



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI.

SCHOOL OF
CHILD & FAMILY SCIENCES
ANNUAL EVALUATION
PROMOTION AND TENURE GUIDELINES

Pat Sims 08/25/2021

Director Date

W. JEFF HANTON 9/2/2021

Dean Date

Steven Moore 9/2/21

Provost Date



School Policies and Procedures: Evaluation Processes

School: Child and Family Sciences
Director: Dr. Pat Sims
College: Education and Human Sciences
College Dean: Dr. Trent Gould

Mission

The School of Child and Family Sciences (SCFS) empowers students to effectively promote child and family well-being in an evolving, multicultural world. Utilizing a systemic lens, SCFS faculty prepare students to educate and advocate for individuals, couples, children, and families across multiple contexts. Our graduates are prepared to successfully practice in educational, mental health, and social service settings.

Vision

The School of Child and Family Sciences aspires to improve the quality of life for individuals, families, and communities by preparing competent, caring emerging professionals through high impact practices in teaching, research, and student success.

Values

- Promote the health, well-being and optimal quality of life for students, children, families, and communities.
- Respect and understand diverse family systems through an ecological perspective.
- Foster life-long learning and continuous scholarship.
- Demonstrate integrity and ethical behavior.
- Engage in meaningful community outreach and service.

III. Annual Faculty Evaluations: Performance Criteria

General Statement about Annual Evaluation Standards

The School of Child and Family Sciences has a strong investment in faculty success. The faculty evaluation process is designed to acknowledge faculty performance at all levels. 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. Fully engaged faculty members are aware of the values

Approved by the faculty April 9, 2021

and mission of the school, college, and University; support their colleagues' successes; and strive for excellence in research, teaching, and service. A consistent record of faculty engagement across the entire period of the employment contract is expected (Faculty Handbook 3.5.1).

Tenured & Tenure Track

Teaching

Teaching and student learning are central to the mission of The School of Child and Family Sciences. Within the School, faculty prepare students to work with children and families in clinical and non-clinical educational and institutional human service settings. Knowledge, skills, and dispositions necessary for successful professional practice are developed through intensive laboratory, practicum, and internship learning experiences. 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 to maximize instructional impact, not only in their own individual courses, but across the curriculum. Teaching includes formal classroom instruction, mentoring, clinical supervision and other forms of student engagement. Creating and implementing sound assessment strategies to evaluate the effectiveness of teaching, mentoring, and student success initiatives is also a component of exemplary teaching.

Meets Expectations

The following activities are generally associated with, but are not all required for, meeting teaching expectations in the School:

- Development and delivery of courses consistent with School, College, and University expectations.
- Teaching portfolio in Canvas meets school expectations for F2F and/or online delivery.
 - Online class Canvas shells are well-organized, visually appealing, have personalized welcome message, syllabi, personally narrated slides or recorded lectures, chat options, tests, quizzes, graded papers or examples of student work, and regular announcements.
 - Face-to-face lecture classes maintain course shells in CANVAS that include: syllabi, lecture materials, resource materials, graded papers or assignments, and gradebooks.
 - Additional materials may include handouts, reflective statements regarding teaching during review period and future goals, unsolicited written statements by students, grade distributions, etc.
- Majority of student course evaluation scores between 4.0 and 4.5.
- Appropriate grade distribution.

- Starts and ends classes on time and meets the class at each scheduled time during the course of the semester.
- Missed classes due to professional travel, illness, or other emergency are coordinated with the Director's office and students are notified via email and course announcements of any change in regular meeting pattern.
- Demonstration of course breadth and periodic improvements based on review of prior student evaluations and/or addition of materials and/or rigor to the course as appropriate.
- Responsive to students by responding to emails/calls within 48 hours.
- Regularly holds ten office hours across three days, with an appropriate balance between virtual and face-to-face hours based on teaching responsibilities, with additional options for student appointments.
- Returns graded assignments within a reasonable timeframe, typically a range of 7-10 days depending on the nature of the assignment.
- Submits N/A, interim, and final grades on time.
- Meets goals from previous annual evaluation.
- Directs undergraduate Honors student thesis projects or SPUR projects, as appropriate.
- Directs graduate student thesis or research projects, as appropriate.
- Utilizes clinical data and/or client feedback to inform clinical teaching/supervision practices.
- Participates in professional development opportunities to improve teaching (i.e. ACUE, Quality Matters, Quality Matters Peer Reviewer, Teaching Forums, webinars, AAMFT Approved Supervisor trainings, CEU workshops to maintain licensure or other credentials, etc.).

