THE UNIVERSITY OF
SOUTHERN MISSISSIPPI®

SCHOOL OF BIOLOGICAL, ENVIRONMENTAL, AND EARTH SCIENCES
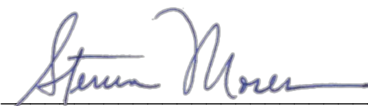
ANNUAL EVALUATION
PROMOTION AND TENURE
GUIDELINES

_____ 5/14/2021
Director   Date

_____ 8/25/2021
Dean   Date

_____ 8/25/21
Provost   Date

THE UNIVERSITY OF
SOUTHERN MISSISSIPPI.

School Policies and Procedures: Evaluation Processes

School: Biological, Environmental and Earth Sciences
Director: Jake Schaefer
College: Arts and Sciences
College Dean: Chris Winstead

Mission, Vision, and Values

School Mission

The mission of the School of Biological, Environmental and Earth Sciences (BEES) at The University of Southern Mississippi is to inspire and engage students through research and quality instruction in the diverse fields of biology, geography, geology and medical laboratory science. We seek to prepare the next generation of students and contribute to these fields through scholarly research, teaching, and professional service. The School strives to (1) provide high quality undergraduate and graduate education that provides specialized training and prepares students for life-long 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 service and outreach locally, regionally, nationally and internationally.

School Vision

The School is committed to sustaining the excellence of our research and educational programs. We commit ourselves to comprehensive, flexible, and versatile programs to meet the needs of our students, and advance knowledge. Faculty members contribute to our mission by fostering the intellectual growth of students through effective teaching and by advancing knowledge through research excellence. The School seeks opportunities for academic programs within BEES to form interdisciplinary linkages among faculty that will serve to engage our students, strengthen the School and University's reputation as a research institution, and provide service to the Gulf South region, the State of Mississippi, and beyond.

School Values

The School core values are aimed at optimizing learning, discovery, critical thinking, scholarship and innovation in the diverse fields of biology, geography, geology and medical laboratory science.
As members of the School of Biological, Environmental and Earth Sciences, we value:
-Collegial and professional relationships
-Productive and innovative partnerships
-Passion about our work and interactions with students
-Diversity in thought, perspective and backgrounds of students, faculty and staff
-Stewardship of talents and resources
-Nurturing a stimulating environment that facilitates intellectual growth of faculty, staff and students
-Shared governance and transparency in deliberation and decision-making to provide democratic solutions to issues while respecting the opinions, training, and experiences of our colleagues.

Faculty Evaluations: Performance Categories

Refer to Faculty Handbook for more information:

- Committee Membership Eligibility (1.10.1)
- Faculty Governance Options (1.10.2)
- Faculty Evaluation Process (4.1, 4.4, 4.5.2-4.5.4, Appendix B)
- Workload Allocation/Assignment (4.3, Appendix A)
- Administrator Workload
- Circumstantial Adjustments to Workload Allocation

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

School General Statement about Annual Evaluation Standards

Expectations for faculty performance in teaching, research and service are designed to promote high levels of achievement that ensure student success and professional communities consistent with the University, college, and school missions. Meeting expectations implies that faculty achieve articulated and measurable professional objectives and maintain continuous career advancement, including progress toward tenure and/or promotion. Faculty are also expected to contribute positively to a culture of support for students and for unit development (i.e. collegiality).

Evaluation is oriented towards proactive engagement between faculty members, their peers, and supervisors. The process is aimed at maximizing potential of faculty members and supporting the University mission. Evaluation of achievements requires flexibility, clarity, transparency, efficiency, and fairness in the evaluation framework. This document contains work performance criteria/expectations, which are coordinated with the college structure, and readily available to faculty and administration. In all instances, work performance criteria are designed to promote achievement in the areas of teaching, research, and service. The three-tier evaluation system provided here is intended to be both efficient and effective and is based on meeting expectations established by the academic programs within The School of BEES. 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.

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

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

Annual evaluation reports will include a separate section for Noteworthy Activities and Remarks, which provides an opportunity for evaluators to mention specific components of teaching, research, and service activities that might not otherwise be discernible from the tiered evaluation system, or that represent achievements or deficiencies insufficient in themselves to warrant assignment of a specific category. Additionally, activities considered exemplary of interdisciplinary collaboration are to be explicitly included in this section. These brief comments can be used alongside the tiered evaluation system for tenure and promotion decisions, merit-based raises, or other important personnel decisions. Noteworthy Activities and Remarks is not intended to be a comprehensive list of annual faculty achievements or deficiencies, but instead to disclose aspects of a faculty member's performance that evaluator(s) consider as worthwhile to mention and/or to clarify a faculty member's assignment to a particular category in the tiered evaluation system.

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

Achievements
-Graduate students demonstrating success as evidenced by timely completion of program, authoring peer reviewed publications, winning competitive awards, entering graduate programs, and obtaining employment in the field.
-Invited to conduct a program or promotion and tenure review by a peer institution.
-Development of a new interdisciplinary course that attracts a large number of students.
-Authorship on a research article published in a top tier peer-reviewed journal in the discipline.
-Reviews of research proposals to competitive programs are positive, but the proposal remains unfunded. Positive reviews are indicators of quality work and promising for re-submission and future funding.
-Faculty member received an invitation to participate in a summer workshop to develop strategies for developing education programs in schools in Mississippi.
-Faculty member is exceptionally collegial in and/or outside of the classroom; exemplified by a pattern of being present, available, and willing to help others in various ways. This would include helping students (graduate or undergraduate) outside the classroom, or lending technical expertise to faculty or staff in need of assistance

Deficiencies
-Faculty member has received multiple complaints about being absent from scheduled office hours.
-Faculty member is unresponsive to e-mail communications within a reasonable amount of time (within two business days provided they are not traveling or otherwise unavailable on university business).
-Faculty member did not contribute to any research proposal or peer-reviewed paper submissions (for faculty with a research expectation). non-collegial
-Faculty member receives a reprimand as part of a Progressive Discipline Action.

