



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI.

SCHOOL OF
HEALTH PROFESSIONS
ANNUAL EVALUATION
PROMOTION AND TENURE GUIDELINES

Chararra Anderson-Lewis 08/25/2021
Director Date

Rachel Story 8/27/21
Dean Date

Steven Moore 8/31/21
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: Health Professions
Director: Hwanseok Choi, PhD
College: Nursing and Health Professions
College Dean: Lachel Story, PhD, RN

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 Health Professions is committed to providing students the opportunity to transform their lives and the lives of others by preparing them for a rewarding career in the health professions. We are dedicated to providing a diverse learning environment, fueled by excellence in teaching, research, and service that fosters a multicultural, inter-professional perspective that seeks to improve the health and well-being of individuals and communities.

School Vision

With a focus on promoting the well-being of individuals and communities and fostering student success, the School of Health Professions will exemplify excellence in research, health and wellness education, service and leadership. Our School will continue to be a leader in our disciplines by: delivering programs that respond to local, national and global needs; increasing and expanding our academic and research partnerships; and continuing to prepare our students as future leaders in a variety of health professions.

School Values

The mission of the school is supported by the following values:

1. Research and instructional excellence focused on student success at all teaching sites and through campus-based and distance education
2. Student engagement that fosters personal growth, professional development, and a lifelong commitment to wellness
3. An inclusive community that embraces the diversity of people and ideas
4. Institutional governance that respects academic freedom and faculty inclusion
5. A campus culture characterized by warmth and mutually-supportive connections among students, faculty, staff, and alumni
6. An approach to academics, research, and personal conduct based on integrity and civility
7. An evolving curriculum that fosters lifelong curiosity and critical thinking
8. Community participation that promotes social responsibility and citizenship

Faculty Evaluations: Performance Categories

Refer to Faculty Handbook for more information:

- [Committee Membership](#) (1.10)
- [Faculty Governance Options](#) (1.10.2)
- Faculty Evaluation Process ([4.1](#), [4.2](#), [4.4](#), [4.5.2-4.5.4](#), [Appendix C](#), [Appendix D](#))
- Workload Allocation/Assignment ([4.3](#), [Appendix B](#))
- Administrator Workload ([Appendix A](#))
- Circumstantial Adjustments to Workload Allocation ([Appendix B](#))

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

All faculty members of the School of Health Professions are evaluated annually based on excellence in performance. The Annual Evaluation is a written document that assesses a faculty member's contribution to teaching, service, and scholarship, if applicable. Each evaluation criterion is weighted according to percentage of effort based on academic rank and negotiations between the individual faculty member and the Faculty Evaluations Committee. The expected outcome of the Annual Evaluation is to determine if faculty members are positively progressing toward their goals in becoming better teachers, scholars, and engaged members of the School, College, University, and communities worldwide.

Engagement is an essential dimension of institutional health, growth and well-being. All stakeholders – students, faculty staff, and administration – are expected to engage in actions that maintain and, when possible and appropriate, advance the mission and goals of the University.

For definitions of does not meet, meets, and exceeds expectations, please refer to the SHP P&P document for annual evaluation and tenure and promotion.

Tenured and Tenure Track

Teaching

Workload allocation for the upcoming year will be discussed as part of the annual evaluation process. This discussion will include past, present, and future plans for teaching, service, and scholarship for all members of the Corps of Instruction. Course load allocation is based on the equivalent of 4 three-hour courses per semester. All faculty members at the Assistant Professor, Associate Professor, and Professor levels are expected to teach 3 courses each semester of the academic year. This reduction in course load is designed so that faculty can meet expectations for research and scholarly activities.

For both tenure- and non-tenure track faculty, course teaching reductions may occur due to participation in a funded grant proposal (time buyout) or other assignments as determined by the School, College, or University administration. For tenure-track faculty, course teaching increases may occur in the absence of research activity and this will be discussed with the Faculty Evaluations Committee during the annual evaluation process.

Meets Expectations for Teaching

Coursework (development, materials, and assessments) reflects the standard quality performance level identified within the unit, or identified by appropriate university groups.

