THE UNIVERSITY OF SOUTHERN MISSISSIPPI.

SCHOOL OF COMPUTING SCIENCES AND COMPUTER ENGINEERING

ANNUAL EVALUATION PROMOTION AND TENURE GUIDELINES

Sarah B. Lee   5/14/2021

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Director   Date

Chris Winstead   8/25/2021
Dean   Date

Steven Moser   8/25/21
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Provost   Date

School Policies and Procedures: Evaluation Processes

This is the first phase of school document creation and covers faculty evaluations, pre-tenure review, promotions, tenure, and post-tenure review. Further information for school documents will be covered at a later stage.

School: Computing Sciences and Computer Engineering
Director: Sarah B. Lee
College: Arts and Sciences
College Dean: Chris Winstead

Mission, Vision, and Values

School Policies and Procedures must align with current University and College Policies and Procedures, the Academic Master Plan, and the Faculty Handbook.

School Mission

The School of Computing Sciences and Computer Engineering, comprised of programs in Computer Science, Computer Engineering, Electronic and Computer Engineering Technology, and Information Technology, is committed to serving Mississippi, the region, the nation and the world through delivery of excellent educational programs, pursuit of leading-edge research, and participation in institutional, professional, and community service.

School Vision

The School of Computing Sciences and Computer Engineering will be recognized for excellence in computing education and research in the state of Mississippi and throughout the nation by providing student-centered programs that foster scholarship, innovation, and community engagement.

School Values

To support its mission and vision, the School of Computing Sciences and Computer Engineering identifies the following core values:
- Excellence in teaching, with emphasis on student success as reflected in enrollment, retention, progression, graduation, and placement records.
- Excellence in research, with high impacts and recognition as evidenced by public works of scholarship.
- Collaboration, coordination, and cooperation to leverage resource sharing for achieving optimal outcomes in all activities.
- Integrity and civility in professional and personal conduct.
- Respect, appreciation, and promotion of diversity and inclusiveness.

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

> The School of Computing Sciences and Computer Engineering conducts annual faculty evaluation in accordance with the policy and guidelines of the Faculty Handbook. The evaluative body or Faculty Evaluation Committee will consider the unique characteristics of each program and the primary commitment of each faculty when conducting the annual evaluation.

Tenured and Tenure Track

Teaching

A faculty member's performance in teaching is expected to meet high standards of professional competency and integrity. Teaching excellence includes not only skill at imparting knowledge of the discipline, but effective mentoring and advising of students and the ability to direct students in research. Further, one must have the ability to evaluate student output both accurately and fairly against academic standards relevant to the discipline. Ways that teaching performance may be documented include, but are not limited to: peer review, student evaluation, examples of student successes, faculty teaching awards, samples of course materials included graded student work, recordings of teaching sessions, and theses and dissertations.

> The School of CS & CE makes teaching assignments in accordance with its workload policy. To maximize efficiency and improve productivity, faculty are encouraged to be credentialed to teach courses across different programs.

Meets Expectations for Teaching
Standard expectations for teaching include all of the following:

1. Teaching the full load of assigned courses as defined in the Workload Policy for the School, as described in Appendix 1.
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 two 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. Demonstrating effective teaching through both student evaluations and other relevant evidence as defined by disciplinary units, such as assessment results collected for accreditation reporting.
9. Faculty should demonstrate collegiality through professional respect for others' teaching methods and not disparaging members of the School (professionally or personally) in front of students. Collegiality also includes being willing to offer reasonable assistance to other members of the School in fulfilling their teaching responsibilities.

Fails to Meet Expectations for Teaching
This rating will be assigned if conditions for 'Meets Expectations For Teaching" are not met in more than two areas.

Exceeds Expectations for Teaching
Satisfying more than one of the criteria below while also meeting all the criteria from the "meets expectations" list.