Tenured and Tenure Track

Teaching

Expectations for faculty performance in teaching promote high levels of achievement that ensure student success and contribute to professional communities in a manner consistent with the University mission. Meeting expectations is more than satisfying minimally acceptable levels of work performance – expectations are for faculty to achieve professional goals and maintain progress toward tenure and promotion, as well as in the post-tenure stage of faculty careers.

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

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

Meets Expectations for Teaching
Standard expectations for teaching activity include all of the following:
1. *Teaching the full complement of assigned courses.*
2. *Adhering to the teaching expectations outlined in the Faculty Handbook. These expectations include:*
   a. *providing classes with detailed syllabi on the first day of class. (At the faculty member's discretion and appropriate to class delivery method, syllabi may be distributed online, in print, or both.)*
   b. *holding classes as assigned. (If missing a class is unavoidable, faculty members must notify the School's director and attempt to provide students with an appropriate alternative, such as a guest instructor.)*
   c. *complying with FERPA, adhering to the University's policy on [Undergraduate Academic Grades](#), the [Academic Integrity Policy](#), the [Classroom Conduct Policy](#), and other teaching policies available on the University's [Institutional Policies](#) page.*
3. *Revising and updating previously taught courses as appropriate.*
4. *Holding at least three teaching-related office hours per week.*
5. *Adhering to assessment-related requirements, such as including the requisite writing requirements for writing intensive courses and collecting student papers, grading rubrics, and compiling statistics necessary for the assessment of GEC and other assessed courses.*
6. *Returning student assignments promptly and with constructive feedback.*
7. *Submitting grades, grade roster reports, and textbook orders on time.*
8. *Receiving good scores on student evaluations defined as being within one (1) standard deviation of the school mean. This will be determined by calculating the weighted annual average responses for key questions in the standard evaluation: Q1 (Instructor is Considerate); Q5 (Grade System Follows Syllabus); Q8 (Instructor Returns Tests/Assignments in a Timely Manner), Q14 (Overall Rating of the Instructor), and Q15 (Overall Rating of the Course). This information will The weighted average data shall be reportedprovided to the faculty member as part of the annual review process. .*
9. *Good scores in peer-review evaluations (e.g. within 1 standard deviation of the School mean, see Appendix C).*
10. *Direction of undergraduate Honors student thesis projects or SPUR projects (only applies to programs in the school involved in Honors instruction and/or SPUR projects), as defined by 1 standard deviation from the School mean for such projects.*
11. *Direction of graduate student thesis or dissertation projects (only applies to programs in the school that have MS and/or PhD programs), as defined by 1 standard deviation from the School mean for such projects.*

12. *As regards teaching, collegiality includes showing professional respect for others' teaching methods and not disparaging members of the School (professionally or personally) in front of students. Collegiality includes being willing to offer reasonable assistance to other members of the School in fulfilling their teaching responsibilities.*
13. *Meet/Correspond with students in response to course-related questions in a timely manner.*
14. *Meet/Correspond with assigned advisees in a timely manner.*
15. *Chair/Serve on an equitable proportion of Honors BS, MS, and PhD committees as relevant to the faculty member's program.*

Fails to Meet Expectations for Teaching

Assignment of "Does Not Meet Expectations" should be made for faculty who are unable to produce evidence for meeting annual expectations. If a faculty member is unable to produce evidence for meeting a majority of the applicable criteria outlined in "Meets Expectations for Teaching" (see above), the faculty member will receive a "Does Not Meet Expectations" assignment in Teaching.

Exceeds Expectations for Teaching

Satisfying more than one of the criteria below while also meeting all of the applicable criteria from the "meets expectations" list.

1. *Very high scores on student course evaluations (>1 standard deviation above the School mean).*
2. *Extraordinary individual attention to students through tutoring, conferencing, mentoring, or going to unusual lengths to enhance students' educational experience, such as through field trips or service-learning activities that significantly exceed the standard contact hour requirements*
3. *Teaching unpaid or emergency overloads, including special topics courses, in addition to other teaching duties.*
4. *Assuming primary administrative or technological responsibilities for large, online, or team-taught courses.*
5. *Planning and implementing a full creation or full redesign of a course.*
6. *Significantly redesigning or introducing new curriculum to advance program goals and enhance student learning.*
7. *Securing internal or external grants to develop new teaching initiatives and methods.*
8. *Receiving teaching Awards by College/University or Professional Organization.*
9. *Participation in Teaching Development Workshops that require multi-semester commitments or take up a significant amount of time (e.g. ACUE, Quality Matters).*
10. *Innovative development and successful implementation of service learning or active learning courses consistent with school directives.*
11. *Direction of substantially more undergraduate Honors student thesis projects and/or SPUR projects than school expectations, as defined by 1 standard deviation above the School mean for such projects. This only applies to programs in the school involved in Honors instruction and/or SPUR projects.*
12. *Direction of substantially more graduate thesis or dissertation projects than school expectations, as defined by 1 standard deviation above the School mean for such projects. This only applies to programs in the school that have MS and/or PhD programs.*

Scholarship, Research, and Creative Activity

Expectations for faculty performance in research promote high levels of achievement that advance the field in a manner consistent with the University mission. Meeting expectations is more than satisfying minimally acceptable levels of work performance – expectations are for faculty to achieve professional goals and maintain progress toward tenure and/or promotion, as well as in the post-tenure stage of faculty careers.

Assignment of "Does Not Meet Expectations" is made for faculty who are unable to produce evidence for meeting annual expectations. Specific mention of deficiencies shall be included in the Noteworthy Activities and Remarks section of the evaluation.

