profit organization
- Evaluate student work (ex. Providing feedback for proposals for the Eagle SPUR award)
- Review and rate scholarship candidates

- Serve as director of exploratory studies, director of undergraduate programs, or coordinator of interdisciplinary programs
- Direct a minor in a degree or center

Promotion to Senior Lecturer

Candidates for promotion must demonstrate a continuous record of teaching excellence. Service and scholarly activities may also be considered but cannot substitute for such a record of excellence and must meet terms of employment.

Candidates for promotion to Senior Lecturer must demonstrate a continuing record of excellent and innovative teaching coupled with notable service and/or scholarly activities and must meet terms of employment.

For evidence of service or scholarly activities, if the candidate chooses to include them in the dossier, reference should be made to the activities listed under the promotion guidelines below.

Teaching

Teaching requires constant engagement with instruction through course redesign, curriculum development, refining assessment practices, engaging in professional development related to teaching and revising pedagogical strategies. Excellence requires a continuous record of improvement and achievement in pedagogy. See rubric in Appendix A. Such improvement and achievement may be demonstrated by a combination of the following elements:
- Instructional Improvement
  - Obtain certification of advanced training
  - Participate in provost faculty working group
  - Serve as a panelist in teaching forum
  - Develop and attend university teacher training workshops
  - Attend workshops related to classroom instruction (including online)
- Student Academic Development and Engagement
  - Direct and mentor a student's work (theses, research projects, etc.) not related to classwork (i.e., NOT capstone projects)
  - Rate within the expected range for the university student evaluations (within one SD (+/-) the mean)
- Honors and Awards
  - Receipt of college, university, or extra-university teaching awards
  - Obtain a teaching-related grant

Evidence of a continuous record of teaching excellence may be supplemented by any individual annual review reports in which course materials are scored five on the school teaching materials assessment rubric and by peer evaluation ratings by multiple faculty members in the school (direct observation of teaching) indicating excellence. Rubrics are located at the end of this document.

Innovative teaching entails the creation of new classes, the development of face-to-face to online delivery methods and vice versa, the application of new technologies to the classroom, and creatively addressing pedagogical problems in the classroom and across the curriculum. Innovative teaching may involve implementing flipped classroom techniques, developing service-learning courses, or developing open-access materials for use in specific courses or across the curriculum.

Evidence of innovative teaching may include:
- Develop new study abroad course

- Incorporate of service-learning activities into a new or existing course
- Provide on-location learning when incorporated into a new or existing course
- Mentor colleagues in classroom innovation (for example, Zoom, Teams, Canvas discovery of new tools)
- Create of new teaching materials (for example, rubrics, tests, study materials, guidelines and guidebooks-templates, new course reading lists)
- Active participation in substantial program curriculum revision

Scholarly Activities

The Faculty Handbook indicates notable scholarly activities may be considered for promotion. To be clear, research activity is not expected for promotion in the Instructor > Lecturer track, but faculty are welcome to engage in such activities. These activities can be considered for promotion, but these activities are not required for promotion. Research is expected to be relative to the instructional position held; thus, research on pedagogy, student success and development, improving advising, and so on are all acceptable, depending on the nature of the position. Research in a substantive academic field is welcome, but not expected. See rubric in Appendix A.

Examples of notable scholarship in the teaching track include, but is not limited to the following:
- Actively and consistently participate professional development activities (ex. Attending, organizing, or presenting at university teaching forums or completing the ACUE faculty fellows' program, earning teaching digital teaching badges, etc.)
- Attend and/or present at teaching conferences
- Publish a peer-reviewed work
- Review for an academic journal
- Work on a research project with a student (outside of what is required in a course)
- Present at an academic conference (where presentations are based on an ongoing research agenda)
- Supervise an honor's thesis

Service

Faculty members will have the opportunity to serve at various levels of the university, and it is expected that for promotion from lecturer to senior lecturer or from associate to teaching professor that notable service 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.