1. Evidence of strong teaching performance with average student evaluations that exceed the average for the School and the College by at least 0.1 point, and/or and/or class observation feedback.
2. Extraordinary individual attention to students through tutoring, conferencing, mentoring, or going to unusual lengths to enhance students' educational experience, such as through time-consuming field trips or service-learning activities that are not a standard part of the course.
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. Recognition of pedagogical effectiveness/reputation, such as by receiving major awards.
8. Participation in professional development related to teaching including the University's ACUE program, service-learning seminar, leading a teaching forum, or other venues that demonstrate dedication to teaching excellence.
9. Directing a doctoral dissertation, master's thesis, or undergraduate Honor's thesis, or actively contributing to multiple graduate committees.
10. Securing internal or external grants to develop new teaching initiatives and methods.

Scholarship, Research, and Creative Activity
Scholarship, Research, and Creative Activity include original investigation that increases or validates human knowledge and solves contemporary problems. Excellence may be demonstrated by, but not limited to, the following: peer evaluation: books, articles, or reviews published by commercial or university presses or in refereed journals of international, national, or regional prestige; research grants leading to high quality research; presentation of papers before professional groups; and invited participation in scholarly conferences.

Research and scholarship activity is expected of tenure-track faculty of the School of CS & CE. The percentage of time devoted to research is negotiated annually by the faculty with the school's Director and FEC, in accordance with the school's workload policy (Appendix 1).

Meets Expectations for Research/ Creative Activity
Standard expectations for scholarship, research, and creative activity include all of the following:

1. Evidence of active engagement in scholarly projects through publishing or demonstrated progress on a significant new and/or revised work that will eventually be published. Progress is meant to include not only drafts produced, but also extensive research. What a significant work consists of must be evaluated on a case-by-case basis, making appropriate adjustments for contribution length and qualitative criteria, but may include:
    a. Presenting a paper or participating in a panel at a professional conference or workshop.
    b. Significant work in a ~~monograph~~ publication
    b. Peer-reviewed journal article or chapter in an edited book.
    c. Multiple encyclopedia articles or scholarly book reviews.
2. Collegiality in the context of research 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 scientific, technical critique or respectful professional disagreement.

Additional examples:

1. Submission of a book draft as part of a contract with a publisher.
2. Development and submission of a proposal for external funding.
3. Administration of an externally funded grant.

Fails to Meet Expectations for Research/Creative Activity

Failing to satisfy any of the criteria from the "Meets Expectations" list.

> Because of refereeing delays and journal backlogs, the absence of a published research product does not automatically constitute grounds for "Fails to Meet Expectations". If there is absence of tangible research product for three preceding evaluation periods, then a rating of "Fails to Meet Expectations for Research/Creative Activity' is warranted when non product exists in the current period.

Exceeds Expectations for Research/ Creative Activity

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. Two or more peer-reviewed scholarly articles or chapters in edited books.
2. Publication of an exceptional paper in journal or conference that received media publicity.
3. Winning best paper awards in international conferences.
4. Major invited keynote or plenary address.
5. Awarded a major research award or research grant.

Service

Service may include activities such as: disseminating academic knowledge to the public; participation on departmental, college, university committees, or regional/national/international scholarly committees, boards, or review panels. Other activities that demonstrate service include serving on public boards as a representative of the scholarly community, editorial work for professional journals or publishers, and membership in professional societies. Leadership roles in professional societies represent a greater contribution in this area.

> The faculty is expected to provide a variety of departmental, institutional, professional, and community services according to their interest. All are expected to regularly or periodically undertake routine services, including advising students, serving in school, college, and university committees, and participating in recruiting events.

Meets Expectations for Service

Standard service expectations in the School 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 be available to be on campus at least four days a week.
3. Actively participating in at least one School, College or University committee that meets regularly and requires a significant commitment of time or contributing to multiple committees with less onerous responsibilities.
4. Advising undergraduate students (as assigned).
5. Participating in recruitment and retention efforts.
6. Participating in the School's hiring activities through service on search committees.
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 respectful debate, dissent, and protest in intellectual matters and in issues concerning the governance of the institution.

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 fails to meet expectations for service. 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. If the faculty member provided no service activity to the School, College, or University, a rating of "Fails to Meet Expectations for Service" is warranted.