Collegiality in teaching is demonstrated through a consistent pattern of teaching all assigned courses in a manner that contributes to an equitable workload for all and is evidenced by a consistent pattern of showing respect for students and/or colleagues by regularly participating in the practices listed below:

- Engaging in appropriate interpersonal interactions while maintaining professional boundaries.
- Providing timely feedback.
- Attending student presentations (particularly as a committee member).
- Being readily available to students during the semester through, at a minimum, responding to student email inquiries within 48hours, returning phone calls, and consistently being available during scheduled office hours.
- Narrative evaluations by students being trained in clinical, laboratory, or field experience may also serve as evidence of collegiality in teaching.

Collegiality in teaching includes respect for others' teaching methods and refraining from disparaging members of the School (professionally or personally) in front of students or colleagues. Participating in continuity of instruction efforts by reasonably assisting other faculty members in fulfilling teaching responsibilities is also evidence of collegiality in teaching.

Faculty demonstrate engagement at the “meet expectations” level by designing and delivering courses and learning experiences that promote student success and reflect current and emerging best practices and pedagogy; demonstrating a consistent pattern of availability for students and advisees; and coordinating activities that support students’ involvement in research and/or professional development.

Does Not Meet Expectations

- Pattern of student course evaluation scores below the School, College, and University means, generally under 4.0.
- Numerous absences from scheduled office hours without notification to director’s office of an appropriate reason.
- Pattern of not responding to e-mail communications within 48 hours.
- Teaching portfolio in Canvas does not meet school expectations for F2F and/or online delivery.
 - Syllabi are not updated to include all relevant policies and information established by program workgroups.
 - Welcome page missing.
 - Course not updated for students when classes begin.
- Did not meet self-identified objectives established in the prior year.
- Ethical violations or other violations of the university code of conduct.

Exceeds Expectations

Satisfying “meets expectations” across all areas and a demonstration of additional significant contributions in the area of teaching, including, but not limited to:

- Student course evaluation scores between 4.5 and above on a 5.0 scale.
- Innovative development and successful implementation of service learning or active learning courses consistent with school directives.
- Receives external or significant internal award for excellence in teaching.
- Awarded a Summer Grant for Improvement of Instruction.
- Engages in invited, significant off-campus teaching activity.
- Presents at on-campus teaching forums such as Faculty First Week or Center for Faculty Engagement offerings.
- Creates new course or significantly revises a course.
- Significant mentoring of junior faculty and/or adjunct faculty.
- Participation in significant external learning forums, such as the Hardin Scholar Program, resulting in significant and meaningful curricular changes.
- Student comments suggesting extraordinary teaching and/or impact on students’ lives.
- Mentoring undergraduate and/or graduate research activity that results in publication or presentation.
- Develops and implements new strategies for collecting and utilizing clinical data and/or client feedback to improve clinical teaching/ supervision outcomes.
- Earning a high-level credential related to teaching responsibilities including, but not limited to the ACUE Distinguished Scholar or AAMFT Approved Supervisor credential.

Scholarship, Research, and Creative Activity

Research and scholarly activity are central to the University, College, and School missions. As such, CFS faculty are expected to be active, productive, and collaborative scholars contributing to knowledge in the field of Family and Consumer Sciences. Collaboration may be evidenced by engaging in research projects with colleagues, with an equitable distribution of effort across projects, and the mentorship of students in the production of significant, scholarly work. Because of the intense clinical nature of several programs of study offered within the School, research activities are often linked with service projects, reflective of and consistent with the vision of the School.