Candidates for promotion should document their service activities and explain how the role that they played in the service activity was crucial to the service need at the time. See rubric in Appendix A. Examples of notable service activities include but are not limited to:
- Advise student groups
- Evidence of student mentorship outside of the classroom
- Organize outside speakers (or speaker series)
- Take leadership roles on standing university, college, or school committees
- Obtain leadership roles or serving on ad-hoc committees
- Work to recruit students to The University of Southern Mississippi or School of Interdisciplinary Studies and Professional Development
- Work to retain students at The University of Southern Mississippi or in the School of Interdisciplinary Studies and Professional Development
- Serve in leadership roles on committees or sub-committees
- Advise students beyond what is expected from school obligations
- Promote the reputation of the school by guest lecturing outside of the university

- Perform community service such as presentations to schools and interest groups
- Consult or serve on the board of a non-profit organization
- Evaluate student work (ex. Providing feedback for proposals for the Eagle SPUR award)
- Review and rate scholarship candidates
- Serve as director of exploratory studies or undergraduate programs, coordinator of interdisciplinary programs, directing a minor degree programs or center

Faculty Engagement

Engagement is an essential dimension of institutional health, growth and well-being. All stakeholders – students, faculty staff, and administration – are expected to engage in actions that maintain and, when possible and appropriate, advance the mission and goals of the University. The following rubric will be used as part of the annual evaluation process.

Engagement for Faculty The faculty member:	DNM*	M	E	NA
Engages as a school citizen in ways that support the University's mission and goals.				
Abides by the school's stated, agreed-upon values.				
Conducts school's teaching, research, creative, and service responsibilities, as negotiated with the school director.				
Responds in a timely manner to requests and correspondence from students, peers, staff, and administrators at the university.				
Carries out their yearly workload as negotiated with the school director.				
Maintains a University presence, both physical and virtual, as negotiated with the school director.				
Remains current in their discipline.				
Engages with the academic community and stakeholders through teaching, research, and/or service, as appropriate.				
Engages in professional development on a consistent basis.				
TEACHING				
Works to ensure that learning experiences promote student engagement, retention, and completion.				
Is available to meet with students when needed, as appropriate, and aligns with school documents.				
Responds to students' questions and correspondence in timely manner.				
Is available for meetings with advisees (F2F or virtual as appropriate.				
Involves or supports students in research/professional development, and creative activities as appropriate.				
Chairs and serves on equitable share of master's, specialist, and/or doctoral research/capstone/ dissertation committees.				
RESEARCH				
Maintains an active research program, and/or creative activities program, as appropriate.				
Contributes to knowledge creation in the discipline.				
Involves or supports peers in research/professional development, and creative activities as appropriate.				
Shows initiative and engages with the research process.				
Engages community partners in research, as appropriate.				
Secures internal and external grants to sponsor research.				
Secures patents, as appropriate to the discipline.				
Translation of new knowledge generated by the university to the public through the commercialization of discoveries (e.g., technology transfer, licenses, copyrights, and some forms of economic development).				
SERVICE				
Participates on and/or leads school committees in ways that support the school's mission and goals.				
Attends and participates in faculty and committee meetings.				
Responds to faculty correspondence.				
Advances the school's mission and goals in off-campus activities as appropriate.				
Provides university-based knowledge or other scholarly advice through direct interaction with non-university clients who have requested assistance to address an issue or solve a problem as appropriate aligns with school documents, faculty handbook and employee handbook.				

*DNM = Does not meet expectations, M = Meets Expectations, E = Exceeds expectations, NA = not applicable, depending on faculty members' role, e.g., teaching and clinical faculty may not have research responsibilities

Appendix A: Rubric (from 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 University calendar and guidelines.	Course delivery (attendance, course load, syllabi, grading deadlines, etc.) is performed according to 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 and/or new approaches to engage students.	Teaching evaluations and/or peer reviews show engaged learning based on innovative teaching methods.	
Student mentorship	Formal mentoring of students in research (Honors Thesis, MS or PhD advisor), service on student committees (including graduate examinations), or delivery of independent study courses, etc. at a rate lower than the standard performance level identified within the unit.	Formal mentoring of students in research (Honors Thesis, MS or PhD advisor), service on student committees (including graduate examinations), or delivery of independent study courses, etc. as reflected within the standard performance level identified within the unit.	Formal mentoring of students in research (Honors Thesis, MS or PhD advisor), service on student committees (including graduate examinations), or delivery of independent study courses, etc. exceeding the standard performance level identified within the unit.	
TOTAL SCORE:				

4/6 in Exceeds Expectations with 0 in Does Not Meet Expectations = Exceeds Expectations		
4/6 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. Collegiality is defined in the Promotion and Tenure Guidelines (Section 2.3).