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

Meets Expectations for Research

Standard expectations for scholarship, research, and creative activity include all of the following:

1. *Scholarly contributions which could include, but are not limited to the following (for more information, consult Appendix D School Research Productivity Policy):*
   a. *Publication of peer-reviewed journal articles in an appropriate discipline.*
   b. *Publication of a book or book chapter in an appropriate discipline as part of a contract with a publisher.*
   c. *Submission of a proposal for external funding.*
   d. *Administration of an externally funded grant.*
   e. *Presentation of research at recognized professional conferences. .*
   f. *Productions of alternative forms of data delivery, acquisition or interpretation (e.g. software, maps, or workshops).*
2. *Collegiality in the context of research and creative activity includes showing professional respect for the work of members of the School, contributing toward a scholarly and civil environment in which everyone can be productive and effective, and not disparaging others' work to members of the School or profession. It does not preclude respectful professional disagreement.*
3. *Engage in programmatic research related to the discipline of the faculty member.*
4. *Secure sufficient extramural funding to conduct research.*
5. *Disseminate research findings via venues such as presentations at scholarly/professional meetings, peer reviewed journals, books/chapters, etc.*

Fails to Meet Expectations for Research

Failing to satisfy any of the criteria from the "meets expectations" list.

Exceeds Expectations for Research

Satisfying more than one of the criteria below while also meeting all the criteria from the "meets expectations" list. (For more information, consult Appendix D - School Research Productivity Policy).

1. *Research Awards by College/University or Professional Organization*
2. *Publication of peer-reviewed journal articles in excess of school expectations (number), or in top tier journals for the discipline.*

3. *Publication of a book or book chapter with an internationally recognized publisher.*
4. *Successful acquisition of external funding in excess of what is required to meet expectations in the faculty member's research program. This level of funding is expected to facilitate increased productivity through recruitment of new students, postdoctoral researchers, or acquisition of new equipment or data.*
5. *Presentation of research as a keynote speaker at national or international conferences*

Service

Expectations for faculty performance in service promote high levels of professional development that advance the School, College and University in a manner consistent with stated missions. Meeting expectations is more than satisfying minimally acceptable levels of work performance – expectations are for faculty to achieve professional goals and maintain progress toward tenure and/or promotion, as well as in the post-tenure stage of faculty careers.

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

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

Meets Expectations for Service

Standard expectations for service activity include all of the following:

1. *Attending and actively participating in School meetings.*
2. *Maintaining an active, engaged, and physical presence on campus for the purpose of supporting the life and goals of the School and University. Faculty presence on campus is valued. Therefore, faculty members should generally on campus at least 4 days a week unless they are performing activities related to teaching, research, or service off campus.*
3. *Actively participating in at least one School, College or University committee that meets regularly, and is unfunded (i.e. no stipend) or uncompensated (i.e. no course release), and requires a significant commitment of time or contributing to multiple committees with less onerous responsibilities.*
4. *Advising students (as assigned).*
5. *Participating in recruitment and retention efforts when requested.*
6. *Participating in the School's hiring activities.*
7. *Contributing to respective disciplines through peer reviews, editorship for an academic publishing company or academic journal, session organization at a regional, national, or international conference, professional association committee work, non-academic publication, grant and museum consultations, and other professional activities; or contributing significantly to student and faculty mentorship; or by contributing to academic discourse in the community through public presentations, museum consultations, organizing lecture series, developing public websites, and other community activities related to scholarly work; or enhancing the campus community by advising clubs, participating in campus training and lecture series, contributing to student conferences and activities, and so forth.*
8. *Attending at least one commencement ceremony per year.*
9. *Collegiality in the context of service includes showing respect for others and a willingness to do one's fair share of service for the sake of the School and for the sake of colleagues, students, and staff members. It also includes a willingness to collaborate and contribute towards shared governance. Collegiality does not preclude debate, dissent, and protest in intellectual matters and in issues concerning the governance of the institution.*

10. *Maintaining an active, engaged, and physical presence on campus for the purpose of supporting the life and goals of the School and University.*
11. *Chair/Serve on committees to support the mission and goals of the School.*
12. *Provide service to the university at all administrative levels, as needed.*

Fails to Meet Expectations for Service

Nonperformance of expected program School, College, or University committee work or neglecting advising responsibilities typically constitutes service performance that is "below expectations." However, faculty members who have made unusually significant contributions to any of the above categories may still meet expectations even if they have not contributed to all the areas, as determined on a case-by-case basis.

Exceeds Expectations for Service

Service performance that "exceeds expectations" typically consists of substantial time contributions to service activities that have a significant positive effect on the School, College, University, profession, or community. Examples could include, but are not limited to the following:

- *Serving as a member of the School leadership team*
- *Chairing committees that require substantial time commitments*
- *Sustained and time-consuming community projects related to the University's mission*
- *Considerable contributions to the accreditation process*
  Substantial engagement with the community in activities which promote the University and/or the discipline.
- *Service Awards by College/University or Professional Organization*
- *Initiation of an outreach program that definitively resulted in recruiting a large number of students*
- *Peer-review of manuscripts for academic journals well in excess of School expectations, as defined by 1 standard deviation above the School mean.*
- *Serving as Editor (or Managing/Associate Editor) or on an Editorial Board for a peer-reviewed journal*
- *Serving as President of Faculty Senate or Chair an active University-Level Committee*
- *Successfully serving as Director of a University-sponsored research center, research facility (e.g. Lake Thoreau), or outreach program (e.g. Science Olympiad)*
- *Holding office(s) in scholarly organizations/journals*

Teaching Track

Teaching

Expectations for faculty performance in teaching promote high levels of achievement that ensure student success and contribute to professional communities in a manner consistent with the University mission. Meeting expectations is more than satisfying minimally acceptable levels of work performance – expectations are for faculty to achieve professional goals and maintain progress toward promotion.

