

TENURE AND PROMOTION EVALUATION

Department of Biological Sciences

The University of Southern Mississippi

I. Introduction

Research, including the training of graduate students, and undergraduate education represent the core missions of the Department of Biological Sciences at The University of Southern Mississippi. The Department strives to (1) provide high quality undergraduate and graduate education that prepares students to pursue professional degrees and/or to enter the workforce with skills necessary for life-long professional achievement, (2) advance the body of scientific knowledge through the scholarship of discovery, integration and application, and (3) offer technical and educational expertise through formal and informal outreach locally, regionally, nationally and internationally.

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

In evaluating faculty performance, the Department expects demonstrated achievement in all three areas of teaching, research, and service on an annual basis (see section III.A), while recognizing that the central criteria for tenure and promotion in rank are teaching and research productivity regardless of whether a faculty member's appointment is on the Hattiesburg campus or on the Gulf Coast campus. The primary mission of the Department on the Gulf Coast campus is undergraduate education, including provision for undergraduate research. Consequently, evaluation of faculty on the Gulf Coast campus is weighted toward teaching excellence.

II. Criteria for Appointment to Faculty Rank

A. Professors are expected:

- To hold the doctorate or other terminal degree of the discipline
- To be accomplished teachers as evidenced by contribution to both undergraduate and graduate curriculum, favorable student evaluations, and effort to improve teaching style and rapport with students.
- To have sustained an extramurally funded research program that involves participation of graduate and undergraduate students
- To have achieved a nationally recognized professional record of scholarship
- To have participated significantly in the professional work of the discipline, in ways other than teaching and research
- To have demonstrated clearly that they can work well with colleagues and students
- To have normally served as an associate professor for at least five years

B. Associate Professors are expected:

- ❑ To hold the doctorate or other terminal degree of the discipline
- ❑ To be good teachers as evidenced by contribution to both undergraduate and graduate curriculum, favorable student evaluations, and effort to improve teaching style and rapport with students.
- ❑ To have established an extramurally funded research program that involves participation of graduate and undergraduate students
- ❑ To have produced a recognized professional record of scholarship
- ❑ To have participated with promise in the professional work of the discipline, in ways other than teaching and research
- ❑ To have demonstrated clearly that they can work well with colleagues and students
- ❑ To have normally served as an assistant professor for at least four years

C. Assistant Professors are expected:

- ❑ To hold the doctorate or other terminal degree of the discipline
- ❑ To show promise as teachers and scholars, and to have begun a definitive program of research (i.e., one that generates scholarly activity, extramural funding, and opportunities for undergraduate and graduate student research)
- ❑ To show evidence that they can work well with colleagues and students

D. Instructors are expected:

- ❑ To hold the Master's degree, or equivalent training and experience as appropriate to the particular appointment
- ❑ To show a demonstrated ability in good teaching as evidenced by contribution to the undergraduate curriculum, favorable student evaluations, and effort to improve teaching style and rapport with students.
- ❑ To show a clear interest in a program of scholarship
- ❑ To show evidence that they can work well with colleagues and students

In all of these ranks, concerned and effective student advisement and responsible service to the University are understood to be part of the normal task of a faculty member as is a collegial working relationship with colleagues and students

III. Performance Assessment Criteria

A. Annual Performance Evaluation

1. Faculty members are expected to contribute to the missions of the Department in the three areas of teaching, research, and service, while recognizing that the central criteria for tenure and promotion in rank are teaching and research productivity.
2. The basis for assignment to one of five merit categories in the three areas of teaching, research and service is described in Appendix A: Basis for Merit Category Assignment and Overall Merit Group Ranking.
3. In addition to the system described for making merit group assignments, the Chair employs a "points" system to assess performance (Appendix B). The system remains in the developmental stage since the assignment of point values for various activities is

imprecise, and it would be undesirable to assign point values that are too high or too low. It is critical that a point system accurately reflect the relative importance and worth of activities. Presently, the BSC points system is applied to analysis of annual reports of faculty scholarly activities (see Appendix C), and rankings are made within each category (teaching, research, service). These rankings are used as corroborative evidence of the validity of merit group assignments.

