



THE UNIVERSITY OF SOUTHERN MISSISSIPPI

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CENTER FOR STEM EDUCATION

Annual Evaluation Guidelines  
Promotion and Tenure Guidelines

  
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Director

8/3/2023

Date

  
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Dean

8/3/2023

Date

  
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Provost

9.6.2023

Date

# Center Policies and Procedures: Faculty Evaluation Processes

Unit: Center for STEM Education (Center for STEMed)  
Director: Julie Cwikla, PhD  
College: Arts and Sciences  
College Dean: Dr. Christopher Winstead

Center Policies and Procedures are always superseded by the current University and College Policies and Procedures, the Academic Master Plan and the Faculty and Employee Handbooks.

## Mission, Vision, and Values

### Center Mission

The STEMed Center's mission is four pronged. (1) Prepare and develop research focused graduate students in STEM education. (2) Design and support STEM education outreach programs across our campuses, region and state. (3) Support undergraduate teacher education in STEM disciplines and K-8 certification. (4) Collaborate with faculty across the institution in designing and developing broader impacts in STEM.

### Center Vision

The Center serves as a regional research and education hub for STEM teaching, learning, and design.

### Center Values

The Center faculty members are exemplars in their teaching practices in the classroom and in the field. We also engage in persistent investigation into teaching and learning across STEM disciplines with an equity lens. Examining student learning, teacher learning, and learning environments both formal and informal are all arenas we explore as individual faculty members and also in support of our graduate level research and dissertation support and development. We also design and implement STEM outreach programs across the region both on and off campus. These include the Mississippi Science and Engineering Fairs, both Statewide and for Regions I and VI, Mississippi Science Olympiads, Hackathons, STEM Invitations, Lunch-and-Learn STEMed Speaker Series, VEX Robotics competitions, and more.

All aspects of workload assignment and evaluation discussed in this document are designed to facilitate faculty engagement that supports the mission of the Center, the College and the University. The guidelines specific to the Center are built on policies set forth in the faculty handbook (2021). For more information on these foundational principles, refer to Faculty Handbook for more information on the following:

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

# 1. Workload Guidelines for All Faculty (Teaching-track, Tenure-track, & Tenured)

## 1.1. General expectations of faculty workload responsibilities

Workload allocation is intended to maximize faculty engagement and positively impact the Center's mission and vision by allocating an equitable share of the Center's teaching, research and service responsibilities to each faculty member. It is the Center's default expectation that faculty maintain an adequate presence on campus, on Canvas, and on Microsoft Teams to facilitate dissertation design and development, undergraduate and graduate teaching responsibilities, office hours and meeting times to best serve our students. We recognize that some research may be facilitated by a quieter environment, in local schools and informal learning spaces, and also that some students may prefer and/or need virtual interactions. As long as faculty members' on-campus service obligations are met and the faculty member is available as needed this is permissible.

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

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

## 1.2. Teaching

Excellent teaching is fundamental at an institution of higher learning and is expected in every class, independent of load. Workload allocation percentages for teaching are based on the number of credit hours faculty complete. The maximum number of credit hours per semester is 12, unless an overload agreement applies. In accordance with the faculty handbook, dissertation and thesis courses may warrant a reduction in teaching load if the faculty member can demonstrate significant work in directing the students enrolled in these hours. Dissertation and thesis hours in and of themselves do not warrant a reduction in course load. Load shifting from one semester to another is possible via written agreement between faculty member and Director. Adjustment of the teaching component may be justified due to dissertation hours and graduate student support, particularly large or demanding courses, new course design and development, providing a course in a new format, increased contact hours necessary for data collection in the field and support courses, or extensive participation in highly interactive student experiences, such as doctoral research or field work. Such a determination may involve explicit discipline-specific adjustments or consultation with the Director. The following are examples of factors impacting teaching workload allocation.

