



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI.

SCHOOL OF
KINESIOLOGY & NUTRITION
ANNUAL EVALUATION
PROMOTION AND TENURE GUIDELINES

Director

8/26/21

Date

W. JEFF HANTON

Dean

9/2/2021

Date

Provost

9/2/21

Date



School Policies and Procedures: Evaluation Process

School: Kinesiology and Nutrition

Director: Scott Piland

College: Education and Human Sciences

College Dean: Trent Gould

Mission, Vision, and Values

Mission

The School of Kinesiology and Nutrition (*hereafter SKN*) is committed to the advancement of knowledge and practice through excellence in education, training, research, and service to cultivate high quality professionals and healthier communities.

Vision

Healthy People; Quality Practitioners and Educators; New Scientific Contributions

Values

- Evidence-Based Practice – Develop new knowledge and mobilize current literature to promote and advance best practice in kinesiology and nutrition disciplines.
- Multidisciplinary Collaborations – Work with various faculty and disciplines to foster co-learning and holistically tackle real world problems.
- Professional Preparedness – Provide a safe environment for students to learn and grow to achieve their professional and academic goals.
- Community Engagement – Serve communities through teaching, research and service and work with community partners to inform, implement and advance efforts.
- Diversity – Respect various viewpoints and individual differences based on diverse cultural and life experiences.
- Human Health and Performance – Promote optimal health through nutrition and physical activity to prevent and manage disease and injury and elevate performance.

PART III: ANNUAL EVALUATION GUIDELINES

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](#)

3.1 General Statement about Annual Evaluation Standards

The School of Kinesiology and Nutrition has a strong investment in faculty success. Therefore, in accordance with the Faculty Handbook, SKN faculty members engage in an annual evaluation process. This process is designed to acknowledge faculty performance at all levels.

These guidelines should not be interpreted as inflexible rules, rigorous checklists, or as exhaustive in scope. Their purpose is to help faculty members and evaluators alike, as evaluative fairness depends to a significant extent on reasonable benchmarks that are generally understood and accepted. As with any set of guidelines, these should be applied holistically, balancing the importance of consistency with due attention to relevant differences both qualitative and quantitative. Annual performance is to be assessed in light of each faculty member's individualized workload, negotiated and mutually agreed upon by the faculty member and the School director each year.

Delineated expectations are intended to guide the committee's evaluation of whether a faculty member's annual contributions meet one of three levels of competency: "does not meet expectations", "meets expectations", or "exceeds expectations" for the categories of teaching, research/scholarship/creative activity, and service for the various faculty ranks and tracks in SKN: Tenured/Tenure-track (*hereafter "tenure-track,"*) and Teaching-track (*hereafter "teaching-track"*). All faculty members in SKN are entitled to such an evaluation and have the right to appeal their evaluations as is described in the Faculty Handbook.

Provided evaluation criteria embodies the school's value of collegiality and faculty engagement. In alignment with shared governance, collegiality is the expectation that faculty work collaboratively to share the workload and assume equitable responsibility to achieve the mission and vision of the school as well as show respect for and support their colleagues' teaching, research, and service endeavors. School faculty are expected to be fully engaged members of the university community, actively and collaboratively contributing to the mission of the institution with their commitments of time, professionalism, and individual skills. Collegial and engaged faculty members are aware of the values and mission of the School, College, and University; support their colleagues' successes; equitably contribute to the activities which support success, and strive for excellence in research, teaching, and service responsibilities to the School, College, and University.

The annual evaluation serves to evaluate productivity, collegiality, and engagement and determine expectation level based on the calendar year timeframe and does not consider trends over time, which is a consideration of the school Promotion and Tenure committee. The Faculty Evaluation Committee does consider workload and extenuating circumstances that may have affected short term/annual productivity.

The time-period for annual evaluations for SKN faculty will typically span May to May, representing the academic year. Faculty are to complete and submit an Annual Report and an Annual Evaluation form through the Digital Measures platform:

To assure responsible management and access to the most up-to-date and current performance information, faculty are encouraged to update their Digital Measures portfolios throughout the year. Maintained materials include:

- Contributions to teaching to include, but not limited to syllabi for courses taught (single syllabi to represent multiple sections of the same course within a single semester), student feedback, and annual peer review of teaching (see Appendix B: SKN Peer Review of Teaching Rubric).
- Contributions to research/scholarship/creative works to include, but not limited to, publications, drafts of submitted works, and works in progress.
- Contributions to service to include, but not limited to, letters of support or completion, listing of activities.
- Annual self-evaluation of achievement of goals identified for period of evaluation in teaching, research, and service.
- Annual self-evaluation of productivity associated with reassigned time and the goals and plans you developed for your reassigned time in the year being evaluated.
- Annual goal proposals for teaching, research, and service for the next evaluation period (academic year).

The evaluation will align to the expectations listed within the SKN Annual Evaluation Rubric (see Appendix A). Refer to Appendix A and B in addition to the following sections 3.2 and 3.3 for more thorough descriptions of annual expectations.

3.2 Tenure-track Annual Evaluation Criteria

3.2.1 Teaching

Effective teaching is an essential function of the school in achieving its mission. Teaching encompasses many activities related to learning that occur both inside and outside the classroom including, but not limited to, instruction and course design. Faculty are recognized for their classroom performance and contributions to teaching that draw upon depth and breadth of scholarship. Faculty are expected to engage in continuous evaluation and improvement efforts towards the development and delivery of courses that are effective and efficient. Annual evaluations will consider collegiality and faculty engagement within the school which could include activities such as presence at program meetings and presentations, participation in faculty teaching evaluations, availability to students and other opportunities to support faculty and students in teaching endeavors. The criteria for school expectations in teaching are provided in Appendix A.

3.2.1.1 Meets Expectations for Teaching

The following criteria are generally associated with, but are not all required for, meeting teaching expectations in the school.

- Teaches the full complement of assigned courses as defined by their teaching load.
- Revises and updates assigned courses, as necessary.
- Submits grades and syllabi on time.
- Maintains an open line of communication with designated area program coordinator on a consistent basis.
- Meets mean rating expectations for student evaluations in core program courses.

- Meets mean rating expectations for peer teaching evaluations in core program courses with evidence of growth/improvement when needed.
- Participates in professional development activities related to teaching.
- Contributes to and/or delivers school, college, or university-supported teaching excellence initiatives, such as guest lecture or training session delivery, or student programs (ie. Honors College or Scholars programs) across campus
- Participates in annual peer evaluation of teaching to facilitate the growth of colleagues in a productive and collaborative manner.
- Engages in efforts to promote student growth and engagement.

Collegiality and Engagement in Teaching: *Collegiality* in teaching is treating students and fellow colleagues in a respectful, civil, and dignified manner to support faculty and student growth and development through regular teaching operations such as faculty working together to solve student issues, develop curriculum, observe one another's teaching, and facilitate the professional development of one another. *Engagement* in the context of teaching includes working to ensure learning experiences promote student growth, retention, and completion, and being available to students and corresponding in a timely manner.

3.2.1.2 Fails to Meet Expectations for Teaching

A tenure-track faculty member who falls short of meeting expectations for teaching, consistently fails to satisfy **one or more** of the these criteria listed above in 3.2.1.1. Examples of failing to meet teaching expectations include, but are not limited to, the following items. *The tenure-track member does NOT:*

- Teach the full complement of assigned courses as defined by their teaching load.
- Revise and update assigned courses, as necessary.
- Submit grades and syllabi on time.
- Maintain an open line of communication with designated area program coordinator on a consistent basis.
- Meet mean rating expectations for student evaluations in core program courses.
- Meet mean rating expectations for peer teaching evaluations in core program courses with evidence of growth/improvement when needed.
- Participate in professional development activities related to teaching.
- Contribute to and/or deliver school, college, or university-supported teaching excellence initiatives, such as guest lecture or training session delivery, or student programs (i.e., Honors College or Scholars programs) across campus
- Participate in annual evaluation of teaching to facilitate the growth of colleagues in a productive and collaborative manner.
- Engage in efforts to promote student growth and engagement.