B. Requirements for Tenure

1. Criteria for tenure normally will be identical with those required for promotion in rank to Associate Professor.
2. The Department will formally evaluate progress toward tenure during the third year of University employment as a full-time, tenure-track faculty member, while expecting faculty colleagues to establish a pattern of achievement in the areas of Teaching, Research and Service as reflected in annual performance evaluations.
3. See College of Science and Technology Tenure and Promotion Policies and the University's Faculty Handbook.

C. Promotion to Associate Professor with Tenure

1. Teaching

- Participation in undergraduate and graduate course offerings
- Development of undergraduate and graduate courses in area of expertise
- Supervision of graduate and undergraduate research
- Evaluation of quality teaching
 - Student evaluation of lecture and laboratory courses that reflects favorable assessment on a 5 point likert scale
 - Self-Assessment: Teaching portfolio (see Appendix D)
 - Letters from former students, both undergraduate and graduate
 - Outcome of student-oriented research, including publication and presentations
 - Post-graduate achievement/placement of graduate students

2. Research/Scholarship

- Dissemination of scholarly activity
 - Publication in peer-reviewed, national/international journals
 - Presentations at national/international meetings/conferences/workshops
- Establishment of extramurally funded research program
 - Submission of proposals to funding agencies
 - Receipt of extramural funding sufficient to establish research program, including graduate student support

3. Service

- Institutional: Service on department, college and/or university committees.
- Community service/outreach: Professionally based assistance to individuals, schools, business/industry; presentations to lay audiences

- ❑ Participation in programs to advance science education
- ❑ Professional discipline: Participation in state, regional, national, international societies/organizations in area of expertise; review of journal articles and research proposals.

4. Advisement

- ❑ Familiar with university, college and departmental requirements
- ❑ Assist undergraduate and graduate students in preparing class schedules and advising students on career goals and opportunities
- ❑ Writing letters of recommendation on behalf of students

5. Collegiality: Collegiality among faculty is essential for the effective operation of the Department. Hence, colleagues must be able to interact with faculty and students in a constructive and professional manner.

- ❑ Share committee assignments
- ❑ Participate in departmental and university functions
- ❑ Provide advice in areas of research and teaching to faculty and students
- ❑ Collaborate with colleagues within/without the Department when appropriate

D. Promotion to Professor with Tenure

1. Teaching

- ❑ Participation in undergraduate and graduate course offerings
- ❑ Development of undergraduate and graduate courses in area of expertise
- ❑ Supervision of graduate and undergraduate research
- ❑ Graduation/placement of MS and PhD students
- ❑ Evaluation of quality teaching
 - ❑ Student evaluation of lecture and laboratory courses that reflects favorable assessment on a 5 point likert scale
 - ❑ Self-assessment: Teaching portfolio (see Appendix D)
 - ❑ Letters from former students, both undergraduate and graduate
 - ❑ Outcome of student-sponsored research, including publication and presentations
 - ❑ Post-graduate achievement/placement of graduate students

2. Research/Scholarship

- ❑ Dissemination of scholarly activity
 - ❑ Sustained pattern of publication in peer-reviewed, national/international journals
 - ❑ Sustained pattern of presentations at national/international meetings/conferences/workshops
- ❑ Establishment of extramurally funded research program
 - ❑ Pattern of submission of proposals to funding agencies
 - ❑ Pattern of extramural funding sufficient to sustain research program, including graduate student support
 - ❑ Evidence of collaboration with colleagues within and beyond the University
- ❑ Achievement of nationally recognized scholarly record

- ❑ Evidence that research has made an impact on the field and influenced the thinking of others in the field
- ❑ Peer evaluation (see external letters of evaluation, page 6 Appendix E) by nationally recognized leaders in their respective fields.

3. Service

- ❑ Institutional: Accept leadership roles on department, college and/or university committees
- ❑ Community service/outreach: Professionally based assistance to individuals, schools, business/industry; presentations to lay audiences; participation in programs to advance science education
- ❑ Professional discipline: Leadership role in state, regional, national, and/or international societies/organizations in area of expertise
- ❑ Review of journal articles and research proposals, participation on review panels for funding agencies

4. Advisement

- ❑ Familiar with university, college and departmental requirements
- ❑ Assist undergraduate and graduate students in preparing class schedules and advising students on career goals and opportunities
- ❑ Writing letters of recommendation on behalf of students

5. Collegiality: collegiality among faculty is essential for the effective operation of the Department. Hence, colleagues must be able to interact with faculty and students in a constructive and professional manner.