The following activities are generally associated with, but are not all required for, meeting research expectations in the School, with consideration given to teaching load and reassigned time for research:

Meets Expectations

- A minimum of one publication published or in press per year in a peer-reviewed journal.
- Develops and submits a proposal for external funding with federal agency.
- Presents research at national or international conferences.
- Submits conference proposals and/or articles for publication with undergraduate/graduate students.
- Demonstrates leadership on collaborative research projects.
- Directs undergraduate Honors student thesis projects or SPUR projects that culminate in professional presentations or publications.
- Directs graduate student thesis or research projects that culminate in professional presentations or publications.
- Meets stated goals from prior year's annual evaluation.

Collegiality in research includes demonstrating professional respect for the work of colleagues within the School and contributing toward a scholarly and civil environment that promotes equitable opportunities for all.

Faculty engagement in research is reflected through an active and productive commitment to producing new information to the field. The presentation or publication of research activity at national and international conferences is considered an integral step in contributions to the field. Collaborative research activities with colleagues, peers, and students further demonstrate engagement in the area of research. Faculty are expected to engage equitably in the collaborative research process and document an accurate reflection of individual efforts.

Does Not Meet Expectations

- Did not meet objectives established in the prior year.
- Did not contribute equitably or in a timely manner on collaborative research projects.
- Did not average one publication per year across three years.

Approved by the faculty April 9, 2021

- Did not present any research at national or international conferences.

Exceeds Expectations

Satisfying “meets expectations” across all areas and a demonstration of additional, significant contributions that support the research mission of the School. Examples of additional contributions in research may include, but are not limited to:

- Receives a significant internal or external award for excellence in research.
- Exceeds minimum publication rate significantly in volume and/or impact
- Secures external funding with significant F&A.
- Presentation of research as a keynote speaker at national or international conferences.
- Directs an undergraduate or graduate research project that results in a publication or presentation or receives a SPUR award.
- Directs a graduate research project that results in a publication or presentation for the student and the faculty member.

Additional Considerations

Those engaged in high demand service roles such as Director, Associate Director, Program Coordinator, or University level council leadership may negotiate an adjustment to the research expectations outlined above. The School values leadership and service and recognizes that exceptional service commitments may compensate for deficiencies in research during the time of service.

Faculty may request an increase in teaching and service expectations with a corresponding adjustment to the research expectations, as negotiated with the Director. Any adjustments to the minimal research expectations will be noted on the annual evaluation feedback and will be regarded as a time-limited exception to the guidelines noted above.

Service

The School of Child and Family Sciences regards service as an integral component of School, College, and University success. As such, all faculty are expected to engage in service to the University, community, and the profession. Each faculty member's service expectations are negotiated between the faculty member and the School Director annually, as suitable to each faculty member's rank and focus. Untenured faculty are discouraged from establishing rigorous service obligations which may detract from their success in research productivity. Tenured faculty members are, thus, expected to carry higher service loads and encouraged to contribute to the University through involvement in School, College and University committees. Teaching-track faculty should engage in service appropriate to their assigned areas of responsibility. Service to the community may include applied research, service-based instruction, program and project management, and technical assistance. Professional service is value but does not replace or remove the expectation for university service.

The following activities are generally associated with, but are not all required for, meeting expectations in the School:

Approved by the faculty April 9, 2021

Meets Expectations

- Participation in student recruitment and retention initiatives.
- Peer review of manuscripts for academic journals.
- Peer review of conference proposals for professional organizations.
- Serves on school, college, and/or university level committees.
- Serves as faculty advisor for university student organization or club.
- Administers an externally funded grant.
- Serves effectively as a faculty mentor/advisor to all students assigned in SOAR.
- Holds office in a professional organization.
- Serves on an editorial board for an academic publishing company or academic journal.
- Contributes to the planning and organization of a state, regional, national, or international conference.
- Developing and administering undergraduate and/or graduate comprehensive exams.
- Directs undergraduate Honors student thesis projects or SPUR projects.
- Directs graduate student thesis or research projects.
- Attends a minimum of one commencement ceremony per year.

Collegiality in service includes showing respect for others and a willingness to do one's fair share of service to support the mission of the School, College or University. Service is not simply committee membership. It necessitates active collaborative participation.