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 include serving as a member of the School leadership team, chairing committees that require substantial time commitments; editing journals; conference planning; substantial peer reviews; sustained and time-consuming community projects related to the University's mission; considerable contributions to the accreditation process; regular and substantial professional community engagement; or winning a major service award.

Teaching Track

Teaching
A faculty member's performance in teaching is expected to meet high standards of professional competency and integrity. Excellence in teaching includes the ability to impart the knowledge, methods, and standards of the discipline, the ability to communicate effectively with students and motivate them, and the ability to evaluate student work accurately and fairly according to prevailing academic standards of the discipline.

Performance in teaching may be documented by peer reviews, student awards, student evaluations, student successes, faculty teaching awards, recognition of teaching excellence, sample course materials, graded student work, recordings of teaching sessions, graduate student theses and dissertations, and any other documentary materials that tend to demonstrate teaching effectiveness on the university campus or at the national or international level.

The School of CS & CE makes teaching assignments in accordance with its workload policy, as referenced in Appendix 1. To maximize efficiency and improve productivity, faculty are encouraged to be credentialed to teach courses across different programs.

Meets Expectations for Teaching
Standard expectations for teaching include all of the following:
1. Teaching the full load 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 2 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. Demonstrating effective teaching through both student evaluations and other relevant evidence as defined by disciplinary units, such as assessment results collected for accreditation reporting.
9. Showing collegiality in teaching, including showing professional respect for others' teaching methods and not disparaging members of the School (professionally or personally) in front of students. Collegiality also includes willingness to offer reasonable assistance to other members of the School in fulfilling their teaching responsibilities.

Fails to Meet Expectations for Teaching
This rating will be assigned if conditions for 'Meets Expectations For Teaching" are not met in more than two areas.

Exceeds Expectations for Teaching
Satisfying more than one of the criteria below while also meeting all the criteria from the "meets expectations" list.
1. Evidence of strong teaching performance with average student evaluations that exceed the average for the School and the College by at least 0.1 point, and/or class observation feedback.
2. Involvement in supplemental teaching activities such as:
   a. Designing, significantly redesigning, innovating, and/or implementing courses and/or strategies to enhance learning, including special problems courses. The School also recognizes considerable efforts to engage students with innovative and effective assignments that involve significant additional work for the instructor.
   b. Assisting with student research and writing, and committees, such as by directing Honors' or Masters' theses, or serving as graduate committee readers.
   c. Developing and teaching special topics courses (as needed for School curricula or student degree progress).
   d. Securing internal or external grants to develop new teaching initiatives and methods.
   e. Participation in the University's ACUE program, service-learning seminar, leading a teaching forum, or other ways of showing dedication to teaching excellence.
   f. Enhancing the classroom experience with field trips, service-learning/community engagement activities, or other supplementary activities.
3. Assuming primary administrative or technological responsibilities for large, online, or team-taught courses.
4. Winning a major teaching award.

Scholarship/Professional Development
When financially and physically possible and appropriate to the position, all members of the School of Computing Sciences and Computer Engineering should regularly participate in professional development that significantly enhances their ability to teach courses at the University.

> The teaching track faculty is encouraged to participate in research and scholarship activities of the school according to their interest.

Meets Expectations for Scholarship/Professional Development
Standard expectations for Scholarship/Professional Development include all of the following criteria:

1. Faculty should demonstrate continued engagement in current scholarship and/or professional development through one or more of the following:
   a. attendance at scholarly/professional development activities hosted on campus
   b. participation (in person or online) in training and seminars related to teaching and pedagogical improvement
2. 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. This does not preclude technical/scientific critique or respectful professional disagreement.

Fails to Meet Expectations for Scholarship/Professional Development
This rating will be assigned if at least one criteria for 'Meets Expectations For Scholarship/Professional Development" is not met.

