School Policies and Procedures: Evaluation Processes

School: Social Science and Global Studies
Director: Edward Sayre
College: Arts and Sciences
College Dean: Chris Winstead

Mission, Vision, and Values

School Mission

The School of Social Science and Global Studies is a vibrant community of scholars, operating as a unified team to prepare our students to contribute constructively in an increasingly globalized world. Our purpose is to create engaged global citizens who can serve their local, national and international communities by developing an informed understanding of the integrated nature of these communities. We are dedicated to investigating the cultural, economic, biological, political, and social aspects of this global community, past and present, and helping our students navigate them using the critical thinking, methodological, and linguistic tools they will need to thrive. Our faculty share the common goal of pursuing and collaborating on interdisciplinary research and service with practical applications to real world problems. We nurture student success by providing forward thinking and interdisciplinary course offerings, active learning and teaching opportunities embedded in a welcoming environment, preparing a diverse student population to embark on meaningful life endeavors.

School Vision

The School of Social Science and Global Studies aspires to be a model of interdisciplinary education and citizenship through its knowledge production, student learning, and service. Our diverse faculty will create an environment of inclusiveness, in which real-world problems and questions are addressed from multiple viewpoints and perspectives. Collaboration among our disciplines will provide a transformative experience for students and faculty alike.

School Values

As scholars and teachers, the faculty of the School of Social Science and Global Studies share in the mission and vision of the university and the strategic priorities of the USM master plan. We support diversity and inclusion and advocate for equity; we are committed to shared governance and academic freedom. We believe that all scholastic inquiries should be held to the highest standards of academic integrity, and we believe that this inquiry should be used to produce the betterment of our society and our world. We are dedicated to providing a supportive and challenging learning environment with a view to the long term personal, civic, and professional development of all our students. We value the variety of disciplinary approaches found in our school, and we believe that our teaching, research, and broader impacts are enhanced through interdisciplinary teaching and research efforts.

Faculty Evaluations: Performance Categories

As part of the annual evaluation portfolio, each faculty member should submit a current C.V. and a narrative statement describing not only the teaching, research, and service activities of the past year, but also how these served to meet the agreed-upon objectives set for the previous year. The annual evaluation will take place over two meetings. The first meeting will take place between the faculty member, school director and/or FEC members (depending on the option chosen by the school). This meeting will focus on reviewing last year's accomplishments. The second meeting will set the professional objectives and workload allocation for the coming year and include the faculty member and school director. (If a faculty member desires to change their objectives during the course of the year, they should discuss this with the school director.) Professional objectives, which should include statements about each area of performance, should be appropriate to the stage of career and be set in accordance with the larger context of expectations related to promotion, tenure, etc.

Note that according to the Faculty Handbook, "allocation of workload should not be static but should balance the needs of a program or school and the professional goals of the faculty member" (p.19). While re-allocation of a faculty member's workload may be part of a faculty member's goals, reduction in research obligations cannot apply to un-tenured tenure-stream faculty. These decisions will be made in meetings between the faculty member and school director, in consultation with a program coordinator or dean as appropriate. For instance, a faculty member's research obligations may increase with a reduction in workload from teaching and/or service expectations. Alternatively, a faculty member's teaching obligations may increase with a reduction in workload from research and/or service expectations. As depicted in the Faculty Handbook, service contributions beyond expectations may involve a reduction in workload from research or teaching obligations for the year. If this reallocation is part of the agreed upon objectives of the faculty member in consultation with the school director, the faculty member will be evaluated in light of these expectations (e.g. if the objectives are satisfactorily met, then they will have met expectations for the year).

Tenured and Tenure Track

Teaching

As a part of the teaching narrative, the faculty member should include a statement of teaching responsibilities for the past year (list specific courses and sections, including any independent study, practicum, and/or field courses), and student evaluations. The faculty member may include evidence of new course development, major course revision, new uses of technology, or participation in professional development activities, and other teaching-related activities, as described below.

Meets Expectations for Teaching
To receive a ranking of "meets expectations" a faculty member must: provide documented evidence of professional behaviors listed under section 1; meet course standards depicted under section 2; and provide documented evidence of at least two additional categories listed under section 3.

1. Faculty Engagement:

   - contributes an equitable share in the school's teaching assignments as negotiated with the director
   - meets, holds, and dismisses classes at the designated time and place
   - follows the university online instructional policy when teaching online
   - prepares and distributes appropriate syllabi or other course materials

- keeps regular, posted office hours, and is available to meet with students when needed
- responds to student questions and correspondence in a timely manner
- actively supports student engagement, retention, and completion in their classes
- submits grades in a timely manner
- involves or supports students in research/professional development, and creative activities as appropriate
- (for faculty chairing graduate student committees) communicates with students as necessary to facilitate completion of their thesis or project

2. Course Standards: meets course standards for each course level as outlined by program where such guidelines exist
3. Additional Categories: provides documented evidence for at least <u>two</u> of the following categories:

- *Student Evaluations:* has student evaluation means of 3.5 of higher for each class taught across all questions asked (combining responses for 400-500 level classes)
- *Course Development*: includes development of a new course (new for faculty member or program), teaching materials or activities, and/or instructional techniques; significant course revision in line with individual/program objectives; an instructional grant submission, development of team-taught classes; conversion of delivery mechanisms
- *Course Maintenance*: as it is understood that a frequently-taught course does not require significant revision each time it is taught, the continued use of innovative or time-intensive teaching materials or techniques (e.g. service-learning, labs, significant assignments, revising team taught classes), <u>or</u> continued significant updating of pedagogical materials may be included in this section
- *Professional Development*: includes involvement in professional activities related to one's teaching such as pedagogical workshops, webinars, conferences, etc.
- *Peer Evaluation of Teaching*: peer evaluations may be done by colleagues, school director, instructional support services staff, or other qualified individuals. The faculty member should include in the narrative a discussion of how the evaluation will impact their teaching
- *Student Development*: includes successful direction/chairing of individual student work (e.g. theses, projects, independent research, student presentations at meetings or other non-class settings); direction of internships; or significant student mentoring. If a faculty member does not chair a student committee but feels that their work with a student merits consideration under this section, they may include that information here
- *Other/Special considerations*: as it is understood that circumstances arise that affect teaching such as being required to teach an overload or multiple new preparations in a semester, teaches an independent study class, etc., the faculty member may include activities related to going above and beyond what is required of the faculty member in a normal year. In addition, if there are activities that relate to teaching that do not conveniently fit under the above categories, such as the teaching of interdisciplinary courses, they may be included here. Faculty may also include a note of exceptional student evaluation scores relative to the demonstrated rigor of the course

Fails to Meet Expectations for Teaching

A faculty member's teaching shall be deemed to "fail to meet expectations" if the faculty member does not meet the criteria listed under "meets expectations."

A pattern of low student evaluations for at least two consecutive semesters (generally the mean over all items falling below 3.5 in more than one course) shall be deemed "not meeting expectations" without sufficient mitigating evidence. For calculating the mean of a course's student evaluations, all cross-listed courses that count as a single course for workload purposes will be averaged together including 400/500 level courses.

Exceeds Expectations for Teaching

A faculty member's teaching shall "exceed expectations" if the faculty member:

1. meets the expectations outlined under "meets expectations," and
2. documents one of the following:

   - receives a teaching award
   - provides measures of effectiveness (beyond student evaluations) for two or more courses, or receives superior student evaluations well above the school or college mean
   - demonstrates additional activities in two or more of the categories outlined under section 3. of "meets expectations" (so would need to demonstrate activities in <u>four</u> of those categories total for the year): *course development*, *course maintenance*, *professional development*, *peer evaluation of teaching*, *student development*, and *other*

Scholarship, Research, and Creative Activity

Scholarship, Research, and Creative Activity

Each year tenure-track faculty members will submit portfolios for the evaluation of their research and scholarly activity. This section should provide a broad overview of all research in progress and the timeline for its development and completion, putting the current year in a larger context. It should also explain why faculty prioritized some aspects of research over others (e.g., data collection over writing given the point in a larger timeline) in this particular year. Objectives for the upcoming year should be explained and discussed in some detail.

Research expectations necessarily vary by program. For untenured faculty, the annual evaluation will assess the progress being made toward a successful promotion and tenure decision (i.e., sufficient published scholarly work). For tenured faculty, it will assess an ongoing research agenda. As with other performance categories, the scholarly production in a given year will be evaluated in terms of the objectives set for that year.

Meets Expectations for Research/ Creative Activity

Faculty Engagement:

the faculty member engages in scholarship, research, creative activity, and/or professional development in an ethical manner (e.g. has their project approved by the IRB, does not engage in data manipulation)

In order to receive a rating of "meets expectations," a faculty member must provide evidence of:

1. the publication of a peer-reviewed journal article in a reputable academic outlet or work of equivalent quality. Examples include peer-reviewed chapter in edited academic book; work of creative writing appearing in standard literary outlet; academic translations; applied research project or report in the case of tenured faculty; or receipt of a significant external grant (this may vary by discipline but will be highly competitive and most likely greater than $10,000) .
    or
2. some combination of the following, demonstrating an active and ongoing research agenda (this list is not exhaustive; additional types of evidence may also be submitted):

- submission of an article, creative writing piece, chapter, book, or translation manuscript(s) to appropriate academic journal or publisher
- acceptance for publication of an article, creative writing piece, chapter, book or translation by a recognized publisher of scholarly works
- evidence of demonstrable progress on a research project
- application for internally- or externally-funded grants or fellowships for academic research
- the receipt of a grant that is regionally/nationally competitive
- the receipt of an internally-competitive grant
- presentation of research or scholarly activity at a regional, national or international conference
- submission of research, scholarly, or creative activity to a conference or competition
- publication of technical reports
- published book chapter
- published translation
- contract for the development of textbook, software, or other teaching materials for national/international distribution
- publication of textbook, software, or other teaching materials for national/international distribution

Fails to Meet Expectations for Research/Creative Activity

A faculty member's research shall be deemed "fails to meet expectations" if the faculty member does not meet the criteria listed under meeting expectations.