Engagement is demonstrated through collaborative participation and/or leading School committees in ways that support the University, College or School mission and goals. It is expected that faculty actively participate in faculty and committee meetings and are responsive to faculty correspondence. Engaged faculty advance the School's mission and goals in off-campus activities, including the request for university-level based knowledge and technical assistance to address societal issues, as appropriate.

Does Not Meet Expectations

- Service activities fail to demonstrate minimum expectations (e.g., membership on committee but infrequent contributions or attendance, not completing service tasks in timely manner).
- Not attending commencement annually.
- Not being present for the entire contract period, as outlined by the Provost's calendar.
- Not contributing to the development of School policies and processes.

Exceeds Expectations

Satisfying "meets expectations" across all areas and a demonstration of additional contributions in service in the following areas, including, but not limited to:

- Initiation of an outreach program that definitively resulted in recruiting a significant number of students to the School.
- Significant editorial board service.

Approved by the faculty April 9, 2021

- Participation in a proposal-review board at an established national funding agency.
- Editor-in-chief responsibilities for a peer-reviewed journal.
- Serving as President of Faculty Senate, Chair of the Undergraduate or Graduate Councils, or other significant university Council.
- Lead organizer of a state, regional, national, or international conference.
- Direction of a University-sponsored research center or outreach program.
- Chair of a committee or board, or documented significant contributions as a committee member, serving the State or other entity approved by the School.
- Receiving a significant College, University, or professional award for service.
- Serving the School in one or more unfunded (i.e., no stipend) or uncompensated (i.e., no course release) capacities (e.g., undergraduate or graduate coordinator).
- Leading a reaccreditation effort or writing an external accreditation report.
- Serving on a national board for professional organization or regulatory board.

Noteworthy Activities and Remarks

- Opportunity for the Faculty Evaluation Committee to mention specific components of teaching, scholarship activities, and service that might not otherwise be discernible from the three-tier faculty evaluation system or that represent achievements or deficiencies insufficient in themselves to warrant assignment of a category that is not “Meets Expectations”. Additionally, activities considered exemplary of interdisciplinary collaboration are to be explicitly included in this section. Importantly, Noteworthy Activities and Remarks is not intended to be a comprehensive list of annual faculty achievements or deficiencies, but instead to disclose aspects of a faculty member’s performance that evaluators consider as worthwhile to mention and/or clarify assignment of a particular category of the three-tier evaluation system

Teaching Track

Teaching

Teaching and student learning are central to the mission of The School of Child and Family Sciences. Within the School, faculty prepare students to work with children and families in clinical and non-clinical educational and institutional human service settings. Knowledge, skills, and dispositions necessary for successful professional practice are developed through intensive laboratory, practicum, and internship learning experiences. 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 to maximize instructional impact, not only in their own individual courses, but across the curriculum. Teaching includes formal classroom instruction, mentoring, clinical supervision, and other forms of student engagement. Creating and implementing sound assessment strategies to evaluate the effectiveness of teaching, mentoring, and student success initiatives is also a component of exemplary teaching.

The following activities are generally associated with, but are not all required for, meeting expectations in the School:

Meets Expectations

- Development and delivery of courses consistent with School, College and University expectations.
- Teaching portfolio in Canvas meets school expectations for F2F and/or online delivery.
 - Online class Canvas shells are well-organized, visually appealing, have personalized welcome message, syllabi, personally narrated slides or recorded lectures, chat options, tests, quizzes, graded papers or examples of student work, and regular announcements.
 - Face-to-face lecture classes maintain course shells in CANVAS include: syllabi, lecture materials, resource materials, graded papers or assignments, and gradebooks.
 - Additional materials may include handouts, reflective statements regarding teaching during review period and future goals, unsolicited written statements by students, grade distributions, etc.
- Majority of student course evaluation scores above 4.25.
- Appropriate grade distribution.
- Starts and ends classes on time and meets the class at each scheduled time during the course of the semester.
- Missed classes due to professional travel, illness, or other emergency are coordinated with the Director's office and students are notified via email and course announcements of any change in regular meeting pattern.
- Demonstration of course breadth and periodic improvements based on review of prior student evaluations and/or addition of materials and/or rigor to the course as appropriate.
- Responsive to students by responding to emails/calls within 48 hours.
- Regularly holds ten office hours across three days, with an appropriate balance between virtual and face-to-face hours based on teaching responsibilities, with additional options for student appointments.
- Returns graded assignments within a reasonable timeframe, typically a range of 7-10 days depending on the nature of the assignment. Submits N/A, interim, and final grades on time.
- Meets goals from previous annual evaluation.
- Utilizes clinical data and/or client feedback to inform clinical teaching/supervision practices.
- Participates in professional development opportunities to improve teaching (i.e. ACUE, Quality Matters, Quality Matters Peer Reviewer, Teaching Forums, webinars, AAMFT Approved Supervisor trainings, CEU workshops to maintain licensure or other credentials, etc.).

Collegiality in teaching is demonstrated through a consistent pattern of teaching all assigned courses in a manner that contributes to an equitable workload for all and is evidenced by a consistent pattern of showing respect for students and/or colleagues by regularly participating in the practices listed below:

- Engaging in appropriate interpersonal interactions while maintaining professional boundaries.
- Providing timely feedback.
- Attending student presentations (particularly as a committee member).
- Being readily available to students during the semester through, at a minimum, responding to student email inquiries within 48 hours, returning phone calls, and consistently being available during scheduled office hours.
- Narrative evaluations by students being trained in clinical, laboratory, or field experience may also serve as evidence of collegiality in teaching.

Collegiality in teaching includes respect for other' teaching methods and refraining from disparaging members of the School (professionally or personally) in front of students or colleagues. Participating in continuity of instruction efforts by reasonably assisting other faculty members in fulfilling teaching responsibilities is also evidence of collegiality in teaching.

Faculty demonstrate engagement at the “meets expectations” level by designing and delivering courses and learning experiences that promote student success and reflect current and emerging best practices and pedagogy; demonstrating a consistent pattern of availability for students and advisees; and coordinating activities that support students’ involvement in research and/or professional development.

Does Not Meet Expectations

- Pattern of student course evaluation scores, generally under 4.25
- Excessive absences from scheduled office hours.
- Pattern of not responding to e-mail communications within 48 hours.
- Teaching portfolio in Canvas does not meet school expectations for F2F and/or online delivery.
 - Syllabi are not updated to include all relevant policies and information established by program workgroups.
 - Welcome page missing.
 - Course not updated for students when classes begin.
- Did not meet self-identified objectives established in the prior year.
- Ethical violations or other violations of the university code of conduct.

Exceeds Expectations

Satisfying “meets expectations” across all areas and a demonstration of additional significant contributions in the area of teaching, including, but not limited to:

- Student course evaluation scores between 4.5 and above on a 5.0 scale.
- Innovative development and successful implementation of service learning or active learning courses consistent with school directives.
- Receives external or significant internal award for excellence in teaching.
- Engages in invited, significant off-campus teaching activity.
- Presents at on-campus teaching forums such as Faculty First Week or Center for Faculty Engagement offerings.

- Creates new course or significantly revises a course.
- Significant mentoring of junior faculty and/or adjunct faculty.
- Participation in significant external learning forums, such as the Hardin Scholar Program, resulting in significant and meaningful curricular changes.
- Student comments suggesting extraordinary teaching and/or impact on students' lives.
- Develops and implements new strategies for collecting and utilizing clinical data and/or client feedback to improve clinical teaching/ supervision outcomes.
- Earning a high-level credential related to teaching responsibilities including, but not limited to the ACUE Distinguished Scholar or AAMFT Approved Supervisor credential.

Scholarship

The School of Child and Family Sciences embraces the Boyer's four models of scholarship: the scholarships of discovery, integration, application, and teaching. Teaching faculty pursue scholarship through curriculum development and instructional improvement; program evaluation; the dissemination of knowledge beyond the classroom to community, university, and professional settings; and through community-based service-learning and internship processes.

