



THE UNIVERSITY OF SOUTHERN MISSISSIPPI

CENTER FOR STEM EDUCATION

Annual Evaluation Guidelines  
Promotion and Tenure Guidelines

8/3/2023

Date

8/3/2023

Date

Dean

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Provost

9.6.2023

Date

# Center Policies and Procedures: Faculty Evaluation Processes

Unit: Center for STEM Education (Center for STEMEd)

Director: Julie Cwikla, PhD

College: Arts and Sciences

College Dean: Dr. Christopher Winstead

## Mission, Vision, and Values

### Center Mission

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### Center Vision

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

## 1.1. General expectations of faculty workload responsibilities

[REDACTED]

mission and vision by allocating an equitable share of the Center's teaching, research and service responsibilities to each faculty member. It is the Center's default expectation that faculty maintain an adequate presence on campus, on Canvas, and on Microsoft Teams to facilitate dissertation design and development, undergraduate and graduate teaching responsibilities, office hours and meeting times to best serve our students. We recognize that some research may be facilitated by a quieter

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

course loads each semester.

1.2.3 Individually supervised capstone or honors students, in a research lab or other one-on-one undergraduate research situations, will also be considered by the Director in determining course load. The amount of work involved in managing a research group does not scale in linear fashion. However, for the management of large research groups, release from some teaching or service responsibilities should be considered.

1.2.4. Class size can affect the allocation associated with the course.

1.2.5. One-credit courses with low enrollment designed exclusively

to serve the faculty member's research students are not considered to be part of the faculty member's teaching load.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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

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

\_\_\_\_\_ "Meets Expectations/Satisfactory" are not met in

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

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

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

**2.1.2.3 Exceeds Expectations for Research**

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

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

**2.1.3. Service**

Examples of exceptional service include:

## 2.2. Teaching Track

### 2.2.1. Teaching

For all tracks, the candidate's qualifications, status and type of position are immaterial to a student in a

class, criteria for teaching are the same for all tracks. (See above)

### 2.2.2. Scholarship/Professional Development

For all tracks in the teaching tracks, research is not mandatory. As appropriate for a teaching



## 2.2 Goal Setting for Next Annual Evaluation Period

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

### Director for Promotion and Tenure

The Center Promotion and Tenure Committee, as defined in the Faculty Handbook, will evaluate each candidate and vote. Committee members will be chosen in coordination with the Dean's office and purposefully include members with a variety of research, teaching, and service activities that align with the Center's mission and vision. These might include but are not limited to: experience with human subjects and field data collection, familiarity with



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

10-17-07 11:41 AM [REDACTED] provides strong evidence of scholarly

[REDACTED]

candidate's field of specialization. For collaborations, the candidate's intellectual contributions must be delineated.

[REDACTED]

4.2.2.10.1. Curriculum Development

- a. Development or redesign of courses and/or new course delivery platforms.
- b. Demonstrated record of implementing and assessing novel ideas for courses.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- d. Contributions to teaching infrastructure, for example, through major equipment or curriculum grants or funding

[REDACTED]

[REDACTED]

[REDACTED]

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

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

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

**4.3.1. Student Oriented**

4.3.1.1. Active participation in official University-organized retention activities, such as

a. Thorough and effective student advisement.

4.3.1.2. Assistance in the professional development of students, such as

~~Resume and personal statement assistance~~

b. Writing letters of recommendation.

c. Traveling with students to conferences and competitions.

d. Preparing students for conferences and competitions.

4.3.1.3. Faculty advisor for student-affiliated professional organizations and honor societies, such as

a. National Society of Black Engineers

b. American Education Research Association

c. Society of Women Engineers

~~d. American Women in Science~~

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

**4.3.4. College Oriented**

4.3.4.1. Active participation in College committees, such as

~~Scholarship Committee~~

[Redacted]

~~Dean's Advisory Council~~

[Redacted]

**4.3.5. University Oriented**

4.3.5.1. Active participation in University committees, such as

[Redacted]

d. National Council of Teacher of Mathematics

- 4.3.7.2. Active participation in activities that advance the field of study, such as
- a. Journal editorship.
  - b. Refereeing journal articles

- c. Reviewing published journal articles.
- d. Reviewing grant proposals.
- e. Participating in accreditation reviews.
- f. Organizing scientific meetings.

## 5. Pre-Tenure Review

c. Consider that candidates have not had the full probationary



## 7. Tenure

By granting tenure, the University exercises its belief in academic freedom and recognizes that a faculty member has the leadership and scholarship to the discipline, and, in addition, has demonstrated a commitment to the academic community.

The criteria for tenure are determined in the typical performance categories teaching, service, research/creative scholarship and leadership within the discipline. Because the candidate has demonstrated the ability to become a leader of the discipline, the University is pleased to grant tenure to the candidate.

shared responsibility for the excellence of the University.

The decision to grant tenure to a colleague is of utmost importance, because tenured faculty will shape the future of the Center. This decision implies that the candidate is a leader in the discipline and that the candidate contributes to the mission of the Center, to interact constructively with colleagues in the Center, to contribute to the mission and common good of the Center, and to actively and constructively pursue innovation related to or complementing the Center's research, teaching and service endeavors as described in the Criteria for Promotion and Tenure above.

The University is pleased to grant tenure to the candidate, and to do so on the basis of the information provided by the candidate and the information provided by the candidate's colleagues.



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

<p>NOT MEET TIONS</p> <p>(development, and assessments) not reflect the standard level identified the unit or identified appropriate university (e.g. online steering ).</p>	<p>EXPECTATIONS</p> <p>(development, and assessments) the standard level identified the unit or identified appropriate university (e.g. online steering ).</p>	<p>ATIONS</p> <p>reflects development may include service active learning, theses, SPUR ects, etc. consistent Center directives and exceeding the unit</p>
<p>delivery</p>	<p>delivery (attendance.</p>	<p>delivery (attendance</p>

RCH/CREATIVE ACTIVITY

MEETS EXPECTATIONS

EXCEEDS  
EXPECTATIONS

COMMENTS

in  
research/creative

or demonstrates  
effort in

in  
activities

initiating new activity

a rate lower than the  
performance level  
within the unit.

and/or demonstrating  
continuous effort on  
activity, including  
and  
activities,  
the standard  
level identified  
the unit.

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identified channels  
e.g., peer-reviewed  
books,  
etc.) at a rate  
below the standard

work through  
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e.g., peer-reviewed  
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etc.) as  
within the standard

work through  
identified channels  
e.g., peer-reviewed  
books,  
etc.) at a rate  
exceeds the standard

level identified

level identified

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the unit

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as appointed/elected as appointed/elected as appointed/elected

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at the Center, at the Center, at the Center,

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