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

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

Meets Expectations for Teaching

Standard expectations for teaching activity include all of the following:

1. *Teaching the full complement of assigned courses.*
2. *Adhering to the teaching expectations outlined in the Faculty Handbook. These expectations include:*
   a. *providing classes with detailed syllabi on the first day of class. (At the faculty member's discretion and appropriate to class delivery method, syllabi may be distributed online, in print, or both.)*
   b. *holding classes as assigned. (If missing a class is unavoidable, faculty members must notify the School's director and attempt to provide students with an appropriate alternative, such as a guest instructor.)*
   c. *complying with FERPA, adhering to the University's policy on Undergraduate Academic Grades, the Academic Integrity Policy, the Classroom Conduct Policy, and other teaching policies available on the University's Institutional Policies page.*
   d. *Performing basic employment-related obligations, including but not limited to completing required University-mandated training modules, completing monthly time and attendance reports, filing Outside Employment Forms if applicable, completing annual financial conflict of interest disclosures, and other administrative requirements of this sort.*
3. *Revising and updating previously taught courses as appropriate.*
4. *Holding at least three teaching-related office hours per week.*
5. *Adhering to assessment-related requirements, such as including the requisite writing requirements for writing intensive courses and collecting student papers, grading rubrics, and compiling statistics necessary for the assessment of GEC and other assessed courses.*
6. *Returning student assignments promptly and with constructive feedback.*
7. *Submitting grades, grade roster reports, and textbook orders on time.*
8. *Good scores on student evaluations defined as being within one (1) standard deviation of the school mean. This will be determined by calculating the weighted annual average responses for key questions in the standard evaluation: Q1 (Instructor is Considerate); Q5 (Grade System Follows Syllabus); Q8 (Instructor Returns Tests/Assignments in a Timely Manner), Q14 (Overall Rating of the Instructor), and Q15 (Overall Rating of the Course). This information will be reported to the faculty member as part of the annual review process.*
9. *Good scores in peer-review evaluations (e.g. within 1 standard deviation of the School mean, see Appendix C).*
10. *Meet/Correspond with students to respond to course-related questions in a timely manner.*
11. *Meet/Correspond with assigned advisees in a timely manner.*

12. *Teaching Track Faculty are encouraged but not required to Chair/Serve on Honors BS, MS, and PhD committees as relevant to the faculty member's program.*

Fails to Meet Expectations for Teaching

Assignment of "Does Not Meet Expectations" should be made for faculty who are unable to produce evidence for meeting the annual expectations. If a faculty member is unable to produce evidence for meeting a majority of the applicable criteria outlined in "Meets Expectations for Teaching" (see above), the faculty member will receive a "Does Not Meet Expectations" assignment in Teaching.

Exceeds Expectations for Teaching

Satisfying more thanone or more of the criteria below while also meeting all the criteria from the "meets expectations" list.

1. *Very high scores on student course evaluations (>1 standard deviation above the School mean).*
2. *Extraordinary individual attention to students through tutoring, conferencing, mentoring, or going to unusual lengths to enhance students' educational experience, such as through field trips or service-learning activities that significantly exceed the standard contact hour requirements*
3. *Teaching unpaid or emergency overloads, including special topics courses, in addition to other teaching duties.*
4. *Assuming primary administrative or technological responsibilities for large, online, or team-taught courses.*
5. *Planning and implementing a full creation or full redesign of a course.*
6. *Significantly redesigning or introducing new curriculum to advance program goals and enhance student learning.*
7. *Securing internal or external grants to develop new teaching initiatives and methods.*
8. *Receiving teaching Awards by College/University or Professional Organization.*
9. *Participation in Teaching Development Workshops that require multi-semester commitments or take up a significant amount of time (e.g. ACUE, Quality Matters).*
10. *Innovative development and successful implementation of service learning or active learning courses consistent with school directives.*

Scholarship/Professional Development

Expectations for faculty performance in research promote high levels of achievement that advance the field in a manner consistent with the University mission. Meeting expectations is more than satisfying minimally acceptable levels of work performance – expectations are for faculty to achieve professional goals and maintain progress toward promotion promotion.

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

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

Meets Expectations for Scholarship/Professional Development

When financially and physically possible and appropriate to the position, faculty should participate in professional development that significantly enhances their ability to teach courses at the University. Examples of continued engagement in current scholarship and/or professional development could include but is not limited to:
1. *Participation in scholarly/professional events.*
2. *Participation in pedagogical training and seminars.*
3. *Direction of undergraduate Honors student thesis projects or SPUR projects.*
4. *Serving on graduate student committees.*
5. *Authoring published textbooks or laboratory manuals*

Collegiality in the context of research, creative activity, and professional development includes showing professional respect for the work of members of the School, contributing toward a scholarly and civil environment in which everyone can be productive and effective, and not disparaging others' work to members of the School or profession. It does not preclude respectful professional disagreement.

Engaged faculty will participate in professional development activities such as attending scholarly/professional meetings, conferences, and workshops to enhance the faculty member's ability to teach at the university. Faculty are encouraged but not required to:
1. *Engage in programmatic research within their discipline.*
2. *Secure extramural funding to conduct research.*
3. *Disseminate research findings in conference presentations, peer-reviewed journals, peer-reviewed books/chapters, and other professionally-recognized publication outlets.*
4. *Disseminate knowledge in education-based publications through authoring and/or serving as a reviewer for textbooks, lab manuals, question banks, and similar materials.*

Fails to Meet Expectations for Scholarship/Professional Development

Assignment of "Does Not Meet Expectations" should be made for teaching track faculty who are unable to produce evidence for meeting annual expectations. If a faculty member is unable to produce evidence for meeting all applicable

criteria outlined in "Meets Expectations for Scholarship/Professional Development" (see above), the faculty member will receive a "Does Not Meet Expectations" assignment in Scholarship/Professional Development.