The following activities are generally associated with, but are not all required for, meeting expectations in the School:

Meets Expectations

- The dissemination of knowledge through presentations at University and community venues.
- Designing a new course or significant revisions to an existing course.
- Development and submission of internal or external grants that support student success; quality instruction; and service-learning placements.

Collegiality in scholarship includes showing professional respect for the work of colleagues within the School, contributing toward a scholarly and civil environment in which everyone has equitable opportunities to be productive and effective.

Faculty engagement in scholarship for teaching-track faculty is reflected through active contributions to curriculum development, involvement in professional development activities related to teaching and pedagogy, securing internal teaching grants, and engagement with community partners for program/ curriculum evaluation purposes. The presentation of pedagogy and teaching methods activity at university and community venues is considered an integral step in contributions to the area of teaching practices. Collaborative scholarship activities with colleagues, peers, and students further demonstrate engagement in the area of scholarship. Faculty are expected to engage equitably in the collaborative scholarship process and present an accurate reflection of effort.

Does Not Meet Expectations

Failing to establish a pattern of satisfying the "meets expectation" criteria.

Exceeds Expectations

Satisfying “meets expectations” across all areas and a demonstration of additional significant contributions in the area of scholarship, including, but not limited to:

- Dissemination of knowledge at regional or national conferences.
- Organizing a regional or national teaching workshop.
- Being awarded a significant external grant.
- Scholarly contributions to projects resulting in publications in peer-reviewed journals; research or practice based professional magazines; or book chapters.
- Being awarded an internal teaching grant.
- Recognition of scholarly/pedagogical expertise with a University-level award.
- Recognition of scholarly effectiveness from constituents outside of the University

Service

The School of Child and Family Sciences regards service as an integral component of School, College, and University success. As such, all faculty are expected to engage in service to the University environment, society, and the profession. In addition, the AAFCS Council for Accreditation requires that all faculty make significant scholarly contributions specific to the teaching discipline and faculty assignment within the unit. Each faculty member's service expectations are negotiated between the faculty member and the School Director annually, as suitable to each faculty member's rank and focus. Teaching-track faculty should engage in service related to their teaching focus. Service to society may include applied research, service-based instruction, program and project management, and technical assistance. Professional service is valued but should not undermine the ability to engage in service in the university environment.

The following activities are generally associated with, but are not all required for, meeting expectations in the School:

Meets Expectations

- Participating in School, College, or University curriculum committees and program workgroup.
- Recruitment of students.
- Serving as assigned faculty mentor.
- Participating in the development, implementation, and evaluation of teaching and/or student success initiatives.
- Community education/outreach/consultation if connected to the instructional mission of the school.
- Attending commencement annually.

Collegiality in service includes showing respect for others and a willingness to do one's fair share of service for the sake of the University, the School, and for the sake of colleagues, students, and staff members within the School. Service is not simply committee membership. It

necessitates engaged participation and preparedness to contribute to the needs of the University environment while working collaboratively with diverse Schools and programs in service to the University vision, mission, and values in accordance with shared governance.

Engagement is demonstrated through participation and/or leading School committees in ways that support the School's mission and goals. It is expected that faculty attend and participate in faculty and committee meetings and are responsive to faculty correspondence. Engaged faculty advance the School's mission and goals in off-campus activities, including the request for University-level based knowledge and technical assistance to address societal issues, as appropriate.

Does Not Meet Expectations

- Service activities fail to demonstrate minimum expectations (e.g., membership on committee but infrequent contributions or attendance, not completing service tasks in timely manner).
- Not attending commencement annually.
- Not being present for the entire contract period, but most notably student-only holidays and between semesters.
- Not contributing to the development of school policies and processes.

Exceeds Expectations

Satisfying “meets expectations” across all areas and a demonstration of additional significant contributions in the area of service, including, but not limited to:

- Grant development and administration.
- Leadership roles in professional organizations.
- Serving as faculty advisor for university student organization or club.
- Initiation of an outreach program that definitively resulted in recruiting a significant number of students to the school.
- Lead organizer of a state, regional, national, or international conference.
- Direction of a University-sponsored research center or outreach program.
- Chair of a committee or board or documented significant contributions as a committee member serving the State or other entity approved by the school.
- Receiving a significant College, University, or professional award for service.
- Serving in the School in one or more unfunded (i.e., no stipend) or uncompensated (i.e., no course release) capacities (e.g., undergraduate or graduate coordinator).
- Participating in the writing and preparation of a national accreditation report.
- Serves on a national board for professional organization or regulatory board.