- ❑ Sharing committee assignments
- ❑ Participation in departmental and university functions
- ❑ Providing advice in areas of research and teaching to faculty and students
- ❑ Collaborating with colleagues within/without the Department when appropriate

E. Emeritus Rank

At the discretion of the President and upon the recommendation of the Department and Dean, faculty members who are Professors at the time of retirement may be awarded the rank of Emeritus. See Appendix F.

IV. Policy and Procedures

A. Annual Evaluation

1. Evaluation of calendar year performance is conducted annually between January 15 and March 15 of the year following the period under review.
2. Faculty on sabbatical leave or professional leave: See Faculty Handbook.
3. Department Chair: See Faculty Handbook.

4. On or before January 1, faculty members submit their Annual Report of Faculty Scholarly Activities [see Appendix C] to departmental Personnel Authority. Faculty members include in their report how their activities during the year under review met their goals and objectives.
5. Annual evaluation conferences are held between January 15 and March 1 to ascertain and discuss professional accomplishments during the period of evaluation and to discuss and establish goals and objectives to be pursued during the next period of evaluation.
6. Annual Evaluation Report: The departmental Personnel Authority prepares a written report summarizing the essential content and result of the evaluation, including recommendations arising from the evaluation of performance. See Appendix G.
7. When funds are provided for merit pay increases, the departmental Chair assigns amounts of increases according to merit group classification. The departmental Chair submits departmental recommendations to the Dean of the College of Science and Technology.
8. Departmental evaluation reports are forwarded to the Dean on or before the date specified by the University's Academic Calendar. Copies of evaluation reports are transmitted to faculty members being evaluated and retained within departmental personnel files.

B. Promotion [See Faculty Handbook]

1. Faculty members prepare and submit promotion dossiers to the Chair of the Department on or before date specific in the College's annual Academic Calendar. See Provost's website for instructions for preparation of promotion dossier. Candidates for promotion may supplement their dossiers with additional relevant information, including a response to negative recommendations, at any level of the promotion process.
2. Departmental Promotion Committee: This committee consists of members of the faculty holding academic rank equal to, or higher than, that being sought by the candidate. The departmental Chair sits as a nonvoting ex officio member. The Committee is chaired by a member elected by a simple majority vote of other members.
3. External Referees: Evaluation for promotion to the rank of Professor includes the assessment of the candidate's credentials by at least three external referees deemed qualified by the Promotion Committee (i.e., nationally recognized leaders in their respective fields). The candidate may assist the Committee in their selection of external referees by suggesting a list of potential referees. The Chair of the Promotion Committee solicits and receives letters from external referees selected by the Committee [see Appendix E).
4. The Promotion Committee prepares and submits to the departmental Chair a written document, signed by committee members, recommending or declining to recommend promotion in rank. The written document includes (a) narrative detailing the rationale for the recommendation and the vote of the Committee prepared by the chair of the Committee and (b) the Promotion Evaluation Form (see Provost's website Forms).

5. Duties of the Departmental Chair: See Faculty Handbook.

- a) Review written reports of the Promotion Committee
- b) Prepare an independent recommendation either concurring or disagreeing with the recommendation of the Promotion Committee
- c) Submit both recommendations to the Dean of the College of Science & Technology
- d) Retain copies of documents within departmental personnel files
- e) Notify in writing candidates for promotion of the recommendations

C. Tenure [See Faculty Handbook]

1. Tenure Review Proceedings

- a) Formal review of progress toward tenure is conducted during the third year of University employment as a full-time, tenure track faculty member.
- b) The review is normally conducted in conjunction with annual review.
- c) Faculty to be reviewed submit a tenure review dossier (see Provost's website for instructions) to the departmental Chair.
- d) The departmental Chair convenes the departmental Tenure Committee and sits as a nonvoting ex officio member. The Committee, chaired by a member elected by a simple majority vote of other members, conducts the review and submits a review report, which includes the Recommendation Form for Third-Year Review (see Provost's website Forms), to the chair.
- e) The departmental Chair, if tenured, prepares and submits an independent tenure review report either concurring or disagreeing with the report of the Tenure Committee. Both committee and chair reports are forwarded to the Dean and the faculty member being reviewed is notified of the results of his/her review by the departmental Chair.