Exceeds Expectations for Scholarship/Professional Development

Satisfying one or more of the criteria below while also meeting the criteria from the "meets expectations" list. This list is not comprehensive and may include other projects and activities to be evaluated on a case-by-case basis:

1. *Professional development well beyond what is minimally required to teach courses at the University. Evidence may include:*
   a. *Organizing a national or regional teaching workshop.*
   b. *Being awarded or substantially facilitating a major grant.*
   c. *Recognition of scholarly or pedagogical effectiveness/reputation (e.g., major awards, being invited to share their expertise outside of the University).*
2. *Scholarly contributions well beyond what is minimally expected. Evidence of this type of scholarship includes publication of any of the following:*
   a. *Publication of peer-reviewed journal articles in an appropriate discipline.*
   b. *Publication or revision of a book or book chapter in an appropriate discipline as part of a contract with a publisher.*
   c. *Submission of a proposal for external funding.*
   d. *Administration of an externally funded grant.*
   e. *Presentation of research at recognized professional conferences or invited lectures.*
   f. *Productions of alternative forms of data delivery, acquisition or interpretation (e.g. software, maps, or workshops).*

Service

Expectations for faculty performance in service promote high levels of professional development that advance the School, College and University in a manner consistent with stated missions. Meeting expectations is more than satisfying minimally acceptable levels of work performance – expectations are for faculty to achieve professional goals and maintain progress toward promotion.

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

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

Meets Expectations for Service

Standard expectations for service activity include all of the following:

1. *Attending and actively participating in School meetings.*
2. *Maintaining an active, engaged, and physical presence on campus for the purpose of supporting the life and goals of the School and University. Faculty presence on campus is valued. Therefore, faculty members should*

generally be available to be on campus at least 4 days a week unless they are performing activities related to teaching, research, or service off campus.

3. *Actively participating in at least one School, College or University committee that meets regularly, and is unfunded (i.e. no stipend) or uncompensated (i.e. no course release), and requires a significant commitment of time or contributing to multiple committees with less onerous responsibilities.*
4. *Advising students (as assigned).*
5. *Participating in recruitment and retention efforts when requested.*
6. *Participating in the School's hiring activities.*
7. *Contributing to respective disciplines through peer reviews, professional association committee work, non-academic publication, grant and museum consultations, and other professional activities; or contributing significantly to student and faculty mentorship; or by contributing to academic discourse in the community through public presentations, museum consultations, organizing lecture series, developing public websites, and other community activities related to scholarly work; or enhancing the campus community by advising clubs, participating in campus training and lecture series, contributing to student conferences and activities, and so forth.*
8. *Attending at least one commencement ceremony per year.*
9. *Collegiality in the context of service includes showing respect for others and a willingness to do one's fair share of service for the sake of the School and for the sake of colleagues, students, and staff members. It also includes a willingness to collaborate and contribute towards shared governance. Collegiality does not preclude debate, dissent, and protest in intellectual matters and in issues concerning the governance of the institution.*
10. *Maintaining an active, engaged, and physical presence on campus for the purpose of supporting the life and goals of the School and University.*
11. *Chair/Serve on committees to support the mission and goals of the School.*
12. *Provide service to the discipline and professional communities of the faculty member, such as professional consultation, coordinating/participating in teaching workshops and community education/outreach activities (university symposia, undergraduate/graduate research competitions, and Science Olympiad), and other professional activities.*

Fails to Meet Expectations for Service

Assignment of "Does Not Meet Expectations" shall be made for faculty who are unable to produce evidence for meeting the annual expectations documented by their academic unit.

Exceeds Expectations for Service

Service performance that "exceeds expectations" typically consists of substantial time contributions to service activities that have a significant positive effect on the School, College, University, profession, or community. Examples could include, but are not limited to the following:

- *Serving as a member of the School leadership team*
- *Chairing committees that require substantial time commitments*
- *Sustained and time-consuming community projects related to the University's mission*
- *Considerable contributions to the accreditation process*
- *Regular and substantial engagement with the community in activities which promote the University and/or discipline.*
- *Service Awards by College/University or Professional Organization*
- *Initiation of an outreach program that definitively resulted in recruiting a large number of students*
- *Peer-review of grant proposals, books or manuscripts for academic journals well in excess of program and school expectations*
- *Serving as Editor (or Managing/Associate Editor) or on an Editorial Board for a peer-reviewed journal*
- *Serving as President of Faculty Senate or Chair an active University-Level Committee*

- *Director of a University-sponsored research center, research facility (e.g. Lake Thoreau), or outreach program (e.g. Science Olympiad)*

Goals for Next Evaluation Period

Faculty should set goals for the upcoming evaluation period that are consistent with School needs, progress towards promotion and/or tenure, and the ongoing professional development of the faculty member. Individual faculty goals are expected to vary according to rank, past accomplishments, and research agendas. Faculty goals are discussed with the Director as part of the annual evaluation process which should offer an opportunity for faculty members to communicate their professional goals for the year ahead and resources necessary to accomplish those objectives. Evaluation meetings with individual faculty members should stimulate communication to achieve objectives, not merely serve as a disclosure and arbitration about activities during the previous year.

Pre-Tenure Review

The School 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.

A critical mission of tenure-track faculty in the School is to discover new knowledge and disseminate this knowledge to advance the field. Appropriate venues to accomplish this goal are primarily publication in peer-reviewed journals and presentation at state, regional, national and international scientific meetings. Peer-reviewed journals are defined as those broadly accepted by researchers in the field as quality journals, readily accessible and requiring rigorous peer-review to be published. Likewise, dissemination of scholarly activities in the form of books, chapters, etc., is expected to be readily accessible and broadly recognized by the researchers in the field as quality publications – typically this would exclude non-peer-reviewed, pay-to-publish, or vanity self-publication outlets.

Promotion to Associate Professor

Faculty being promoted to Associate Professor are expected to have achieved the following in teaching, research and service.

Teaching – including, but not limited to:
-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 formal teaching by student evaluations and peer evaluation by a faculty member at equal or higher rank (see Appendix C).
-Letters from former students, both undergraduate and graduate.
-Outcome of student-oriented research, including publication and presentations.
-Post-graduate achievement/placement of graduate students.

Research/Scholarship – including, but not limited to:
-Dissemination of scholarly activity.
-Publication in peer-reviewed, national/international journals.
-Books, book chapters, technical reports, etc.
-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.