Noteworthy Activities and Remarks

Opportunity for the Faculty Evaluation Committee to mention specific components of teaching, scholarship activities, and service that might not otherwise be discernible from the three-tier faculty evaluation system or that represent achievements or deficiencies insufficient in themselves to warrant assignment of a category that is not “Meets Expectations”. Additionally, activities considered exemplary of interdisciplinary collaboration are to be explicitly included in

this section. Importantly, Noteworthy Activities and Remarks is not intended to be a comprehensive list of annual faculty achievements or deficiencies, but instead to disclose aspects of a faculty member's performance that evaluators consider as worthwhile to mention and/or clarify assignment of a particular category of the three-tier evaluation system.

Goals for Next Evaluation Period

As part of the annual evaluation process, School of Child and Family Sciences faculty are expected to develop goals in each of the areas of Teaching, Research (tenured and tenure-track) or Scholarship (teaching track), and Service. Goals should be specific and measurable, addressing any deficits in the prior evaluation period and articulating a clear connection the School, College, and University mission and strategic plans.

IV. Promotion and Tenure Processes

Pre-Tenure Review (FHB 5.2)

Criteria for pre-tenure review are the same as for tenure but acknowledge that candidates have not had the full probationary period to develop a record of achievements. The School promotion and tenure committee is tasked with identifying areas in which the candidate should improve in order to eventually merit tenure. The committee must assess whether the candidate is making satisfactory or unsatisfactory progress toward the award of tenure and, as needed, identify strategies to help the candidate be successful. The faculty member's progress should be monitored through subsequent annual reviews.

Pre-tenure review will include all materials needed for a promotion and tenure dossier with the exception of requiring external evaluators. The committee chair for pre-tenure review will, upon the candidate's submission of materials, facilitate a committee meeting to review and discuss the candidate's performance in teaching, research, and service. The committee votes by secret ballot. The committee chair then drafts a letter, which is then signed by all tenured faculty in attendance and submitted by the deadline to the School Director. This letter is submitted in conjunction with the steps outlined in the Faculty Handbook. The principal task of the school promotion and tenure committee is to identify areas in which the candidate needs to improve to eventually merit tenure and to help the candidate identify strategies for improvement. These strategies must be closely associated with the annual evaluation process to facilitate subsequent reviews of progress. Satisfactory progress in the areas of research, teaching, and service are expected.

Promotion to Associate Professor (FHB 5.3.1)

Promotion is official institutional recognition of meritorious achievement in teaching, research, and service. Promotion recognizes talented faculty for their records of achievement within their respective disciplines or interdisciplinary settings. Faculty seeking promotion must demonstrate sustained quality performance in the areas of teaching, research/scholarship, and service. Expectations for teaching, research/scholarship, and service for individual faculty members are established in the workload policy and measured at annual evaluation. Collegiality and engagement are expectations of all School of Child and Family Science faculty members and is assessed in all performance areas.

Teaching

The School of Child and Family Sciences recognizes that the transmission of knowledge is one of the primary missions of the university. All faculty members seeking promotion and/or tenure are expected to have teaching competency in assigned courses, continuous growth in the subject field, and demonstrate effective instruction that promotes student learning outcomes through best practices. All non-tenure track, clinical, and teaching-track faculty members seeking promotion are expected to have demonstrated excellence in teaching. Assistant Professors are expected to develop as teachers in the early stages of their careers. Therefore, teaching effectiveness should be examined holistically based on an overall pattern of positive teaching evaluations.

Evidence of effective teaching must include:

- Student evaluations for each course taught, including student comments.
- Annual School evaluations.
- Pre-tenure review letters from all levels of review.
- Any additional letters from all previous review procedures.

