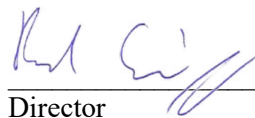THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI®

SCHOOL OF MATHEMATICS AND NATURAL SCIENCES

WORKLOAD
ANNUAL EVALUATION
PROMOTION AND TENURE
GUIDELINES

_____   5-14-2021
Director   Date

_____   8/25/2021
Dean   Date

_____   8/25/21
Provost   Date

School Policies and Procedures: Evaluation Processes

School: Mathematics and Natural Sciences
Director: Bernd Schroeder
College: Arts and Sciences
College Dean: Dr. Christopher Winstead

School Policies and Procedures are always superseded by the current Univerity and College Policies and Procedures, the Academic Master Plan and the Faculty and Employee Handbooks.

Mission, Vision, and Values

School Mission

The School's mission is to prepare students to meet high standards in chemistry, mathematics, and physics. We encourage learning based upon rational inquiry, problem solving, and creativity. We involve students in cutting edge disciplinary and collaborative research and we serve the community through teacher training programs.

School Vision

The School aspires to be the model for an academic mathematics and science research and teaching environment among institutions along the Gulf South region, the State of Mississippi, and beyond.

School Values

The School values the three phases of academia - teaching, research and service - and strives to excel in all of them.

All aspects of workload assignment and evaluation in this document are designed to facilitate faculty engagement that supports the mission of the School, the College and the University.

Faculty Evaluations: Performance Categories

Refer to Faculty Handbook for more information on the following:

- Committee Membership Eligibility (1.10.1)
- Faculty Governance Options (1.10.2)
- Faculty Evaluation Process (4.1 - 4.6)
- Workload Allocation/Assignment (4.3, Appendix B)
- Administrator Workload (Appendix B)
- Circumstantial Adjustments to Workload Allocation (Appendix B)

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

Workload Guidelines

Workload allocation is intended to maximize faculty engagement and positively impact the School's mission by allocating an equitable share of the school's teaching, research and service responsibilities to each faculty member. It is the School's default expectation that faculty maintain an adequate presence on campus to facilitate face-to-face teaching, face-to-face office hours and face-to-face meetings. Recognizing that some research may be facilitated by a quieter environment and recognizing that students may sometimes prefer (and in online classes indeed need) virtual interaction, on-campus presence can be balanced with virtual presence as appropriate.

1. General expectations of faculty workload responsibilities

   Faculty duties can typically be classified as teaching, research, or service, though not all three may be required for every appointment, as there is the possibility of appointment as teaching faculty as well as of appointment as a research associate or research professor. The assignment of percent effort to each category serves three functions.

   a. It is that category's weighting in annual faculty evaluations.
   b. The percent effort allocated to research and service indicates the expected level of accomplishment in research or service, respectively.
   c. The comparison of the expected level of accomplishment and the actual level of achievement is relevant to future assignments of workload.

2. Teaching, research, and service loads among faculty in accordance with college and university guidelines

   Absent an overload agreement, percentages dedicated to research, teaching and service must add up to 100%. Although significant deviations from the guidelines below should be justified, percentages should not be considered as exact or static.

   a. Teaching

   Good teaching is fundamental at an institution of higher learning and is expected in every class, independent of load. Workload allocation percentages for teaching are based on the number of credit hours. Under typical circumstances, 24 credit hours of courses in an academic year are regarded as 90% effort. The maximum number of credit hours per semester is 12, unless an overload agreement applies. Load shifting from one semester to another is possible via written agreement between faculty member and Director. Adjustment of the teaching component may be justified due to particularly large or demanding courses, new course development, providing a course in a new format, increased contact hours necessary in laboratory and support courses, or extensive participation in highly interactive student experiences (such as research and/or capstone courses). Such determination may involve explicit discipline-specific adjustments or consultation with the Director. The following are examples of factors impacting teaching workload allocation.

      i. Each supervised student teacher in the licensure programs counts for one credit hour, because each student teacher enrolls in 12 credit hours during student teaching. For comparison, supervising 3 student teachers at 12 credit hours each generates the same number of credit hours as 12 students in a 3-credit hour class.
      ii. Individually supervised capstone or honors students, in a research lab or other one-on-one undergraduate research situations, will be counted as part of a faculty member's teaching load.