- 1.2.1. Each supervised student teacher in the licensure programs counts for one credit hour, because each student teacher enrolls in 12 credit hours during student teaching. For comparison, supervising 3 student teachers at 12 credit hours each generates the same number of credit hours as 12 students in a 3-credit hour class.
- 1.2.2. Similarly, when supervising doctoral students enrolled in SME 898: Dissertation in a 3-credit hour class requires significant time, expertise, and research on the part of the mentor. Unlike a laboratory science, doctoral students' STEM education research might be similar in content and share a literature base but *the work is not typically a component of or an extension*

*of the professor's research.* And in many cases presents significant work and reading on the part of the chair to properly mentor and supervise. The amount of work involved in managing dissertation design and development does not scale in linear fashion and each student and their project presents unique challenges and expertise. Management and direction of dissertations and associated workload will be considered in the determination of faculty course loads each semester.

- 1.2.3. Individually supervised capstone or honors students, in a research lab or other one-on-one undergraduate research situations, will also be considered by the Director in determining course load. The amount of work involved in managing a research group does not scale in linear fashion. However, for the management of large research groups, release from some teaching or service responsibilities should be considered.
- 1.2.4. Class size can affect the allocation associated with the course.
- 1.2.5. Graduate courses with low enrollment designed exclusively to serve the faculty member's research students are not considered to be part of the faculty member's teaching load.

### 1.3. Research

Quality research can only occur when adequate time is invested. The following provides a baseline for reassigned time for research.

- 1.3.1. Consistent with the Faculty Handbook, research active faculty (faculty whose research is ongoing but not producing an average of one publication or similar tangible product per year) will have a minimum research workload equivalent to three credit hours of teaching per semester.
- 1.3.2. Consistent with national norms, which vary by discipline, if teaching needs can be met with available resources, research intensive faculty (faculty whose research produces on average one publication or similar tangible product representing comparable effort and recognition, such as proposals to secure funding for a research group, infrastructure, educational development for students, per year) will have a research workload that is approximately equivalent to six credit hours of teaching per semester.
- 1.3.3. Increases in the research workload allocation are possible, for example, in case of an agreement in an offer letter, pre-tenure status, or in the presence of significant funding as assessed by national norms.
- 1.3.4. Mentoring of graduate students and co-authorship is encouraged, and will be considered in workload allocation, and counted towards the faculty member's research workload.

### 1.4. Service

The functioning of the University community requires consistent service contributions from faculty. Minimum service contributions for Center/College/University functions will be weighted at 10% prior to any specific assignment. More extensive service involvements will increase this workload attribution by amounts likely in intervals of 5% to 10%. These might include chairing committees, College or University level assignments, coordinating STEM outreach

programming (i.e. Mississippi Science Fair, Science Olympiad) and advising student organizations. Examples of specific positions with larger service commitments are listed below.

- 1.4.1. Director: Full administrative responsibility for the Center requires at least 50% of an individual's time.
- 1.4.2. Graduate Program Lead: Lead all curricular initiatives, design, and development within the Center, requires at least 12.5% of an individual's time.
- 1.4.3. Other specialized positions, such as Director of Mississippi Science Fair, Science Olympiad, and the like may involve additional service workload allocation. The responsibilities of these positions can vary widely across disciplines. Therefore, the workload allocation associated with such positions should be determined in consultation with the Director.

## **General Statement about Annual Evaluation Standards**

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

## **2. Faculty Evaluations: Performance Categories**

### **2.1. Tenured and Tenure Track**

The annual evaluation of teaching will focus on fundamentals of course quality and delivery. The faculty evaluation committee will consider that specific expectations vary by discipline in its decision whether performance Meets Expectations, Exceeds Expectations (requires evidence of outstanding performance) or Does Not Meet Expectations.

#### **2.1.1. Teaching**

##### **2.1.1.1. Meets Expectations for Teaching**

Class design is at the discretion of the professor. Because the teaching profession is a daily enterprise, course activities and projects should be regularly updated, improved in both design and implementation, and always with the goal of better facilitating student engagement and learning at both the undergraduate and graduate levels.