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:
    1. Organizing a national or regional teaching workshop.
    2. Being awarded or substantially facilitating a major grant.
    3. 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 for teaching and service. Evidence of this type of scholarship includes publication of any of the following:
    a. Presentation of conference papers.
    b. Significant contributions to pedagogical newsletters, blogs, and other resources designed to share and disseminate best teaching practices.
    c. Providing pedagogical training to campus and regional community institutions and organizations.
    d. Encyclopedia articles and book reviews that address historical or pedagogical issues.
    e. Active participation in semester-long teaching workshops (teaching, writing, etc.).
    f. Authored or co-authored textbooks or technical manuals.
    g. Peer-reviewed scholarly article.
    h. Chapter(s) in an edited book.
    i. A book translation (for which the faculty member serves as translator).
    j. Exceptional scholarly recognition of a book or article.

Service
Service may include activities such as: disseminating academic knowledge to the public; participation on departmental, college, university committees, or regional/national/international scholarly committees, boards, or review panels. Other activities that demonstrate service include serving on public boards as a representative of the scholarly community, editorial work for professional journals or publishers, and membership in professional societies. Leadership roles in professional societies represent a greater contribution in this area.

> The faculty is expected to provide a variety of departmental, institutional, professional, and community services according to their interest. All are expected to regularly or periodically undertake routine services, including advising students, serving in various school, college, and university committees, and participating in recruiting events.

Meets Expectations for Service
Standard service expectations in the School of Computing Sciences and Computer Engineering include all of the following (when appropriate to the position):

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 be available to be on campus at least four days a week.
3. Actively participating in at least one School, College or University committee that meets regularly and requires a significant commitment of time, or by contributing to multiple committees with less onerous tasks.
4. Advising undergraduate students (as assigned). Participating in recruitment and retention efforts when requested. Participating in the School's hiring activities. Contributing to the teaching mission of the School by improving

the pedagogical skills of graduate students, learning assistants, and teacher candidates through classes, workshops, overseeing projects, or supervisory work.

5. Activities that support creation and submission of accreditation assessment reports.
6. 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 respectful debate, dissent, and protest in intellectual matters and in issues concerning the governance of the institution.

Fails to Meet Expectations for Service
Nonperformance of expected program School, College, or University committee work or neglecting advising responsibilities constitutes service performance that fails to meet expectations for service.

Exceeds Expectations for Service
Service performance that "exceeds expectations" consists of substantial time contributions to service activities that have significant positive effect on the School, College, University, profession, or community. Examples include:
- serving as a member of the school leadership team,
- chairing committees that require substantial time commitments,
- serving on search committees,
- editing journals.
- conference planning,
- multiple peer reviews,
- sustained and time-consuming community projects related to the University's mission,
- considerable contributions to the accreditation process,
- extensive mentoring and advising of undergraduate students, especially licensure students and students in WI courses (beyond what is required for standard teaching expectations),
- contributing to the teaching mission of the School by contributing to the improvement of pedagogical skills of graduate students, learning assistants, and teacher candidates,
- or winning a major service award.

Goals for Next Evaluation Period
The annual evaluation will comprise a written review of the previous year's progress and a written agreement about the faculty member's objectives, responsibilities, and expectations for the coming year, and the director's assessment of progress. Committees are encouraged to provide input into annual evaluations about progress toward tenure as applicable. The written agreement about the coming year must be consistent with the promotion and tenure criteria of the school the college, and the university.

Pre-Tenure Review
Criteria for pre-tenure review are the same as for tenure but take into account that candidates have not had the full probationary period to develop a record of achievements. The school promotion and tenure committee will, as appropriate, 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 will be monitored in subsequent annual reviews.

> The School of Computing Sciences and Computer Engineering conducts pre-tenure review in strict accordance with the policy and guidelines stated in the Faculty Handbook.

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.

Requirements for promotion to associate professor include a faculty member who has met the criteria for assistant professor (outlined in Appendix 2) and who has consistently demonstrated an ability to perform at a satisfactory level in teaching, research and/or creative achievement, and service, and who excels in at least one of these as evidenced through

annual evaluations and assessed by the School's Promotion and Tenure Committee. An associate professor is developing a national reputation and is showing potential for sustained contributions to to his/her content area(s). External evaluation letters are required.