Exceeds Expectations for Research

To receive a rating of "exceeds expectations," the faculty member must demonstrate achievement of some combination of those categories enumerated under "meets expectations" and have had one of the following during the year under review:

- publication of two or more articles, book chapters, creative writing pieces by a recognized publisher of scholarly works
- publication of a single article in an prestigious journal (It is up to the faculty member to explain how the journal is high ranking in a particular discipline, but the typical reasons are a low acceptance rate, high impact factor, or some other measure of being widely cited.).
- publication of a peer-reviewed book published in an academic or scholarly press
- receipt of a significant external grant (this may vary by discipline but will be highly competitive and most likely greater than $10,000).

Service

Each faculty member's performance will be evaluated annually regarding how well he or she is meeting, surpassing, or falling short of the expectations of the school. This document is intended to guide faculty by outlining general expectations regarding the scope and extent of service. Each faculty member should submit materials regarding his or her service for the previous year, explaining the time commitment, nature of service, contributions, and any further information that he or she would like the committee to review.

Faculty service is vital to the success of our school, college, and university, and our professions also rely on the service of faculty members to thrive. Our surrounding communities benefit from the knowledge and skill of our faculty as well. All faculty members in the School of Social Science and Global Studies are expected to contribute actively to the service needs of the school and to serve in other areas as appropriate to their areas of expertise and interests.

Meets Expectations for Service

In order to receive a rating of "meets expectations," a faculty member must provide the following service to the school:
:

1. The faculty member:

   - contributes an equitable share in the school's service assignments as negotiated with the director
   - attends regularly-scheduled school and program meetings
   - responds in a timely fashion to requests from faculty, staff, program coordinators, the school director, and university administrators (e.g., to provide information or schedule a meeting)
   - participates in program and school decision-making
   - actively serve on and/or leads in assigned school committees
   - is available for meetings with advisees during the scheduled advisement periods in fall and spring and throughout the academic year as appropriate
   - participates in school and program recruitment activities
   - engages in service activities at the university and in the community in an ethical manner
   - faculty with teaching responsibilities in graduate programs are also expected to serve on graduate committees, as appropriate to specialization, and facilitate graduate student progress to degree through clear and timely communication
2. engage in service beyond the above in at least two different areas (e.g., school, college, university, profession, and/or community); if a faculty member has engaged in significant recruitment or school activities this may be accepted as a second area; if a faculty member is in their first year, one area is sufficient; and
3. explain in the narrative how his or her work has appreciable benefits to the school, college, university, discipline, or community

Some examples of active service in different areas include (but are not limited to) the following:

<u>School Service</u>
- FEC
- School organization advisor
- Organizing visiting lecturers/workshops
- Recruitment activities such as university or college recruitment days (e.g., Black and Gold Day) or speaking engagements to potential majors on or off campus, etc.
- Curriculum development within the language concentrations
- Basic language coordination, including the evaluation of teaching assistants and participation in graduate orientation
- Coordination and publicity of tutoring activities
- Mentoring junior faculty in teaching, research, and service activities
- Promoting, advertising, and recruiting for study abroad programs
- Service on a search committee
- Contributions to the community that relate to the mission of the School

<u>Service to the College</u>

- College Council
- Membership on an interdisciplinary program committee (e.g., Women's Studies, Nonprofit Studies, Black Studies, International Studies, or Human Rights)
- Ad hoc committees organized through the Dean's office

Service to the University
- Faculty Senate
- Academic Council
- Graduate Council
- Center for International Education
- Center for Community Engagement
- Committee on Services and Resources for Women
- Honors College
- University Assessment Committee
- University Research Council
- Institutional Review Board
- Institutional Animal Care and Use Committee
- Faculty advisor to student organizations
- Participation in articulation activities with state agencies
- Performing any activity in schools which has a direct benefit to the school, the college, or the university
- Volunteering to assist the university in translating or interpreting
- Creating and/or directing study abroad programs

Service to the Profession
- Professional organization membership/involvement in subcommittees
- Editorial board membership
- Manuscript reviewing for journals
- Grant reviewing
- Session organizer for professional meeting
- Serving as an external reviewer for tenure and promotion at another college or university
- Proposal reviewing for a conference

Service to the Community[1]
- Guest lectures to community organizations
- Consulting for non-profit groups
- Serving on boards for local businesses/non-profits
- Workshops for area professionals
- Discussant for public events
- Service Learning initiatives
- Work with local schools and teachers
- Volunteering to assist the community in translating or interpreting
- Involvement with local ethnic, civic, and business community or professional organization(s) to further the interests of the School and students in the School

---

[1] Service to the community is defined as contributions to the community done within the faculty member's professional expertise.

Fails to Meet Expectations for Service

A faculty member's service shall be deemed "fails to meet expectations" if the faculty member does not meet the criteria listed above for meeting expectations.

Exceeds Expectations for Service

Faculty members often go beyond the standard expectations for service. The difference between the two categories of "meets expectations" and "exceeds expectations" has to do with both *quantity* and *quality*. To earn a rating of "exceeds expectations," a faculty member should "meet expectations" as defined above, plus at least one of the following:
- engage in service beyond this in at least three different areas (e.g., school, college, university, profession, community, and/or significant recruitment activities)
- receive a service award
- identify and volunteer to serve in innovative service opportunities
- create or direct a study abroad program
- take a leadership role in service activities, e.g. committee/subcommittee/project chair
- perform significant active service work (i.e. beyond those required to "meet expectations") in a participatory capacity for the year
- engage in uncompensated summer service

Teaching Track

Teaching

As a part of the teaching narrative, the faculty member should include a statement of teaching responsibilities for the past year (list specific courses and sections, including any independent study, practicum, and/or field courses), and student evaluations. The faculty member may include evidence of new course development, major course revision, new uses of technology, or participation in professional development activities, and other teaching-related activities, as described below.

Meets Expectations for Teaching

To receive a ranking of "meets expectations" a faculty member must: provide documented evidence of professional behaviors listed under section 1; meet course standards depicted under section 2; and provide documented evidence of at least two additional categories listed under section 3.

1. *Faculty Engagement:*

   - contributes an equitable share in the school's teaching assignments as negotiated with the director
   - meets, holds, and dismisses classes at the designated time and place
   - follows the university online instructional policy when teaching online
   - prepares and distributes appropriate syllabi or other course materials
   - keeps regular, posted office hours, and is available to meet with students when needed
   - responds to student questions and correspondence in a timely manner
   - actively supports student engagement, retention, and completion in their classes
   - submits grades in a timely manner
   - involves or supports students in research/professional development, and creative activities as appropriate
   - (for faculty chairing graduate student committees) communicates with students as necessary to facilitate completion of their thesis or project

2. *Course Standards:* meets course standards for each course level as outlined by program where such guidelines exist

3. *Additional Categories:* provides documented evidence for at least <u>two</u> of the following categories:

   - *Student Evaluations:* has student evaluation means of 3.5 of higher for each class taught across all questions asked (combining responses for 400-500 level classes)
   - *Course Development*: includes development of a new course (new for faculty member or program), teaching materials or activities, and/or instructional techniques; significant course revision in line with individual/program objectives; an instructional grant submission, development of team-taught classes; conversion of delivery mechanisms
   - *Course Maintenance*: as it is understood that a frequently-taught course does not require significant revision each time it is taught, the continued use of innovative or time-intensive teaching materials or techniques (e.g. service-learning, labs, significant assignments, revising team taught classes), <u>or</u> continued significant updating of pedagogical materials may be included in this section

- *Peer Evaluation of Teaching*: peer evaluations may be done by colleagues, school director, instructional support services staff, or other qualified individuals. The faculty member should include in the narrative a discussion of how the evaluation will impact their teaching
- *Student Development*: includes successful direction/chairing of individual student work (e.g. theses, projects, independent research, student presentations at meetings or other non-class settings); direction of internships; or significant student mentoring. If a faculty member does not chair a student committee but feels that their work with a student merits consideration under this section, they may include that information here
- *Other/Special considerations*: as it is understood that circumstances arise that affect teaching such as being required to teach an overload or multiple new preparations in a semester, teaches an independent study, etc., the faculty member may include activities related to going above and beyond what is required of the faculty member in a normal year. In addition, if there are activities that relate to teaching that do not conveniently fit under the above categories, such as the teaching of interdisciplinary courses, they may be included here. Faculty may also include a note of exceptional student evaluation scores relative to the demonstrated rigor of the course

Fails to Meet Expectations for Teaching

A faculty member's teaching shall be deemed to "fail to meet expectations" if the faculty member does not meet the criteria listed under A. for meeting expectations.

A pattern of low student evaluations for at least two consecutive semesters (generally the mean over all items falling below 3.5 in more than one course) shall be deemed "not meeting expectations" without sufficient mitigating evidence. For calculating the mean of a course's student evaluations, all cross-listed courses that count as a single course for workload purposes will be averaged together including 400/500 level courses.

Exceeds Expectations for Teaching

A faculty member's teaching shall "exceed expectations" if the faculty member:

1. meets the expectations outlined under "meets expectations," and
2. documents one of the following:

- receives a teaching award
- provides measures of effectiveness (beyond student evaluations) for two or more courses, or receives superior student evaluations well above the school or college mean
- demonstrates additional activities in two or more of the categories outlined under section 3. of "meets expectations" (so would need to demonstrate activities in four of those categories total for the year): *course development*, *course maintenance*, *professional development*, *peer evaluation of teaching*, *student development*, and *other*

Scholarship, Creative Activity and Professional Development

Assistant Teaching Professor-Teaching Professor

Each year teaching-track faculty members will submit portfolios for the evaluation of their scholarship/professional development.