- a. Teaches the assigned courses according to the expected teaching load and the regular course schedule; meets for the entire class period; makes provisions for the class in case of absence for travel or illness.
- b. Delivers the subject matter in a well-organized manner; communicates the importance of the course; sets high academic standards.
- c. Provides classes with a detailed syllabus with required components according to the Provost's website.
- d. Focuses lectures, discussions, and other class activities on the material outlined in the syllabus; assesses student learning in a variety of ways; assessment results are returned to students in a reasonable time frame.
- e. Maintains professional standards including regular office hours for students and advisees (including virtual hours if appropriate), timely response to student inquiries, and submission of final course grades by the deadline.

- f. Participates in course and curriculum development where applicable.
- g. Conducts oneself in a professional manner in all circumstances; correctly applies university policies in the case of exceptional events, such as documented medical conditions, changes in life situation, etc.
- h. Satisfactory student course evaluations both quantitative and qualitative are considered.
- i. Engages in professional development activities as appropriate.

#### **2.1.1.2. Fails to Meet Expectations for Teaching**

This rating will be assigned if conditions for “Meets Expectations/Satisfactory” are not met in more than two areas or in cases of severe problems in any one area.

#### **2.1.1.3. Exceeds Expectations for Teaching**

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

- a. Teaches a variety of courses.
- b. Develops new curriculum or redesigns an existing course.
- c. Evidence of improving student learning, i.e., a new active learning process, piloting a new textbook, piloting or designing online coursework, outstanding student performance on standardized tests/exit exam.
- d. Evidence of funding for educational initiatives.
- e. Exceptional mentorship of students in various capacities (e.g. Award-winning dissertation)
- f. Additional evidence of teaching activity exceeding expectations not listed above can be considered.

### **2.1.2. Scholarship, Research, and Creative Activity**

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

#### **2.1.2.1. Meets Expectations for Research/ Creative Activity**

Publications in peer-reviewed journals and/or peer-reviewed conference proceedings are required. The publications should be consistent in number, quality and scope with others in their respective disciplines. An average of one to two refereed journal articles per year is typically considered persuasive evidence of appropriate publication activity, but quality and scope are also important factors. Expectations for research/creative activity include, but are not limited to, documented engagement in research commensurate with faculty workload as evidenced by the following:

- a. Ongoing preparation, submission and eventual publication of peer-reviewed works
- b. Ongoing preparation and eventual publication of a book or book chapter
- c. Submission of proposal(s) for research funding
- d. Administration of funded grant(s)
- e. Presentation of research at professional conferences

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

**2.1.2.2. Fails to Meet Expectations for Research/Creative Activity**

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

**2.1.2.3. Exceeds Expectations for Research**

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

- a. Publications in highly prestigious journals
- b. Significant grant funding, especially from highly competitive agencies, through multi-university initiatives, etc.
- c. Major national or international awards (such as Fulbright fellowships, etc.).

**2.1.3. Service**

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

**2.1.3.1. Meets Expectations for Service**

Standard expectations for service activity include the following:

- a. Attending and actively participating in Center and discipline meetings
- b. Maintaining active, engaged, and physical and/or virtual presence as approved by director on campus for purpose of supporting the Center and the University.
- c. Actively participating in at least one Center committee or serving as course coordinator.
- d. Advising students (as assigned) on degree plans and serving on undergraduate and/or graduate student committees
- e. Contributing to discipline’s activities through peer-reviews, editorship, session organizer for meeting, grant reviewer, etc.