Tenure

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

The criteria for tenure are determined in the typical areas of assessment (teaching, service, research/creative scholarship) with additional considerations of collegiality within the University. Because they aim to become part of the cadre of faculty that will shape the long-term future of the institution, candidates for tenure must exhibit a clear sense of shared responsibility for the excellence of the University; this includes collegiality. Tenure-track faculty of all ranks may work toward tenure. Non-tenure track faculty positions cannot be converted to tenure-track positions (IHL section 404.01

Promotion to Full Professor

A faculty member who has met the criteria for associate professor, who has demonstrated, since the last promotion, an ability to perform at a satisfactory level in teaching, research and/or creative achievement (as outlined in Appendix 3), and service, and who excels in at least two of these may be considered for promotion to full professor. Based upon the criteria established in the departmental promotion and tenure documents, a professor is expected to have a national reputation in the person's area of expertise. External evaluation letters are required.

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.

> The School of Computing Sciences and Computer Engineering conducts post-tenure review in strict accordance with the policy and guidelines stated in the Faculty Handbook. Post-tenure review is used to assess situations where a tenured faculty's level of performance has decreased over a sustained period and to mutually identify ways that performance may be improved.

Rubrics (adapted from Faculty Handbook, Appendix B)

TEACHING				
	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	COMMENTS
Coursework	Coursework (development, materials, and assessments) does not reflect the standard performance level identified within the unit or identified by appropriate university groups, (e.g. online steering committee).	Coursework (development, materials, and assessments) reflects the standard performance level identified within the unit or identified by appropriate university groups, (e.g. online steering committee).	Coursework reflects innovative development which may include service learning, active learning, honors theses, SPUR projects, etc. consistent with school directives and exceeding the unit expectations.	
Course delivery	Course delivery (attendance, course load, syllabi, grading deadlines, etc.) is not performed according to the university calendar and guidelines.	Course delivery (attendance, course load, syllabi, grading deadlines, etc.) is performed according to the university calendar and guidelines.	Course delivery exceeds unit and university guidelines by the addition of independent studies, thesis or dissertation coursework, etc. added to existing load.	

Student teaching evaluations	Teaching evaluations conducted by students do not reflect the standard performance level identified within the unit.	Teaching evaluations conducted by students reflect the standard performance level identified within the unit.	Teaching evaluations conducted by students exceed the standard level of performance level identified within the unit.	
Accreditation tasks	Failure to submit, in a timely manner, acceptable material required for ABET accreditation.	Timely submission of satisfactory material for ABET accreditation.	Timely submission of satisfactory material for ABET accreditation, and assisting in organizing the program's material.	
Innovative teaching	Teaching evaluations reflect a lack of change or inclusion of relevant material in the course experience	Teaching evaluations reflect the use of new materials, new approaches to engage students	Teaching evaluations show engaged learning based on innovative teaching methods	
Student Engagement	Responses to student inquiries are delayed or non-existent; does not meet with students as requested by students and/or does not hold office hours	Is available to meet with students when needed. Responds to student questions and correspondence in a timely manner.	Demonstrates evidence of proactively engaging students to maintain awareness of class policies and other relevant information	

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:
The faculty demonstrates collegiality in teaching under the rubric through the measures of course work and accreditation tasks and by exhibiting flexibility in negotiating teaching assignment and schedule, and by exhibiting willingness to assist other instructors as needed.

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 collaborative interdisciplinary activity and/or demonstrating continuous effort on existing interdisciplinary activity 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, conferences, books, etc.) at a rate lower than the standard	Disseminates work through unit identified channels (e.g., peer-reviewed journals, conferences, books, etc.) as reflected within the standard	Disseminates work through unit identified channels (e.g., peer-reviewed journals, conferences, books, etc.) at a rate that exceeds the standard	

	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	COMMENTS
	performance level identified within the unit.	performance level identified within the unit.	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.	Procures internal/external funding of research/creative activities exceeding the standard performance level identified within the unit.	Standard performance level: at least one proposal- every two years, for external funding

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:
The faculty demonstrates collegiality in research under the rubric through the measures of Participation, Dissemination and Applications for internal/external funding.