The amount of work involved in managing a research group does not scale in linear fashion. However, for the management of large research groups, release from some teaching or service responsibilities should be considered.

   iii. Class size can affect the allocation associated with the course.

   iv. Graduate courses with low enrollment designed exclusively to serve the faculty member's research students are not considered to be part of the faculty member's teaching load. This does not include courses required by a program.

b.   Research

Good research can only occur when adequate time can be invested in it. The following provides a baseline for reassigned time for research.

   i. Consistent with the Faculty Handbook, research active faculty (faculty whose research is ongoing but not producing an average of one publication or similar tangible product per year) will have a minimum research workload equivalent to three credit hours of teaching per semester.

   ii. Consistent with national norms, which vary by discipline, if teaching needs can be met with available resources, research intensive faculty (faculty whose research produces on average one publication or similar tangible product representing comparable effort and recognition, such as proposals to secure funding for a research group, infrastructure, educational development for students, per year) will have a research workload that is approximately equivalent to six credit hours of teaching per semester.

   iii. Increases in the research workload allocation are possible, for example, in case of an agreement in an offer letter, pre-tenure status, or in the presence of significant funding as assessed by national norms.

   iv. Mentoring of graduate students will be considered in workload allocation and will be counted towards the faculty member's research workload.

c.   Service

Functioning of the University community requires consistent service contributions from faculty. Minimum service contributions for School/College/University functions will be weighted at 10% prior to any specific assignment. More extensive service involvements will increase this attribution by amounts likely in intervals of 5% to 10%. These might include chairing committees involving assessments, College or University level assignments, and advising student organizations. Examples of specific positions with larger service commitments are listed below.

   i. Director: Full administrative responsibility for the School requires at least 50% of an individual's time.

   ii. Faculty Lead: Leading all curricular initiatives within chemistry and biochemistry, mathematics, or physics and astronomy requires at least 25% of an individual's time.

   iii. Program Lead: Leading all curricular initiatives within a program, such as an undergraduate program or a graduate program, requires at least 12.5% of an individual's time.

   iv. Other specialized positions, such as Lab Coordinator and Math Zone Director, may involve additional service workload allocation. The responsibilities of these positions can vary widely across disciplines. Therefore, the workload allocation associated with such positions should be determined in consultation with the Director.

School General Statement about Annual Evaluation Standards

Faculty efforts will be evaluated in the areas of teaching, research and service and efforts will be reviewed and classified into one of the three categories "Meets Expectations/Satisfactory," "Exceeds Expectations/Excellent," "Below Expectations/Unsatisfactory." "Meets Expectations/Satisfactory," represents the norm for the evaluations and evaluations resulting in the other categorizations represent exceptional circumstances. For comments regarding cases which meet expectations but merit additional feedback, a section of "Noteworthy Activities and Remarks" can be included in the report.

Tenured and Tenure Track

Teaching

The annual evaluation of teaching will focus on fundamentals of course quality and delivery, whereas the evaluation for promotion and tenure will also consider longer term projects.

Meets Expectations for Teaching

Because class design is at the discretion of the instructor and because the craft of teaching is a daily enterprise, items that determine the satisfactory completion of teaching tasks can only focus on fundamentals. Teaching activities are expected to facilitate student engagement and learning.

1. Teaches the assigned courses according to the expected teaching load and the regular course schedule; meets for the entire class period; makes provisions for the class in case of absence for travel or illness.
2. Delivers the subject matter in a well-organized manner; communicates the importance of the course; sets high academic standards.
3. Provides classes with a detailed syllabus with required components according to the Provost's website.
4. Focuses lectures, discussions, and other class activities on the material outlined in the syllabus; assesses student learning in a variety of ways; assessment results are returned to students in a reasonable time frame.
5. Maintains professional standards including regular office hours for students and advisees (including virtual hours if appropriate), timely response to student inquiries, and submission of final course grades by the deadline.
6. Participates in course and curriculum development where applicable.
7. Conducts oneself in a professional manner in all circumstances; correctly applies university policies in the case of exceptional events, such as documented medical conditions, changes in life situation, etc.
8. Satisfactory student course evaluations, from the whole class and from individuals.
9. Engages in professional development activities as appropriate.

Fails to Meet Expectations for Teaching

This rating will be assigned if conditions for "Meets Expectations/Satisfactory" are not met in more than two areas or in cases of severe problems in 2 areas.

Exceeds Expectations for Teaching

Satisfies all conditions of Meets Expectations/Satisfactory. For documentation of attainment of excellence in a given year, at least two of the following apply.

1. Teaches a variety of courses.
2. Develops new curriculum or redesigns an existing course.
3. Evidence of improving student learning, i.e., a new active learning process, piloting a new textbook, piloting or designing online coursework, outstanding student performance on standardized tests/exit exam.
4. Evidence of funding for educational initiatives. Note that the school faculty evaluation subcommittees (when required by chosen annual evaluation option) define the minimum amount.
5. Exceptional mentorship of students in various capacities.
6. Additional evidence of teaching activity exceeding expectations not listed above can be considered.

Scholarship, Research, and Creative Activity

To assure consistency between annual evaluations and tenure and promotion decisions, a faculty member's research is considered to meet expectations when performance is comparable to the annual performance averages stated in the tenure and promotion guidelines in this document. The faculty evaluation committee will take into account that specific expectations vary by discipline in its decision whether performance Meets Expectations, Exceeds Expectations (requires evidence of outstanding performance) or Does Not Meet Expectations.