Non-collegiality in the context of teaching includes, but is not limited to, the following. *A tenure-track member:*

- Does not show respect for students, faculty, staff, external stakeholders, and others within and outside of the University when engaging in teaching related.
- Does not collaborate when engaged in teaching-related activities.
- Does not participate in the school's peer review process.
- Does not demonstrate support for the school when undertaking teaching responsibilities.

Non-engagement in the context of teaching includes, but is not limited to, the following. *A tenure-track member:*

- Does not work to ensure learning experiences that serve to promote growth, retention, and completion.

- Does not respond to students' correspondence in a timely manner and is routinely not available for meetings with students (F2F or virtual as appropriate).

3.2.1.3 Exceeds Expectations for Teaching

A tenure-track faculty member who exceeds expectations for teaching satisfies the criteria from the “meets expectations” list AND satisfies **two or more** of the items below (or a provides justification for items not listed below). Examples for exceeding expectations for teaching could include, but are not limited to the following items:

- Innovative development and successful implementation of service learning or active learning courses consistent with school directives.
- Exceptional scores on student course evaluations and exceptional peer-review evaluations.
- Direction of substantially more undergraduate Honors student thesis projects or SPUR projects than needed to meet school expectations.
- Demonstration of superior course breadth or major improvements through additional report in Digital Measures.
- Extraordinary individual attention to students through tutoring, conferencing, mentoring, or going to unusual lengths to enhance students' educational experiences.

Exceeding expectations for teaching, requires faculty to provide evidence that productivity has exceeded the minimum expectation for each criterion over the evaluation period. Additionally, evidence should also support that faculty meet expectations in research/scholarship/creative activity and service.

3.2.2 Research/Scholarship/Creative Activity

Tenure track faculty are expected to contribute to the research/scholarship/creative activity portfolio of the school and produce works that add to the body of knowledge in their respective area and supports the development of the faculty's expertise in that area. Further, tenure-track faculty are expected to provide leadership in publication and grantsmanship in an area of scholarship as well as to engage in collaborative scholarship with colleagues. It is expected that in the initial years, new Assistant Professors will primarily focus on establishing an independent research agenda, which could include grant/project collaborations with more senior faculty for mentorship and to facilitate expertise development and attainment of grant support. Additionally, evidence of interprofessional research collaboration within the first few years of employment is expected as it serves as an indicator of expertise growth and development as well as collegiality and faculty engagement.

3.2.2.1 Meets Expectations for Research/Scholarship/Creative Activity

The following criteria are generally associated with meeting research/scholarship/creative activity expectations in the school (see Appendix A).

- Publish or have “in-press” at minimum 1 peer-reviewed/refereed journal article, or 1 book, or 1 book chapter, or serve as primary book editor for at minimum 1 book.
- Produce at minimum 1 technical report/monograph, or 1 publish abstract/poster presentation, podium presentation at regional/national/international meeting(s).
- Submit grant proposal(s).
- Demonstrate collaboration with students, other faculty, organizations, and /or stakeholders.
- Deliver works in positive alignment with assigned workload.

Collegiality and Engagement in Research/Scholarship/Creative Activity: *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 respectful professional disagreement. *Engagement* in the context of research includes showing initiative in the research process, maintaining an active research agenda, and involving peers, students, and stakeholders in research, when appropriate.

3.2.2.2 Fails to Meet Expectations for Research/Scholarship/Creative Activity

A tenure-track member who falls short of meeting expectations for research/scholarship/creative activity fails to satisfy one or more of the criteria listed above in 3.2.2.1. Examples of failing to meet Research/Scholarship/Creative Activities expectations include, but are not limited to, the following items. *The tenure-track member does NOT:*

- Publish or have “in-press” at minimum 1 high quality, peer-reviewed/refereed journal article, or 1 book, or 1 book chapter, or serve as primary book editor for at minimum 1 book.
- Produce at minimum 1 high quality, technical report/monograph, or 1 published abstract/poster presentation, or 1 podium presentation at regional/national/international meeting(s).
- Submit 1 high quality grant proposal demonstrated to support research agenda and/or mission of the school.
- Demonstrate collaboration with students, other faculty, organizations, and /or stakeholders.
- Deliver works in positive alignment with assigned workload.

Non-collegiality in the context of research/scholarship/creative activity includes, but is not limited to, the following. *A tenure-track member:*

- Does not show respect for students, faculty, staff, external stakeholders, and others within and outside of the University when engaged in research/scholarship/creative activities.
- Does not collaborate when engaged in research/scholarship/creative activity-related activities.
- Does not demonstrate support for the school when undertaking research/scholarship/creative activities.

Non-engagement in the context of research/scholarship/creative activity includes, but is not limited to, the following. *A tenure-track member:*

- Does not work to show initiative in the research process.
- Does not maintain an active research agenda.
- Does not involve peers, students and/or stakeholders in research when appropriate.

3.2.2.3 Exceeds Expectations for Research/Creative Activity

A tenure-track faculty member who exceeds expectations for research/scholarship/creative activity satisfies the criteria from the “meets expectations” list AND demonstrates a level of productivity across **two or more** of the 3 categories which far exceeds the minimum of 1 work per category (or a provides justification for items not listed). Additionally, evidence should also support that faculty meet expectations in teaching and service. Examples for exceeding expectations for research/scholarship/creative activity could include, but are not limited to the following items:

- Publish or have “in-press” multiple, high-quality peer-reviewed/refereed journal articles, or books, or book chapters, or serve as primary book editor for multiple books or some combination of these deliverables.
- Produce multiple, high quality technical reports/monographs, or published abstracts/poster presentations, or podium presentations at regional/national/international meeting(s), or some combination of these deliverables.
- Submit multiple, high quality grant proposals demonstrated to support research agenda and/or mission of the school.

3.2.3 Service

Tenure track faculty are expected to engage in service. These acts of service are an integral part of the school realizing its vision and fulfilling its mission. It is recognized that service opportunities and focus evolve over time as one develops from junior to senior faculty. Thus, this is taken into consideration during the annual evaluation. Junior faculty benefit from a period to acclimate to the academic environment and, thus, are expected to contribute service mentorship and leadership once seniority is achieved. The list of expectations criteria in the area of service for institutional committee, campus and community and professional service is found in Appendix A.

3.2.3.1 Meets Expectations for Service

The following criteria are generally associated with, but not all are required for, meeting service expectations in the school (see Appendix A).

- Serves on and, when possible, leads appointed/elected committees at the school, college and university levels.
- Serves in a volunteer role for School/University supported events and activities.
- Delivers non-refereed or presentations or other modes of dissemination that reflect field expertise.
- Shows evidence of faculty mentorship and contribution to faculty professional development.
- Contributes to field of study through membership and participation in professional organizations that complements field expertise or professional goals.
- Contributes to field of study through manuscript review, book reviews, chapter reviews or serving as accreditation or grant reviewer.
- Participates in graduate student theses or dissertation committees, or other student research mentorship roles.
- Demonstrates quality research mentoring of students as evidenced by student projects accepted for presentation and/or publication.

Collegiality and Engagement in Service: *Collegiality* in the context of service includes showing respect for others and a willingness to do one's fair share of service for the optimal functioning of the School, College and University. It also includes a willingness to collaborate and contribute towards shared governance. Collegiality does not preclude vigorous debate, dissent, and protest in intellectual matters and in issues concerning the governance of the institution. *Engagement* in the context of service includes participation in SKN activities/meetings, contribution to the generation of knowledge and/or profession of the discipline, mentorship of student research/scholarly activities, and responsiveness to faculty correspondence.

3.2.3.2 Fails to Meet Expectations for Service

A tenure-track member who falls short of meeting expectations for service consistently fails to satisfy **one or more** of the criteria listed above in 3.2.3.1. Examples of failing to meet service expectations include, but are not limited to, the following items. *The tenure-track member does NOT:*

- Serve on and, when possible, leads appointed/elected committees at the school, college, and university levels.
- Frequently contribute or attend or complete assigned tasks as they related to service in a timely manner.
- Serve in a volunteer role for School/University supported events and activities.
- Deliver non-refereed or presentations or other modes of dissemination that reflect field expertise.
- Show evidence of faculty mentorship and contribution to faculty professional development.
- Contribute to field of study through membership and participation in professional organizations that complements field expertise or professional goals.