1. Student SOAR evaluations (quantitative mean of 3.5 or higher on a 5.0 scale per year) averaged over all courses taught in the evaluation period. (Weighted by number of completed evaluations per course)
2. Evaluations will consist of ratings for quality of the instructor as well as the quality of the course (Questions 14 and 15 on student SOAR evaluation).
3. Evidence for use of creative and high-impact practices during instruction.
4. Scores of 'Acceptable' or higher on peer review evaluations completed annually.

Fails to Meet Expectations for Teaching

Assignment of "Does Not Meet Expectations" should be made for faculty who are unable to produce evidence for having met objectives established in the prior year. Faculty whose objectives are met early in the year and who did not recalibrate objectives in conjunction with their director also are not meeting expectations for faculty performance.

Exceeds Expectations for Teaching

The faculty members demonstrate and document activities that exceed the standard expectations set forth in "Meets Expectations" and as scored by the rubric.

1. Student SOAR evaluations (quantitative mean of 4.25 or higher on a 5.0 scale per year) averaged over all courses taught in the evaluation period. (Weighted by # of completed evaluations per course)
 - Evaluations will consist of ratings for quality of the instructor and quality of the course (Questions 14 and 15 on student SOAR evaluation).
2. Evidence for multiple uses of creative and high-impact practices during instruction.
3. Scores of the annual goal for teaching on 3 out of 5 categories on peer-review evaluations.
4. Direction of honors student thesis, SPUR projects, or graduate student thesis or dissertation projects.

To be considered for "Exceeds Expectations," faculty should meet at least 2 of the 4 above mentioned categories, or have other exceptional documentation of quality teaching as judged by the Faculty Evaluations Committee.

Scholarship, Research, and Creative Activity

Expectations for faculty performance in scholarship should be designed to promote high levels of achievement that ensure student success and contribute to professional communities in a manner consistent with the University mission. 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).

For both tenure- and non-tenure track faculty, course reductions may occur due to participation in a funded grant proposal (time buyout) or other assignments as determined by the school, college, or university administration. For tenure-track faculty, course increases may occur in the absence of research activity and this will be discussed with the School Director during the annual evaluation process.

Meets Expectations for Scholarship/Research/Creative Activity

1. Publish one peer-reviewed publication per academic year.
2. Present one peer-reviewed or invited presentation in a public forum (i.e. state, regional, national and international conference or symposium) per academic year.
3. Participate in grant proposal development and submission at the university, state, regional, national and international.
 - Administration of an externally funded grant.
4. Submission of a book or book chapter draft as part of a contract with a publisher.

An evaluation of “Meets Expectations” in this category will require meeting 2 out of the 4 above criteria, showing progress towards meeting the Tenure and Promotion guidelines, and meeting goals and recommendations from previous annual evaluations.

Fails to Meet Expectations for Research/Creative Activity

Assignment of “Does Not Meet Expectations” should be made for faculty who are unable to produce evidence for having met objectives established in the prior year. Faculty whose objectives are met early in the year and who did not recalibrate objectives in conjunction with their director also are not meeting expectations for faculty performance.

Exceeds Expectations for Research/Creative Activity

1. Publish more than one peer-reviewed publication per academic year.
2. Present more than one peer-reviewed or invited presentation in a public forum (i.e. state, regional, national and international conference or symposium) per academic year.
3. Presentation of research/creative scholarship as a keynote speaker at national or international conferences.
4. Participate in grant proposal development and submission of 2 or more proposals at the university, state, regional, national, or international level.
 - a. This may include the management and performance of activities from a successfully funded grant proposal.
5. Publication as an editor/author of a book or publication of a book chapter with a national or international publisher.

An evaluation of “Exceeds Expectations” in this category will require meeting 2 out of the 5 above criteria, showing progress towards meeting the Tenure and Promotion guidelines, and exceeding goals and recommendations from previous annual evaluations. An evaluation of “Exceeds Expectations” may also be given if the Faculty Evaluations Committee believes the faculty member has demonstrated exceptional activity in any one of the categories.

Service

Expectations for faculty performance in service should be designed to promote high levels of achievement that ensure student success and contribute to professional communities in a manner consistent with the University mission. 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).