Meets Expectations for Research/ Creative Activity

Expectations for research/creative activity include, but are not limited to, documented engagement in research commensurate with faculty workload as evidenced by the following:

1. Ongoing preparation, submission and eventual publication of peer-reviewed works
2. Ongoing preparation and eventual publication of a book or book chapter
3. Submission of proposal(s) for research funding
4. Administration of funded grant(s)
5. Presentation of research at professional conferences
6. Serves as a research student's major advisor

Collegiality in the context of research and creative activity includes showing professional respect for the work of members of the School and contributing toward a scholarly and civil environment in which everyone can be productive and effective.

Fails to Meet Expectations for Research/Creative Activity

This rating will be assigned if none of the enumerated conditions for "Meets Expectations/Satisfactory" are met.

Exceeds Expectations for Research

The faculty member's research productivity significantly exceeds School and disciplinary norms. Examples of exceptional scholarship include:

1. Publications in highly prestigious journals as indicated, for example, by high impact factors, though it should be noted that metrics such as impact factors vary widely by discipline and even by subdiscipline.
2. Significant grant funding, especially from highly competitive agencies, through multi-university initiatives, etc.
3. Major national or international awards (such as Fulbright fellowships, etc.).

Service

Expectations will vary according to workload allocation to service, which should be handled with care for pre-tenure faculty. However, at a minimum, to meet expectations, the School expects engagement with scheduled meetings and through correspondence as well as some form of service to The University of Southern Mississippi. The only exceptions to the service requirement to the University are first year faculty who will not have had adequate time to connect to the institution, and highly exceptional cases, for example, leadership in national professional organizations. To avoid duplication and potential internal contradictions between annual evaluation and tenure and promotion guidelines, sample service activities are listed in the Promotion and Tenure guidelines.

Meets Expectations for Service

Standard expectations for service activity include the following:

1. Attending and actively participating in School and discipline meetings
2. Maintaining active, engaged, and physical presence on campus for purpose of supporting the School and University.
3. Actively participating in at least one School, College, or University committee or serving as course coordinator
4. Advising students (as assigned) and serving on student committees
5. Contributing to discipline's activities through peer-reviews, editorship, session organizer for meeting, grant reviewer, etc.

Fails to Meet Expectations for Service

This rating will be assigned to a faculty member that provides no service activity or poorly executed service activity to the School, College or University, or is habitually absent from meetings, or consistently fails to respond to correspondence in a reasonable time frame.

Exceeds Expectations for Service

Satisfactory performance of a quantity of service activities well beyond that expected of one's workload allocation to service would exceed expectations, as would performance of a moderate number of activities, if they include excellent service in something extraordinary, such as, but not limited to,

1. Responsibility for an extremely successful recruitment or retention initiative.
2. President/chair of a major governing body or similar body
3. Editor-in-chief or similar role for a highly regarded journal.

Teaching Track

Teaching

Because the teacher's rank, tenure status and type of position are immaterial to a student in a class, criteria for teaching are the same for all tracks.

Meets Expectations for Teaching

Because class design is at the discretion of the instructor and because the craft of teaching is a daily enterprise, items that determine the satisfactory completion of teaching tasks can only focus on fundamentals. Teaching activities are expected to facilitate student engagement and learning.

1. Teaches the assigned courses according to the expected teaching load and the regular course schedule; meets for the entire class period; makes provisions for the class in case of absence for travel or illness.
2. Delivers the subject matter in a well-organized manner; communicates the importance of the course; sets high academic standards.
3. Provides classes with a detailed syllabus with required components according to the Provost's website.
4. Focuses lectures, discussions, and other class activities on the material outlined in the syllabus; assesses student learning in a variety of ways; assessment results are returned to students in a reasonable time frame.
5. Maintains professional standards including regular office hours for students and advisees (including virtual hours if appropriate), timely response to student inquiries, and submission of final course grades by the deadline.
6. Participates in course and curriculum development where applicable.
7. Conducts oneself in a professional manner in all circumstances; correctly applies university policies in the case of exceptional events, such as documented medical conditions, changes in life situation, etc.
8. Satisfactory student course evaluations, from the whole class and from individuals.
9. Engages in professional development activities as appropriate.

Fails to Meet Expectations for Teaching

This rating will be assigned if conditions for "Meets Expectations/Satisfactory" are not met in two or more areas or in cases of severe problems in 2 areas.

Exceeds Expectations for Teaching

Satisfies all conditions of Meets Expectations/Satisfactory. For documentation of attainment of excellence in a given year, at least two of the following apply.
1. Teaches a variety of courses.
2. Develops new curriculum or redesigns an existing course.
3. Evidence of improving student learning, i.e., a new active learning process, piloting a new textbook, piloting or designing online coursework, outstanding student performance on standardized tests/exit exam.
4. Evidence of funding for educational initiatives. Note that the school faculty evaluation subcommittees (when required by chosen annual evaluation option) define the minimum amount.
5. Exceptional mentorship of students in various capacities.

6. Additional evidence of teaching activity exceeding expectations not listed above can be considered.

Scholarship/Professional Development

For faculty in the teaching tracks, research is not mandatory. As appropriate for a teaching focused career, curriculum development and scholarly activity focused on teaching should be evaluated in place of disciplinary research.