SERVICE

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

	related to profession at a rate lower than the standard performance level identified within the unit.	related to profession as reflected within the standard performance level identified within the unit.	related to profession exceeding the standard performance level identified within the unit.	
Student mentorship	Facilitates growth in their field of study through formalized mentorship of students and/or other faculty, service on student committees to include graduate examinations and dissertations as well as undergraduate honors theses, delivery of independent study courses, etc. at a rate lower than the standard performance level identified within the unit.	Facilitates growth in their field of study through formalized mentorship of students and/or other faculty, service on student committees to include graduate examinations and dissertations as well as undergraduate honors theses, delivery of independent study courses, etc. as reflected within the standard performance level identified within the unit.	Facilitates growth in their field of study through formalized mentorship of students and/or other faculty, service on student to committees to include graduate examinations and dissertations master's theses, and undergraduate honors theses, etc. exceeding the standard performance level identified within the unit.	

TOTAL SCORE:

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

Collegiality in Service Statement:
The faculty demonstrates collegiality in service under the rubric through the measures of Institutional Committees, Professional Organizations, Campus Activities and Community Service.

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	

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

APPENDIX 1
Faculty Workload Policy

1. Workload for faculty in the School consists of a combination of teaching, research, and service.

2. The expected teaching load of full-time members of the corps of instruction is four (4) courses or twelve (12) credit hours for each of fall and spring semesters during the faculty's 9-month contract.

3. Tenure-track faculty members may be granted release from two courses each semester and use the reassigned time to maintain an active research program. Such reductions will have to be justified by evidence of active research, e.g., publications, proposal submissions, external funding.

4. Faculty members serving in a Program Coordinator or Assistant Director role will be granted teaching reduction of one course each semester.

5. Faculty members may request teaching reduction for up to 1 course per academic year for extraordinary service activities that enhance USM or the School's reputation and demand an unusual amount of the faculty's time, examples include: leading efforts to obtain initial or renewal accreditation of a degree program, serving as Conference Chair or Technical Program Committee Chair of reputable conferences, serving as Editor in Chief of reputable journals.

6. Teaching-track faculty are generally not eligible for teaching load reduction based on research or professional service activities, except for leading efforts to obtain or renew accreditation of a degree program. Substantial service to the University may result in a teaching load reduction for teaching-track faculty.

7. Reduction of teaching loads for faculty may not affect the course offerings by the School as a whole to adversely impact student retention, progression, or graduation.

8. Teaching load reduction and allocation of reassigned time will be determined by the Director, in consultation with faculty in Program Coordinator and Assistant Director roles and is subject to scheduling constraints such as course frequency requirement, availability of visiting and adjunct faculty, and qualified GAs credentialed to teach.

APPENDIX 2
Criteria for Promotion to Associate Professor and Tenure

Criteria for promotion to Associate Professor (tenure-track faculty)

1. *Teaching*
   Evidence of each of the following criteria:
   - Participation in undergraduate and graduate course offerings
   - Development of undergraduate and graduate courses in areas of expertise
   - Participation in ABET accreditation and/or other certification efforts and activities
   - Supervision of graduate and undergraduate research
   - Effective teaching may be demonstrated through a consistent record of effectiveness.
     - A 5-year summary of student evaluations, at or above the average for the School and the College of Arts and Sciences
     - Additional evidence of quality teaching provided by any two at minimum of the following:
       1. Teaching portfolio
       2. Letters from former students, both undergraduate and graduate
       3. Outcome of student-research directed by the faculty member, including publication and presentations
       4. Post-graduate achievement/placement of graduate students

2. *Research*
   Clear evidence of work to develop and maintain an active research program is expected and demonstrated in each of the following criteria:
   - Developing a national reputation for research achievement, evidenced through one or more of the following: publication in peer-reviewed, national/international journals and/or presentations at national/international meetings/conferences/workshops
   - Submission of proposals to extramural funding agencies
   - Receipt of external funding
   - Direction and guidance for student research