2. Tenure Proceedings

- a) Eligible candidates for tenure prepare and submit tenure dossiers (see Provost's website for instructions) to the departmental chair no later than the last day of the first full week of the fall semester.
- b) The departmental Chair convenes the departmental Tenure Committee, provides the committee with the tenure dossier, tenure review reports and annual evaluation reports of the candidate, and sits as a nonvoting ex officio member
- c) Members of the tenure Committee vote either to recommend or to decline to recommend candidates for academic tenure. The Committee, chaired by a member elected by a simple majority vote of other members, conducts the review and submits a

review report, which includes the Tenure Recommendation Form (see Provost's website Forms), to the chair. The written report, signed by committee members, that provides the rationale for the recommendation and the vote count of the committee.

d) In addition, the Tenure Committee prepares and submits to the departmental Chair a written document, signed by committee members, recommending or declining to recommend tenure. The written document includes (a) narrative detailing the rationale for the recommendation and the vote of the Committee prepared by the chair of the Committee and (b) the Tenure Evaluation Form (see Provost's website Forms).

e) The departmental Chair reviews the written report of the Tenure Committee and, if tenured, prepares an independent report either concurring or disagreeing with the recommendation of the Tenure Committee.

f) The departmental chair submits the written report of the Committee and, if applicable, the Chair's report to the Dean, and provides written notification of the departmental recommendation(s) to the candidate.

**Basis for Merit Category Assignment and Overall Merit Group Ranking
Department of Biological Sciences**

I. Factors considered in establishing merit group (1-5) for each category

Teaching. Merit group assignment is based on a number of factors, including among others quality of teaching, teaching load, and successful participation in training of graduate students. Individuals with reduced loads do not normally qualify for assignment to group 1 in the teaching category since load is a factor in assigning the merit group, but these individuals are not unduly penalized in overall merit group assignment since they typically elect for 3-5-2 (Teaching-Research-Service) weighting. Individuals with reduced teaching load who teach unusually large sections (or who teach a load greater than that required), who have an unusually high graduate student load, who receive teaching awards, etc., may be considered for merit group 1. Listed below are some of the major considerations that were used in establishing merit group assignment:

- * Receiving University Teaching Award or other teaching awards
- * Student evaluations of teaching (individuals compared to departmental and college means)
- * New Course (or first time offered by individual)
- * Overall course load (credit hours)
- * Type(s) of course taught (i.e. graduate level vs undergraduate level, freshman level vs upper division course, service course vs majors course, etc.)
- * SCH generated: Course section with ≥ 100 enrollment
- * Number of different preparations (i.e. number of different courses taught)
- * Graduate students supervised; considerations include number and level of students, demonstration of progress toward timely completion of degree requirements, number of students actually completing degree requirements, awards/honors received by graduate students
- * Direction of undergraduate research students
- * Teaching proposals written and/or funded

Research. A productive research program in an academic setting is characterized by (a) student involvement, (b) dissemination of findings by way of publication in refereed journals and presentations at scientific meetings, and (c) pursuit and acquisition of extramural funds to support that program. Faculty will develop a research program that will permit the publication of at least one refereed publication in a national or international journal each year (on average). Individuals not meeting this expectation must show strong evidence by other means of an ongoing research or scholarly program that may reasonably be expected to lead to refereed publications or reflect other types of scholarly activity. These means include publication of books or technical manuals or chapters in such publications, editing of books, presentations at scientific meetings, unrefereed publications, etc. In assigning merit groups, there is a hierarchy

of value placed on publications and presentations which is reflected in the order in which they are listed in the Department's standard Faculty Activity Form (e.g. books > refereed publications > non-refereed publications > oral presentations and abstracts). Production of evidence of research/scholarly activity above the minimum expectation is required for assignment to higher merit groups, with absolute assignment made in comparison to other individuals in the same peer group. Acquisition of external funds is a strong factor in assigning individuals to merit groups higher than category 3 ("Meets Expectations") if scholarly output is produced. The amounts of funding and competitiveness/prestige of the sources of funding are considered in assigning merit groups. Listed below are some of the major considerations that were used in establishing merit group assignment:

- * Receiving University (or other) Research Award
- * Books or book chapters (authoring, editing, etc.)
- * Refereed publications in national/international journals
- * Refereed publications in state or regional journals
- * Non-refereed publications (including technical manuals)
- * Oral presentations/abstracts (national/international)
- * Oral presentations/abstracts (state/regional)
- * Acquisition of nationally competitive (peer-reviewed) external funding for research support
- * Acquisition of state or regional external funding or non-peer-reviewed external funding for research support
- * Efforts to acquire external funding for research support (e.g. grant proposals)
- * Successful management of funded projects (includes timely production of annual and final technical reports, remaining within budget, etc.)
- * Scholarly presentations to professional audiences
- * Discipline-related presentations to lay audiences

Service. Service activities considered in making merit group assignments include a variety of activities within the University as well as professional activities outside the University. Within the University service activities include but are not limited to Department, College or University committee memberships and/or chairships, service as an undergraduate advisor, service on graduate committees (exclusive of service as chair of such committees, which is considered primarily a teaching activity), and various forms of administrative service (including service as a Director or Coordinator of various aspects of academic programs). Professional service outside of the University includes but is not limited to service as an officer in professional organizations (including service as Session Chair at professional meetings), editorial service for professional journals, and evaluation (refereeing) of manuscripts or proposals. Professional service includes the conduct of workshops offering professional training, or the acquisition of external funds to

support such workshops. A number of creditable "miscellaneous" service activities not covered by the above examples also exist. All faculty members are expected to serve on ad hoc or standing committees as called upon through appointment or election, and are expected to seek out and pursue service opportunities of potential interest as part of their professional development and obligation. The requirements for assignment to higher merit groups increase as one's career develops and progresses. Junior faculty members, especially newly appointed faculty members, may "Meet Expectations" simply through service on departmental committees, but they are expected to increase the extent and the level of service involvement as they develop professionally and opportunities present themselves. Assignment to merit group in the Service category is thus done in comparison with others in the peer group. Listed below are some of the major service activities that were considered in establishing merit group assignment:

- * Editorship of journal (greater consideration given to national/international journals)
- * Service as officer of professional organization (greater consideration given to national/international organizations)
- * Service as session chair of professional meeting (greater consideration given to national/international meetings)
- * Service as referee of proposals or manuscripts (service as invited panel member for proposal review given greatest consideration)
- * Holding University/College Committee Chair
- * Holding Department Committee Chair
- * Holding membership on University/College committee
- * Holding membership of Departmental committee member
- * Professional educational service activities (e.g. conducting educational workshops)
- * Undergraduate advisement
- * Service on graduate committees
- * Various miscellaneous service activities (e.g. student organization advisor, recruitment activities, equipment maintenance, service as departmental program coordinator)

Each faculty member's contribution in each of the three categories of Teaching, Research, and Service is evaluated as objectively as possible, but subjective evaluation necessarily plays a part because of the complexity of the types of activities in each category and differences in stage of professional development of those being evaluated. For example, in the service category some committee assignments are inherently more time consuming and demanding than others, in the teaching category some student groups may traditionally provide lower evaluations (e.g. in lower division service courses), and in the research category, some journals are of generally recognized higher quality and are more selective than others.

II. Basis for assigning overall group ranking:

A. Each faculty member is placed into one of the five merit groups in each of the three categories of teaching, research, and service based on the considerations summarized in Section I above.

B. Any individual receiving a group 4 ("Needs Improvement") or group 5 ("Unsatisfactory") rating in any category could not receive an overall rating group higher than group 3 ("Satisfactory"), even if the total weighted score was over half the numerical distance between the score required to average group 3 (a score of 0) and the next higher group, group 2 ("Exceeds Expectations", reflecting an average score of 10).

C. Any individual receiving a group 3 ("Meets Expectations") in a category (Teaching or Research) with a weight of "5" could not receive an overall rating of group 2 (Exceeds Expectations) unless ratings of group 1 (Far Exceeds Expectations) were received in each of the two remaining categories.