The School requires that all teaching-track faculty engage in professional development. Evidence used to evaluate professional development on a yearly basis may include the following activities listed under "meets expectations" below. These activities should be in addition to those discussed as part of the teaching or service narrative. Those faculty intending to seek promotion should indicate this to the committee and provide a broad overview of their goals for professional development over a longer timeline. Candidates should provide a broad overview of all professional development and scholarly/creative activity in progress and the timeline for its development and completion, putting the current year in a larger context. It should also explain why faculty prioritized some aspects of this activity over others in this particular year.

Scholarly engagement or creative activities related to the discipline are not required annually of teaching track faculty. However, those faculty intending to seek promotion to Teaching Professor must engage in a planned and sustained program of scholarly engagement or creative activity. Such candidates should provide a broad overview of all scholarly/creative activity in progress and the timeline for its development and completion, putting the current year in a larger context. It should also explain why faculty prioritized some aspects of this activity over others (e.g., data collection over writing given the point in a larger timeline) in this particular year. Objectives for the upcoming year should be explained and discussed in some detail. Evidence used to evaluate a planned and sustained program of scholarly engagement or creative activity may include the following activities listed under "meets expectations" below.

Meets Expectations for Scholarship/Professional Development
In order to receive a rating of "meets expectations," a faculty member must provide evidence of some professional development activity in the following areas

Professional Development:
- organizing a workshop or panel at a professional conference
- participation and engagement in webinars and other online professional development activities
- participation and engagement in workshops at regional or national levels
- participation in teacher training and professional activities at the regional, state, school and unit level
- supervision, observation, and evaluation of unit teaching assistants
- participation in professional development activities related to the candidate's field at the regional, state, school and unit level
- pedagogy grant proposal submission and acceptance

In lieu of the above (or in addition) a faculty member could also provide evidence of some scholarly activities in the following areas.

Scholarly/Creative Activity:
- acceptance for publication of an article, creative writing piece, chapter, book or translation by a recognized publisher of scholarly works
- evidence of demonstrable progress on a research project
- application for internally- or externally-funded grants or fellowships for academic or professional research
- presentation of research or scholarly activity at a regional, national or international conference
- submission of research, scholarly, or creative activity to a conference or competition
- submission/publication of technical reports
- submission/publication of a non-peer reviewed book chapter
- submission/publication of a non-peer reviewed translation

- grant proposal submission and acceptance
- submission/publication of a book review or editorial in scholarly journal
- service as grant reviewer
- publication of an article in a popular media outlet
- publication of an encyclopedia entry
- the publication of a peer-reviewed journal article in an academic or professional outlet
- contract for the development of textbook, software, or other teaching materials for national/international distribution

Fails to Meet Expectations for Scholarship/Professional Development

A faculty member's scholarship/professional development shall be deemed "fails to meet expectations" if the faculty member does not meet the criteria listed above for meeting expectations.

Exceeds Expectations for Scholarship/Professional Development

To receive a rating of "exceeds expectations," the faculty member must demonstrate achievement of some combination of those categories enumerated under "meets expectations" and have had one of the following during the year under review:

- publication of one or more articles, book chapters, creative writing pieces by a recognized publisher of scholarly works
- publication of a peer-reviewed book published in an academic or scholarly press
- receipt of a significant grant (this may vary by discipline but will be highly competitive and most likely greater than $10,000).
- participation in professional development that represents a significant semester-long or multi-semester commitment
- organization of a conference
- or other agreed upon activity between the school director (and/or the FEC) and the faculty member

Instructor-Senior Lecturer

Each year teaching-track faculty members will submit portfolios for the evaluation of their professional development, including any scholarship or creative activities if applicable.

The School requires that candidates for promotion in these teaching track lines demonstrate a planned and sustained program of professional development. Evidence used to evaluate a planned and sustained program of professional development related to the discipline, teaching, and service may include the following activities listed under "meets expectations" below.

Scholarly engagement or creative activities related to the discipline are not required annually of teaching track faculty in these lines, but they may engage in such in lieu of professional development activities. Candidates should provide a broad overview of all professional development and scholarly/creative activity in progress and the timeline for its development and completion, putting the current year in a larger context. It should also explain why faculty prioritized some aspects of this activity over others in this particular year

Meets Expectations for Professional Development

In order to receive a rating of "meets expectations," a faculty member must provide evidence of some professional development activity in the following areas:

Professional Development (which could include activities such as the following):
- organizing a workshop or panel at a professional conference
- participation and engagement in webinars and other online professional development activities
- participation and engagement in workshops at regional or national levels
- participation in teacher training and professional activities at the regional, state, school and unit level
- supervision, observation, and evaluation of unit teaching assistants
- participation in professional development activities related to the candidate's field at the regional, state, school and unit level
- grant reviewer
- pedagogy grant proposal submission and acceptance
- partnership with a community group or organization related to the faculty's field
- leadership in recruitment and outreach for the school and unit

Fails to Meet Expectations for Professional Development

A faculty member's scholarship/professional development shall be deemed "fails to meet expectations" if the faculty member does not meet the criteria listed above for meeting expectations.

Exceeds Expectations for Professional Development

To receive a rating of "exceeds expectations," the faculty member must demonstrate achievement of some combination of those categories enumerated under "meets expectations" and have had one of the following during the year under review:
- receipt of a grant
- participation in professional development that represents a significant semester-long or multi-semester commitment
- article published in a pedagogical or teaching journal acceptable to the discipline
- partnership with a community group or organization related to the faculty's field
- organization of a conference

- or other agreed upon activity between the school director (and/or the FEC) and the faculty member

Service

Service

Each faculty member's performance will be evaluated annually regarding how well he or she is meeting, surpassing, or falling short of the expectations of the school. This document is intended to guide faculty by outlining general expectations regarding the scope and extent of service. Each faculty member should submit materials regarding his or her service for the previous year, explaining the time commitment, nature of service, contributions, and any further information that he or she would like the committee to review.

Faculty service is vital to the success of our school, college, and university, and our professions also rely on the service of faculty members to thrive. Our surrounding communities benefit from the knowledge and skill of our faculty as well. All faculty members in the School of Social Science and Global Studies are expected to contribute actively to the service needs of the school and to serve in other areas as appropriate to their areas of expertise and interests.

Meets Expectations for Service

In order to receive a rating of "meets expectations," a faculty member must provide the following service to the school:

:
1. The faculty member:

   - contributes an equitable share in the school's service assignments as negotiated with the director
   - attends regularly-scheduled school and program meetings
   - responds in a timely fashion to requests from faculty, staff, program coordinators, school director, and administrators at the university (e.g., to provide information or schedule a meeting)
   - participates in program and school decision-making
   - actively serve on and/or leads in assigned school committees
   - is available for meetings with advisees during the scheduled advisement periods in fall and spring and throughout the academic year as appropriate
   - participates in school and program recruitment activities
   - engages in service activities at the university and in the community in an ethical manner
   - faculty with teaching responsibilities in graduate programs are also expected to serve on graduate committees, as appropriate to specialization, and facilitate graduate student progress to degree through clear and timely communication
2. engage in service beyond the above in at least two different areas (e.g., school, college, university, profession, and/or community); if a faculty member has engaged in significant recruitment or school activities this may be accepted as a second area; if a faculty member is in their first year, one area is sufficient; and
3. explain in the narrative how his or her work has appreciable benefits to the school, college, university, discipline, or community

Additional Information:

Some examples of active service in different areas include (but are not limited to) the following:

School Service
- FEC
- School organization advisor
- Organizing visiting lecturers/workshops
- Recruitment activities such as university or college recruitment days (e.g., Black and Gold Day) or speaking engagements to potential majors on or off campus, etc.
- Curriculum development within the language concentrations
- Basic language coordination, including the evaluation of teaching assistants and participation in graduate orientation
- Coordination and publicity of tutoring activities
- Mentoring junior faculty in teaching, research, and service activities
- Promoting, advertising, and recruiting for study abroad programs
- Service on a search committee
- Contributions to the community that relate to the mission of the School

Service to the College
- College Council
- Membership on an interdisciplinary program committee (e.g., Women's Studies, Nonprofit Studies, Black Studies, International Studies, or Human Rights)
- Ad hoc committees organized through the Dean's office

Service to the University
- Faculty Senate
- Academic Council
- Center for International Education
- Center for Community Engagement
- Committee on Services and Resources for Women
- Honors College
- University Assessment Committee
- University Research Council
- Institutional Review Board
- Institutional Animal Care and Use Committee
- Faculty advisor to student organizations
- Participation in articulation activities with state agencies
- Performing any activity in schools which has a direct benefit to the school, the college, or the university
- Volunteering to assist the university in translating or interpreting
- Creating and/or directing study abroad programs

Service to the Profession
- Professional organization membership/involvement in subcommittees
- Editorial board membership
- Manuscript reviewing for journals
- Grant reviewing
- Session organizer for professional meeting
- Serving as an external reviewer for tenure and promotion at another college or university
- Proposal reviewing for a conference

Service to the Community[2]
- Guest lectures to community organizations
- Consulting for non-profit groups
- Serving on boards for local businesses/non-profits
- Workshops for area professionals
- Discussant for public events
- Service Learning Initiatives
- Work with local schools and teachers
- Volunteering to assist the community in translating or interpreting
- Involvement with local ethnic, civic, and business community or professional organization(s) to further the interests of the School and students in the School

Fails to Meet Expectations for Service

A faculty member's service shall be deemed "not meeting expectations" if the faculty member does not meet the criteria listed above for meeting expectations.