3. *Service*
   Evidence of each of the following criteria for Institutional, Community Engagement and Outreach, and Professional service:
   - Institutional:
     - Service on School, college and/or university committees
     - Assist undergraduate and graduate students in preparing class schedules and advising students on career goals and opportunities as requested or assigned
   - Community engagement and outreach: Professionally based assistance to individuals, schools, business and industry; professional presentations to lay audiences
   - Professional: Participation in regional, national, international societies' and organizations' activities; review of conference/journal papers and research proposals, and service in conference committees

Criteria for tenure
Criteria for tenure should include the criteria for promotion to associate professor or professor and meet the requirements in the collegiality statements in Teaching, Research/Creative Activity, and Service.

1. *Teaching*
   Evidence of each of the following criteria:
   • Participation in undergraduate or graduate course offerings

   • Development of undergraduate or graduate courses in areas of expertise

   • Quality teaching as demonstrated through:
     o Student evaluation of lecture and laboratory courses, and
     o Additional evidence of quality teaching provided by any of the following:
       1. Teaching portfolio
       2. Letters from former students, both undergraduate and graduate
       3. Post-graduate achievement/placement of students

2. *Service*
   Evidence of each of the following criteria:
   • Institutional:
     o Service on School, college and/or university committees to include providing support for assessment activities and continuous curriculum improvement
     o Assist undergraduate and graduate students in preparing class schedules and advising students on career goals and opportunities as requested and assigned
   • Community engagement: Professionally based outreach to individuals, schools, business/industry; professional presentations to lay audiences

3. *Scholarship and Professional Development*
   Evidence of two of the following criteria:
   • Participation in research projects
   • Participation in professional development activities
   • Scholarly work tied to improvement in computing and engineering teaching and curriculum development

<u>Criteria for promotion to Lecturer (non-tenure-track faculty)</u>

Individuals who attain the rank of lecturer are considered to be reliable contributors to the University's teaching mission. Candidates must demonstrate a consistent record of exceptional teaching and service. Scholarly activity may also be considered if presented.

1. *Teaching*
   Evidence of exceptional teaching as demonstrated through 5 of the 9 criteria listed below:
   1. peer observations of teaching which note exceptional performance
   2. course evaluations which notably exceed the departmental average
   3. letters of support from departmental colleagues with familiarity with the faculty's teaching
   4. recordings of exceptional teaching examples
   5. teaching awards received
   6. teaching grants received
   7. contributions in curriculum development
   8. incorporation of technology and service learning in the classroom with positive results
   9. student support and mentorship initiatives such as serving as faculty advisor to a student organization

2. *Service*
   Evidence of exemplary service related to quality instruction, recruitment, and student success is necessary for promotion to Lecturer, through participation in at least two of the following:
   1. Service on School, college and/or university committees to include providing support for assessment activities and continuous curriculum improvement
   2. Professionally based outreach to individuals, schools, business/industry; professional presentations to lay audiences
   3. Academic Advisement support as requested and assigned
   4. Service awards received

3. *Scholarship and Professional Development*
   Evidence of two of the following criteria:
   1. Participation in research projects
   2. Participation in professional development activities
   3. Scholarly work tied to improvement in computing and engineering teaching and curriculum development

APPENDIX 3
Criteria for Promotion to Professor

Criteria for promotion to Professor (tenure-track faculty)

1. Teaching (evidence of each of the following criteria)

- Participation in undergraduate or graduate course offerings
- Development of undergraduate or graduate courses in area of expertise
- Participation in ABET accreditation and other certification activities
- Supervision of graduate and undergraduate research
- Graduation and placement of master's and doctoral students
- Evidence of quality teaching as documented and presented through each of the following:
    - Student evaluation of lecture and laboratory courses
    - Self-assessment: teaching portfolio
    - Letters from former students, both undergraduate and graduate
    - Outcome of student research, including publication and presentations
    - Post-graduate achievement and placement of students

