

## THE UNIVERSITY OF SOUTHERN MISSISSIPPI

## CENTER FOR STEM EDUCATION

Annual Evaluation Guidelines
Promotion and Tenure Guidelines

8/3/2023

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9.6.2023

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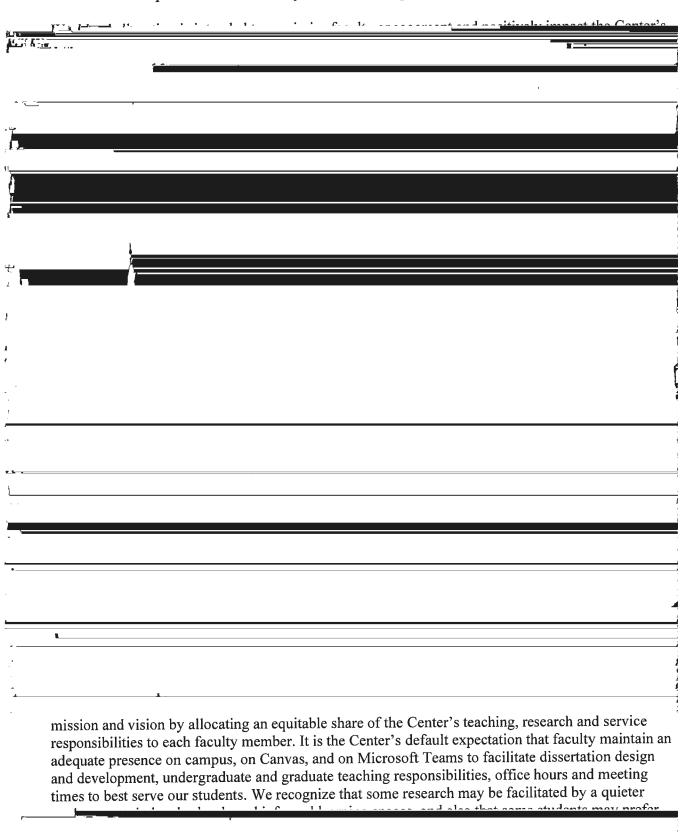
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Unit: Center for STEM Education (Center for STEMed) Director: Julie Cwikla, PhD College: Arts and Sciences College Dean: Dr. Christopher Winstead Mission, Vision, and Values **E**thter Mission in' education. and (3 broader and with uity and all and and also in of individual faculty and pro We o campus. both Lunch-and lympiads, I and VI, ssissippi and for

Academic Master Plan and the Faculty and Employee Handbooks.

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

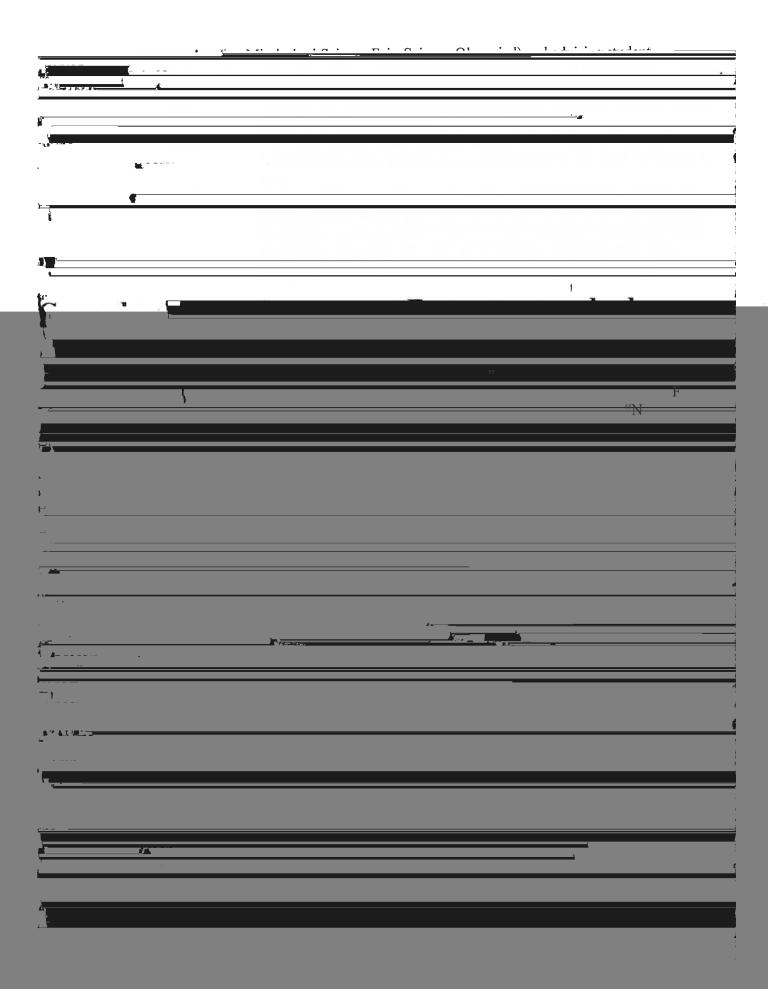
1.1. General expectations of faculty workload responsibilities