Exceeds Expectations for Service

Faculty members often go beyond the standard expectations for service. The difference between the two categories of "meets expectations" and "exceeds expectations" has to do with both *quantity* and *quality*. To earn a rating of "exceeds expectations," a faculty member should "meet expectations" as defined above, plus at least one of the following:

- engage in service beyond this in at least three different areas (e.g., school, college, university, profession, community, and/or significant recruitment activities)
- receives a service award
- identify and volunteer to serve in innovative service opportunities
- create or direct a study abroad program
- take a leadership role in service activities, e.g. committee/subcommittee/project chair
- perform significant active service work (i.e. beyond those required to "meet expectations") in a participatory capacity for the year
- engage in uncompensated summer service

Goals for Next Evaluation Period

Faculty members are to meet with the school director between April 15th and the last contract date in May to review the current year's goals and to discuss the individual's preliminary goals and workload allocation for the following academic year. After returning the following academic year, the director meets with the faculty

---

[2] Service to the community is defined as contributions to the community done within the faculty member's professional expertise.

member by September 30th to update the goals in light of activity over the summer and the consequences of the previous year's annual review process.

Tenure Track Promotion and Tenure Reviews

Pre-Tenure Review

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

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

Promotion to Associate Professor

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.

Identify school or unit criteria for promotion to associate professor in addition to the expectation that annual evaluations have shown that the faculty member has met or exceeded expectations.

Teaching

The School of Social Science and Global Studies recognizes the variety of courses and course formats (traditional, online, hybrid, intersession, study abroad) that faculty teach. SSGS faculty also teach at both graduate and undergraduate levels and, as specific to each unit, work individually with students on thesis/project research. SSGS recognizes that different units within the School have different expectations placed on faculty and that faculty vary in the ways their teaching relates to their research. Effective and/or innovative teaching is an expectation within the School. SSGS requires clear evidence of consistently high-quality instruction at all levels of a candidate's teaching responsibilities (lower level service courses, undergraduate major courses, graduate courses, etc.) as shown by student evaluations of teaching, examples of syllabi, and Reports of Annual Evaluation, plus two or more of the following:

- the creation of new courses or course materials developed
- the redesign of existing courses
- evidence of innovation in teaching
- evidence of ongoing efforts to refine and improve one's teaching, such as applying teaching workshop knowledge to course preparations
- evidence of a wide range of courses taught
- peer teaching evaluations
- teaching awards and other forms of public recognition

- directing or participating in independent student work (such as Senior Honors theses, Master's theses, dissertations, and independent study courses)
- accomplishments of current and former students
- student and alumni achievement

Candidates must demonstrate that they take teaching responsibilities seriously and are accessible, respectful, conscientious, fair, and professional in working with students. The demonstration of professional behavior will consist of teaching the assigned course load, teaching in response to School and/or unit needs, engaging in regular interaction with students, beginning and ending classes on time, preparing and distributing an appropriate course syllabus for every class, and participation in curricular assessment and revision. Although student evaluations often are the most widely cited measure of teaching effectiveness, SSGS recognizes that they are only part of a larger picture. Student evaluations will be considered within the context of class size and level. Student evaluations may be affected by factors other than the quality of instruction and should be used in concert with other evidence of teaching quality cited above. In addition, candidates should display a willingness to teach in different formats (team teach, teach specific courses, prepare new courses, or teach online) as appropriate to the faculty member's experience/expertise.

Research
(i) All faculty seeking promotion to Associate Professor must have a minimum of at least three peer-reviewed journal articles published in reputable academic outlets; or, three peer-reviewed published pieces of work of equivalent quality (for example, chapters in edited peer-reviewed academic books; works of creative writing appearing in standard literary outlets; academic translations). The expectation is that some of these articles will be primary research in the field in which the faculty member holds their highest earned degree. Joint publications are welcomed, especially in fields that do not distinguish among listed authors on publications; however, a clear, independent research agenda should be demonstrated. Single-author articles would provide such clear evidence; as might a number of jointly-authored articles in which the faculty member is the primary or first author. In fields where listing 'primary' or 'first' author is not standard, the same expectation might be met by publishing jointly with a range of collaborators. Faculty are responsible for demonstrating that they have a clear, independent research agenda using means appropriate to their field.
(ii) A single-author book published with a reputable academic press will be understood to exceed these minimum requirements for promotion; as would a jointly authored book published by a reputable academic press, with the caveat that the faculty member must be able to demonstrate primary responsibility for a portion of the work substantively above the three-journal-article standard above. Textbooks will be judged by the scope, size, and impact of the text upon the field.
(iii) Published work may include academic research on pedagogy and related topics within one's field, or in relation to higher education more generally. Published work may also include articles designed to speak to an audience of scholars conducting research that engages a public audience, or issues of public concern, either at the state, local, or national level, so long as such articles are published in an appropriate academic journal.
(iv) Consideration will be given to publication quality as measured by the following items (though not exclusive of other quality measures not listed here): journal/press rankings, journal/press reputation in the field, journal impact factors, journal acceptance rates, awards, citations, reviews, and reprints.
(v) Publications must be either in print, available on-line, or in page proofs to be considered as "published" by the committee. Because we are a multi-disciplinary school (and, if successful, the candidate's dossier will be additionally reviewed by others across campus), candidates should explain the quality and rigor of the publication outlets for their work and should understand that the quantity of the work will be compared to the quality of the work.

(vi)   In addition to these requirements, faculty members should demonstrate other forms of participation in their disciplines, for example conference presentations, editor-reviewed articles, encyclopedia entries, or published abstracts.

(vii)   Individuals whose terminal degree is not a PhD, or who are in a discipline where peer-reviewed journals are particularly scarce, can meet the requirements with non-peer-reviewed articles, provided they argue how these journals are relevant to the discipline.

Service

Service is a routine part of the role of a faculty member. Faculty are required to attend all regular faculty meetings, participate in tenure and promotion decisions on which they are eligible to vote, advise students, and participate in addressing program and School needs. In addition to these routine obligations, faculty members are also expected to actively engage in service in the following areas: program, school, college, university, discipline, and/or community. Service to the community that is presented as evidence for promotion should be related to their areas of disciplinary expertise.

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

(i)   Service to the program includes, but is not limited to, the following: actively engaging in program-specific committees, chairing a program-specific committee, advising a student organization, recruiting for graduate and undergraduate programs, directing senior theses, interviewing/evaluating scholarship candidates, chairing a search committee, and developing or leading workshops/training conducted at the program level.

(ii)   Service to the School includes, but is not limited to, the following: actively engaging in school-level ad hoc and permanent committees, chairing a school-level committee, organizing visiting lectures, and coordinating/directing one's program within the School.

(iii)   Service to the college includes, but is not limited to, the following: actively engaging in college-level committees (College Curriculum Committee, College Awards/Scholarship Committee, Dean's Advisory Council, etc.) or any ad hoc advisory role to the Dean's office.

(iv)   Service to the university includes, but is not limited to, the following: actively engaging in university-level committees (Academic Council, Faculty Senate, Graduate Council, etc.).

(v)   Service to the discipline or profession may include, but is not limited to, the following: serving at a conference as a discussant, chair, or paper reviewer, or program committee; presenting a keynote address; or leading a workshop/training session. Likewise, disciplinary service includes service to a professional organization such as serving as journal officer, editor, board member, refereeing articles/reviewing manuscripts for academic publications, or other demonstrable active involvement.

(vi)   Service to the community or general public in the SSGS should be demonstrably related to or associated with the individual's discipline and will involve sharing one's disciplinary expertise to the general public. Documentation of professionally-related service to the community may include any activity in which faculty members share their expertise, time, and talents: invited speaker/lecturing in community groups or schools; conducting/presenting in workshops/training for area professionals; mentoring high school students; grant reviewer/evaluator; program evaluator; serving as a consultant for organizations or groups (pro bono); serving on advisory boards for community groups as a member. Communication aimed at the general public (media appearances, op-eds, etc.) can also be considered service to the community.

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

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.

Minimum Tenure Requirements

> Tenure track faculty have responsibilities in teaching, research, and service. The minimum standards described below, in each of these three areas, provide programs with thresholds above which they may develop criteria unique to their program needs.

Teaching

> The School of Social Science and Global Studies recognizes the variety of courses and course formats (traditional, online, hybrid, intersession, study abroad) that faculty teach. SSGS faculty also teach at both graduate and undergraduate levels and, as specific to each unit, work individually with students on thesis/project research. SSGS recognizes that different units within the School have different expectations placed on faculty and that faculty vary in the ways their teaching relates to their research. Effective and/or innovative teaching is an expectation within the School. SSGS requires clear evidence of consistently high-quality instruction at all levels of a candidate's teaching responsibilities (lower level service courses, undergraduate major courses, graduate courses, etc.) as shown by student evaluations of teaching, examples of syllabi, and Reports of Annual Evaluation, plus two or more of the following:

> - the creation of new courses or course materials developed by the candidate
> - the redesign of existing courses
> - evidence of innovation in teaching
> - evidence of ongoing efforts to refine and improve one's teaching, such as applying teaching workshop knowledge to course preparations
> - evidence of a wide range of courses taught
> - peer teaching evaluations
> - teaching awards and other forms of public recognition
> - directing or participating in independent student work (such as Senior Honor's theses, dissertations, and independent study courses)
> - accomplishments of current and former students.
> - Student and alumni achievement

> Candidates must demonstrate that they take teaching responsibilities seriously and are accessible, respectful, conscientious, fair, and professional in working with students. The demonstration of professional behavior will consist of teaching the assigned course load, teaching in response to School and/or unit needs, engaging

in regular interaction with students, beginning and ending classes on time, preparing and distributing an appropriate course syllabus for every class, and participation in curricular assessment and revision. Although student evaluations often are the most widely cited measure of teaching effectiveness, SSGS recognizes that they are only part of a larger picture. Student evaluations will be considered within the context of class size and level. Student evaluations may be affected by factors other than the quality of instruction and should be used in concert with other evidence of teaching quality cited above. In addition, candidates should display a willingness to teach in different formats (to team teach, to teach specific courses, to prepare new courses, or teach online) as appropriate to the faculty member's experience/expertise.