- Contribute to field of study through manuscript review, book reviews, chapter reviews or serving as accreditation or grant reviewer.
- Participate in graduate student theses or dissertation committees, or other student research mentorship roles.
- Demonstrate quality research mentoring of students as evidenced by student projects accepted for presentation and/or publication.

Non-collegiality in the context of service includes, but is not limited to, the following. *A tenure-track member:*

- Does not show respect for students, faculty, staff, external stakeholders, and others within and outside of the University when engaged in service activities.
- Does not collaborate when engaged in service activities.
- Does not demonstrate support for the school when undertaking service activities.

Non-engagement in the context of research/scholarship/creative activity includes, but is not limited to, the following. *A tenure-track member:*

- Does not actively participate in school activities/meetings.
- Does not respond in a timely manner to tasks assigned as a part of service activities.
- Does not show initiative towards service activities.

3.2.3.3 Exceeds Expectations for Service

A tenure-track faculty member who exceeds expectations for service meets expectations across teaching and research/scholarship/creative activity and demonstrates additional contributions in service in the following areas, including, but not limited to:

- Initiation of, or significant contributions towards an outreach program that definitely results in recruiting a significant number of students to the school.
- Significant editorial board service.
- Participation on a proposal review board at an established national funding agency.
- Editor-in-chief responsibilities for peer-reviewed journal.
- Lead organizer of a state, regional, national, or international conference.
- Direction and significant contribution of university sponsored research center or outreach program.
- Significant contributions to the direction of academic program, internship, practicum experience without re-assignment of time to support such activities.
- Receiving a significant College, University, or professional award for service.
- Leading an accreditation or reaccreditation effort without re-assignment of time to support such activities.

3.3 Teaching-track Annual Evaluation Criteria

3.3.1 Teaching

Effective teaching is an essential function of the school in achieving its mission. Teaching encompasses many activities related to learning that occur both inside and outside the classroom including, but not limited to, instruction and course design. Faculty are recognized for their classroom performance and contributions to teaching that draw upon depth and breadth of scholarship. Faculty are expected to engage in continuous evaluation and improvement efforts towards the development and delivery of courses that are effective and efficient. Annual evaluations will consider collegiality and faculty engagement within the school which could include activities such as presence at program meetings and presentations, participation in faculty teaching

evaluations, availability to students and other opportunities to support faculty and students in teaching endeavors. The criteria for school expectations in teaching are listed in Appendix A.

3.3.1.1 Meets Expectations for Teaching

The following criteria are generally associated with, but are not all required for, meeting teaching expectations in the school.

- Teaches the full complement of assigned courses as defined by their teaching load.
- Revises and updates assigned courses as necessary.
- Submits grades and syllabi on time.
- Maintains an open line of communication with designated area program coordinator on a consistent basis.
- Meets mean rating expectations for student evaluations in core program courses.
- Meets mean rating expectations for peer teaching evaluations in core program courses with evidence of growth/improvement when needed.
- Participates in professional development activities related to teaching.
- Contributes to and/or delivers school, college or university-supported teaching excellence initiatives, such as guest lecture or training session delivery, or student programs (ie. Honors College or Scholars programs) across campus
- Participates in annual evaluation of teaching to facilitate the growth of colleagues in a productive and collaborative manner.
- Engages in efforts to promote student growth and engagement.

Collegiality and Engagement in Teaching: *Collegiality* in teaching is treating students and fellow colleagues in a respectful, civil, and dignified manner to support faculty and student growth and development through regular teaching operations such as faculty working together to solve student issues, develop curriculum, observe one another's teaching, and facilitate the professional development of one another. *Engagement* in the context of teaching includes working to ensure learning experiences promote student growth, retention, and completion, and being available to students and corresponding in a timely manner.

3.3.1.2 Fails to Meet Expectations for Teaching

A teaching-track faculty member who falls short of meeting expectations for teaching, consistently fails to satisfy **one or more** of the criteria from criteria listed above in 3.3.1.1. Examples of failing to meet teaching expectations include, but are not limited to, the following items. *The teaching-track member does NOT:*

- Teach the full complement of assigned courses as defined by their teaching load.
- Revise and update assigned courses as necessary.
- Submit grades and syllabi on time.
- Maintain an open line of communication with designated area program coordinator on a consistent basis.
- Meet mean rating expectations for student evaluations in core program courses.
- Meet mean rating expectations for peer teaching evaluations in core program courses with evidence of growth/improvement when needed.
- Participate in professional development activities related to teaching.
- Contribute to and/or deliver school, college or university-supported teaching excellence initiatives, such as guest lecture or training session delivery, or student programs (ie. Honors College or Scholars programs) across campus
- Participate in annual evaluation of teaching to facilitate the growth of colleagues in a productive and collaborative manner.

- Engage in efforts to promote student growth and engagement.

Non-collegiality in the context of teaching includes, but is not limited to, the following. *A teaching-track member:*

- Does not show respect for students, faculty, staff, external stakeholders, and others within and outside of the University when engaging in teaching related.
- Does not collaborate when engaged in teaching-related activities.
- Does not participate in the school's peer review process.
- Does not demonstrate support for the school when undertaking teaching responsibilities.

Non-engagement in the context of teaching includes, but is not limited to, the following. *A teaching-track member:*

- Does not work to ensure learning experiences that serve to promote growth, retention, and completion.
- Does not respond to students' correspondence in a timely manner and is routinely not available for meetings with students (F2F or virtual as appropriate).

3.3.1.3 Exceeds Expectations for Teaching

A teaching-track faculty member who exceeds expectations for teaching satisfies the criteria from the “meets expectations” list AND satisfies **two or more** of the items below (or a provides justification for items not listed below). Examples for exceeding expectations for teaching could include, but are not limited to the following items:

- Innovative development and successful implementation of service learning or active learning courses consistent with school directives.
- Exceptional scores on student course evaluations and exceptional peer-review evaluations.
- Direction of substantially more undergraduate Honors student thesis projects or SPUR projects than needed to meet school expectations.
- Demonstration of superior course breadth or major improvements through additional report in Digital Measures.
- Extraordinary individual attention to students through tutoring, conferencing, mentoring, or going to unusual lengths to enhance students' educational experiences.

Exceeding expectations for teaching, requires faculty to provide evidence that productivity has exceeded the minimum expectation for each criterion over the evaluation period. Additionally, evidence should also support that faculty meet expectations in service.

3.3.2 Scholarship

Criteria for scholarship depends on teaching-track faculty rank. Lower rank teaching-track faculty will not be expected to engage in scholarship activities. Participation in scholarship activities is not discouraged for teaching-track faculty as they can be evaluated as part of the engaged citizenship criterion under teaching expectations or as a service activity. When appropriate to specific rank, scholarship will be evaluated as a specific category.

3.3.2.1 Meets Expectations for Scholarship

The following criteria are generally considered for, but not limited to, meeting scholarship for faculty who hold the rank of Associate Teaching Professor or Lecturer.

- Scholarly activities include, but are not limited to, journal articles, book chapters, abstracts, reports, presentations, grant submissions,
- Local, state, and regional contributions are considered as well as national and international.

3.3.2.2 Fails to Meet Expectations for Scholarship

A teaching-track member (holding appropriate rank) who falls short of meeting expectations for scholarship fails to consistently satisfy one or more of the criteria listed above in 3.3.2.1. Examples of failing to meet scholarship expectations include, but are not limited to, the following items. *The teaching-track member (holding appropriate rank) does NOT:*

- Demonstrate engagement in scholarly activities that include, but are not limited to, the production of journal articles, book chapters, abstracts, reports, presentations, grant submissions.
- Demonstrate contributions to either local, state, and/or regional service professional organizations.

3.3.2.3 Exceeds Expectations for Scholarship

A teaching-track member (holding appropriate rank) who exceeds expectations for scholarship satisfies the criteria from the “meets expectations” list, but also demonstrates a higher-than-expected level of productivity across the criteria. Additionally, evidence should also support that faculty meet expectations in teaching and service. Examples for exceeding expectations for scholarship could include, but are not limited to, the following items:

- Significant contribution in scholarly activities that include, but are not limited to, the production of journal articles, book chapters, abstracts, reports, presentations, grant submissions.
- Significant contribution to either local, state, and/or regional service professional organizations.