Meets Expectations for Scholarship/Professional Development

The faculty member participates in scholarship/professional development at a rate that is commensurate with the discipline's averages and with the faculty member's position and workload. Activities include course and curriculum development, providing training, etc.

Fails to Meet Expectations for Scholarship/Professional Development

The faculty member does not participate in adequate Scholarship or Professional Development. For example, a course may be in need of updates and the requisite development opportunities are not utilized.

Exceeds Expectations for Scholarship/Professional Development

The faculty member's scholarship/professional development significantly exceeds School and disciplinary norms. Activities that exceed the norm include, but are not limited to, securing funding to conduct pedagogical work, authoring textbooks, lab manuals, etc., and not all listed activities are required to exceed expectations.

Service

Although the focus of service activities may differ between tracks and ranks, service is a concern for all faculty, which means that criteria can differ based on workload, but not based on rank or track.

Meets Expectations for Service

At a minimum, attendance at School and discipline meetings, timely responses to correspondence, and some service activity to The University of Southern Mississippi, such as serving on a discipline-specific, School, College or University committee, including service as course coordinator, is expected.

Fails to Meet Expectations for Service

The faculty member provides no service activity or poorly executed service activity to the School, College or University, or is habitually absent from meetings, or consistently fails to respond to correspondence in a reasonable time frame.

Performance of a quantity of service activities well beyond that expected of one's workload allocation to service would exceed expectations, as would performance of a moderate number of activities, if they include excellent service in something extraordinary, such as, but not limited to,

1.   Responsibility for an extremely successful recruitment or retention initiative.
2.   President/chair of a major governing body or similar body.
3.   Editor-in-chief or similar role for a highly regarded journal.

Goals for Next Evaluation Period

During every annual evaluation, faculty will set teaching, research and service goals for the next evaluation period. The Director and Faculty Evaluation Committee will provide feedback on the goals as appropriate.

Process for Promotion and Tenure

All candidates will undergo a first level of evaluation by a disciplinary sub-committee. The full School Promotion and Tenure Committee, as defined in the Faculty Handbook, will then evaluate the candidate and vote, taking into account the sub-committee recommendation.

Criteria for Promotion and Tenure

Criteria for the areas of teaching, research and service, many of which will be common for all tracks, are provided below, with as little reference to specific tracks as possible. Specific statements for specific promotions are given after this section.

Candidates will be evaluated based on their performance in teaching, research and service, as appropriate to the position in which the candidates serve. Therefore, not all criteria and activities are appropriate for the evaluation of every candidate. Candidates can only be held responsible for criteria and activities that can reasonably be met within the scope of the candidates' position and specific annual assignments. For these criteria, candidates are required to justify why they consider their performance adequate for the promotional step in question.

    a. **Teaching.**

        All candidates, regardless of track or position, must demonstrate good teaching and activities to foster teaching excellence, which will be evaluated based on performance in courses appropriate to the position held. For the disciplines that provide instruction in laboratories, "course" should consistently be read as "course or laboratory."

        The School will consider three broad criteria in formulating recommendations regarding teaching expectations: Effective teaching, effective mentoring and professional development. Sufficient evidence of a range of activities that pertain to the candidate's position is required and will be evaluated taking into account the candidate's workload assignments. Whereas the annual evaluation guidelines above focus on items that occur on a semester-to-semester scale, some of the items below focus on the long-term effects of activities that build over time. Lists below should neither be considered exclusive, nor as sets of requirements that all must be satisfied.

    i. Effective classroom or online teaching may be demonstrated by the following:
1. Evidence of effective teaching in student evaluations. This can be compared with others teaching the same courses, if appropriate.
2. Evidence of adaptability based on student feedback.
3. Evidence that students completing a course are successful in sequel courses.
4. Demonstration of versatility via the number of different courses taught.
5. Development or redesign of undergraduate and/or graduate courses, which may include new course delivery platforms or implementation of evidence-based pedagogies.
6. Active participation in faculty teams which evaluate and possibly redesign/improve a course or courses that the faculty member is teaching on a continuing basis.
7. Demonstrated record of novel and effective courses.
8. Favorable peer-evaluation by a faculty member of equal or higher rank.
9. Honors and awards pertaining to instruction.

    ii. Effective direction and mentoring of undergraduate and graduate students may be demonstrated by the following. This criterion is only mandatory if such activities are part of the focus of the position held.
1. Supervision of teaching support personnel such as learning assistants, TA's, etc.
2. Professional development of students, evidenced by publications and presentations (posters or oral) at local, state, regional or national meetings.
3. Evidence of students' post-graduate achievement, for example, jobs in a professional field or graduate school, or awards won.
4. Assisting students applying for internal (e.g., Eagle Spur) and external competitive scholarships.

    iii. Professional development and scholarly activity may be demonstrated by the following. This criterion will be weighted according to the focus of the position held.
1. A record of professional development, for example, ACUE, PIC-MATH, USM internal workshops.
2. Submission of education-focused proposals (i.e., NSF NOYCE, NSF REU, internal summer opportunities).
3. Publication of education-focused peer-reviewed manuscripts.
4. Presentations at local, national and international meetings.