Research

(i)   Professional excellence and the likelihood of continued excellence in research is demonstrated by significant (in terms of both quantity and quality) peer-reviewed publications during the candidate's probationary period.

(ii)   All faculty seeking tenure must have a minimum of at least three peer-reviewed journal articles published in reputable academic articles; or, three peer-reviewed published pieces of work of equivalent quality (for example, chapters in edited peer-reviewed academic books; works of creative writing appearing in standard literary outlets; academic translations). The expectation is that some of these articles will be primary research in the field in which the faculty member holds their highest earned degree. Joint publications are welcomed, especially in fields that do not distinguish among listed authors on publications; however, a clear, independent research agenda should be demonstrated. Single-author articles would provide such clear evidence; as might a number of jointly-authored articles in which the faculty member is the primary or first author. In fields where listing 'primary' or 'first' author is not standard, the same expectation might be met by publishing jointly with a range of collaborators. Faculty are responsible for demonstrating that they have a clear, independent, research agenda using means appropriate to their field.

(iii)   A single author book published with a reputable academic press will be understood to exceed this minimum; as would a jointly authored book published by a reputable academic press, with the caveat that the faculty member must be able to demonstrate primary responsibility for a portion of the work substantively above the three-journal-article standard above. Textbooks will be judged by the scope, size, and impact of the text upon the field.

(iv)   Published work may include academic research on pedagogy and related topics within one's field, or in relation to higher education more generally. Published work may also include articles designed to speak to an audience of scholars conducting research that engages a public audience, or issues of public concern, either at the state, local, or national level, so long as such articles are published in an appropriate academic journal.

(v)   Consideration will be given to publication quality as measured by the following items (though not exclusive of other quality measures not listed here): journal/press rankings, journal/press reputation in the field, journal impact factors, journal acceptance rates, awards, citations, reviews, and reprints.

(vi)   For the purposes of tenure, faculty should demonstrate an ongoing research agenda likely to sustain continued excellence in future years.

(vii)   Publications must be either in print, available on-line, or in page proofs to be considered as "published" by the committee. Because we are an interdisciplinary School (and, if successful, the candidate's dossier will be additionally reviewed by others across campus), candidates should explain the quality and rigor of the publication outlets for their work and should understand that the quantity of the work will be compared to the quality of the work.

(viii) In addition to these requirements, faculty members should demonstrate other forms of participation in their disciplines, for example in the form of conference presentations, encyclopedia entries, or published abstracts.

Service

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

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

(i)   Service to the program includes, but is not limited to the following: actively engaging in program-specific committees, chairing a program-specific committee, advising a student organization, recruiting for the major, coordinating undergraduate program, directing senior theses, interviewing/evaluating scholarship candidates, chairing a search committee, developing or leading workshops/training conducted at the program level

(ii)   Service to the school includes, but is not limited to the following: actively engaging in school-level committees, chairing a school-level committee, organizing visiting lectures

(iii)   Service to the college includes, but is not limited to, the following: actively engaging in college-level committees (College Curriculum Committee, College Awards Committee, Dean's Advisory Committee, etc.) or any ad hoc advisory role to the Dean's office.

(iv)   Service to the university includes, but is not limited to, the following: actively engaging in university-level committees (Academic Council, Faculty Senate, Graduate Council, etc.).

(v)   Service to the discipline or profession may include, but is not limited to, the following: serving at a conference such as a conference discussant, chair, or paper reviewer, or on a program committee; presenting a keynote address; or leading a workshop/training session. Likewise, disciplinary service includes service to a professional organization such as serving as journal officer, editor, board member, refereeing articles/reviewing manuscripts for academic publications, or other demonstrable active involvement

(vi)   Service to the community or general public in the SSGS should be demonstrably related to or associated with the individual's discipline and will involve sharing one's disciplinary expertise to the general public. Documentation of professionally-related service to the community may include any activity in which faculty members share their expertise, time, and talents and may include, but is not limited to: Invited speaker/lecturing in community groups or schools; conducting/presenting in workshops/training for area professionals; mentoring high school students; grant reviewer/evaluator; program evaluator; serving as a consultant for organizations or groups (pro bono); serving on advisory boards for community groups as a member. Communication aimed at the general public (media appearances, op-eds, etc.) can also be considered service to the community.

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

Promotion to Full Professor

Teaching

The School of Social Science and Global Studies recognizes the variety of courses and course formats (traditional, online, hybrid, intersession, study abroad) that faculty teach. SSGS faculty also teach at both graduate and undergraduate levels and, as specific to each unit, work individually with students on thesis/project research. SSGS recognizes that different units within the School have different expectations placed on faculty and that faculty vary in the ways their teaching relates to their research. Effective and/or innovative teaching is an expectation within the School. SSGS requires clear evidence of consistently high-quality instruction at all levels of a candidate's teaching responsibilities (lower level service courses, undergraduate major courses, graduate courses, etc.) as shown by student evaluations of teaching, examples of syllabi, and Reports of Annual Evaluation, plus two or more of the following:

- the creation of new courses or course materials developed by the candidate
- the redesign of existing courses
- evidence of innovation in teaching
- evidence of ongoing efforts to refine and improve one's teaching, such as applying knowledge gained from professional development to course preparations
- evidence of a wide range of courses taught
- peer teaching evaluations
- teaching awards and other forms of public recognition
- directing or participating in independent student work (such as Senior Honors theses, Master's theses, dissertations, and independent study courses)
- accomplishments of current and former students.
- student and alumni achievement

Candidates must demonstrate that they take teaching responsibilities seriously and are accessible, respectful, conscientious, fair, and professional in working with students. The demonstration of professional behavior will consist of teaching the assigned course load, teaching in response to School and/or unit needs, engaging in regular interaction with students, beginning and ending classes on time, preparing and distributing an appropriate course syllabus for every class, and participation in curricular assessment and revision. Although student evaluations often are the most widely cited measure of teaching effectiveness, SSGS recognizes that they are only part of a larger picture. Student evaluations will be considered within the context of class size and level. Student evaluations may be affected by factors other than the quality of instruction and should be used in concert with other evidence of teaching quality cited above. In addition, candidates should display a willingness to teach in different formats (to team teach, to teach specific courses, to prepare new courses, or teach online) as appropriate to the faculty member's experience/expertise.

Research

(i)   Promotion to the rank of Professor is based on exceeding the minimum amount of productivity required for promotion from assistant to associate. Specifically, faculty seeking promotion to full should have published the equivalent of at least four peer-reviewed publications during the time in rank (or in addition to those used to support one's case for promotion to Associate Professor), based on the criteria established for Promotion to Associate Professor above.

(ii)   External grants that are rigorously judged by those in one's discipline, highly competitive, and substantial may count as one such publication. Typically, grants for less than $10,000 and without indirect costs would not count as a publication.

(iii)   Faculty may count high-quality edited academic books, published with a reputable academic press, towards the standards for promotion for full. Such edited volumes will be treated as equivalent to two articles, and co-editorship credit will be demonstrated in the same manner as co-authorship. Any article by the editor in an edited book is treated as a separate article, but the introduction is not counted as a separate article.

(iv)   In seeking promotion to Professor, faculty may choose to include publications whose primary audience is not their academic field. Such publications may include, for example, applied research projects or reports that are equivalent in quality to a peer-reviewed journal article, or, publication of a textbook from a reputable press.

(v)   Faculty including such publications must demonstrate that the work meets standards for impact and quality equivalent to those met by peer-evaluated academic publications. Such evidence should include, but need not be limited to:

    a.   Letters from appropriately credentialed community peer reviewers. Such reviewers should be able to speak to the effectiveness of the methods adopted in the research project and its impact on an issue of public concern; and offer an overall assessment of the professional engagement represented by the project.

    b.   Evidence that speaks to the clarity of the goals, appropriateness of the methods, significance of the results, and the faculty member's reflective evaluation of the project (Faculty may consult [Glassick, Huber, and Maeroff 1997] or other appropriate publications for guidance on documenting the quality and impact of their applied research).

    c.   For textbooks, evidence of the scope of the textbook, quality of the publication outlet, and impact (or likely impact) of the textbook on their field should be provided.

(vi)   A minimum of 50% of published work that is counted towards the minimum work should be in peer-reviewed academic outlets.

Service

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

Over the career of a faculty member, opportunities for (and qualifications for) different forms of service will be available. Promotion the rank of Professor requires a record of excellence in three areas (outlined below), including a leadership role in at least one of those areas. Associate professors should seek service and leadership opportunities beyond the School and College.

(i)   Service to the program includes, but is not limited to, the following: actively engaging in program-specific committees, chairing a program-specific committee, advising a student organization, recruiting for the major, , directing senior theses, interviewing/evaluating scholarship candidates, chairing a search committee, developing or leading workshops/training conducted at the program level.

(ii)   Service to the school includes, but is not limited to, the following: actively engaging in school-level committees, chairing a school-level committee, organizing visiting lecture, and coordinating/directing one's program within the School.