RESEARCH/CREATIVE ACTIVITY

	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	COMMENTS
Participation in research	Participates or demonstrates continuous effort in research/creative activities at a rate lower than the standard performance level identified within the unit.	Participates in research/creative activities by initiating new activity and/or demonstrating continuous effort on existing activity as reflected within the standard performance level identified within the unit.	Participates in research/creative activities by initiating new collaborative interdisciplinary activity and/or demonstrating continuous effort on existing interdisciplinary activity exceeding the standard performance level identified within the unit.	
Dissemination of research	Disseminates work through identified channels (peer-reviewed journals or other as defined in Appendix D - Research Productivity Policy) at a rate lower than the standard performance level identified within the unit.	Disseminates work through identified channels (peer-reviewed journals or other as defined in Appendix D - Research Productivity Policy) as reflected within the standard performance level identified within the unit.	Disseminates work through identified channels (peer-reviewed journals or other as defined in Appendix D - Research Productivity Policy) 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: (provide 1-2 sentences describing collegial efforts through research/creative activities). Collegiality is defined in the Promotion and Tenure Guidelines (Section 2.3).

SERVICE				
	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	COMMENTS
Institutional committees	Serves on appointed/elected committees at the department, 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 department, 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 department, 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 organizations within their field internationally, nationally, regionally, and/or statewide at a rate lower than the standard performance level identified within the unit.	Contributes to their identified field of study through membership and participation in professional organizations within their field internationally, nationally, regionally, and/or statewide as reflected within the standard performance level identified within the unit.	Contributes to their identified field of study through membership, participation in, and committee service on professional organizations, publications, activities within their field internationally, nationally, regionally, and/or statewide, exceeding the standard performance level identified within the unit.	
Campus activities and community service	Facilitates growth of the University/college/school/department 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/department 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/department 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.	

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 Service Statement: (provide 1-2 sentences describing collegial efforts through service activities). Collegiality is defined in the Promotion and Tenure Guidelines (Section 2.3).

<table>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">To be completed by evaluator:</td></tr>
<tr><td colspan="2">NOTEWORTHY ACTIVITIES AND REMARKS</td></tr>
<tr><td colspan="2">Evaluator may list any activities they identify as noteworthy or include other remarks for the academic year</td></tr>
<tr><td>Teaching</td><td></td></tr>
<tr><td>Research</td><td></td></tr>
<tr><td>Service</td><td></td></tr>
</table>

Name of Preparer:
Email Address of Preparer:
Date of Submission:

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

Appendix B: Faculty Evaluation Committee

(refer to Faculty Handbook)

The FEC serves as the evaluative unit of the University. FECs are elected annually by full-time members of the Corps of Instruction employed by the School (including jointly appointed faculty with a minimum 50% appointment within the School). This election occurs at a school faculty meeting and is accomplished by means of a secret ballot. In consultation with the college dean, some schools may elect to create FEC subcommittees if it is deemed that a subset of the school faculty best assures competent evaluation of those they represent.

Committee Membership Eligibility

All tenured members of the Corps of Instruction within the unit with a minimum of three years of service with the University, a minimum 50% appointment within the School, and who hold the rank of Associate Professor or higher are eligible for FEC membership.

Eligibility to serve on FEC is closely tied to faculty evaluation ratings in the year prior to consideration for committee service. For example, faculty eligible for election to the FEC should have a minimum of "Meets Expectations" in teaching, research/creative activities, and service. Faculty members with annual evaluations lower than "Meets Expectations" in areas of teaching, research/creative activities, or service in the year prior to the current academic year are not recommended to serve on FEC.