3.3.3 Service

Teaching-track faculty are expected to engage in service. These acts of service are an integral part of the school realizing its vision and fulfilling its mission. The list of expectations criteria in the area of service for institutional committee, campus and community and professional service is found in Appendix A.

3.2.3.1 Meets Expectations for Service

The following criteria are generally associated with, but not all are required for, meeting service expectations in the school (see Appendix A).

- Serves on and, when possible, leads appointed/elected committees at the school, college, and university levels.
- Serves in a volunteer role for School/University supported events and activities.
- Delivers non-refereed or presentations or other modes of dissemination that reflect field expertise.
- Shows evidence of faculty mentorship and contribution to faculty professional development.
- Contributes to field of study through membership and participation in professional organizations that complements field expertise or professional goals.
- Contributes to field of study through manuscript review, book reviews, chapter reviews or serving as accreditation or grant reviewer.
- Participates in graduate student theses or dissertation committees, or other student research mentorship roles.
- Demonstrates quality research mentoring of students as evidenced by student projects accepted for presentation and/or publication.

Collegiality and Engagement in Service: *Collegiality* in the context of service includes showing respect for others and a willingness to do one's fair share of service for the optimal functioning of the School, College and University. It also includes a willingness to collaborate and contribute towards shared governance. Collegiality does not preclude vigorous debate, dissent, and protest in intellectual matters and in issues concerning the governance of the institution. *Engagement* in the context of service includes participation in SKN activities/meetings, contribution to the generation of knowledge and/or profession of the discipline, mentorship of student research/scholarly activities, and responsiveness to faculty correspondence.

3.3.3.2 Fails to Meet Expectations for Service

A teaching-track member who falls short of meeting expectations for service fails to consistently satisfy **one or more** of the criteria listed above in 3.3.3.1. Examples of failing to meet service expectations include, but are not limited to, the following items. *The teaching-track member does NOT:*

- Serve on and, when possible, leads appointed/elected committees at the school, college and university levels.
- Frequently contribute or attend or complete assigned tasks as they related to service in a timely manner.
- Serve in a volunteer role for School/University supported events and activities.
- Deliver non-refereed or presentations or other modes of dissemination that reflect field expertise.
- Show evidence of faculty mentorship and contribution to faculty professional development.
- Contribute to field of study through membership and participation in professional organizations that complements field expertise or professional goals.
- Contribute to field of study through manuscript review, book reviews, chapter reviews or serving as accreditation or grant reviewer.
- Participate in graduate student theses or dissertation committees, or other student research mentorship roles.
- Demonstrate quality research mentoring of students as evidenced by student projects accepted for presentation and/or publication.

Non-collegiality in the context of service includes, but is not limited to, the following. *A teaching-track member:*

- Does not show respect for students, faculty, staff, external stakeholders, and others within and outside of the University when engaged in service activities.
- Does not collaborate when engaged in service activities.
- Does not demonstrate support for the school when undertaking service activities.

Non-engagement in the context of service includes, but is not limited to, the following. *A teaching-track member:*

- Does not actively participate in school activities/meetings.
- Does not respond in a timely manner to tasks assigned as a part of service activities.
- Does not show initiative towards service activities.

3.2.3.3 Exceeds Expectations for Service

A teaching-track faculty member who exceeds expectations for service meets expectations across teaching and scholarship (where appropriate) and demonstrates additional contributions in service in the following areas, including, but not limited to:

- Initiation of, or significant contributions towards an outreach program that definitely results in recruiting a significant number of students to the school.

- Significant editorial board service.
- Participation on a proposal review board at an established national funding agency.
- Editor-in-chief responsibilities for peer-reviewed journal.
- Lead organizer of a state, regional, national, or international conference.
- Direction and significant contribution of university sponsored research center or outreach program.
- Significant contributions to the direction of academic program, internship, practicum experience without re-assignment of time to support such activities.
- Receiving a significant College, University, or professional award for service.
- Leading an accreditation or reaccreditation effort without re-assignment of time to support such activities.

3.4 Goals for Next Evaluation Period

Faculty should establish goals to be met in the next evaluation period that align with expectations in each area and reflect professional growth rather than a list of objective tasks to be completed. Goals should be specific, measurable, achievable, and realistic within the time frame indicated. Faculty should consider short term goals (within an annual evaluation period) as well as longer term goals to consider the next three years or the time to attain tenure and/or promotion, whichever comes last. Faculty will present goals as a part of their annual review. Goals will be reviewed by the School Director who will then meet with the faculty member to discuss and approve them.

PART IV. PROMOTION AND TENURE GUIDELINES

4.1 Pre-Tenure Review

Unit specific processes:

Criteria for pre-tenure review are the same as for tenure but consider that candidates have not had the full probationary period to develop a complete record of achievement. The school promotion and tenure committee are to determine if the faculty member is making satisfactory progression towards promotion and tenure and help identify areas in which the candidate may need to improve towards meriting such award.

In alignment with the expectation that tenure track faculty excel in the three areas (research/scholarship/creative activity, teaching and service), it is expected that the pre-tenure review will serve to assess the accumulation of achievements toward tenure. While progress towards achievement goals will be reviewed annually, the expectations are based on an accumulation over the respective years of service. Expectations are described based on each of the three areas and set based on the standard reassignment of time of 25% for research. Faculty granted, in discussion and full agreement with the School Director, reassignment beyond the standard 25% for research, are expected to also agree to establish *a priori* deliverables based on the amount of research release time.

4.2 Promotion to Associate Professor

Unit specific processes: Tenure-Track

Promotion of tenure-track faculty serves as the official institutional recognition of meritorious achievement in research/scholarship/creative activity, service, and teaching. Promotion recognizes faculty for their records of achievement within their respective disciplines or interdisciplinary settings.

Criteria for promotion are defined based on the minimum expectations required to advance to the next rank. Faculty should strive for excellence, contribute to the mission of the school, and support a collegial environment and be engaged citizens.

4.2.1 Teaching

For promotion, faculty should meet expectations for teaching, including collegiality and engagement, across the evaluation period as listed in Appendix C, Table 1 which includes:

- Meets/maintains mean rating expectations for student evaluations in core program courses.
- Meets/maintains mean rating expectations for peer teaching evaluations in core program courses with evidence of growth/improvement when needed.
- Participates in professional development activities related to teaching.
- Participation in and/or contribution to school, college, or university-supported teaching excellence initiatives (ie. Quality Matters or USM Association of College and University Educators), course guest lecture or training session delivery, or student programs (i.e., Honors College or Scholars programs) across campus

Collegiality in teaching is treating students and fellow colleagues in a respectful, civil, and dignified manner to support faculty and student growth and development, which includes factors such as faculty working together to solve student issues, develop curriculum, observe one another's teaching, and facilitate the professional development of one another.

Engagement in the context of teaching includes working to ensure learning experiences promote student growth, retention, and completion, and being available to students and corresponding in a timely manner.

4.2.2 Research

For promotion, faculty should meet expectations including collegiality and engagement, for research across the evaluation period as listed in Appendix C, Table 2 which includes:

- Meets criteria for published or in-press peer-reviewed/refereed journal article, book, book chapter, book editor.
- Meets criteria for technical report/monograph, published abstract/poster presentation, podium presentation at regional/national/international meetings.
- Meets criteria for grant proposal submissions.

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 respectful professional disagreement.

Engagement in the context of research includes showing initiative in the research process, maintaining an active research program, and involving peers, students, and stakeholders in research, where appropriate.

4.2.3 Service

For promotion, faculty should meet expectations for service, including collegiality and engagement, across the evaluation period as listed in Appendix C, Table 4 which includes:

- Serves on and, when possible, leads appointed/elected committees at the school, college, and university levels.
- Serves in a volunteer role for School/University supported events and activities.
- Delivers non-refereed or presentations or other modes of dissemination that reflect field expertise.
- Shows evidence of faculty mentorship and contribution to faculty professional development.
- Contribution to field of study through membership and participation in professional organizations that complements field expertise or professional goals.
- Contribution to field of study through manuscript review, book reviews, chapter reviews or serving as accreditation or grant reviewer.