Service – including, but not limited to:
-Institutional: Service on School, College and/or University committees.
-Community service/outreach: Professionally based assistance to individuals, schools, business/industry; presentations to lay audiences which promote the University and/or discipline.
-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.
-Advisement of students as assigned – including, but not limited to:

-Familiar with university, college and School 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.

Tenure

Faculty being awarded tenure are expected to have achieved the following in teaching, research and service.

Teaching – including, but not limited to:

-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 formal teaching by student evaluations and peer evaluation by a faculty member at equal or higher rank (see Appendix C).
-Letters from former students, both undergraduate and graduate.
-Outcome of student-oriented research, including publication and presentations.
-Post-graduate achievement/placement of graduate students.

Research/Scholarship – including, but not limited to:

-Dissemination of scholarly activity.
-Publication in peer-reviewed, national/international journals.
-Books, book chapters, technical reports, etc.
-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.

Service – including, but not limited to:

-Institutional: Service on School, college and/or university committees.
-Community service/outreach: Professionally based assistance to individuals, schools, business/industry; presentations to lay audiences which promote the University and/or discipline.
-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.
-Advisement of students– including, but not limited to:

> *-Familiar with university, college and School 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.*

Collegiality: Collegiality among faculty is essential for the effective operation of the School. Hence, colleagues must be able to interact with faculty and students in a constructive and professional manner.
Examples include the following:
Share committee assignments.
-Participate in School and university functions.
-Provide advice in areas of research and teaching to faculty and students.
-Collaborate with colleagues within/outside the School when appropriate.

Promotion to Full Professor

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). Referees should be of professor (or equivalent) rank and should be from institutions of similar size and mission as The University of Southern Mississippi (e.g., similar Carnegie Research Classification). Recent students, collaborators, etc., present a potential conflict of interest and should not be referees. 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.

Faculty being promoted to Professor are expected to have achieved the following in teaching, research and service.

Teaching – including, but not limited to:
-Teaching undergraduate and/or graduate courses for at least 10 years.
-Development of undergraduate and graduate courses in area of expertise.
-Supervision of graduate and undergraduate research students.
-Graduation/placement of MS and PhD students.
-High quality teaching as evidenced by student evaluations of lecture and laboratory courses and Peer evaluation by faculty (see Appendix C) scoring at least 3.5 on a 5 point scale of University faculty.
-Letters from former students, both undergraduate and graduate.
-Outcome of student-sponsored research, including publication and presentations.
-Post-graduate achievement/placement of graduate students.

Research/Scholarship – including, but not limited to:
-Dissemination of scholarly activity.
-Pattern of publication in peer-reviewed, national/international journals
-Books, book chapters, technical reports, etc.
-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 expertise in the field.
-Evidence that their research has made an impact on the field and influenced the thinking of others in the field.
-Peer evaluation by nationally recognized leaders in their respective fields. Peer referees should be of equal or higher academic rank from institutions of similar size and mission as The University of Southern Mississippi. To avoid possible conflict of interest, external referees cannot be recent students, collaborators or other individuals with whom the applicant has close personal or professional relationships.

Service – including, but not limited to:
-Institutional: Accept leadership roles on School, 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.
-Advisement – including, but not limited to:

  -Familiarity with University, Collegiality and School requirements.
  -Assisting undergraduate and graduate students in preparing class schedules and advising students on career goals and opportunities.
  -Writing letters of recommendation on behalf of students.

Collegiality: collegiality among faculty is essential for the effective operation of the School. Hence, colleagues must be able to interact with faculty and students in a constructive and professional manner. Examples include the following:
-Sharing committee assignments.
-Participation in School and university functions.
-Providing advice in areas of research and teaching to faculty and students.
-Collaborating with colleagues within/outside the School when appropriate.

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. Faculty are no longer on PTR if they receive a rating of meets expectations for all three categories within two years of being put on PTR. For faculty who fail to receive a rating of meets expectations for all three categories within two years of being placed on PTR, the school director, dean, and Provost must agree on a course of action that could include termination of employment.

The PTR process is outlined in the Faculty Handbook section 4.7.

Promotion to Associate Teaching Professor

All non-tenure track, teaching faculty members seeking promotion are expected to have demonstrated a pattern of excellence in teaching. This will largely be demonstrated by peer observations of teaching (see Appendix C) and student course evaluations which exceed the departmental average. Additional demonstrations of teaching excellence may include letters of support from departmental colleagues and students, teaching awards, teaching grants submitted or received, evidence of innovations in teaching or curriculum development, etc. It should be noted that "teaching" includes not only formal classroom instruction, but also advising, mentoring, and other forms of student engagement.

Service. Non-tenure-track teaching faculty are expected to participate in service activities in support of the unit, the University and their profession. Although not an exhaustive list, examples of service activities include serving on School or University committees, community education/outreach activities, leadership roles in professional societies, etc.

Research, particularly related to teaching, pedagogy, student success, etc., is looked upon favorably, but is not required for promotion within the non-tenure-track teaching faculty positions.

Associate Teaching Professors are expected:
-To hold the terminal degree, or equivalent training and experience as appropriate to the particular appointment.
-To have served as an Assistant Teaching Professor for at least 5 years.
-To demonstrate exceptional teaching and student mentorship at the undergraduate level and/or graduate level, as demonstrated by (at a minimum) annual performance reviews, peer evaluations of teaching, and student evaluations.
-To show a clear interest in a program of scholarship.
-To have a pattern of collegiality - demonstrating clearly that they can work well with colleagues and students.

Promotion to Teaching Professor

Faculty being promoted to Teaching Professors are expected:
-To hold the Doctoral degree, or equivalent training and experience as appropriate to the particular appointment.
-To demonstrate a pattern of exceptional teaching as evidenced by student evaluations and peer-reviews of teaching.
-To provide significant contributions at the undergraduate and/or graduate program levels in the design, implementation and evaluation of instructional programs.
-To show a clear interest in a program of scholarship..
-To have a pattern of collegiality - demonstrating clearly that they can work well with colleagues and students.