**2.1.3.2. Fails to Meet Expectations for Service**

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

**2.1.3.3. Exceeds Expectations for Service**

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

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

## **2.2. Teaching Track**

### **2.2.1. Teaching**

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

### **2.2.2. Scholarship/Professional Development**

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

#### **2.2.2.1. Meets Expectations for Scholarship/Professional Development**

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

#### **2.2.2.2. Fails to Meet Expectations for Scholarship/Professional Development**

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

#### **2.2.2.3. Exceeds Expectations for Scholarship/Professional Development**

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

### **2.2.3. Service**

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

#### **2.2.3.1. Meets Expectations for Service**

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

#### **2.2.3.2. Fails to Meet Expectations for Service**

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

#### **2.2.3.3. Exceeds Expectations for Service**

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

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



## **2.2 Goal Setting for Next Annual Evaluation Period**

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

## **3. Process for Promotion and Tenure**

The Center Promotion and Tenure Committee, as defined in the Faculty Handbook, will evaluate each candidate and vote. Committee members will be chosen in coordination with the Dean's office and purposefully include members with a variety of research, teaching, and service activities that align with the Center's mission and vision. These might include but are not limited to: experience with human subjects and field data collection, familiarity with social science research, partnerships with K-12 schools and organizations, familiarity with professional organizations such as AERA, NCTM, or NSTA, experience with interdisciplinary work, knowledge of STEM education work in conjunction with other STEM related fields, and more. As a new tenure granting unit in 2021, the Center will have a period of growth while new assistant faculty members rise through the ranks. Until that time, careful consideration will be given to assure faculty they are being evaluated fairly, properly, and thoroughly by other scholars with a full understanding of their body of work in Mathematics Education, Science Education, and/or STEM Education.

## **4. Criteria for Promotion and Tenure**

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

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

### **4.1. Teaching (Expectations apply to all tenure, tenure-track, and teaching-track faculty)**

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

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

- 4.1.1. Effective classroom or online teaching may be demonstrated by the following:
  - a. Evidence of effective teaching in student evaluations. This can be compared with others teaching the same courses, if appropriate.
  - b. Evidence of adaptability based on student feedback.

- c. Evidence that students completing a course are successful in subsequent courses.
- d. Demonstration of versatility via the number of different courses taught.
- e. Development or redesign of courses, which may include new course delivery platforms or implementation of evidence-based pedagogies.
- f. Active participation in faculty teams which evaluate and possibly redesign/improve a course or courses that the faculty member is teaching on a continuing basis.
- g. Demonstrated record of novel and effective courses.
- h. Favorable peer-evaluation by a faculty member of equal or higher rank.
- i. Honors and awards pertaining to instruction.

4.1.2. Effective direction and mentoring of undergraduate and graduate students may be demonstrated by the following. This criterion is only mandatory if such activities are part of the focus of the position held.

- a. Direction of research conducted by graduate and/or undergraduate students.
- b. Supervision of teaching support personnel such as learning assistants, GA's, etc.
- c. Professional development of students, evidenced by publications and presentations (posters or oral) at local, state, regional or national meetings.
- d. Evidence of students' post-graduate achievement, for example, jobs in a professional field or graduate school, or awards won.
- e. Assisting students applying for internal and external competitive scholarships and fellowships.

4.1.3. Professional development and scholarly activity may be demonstrated by the following. This criterion will be weighted according to the focus of the position held.

- a. A record of professional development, for example, ACUE, USM internal workshops, AERA, NSTA, NCTM, etc.
- b. Presentations or workshops provided at local, national and international meetings.

## **4.2. Research (Expectations are specified by promotion rank)**

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

### **4.2.1. Promotion to Associate Professor**

4.2.1.1. A faculty member qualifying for promotion to Associate Professor must have established an active and sustained research program. Five main criteria will be considered in the evaluation of the research program:

- 4.2.1.1.1. Publications in peer-reviewed journals and/or peer-reviewed conference proceedings are required. The publications should be consistent in number, quality and scope with others in their respective disciplines. An average of one to two refereed journal articles per year is typically considered persuasive evidence of

appropriate publication activity, but quality and scope are also important factors.