Collegiality in the context of service includes showing respect for others and a willingness to do one's fair share of service for the optimal functioning of the School, College and University. It also includes a willingness to collaborate and contribute towards shared governance. Collegiality does not preclude vigorous debate, dissent, and protest in intellectual matters and in issues concerning the governance of the institution.

Engagement in the context of service includes participation in SKN activities/meetings, contribution to the generation of knowledge and/or profession of the discipline, mentorship of student research/scholarly activities, and responsiveness to faculty correspondence.

4.3 Promotion to Lecturer/Associate Teaching Professor

Unit specific processes: Teaching-Track

Given the nature of teaching-track positions and as stated in the Faculty Handbook, promotion to Lecturer/Associate Teaching Professor should be considered a desirable goal rather than a mandate. In general,

a five-year probationary period for a new assistant teaching professor or instructor provides time to demonstrate excellence in teaching and service prior to being promoted to the Lecturer/Associate level. However, there is no University-wide mandatory probationary period for promotion to Lecturer/Associate Teaching Professor. Furthermore, candidates whose initial appointment awards credit for service prior to joining the University or candidates with qualifications far exceeding the guidelines may receive consideration for early promotion. All documentation provided in applications for promotion should be cumulative, covering the time applicable toward promotion.

4.3.1 Teaching

For promotion, faculty should meet expectations for teaching, including collegiality and engagement, across the evaluation period as listed in Appendix C, Table 1 which includes:

- Meets/maintains mean rating expectations for student evaluations in core program courses.
- Meets/maintains mean rating expectations for peer teaching evaluations in core program courses with evidence of growth/improvement when needed.
- Participates in professional development activities related to teaching.
- Participation in and/or contribution to school, college, or university-supported teaching excellence initiatives (ie. Quality Matters or USM Association of College and University Educators), course guest lecture or training session delivery, or student programs (i.e., Honors College or Scholars programs) across campus

Collegiality in teaching is treating students and fellow colleagues in a respectful, civil, and dignified manner to support faculty and student growth and development, which includes factors such as faculty working together to solve student issues, develop curriculum, observe one another's teaching, and facilitate the professional development of one another.

Engagement in the context of teaching includes working to ensure learning experiences promote student growth, retention, and completion, and being available to students and corresponding in a timely manner.

4.3.2 Scholarship

For promotion to Associate Teaching Professor, faculty should meet expectations including collegiality and engagement, for scholarship across the evaluation period as listed in Appendix C, Table 3 which includes:

- Scholarly activities including, but are not limited to, journal articles, book chapters, abstracts, reports, presentations, grant submissions,
- Local, state, and regional contributions are considered as well as national and international.
- Supporting role in grant submissions.

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 respectful professional disagreement.

Engagement in the context of research includes showing initiative in the research process, maintaining an active research program, and involving peers, students, and stakeholders in research, where appropriate.

4.3.3 Service

For promotion, faculty should meet expectations for service, including collegiality and engagement, across the evaluation period as listed in Appendix C, Table 4 which includes:

- Serves on and, when possible, leads appointed/elected committees at the school, college, and university levels.
- Serves in a volunteer role for School/University supported events and activities.
- Delivers non-refereed or presentations or other modes of dissemination that reflect field expertise.
- Shows evidence of faculty mentorship and contribution to faculty professional development.
- Contribution to field of study through membership and participation in professional organizations that complements field expertise or professional goals.
- Contribution to field of study through manuscript review, book reviews, chapter reviews or serving as accreditation or grant reviewer.

Collegiality in the context of service includes showing respect for others and a willingness to do one's fair share of service for the optimal functioning of the School, College and University. It also includes a willingness to collaborate and contribute towards shared governance. Collegiality does not preclude vigorous debate, dissent, and protest in intellectual matters and in issues concerning the governance of the institution.

Engagement in the context of service includes participation in SKN activities/meetings, contribution to the generation of knowledge and/or profession of the discipline, mentorship of student research/scholarly activities, and responsiveness to faculty correspondence.

4.4 Tenure

Unit specific processes: Tenure-Track faculty

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 (research/scholarship/creative activity, scholarship, service, and teaching,) with additional considerations of collegiality and engaged citizenship 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 and engaged citizenship.

4.4.1 Teaching

Effective teaching is an essential function of the school in achieving its mission. Evidence of effective teaching and the potential for continued development of this skill is one criterion for tenure. Teaching encompasses many activities related to learning that occur both inside and outside the classroom including, but not limited to, instruction and course design. Criteria for tenure reflect expectations of increasing skill in areas of course design and delivery. The criteria also consider collegiality and faculty engagement within the school which could include activities such as presence at program meetings and presentations, participation in faculty teaching evaluations, availability to students and other opportunities to support faculty and students in teaching endeavors. Faculty should meet expectations for teaching across the evaluation period as listed in Appendix C, Table 1 which includes:

- Meets/maintains mean rating expectations for student evaluations in core program courses.

- Meets/maintains mean rating expectations for peer teaching evaluations in core program courses with evidence of growth/improvement when needed.
- Participates in professional development activities related to teaching.
- Contribution to and/or delivery of school, college, or university-supported teaching excellence initiatives, such as guest lecture or training session delivery, or student programs (ie. Honors College or Scholars programs) across campus

Collegiality in teaching is treating students and fellow colleagues in a respectful, civil and dignified manner to support faculty and student growth and development, which includes factors such as faculty working together to solve student issues, develop curriculum, observe one another's teaching, and facilitate the professional development of one another.

Engagement in the context of teaching includes working to ensure learning experiences promote student growth, retention, and completion, and being available to students and corresponding in a timely manner.

4.4.2 Research/Scholarship/Creative Activity

Tenure-track faculty are expected to contribute to research/scholarship/creative activity that adds to the body of knowledge in their respective area and supports the development of the faculty's expertise in that area. Further, tenure track faculty are expected to provide leadership in publication and grantsmanship in an area of scholarship as well as to engage in collaborative scholarship with colleagues. It is expected that in the initial years, new Assistant Professors will primarily focus on establishing an independent research agenda which could include grant/project collaborations with more senior faculty for mentorship and to facilitate expertise development and attainment of grant support. Additionally, evidence of interprofessional research collaboration in the two years prior to tenure is expected as an indicator of expertise growth and development as well as faculty engagement. Faculty should meet expectations for research/creative activity across the evaluation period as listed in Appendix C, Tables 2 which includes:

- Meets criteria for published or in-press peer-reviewed/refereed journal article, book, book chapter, book editor.
- Meets criteria for technical report/monograph, published abstract/poster presentation, podium presentation at regional/national/international meetings.
- Meets criteria for grant proposal submissions.

4.4.3 Service

The SKN recognizes that service is an integral part of the responsibilities of tenure track faculty and an indicator of faculty engagement; therefore, various, and multiple types of service are expected of these individuals. It is recognized that new Assistant Professors will need to acclimate to the academic environment and, thus, are expected to contribute service mentorship and leadership once promoted to the next rank or show evidence of promise for leadership and mentorship in the last two years prior to tenure consideration. Appendix C, Table 4 lists expectations criteria in service for institutional committee, campus and community and professional service as well as criteria specific to tenure track ranks. Faculty should meet expectations for research/creative activity across the evaluation period as listed in Appendix C, Tables 4 which includes:

- Serves on and, when possible, leads appointed/elected committees at the school, college, and university levels.
- Serves in a volunteer role for School/University supported events and activities.
- Delivers non-refereed or presentations or other modes of dissemination that reflect field expertise.
- Shows evidence of faculty mentorship and contribution to faculty professional development.

- Contribution to field of study through membership and participation in professional organizations that complements field expertise or professional goals.
- Contribution to field of study through manuscript review, book reviews, chapter reviews or serving as accreditation or grant reviewer.

Collegiality in the context of service includes showing respect for others and a willingness to do one's fair share of service for the optimal functioning of the School, College and University. It also includes a willingness to collaborate and contribute towards shared governance. Collegiality does not preclude vigorous debate, dissent, and protest in intellectual matters and in issues concerning the governance of the institution.

Engagement in the context of service includes participation in SKN activities/meetings, contribution to the generation of knowledge and/or profession of the discipline, mentorship of student research/scholarly activities, and responsiveness to faculty correspondence.