Meets Expectations for Service

1. Demonstrate service contributions to the School/College/University, professional organizations, community service, and/or student mentorship.
 - Service will be evaluated based on level of rank and roles within the School and may include:
 - 1) Attend and actively participating in School meetings.
 - 2) Participation in student recruitment and retention initiatives.
 - 3) Actively participating in 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) Participating in professional service to state, regional, national or international associations related to your profession, or providing community service that furthers the mission of the School, College, and/or University.
 - 5) Peer review of manuscripts for journals.
 - 6) Editorship for an academic publishing company or journal.
 - 7) Session organization at a state, regional, national, or international conference.
2. Perform 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 COI disclosures, and other administrative requirements of this sort.
3. Attend at least one commencement ceremony per year.

Fails to Meet Expectations for Service

Assignment of “Does Not Meet Expectations” should be made for faculty who are unable to produce evidence for having met objectives established in the prior year. Faculty whose objectives are met early in the year and who did not recalibrate objectives in conjunction with their director also are not meeting expectations for faculty performance.

Exceeds Expectations for Service

1. The faculty member demonstrates and documents activities that exceed the standard expectations set forth in “Meets Expectations.” Other evidence of exceptional service may include, but is not limited to, the following types of activities.
 - a. Outreach program or activities that is designed to recruit students to The University of Southern Mississippi.
 - b. Peer-review multiple manuscripts for journals.
 - c. Participating in a proposal-review board at an established national funding agency.
 - d. Editor-in-chief responsibilities for a peer-reviewed journal.
 - e. Lead organizer of a regional, national, or international conference.
 - f. Director of a University-sponsored research center or outreach program.
 - g. Chair of a committee or board serving the State or other entity approved by the School.
2. Participation in Scholarship or Research activities listed below for non-tenure track faculty.

Teaching Track

Teaching

The University of Southern Mississippi has a long history as a teaching university. Faculty members in the School of Health Professions must demonstrate high standards of quality in teaching and remain current in their area(s) of expertise. Evaluation of teaching should include quality of instruction, interactions with students, and student learning and achievement. All faculty members at the Instructor, Lecturer, and Senior Lecturer or at the Assistant Teaching, Associate Teaching, and Teaching Professor level are expected to teach 4 courses each semester of the academic year. Course reductions may occur due to participation in a funded grant (time buy-out) or other assignments as determined by the School, College, or University administration.

Meets Expectations for Teaching

Coursework (development, materials, and assessments) reflects the standard quality performance level identified within the unit or identified by appropriate university groups.

1. Student SOAR evaluations (quantitative mean of 3.5 or higher on a 5.0 scale per year) averaged over all courses taught in the evaluation period. (Weighted by # of completed evaluations per course)
2. Evaluations will consist of ratings for quality of the instructor and quality of the course (Questions 14 and 15 on student SOAR evaluation).
3. Evidence for use of creative and high-impact practices during instruction.
4. Scores of 'Acceptable' or higher on peer-review evaluations completed annually.

Fails to Meet Expectations for Teaching

Assignment of "Does Not Meet Expectations" should be made for faculty who are unable to produce evidence for having met objectives established in the prior year. Faculty whose objectives are met early in the year and who did not recalibrate objectives in conjunction with their director also are not meeting expectations for faculty performance.

Exceeds Expectations for Teaching

1. The faculty members demonstrate and document activities that exceed the standard expectations set forth in "Meets Expectations" and as scored by the rubric.
2. Evaluation of quality teaching
 - a. Student SOAR evaluations (quantitative mean of 4.25 or higher on a 5.0 scale per year) averaged over all courses taught in the evaluation period. (Weighted by # of completed evaluations per course)
 - b. Evaluations will consist of ratings for quality of the instructor and quality of the course (Questions 14 & 15 on student SOAR evaluation).
 - c. Evidence for multiple uses of creative and high-impact practices during instruction.
 - d. Very high scores on peer-review evaluations.
 - e. Direction of honors student thesis, SPUR projects, or graduate student thesis or dissertation projects.
3. Other evidence of teaching excellence may include, but is not limited to, the following activities:
 - a. Peer evaluations of teaching
 - b. Teaching awards
 - c. New courses and/or curriculum added to departmental offerings
 - d. Substantive course and/or curriculum revisions