- 4.2.1.1.2. External research funding provides strong evidence of scholarly recognition and success. Consistent attempts to obtain external research support through competitive grants from federal or state agencies, industry or foundations as principal investigator or co-principal investigator are required and must be documented in all cases. The level of funding obtained should be sufficient to maintain and fully support an outstanding research program in the candidate's field of specialization. If a substantial start-up is received by the candidate, it would be expected that comparable funding is received via external support.
- 4.2.1.1.3. Presentations at regional, national or international meetings on a continuing basis.
- 4.2.1.1.4. Recognition from external peer researchers based on their letters of evaluation. The candidate will provide a list of potential external peer reviewers. The Director will solicit a minimum of 3 and a maximum of 5 external letters that will include letters from at least 2 of the evaluators suggested by the candidate.
- 4.2.1.1.5. Additional items for consideration as evidence of an active and sustained research program:
  - a. Books or chapters in books.
  - b. Patents – granted and applications.
  - c. Non-refereed publications, with documentation of the significance of the work.
  - d. Research honors and awards.
  - e. Support and direction of research conducted by postdoctoral fellows, visiting scholars or technicians.
  - f. Contributions to the university research mission, for example, through major equipment grants or funding for student research.
  - g. Additional evidence of research productivity not listed above can be considered.

#### **4.2.2. Promotion to Full Professor**

- 4.2.2.1. The Center will consider the following criteria in formulating recommendations regarding promotion to Professor. No single criterion should be considered a sufficient condition and, except as noted, no single criterion should be regarded as an absolutely necessary condition. The evaluation may involve additional relevant factors as appropriate, such as change in research emphasis or direction.
- 4.2.2.2. An Associate Professor applying for promotion to Professor must have established a vigorous independent research program for which the applicant has gained a national/international reputation. Five main criteria will be considered, with contributions *expected in all five areas*:
- 4.2.2.3. A sustained record of a substantial body of work for which the candidate is nationally and internationally recognized. The core of this record must be peer-reviewed publications in quality journals and peer-reviewed conference proceedings that are regarded by external scientific peers as significant contributions in terms of quality, quantity and scope to the

- candidate's field of specialization. For collaborations, the candidate's intellectual contributions must be delineated.
- 4.2.2.4. Like refereed journal publications, external research funding provides strong evidence of scholarly recognition and success. Consistent attempts to obtain external research support through competitive grants from federal or state agencies, industry or foundations as principal investigator or co-principal investigator are required and must be documented in all cases. The level of funding obtained should be sufficient to maintain and fully support an outstanding research program in the candidate's field of specialization.
- 4.2.2.5. Invited contributing authorship of book chapters and reviews in the candidate's area of research, invited talks at regional/national/international scientific meetings/workshops and research seminars at prestigious academic institutions.
- 4.2.2.6. Direction of graduate and/or undergraduate student research on a regular basis, as appropriate for the candidate's discipline.
- 4.2.2.7. Recognition from external peer researchers based on their letters of evaluation. The candidate will provide a list of potential external peer reviewers. The Director will solicit a minimum of 3 and a maximum of 5 external letters that will include letters from at least 2 of the evaluators suggested by the candidate.
- 4.2.2.8. Additional items for consideration as evidence of an active and sustained research program:
- a. Patents (granted and applications) and technology transfer.
  - b. Non-refereed publications, with documentation of the significance of the work.
  - c. Voluntary presentations at regional, national and international meetings and institutions.
  - d. External research honors and awards.
  - e. Editorship and editorial board membership for scientific journals.
  - f. Support and direction of research conducted by visiting scholars, postdoctoral fellows and/or technicians.
  - g. Contributions toward enhancement of the university research mission, for example, through major equipment grants or funding for student research.
  - h. Invited ad hoc manuscript/proposal reviews and participation on proposal review panels in the candidate's area of research.
- 4.2.2.9. Additional evidence of research productivity not listed above can be considered.
- 4.2.2.10. **Promotion for Faculty in Teaching Track Positions**  
(Instructor-Lecturer-Senior Lecturer or Assistant Teaching Professor-Associate Teaching Professor-Teaching Professor)  
For promotion in the teaching tracks, research as described above can be considered when a candidate applies for promotion, but it is not mandatory. As appropriate for a teaching focused career, curriculum development and scholarly activity focused on teaching should be evaluated in place of disciplinary research. Evaluation criteria can include the following, but are not limited to the examples given.