Promotion to Lecturer

All non-tenure track, teaching faculty members seeking promotion are expected to have demonstrated a pattern of excellence in teaching. This will largely be demonstrated by peer observations of teaching (see Appendix C) and student course evaluations which exceed the departmental average. Additional demonstrations of teaching excellence may include letters of support from departmental colleagues, teaching awards, teaching grants submitted or received, evidence of innovations in teaching or curriculum development, etc. It should be noted that "teaching" includes not only formal classroom instruction, but also advising, mentoring, and other forms of student engagement.

Service. Non-tenure-track teaching faculty are expected to participate in service activities in support of the unit, the University and their profession. Although not an exhaustive list, examples of service activities include serving on School or University committees, community education/outreach activities, leadership roles in professional societies, etc.

Research, particularly related to teaching, pedagogy, student success, etc., is looked upon favorably, but is not required for promotion within the non-tenure-track teaching faculty positions.

Faculty being promoted to Lecturers are expected to:
-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 have a pattern of collegiality - demonstrating clearly that they can work well with colleagues and students.

Promotion to Senior Lecturer

Faculty being promoted to Senior Lecturer are expected to have achieved the following:
-To hold the Master's degree, or equivalent training and experience as appropriate to the particular appointment.
-Normally to have served as an Instructor for at least five years.
-To show a pattern of excellence in 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 have a pattern of collegiality - demonstrating clearly that they can work well with colleagues and students.

Rubric (Faculty Handbook, Appendix B)

TEACHING				
	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	COMME NTS
Coursework	Coursework (development, materials, and assessments) does not reflect the standard performance level identified within the unit or identified by appropriate University groups, (e.g. online steering committee).	Coursework (development, materials, and assessments) reflects the standard performance level identified within the unit or identified by appropriate University groups, (e.g. online steering committee).	Coursework reflects innovative development which may include service learning, active learning, honors theses, SPUR projects, etc. consistent with school directives and exceeding the unit expectations.	
Course delivery	Course delivery (attendance, course load, syllabi, grading deadlines, etc.) is not performed according to University calendar and guidelines.	Course delivery (attendance, course load, syllabi, grading deadlines, etc.) is performed according to University calendar and guidelines.	Course delivery exceeds unit and University guidelines by the addition of independent studies, thesis or dissertation coursework, etc. added to existing load.	
Student teaching evaluations	Teaching evaluations conducted by students do not reflect the standard performance level identified within the unit.	Teaching evaluations conducted by students reflect the standard performance level identified within the unit.	Teaching evaluations conducted by students exceed the standard level of performance level identified within the unit.	
Peer teaching evaluations	Teaching evaluations conducted by peers do not reflect the standard performance level identified within the unit	Teaching evaluations conducted by peers reflect the standard performance level identified within the unit	Teaching evaluations conducted by peers exceed the standard performance level identified within the unit.	
Innovative teaching	Teaching evaluations and/or peer reviews reflect a lack of change or inclusion of relevant material in the course experience	Teaching evaluations and/or peer reviews reflect the use of new materials, new approaches to engage students	Teaching evaluations and/or peer reviews show engaged learning based on innovative teaching methods	
Student mentorship	Formal mentoring of students in research (Honors Thesis, MS or PhD advisor), service on student committees (including graduate examinations), or delivery of independent study courses, etc. at a rate lower than the standard	Formal mentoring of students in research (Honors Thesis, MS or PhD advisor), service on student committees (including graduate examinations), or delivery of independent study courses, etc. as reflected within the	Formal mentoring of students in research (Honors Thesis, MS or PhD advisor), service on student committees (including graduate examinations), or delivery of independent study courses, etc. exceeding the standard	

	performance level identified within the unit.	standard performance level identified within the unit.	performance level identified within the unit.	

TOTAL SCORE:

4/6 in Exceeds Expectations with 0 in Does Not Meet Expectations = Exceeds Expectations

4/6 in Does Not Meet Expectations with 0 in Exceeds Expectations = Does Not Meet Expectations

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

RESEARCH/CREATIVE ACTIVITY

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Comments
Participation in research	Participates or demonstrates continuous effort in research/creative activities at a rate lower than the standard performance level identified within the unit.	Participates in research/creative activities by initiating new activity and/or demonstrating continuous effort on existing activity as reflected within the standard performance level identified within the unit.	Participates in research/creative activities by initiating new collaborative interdisciplinary activity and/or demonstrating continuous effort on existing interdisciplinary activity exceeding the standard performance level identified within the unit.	
Dissemination of research	Disseminates work through identified channels (peer-reviewed journals or other as defined in Appendix D - Research Productivity Policy) at a rate lower than the standard performance level identified within the unit.	Disseminates work through identified channels (peer-reviewed journals or other as defined in Appendix D - Research Productivity Policy) as reflected within the standard performance level identified within the unit.	Disseminates work through identified channels (peer-reviewed journals or other as defined in Appendix D - Research Productivity Policy) at a rate that exceeds the standard performance level identified within the unit.	
Applications for internal/external funding	Submits application for internal/external funding of research/creative activities at a rate lower than the standard performance level identified within the unit.	Submits application for internal/external funding of research/creative activities as reflected within the standard performance level identified within the unit. (e.g., unit may define expectations as annual, bi-annual, tri-annual submissions, etc.)	Procures internal/external funding of research/creative activities exceeding the standard performance level identified within the unit.	

TOTAL SCORE:

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

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

Collegiality in Research: (provide 1-2 sentences describing collegial efforts through research/creative activities). Collegiality is defined in the Promotion and Tenure Guidelines (Section 2.3).