- e. Online courses developed and taught
- f. Workbooks and/or other instructional materials developed or published
- g. Evaluation of supervision of students in practicum activities
- h. Teaching grants
- i. Student accomplishments

Scholarship/Professional Development

As part of its mission, the School of Health Professions encourages faculty members to maintain integrity in research and scholarly activities that advance knowledge in its disciplines. While scholarly activity is not required of this position, a demonstration of continued growth and expertise in the discipline is expected. Scholarly activity is one way to demonstrate these qualities. Research and scholarly activities should occur on a regular and consistent basis.

Meets Expectations for Scholarship/Professional Development

When financially and physically possible and appropriate to the position, all members of the School of Health should participate in professional development that significantly enhances their ability to teach courses at the University. Faculty should demonstrate continued engagement in current scholarship and/or professional development through attendance at scholarly/professional events on campus or participation (in person or online) in pedagogical training and seminars.

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.

Fails to Meet Expectations for Scholarship/Professional Development

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

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/andragogical 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/andragogical newsletters, blogs, and other resources designed to share and disseminate best teaching practices.
 - c. Providing pedagogical/andragogical training to campus and regional community institutions and organizations.
 - d. Active participation in semester-long teaching workshops (teaching, writing, etc.).

- e. Peer-reviewed scholarly article.
- f. Chapter(s) in an edited book.
- g. A book translation (for which the faculty member serves as translator).
- h. Exceptional scholarly recognition of a book or article.
- i. Discipline specific writing in professionally recognized print/online journals or anthologies.
- j. Textbooks.

Service

Faculty members in the School of Health Professions must demonstrate a commitment to quality service to the School, College, and the University. The School faculty recognizes the merit of service to the profession at the local, state, regional, national, and international level.

Service activities may include but are not limited to the following activities:

To the School, College, or University

- School committees
- College committees
- University level committee work is not expected for assistant teaching professors but is given weight for promotion to full teaching professor.
- Faculty search committees
- Task forces
- IRB committee
- Councils
- Faculty Senate is not allowed for assistant teaching professors but is given weight for promotion to full teaching professor.
- Recruitment
- Search committees for administrative ranks, such as deans and directors, or staff personnel
- Academic advisement
- Advising student groups
- Coordination of on-campus and off-campus practicum/internship responsibilities
- Curriculum development
- Accreditation self-studies
- Quality assurance and effectiveness assessment/improvement
- Participation on funded grants with a specific percentage effort

To the Profession:

- Serving as an officer in a professional association
- Planning professional programs, workshops, and/or conferences
- Committee work at local, state, regional, national, or international levels
- Serving as Chair on a committee and/or professional group
- Consulting
- Grant review or service to external granting agencies

To other constituencies:

- Community organizations
- Conducting workshops
- Delivering lectures

Meets Expectations for Service

1. Demonstrate service contributions to the School/College/University, professional organizations, community service, and/or student mentorship.
 - Service will be evaluated based on level of rank and roles within the School and may include:
 - 1) Attend and actively participating in School meetings.
 - 2) Participation in student recruitment and retention initiatives.
 - 3) Actively participating in 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) Participating in Professional service to state, regional, national or international associations related to your profession, or providing community service that furthers the mission of the School, College, and/or University.
 - 5) Review of manuscripts for academic journals.
 - 6) Editorship for an academic publishing company or academic journal.
 - 7) Session organization at a state, regional, national, or international conference.
2. Perform 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 COI disclosures, and other administrative requirements of this sort.
3. Attend at least one commencement ceremony per year.

Fails to Meet Expectations for Service

Assignment of “Does Not Meet Expectations” should be made for faculty who are unable to produce evidence for having met objectives established in the prior year. Faculty whose objectives are met early in the year and who did not recalibrate objectives in conjunction with their director also are not meeting expectations for faculty performance.

Exceeds Expectations for Service

The faculty member demonstrates and documents activities that exceed the standard expectations set forth in “Meets Expectations”. Other evidence of exceptional service may include but is not limited to the following types of activities.