#### 4.2.2.10.1. Curriculum Development

- a. Development or redesign of courses and/or new course delivery platforms.
- b. Demonstrated record of implementing and assessing novel ideas for courses.
- c. Active refinement and development of course materials to improve instruction.
- d. Contributions to teaching infrastructure, for example, through major equipment or curriculum grants or funding for undergraduate student support.
- e. Review of curricular layout and design.
- f. Designing, innovating, and/or implementing courses and/or strategies to enhance learning.
- g. Creating and promoting cross-disciplinary experiences.

#### 4.2.2.10.2. Professional Development

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

#### 4.2.2.10.3. Academic Outreach and Presentations

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

#### 4.2.2.10.4. Creation of Scholarly Materials

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

### **4.3. Service (Expectations Apply to all tenured, tenure-track, and teaching-track faculty)**

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

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

#### **4.3.1. Student Oriented**

- 4.3.1.1. Active participation in official University-organized retention activities, such as
  - a. Thorough and effective student advisement.
- 4.3.1.2. Assistance in the professional development of students, such as
  - a. Resume and personal statement assistance.
  - b. Writing letters of recommendation.
  - c. Traveling with students to conferences and competitions.
  - d. Preparing students for conferences and competitions.
- 4.3.1.3. Faculty advisor for student-affiliated professional organizations and honor societies, such as
  - a. National Society of Black Engineers
  - b. American Education Research Association
  - c. Society of Women Engineers
  - d. American Women in Science
  - e. SIAM Student Chapter
  - f. Gamma Beta Phi
  - g. Kappa Mu Epsilon
  - h. Honors societies in disciplines related to the Center's disciplines.

#### **4.3.2. Program Oriented**

- 4.3.2.1. Effective mentoring of junior colleagues.
- 4.3.2.2. Effective leadership or active participation in committees/activities/programs, such as
  - a. Graduate program
  - b. Undergraduate program
  - c. Safety
  - d. Textbooks
  - e. Library liaison
  - f. Seminars
- 4.3.2.3. Service on Thesis Committees such as
  - a. Capstone
  - b. Keystone

#### **4.3.3. Center Oriented**

- 4.3.3.1. Faculty Lead or Program Lead.
- 4.3.3.2. Coordinator for a laboratory or other teaching facility.
- 4.3.3.3. Active participation in Center committees, such as
  - a. Faculty Evaluation Committee.

- b. Leadership Team.
- c. Promotion and Tenure Committee.
- d. Recruitment Committee.

#### 4.3.4. College Oriented

##### 4.3.4.1. Active participation in College committees, such as

- a. Scholarship Committee.
- b. College Advisory Committee.
- c. Dean's Advisory Council.
- d. Curriculum Committee.

#### 4.3.5. University Oriented

##### 4.3.5.1. Active participation in University committees, such as

- a. Faculty Senate.
- b. Academic Council.
- c. Graduate Council.
- d. University Advisory Committee.
- e. Grade Appeal Committee.
- f. Academic Integrity Appeals Board.
- g. Gulf Coast Faculty Council.
- h. Summer Grant for Improvement of Instruction Committee.
- i. Professional Education Council.

##### 4.3.5.2. Active participation in official student recruitment events, such as

- a. Black and Gold Day.
- b. MSMS College View.
- c. GP Showcase.

#### 4.3.6. Outreach to the Community

##### 4.3.6.1. Active participation in outreach activities that bring STEM literacy to the community or increase the visibility of the Center, College, or University in the public eye, such as

- a. Public presentations
- b. School visits
- c. Local news contributions

##### 4.3.6.2. Active participation in outreach activities that recruit students.

- a. Active participation in activities, such as consulting, that provide university-based knowledge or other scholarly advice to non-university clients.