(iii)   Service to the college includes, but is not limited to, the following: actively engaging in college-level committees (College Curriculum Committee, College Promotion and Tenure Committee, College Awards/Scholarship Committee, Dean's Advisory Council, etc.) or any ad hoc advisory role to the Dean's office.

(iv)   Service to the university includes, but is not limited to, the following: actively engaging in university-level committees (Academic Council, Faculty Senate, Graduate Council, University Promotion and Tenure Committee, etc.).

(v)   Service to the discipline or profession may include, but is not limited to, the following: actively participating a conference such as being a conference discussant, chair, or paper reviewer; serving on the program committee; delivering a keynote address; or leading a workshop/training session. Likewise, disciplinary service includes service to a professional organization such as serving as journal officer, editor, board member, refereeing articles/reviewing manuscripts for academic publications, or other demonstrable active involvement

(vi)   Service to the community or general public in the SSGS should be demonstrably related to or associated with the individual's discipline and will involve sharing one's disciplinary expertise to the general public.   Documentation of professionally-related service to the community may include any activity in which faculty members share their expertise, time, and talents and may include, but is not limited to: Invited speaker/lecturing in community groups or schools; conducting/presenting in workshops/training for area professionals; mentoring high school students; grant reviewer/evaluator; program evaluator; serving as a consultant for organizations or groups (pro bono); serving on advisory boards for community groups as a member. Communication aimed at the general public (media appearances, op-eds, etc.) can also be considered service to the community.

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

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.

Teaching Track Promotion Reviews

Promotion to Lecturer

Teaching

The School of Social Science and Global Studies recognizes the variety of courses and course formats (traditional, online, hybrid, intersession, study abroad) that faculty teach. SSGS faculty also teach at both graduate and undergraduate levels and, as specific to each unit, work individually with students on thesis/project research. SSGS recognizes that different units within the School have different expectations placed on faculty and that faculty vary in the ways their teaching relates to their research. Effective and/or

innovative teaching is an expectation within the School. SSGS requires clear evidence of consistently high-quality instruction at all levels of a candidate's teaching responsibilities (lower level service courses, undergraduate major courses, graduate courses, etc.) as shown by student evaluations of teaching, examples of syllabi, and Reports of Annual Evaluation, plus two or more of the following:

- the creation of new courses or course materials developed by the candidate
- the redesign of existing courses
- evidence of innovation in teaching
- evidence of ongoing efforts to refine and improve one's teaching, such as applying teaching workshop knowledge to course preparations
- evidence of a wide range of courses taught
- peer teaching evaluations
- teaching awards and other forms of public recognition
- directing or participating in independent student work (such as Senior Honor's theses, dissertations, and independent study courses)
- accomplishments of current and former students.
- student and alumni achievement

Candidates must demonstrate that they take teaching responsibilities seriously and are accessible, respectful, conscientious, fair, and professional in working with students. The demonstration of professional behavior will consist of teaching the assigned course load, teaching in response to School and/or unit needs, engaging in regular interaction with students, beginning and ending classes on time, preparing and distributing an appropriate course syllabus for every class, and participation in curricular assessment and revision. Although student evaluations often are the most widely cited measure of teaching effectiveness, SSGS recognizes that they are only part of a larger picture. Student evaluations will be considered within the context of class size and level. Student evaluations may be affected by factors other than the quality of instruction and should be used in concert with other evidence of teaching quality cited above. In addition, candidates should display a willingness to teach in different formats (to team teach, to teach specific courses, to prepare new courses, or teach online) as appropriate to the faculty member's experience/expertise.

Professional Development

The School requires that candidates for promotion to Lecturer demonstrate a planned and sustained program of professional development. Evidence used to evaluate a planned and sustained program of scholarly engagement and professional development related to the discipline, teaching, and service may include the following activities:

-
- Organizing a workshop or panel at a professional conference
- Participation and engagement in webinars and other online professional development activities
- Participation and engagement in workshops at regional or national levels
- Participation in teacher training and professional activities at the regional, state, school and unit level
- Supervision, observation, and evaluation of unit teaching assistants
- Participation in professional development activities related to the candidate's field at the regional, state, school and unit level
- Pedagogical grant proposal submission and acceptance

Additional forms of professional development may be approved, in consultation with the school director and/or FEC.

Service

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

Over the career of a faculty member, opportunities for (and qualifications for) different forms of service will be available. Promotion to the rank of Lecturer requires a record of excellence in two areas (outlined below), including a leadership role in at least one of those areas. In the first two years, instructors are encouraged to focus on service to the program, and graduated involvement to the school, college, university, discipline, and/or community is expected in the third year and beyond.

(i)   Service to the program includes, but is not limited to the following: actively engaging in program-specific committees, chairing a program-specific committee, advising a student organization, recruiting for the major, coordinating undergraduate program, directing senior theses, interviewing/evaluating scholarship candidates, chairing a search committee, developing or leading workshops/training conducted at the program level

(ii)   Service to the school includes, but is not limited to the following: actively engaging in school-level committees, chairing a school-level committee, organizing visiting lectures

(iii) Service to the college includes, but is not limited, to the following: actively engaging in college-level committees (College Curriculum Committee, College Promotion and Tenure Committee, College Awards/Scholarship Committee, Dean's Advisory Council, etc.) or any ad hoc advisory role to the Dean's office.

(iv)   Service to the university includes, but is not limited to, the following: actively engaging in university-level committees (Academic Council, Faculty Senate, Graduate Council, University Promotion and Tenure Committee, etc.).

(v)   Service to the discipline or profession may include, but is not limited to, the following: serving at a conference such as a conference discussant, chair, paper reviewer, or on the program committee; presenting a keynote address; or leading a workshop/training session. Likewise, disciplinary service includes service to a professional organization such as serving as journal officer, editor, board member, refereeing articles/reviewing manuscripts for academic publications, or other demonstrable active involvement

(vi)   Service to the community or general public in the SSGS should be demonstrably related to or associated with the individual's discipline and will involve sharing one's disciplinary expertise to the general public. Documentation of professionally-related service to the community may include any activity in which faculty members share their expertise, time, and talents and may include, but is not limited to: Invited speaker/lecturing in community groups or schools; conducting/presenting in workshops/training for area professionals; mentoring high school students; grant reviewer/evaluator; program evaluator; serving as a consultant for organizations or groups (pro bono); serving on advisory boards for community groups as a member. Communication aimed at the general public (media appearances, op-eds, etc.) can also be considered service to the community.

Excellence in service can be demonstrated through a detailed record of service participation and through positive feedback from fellow committee members, chairs of committees, or administrators. Assuming a leadership role may be demonstrated by chairing a committee, leading or coordinating a series (such as a

speaker series, colloquia, or interdisciplinary series), advising a student organization, assuming a leadership role in a discipline-specific professional organization, organizing or coordinating sessions for a conference, and other similar activities.

Promotion to Senior Lecturer

Teaching

The School of Social Science and Global Studies recognizes the variety of courses and course formats (traditional, online, hybrid, intersession, study abroad) that faculty teach. SSGS faculty also teach at both graduate and undergraduate levels and, as specific to each unit, work individually with students on thesis/project research. SSGS recognizes that different units within the School have different expectations placed on faculty and that faculty vary in the ways their teaching relates to their research. Effective and/or innovative teaching is an expectation within the School. SSGS requires clear evidence of consistently high-quality instruction at all levels of a candidate's teaching responsibilities (lower level service courses, undergraduate major courses, graduate courses, etc.) as shown by student evaluations of teaching, examples of syllabi, and Reports of Annual Evaluation, plus two or more of the following:

- the creation of new courses or course materials developed by the candidate
- the redesign of existing courses
- evidence of innovation in teaching
- evidence of ongoing efforts to refine and improve one's teaching, such as applying teaching workshop knowledge to course preparations
- evidence of a wide range of courses taught
- peer teaching evaluations
- teaching awards and other forms of public recognition
- directing or participating in independent student work (such as Senior Honor's theses, dissertations, and independent study courses)
- accomplishments of current and former students.
- student and alumni achievement

Candidates must demonstrate that they take teaching responsibilities seriously and are accessible, respectful, conscientious, fair, and professional in working with students. The demonstration of professional behavior will consist of teaching the assigned course load, teaching in response to School and/or unit needs, engaging in regular interaction with students, beginning and ending classes on time, preparing and distributing an appropriate course syllabus for every class, and participation in curricular assessment and revision. Although student evaluations often are the most widely cited measure of teaching effectiveness, SSGS recognizes that they are only part of a larger picture. Student evaluations will be considered within the context of class size and level. Student evaluations may be affected by factors other than the quality of instruction and should be used in concert with other evidence of teaching quality cited above. In addition, candidates should display a willingness to teach in different formats (to team teach, to teach specific courses, to prepare new courses, or teach online) as appropriate to the faculty member's experience/expertise.

Professional Development/Scholarly and Creative Activities

(i) The school requires that candidates for promotion to Senior Lecturer demonstrate a planned and sustained program of professional development beyond the level demonstrated for promotion to Lecturer. They may engage in scholarly and creative activities but they are not required to do so.

(ii) Evidence used to evaluate a planned and sustained program of professional development and scholarly/creative engagement related to the discipline, teaching, and service include the following:

- Presentation at a regional, national or international professional conference,
- Organizing a workshop or panel at a professional conference
- Participation and engagement in workshops at regional or national levels
- Participation in professional development activities related to the candidate's field at the regional, state, school, or unit level
- Publication of a book review or editorial in scholarly journal,
- Pedagogical grant proposal submission and acceptance,
- Service as grant reviewer,
- Leadership in recruitment and outreach for the school and unit
- contract work to review a textbook in process towards publication or other scholarly book for a publishing company (non-published review)
- Article published in a popular media outlet,
- Partnership with a community group or organization related to the candidate's field

(iii) Additional forms of professional development or scholarly/creative engagement may be approved, in consultation with the school director and/or FEC.