SERVICE

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	COMMENTS
Institutional committees	Serves on appointed/elected committees at the department, college, and University level at a rate lower than the standard performance level identified within the unit or does not attend committee meetings to represent the unit.	Serves on appointed/elected committees at the department, college, and University level as reflected within the standard performance level identified within the unit; attends meetings and contributes to the needs of the committee.	Serves on appointed/elected committees at the department, college, and University level at a rate exceeding the standard performance level within the unit; attends meetings, completes a leadership role for the committee or sub-committee.	
Professional organizations	Contributes to their identified field of study through membership and participation in professional organizations within their field internationally, nationally, regionally, and/or statewide at a rate lower than the standard performance level identified within the unit.	Contributes to their identified field of study through membership and participation in professional organizations within their field internationally, nationally, regionally, and/or statewide as reflected within the standard performance level identified within the unit.	Contributes to their identified field of study through membership, participation in, and committee service on professional organizations, publications, activities within their field internationally, nationally, regionally, and/or statewide exceeding the standard performance level identified within the unit.	
Campus activities and community service	Facilitates growth of the University/college/school/department through active participation in University campus activities (i.e., Eagles Spur, recruitment, retention, etc.) and community service related to their profession at a rate lower than the standard performance level identified within the unit.	Facilitates growth of the University/college/school/department through active participation in University campus activities (i.e., Eagles Spur, recruitment, retention, etc.) and community service related to their profession as reflected within the standard performance level identified within the unit.	Facilitates growth of the University/college/school/department through active participation in University campus activities (i.e., Eagles Spur, recruitment, retention, etc.) and community service related to their profession exceeding the standard performance level identified within the unit.	

TOTAL SCORE:

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

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

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

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	
Service	

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

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

Appendix A: Peer Observation Checklists for Face to Face and Online Instruction:

Each BEES faculty member (members of the Core of Instruction) must submit a minimum of one peer evaluation of their teaching as part of their annual review.

Procedure overview:
Faculty members may choose any other faculty member from their program as their reviewer provided that person is of equal or higher rank. Once a reviewer has agreed to serve, the faculty member will provide a copy of the syllabus for the course and suggest a date for the class visit. The reviewer will study the syllabus and the school teaching evaluation rubric (attached) prior to attending the class. After attending the class, the reviewer will provide the faculty member with 1) the completed rubric, and 2) a letter documenting the evaluation with a narrative describing the quality of instruction and how specific course objectives were or were not met. Evaluated faculty will also have the option to submit a letter in response to the evaluator.

PEER EVALUATION RUBRIC – ONLINE TEACHING

INSTRUCTOR:	COURSE:
OBSERVER:	DATE:

NUMBER OF STUDENTS IN CLASS:

COURSE CONTENT:	NA	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Instructor clearly communicates timelines for course modules, course assignments, grade calculation, and any unique features of course.	O	O	O	O	O	O
Instructor includes a variety of assignments to ensure student engagement and to accommodate different learning styles.	O	O	O	O	O	O
Instructor grades assignments as stated in course materials.	O	O	O	O	O	O
TEACHING METHODS:	NA	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Instructor uses assignments, activities, and examples to ensure students understand the course material.	O	O	O	O	O	O
Instructor challenges students to think analytically.	O	O	O	O	O	O
Instructor links new material to previously learned concepts or other relevant topics.	O	O	O	O	O	O
LEARNING ENVIRONMENT:	NA	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Students have opportunities to interact with classmates and with the instructor.	O	O	O	O	O	O
Instructor answers student questions and comments in a timely manner.	O	O	O	O	O	O

SUCCESSFUL ELEMENTS:

AREAS TO IMPROVE:

GENERAL COMMENTS:

PEER EVALUATION RUBRIC – FACE TO FACE TEACHING

INSTRUCTOR:	COURSE:
OBSERVER:	DATE:

NUMBER OF STUDENTS IN CLASS:

COURSE CONTENT:	NA	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Instructor demonstrated command of subject matter.	O	O	O	O	O	O
Content reflected current research/knowledge of the discipline.	O	O	O	O	O	O
Content was consistent with the course syllabus.	O	O	O	O	O	O
TEACHING METHODS:	NA	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Classroom presentation was organized.	O	O	O	O	O	O
Instructor was engaged in the subject matter.	O	O	O	O	O	O
Supplemental Materials/Visual Aids/Technology were used effectively.	O	O	O	O	O	O
LEARNING ENVIRONMENT:	NA	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Instructor encouraged questions and checked-in with students during class.	O	O	O	O	O	O
Lecture/Class Session was thought provoking and stimulating.	O	O	O	O	O	O

SUCCESSFUL ELEMENTS:

AREAS TO IMPROVE:

GENERAL COMMENTS:

Appendix B. Guidelines for Research Productivity in the School of Biological, Environmental, and Earth Sciences (BEES).

What follows is a list of acceptable forms of **Scholarly Productivity** recognized by the faculty in the School of BEES. Research and scholarship are a required component of faculty workload and the mission of the school, college, and university. Research and scholarship should be germane to the faculty's area of research in their discipline. Evidence includes:

- Journal publications in reputable peer-reviewed journals
- Technical reports (including for NGOs), government research publications, technical guidance
    documents, and agency specific publications.
- Authorship of books or book chapters with reputable publishers
- Published invited book reviews
- International, national, regional, local, or other externally funded research grants
- Submission of grants to international, national, regional, local, or other granting mechanisms
- Editorship of publications, such as books or scientific journals
- Preprints of scholarly documents
- Patents related to the faculty's area of research in their discipline
- Research presentations at international, national, regional, or local scientific conferences, workshops, or
    meetings
- Alternative forms of data delivery, such as web-based design or data acquisition, interpretation,
    management, and dissemination
-Data based research tools such as software programs that may assist in collection of research and data
    processing

Peer-reviewed journals are defined as those broadly accepted by researchers in the field as quality journals, readily accessible and indexed, and requiring peer-review to be published. Likewise, dissemination of scholarly activities in other forms (e.g., books, chapters) are expected to be readily accessible and broadly recognized by the researchers in the field as quality publications – typically this will exclude pay-to-publish outlets. Here we define *pay-to-publish* as those instances where the acceptance of a manuscript is based on the payment of fees and not on rigorous peer-review. Pay-to-publish does not include open access fees or pages charges incurred after rigorous peer review.