BIOLOGICAL SCIENCES POINT SYSTEM

BSC EXPERIMENTAL POINT SYSTEM		EVALUATION 2007	
NAME	PTS POSSIBLE		
TEACHING			
COURSE WITH LAB RESPONSIBILITY	10		
COURSE WITHOUT LAB RESPONSIBILITY	7		
LAB ONLY	2/CREDIT HR		
COURSE > 100 ENROLLMENT	DOUBLE BASE		
GRADUATE ONLY (600-800) COURSE	ADD 4 TO BASE		
NEW COURSE (OR 1ST TIME OFFERED)	ADD 4 TO BASE		
NEW LAB, CHANGES IN COURSE, ETC	ADD 1-4 TO BASE		
PER 100 SCH	1 (MAX 10)		
GRADUATE STUDENTS SUPERVISED	4/MS 8/PhD		
UNDERGRAD RESEARCH STUDENT (NON-HON)	2 EACH		
UNDERGRAD RESEARCH STUDENT (HONORS)	4 EACH		
TEACHING PROPOSAL WRITTEN	1 - 10		
TEACHING PROPOSAL FUNDED	1 - 10		
UNIVERSITY TEACHING AWARD	15		
STUDENT EVALUATIONS	Take overall score (5 max), subtract 4 and multiple by 10 (neg. score = 0).		
MISCELLANEOUS	1 - 5		
TEACHING TOTAL			
RESEARCH			
RESEARCH AWARD	15		
PUBLICATION: REFEREED NAT/INT	15		
PUBLICATION: STATE, REG	7.5		
PUBLICATION: UNREFEREED	3		
PUBLISHED ABSTRACT	2		
NEW BOOK	45		
BOOKS EDITED	30		
BOOK CHAPTER(S)	15		
PATENT	15		
FINAL TECH REPORT (PUBLISHED)	10		
RESEARCH PROPOSAL WRITTEN	1 - 10		
NEW PROPOSAL FUNDED	1 - 10		
PROJECT RENEWED WITH FUNDING	5		

AMOUNT OF FUNDING	1 PER \$10,000.00	
NATIONAL/INTERN. PRESENTATION	10	
STATE PRESENTATION	5	
PRESENTATION AT OTHER UNIVERSITY	4	
ON-CAMPUS SEMINAR OR JOURNAL CLUB	2	
MISCELLANEOUS ACTIVITIES	1 - 5	
RESEARCH TOTAL		
SERVICE		
ADMINISTRATIVE SERVICE (e.g, "Director of...")	20	
UNIVERSITY/COLLEGE COMMITTEE CHAIR	15	
DEPARTMENTAL COMMITTEE CHAIR	12	
UNIVERSITY/COLLEGE COMMITTEE MEMBER	7.5	
DEPARTMENTAL COMMITTEE MEMBER	6	
NATIONAL COMMITTEE CHAIR	15	
NATIONAL COMMITTEE MEMBER	10	
CHAIR SESSION @ NAT/INT. MEETING	10	
CHAIR SESSION @ STATE/REGIONAL MEETING	5	
PROF. ORGANIZATION OFFICER	15	
JOURNAL EDITOR	20	
OFF CAMPUS GRANT REVIEW PANEL	10	
REFeree PAPERS AND PROPOSALS	3 EA	
STUDENT ORGANIZATION ADVISOR	5	
UNDERGRADUATE ADVISEES	5 (per 10)	
MEMBER GRADUATE STUDENT COMMITTEE	3	
PRESENTATION TO LAY AUDIENCE	5	
RECRUITING ACTIVITIES	1 - 5	
INSTRUCTIONAL WORKSHOP (\geq 1 day)	5- 15	
COMMUNITY ACTIVITIES	1 - 10	
MISCELLANEOUS ACTIVITIES	1 - 5	
SERVICE TOTAL		
TEACHING-RESEARCH-SERVICE TOTAL		

DEPARTMENT OF BIOLOGICAL SCIENCES
ANNUAL REPORT OF FACULTY SCHOLARLY ACTIVITIES
 January 1, 2007 - December 31, 2007

NAME _____ DATE _____

RANK _____ YEARS IN RANK _____ IF TENURED, YEAR _____

YEARS AT USM _____ YEARS FULL-TIME TEACHING EXPERIENCE _____

A. TEACHING ACTIVITIES

1. Courses taught [CY 2007]. Combine Independent Study and Research enrollment and hours rather than showing each student as a separate line (course).

Course No. Enrollment Credit hours SCHs Generated¹

SPRING

SUMMER

FALL

¹ SCH (student credit hours) Generated = Enrollment X Course Credit Hrs

2. Improvements and innovations in teaching: You may attach student evaluations or other data to support the quality of your teaching.