Eligibility to serve on FEC is limited to tenured, associate rank members or higher of the University Corps of Instruction with exceptions for a teaching-track member. Eligibility to serve on FEC should generally be limited to those faculty with workload allocations in all three areas of evaluation: teaching, research/creative activities, and service. However, an expanded FEC is available for schools employing teaching-track faculty (FEC Governance Options 2 and 3).

School directors are eligible to participate in the evaluation process upon initiation of their appointment. Because the evaluation process is closely tied to promotion and tenure progression, it is important that individuals who have already been granted tenure at the University serve as committee members. Thus, faculty members under review will receive feedback from individuals who have experienced the tenure process successfully.

For Options 2 and 3, teaching-track faculty within the School with a minimum of three years of service with the University, a minimum 50% appointment within the School, and who hold the rank of Associate Teaching Professor or higher are eligible for committee membership. A teaching-track faculty member of an FEC is restricted to evaluate only other teaching-track members. They are excluded from evaluations of tenure-track faculty members.

Faculty holding an appointment within a school and serving as university administrative officers in the positions of president, provost, vice president, or college dean may not be members of FECs. Faculty holding an appointment within the school and serving as associate dean or associate provost are typically excluded from FEC eligibility but may be eligible in the event that desired representation of an academic program would be unfilled because no other faculty members in the program meet eligibility requirements.

Faculty members in positions of professor of practice, visiting professor, research professor and those holding honorary rank, employed on a terminal contract, undergoing post-tenure review, or who are otherwise excluded for reasons specified in the rules governing school evaluation proceedings are ineligible to serve on FEC.

Faculty who are related (as per Board and University Nepotism Policy) to parties being reviewed or evaluated in any personnel matter must recuse themselves for all evaluation proceedings involving the parties. In no event shall they vote or offer advice, either directly or indirectly, to other committee members.

Faculty Governance Options

A school must choose one of the following options for its FEC. In situations where the school director is untenured, the school must choose Option 3.

Option 1: Authority for all personnel evaluations and recommendations, exclusive of recommendations for pre-tenure review, tenure, and promotion, is vested in the school director.

Option 2: A personnel committee consisting of the school director and at least two tenured members of the corps of instruction employed by the school. The minimum three-member committee then elects its chair. The chair of the committee, after obtaining signed concurrence or dissent from each committee member, submits the signed evaluations and recommendations of the FEC to the college dean. The FEC should include no fewer than three members but can include additional members as deemed appropriate. In schools employing more than one teaching-track faculty member, the FEC may be expanded to include one member of the teaching track faculty. All teaching-track faculty within the school with a minimum of three years of service with the university, a minimum 50% appointment within the school, and who hold the rank of associate teaching professor or higher are eligible for committee membership. Teaching-track faculty with the rank of instructor, lecturer, senior lecturer, or assistant teaching professor are ineligible for committee membership. A teaching-track faculty member of a FEC is restricted to evaluate only other teaching-track members.

Option 3: A FEC consisting of at least three tenured members of the corps of instruction employed by the school, exclusive of the school director. The minimum three-member committee then elects its chair. The chair of the committee, after obtaining signed concurrence or dissent from each committee member, submits the committee's evaluations and recommendations to the school director. The FEC should include no fewer than three members but can include additional members as deemed appropriate. In schools employing more than one teaching-track faculty member, the FEC may be expanded to include one member of the teaching track faculty. All teaching-track faculty within the school with a minimum of three years of service with the university, a minimum 50% appointment within the school, and who hold the rank of associate teaching professor or higher are eligible for committee membership. Teaching-track faculty with the rank of instructor, lecturer, senior lecturer, or assistant teaching Professor are ineligible for committee membership. A teaching-track faculty member of FEC is restricted to evaluate only other teaching-track members.

Those FEC evaluations and recommendations for which the school director concurs are formally approved by signature and transmitted to the college dean. If the school director dissents from one or more FEC evaluations and recommendations, the director may prepare independent personnel evaluations and recommendations for those faculty and transmit them, along with the evaluations and recommendations of the FEC (with one or more noted by the school director's signature to indicate dissent) to the college dean with a copy sent to the faculty member and to the chair of the FEC.