b. **Research**

High productivity on the part of the faculty who dedicate time to the research mission of the institution is of critical importance for any research university. Although many parameters overlap, expectations vary between junior faculty and those applying for the most senior rank of Professor. Therefore, research criteria for the promotion to Associate Professor and for the promotion to Professor are given separately.

    i. Promotion to Associate Professor

A faculty member qualifying for promotion to Associate Professor must have established an active and sustained research program. Five main criteria will be considered in the evaluation of the research program:
1. Publications in peer-reviewed journals and/or peer-reviewed conference proceedings are required. The publications should be consistent in number, quality and scope with

others in their respective disciplines. An average of one to two refereed journal articles per year in the five years immediately preceding the evaluation is typically considered persuasive evidence of appropriate publication activity, but quality and scope are also important factors.

2. External research funding provides strong evidence of scholarly recognition and success. Consistent attempts to obtain external research support through competitive grants from federal or state agencies, industry or foundations as principal investigator or co-principal investigator are required and must be documented in all cases. The level of funding obtained should be sufficient to maintain and fully support an outstanding research program in the candidate's field of specialization. If a substantial start-up is received by the candidate, it would be expected that comparable funding is received via external support.

3. Presentations at regional, national or international meetings on a continuing basis.

4. Direction of research conducted by graduate and/or undergraduate students.

5. Recognition from external peer researchers based on their letters of evaluation. The candidate will provide a list of potential external peer reviewers. The chair of the evaluation sub-committee in consultation with the Director will solicit a minimum of 3 and a maximum of 5 external letters that will include letters from at least 2 of the evaluators suggested by the candidate.

Additional items for consideration as evidence of an active and sustained research program:

6. Books or chapters in books.

7. Patents – granted and applications.

8. Non-refereed publications, with documentation of the significance of the work.

9. Research honors and awards.

10. Support and direction of research conducted by postdoctoral fellows, visiting scholars or technicians.

11. Contributions to the university research mission, for example, through major equipment grants or funding for student research.

12. Additional evidence of research productivity not listed above can be considered.

ii. Promotion to Professor

The School will consider the following criteria in formulating recommendations regarding promotion to Professor. No single criterion should be considered a sufficient condition and, except as noted, no single criterion should be regarded as an absolutely necessary condition. The evaluation may involve additional relevant factors as appropriate, such as change in research emphasis or direction.

An Associate Professor applying for promotion to Professor must have established a vigorous independent research program for which the applicant has gained a national/international reputation. Five main criteria will be considered, with contributions expected in all five areas:

1. A sustained record of a substantial body of work for which the candidate is nationally and internationally recognized. The core of this record must be peer-reviewed publications in quality journals and/or peer-reviewed conference proceedings that are regarded by external scientific peers as significant contributions in terms of quality, quantity and scope to the candidate's field of specialization. For collaborations, the candidate's intellectual contributions must be delineated.

2. Like refereed journal publications, external research funding provides strong evidence of scholarly recognition and success. Consistent attempts to obtain external research support through competitive grants from federal or state agencies, industry or foundations as principal investigator or co-principal investigator are required and must be documented in all cases. The level of funding obtained should be sufficient to maintain and fully support an outstanding research program in the candidate's field of specialization.

3. Invited contributing authorship of book chapters and reviews in the candidate's area of research, invited talks at regional/national/international scientific meetings/workshops and research seminars at prestigious academic institutions.

4. Direction of graduate and/or undergraduate student research on a regular basis, as appropriate for the candidate's discipline.

5. Recognition from external peer researchers based on their letters of evaluation. The candidate will provide a list of potential external peer reviewers. The chair of the evaluation sub-committee in consultation with the director will solicit a minimum of 3 and a maximum of 5 external letters that will include letters from at least 2 of the evaluators suggested by the candidate.

   Additional items for consideration as evidence of an active and sustained research program:

6. Patents (granted and applications) and technology transfer.
7. Non-refereed publications, with documentation of the significance of the work.
8. Voluntary presentations at regional, national and international meetings and institutions.
9. External research honors and awards.
10. Editorship and editorial board membership for scientific journals.
11. Support and direction of research conducted by visiting scholars, postdoctoral fellows and/or technicians.
12. Contributions toward enhancement of the university research mission, for example, through major equipment grants or funding for student research.
13. Invited ad hoc manuscript/proposal reviews and participation on proposal review panels in the candidate's area of research.
14. Additional evidence of research productivity not listed above can be considered.

iii. Promotion for faculty in the teaching tracks (Instructor-Lecturer-Senior Lecturer or Assistant Teaching Professor-Associate Teaching Professor-Teaching Professor)

For promotion in the teaching tracks, research as described above can be considered when a candidate applies for promotion, but it is not mandatory. As appropriate for a teaching focused career, curriculum development and scholarly activity focused on teaching should be evaluated in place of disciplinary research. Evaluation criteria can include the following, but are not limited to the examples given.