4.5 Promotion to Full Professor

Unit specific processes: Tenure-Track

Appendix C, Tables 1 through 4 provide guidance for expectations related to teaching, research/scholarship/creative activity, and service to be promoted to Full Professor and considers the same philosophy previously stated for promotion to Associate Professor. To be promoted to Full Professor, faculty should demonstrate mastery of teaching fundamentals, an established research agenda which demonstrates a focused expertise, and leadership presence within the school and campus environments.

4.5.1 Teaching

For promotion, faculty should meet expectations for teaching across the evaluation period as listed in Appendix C, Table 1 which includes:

- Meets/maintains mean rating expectations for student evaluations in core program courses.
- Meets/maintains mean rating expectations for peer teaching evaluations in core program courses with evidence of growth/improvement when needed.
- Participates in professional development activities related to teaching.
- Participation in and/or contribution to school, college, or university-supported teaching excellence initiatives (ie. Quality Matters or USM Association of College and University Educators), course guest lecture or training session delivery, or student programs (i.e.. Honors College or Scholars programs) across campus

4.5.2 Research/Scholarship/Creative Activity

For promotion, faculty should meet expectations for research, including collegiality and engagement across the evaluation period as listed in Appendix C, Table 2 which includes:

- Meets criteria for published or in-press peer-reviewed/refereed journal article, book, book chapter, book editor.
- Meets criteria for technical report/monograph, published abstract/poster presentation, podium presentation at regional/national/international meetings.
- Meets criteria for grant proposal submissions.

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 respectful professional disagreement.

Engagement in the context of research includes showing initiative in the research process, maintaining an active research program, and involving peers, students, and stakeholders in research, where appropriate.

4.5.3 Service

For promotion, faculty should meet expectations for service, including collegiality and engagement, across the evaluation period as listed in Appendix C, Table 4 which includes:

- Serves on and, when possible, leads appointed/elected committees at the School, College and University levels.
- Serves in a volunteer role for School/University supported events and activities.
- Delivers non-refereed presentations or other modes of dissemination that reflect field expertise.
- Shows evidence of faculty mentorship and contribution to faculty professional development.
- Contribution to field of study through membership and participation in professional organizations that complements field expertise or professional goals.
- Contribution to field of study through manuscript review, book reviews, chapter reviews or serving as accreditation or grant reviewer.

Collegiality in the context of service includes showing respect for others and a willingness to do one's fair share of service for the optimal functioning of the School, College and University. It also includes a willingness to collaborate and contribute towards shared governance. Collegiality does not preclude vigorous debate, dissent, and protest in intellectual matters and in issues concerning the governance of the institution.

Engagement in the context of service includes participation in SKN activities/meetings, contribution to the generation of knowledge and/or profession of the discipline, mentorship of student research/scholarly activities, and responsiveness to faculty correspondence.

4.6 Promotion to Full Teaching Professor/Senior Lecturer

Unit specific processes: Teaching-Track

Appendix C, Tables 1 through 4 provide guidance for expectations related to teaching, scholarship, and service to be promoted to Full Teaching Professor/Senior Lecturer and considers the same philosophy previously stated for promotion to Associate Professor/Lecturer. To be promoted to Full Teaching Professor/Senior Lecturer, faculty should demonstrate mastery of teaching fundamentals, scholarship activity, significant contributions of service and leadership presence within the school and campus environments.

4.5.1 Teaching

For promotion of both areas (Teaching Professor/Senior Lecturer), faculty should meet expectations for teaching across the evaluation period as listed in Appendix C, Table 1 which includes:

- Meets/maintains mean rating expectations for student evaluations in core program courses.
- Meets/maintains mean rating expectations for peer teaching evaluations in core program courses with evidence of growth/improvement when needed.
- Participates in professional development activities related to teaching.
- Participation in and/or contribution to school, college, or university-supported teaching excellence initiatives (i.e., Quality Matters or USM Association of College and University Educators), course guest

lecture or training session delivery, or student programs (i.e., Honors College or Scholars programs) across campus

4.5.2 Scholarship/Creative Activity: Full Teaching Professor

For promotion to Teaching Professor, faculty should meet expectations for scholarship, including collegiality and engagement across the evaluation period as listed in Appendix C, Table 3 which includes:

- Scholarly activities including, but are not limited to, journal articles, book chapters, abstracts, reports, presentations, grant submissions,
- Local, state, and regional contributions are considered as well as national and international.
- Supporting role in grant submissions.

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 respectful professional disagreement.

Engagement in the context of research includes showing initiative in the research process, maintaining an active research program, and involving peers, students, and stakeholders in research, where appropriate.

4.5.3 Service

For promotion of both areas (Teaching Professor/Senior Lecturer), faculty should meet expectations for service, including collegiality and engagement, across the evaluation period as listed in Appendix C, Table 4 which includes:

- Serves on and, when possible, leads appointed/elected committees at the School, College and University levels.
- Serves in a volunteer role for School/University supported events and activities.
- Delivers non-refereed or presentations or other modes of dissemination that reflect field expertise.
- Shows evidence of faculty mentorship and contribution to faculty professional development
- Contribution to field of study through membership and participation in professional organizations that complements field expertise or professional goals.
- Contribution to field of study through manuscript review, book reviews, chapter reviews or serving as accreditation or grant reviewer.

Collegiality in the context of service includes showing respect for others and a willingness to do one's fair share of service for the optimal functioning of the School, College and University. It also includes a willingness to collaborate and contribute towards shared governance. Collegiality does not preclude vigorous debate, dissent, and protest in intellectual matters and in issues concerning the governance of the institution.

Engagement in the context of service includes participation in SKN activities/meetings, contribution to the generation of knowledge and/or profession of the discipline, mentorship of student research/scholarly activities, and responsiveness to faculty correspondence.

4.6 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.

In the event a faculty member's annual performance reviews are consistently deemed as "do not meet expectations" (according to [Faculty Handbook](#) section 4.7.1 Post-Tenure Review Criteria), the School Director, Dean, and Provost must agree on a course of action that could include termination of employment. The SKN will follow the Post-Tenure Review Process as detailed in [Faculty Handbook](#) section 4.7.2.

Appendix A: SKN Annual Evaluation Rubric

TEACHING			
Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Student Evaluations provide evidence of instructor availability to students, course organization, and other teaching practices	Mean rating of all items falls below 2.99/5.0, across all core program courses (excludes independent research, dissertation, practicum, and similar courses)	Achieve a mean rating of all items $\geq 3.0/5.0$, across all core program courses (excludes independent research, dissertation, practicum, and similar courses)	Achieve a mean rating of all items $\geq 4.75/5.0$, across all core program courses (excludes independent research, dissertation, practicum, and similar courses)
Peer Teaching Evaluation (see rubric, Appendix B) reflects use of high impact practices and sound pedagogy	Mean ≤ 2.99 across all rubric items	Mean ≥ 3.0 across all rubric items with plan for improvement in areas scored ≤ 2.99	Mean $> 3.75/4$ across all rubric items.
Professional development activities related to teaching (i.e., continuing education, workshops, seminars, LEC courses)	No record of participation in professional development activity within review period. (activity must directly align with career goals and/or building course design and delivery skills)	Participate in at least 1 professional development activity per year that directly aligns with career goals and/or building course design and delivery skills	Participate in multiple professional development activities during the review period and demonstration of application of professional development outcomes
Contribution to and/or delivery of school, college, or university-supported teaching excellence initiatives, such as guest lecture or training session delivery, or student programs (ie. Honors College or Scholars programs) across campus	No record of participation in at least one opportunity after the first two years of new employment.	Participate in at least one opportunity per year after the first two years of new employment.	Demonstration of significant contribution after the first two years of new employment.
Participates in annual evaluation of teaching to facilitate the growth of colleagues in a productive and collaborative manner.	Fails to participate at least once per year in the annual evaluation process of a colleague	Participates at least once per year in the annual evaluation process of a colleague	Demonstrates significant contribution through participation in the peer annual evaluation process
Student Growth and Engagement	Fails to show evidence of providing learning experiences that promote student growth, retention, and completion, and being available to students and corresponding in a timely manner.	Shows evidence of providing learning experiences that promote student growth, retention, and completion, and being available to students and corresponding in a timely manner.	Shows significant evidence of providing learning experiences that promote student growth, retention, and completion, and being available to students and corresponding in a timely manner.