Replacement of Committee Members

If a FEC member resigns, is no longer able to serve on that committee, or otherwise relinquishes the committee position, another eligible faculty member within the school must be elected in the same manner that the original members were chosen. If a school is operating under Option 1 (school director) or Option 2 (the school director and two or more other faculty members) and the school director resigns from the FEC or is no longer able to serve on that committee, the members of the school's corps of instruction must reconvene and choose all members for Option 3 as their operational FEC for the remainder of the academic year and until the next annual election of the FEC option.

Appendix C: Workload Allocation/Assignment

Faculty workload allocation decisions are made at the school level and should:
- ensure instructional functionality of degree programs
- support innovative modes of instruction
- promote student success and involvement
- encourage progress in research and creative activities
- accentuate strengths of disciplinary clusters
- foster interdisciplinary engagement
- support professional development opportunities for faculty
- serve the needs of the school, college, university, professional organizations, and communities.

Allocation of workload should be established through meetings as needed between the school director and the individual faculty member in consultation with a program coordinator and/or college dean as appropriate, documented and signed by both parties to acknowledge completion of the process and receipt of the assignment, and approved by the college dean. Other members of a Faculty Evaluation Committee (FEC) should not be directly involved in decisions regarding workload allocation.

General Guidelines

Course load allocation is based on the equivalent of four 3-hour courses per semester. Each course is assigned a percentage that is determined in consultation with the faculty and director. Deans and directors, or any other administrator responsible for determining workload allocation, should also consult the workload policy in the *USM Employee Handbook*.
- Faculty members with any expectations for research/creative activities should receive a reduction in course load in order to meet expectations for those research/creative activities.
- Assigned course load or allocation of teaching (or service at the discretion of the School) should take into account student mentorship activities not directly associated with classroom instruction.
- Assigned course load or allocation of teaching should take into account other factors that may increase time devoted to teaching activities.
- Service contributions (to the program, school, college, university, or profession) requiring a time commitment above and beyond the usual expectation for the School may warrant a reallocation of workload from either teaching or research/creative activities. This is particularly relevant for academic programs with few faculty members to sustain essential functions (e.g., annual reporting, academic advisement) and/or support strategic initiatives requiring service.
- Circumstantial adjustments to a faculty member's workload allocation (e.g., any sudden adjustments in workload due to unforeseen circumstances, such as unexpected increases in enrollment, the departure of a faculty that leaves a gap in the curriculum that must be covered, commitments as part of a new external funding agreement, or the need to participate in a significant service activity) may warrant an adjustment to the workload allocation.
- Workload allocation should be aligned with expectations for the identified role (teaching track, tenure track) for which the faculty member has been employed, such that decisions for promotion or tenure are based upon criteria appropriate for that role (see *Promotion and Tenure Guidelines*).

Jointly appointed faculty

If a faculty member is jointly appointed, workload allocation should be agreed to by the faculty member in consultation with directors of both schools.

Administrator workload

- School directors and associate deans are administrators who hold faculty rank, however, all aspects of job performance (i.e., teaching, research/creative activities, service, administrative functions) are annually evaluated by their immediate superior administrator. Also, associate directors will be evaluated on their contributions to

teaching, research/creative activities, and non-administrative service by their respective school's Faculty Evaluation Committee (FEC). The administrative performance of an associate director is evaluated by the school director.

- School directors are generally expected to teach a minimum of one class per year. Associate deans above the school director level holding faculty rank are normally expected to teach one class per year. Associate directors are generally expected to receive a reassignment of one course per semester during their service. Depending upon the scope and breadth of responsibilities, however, more or less courses could be required to be taught by these administrative faculty.
- Faculty administrators are expected to remain current in their respective field and demonstrate some contribution to scholarship in their field. However, as it is recognized that faculty administrators have significant administrative duties that impact their ability to sustain a program of research, scholarship, or creative activity, they should not be evaluated with the same expectations as the tenure-track faculty. General expectations for scholarly productivity should be established each year between the faculty administrator and the dean, or in the case of an associate director, with the FEC and director. If the faculty administrator meets these expectations, they should receive a minimum evaluation of "Meets Expectations" in the category of research, scholarly, and creative activity.
- Administrative duties are separate from service. Significant service contributions (in quantity of time or quality of contribution) to the university or profession should allow for reallocation of workload from either teaching or research/creative activities. It is the responsibility of the faculty administrator to demonstrate that a service activity is significant and requires extra consideration for workload reallocation. If the service is to the program, school, or college, it is the responsibility of the faculty administrator to demonstrate how the service is separate from their administrative duties. Serving on committees without demonstration of contribution does not automatically result in reallocation.