1. Curriculum Development
   a. Development or redesign of courses and/or new course delivery platforms.
   b. Demonstrated record of novel ideas for courses.
   c. Active refinement and development of course materials to improve instruction.
   d. Contributions to teaching infrastructure, for example, through major equipment or curriculum grants or funding for undergraduate student support.
   e. Review of curricular layout and design.

       f. Designing, innovating, and/or implementing courses and/or strategies to enhance learning.
       g. Creating and promoting cross-disciplinary experiences.

2. Professional Development
       a. Participating in local or national professional development opportunities (e.g. workshops, webinars, reading groups, and/or conferences).

3. Academic Outreach and Presentations
       a. Participation in and/or initiation of outreach programs that increase the visibility of the School in the public eye (e.g. high schools, local news, etc.).
       b. Presentation(s) at academic conferences, professional conferences, on-campus colloquia, local, regional, national, and international meetings.
       c. Invitations to provide seminars.
       d. Creative endeavors, performances, and literary or artistic work.
       e. Serving on editorial boards or committees of a professional organization.
       f. Reviewing manuscripts for a journal.
       g. On-campus presentations.

4. Creation of Scholarly Materials
       a. Creation of online course materials.
       b. Books, or chapters in books (including open source course materials).
       c. Publication(s) in refereed journals consistent in number, quality, and scope with others in this area of research and in a comparable position.
       d. Patents - granted and applications.
       e. Non-refereed publications, with documentation of the significance of the work.
       f. Publishing works of various types.
       g. Supervising graduate or undergraduate research.

c. **Service**

Service starts with civility, respect for peers, expression and appreciation of reasonable differences, and a willingness to shoulder a fair share of work in all common endeavors. It should contribute to the effective functioning of the School, College, and/or University.

The School will consider service activities such as the following in formulating recommendations regarding annual evaluation, promotion, and tenure. No single activity should be regarded as absolutely necessary. Lists of sample committees or activities are not exclusive and should not limit the scope of the School's or individual faculty's service ambitions or commitments. Faculty are expected to establish a history of meeting service expectations for favorable tenure and promotion recommendations.

i. Student Oriented:
1. Active participation in official University-organized retention activities, such as
       a. Thorough and effective student advisement.
2. Assistance in the professional development of students, such as
       a. Resume and personal statement assistance.
       b. Writing letters of recommendation.
       c. Traveling with students to conferences and competitions.
       d. Preparing students for conferences and competitions.
3. Faculty advisor for student-affiliated professional organizations and honor societies,

such as
   a. American Chemical Society Student Affiliates.
   b. Society of Physics Students.
   c. SIAM Student Chapter.
   d. Gamma Beta Phi.
   e. Kappa Mu Epsilon.
   f. Honors societies in disciplines related to the School's disciplines.
ii. Program Oriented:
   1. Effective mentoring of junior colleagues .
   2. Effective leadership or active participation in committees/activities/programs, such as
      a. Graduate program.
      b. Undergraduate program.
      c. Safety.
      d. Textbooks.
      e. Library liaison.
      f. Seminars.
   3. Service on Thesis Committees such as
      a. Capstone.
      b. Keystone.
      c. Graduate Dissertation.
iii. School Oriented:
   1. Faculty Lead or Program Lead.
   2. Coordinator for a laboratory or other teaching facility.
   3. Active participation in school committees, such as
      a. Faculty Evaluation Committee.
      b. Leadership Team.
      c. Promotion and Tenure Committee.
      d. Recruitment Committee.
iv. College Oriented:
   1. Active participation in College committees, such as
      a. Scholarship Committee.
      b. College Advisory Committee.
      c. Dean's Advisory Council.
      d. Curriculum Committee.
v. University Oriented:
   1. Active participation in University committees, such as
      a. Faculty Senate.
      b. Academic Council.
      c. Graduate Council.
      d. University Advisory Committee.
      e. Grade Appeal Committee.
      f. Academic Integrity Appeals Board.
      g. Gulf Coast Faculty Council.
      h. Summer Grant for Improvement of Instruction Committee.
      i. Professional Education Council.
   2. Active participation in official student recruitment events, such as
      a. Black and Gold Day.
      b. MSMS College View.
      c. GP Showcase.
vi. Outreach to the Community:
   1. Active participation in outreach activities that bring STEM literacy to the community

or increase the visibility of the School, College, or University in the public eye, such as
- a. Public presentations.
- b. School visits.
- c. Local news contributions.
2. Active participation in outreach activities that recruit students.
3. Active participation in activities, such as consulting, that provide university-based knowledge or other scholarly advice to non-university clients.
- vii. Non-discipline-related activities, if visibly representing the University, such as
1. Habitat for Humanity.
2. Volunteering hours at homeless shelters or animal shelters.
- viii. Professional Activities:
1. Active participation in professional organizations, including but not limited to,
- a. American Chemical Society.
- b. American Mathematical Society.
- c. American Physical Society.
- d. American Society Biochemistry and Microbiology.
- e. Mathematical Association of America.
- f. Mississippi Academy of Sciences.
2. Active participation in activities that advance the field of study, such as
- a. Journal editorship.
- b. Refereeing journal articles.
- c. Reviewing published journal articles.
- d. Reviewing grant proposals.
- e. Participating in accreditation reviews.
- f. Organizing scientific meetings.