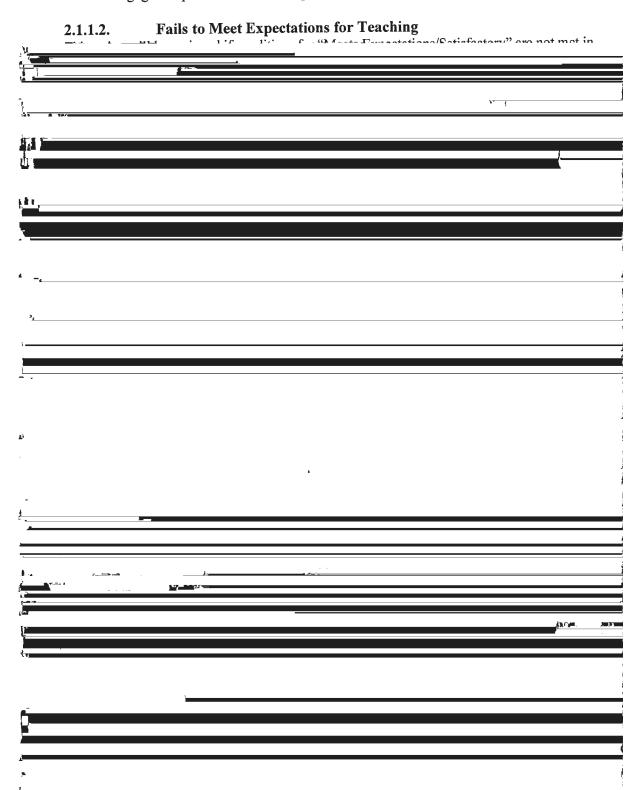
	course loads each semester.
1.2.3	Individually supervised capstone or honors students, in a research lab other one-on-one undergraduate research situations, will also be cons by the Director in determining course load. The amount of work invo- managing a research group does not scale in linear fashion. However
1.2.4.	management of large research groups, release from some teaching or responsibilities should be considered.  Class size can affect the allocation associated with the
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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

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



- 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.



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.

The faculty member's research productivity significantly exceeds Center and disciplinary non Examples of expensional 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.).  3. Service	<u> </u>	Transland Transland Constitutions of Research
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2.	2.2.1.	Teaching  that take the production and type of position are immaterial to a student in a
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-	class, crit	teria for teaching are the same for all tracks. (See above)
	2.2.2.	Scholarship/Professional Development
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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.