Service

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

Over the career of a faculty member, opportunities for (and qualifications for) different forms of service will be available. Promotion to the rank of Senior Lecturer requires a record of excellence in two areas (outlined below), including a leadership role in at least one of those areas.

(i) Service to the program includes, but is not limited to the following: actively engaging in program-specific committees, chairing a program-specific committee, advising a student organization, recruiting for the major, coordinating undergraduate program, directing senior theses, interviewing/evaluating scholarship candidates, chairing a search committee, developing or leading workshops/training conducted at the program level

(ii) Service to the School includes, but is not limited to, the following: actively engaging in school-level committees, chairing a school-level committee, organizing visiting lectures, or directing/coordinating one's program.

(iii) Service to the college includes, but is not limited to, the following: actively engaging in college-level committees (College Curriculum Committee, College Promotion and Tenure Committee, College Awards/Scholarships Committee, Dean's Advisory Council, etc.) or any ad hoc advisory role to the Dean's office.

(iv)   Service to the university includes, but is not limited to, the following: actively engaging in university-level committees (Academic Council, Faculty Senate, Graduate Council, University Promotion and Tenure Committee, etc.).

(v)   Service to the discipline or profession may include, but is not limited to, the following: serving at a conference such as a conference discussant, chair, or paper reviewer, program committee, keynote address, workshop/training session. Likewise, disciplinary service includes service to a professional organization such as serving as journal officer, editor, board member, refereeing articles/reviewing manuscripts for academic publications, or other demonstrable active involvement

(vi)   Service to the community or general public in the SSGS should be demonstrably related to or associated with the individual's discipline and will involve sharing one's disciplinary expertise to the general public. Documentation of professionally-related service to the community may include any activity in which faculty members share their expertise, time, and talents and may include, but is not limited to: Invited speaker/lecturing in community groups or schools; conducting/presenting in workshops/training for area professionals; mentoring high school students; grant reviewer/evaluator; program evaluator; serving as a consultant for organizations or groups (pro bono); serving on advisory boards for community groups as a member. Communication aimed at the general public (media appearances, op-eds, etc.) can also be considered service to the community.

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

Promotion 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.

Teaching

- The School of Social Science and Global Studies recognizes the variety of courses and course formats (traditional, online, hybrid, intersession, study abroad) that faculty teach. SSGS faculty also teach at both graduate and undergraduate levels and, as specific to each unit, work individually with students on thesis/project research. SSGS recognizes that different units within the School have different expectations placed on faculty and that faculty vary in the ways their teaching relates to their research. Effective and/or innovative teaching is an expectation within the School. SSGS requires clear evidence of consistently high-quality instruction at all levels of a candidate's teaching responsibilities (lower level service courses, undergraduate major courses, graduate courses, etc.) as shown by student evaluations of teaching, examples of syllabi, and Reports of Annual Evaluation, plus two or more of the following:

- the creation of new courses or course materials developed by the candidate
- the redesign of existing courses
- evidence of innovation in teaching

- evidence of ongoing efforts to refine and improve one's teaching, such as applying teaching workshop knowledge to course preparations
- evidence of a wide range of courses taught
- peer teaching evaluations
- teaching awards and other forms of public recognition
- directing or participating in independent student work (such as Senior Honor's theses, dissertations, and independent study courses)
- accomplishments of current and former students.
- student and alumni achievement

Candidates must demonstrate that they take teaching responsibilities seriously and are accessible, respectful, conscientious, fair, and professional in working with students. The demonstration of professional behavior will consist of teaching the assigned course load, teaching in response to School and/or unit needs, engaging in regular interaction with students, beginning and ending classes on time, preparing and distributing an appropriate course syllabus for every class, and participation in curricular assessment and revision. Although student evaluations often are the most widely cited measure of teaching effectiveness, SSGS recognizes that they are only part of a larger picture. Student evaluations will be considered within the context of class size and level. Student evaluations may be affected by factors other than the quality of instruction and should be used in concert with other evidence of teaching quality cited above. In addition, candidates should display a willingness to teach in different formats (to team teach, to teach specific courses, to prepare new courses, or teach online) as appropriate to the faculty member's experience/expertise.

Professional Development/Scholarly and Creative Activities

(i) The program requires that candidates for promotion to Associate Teaching Professor demonstrate a planned and sustained program of professional development which may include scholarly engagement and creative activities.
(ii) Evidence used to evaluate a planned and sustained program of professional development and/or scholarly engagement and creative activities related to the discipline, teaching, and service include the following

- Presentation at a regional, national or international professional conference
- Organizing a workshop or panel at a professional conference
- Participation and engagement in webinars and other online professional development activities
- Participation and engagement in workshops at regional or national levels
- Participation in teacher training and professional activities at the regional, state, school and unit level
- Supervision, observation, and evaluation of unit teaching assistants
- Participation in professional development activities related to the candidate's field at the regional, state, school and unit level
- Grant proposal submission and acceptance
- Service as a grant reviewer
- Publication of a book review or textbook review
- Contract work to review a textbook in process towards publication or other scholarly book for a publishing company (non-published review)
- Article published in a popular media outlet

(iii) Additional forms of professional development, scholarly engagement, and/or creative activities may be approved, in consultation with the school director and personnel committee.

Service

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

Over the career of a faculty member, opportunities for (and qualifications for) different forms of service will be available. Promotion to the rank of Associate Teaching Professor requires a record of excellence in two areas (outlined below), including a leadership role in at least one of those areas. In the first two years, teaching-track faculty are encouraged to focus on service to the program, and graduated involvement to the school, college, university, discipline, and/or community is expected in the third year and beyond.

(i) Service to the program includes, but is not limited to the following: actively engaging in program-specific committees, chairing a program-specific committee, advising a student organization, recruiting for the major, coordinating undergraduate program, directing senior theses, interviewing/evaluating scholarship candidates, chairing a search committee, developing or leading workshops/training conducted at the program level

(ii) Service to the school includes, but is not limited to the following: actively engaging in school-level committees, chairing a school-level committee, organizing visiting lectures

(iii) Service to the college includes, but is not limited, to the following: actively engaging in college-level committees (College Curriculum Committee, College Awards/Scholarship Committee, Dean's Advisory Council, etc.) or any ad hoc advisory role to the Dean's office.

(iv) Service to the university includes, but is not limited to, the following: actively engaging in university-level committees (Academic Council, Faculty Senate, Graduate Council, etc.).

(v) Service to the discipline or profession may include, but is not limited to, the following: serving at a conference such as a conference discussant, chair, or paper reviewer, or on a program committee; presenting a keynote address; or leading a workshop/training session. Likewise, disciplinary service includes service to a professional organization such as serving as journal officer, editor, board member, refereeing articles/reviewing manuscripts for academic publications, or other demonstrable active involvement

(vi) Service to the community or general public in the SSGS should be demonstrably related to or associated with the individual's discipline and will involve sharing one's disciplinary expertise to the general public. Documentation of professionally-related service to the community may include any activity in which faculty members share their expertise, time, and talents and may include, but is not limited to: invited speaker/lecturing in community groups or schools; conducting/presenting in workshops/training for area professionals; mentoring high school students; grant reviewer/evaluator; program evaluator; serving as a consultant for organizations or groups (pro bono); serving on advisory boards for community groups as a member. Communication aimed at the general public (media appearances, op-eds, etc.) can also be considered service to the community.

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

role in a discipline-specific professional organization, organizing or coordinating sessions for a conference, and other similar activities.

Promotion to Teaching Professor

Teaching

The School of Social Science and Global Studies recognizes the variety of courses and course formats (traditional, online, hybrid, intersession, study abroad) that faculty teach. SSGS faculty also teach at both graduate and undergraduate levels and, as specific to each unit, work individually with students on thesis/project research. SSGS recognizes that different units within the School have different expectations placed on faculty and that faculty vary in the ways their teaching relates to their research. Effective and/or innovative teaching is an expectation within the School. SSGS requires clear evidence of consistently high-quality instruction at all levels of a candidate's teaching responsibilities (lower level service courses, undergraduate major courses, graduate courses, etc.) as shown by student evaluations of teaching, examples of syllabi, and Reports of Annual Evaluation, plus two or more of the following:

- the creation of new courses or course materials developed by the candidate
- the redesign of existing courses
- evidence of innovation in teaching
- evidence of ongoing efforts to refine and improve one's teaching, such as applying teaching workshop knowledge to course preparations
- evidence of a wide range of courses taught
- peer teaching evaluations
- teaching awards and other forms of public recognition
- directing or participating in independent student work (such as Senior Honor's theses, dissertations, and independent study courses)
- accomplishments of current and former students.
- Student and alumni achievement

Candidates must demonstrate that they take teaching responsibilities seriously and are accessible, respectful, conscientious, fair, and professional in working with students. The demonstration of professional behavior will consist of teaching the assigned course load, teaching in response to School and/or unit needs, engaging in regular interaction with students, beginning and ending classes on time, preparing and distributing an appropriate course syllabus for every class, and participation in curricular assessment and revision. Although student evaluations often are the most widely cited measure of teaching effectiveness, SSGS recognizes that they are only part of a larger picture. Student evaluations will be considered within the context of class size and level. Student evaluations may be affected by factors other than the quality of instruction and should be used in concert with other evidence of teaching quality cited above. In addition, candidates should display a willingness to teach in different formats (to team teach, to teach specific courses, to prepare new courses, or teach online) as appropriate to the faculty member's experience/expertise.