Pre-Tenure Review

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

Pre-tenure evaluation is an important milestone in the evaluation of new faculty. The purpose of the pre-tenure review is to

a.   Provide tenure-track faculty feedback on progress toward tenure,
b.   Identify areas needing improvement, and
c.   Provide guidance towards successfully earning tenure.

A favorable pre-tenure recommendation by the School Promotion and Tenure Committee indicates that, based on the achievements in the assessment period, the candidate's professional and scientific competence and integrity are along a satisfactory path towards tenure.

The candidate is expected to contribute to the mission and common good of the School, to interact constructively with colleagues in the School, and to actively and constructively pursue innovation related to or complementing the School's research, teaching and service endeavors. In a pre-tenure evaluation, the faculty member must have established an active research program. Evaluation criteria are identical to those listed for Promotion and Tenure, but will take into account that candidates have not had the full probationary period to build their record of achievements.

Promotion to Associate Professor

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

Individuals who attain the rank of Associate Professor are considered to be robust constituents in their profession and a favorable recommendation by the School Promotion and Tenure Committee should reflect this standard. The candidate is expected to interact constructively with colleagues in the School, to contribute to the mission and common good of the School, and to actively and constructively pursue innovation related to or complementing the School's research, teaching and service endeavors as described in the Criteria for Promotion and Tenure above.

Tenure

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

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

The decision to grant tenure to a colleague is of utmost importance, because tenured faculty will shape the professional future of the School. A favorable recommendation for tenure by the School Promotion and Tenure Committee implies that the candidate's professional and scientific competence and integrity are beyond reproach and that the candidate is considered a good fit within the School. The candidate is expected to interact constructively with colleagues in the School, to contribute to the mission and common good of the School, and to actively and constructively pursue innovation related to or complementing the School's research, teaching and service endeavors as described in the Criteria for Promotion and Tenure above.

Evaluation of a candidate's suitability for tenure differs from that for promotion by also considering the candidate's collegiality and potential for continued research productivity throughout his/her career at USM.

Promotion to Professor

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

Individuals who attain the rank of Professor are considered to be at the pinnacle of their profession and a favorable recommendation by the School Promotion and Tenure Committee should reflect this standard. The candidate is expected to interact constructively with colleagues in the School, to contribute to the mission and common good of the School, and to actively and constructively pursue innovation related to or complementing the School's research, teaching and service endeavors as described in the Criteria for Promotion and Tenure above.

Promotion to Associate Teaching Professor

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

Individuals who attain the rank of Associate Teaching Professor are considered to be reliable contributors to the University's teaching mission. Candidates need to demonstrate excellent teaching coupled with contributions in either service (departmental/collegiate/university or discipline) or notable curriculum development or scholarly activities.

Promotion to Teaching Professor

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

Individuals who attain the rank of Teaching Professor are considered to be leading contributors to the University's teaching mission. This promotion is merited by individuals who have met the criteria for Associate Teaching Professor. Candidates need to demonstrate a consistent history of the activities required for promotion to Associate Teaching Professor as well as notable curriculum development or scholarly activities.

Promotion to Lecturer

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

Individuals who attain the rank of Lecturer are considered to be reliable contributors to the University's teaching mission. Candidates need to demonstrate a consistent record of teaching excellence over an extended period of time. Exceptional teaching, service and scholarly activities may also be considered.

Promotion to Senior Lecturer

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

Individuals who attain the rank of Senior Lecturer are considered to be leading contributors to the University's teaching mission. This promotion is merited by individuals who have met the criteria for promotion to Lecturer. Candidates need to demonstrate a consistent history of the activities required for promotion to Lecturer as well as notable service and/or scholarly activities.

Conversion to the Teaching Professor track

Candidates who have served satisfactorily as Instructor/Lecturer/Senior Lecturer are eligible to attain the rank of Assistant Teaching Professor upon completion of the terminal degree in their field.

Post-tenure Review (PTR)

Provided there are no substantially mitigating circumstances (e.g., serious illness), PTR is initiated when, in the annual review process, faculty do not meet expectations in any one category for four consecutive years or in two or more categories for two consecutive years. For faculty who fail to receive a rating of meets expectations for all three categories within two years of being placed on PTR, the school director, dean, and Provost must agree on a course of action that could include termination of employment.

There are no school specific processes for post-tenure review.

Rubric (Faculty Handbook, Appendix C)

The School Faculty Evaluation Committee and the Director are free to choose to use the Faculty Handbook's suggested rubrics in their evaluation processes.