Circumstantial adjustments to workload allocation

Circumstantial adjustments to a faculty member's workload allocation (e.g., any unexpected or sudden adjustments in workload due to unforeseen circumstances such as the departure of a faculty member which leaves a gap in the curriculum that must be covered, commitments as part of a new external funding agreement, need to participate in a significant service activity) should:

1. Be negotiated between the faculty member and the school director (in consultation with the dean as necessary).
2. Be documented and signed or electronically approved by both the school director and the faculty member.
3. Include a defined period of time for the adjusted workload allocation; and
4. Hold a provision that if the affected faculty member disagrees with the proposed circumstantial workload allocation, an appeal pursuant to the grievance procedure outlined in the *USM Faculty Handbook* can be made, which can also serve as a mechanism to appeal for the expiration date of the re-allocated responsibilities.

School Workload Guidelines

The School of Interdisciplinary Studies and Professional Development (ISPD) supports the vision of The University of Southern Mississippi's classification as an 'R1' institution. ISPD faculty members value scholarship, teaching, and service as essential components of the professoriate. In addition, school faculty are expected to manage a variety of emerging and ever-changing technologies such as learning management systems (Blackboard, Moodle, Desire2Learn, Canvas, etc.), comprehensive assessment solution tools (WEAVE Online), advising resources (SOAR, Digital Measures, etc.), statistics software (SPSS, Minitab, Qualtrics, etc.), and technology integration in the classroom as an integrated instructional tool, that are associated with teaching, research, curriculum planning, student advising/mentoring, and general school/program management.

The guidelines contained in this document are not intended to take the place of, nor interfere with, school tenure and promotion guidelines; rather, they are intended to guide one's work towards achieving tenure and promotion. See Appendix C.

Within ISPD-GP, faculty contributions are viewed holistically, and expectations (e.g., teaching, research, and service) for faculty are negotiated between the faculty member and the director in consultation with the college dean annually. In

research universities such as USM, the expectations are that all tenure-track faculty members will maintain an active research agenda, and teaching/visiting faculty members will participate or stay abreast of research in their field.

Tenure-track faculty are expected to be active researchers, who, under reasonable circumstances, spend 40% of their effort engaged in scholarship and research, 40% of their effort engaged in effective teaching, and approximately 20% of their effort engaged in university and professional service. In the School of ISPD, non-tenure-track teaching faculty/visiting faculty may take two tracks: (a) they may be expected to contribute 80% of their time engaged in effective teaching and 20% of their time in university and professional service or (b) they may be expected to contribute 10% of their time in scholarship and research, 70% of their time engaged in effective teaching, and 20% of their time in university and professional service.

Teaching-track faculty, instructors, visiting faculty, and professors of practice faculty teach four courses per semester as a rule. In the ISPD-GP, non-tenure-track faculty are generally expected to spend approximately 80-90% of their time engaged in effective teaching and 10-20% of their time engaged in service and/or scholarly research.

Based on a 40-hour workweek for full-time faculty, the school expectation is that each faculty member will dedicate a minimum of 680 clock hours per semester/17 weeks a semester to university teaching, research, and service. Full-time faculty members are expected to work a minimum of 40 hours per week on average, including achieving excellence in the areas of teaching, research, and service, which is not necessarily accomplished by clocking hours. While office hours, committee work, traditional teaching (e.g., face-to-face instruction), and student advising are accomplished on campus, research activities, professional development, class preparation, non-traditional teaching (e.g., online instruction), and professional service may be accomplished on or away from university sites.

Appendix D: Faculty Evaluation Process

The annual evaluation process should offer an opportunity for faculty members to communicate with their supervisors 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 the program, school, college, and university.