- a. Outreach program or activities that are designed to recruit students to The University of Southern Mississippi.
- b. Peer-review multiple manuscripts for academic journals.
- c. Participating in a proposal-review board at an established national funding agency.
- d. Editor-in-chief responsibilities for a peer-reviewed journal.
- e. Lead organizer of a regional, national, or international conference.
- f. Director of a University-sponsored research center or outreach program.
- g. Chair of a committee or board serving the State or other entity approved by the School.

Goals for Next Evaluation Period

An annual evaluation report from Digital Measures should be submitted to demonstrate evidence of activities. This report should only reflect activities that have taken place in the previous academic year. Reports should include the following sections: Teaching and Advising; Scholarship/Research; Service; Professional Credentials, Consulting, and Development; and Plans and Goals for the coming year.

A. Teaching and advising

1. Evidence of completed academic courses and/or continuing education courses during review period.

(1) Digital Measures will self-populate courses (course and section, course name, enrollment, total credit hour, and delivery mechanism) taught and SOAR student course evaluations (mean overall rankings of course); instructors will be required to add the score for overall ranking of the instructor. Course will also be weighted by the number of evaluations completed for the course.

(2) Documented evidence of creative instructional methods (i.e. syllabus, HIP from Digital Measures).

2. Directed student learning, if applicable.

B. Scholarship/Research

1. Contracts, grants, and sponsored research
2. Publications
3. Presentations

C. Service

1. Institutional Service (School, College, University)
2. Professional and Public Service

D. Professional Credentials, Consulting, and Development

1. Certifications, licensures, etc., as required by professional fields of service
2. Conferences attended, trainings, etc.

E. Plans and Goals for the upcoming year

Pre-Tenure Review

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

Pre-tenure evaluation will be based on the criteria listed below with expectations of meeting satisfactory performance levels for teaching, service, and scholarship. The specific process for pre-tenure review is denoted on the Provost website. All pre-tenure evaluations are completed through Workflow in Digital Measures and are submitted by the agreed upon date of the Schools Faculty Evaluation Committee (FEC). The FEC will determine a due date by October 1st and notify all individuals who are submitting a pre-tenure dossier during the time-period. Typically, pre-tenure dossiers are due between late December-early January of the third year.

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.

Promotion to associate professor is based on excellence in the areas of teaching, service, and scholarship. Specific requirements for promotion to associate professor can be found in the individual sections below.

- A. **Teaching:** All faculty members at the Assistant, Associate, and Professor levels are expected to teach 3 courses each semester during the academic year. Course reductions may occur due to participation in a funded grant (time buy-out) or other assignments as determined by departmental, college, or university administration. Evidence of teaching excellence must be consistent with the criteria of Promotion from Assistant to Associate Professor.
- B. **Research and Scholarly Activity:** As part of its mission, the School of Health Professions encourages faculty members to maintain integrity in research and scholarly activities that advance knowledge in its disciplines. Research and scholarly activities should occur on a regular and consistent basis. Assistant professors seeking promotion to Associate Professor should have one peer-reviewed publication per year (average). Assistant Professors seeking promotion to Associate Professor should show a consistent record of clear and convincing evidence with at least four internal and/or external grants submissions prior to seeking promotion. Submission of grants may occur at the university, state, regional, national, or international level, including but not limited to the following examples: externally-funded grant proposal submissions and awards and internally-funded grant proposal submissions and awards.
- C. **Service:** Faculty members in the School of Health Professions must demonstrate a commitment to quality service to the School, College, and University. In addition, the School faculty recognizes the merit of service to the profession at the local, state, regional, national, and international levels. The School of Health Professions expects those seeking promotion to Associate Professor to demonstrate service contributions to the School/College, their profession, or the community that increase in scope and responsibility throughout the candidate's time at the University.

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.

Promotion to Full Professor

Promotion to full professor is based on continued excellence in the areas of teaching, service, and scholarship. Specific requirements for promotion to full professor can be found in each individual section below.