3. Number undergraduate students advised

SPR 06 _____ FALL 06 _____ TOTAL _____

4. Undergraduate research/special problems directed: [**Identify Students**]

5. Graduate student committees chaired: [**Identify Students** and indicate if student graduated]

- (a) M.S.
- (b) Ph.D.

6. Member graduate committees: [Do not include committees chaired]

M.S. _____ Ph.D. _____

7. Other teaching activities: [Include educational outreach]

B. RESEARCH AND SCHOLARLY ACTIVITIES [Include contributions of your **graduate students** while they were/are affiliated with the University, whether or not you are listed as a co-author; please follow the format given].

1. BOOKS:

Professor, J. Q. Year. Title. Publisher, City. Pages.

2. CHAPTERS IN BOOKS

Professor, J. Q. Year. Title of Chapter. In: Title of Book. Editor(s). Publisher, City.

3. MONOGRAPHS OR GUIDES

4. REFEREED JOURNAL ARTICLES

Professor, J. Q. Year. Title. Full Journal Name. Volume: Pages.

a. National/ International Journals

b. Regional or State Journal

5. NON-REFEREED JOURNAL ARTICLES

a. National/International Journals

c. Regional or State Journals

6. OTHER PUBLICATIONS

a. Abstracts: List all abstracts -- those associated with a presentation and those not associated with a presentation. List refereed abstracts first.

Professor, J. Q. Year. Title. Conference. Journal/Proceedings Name. Volume: Page(s)

b. Pre-prints

Professor, J. Q. Year. Title. Conference. Journal/Proceedings Name. Volume: Page(s)

c. Non-print media: Indicate type of non-print media (i.e. audio, video, CD etc). If non-print publication is not associated with a conference, disregard those entries. Also, please include information regarding purchase availability.

Professor, J. Q. Year. Title of Recording. Type of media, Event where recording was made, Dates of Event, City, State, Organization to contact for purchase.

7. PRESENTATIONS

a. Professional Audience, International or National

Professor, J. Q. Year. Title. Conference/Event. Dates of Conference/Event. Location.

b. Professional Audience, Regional or State

Professor, J. Q. Year. Title. Conference/Event. Dates of Conference/Event. Location

c. Professional Audience, Local: For example, a seminar presentation at Tulane University where faculty/students attended). Include presentations at USM to USM faculty/students.

Professor, J. Q. Year. Title. Location

d. Lay Audience, Academic Subjects

Professor, J. Q. Year. Title. Organization. Location

8. BOOKS OR SOFTWARE REVIEWS

a. Refereed

b. Non-refereed

9. Patents: List patents awarded during CY 2007; list separately applications for patents.

10. GRANTS/CONTRACTS IN PROGRESS [i.e., continued into/through 2007]. List co-PI(s) and restricted fund grant number [PeopleSoft chartfield]. Repeat information for each project.

Project Title:

Source/Agency:

Budget Amount:

Project Period:

Grant No.:

11. PROPOSALS/CONTRACTS SUBMITTED IN 2007

a. FUNDED [Identify restricted fund grant number]

Project Title:

Source/Agency:

Budget Amount:
Project Period:
Grant No:

b. PENDING

Project Title:
Source/Agency:
Budget Amount:
Project Period:

c. NOT FUNDED

Project Title:
Source/Agency:
Budget Amount:
Project Period:

12. RELEASE TIME RECEIVED DURING 2007: List by semester, indicate whether **in kind** or **cash** and % of time; if **cash**, list budget code and amount of funds. Indicate what was accomplished during released time.

13. NON-EXTERNALLY FUNDED RESEARCH IN PROGRESS

14. OTHER RESEARCH AND/OR SCHOLARLY ACTIVITIES

C. SERVICE ACTIVITIES

1. Institutional

- a. Department
- b. College
- c. University
- d. Other

2. Reviews for Professional Journals [Identify journals]

3. Journal Editorship

4. Contracts/Grant Proposals Reviewed for Funding Agencies [Identify agency]

5. Participation in Agency Review Panel [Identify agency]

6. Workshops conducted

7. Professional Society/Organization Activities [e.g., offices held, committee membership, sessions chaired at scientific meeting].