##### 4.3.6.3. Non-discipline-related activities, if visibly representing the University, such as

- a. Habitat for Humanity.
- b. Volunteering hours at homeless shelters or animal shelters.

#### 4.3.7. Professional Activities

##### 4.3.7.1. Active participation in professional organizations, including but not limited to,

- a. American Education Research Association
- b. National Science Teaching Association
- c. American Mathematical Society

- d. National Council of Teacher of Mathematics
- e. Mississippi Academy of Sciences

- 4.3.7.2. Active participation in activities that advance the field of study, such as
  - a. Journal editorship.
  - b. Refereeing journal articles.
  - c. Reviewing published journal articles.
  - d. Reviewing grant proposals.
  - e. Participating in accreditation reviews.
  - f. Organizing scientific meetings.

## 5. Pre-Tenure Review

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

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

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

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

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

## 6. Promotion to Associate Professor

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

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



## **7. 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, Center, and academic community.

The criteria for tenure are determined in the typical performance categories (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.

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

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

## **8. Promotion to Professor**

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

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

## **9. Promotion to Associate Teaching Professor**

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

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

## **10. Promotion to Full Teaching Professor**

Promotion is official institutional recognition of meritorious achievement in research/creative scholarship, service, and teaching (tenure-track faculty) or service and teaching (non-tenure track faculty). Promotion

recognizes talented faculty for their records of achievement within their respective disciplines or interdisciplinary settings.

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

## **11. Promotion to Lecturer**

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

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

## **12. Promotion to Senior Lecturer**

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

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

## **13. Conversion to the Teaching Professor track**

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

## **14. Post-tenure Review (PTR)**

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

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

## Rubric (Faculty Handbook, Appendix C)

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

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

RESEARCH/CREATIVE ACTIVITY				
	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	COMMENTS
Participation in research/creative activities	Participates or demonstrates continuous effort in research/ creative activities at a rate lower than the standard performance level identified within the unit.	Participates in research/creative activities by initiating new activity and/or demonstrating continuous effort on existing activity as reflected within the standard performance level identified within the unit.	Participates in research/creative activities by initiating new activity and/or demonstrating continuous effort on existing activity, including collaborative and interdisciplinary activities, exceeding the standard performance level identified within the unit.	
Dissemination of research/creative activities	Disseminates work through unit identified channels (e.g., peer-reviewed journals, books, performance, etc.) at a rate lower than the standard performance level identified within the unit.	Disseminates work through unit identified channels (e.g., peer-reviewed journals, books, performance, etc.) as reflected within the standard performance level identified within the unit.	Disseminates work through unit identified channels (e.g., peer-reviewed journals, books, performance, etc.) at a rate that exceeds the standard performance level identified within the unit.	
Applications for internal/external funding	Submits application for internal/external funding of research/creative activities at a rate lower than the standard performance level identified within the unit.	Submits application for internal/external funding of research/creative activities as reflected within the standard performance level identified within the unit. (e.g., unit may define expectations as annual, bi-annual, tri-annual submissions, etc.)	Procures internal/external funding of research/creative activities exceeding the standard performance level identified within the unit.	
TOTAL SCORE:				
2/3 in Exceeds Expectations with 0 in Does Not Meet Expectations = Exceeds Expectations				
2/3 in Does Not Meet Expectations with 0 in Exceeds Expectations = Does Not Meet Expectations				
Collegiality in Research/Creative Activity Statement: (provide 1-2 sentences describing collegial efforts through research/creative activities.				



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

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

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

To be completed by evaluator:

**NOTEWORTHY ACTIVITIES AND REMARKS**

Evaluator may list any activities they identify as noteworthy or include other remarks for the academic year

Teaching	
Research/ Creative Activities	
Service	

Name of Preparer: Julie Cwikla, PhD  
 Email Address of Preparer: Julie.Cwikla@usm.edu  
 Date of Submission: 07/29/2021

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