Professional Development/Scholarly and Creative Activities

(i) Faculty seeking promotion from Associate Teaching Professor to Teaching Professor are expected to demonstrate notable professional development. In addition, candidates for promotion to Teaching

Professor should demonstrate scholarly engagement or creative activity on a yearly basis during time at rank as Associate Teaching Professor.

(ii) Evidence used to evaluate a planned and sustained program of professional development and scholarly and creative engagement related to the discipline, teaching, and service include the following:

- Presentation at a regional, national or international professional conference,
- Organizing a workshop or panel at a professional conference
- Participation and engagement in workshops at regional or national levels
- Participation in professional development activities related to the candidate's field at the regional, state, school, or unit level
- Publication of a book review or editorial in scholarly journal,
- Grant proposal submission and acceptance,
- Service as grant reviewer,
- Leadership in recruitment and outreach for the school and unit
- contract work to review a textbook in process towards publication or other scholarly book for a publishing company (non-published review)
- Article published in a popular media outlet,
- Peer-reviewed article published in a pedagogical or teaching journal acceptable to the discipline
- Peer-reviewed article in research journal.

Additional forms of scholarly engagement may be approved, in consultation with the school director and/or FEC.

Service

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

Over the career of a faculty member, opportunities for (and qualifications for) different forms of service will be available. Promotion to the rank of Teaching Professor requires a record of excellence in three areas (outlined below), including a leadership role in at least one of those areas.

(i)   Service to the program includes, but is not limited to the following: actively engaging in program-specific committees, chairing a program-specific committee, advising a student organization, recruiting for the major, coordinating undergraduate program, directing senior theses, interviewing/evaluating scholarship candidates, chairing a search committee, developing or leading workshops/training conducted at the program level

(ii)   Service to the school includes, but is not limited to the following: actively engaging in school-level committees, chairing a school-level committee, organizing visiting lectures

(iii)   Service to the college includes, but is not limited to, the following: actively engaging in college-level committees (College Curriculum Committee, College Promotion and Tenure Committee, College Awards/Scholarships Committee, Dean's Advisory Council, etc.) or any ad hoc advisory role to the Dean's office.

(iv)   Service to the university includes, but is not limited to, the following: actively engaging in university-level committees (Academic Council, Faculty Senate, Graduate Council, University Promotion and Tenure Committee, etc.).

(v)   Service to the discipline or profession may include, but is not limited to, the following: serving at a conference such as a conference discussant, chair, or paper reviewer, or on a program committee; presenting a keynote address; or leading a workshop/training session. Likewise, disciplinary service includes service to a professional organization such as serving as journal officer, editor, board member, refereeing articles/reviewing manuscripts for academic publications, or other demonstrable active involvement

(vi)   Service to the community or general public in the SSGS should be demonstrably related to or associated with the individual's discipline and will involve sharing one's disciplinary expertise to the general public.   Documentation of professionally-related service to the community may include any activity in which faculty members share their expertise, time, and talents and may include, but is not limited to: Invited speaker/lecturing in community groups or schools; conducting/presenting in workshops/training for area professionals; mentoring high school students; grant reviewer/evaluator; program evaluator; serving as a consultant for organizations or groups (pro bono); serving on advisory boards for community groups as a member. Communication aimed at the general public (media appearances, op-eds, etc.) can also be considered service to the community.

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

Appendix B
Rubric for Annual Evaluation

Teaching

		Yes	No	Comments
Basic categories				
Faculty Engagement: The faculty member				
1	contributes an equitable share in the school's teaching assignments as negotiated with the director	X		
2	meets, holds, and dismisses classes at the designated time and place	X		
3	follows the university online instructional policy when teaching online	X		
4	prepares and distributes appropriate syllabi or other course materials	X		
5	keeps regular, posted office hours, and is available to meet with students when needed	X		
6	responds to student questions and correspondence in a timely manner	X		
7	actively supports student engagement, retention, and completion in their classes	X		
8	submits grades in a timely manner	X		
9	involves or supports students in research/professional development, and creative activities as appropriate	X		
10	(for faculty chairing graduate student committees) communicates with students as necessary to facilitate completion of their thesis or project	X		
Course standards: meets program-defined course standards where such guidelines exist		X		
Additional categories				
Student Evaluations: has student evaluation means of 3.5 or higher for each class taught across all questions asked (combining responses for 400-500 level classes)		X		
Course Development: includes development of a new course (new for faculty member or program), teaching materials or activities, and/or instructional techniques; significant course revision in line with individual/program objectives; an instructional grant submission, development of team-taught classes; conversion of delivery mechanisms		X		IDV 850 Russian Politics
Course Maintenance: as it is understood that a frequently-taught course does not require significant revision each time it is taught, the continued use of innovative or time-intensive teaching materials or techniques (e.g. service-learning, labs, significant assignments, revising team taught classes), or continued significant updating of pedagogical materials may be included in this section		X		IDV
Professional Development: includes involvement in professional activities related to one's teaching such as pedagogical workshops, webinars, conferences, etc.				
Peer Evaluation of Teaching: peer evaluations may be done by colleagues, school director, instructional support services staff, or other qualified individuals. The faculty member should include in the narrative a discussion of how the evaluation will impact their teaching				
Student Development: includes successful direction/chairing of individual student work (e.g. theses, projects, independent research, student presentations at meetings or other non-class settings); direction of internships; or significant student mentoring. If a faculty member does not chair a student committee but feels that their work with a student merits consideration under this section, they may include that information here				
Other/Special considerations: as it is understood that circumstances arise that affect teaching such as being required to teach an overload or multiple new preparations in				

a semester, independent study classes, etc., the faculty member may include activities related to going above and beyond what is required of the faculty member in a normal year. In addition, if there are activities that relate to teaching that do not conveniently fit under the above categories, such as the teaching of interdisciplinary courses, they may be included here. Faculty may also include a note of exceptional student evaluation scores relative to the demonstrated rigor of the course			

Meets expectations: meets all basic and at least two of the additional categories.

Exceeds expectations: meets plus teaching award, additional measures of effectiveness beyond student evaluations for two or more classes, superior student evaluations, or activities for a total of four of the additional categories.

Not meeting expectations: does not meet criteria for meeting expectations. Shows a pattern of low student evaluations for at least two consecutive semesters in the absence of mitigating evidence.

Research, Creative Activities, Professional Development

Faculty Engagement: The faculty member	Yes	No	comments
engages in scholarship, research, , and /or professional development in an ethical manner			
Tenure Track Faculty			
Basic research activities			
1. the publication of a peer-reviewed journal article in a reputable academic outlet or work of equivalent quality			
2. some combination of activities demonstrating an active and ongoing research agenda			
Exceeds			
publication of two or more articles, book chapters, creative writing pieces by a recognized publisher of scholarly works			
publication a single article published in a prestigious journal			
publication of a peer-reviewed book published in an academic or scholarly press			
receipt of a significant grant.			
Or other agreed upon activity between the school director (and/or the FEC) and the faculty member			

Teaching Track Faculty (Assistant-Full Teaching Professor or Low Research Allocation)			
Basic activities			
1. participation in scholarly or creative activities or 2. participation in professional development activities			
Exceeds			
Publication of one or more articles, book chapters, by a recognized publisher of scholarly works			
Publication of a peer-reviewed book in an academic or scholarly press			
Receipt of a significant grant			
Participation in professional development that represents a significant semester-long or multi-semester commitment			
Organization of a conference			
Or other agreed upon activity between the school director (and/or the FEC) and the faculty member			

Teaching Track Faculty (Lecturer-Senior Lecturer Track Faculty)			
Basic activities			

	Yes	No	comments
1. participation in professional development activities or			
2. participation in scholarly activities			
Exceeds			
Receipt of a grant			
Participation in professional development that represents a significant semester-long or multi-semester commitment			
Organization of a conference			
Article published in a pedagogical or teaching journal acceptable to the discipline			
Partnership with a community group or organization related to the faculty's field			
Or other agreed upon activity between the school director (and/or the FEC) and the faculty member			

Service

	Yes	No	comments
Basic Service			
Faculty Engagement: The faculty member			
1 contributes an equitable share in the school's service assignments as negotiated with the director			
2 attends regularly-scheduled school and program meetings			
3 responds in a timely fashion to requests and correspondence from faculty, staff, program coordinators, school director, and university administrators e.g., to provide information or schedule a meeting)			
4 participates in program and school decision-making			
5 actively participates on and/or leads in assigned school committees			
6 is available for meetings with advisees during the scheduled advisement periods in fall and spring and throughout the academic year as appropriate			
7 participates in school and program recruitment activities			
8 engages in service activities at the university and in the community in an ethical manner			
8 faculty with teaching responsibilities in graduate programs are also expected to serve on graduate committees, as appropriate to specialization, and facilitate graduate student progress to degree through clear and timely communication			
Additional service areas (specify)			
School			
College			
University			
Profession			

Community			
Significant recruitment			
Exceeds			
Service award			
Identify and volunteer to serve in innovative service opportunities			
take a leadership role in service activities, e.g. committee/subcommittee/project chair			
perform significant active service work (i.e. beyond those required to "meet expectations") in a participatory capacity for the year			
engage in uncompensated summer service			
creation and/or direction of a study abroad program			
Meets expectations: meets basic service expectations plus at least two additional and explain how work has appreciable benefits to the relevant area **Exceeds expectations**: Entails both quality and quantity of service. Should meet expectations plus engage in service beyond that in at least three areas plus at least one of the criteria under "exceeds" above. **Does not meet expectations:** does not meet the criteria for meeting expectations			

Name of Preparer: Edward Sayre
Email Address of Preparer: edward.sayre@usm.edu
Date of Submission: 4/15/2021

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