8. Community Activities [Paid professional consulting, public addresses tied to your profession]

D. HONORS/AWARDS RECEIVED DURING 2007

E. EVALUATION WEIGHTING FACTORS: 4-4-2 3-5-2 5-3-2

Circle the **teaching-research-service** weighting factors by which you desire to be evaluated.

F. SELF-EVALUATION OF GOAL ATTAINMENT FOR 2007

G. GOALS AND PRIORITIES FOR 2008

H. LIST PERCEIVED BARRIERS TO YOUR GOAL ATTAINMENT IN 2007 AND INDICATE HOW THE DEPARTMENT AND UNIVERSITY CAN HELP YOU ATTAIN GOALS FOR 2008

The Department of Biological Sciences

TEACHING PORTFOLIO

The teaching portfolio is an evidence-based document about a faculty member's teaching philosophy, teaching practices and teaching effectiveness. Faculty members create and maintain an up-to-date teaching portfolio that is used by reviewers as a source of information for the evaluation of teaching performance during tenure and promotion proceedings.

Although the contents of a teaching portfolio are necessarily idiosyncratic, the following elements should be included:

1. *Introduction*: The purpose of the portfolio and what the narrative contains
2. *Summary of teaching*: This element should include course titles, numbers of students, and references to course syllabi. The latter should be organized in an appendix to the portfolio. Include reference to ways in which one teaches (e.g., responsibilities for delivering courses in the degree program, advising students, supervising undergraduate research, supervising graduate students, leading educational workshops, teaching in private consulting).
3. *Profile of how you teach*: What is a "typical" class like? How do you prepare? How do you implement plans? What do you find easy? Challenging?
4. *Statement of teaching philosophy*: Why you teach the way you do; your concept of good teaching.
5. *Examples of teaching efforts*: Successful course design, including syllabi, teaching materials prepared, adaptations of teaching style to new circumstances.
6. *Evidence of teaching effectiveness*: Besides student evaluation of teaching, include qualitative statements from sample of students that highlight strengths, unsolicited (and solicited) letters and e-mails that comment on teaching effectiveness, examples of student work done under your direction with commentary by you showing how the work reflects your teaching.
7. *Professional development*: What plans do you have to learn additional teaching skills?

XX August XXXX

XXXX
XXXX
XXXX

Dear XXX:

Thank you for agreeing to serve as an external reviewer for FACULTY MEMBER, who is a candidate for promotion to the academic rank of Professor in the Department of Biological Sciences at the University of Southern Mississippi. The Department is a comprehensive doctoral granting unit within the College of Science & Technology guided by the core missions of research and undergraduate education. Nearly 800 undergraduates major in Biological Sciences, which makes us one the largest academic unit with respect to majors in the University. More information is available if you would take a minute to visit web sites for the Department:
<http://www.usm.edu/biology/>

On behalf of the Department's Promotion Committee, I enclose the candidate's curriculum vitae, publications representative of the candidate's scholarship, the candidate's synopsis of contribution in the areas of teaching, research and service, and a copy of the tenure and promotion guidelines of the College of Science & Technology, which should help to guide your evaluation. Tenure-track faculty in Biological Sciences are expected to contribute to our instructional programs while developing an active, extramurally funded research program that includes opportunities for graduate education. Our evaluation of the candidate's research record includes consideration of both the pace of publication and the quality of the published work. We expect those promoted to the rank of Professor to have established a national reputation in his/her field of study. With respect to extramural funding, we consider both the effort and success at obtaining funding for research.

We are especially interested in your assessment of the following:

1. Candidate's professional competency.
2. Quality and significance of the candidate's professional publications/performances.
3. Candidate's reputation and relative standing in the discipline.
4. Candidate's service to the profession.

I encourage you to send your letter of evaluation via e-mail (see below) to be followed by a hard copy on your institutional letterhead addressed to the Chair of the Promotion Committee, Department of Biological Sciences, University of Southern Mississippi, Hattiesburg, MS 39406. A response by DATE, if not sooner, would be very helpful. Please be advised that your letter may be subject to examination by the candidate in the event of University or Board of Higher Learning appeal; otherwise your reply is kept in strict confidence.

Please do not hesitate to contact me if you have any questions, and thank you once again for your assistance in this important process.

Sincerely,

Frank R. Moore
Professor & Chair

Enclosures

Phone: 601-266-4748
FAX: 601-266-5797
E-mail: frank.moore@usm.edu