All faculty members of the Corps of Instruction will submit annual activity reports to the school director by May 31st. These should include a summary of professional activities in the areas of teaching, research/creative activity, and service during the year evaluated. The director will subsequently distribute the activity reports to appropriate members of the FEC for their review. Each member of the committee (Options 2 or 3) will be evaluated by the other members of the committee.

School directors and associate deans are evaluated for all work-related categories, including administrative performance, by the college dean and not by the other members of the FEC. However, evaluation of directors and associate deans for teaching and research/creative activities are be based on specifications as outlined in the school-level documents relevant to the person in question, which are provided to the dean by the FEC upon request. Associate directors are reviewed by the FEC in the areas of teaching, research/creative activities, and non-administrative service, while administrative performance is evaluated exclusively by the director.

Meetings

Professional goals of faculty at The University of Southern Mississippi are facilitated by setting clear and measurable annual objectives for professional contributions. Within this broad framework, school directors work with faculty members to establish professional objectives for the year and further evaluate how objectives align with the aspirations of the school, college, and the larger institutional vision.

Annual evaluations provide the opportunity to determine the extent to which objectives were met from the prior year and to set appropriate and aspirational targets for the year ahead. Although objectives are set annually, it is appropriate and encouraged to have discussions about progress towards objectives on an as needed basis, for example, when a major objective is attained early or some significant obstacle to fulfilling an objective arises or a new opportunity presents itself that cannot be postponed to the next evaluation year.

Evaluation meetings should be scheduled annually between February 1st and March 15th. Two distinct meetings are necessary to complete the annual evaluation process for each faculty member: (I) review and evaluation of the previous year's activities and (ii) establishment of professional objectives and workload allocation for the year ahead.

The first meeting to evaluate the previous year will include the faculty member, school director, and FEC members. The proceedings should disclose the rationale for the evaluation and clarify any miscommunications with respect to faculty activities during the year evaluated.

The second meeting to establish professional objectives and allocate workload percentages for the following academic year is to be done exclusively between the director and the individual faculty member. In the event that a faculty member and the director are unable to establish a consensus for what constitutes appropriate annual objectives, the college dean serves as the final arbitrator.

Prior to signing completed annual evaluations, faculty members may request written communication from administrative evaluators to outline strategies for improving workload allocation issues and/or requesting resources available for high-quality teaching and research/creative activities. Faculty may also appeal results of their annual evaluation if they disagree with the assigned categories (i.e., "Does Not Meet Expectations" and "Meets Expectations") or written comments from the evaluation committee.

In either case, if the return communication remains unsatisfactory to the faculty member and efforts to resolve issues are unsuccessful at the school level, an appeal process can be initiated pursuant to the grievance procedure outlined in the Faculty Handbook. Faculty who are repeatedly overruled in their efforts to appeal annual evaluation results but nevertheless continue to appeal evaluation results are subject to reprimand and concerns regarding their collegiality.

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.

Appendix E: Noteworthy Activities and Remarks

For evidence presented that a faculty member achieved more than school expectations but not enough to merit assignment of "Exceeds Expectations," a specific mention of this achievement should be included in the Noteworthy Activities and Remarks section of the annual evaluation form.

Noteworthy Activities

Examples of noteworthy activities or remarks could include, but are not limited to the following:
Achievements

- Faculty member A jointly developed a new interdisciplinary course with faculty member B that attracted ## students and resulted in addition of ## new majors to the program
- Faculty member served as chair of the … committee
- Faculty member received an award from the American Society for …for excellence in creativity
- Faculty member was co-author on a research article published in…, which is the top peer-reviewed journal in the discipline
- Faculty member authored and submitted two research proposals to the National Institute of … and two research proposals to the National Academy of …, all of which were unfunded but received promising comments for re-submission
- Faculty member received an invitation to participate in a summer workshop to develop strategies for developing education programs in schools in Mississippi
- Faculty member is exceptionally collegial in and/or outside of the classroom; exemplified by …, …, and ….