2. Research/Scholarship (evidence of each of the following criteria)

- Evidence of an established national reputation for research achievement, demonstrated through continued growth in research by publication in peer-reviewed, national/international journals and/or presentations at national/international meetings/conferences/workshops
- Establishment of sustained research program through a demonstrated pattern of submissions of proposals to funding agencies as Principal Investigator
- Receipt of funding from external agencies, particularly with support for graduate students and postdoc researchers.
- Evidence of collaboration with colleagues within and beyond the University
- Professional society recognition
- External peer evaluation by nationally recognized leaders in their respective fields

3. Service (evidence of each of the following criteria)

- Institutional:
    - Leadership roles on School, college and/or university committees, to include leadership contribution to School's program accreditation and certification efforts
    - Assist undergraduate and graduate students in preparing class schedules and advising students on career goals and opportunities as requested or assigned
- Community engagement: Professionally based assistance to individuals, schools, business or industry; professional presentations to lay audiences; participation in programs to advance STEM and higher education
- Professional service:
    - Leadership role in regional, national, and/or international societies/organizations in area of expertise
    - Service in committees of national and international conferences; editorial boards of journals
    - Review of journal articles and research proposals; review panels for funding agencies

<u>Criteria for promotion to Teaching Professor (non-tenure-track faculty):</u>

1. *Teaching (evidence of each of the following criteria)*

   - Participation in undergraduate or graduate course offerings
   - Development of undergraduate and graduate courses in area of expertise
   - Evidence of quality teaching through each of the following:
     - Student evaluation of lecture and laboratory courses
     - Self-assessment: teaching portfolio
     - Letters from former students, both undergraduate and graduate

2. *Service (evidence of each of the following criteria)*

   - Institutional:
     - Leadership roles on School, college and/or university committees
     - Advisement as requested and required
       - Familiarity with University, College and School requirements
       - Advising students on career goals and opportunities
   - Community service: Professionally based assistance to individuals, schools, business or industry; presentations to lay audiences; participation in programs to advance STEM and higher education
   - Professional service: serving in conference committees, reviewing papers, offering tutorials and workshops, etc.

3. *Scholarship and Professional Development (evidence of both of the following criteria):*

   - Sustained participation in professional development activities
   - Notable curriculum development activities

<u>Criteria for promotion to Senior Lecturer (non-tenure-track faculty)</u>

Individuals who attain the rank of Senior Lecturer are considered to be leading contributors to the University's teaching mission. Candidates need to demonstrate a consistent history of the activities required for promotion to Lecturer in addition to notable service and/or scholarly activities.

1. *Teaching*
   Evidence of sustained exceptional teaching as demonstrated through 7 of the 9 criteria listed below:
   1. peer observations of teaching which note exceptional performance
   2. course evaluations which notably exceed the departmental average
   3. letters of support from departmental colleagues with familiarity with the faculty's teaching
   4. recordings of exceptional teaching examples
   5. teaching awards received or submitted
   6. teaching grants received or submitted
   7. contributions in curriculum development
   8. incorporation of technology and service learning in the classroom with positive results
   9. student support and mentorship initiatives such as serving as faculty advisor to a student organization

2. *Service*
   Evidence of exemplary service related to quality instruction, recruitment, and student success is necessary for promotion to Lecturer, through notable participation in institutional, community, and professional service:
   1. Institutional:
      o Leadership roles on School, college and/or university committees
      o Advisement as requested and required
      ▪ Familiarity with University, College and School requirements
      ▪ Advising students on career goals and opportunities
   2. Community service: Professionally based assistance to individuals, schools, business or industry; presentations to lay audiences; participation in programs to advance STEM and higher education
   3. Professional service: serving in conference committees, reviewing papers, offering tutorials and workshops, etc.

3. *Scholarship and Professional Development*
   Evidence of each of the following criteria:
   1. Sustained participation in professional development activities
   2. Notable curriculum development activities
   3. Notable Scholarly work tied to improvement in computing and engineering teaching and curriculum development