RESEARCH/SCHOLARSHIP/CREATIVE ACTIVITY			
Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Category 1: "Published" or "in-press" peer-reviewed/refereed journal article, book, book chapter, book editor</p> <p>Category 2: Technical report/monograph, published abstract/poster presentation, podium presentation at regional/national/international meetings</p> <p>Category 3: Grant Proposal Submissions</p>	<p>Fails to provide evidence of a minimum of 1 high-quality product from each category.</p> <p>Scholarship teaching-track faculty is specific to rank. Accordingly, evidence of a single product from categories 1-3 is expected every other year such that two consecutive years of no products would not meet expectations.</p>	<p>Provides evidence of a minimum of 1 high-quality product from each category where management of a funded award may be substituted for category 3.</p> <p>Scholarship teaching-track faculty is specific to rank. Accordingly, evidence of a single product from categories 1-3 is expected every other year such that two consecutive years of no products would not meet expectations.</p>	<p>Provides evidence of multiple high-quality products across at least one category (remaining categories must also "meet expectations").</p>
<p>Collaborates with students, other faculty, organizations, and/or stakeholders in research and scholarship</p>	<p>Fails to show involvement of peers, students, and other stakeholders, where appropriate.</p>	<p>Provides evidence to show in at least one of the submitted products to demonstrate involvement of peers, students, and other stakeholders, where appropriate.</p>	<p>Provides evidence which supports this criterion in a significant manner.</p>
<p>Delivers works in positive alignment with assigned workload.</p>	<p>Fails to show initiative in the research process and/or maintaining an active research agenda. Fails to meet all <i>a priori</i> deliverables established within yearly goals, as agreed upon between the faculty member and the school Director (evidence of external impacts to productivity will be taken into consideration).</p>	<p>Shows initiative in the research process and maintains an active research agenda, meeting all <i>a priori</i> deliverables established within yearly goals as agreed upon between the faculty member and the school Director (evidence of external impacts to productivity will be taken into consideration).</p>	<p>Shows significant initiative in the research process and maintains an active research agenda, meets, and exceeds all <i>a priori</i> deliverables established within yearly goals as agreed upon between the faculty member and the school Director (evidence of external impacts to productivity will be taken into consideration).</p>

SERVICE			
Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Active participation in regular school business	Fails to consistently participate in faculty meetings and other called school meetings. Fails to engage during faculty meetings, working groups and any related correspondence to conduct regular school business.	Participates in faculty meetings and other called school meetings and is responsive during faculty meetings, working groups and any related correspondence to conduct regular school business.	Participates in faculty meetings and other called school meetings in a significant and positive way. Is consistently responsive and additive to the function of regular school business.
Serves on and, when possible, leads appointed/elected committees at the school, college, and university levels	Fails to consistently participate at the school level and at least 1 college or university level (evaluated for promoted or tenured ranks)	Participates at the school level and at least 1 college or university level for promoted or tenured ranks	Demonstrates significant participation at the school level and college or university level for promoted or tenured ranks
Serves in a volunteer role for School/University supported events and activities (i.e., campus research symposiums/competitions, recruitment/advising/career events, orientation, internal funding awards committee, faculty liaison for student groups)	Fails to demonstrate participation in the provided criterion (evaluated after first 2 years of new employment).	Shows evidence of participation after first 2 years of new employment.	Demonstrates significant evidence of high-level of participation after first 2 years of new employment.
Delivers non-refereed or presentations or other modes of dissemination that reflect field expertise (invited local or state presentations; presentations to other professions/universities/colleges; guest lecturer; publications for lay audience; newsletters)	Fails to demonstrate evidence of participation or plan to participate in the subsequent year	Shows evidence of participation or plan to participate in the subsequent year	Demonstrates significant evidence of high-level participation in these areas described by the criterion.
Faculty mentorship and contribution to faculty professional development	Fails to demonstrate evidence to support this criterion (evaluated for promoted or tenured ranks)	Shows evidence annually for promoted or tenured ranks	Demonstrates significant evidence of high-level participation in these areas described by the criterion.
Contribution to field of study through membership and participation in professional organizations that complements field expertise or professional goals	Fails to maintain membership in at least one professional organization annually (evaluated after first 2 years of new employment)	Maintain membership in at least one professional organization annually (evaluated after first 2 years of new employment)	Maintain membership in at least one professional organization annually after first 2 years of new employment and demonstrates active service to the profession through and to the organization.
Contribution to field of study through manuscript review, book reviews, chapter reviews or serving as accreditation or grant reviewer	Fails to show evidence of service to at least one journal, publisher or granting agency.	Shows evidence of service to at least one journal, publisher or granting agency.	Demonstrates evidence of service to multiple, high-quality journal, publishers or granting agencies.
Participation in graduate student theses or dissertation committees, or other student research mentor role (ie., honors advisor, SPUR mentor)	Fails to show evidence of participation (evaluated after first 2 year of new employment) when opportunities are available	Show evidence of participation (evaluated after first 2 year of new employment) when opportunities are available	Show significant evidence of participation (evaluated after first 2 year of new employment) when opportunities are available

Appendix B: SKN Peer Evaluation of Teaching Rubric

Peer Evaluation of Teaching Rubric		
Use the following rubric to evaluate each of the components of the course by placing a check under the term that best describes your assessment of the component. Provide comments to clarify your ratings. Provide a summary including suggestions for improvement and aspects of the instructor's skill that merited an "exceeds expectations" rating.		
Rating 4=Exceeds Expectations, 3=Meets Expectations, 2=Needs Minor Improvement, 1=Needs Major Improvement, NA=Not Applicable		
Assessment Components	Rating	Comments
Learning Objectives		
Objectives are made available in a variety of areas in the course (within the syllabus, in learning unit or module, class lectures/assignments, etc)		
Objectives are clearly written at the appropriate level and includes desired outcomes		
Assessment and Measurement		
Assessments match the objectives.		
Assessment activities are appropriate for the curriculum.		
Rubrics and/or descriptive criteria for desired outcomes are provided (models of "good work" may be shown, for example).		
Rubrics allow for discrimination of level of achievement		
Multiple types of assessments are used (research project, objective test, discussions, etc.)		
Constructive, neutral feedback is provided for improvement/correction		
Instructional Materials		
Content includes appropriate topics that are at an appropriate level of difficulty		
Lecture notes/slides, materials, Canvas shells, etc. are well organized		
Course materials (ie. textbook, lecture notes/slides, supplementary readings) are evidence-based, up-to-date and reflect incorporation of new knowledge		
Learner Activities and Interaction		
Content is delivered in manageable segments		
Lecture flow or course navigation is intuitive and content flows in a logical progression.		
Content is presented using a variety of appropriate mechanisms (ie., modules, single pages, links to external resources, multimedia, etc.)		
It is clear how instructional strategies will enable students to reach course objectives.		
Activities or tools available delivered within the classroom or course management system are used to facilitate learning by engaging students in course content.		
Instructional strategies transcend traditional, teacher-centered instruction.		
Contact information for the instructor is easy to find and includes multiple forms of communication (for example, e-mail, phone, chat, etc.)		
Communication strategies are present that promote critical thinking and are meaningful interactions		
There are regular opportunities for interaction, as appropriate.		
Course Technology		
Appropriate incorporation of technology to facilitate course or content delivery		
Learner Support		
Institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are clearly labeled and easy to find; links are present in Canvas shell to allow easy navigation from the course to the information and back.		
Course/instructor policies regarding decorum, behavior, and netiquette are easy to find and written clearly to avoid confusion		
Links to institutional services such as the library, or writing center, are clearly labeled and easy to find.		
Evaluation Summary:		
Instructor Evaluated:		
Evaluator Name:		
Course Evaluated:		
Date:		

APPENDIX C:

Tenure Track/Tenured and Non-Tenure Track Faculty Criteria for Teaching, Research and Service Expectations

Table 1: Tenure Track/Tenured and Non-Tenure Track Faculty Criteria for Teaching Expectations