Appendix F: Service Examples

The list of service examples below is NOT exhaustive and is provided only as possible suggestions to guide faculty in categorizing and making decisions about service activities.

Service to the Institution:
- Committee and task force membership at any level (department, college, university) in the university; authorship of departmental reports or documents
- Direct or coordinate a program
- Help to develop a program
- Organize faculty or student seminars
- Conducts workshops/trainings within the department/college/university
- Host/plan student development activities
- Serve as a faculty representative for a student team or organization
- Represent the department, college, or university at official events such as Campus Orientation, Student Recruitment Events, etc.
- Supervise student research outside of course requirements (this could also qualify for scholarship)
- Organize or serve as a liaison for Study Abroad/Study Away opportunities

Service to the Profession:
- Maintain an office in a professional organization
- Act as an active member of professional organizations (e.g., APA, SWPA, etc.)
- Plan a conference
- Review conference proposals or serve on an academic review committee
- Chair or organize a session in a conference
- Serve as an editor/subeditor of research journals
- Serve as a reviewer for journal articles or textbooks
- Serve as a reviewer for externally funded grants Service to the community
- Serve on a committee
- Serve on a board, as a liaison, or in other service roles for community organizations
- Facilitate student engagement in community service activities
- Membership and activity in local civic organizations
- Conducts workshops/trainings

Service to the Community:
- Serve on a committee
- Serve on a board, as a liaison, or in other service roles for community organizations
- Facilitate student engagement in community service activities
- Membership and activity in local civic organizations
- Conducts workshops/trainings

Appendix G: Research Criteria

Research is recognized as a major activity of the academic community and will be considered as such by the school in tenure and promotion considerations. As with teaching, research is expected to reflect credibility on the individual, program, school, and university.

Activities that can be utilized to document achievements in scholarly production are outlined below. The school recognizes that individuals will be evaluated in terms of quality as well as quantity of production. Although individual achievements will not be subjected to a weighting or statistical procedure, the school recognizes a range of quality exists in scholarly value of journals, books, publishers, and professional organizations. The school values basic (fundamental) scientific and applied research, with the understanding that the general research orientation of the programs is applied research.

The school defines applied research as the movement of new or innovative knowledge from the research community to the practitioner community (i.e., the involvement of practical problem solving). Applied research may include both funded and non-funded efforts which result in the preparation and distribution of a manuscript; the publication of a professional paper, especially a peer-reviewed publication or book published by a scholarly press; the presentation of a paper before a professional organization; or the publication of a document submitted to a funding agency through grant or contract, where the document has been subjected to rigorous review and approval, and exhibits new or innovative approaches to the solving of a problem, or the reporting of an outcome learned from lengthy and rigorous scholarly investigation. Evidence of any of the preceding products constitutes applied research.

Examples of research products to be considered include, but are not limited to, the following:
- Articles, reviews, and communications in professional periodicals, and magazines that meet standards of high-quality in the practice of the program
- Original presentations to professional or public audiences that meet standards of high-quality in the research and practice of the program
- Development and management of the program seminars and workshops and related online or printed materials for professionals that advance knowledge and understanding of professional practice and improve professional performance
- Books, book chapters, videos, monographs, and other online and printed materials that meet basic standards for quality in both academics and the program practice, that advance knowledge and understanding of professional practice, and that improve professional performance
- Publication of analysis and critical reviews on professional subjects, published in professional publications
- Publications of articles, reviews, and commentaries on other subjects in newspapers and other popular media, if they demonstrate high standards of professional practice
- Meritorious work of a demanding nature in professional positions; such work should demonstrably enhance the faculty member's teaching.

Evaluation criteria for research activities and external funding considered include, but are not limited to:
- The scope of the audience (such as regional or national as opposed to local)
- The nature of the audience (including respected academic or professional peers)
- Significance of the topic (an idea or finding that serves important academic, professional, or public interest)
- The rigor of the standards met by the work (recognized by prominent academic or professional groups)
- The stature of the reviewers of the work (educators or practitioners who are widely respected for their accomplishments)
- The breadth, depth, and originality of the research
- The impact of the work in improving educational or professional practice or elevating the general understanding of the program and the ethical responsibilities of the disciplines