TEACHING				
	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	COMMENTS
Coursework	Coursework (development, materials, and assessments) does not reflect the standard performance level identified within the unit or identified by appropriate university groups, (e.g. online steering committee).	Coursework (development, materials, and assessments) reflects the standard performance level identified within the unit or identified by appropriate university groups, (e.g. online steering committee).	Coursework reflects innovative development which may include service learning, active learning, honors theses, SPUR projects, etc. consistent with school directives and exceeding the unit expectations.	
Course delivery	Course delivery (attendance, course load, syllabi, grading deadlines, etc.) is not performed according to the university calendar and guidelines.	Course delivery (attendance, course load, syllabi, grading deadlines, etc.) is performed according to the university calendar and guidelines.	Course delivery exceeds unit and university guidelines by the addition of independent studies, thesis or dissertation coursework, etc. added to existing load.	
Student teaching evaluations	Teaching evaluations conducted by students do not reflect the standard performance level identified within the unit.	Teaching evaluations conducted by students reflect the standard performance level identified within the unit.	Teaching evaluations conducted by students exceed the standard level of performance level identified within the unit.	
Peer teaching evaluations (if applicable)	Teaching evaluations conducted by peers do not reflect the standard performance level identified within the unit	Teaching evaluations conducted by peers reflect the standard performance level identified within the unit	Teaching evaluations conducted by peers exceed the standard performance level identified within the unit.	
Innovative teaching	Teaching evaluations and/or peer reviews reflect a lack of change or inclusion of relevant material in the course experience	Teaching evaluations and/or peer reviews reflect the use of new materials, new approaches to engage students	Teaching evaluations and/or peer reviews show engaged learning based on innovative teaching methods	
TOTAL SCORE: 3/5 in Exceeds Expectations with 0 in Does Not Meet Expectations = Exceeds Expectations 3/5 in Does Not Meet Expectations with 0 in Exceeds Expectations = Does Not Meet Expectations				
Collegiality in Teaching Statement: (provide 1-2 sentences describing collegial efforts through teaching.				
RESEARCH/CREATIVE ACTIVITY				

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

TOTAL SCORE:

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

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

Collegiality in Research/Creative Activity Statement: (provide 1-2 sentences describing collegial efforts through research/creative activities.

SERVICE

	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	COMMENTS
Institutional committees	Serves on appointed/elected committees at the school, college, and university level at a rate lower than the standard performance level identified within the unit or does not attend committee meetings to represent the unit.	Serves on appointed/elected committees at the school, college, and university level as reflected within the standard performance level identified within the unit; attends meetings and contributes to the needs of the committee.	Serves on appointed/elected committees at the school, college, and university level at a rate exceeding the standard performance level within the unit; attends meetings, completes a leadership role for the committee or sub-committee.	
Professional organizations	Contributes to their identified field of study through membership and participation in professional organizations within their field internationally, nationally, regionally, and/or statewide at a rate lower than the standard performance level identified within the unit.	Contributes to their identified field of study through membership and participation in professional organizations within their field internationally, nationally, regionally, or statewide as reflected within the standard performance level identified within the unit.	Contributes to their identified field of study through membership, participation in, and committee service on professional organizations, publications, activities within their field internationally, nationally, regionally, or statewide exceeding the standard performance level identified within the unit.	
Campus activities and community service	Facilitates growth of the University/college/school through active participation in University campus activities (i.e., Eagles Spur, recruitment, retention, etc.) and community service related to their profession at a rate lower than the standard performance level identified within the unit.	Facilitates growth of the University/college/school through active participation in University campus activities (i.e., Eagles Spur, recruitment, retention, etc.) and community service related to their profession as reflected within the standard performance level identified within the unit.	Facilitates growth of the University/college/school through active participation in University campus activities (i.e., Eagles Spur, recruitment, retention, etc.) and community service related to their profession exceeding the standard performance level identified within the unit.	
Student mentorship	Facilitates growth in their field of study through formalized mentorship of students and/or other faculty, service on student committees to include graduate examinations and dissertations as well as undergraduate honors theses, delivery of independent study courses, etc. at a rate lower than the standard performance level identified within the unit.	Facilitates growth in their field of study through formalized mentorship of students and/or other faculty, service on student committees to include graduate examinations and dissertations as well as undergraduate honors theses, delivery of independent study courses, etc. as reflected within the standard performance level identified within the unit.	Facilitates growth in their field of study through formalized mentorship of students and/or other faculty, service on student to committees to include graduate examinations and dissertations master's theses, and undergraduate honors theses, etc. exceeding the standard performance level identified within the unit.	
TOTAL SCORE:				

2/4 in Exceeds Expectations with 0 in Does Not Meet Expectations = Exceeds Expectations 3/4 in Does Not Meet Expectations with 0 in Exceeds Expectations = Does Not Meet Expectations

Collegiality in Service Statement: (provide 1-2 sentences describing collegial efforts through service activities.

To be completed by evaluator:

<table>
<tr><td colspan="2" style="background-color:#f8e5a0">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/
Creative
Activities</td><td></td></tr>
<tr><td>Service</td><td></td></tr>
</table>

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Name of Preparer: Bernd Schroeder
Email Address of Preparer: Bernd.Schroeder@usm.edu
Date of Submission: 5-14-2021

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