- D. Teaching: All faculty members at the Assistant, Associate, and Professor level are expected to teach 3 courses each semester of the academic year. Course reductions may occur due to participation in a funded grant (time buy-out) or other assignments as determined by the departmental, college, or university administration. Evidence of teaching excellence must be same with the criteria of Promotion from Assistant to Associate Professor.
- E. Research and Scholarly Activity: As part of its mission, the School of Health Professions encourages faculty members to maintain integrity in research and scholarly activities that advance knowledge in its disciplines. Research and scholarly activities should occur on a regular and consistent basis. Associate professors seeking promotion to Professor should also have one peer-reviewed publication per year (average) after obtaining the Associate Professor rank and prior to pursuing the Professor rank. Associate Professors seeking promotion to Professor should show a consistent record of clear and convincing evidence with at least two internal and/or external grants submissions prior to seeking promotion. Submission of grants may occur at the university, state, regional, national, or international level and examples include the following: Externally funded grant submissions, Externally funded grant awards, Internally funded grant submissions, and/or Internally funded grant awards.
- F. Service: Faculty members in the School of Health Professions must demonstrate a commitment to quality service to the School, College, and University. In addition, the School faculty recognizes the merit of service to the profession at the local, state, regional, national, and international level. The School of Health Professions expects those seeking promotion to Associate Professor to demonstrate service contributions to the School/College, their profession, or the community that increase in scope and responsibility throughout the candidate's time at the university. Those candidates seeking promotion to Professor should not only meet the above minimum requirements by providing balanced evidence of service excellence, but also must show service contributions that increase in breadth beyond the School/College to the University as well as within the Profession. Additionally, successful candidates must demonstrate a consistent record of clear and convincing evidence of high levels of service attainment sustained over a period of years.

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.

Rubric (Faculty Handbook, Appendix B)

TEACHING				
	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	COMMENTS
Teaching Engagment	Did not carry equitable share of the school's teaching, research, administrative and service responsibilities, as negotiated with the school director.	Carried equitable share of the school's teaching, research, administrative, and service responsibilities, as negotiated with the school director.	Carried more than the share negotiated with the school director of the school's teaching, research, administrative, and service responsibilities.	
Faculty Collegiality	Did not maintain a state, regional, and/or national presence, both physical and virtual, as negotiated with the school director.	Maintained a state, regional, and/or national presence, both physical and virtual, as negotiated with the school director.		
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.	
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.	
TOTAL SCORE:				

5/7 in Exceeds Expectations with 0 in Does Not Meet Expectations = Exceeds Expectations
 5/7 in Does Not Meet Expectations with 0 in Exceeds Expectations = Does Not Meet Expectations

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, books, performance, etc.) at a rate lower than the standard performance level identified within the unit.	Disseminates work through unit identified channels (e.g., peer-reviewed journals, books, performance, etc.) as reflected within the standard performance level identified within the unit.	Disseminates work through unit identified channels (e.g., peer-reviewed journals, books, performance, etc.) at a rate that exceeds the standard performance level identified within the unit.	
Applications for internal/external funding	Submits application for internal/external funding of research/creative activities at a rate lower than the standard performance level identified within the unit.	Submits application for internal/external funding of research/creative activities as reflected within the standard performance level identified within the unit. (e.g., unit may define expectations as annual, bi-annual, tri-annual submissions).	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

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 statewide, regionally, nationally, and/or internationally 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, 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 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 through active participation in University campus activities (i.e., Eagles Spur, recruitment, retention, etc.) and community service related to their profession exceeding the standard performance level identified within the unit.	
Student mentorship	Facilitates growth in their field of study through formalized mentorship of students and/or other faculty, service on student committees to include graduate examinations and dissertations as well as undergraduate honors theses, delivery of independent study courses, etc. at a rate lower than the standard performance level identified within the unit.	Facilitates growth in their field of study through formalized mentorship of students and/or other faculty, service on student committees to include graduate examinations and dissertations as well as undergraduate honors theses, delivery of independent study courses, etc. as reflected within the standard performance level identified within the unit.	Facilitates growth in their field of study through formalized mentorship of students and/or other faculty, service on student 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:

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

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

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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Date of Submission: March 5, 2020

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