Criteria	Promotion to Associate Professor, Lecturer or Associate Teaching Professor (minimum 5 years service in lower rank) ^a	Promotion to Professor, Senior Lecturer or Teaching Professor (minimum 5 years service in lower rank) ^a	Pre-Tenure (Third Year) Review (during 3 rd year of employment in tenure track position) ^b	Tenure (during 6 th year of full-time employment in tenure track position) ^b
Student Evaluations provide evidence of instructor availability to students, course organization, and other teaching practices <ul style="list-style-type: none"> • Mean Rating of all Items, across all core program courses (excludes independent research, dissertation, practicum and similar courses) 	Expected to maintain $\geq 3.0/5.0$	Expected to maintain $\geq 3.0/5.0$	Expected to maintain $\geq 3.0/5.0$	Expected to maintain $\geq 3.0/5.0$
Peer Teaching Evaluation (see rubric, Appendix B) reflects use of high impact practices and sound pedagogy	Mean ≥ 2.5 with evidence of growth/improvement, when needed, in 3 rd - 5 th years	Mean ≥ 3.0 with evidence of growth/improvement, when needed	Mean ≥ 2.0 with evidence of growth/improvement, when needed, in 2 nd and 3 rd years	Mean ≥ 3.0 with evidence of growth/improvement, when needed
Number of Professional Development Activities Related to Teaching (I.e., continuing education, workshops, seminars, LEC/ Quality Matters courses) with evidence of relationship to building course and professional development skills.	Participate in at least 1 professional development activity per year that directly aligns with career goals and/or building course design and delivery skills	Maintain participation in professional development activities and show evidence of leadership in professional development	Participate in at least 1 professional development activity per year that directly aligns with career goals and/or building course design and delivery skills	Maintain participation in professional development activities and show evidence of leadership in professional development
Contribution to and/or delivery of school, college or university-supported teaching excellence initiatives, such as guest lecture or training session delivery, or student programs (ie. Honors College or Scholars programs) across campus	At least 1 instance is expected per year after first 2 years	Maintain participation with evidence of contribution	At least 1 instance is expected per year after first 2 years	Maintain participation with evidence of contribution

^aQuantitative measures (not including ratings) are totals from beginning of appointment in lower rank

^bQuantitative measures (not including ratings) are totals from beginning of appointment to tenure track position at The University of Southern Mississippi

Table 2: Tenure Track/Tenured Faculty Criteria for Research Expectations

Criteria	Promotion to Associate Professor ^c (minimum 5 years service in lower rank)	Promotion to Professor ^c (minimum 5 years service in lower rank)	Pre-Tenure Review ^d (during 3 rd year of employment in tenure track position)	Tenure ^d (during 6 th year of full-time employment in tenure track position)
Published or in-press peer-reviewed/refereed journal article, book, book chapter, book editor ^a	5	7	2	5
Technical report/monograph, published abstract/poster presentation, podium presentation at regional/national/international meetings ^a	5	6	2	5
Grant Proposal Submissions ^b	5	5	2	5

^aWhile first authorship is important and indicates expertise in an area as well as research leadership, co-authorship is also considered meritorious when mentoring students who become first authors of their own research as well as shows positive collaborative research relationships between the faculty member and co-authors. Additionally, some fields recognize last authorship to show seniority or leadership in research, which should generally be in a publication that is in the expertise area of the faculty member. Faculty who are being reviewed for tenure or promotion to the next rank are expected to have first authorship on peer-reviewed, published manuscripts in the period under review. In reference to abstract/poster/podium presentations and in the event that a faculty member does not have university or grant support for conference travel, the faculty member may substitute grant proposal submissions or peer-reviewed products. This substitution should be reflected in the annual evaluation process.

^bA faculty member with 25% time allotted to research is expected to submit at least one internal or external grant proposal each year as principal investigator (PI), co-PI, or co-investigator. Multi-year grants (with role as PI or co-PI) received can substitute for 1 submitted funded grant per year of funding in order to promote publication/presentation of research. Participation in a variety of funding opportunities is encouraged to advance the goals/mission of the school and college as well as promote collegiality/mentoring/engagement among faculty.

^cQuantitative measures (not including ratings) are totals from beginning of appointment in lower rank

^dQuantitative measures (not including ratings) are totals from beginning of appointment to tenure track position at The University of Southern Mississippi

Table 3: Non-Tenure Track Faculty Criteria for Research/Scholarship Expectations

Promotion to Lecturer	Promotion to Senior Lecturer	Promotion to Associate Teaching Professor (minimum 5 years service in lower rank)	Promotion to Teaching Professor (minimum 5 years service in lower rank)
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(minimum 5 years service in lower rank)	(minimum 5 years service in lower rank)	(contributions in either service or notable scholarly activities)	
No research expectations	No research expectations	3 Research and scholarly activities include, but are not limited to, journal articles, book chapters, abstracts, reports, presentations, grant submissions, Local, state, and regional contributions are considered as well as national and international. Candidate may play a supporting role in publications and grant submissions so first authorship is not necessary. Faculty should seek a variety of means to engage in scholarly activities. Candidates with meritorious service contributions are not required to present evidence in this category.	3 (with at least one peer-reviewed publication and/or a regional or national presentation) Research and scholarly activities include, but are not limited to, journal articles, book chapters, abstracts, reports, presentations, grant submissions, State, and regional contributions are considered as well as national and international. Candidate may play a supporting role in publications and grant submissions so first authorship is not necessary. Faculty should seek a variety of means to engage in scholarly activities.

Table 4: Tenure Track/Tenured and Non-Tenure Track Faculty Criteria for Service Expectations

Criteria	Promotion to Associate Professor, Lecturer or Associate Teaching Professor (minimum 5 years service in lower rank) ^a	Promotion to Professor, Senior Lecturer or Teaching Professor (minimum 5 years service in lower rank) ^a	Pre-Tenure (Third Year) Review (during 3 rd year of employment in tenure track position) ^b	Tenure (during 6 th year of full-time employment in tenure track position) ^b
<i>General service expectations for all faculty ranks</i>				
<i>Institutional Committee Service</i>				
Serves on and, when possible, leads appointed/elected committees at the school, college and university levels	Expected to participate annually at the school level	Expected to maintain participation at the school level and at least	Expected to participate annually at the school level	Expected to maintain participation at the school level and at least

		1 college or university level		1 college or university level
<i>Campus and Community Service</i>				
Serves in a volunteer role for School/University supported events and activities (ie., campus research symposiums/competitions, recruitment/advising/career events, orientation, internal funding awards committee, faculty liaison for student groups)	3 events/activities (equates to annual expectation after first two years)	5 events/activities (equates to annual expectation for period of review)	3 events/activities (equates to annual expectation after first two years)	5 events/activities (equates to annual expectation for period of review)
Delivers non-refereed or presentations or other modes of dissemination that reflect field expertise (invited local or state presentations; presentations to other professions/universities/colleges; guest lecturer; publications for lay audience; newsletters)	Not expected	Evidence of at least 2 opportunities is expected	Not expected	Evidence of at least 2 opportunities is expected
Faculty mentorship and contribution to faculty professional development	Not expected	Expected	Not expected	Expected
<i>Professional Service</i>				
Contribution to field of study through membership and/or participation in professional organizations that complements field expertise or professional goals	Expected to actively participate.	Expected to actively participate.	Expected to actively participate.	Expected to actively participate.
Contribution to field of study through manuscript review, book reviews, chapter reviews or serving as accreditation or grant reviewer	Not expected	Expected (Not expected for promotion to Senior Lecturer)	Not expected	Expected
<i>Specific to Tenure-Track/Tenured Ranks (not a general expectation of Non Tenure-track faculty)</i>				
Participation in graduate student theses or dissertation committees, or other student research mentor role (ie., honors advisor, SPUR mentor)	Expected to show evidence of participation after first 2 year, when opportunities are available	Expected to show evidence of participation when opportunities are available	Expected to show evidence of participation after first 2 year, when opportunities are available	Expected to show evidence of participation when opportunities are available

Quality research mentoring of students as evidenced by student projects accepted for presentation and/or publication	Expected to show evidence of participation after first 2 year, when opportunities are available	Expected to show evidence of presentation/publication when opportunities are available	Expected to show evidence of participation after first 2 year, when opportunities are available	Expected to show evidence of presentation/publication when opportunities are available
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^aQuantitative measures (not including ratings) are totals from beginning of appointment in lower rank.