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



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

## 4.2.2.10.1. Curriculum Development

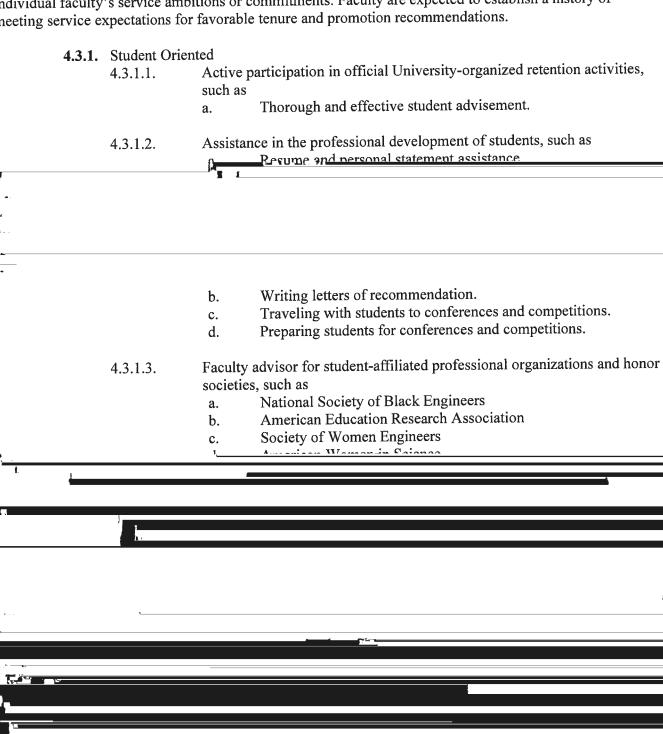
a. Development or redesign of courses and/or new course delivery platforms.

b. Demonstrated record of implementing and assessing novel ideas for courses.



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.



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

**4.3.4.** College Oriented 4 3.4.1 Active participation in College committees, such as

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	4.3.7.2.	Active pa	articipation in activities that advance the field of study, such as
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		C	Reviewing nublished journal articles.
		c. d.	Reviewing published journal articles. Reviewing grant proposals.
		d. e.	Reviewing grant proposals.  Participating in accreditation reviews.
		d.	Reviewing grant proposals.
5. Pre-Ten	ure Review	d. e.	Reviewing grant proposals.  Participating in accreditation reviews.
	ure Review	d. e.	Reviewing grant proposals. Participating in accreditation reviews. Organizing scientific meetings.
5. Pre-Ten	ure Review	d. e.	Reviewing grant proposals. Participating in accreditation reviews. Organizing scientific meetings.
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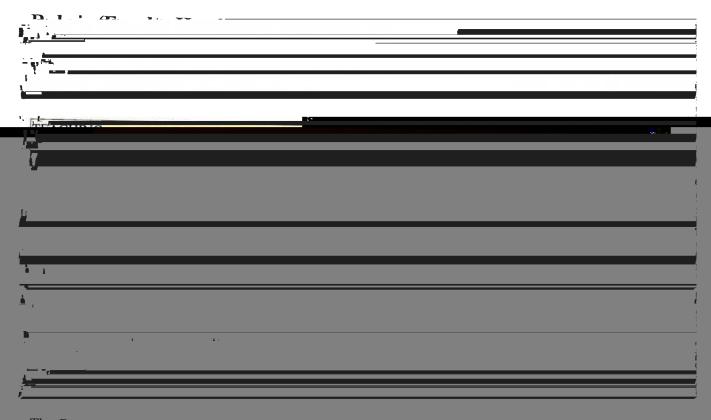
7. Tenure  By granting tenure, the University exercises its helief in academic freedom and recognizes that a faculty member has the
led s and sm r i g, ions ipline, academic community.
The criteria for tenure are determined in the typical performance categories teaching, service, research/creative  s h ad n nsid ity within the ity. Because th to become of the
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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 l future of the C r
implies that the i s reproach and that the candidate contributes to the missi 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.
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recognizes talented faculty for their records of achievement within their respective disciplines or interdisciplinary settings.

Individuals who attain the rank of Teaching Professor are leading contributors to the University's teaching mission. This promotion is merited by individuals who have met the criteria for Associate Teaching Professor. Candidates need to demonstrate a consistent history of the activities required for promotion to Associate Teaching Professor as well as notable curriculum development or scholarly activities.

11 Promation to Lastings.	
Promotion is official institutional recognition of meritoric service, and teaching (tenure-track faculty) or service and recognizes talented faculty for their records of achievements of the service in	teaching (non-tenure track faculty). Promotion
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Individuals who attain the rank of Lecturer are reliable co	ontributors to the University's teaching mission.
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The Center Faculty Evaluation Committee and the Director are free to choose to use the Faculty Handbook's suggested rubrics in their evaluation processes.

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EXPECTATIONS

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