Further evidence may include, but is not limited to, any combination of the sources listed below:

- Peer classroom evaluations.
- Clinical supervision evaluations.
- Teaching portfolio evaluations.
- Syllabi and course content.
- Documentation of service-learning activities, innovative teaching activities, incorporation of technology, etc. that is not otherwise documented.
- Teaching awards.
- Unsolicited letters of evaluation or commendations for teaching.
- Responsiveness to student needs.
- Curriculum development.
- Time intensive courses.
- New course development or significant revision of an existing course.
- Undergraduate and graduate student mentoring and advising.

Professional development activities related to teaching (ACUE, Quality Matters, LEC courses, etc.).

Research (Tenure-Track only)

Research and scholarly activity are central to the University, College, and School missions. As such, CFS faculty are expected to be active and productive scholars. Collaboration with colleagues and students in the production of scholarly work is strongly encouraged. Because of the intense clinical nature of several programs of study offered within the School, research activities are often linked with service projects. The ideal candidate for promotion to Associate Professor and tenure will have an established and documented record of success in publishing,

presenting, and/or obtaining external funding. The following criteria establish minimum expectations:

Candidate has documented six (6) significant contributions to include:

- Minimum of five (5) published or in-press, peer-reviewed journal articles related to the candidate's discipline.
 - In the School of Child and Family Sciences, research collaboration and joint authorship are valued. For collaborative publications, authors are required to negotiate responsibilities and report each author's percentage of contribution. It is expected that the faculty member will be first author on two publications in order to demonstrate that the faculty member has the ability to conceive a research project and follow it through to completion. The faculty member can be first or second author on a third article; and first, second, third, or fourth author on the remaining two articles.
- A book chapter in an edited book or two refereed national or international conference research presentations as first author may be counted as one significant contribution. Multiple presentations of the same research will only count as one presentation.
- An externally funded grant proposal with a federal agency. The significance of funded external projects will be evaluated by the School Promotion and Tenure Committee based on the project's contribution to the School/program mission(s) (teaching, research, and service) and the dollar amount funded. The School Director may address the significance of funded external projects in his/her recommendation letter.

In order to qualify as a peer-reviewed publication, the publication outlet should (a) have a formal review process prior to acceptance for publication, (b) be published by a reputable publisher (i.e., no vanity press publications), (c) be abstracted in at least one recognized and appropriate abstracting index (PsycInfo, ERIC, etc.), (d) provide information about its acceptance rate (i.e., the journal should not accept virtually all submissions) and/or impact factor. The journal acceptance rate and/or impact factor must be reported in the tenure and promotion dossier. Published conference abstracts and/or proceedings, encyclopedia entries, or workbook chapters do not count as significant contributions for tenure and promotion.

Service

The School of Child and Family Sciences values service to the University, the profession, and community through contribution of time, energy, and expertise in ways that advances the mission and well-being of these organizations. Service to the University may include actively serving on and/or chairing committees at the School, College, and University levels. Service to the profession may include contributions to state and national professional organizations, regulatory boards, accrediting agencies, and editorial support for professional journals. Service to the community may include applying academic expertise for the direct benefit of external audiences in support of unit and University missions. This service may include community education, outreach, and consultation.

Service includes, but is not limited to:

- Grant development and authorship.
- Recruitment/advising/mentoring of students.

Approved by the faculty April 9, 2021

- Participating in the development, implementation, and evaluation of teaching and/or student success initiatives.
- Leadership roles in professional organizations.
- Community education/outreach/consultation if connected to the instructional mission of the School.
- Participation in student recruitment and retention initiatives.
- Peer review of manuscripts for academic journals.
- Peer review of conference proposals for professional organizations.
- Actively serving on multiple School, College, and/or University level committees.
- Serving as faculty advisor for university student organization or club.
- Administration of an externally funded grant.
- Serving as assigned faculty mentor.
- Serving as program coordinator.
- Holding office in professional organization.
- Editorship for an academic publishing company or academic journal.
- Contributes to session organization at a regional, national, or international conference.
- Developing and administering undergraduate and/or graduate comprehensive exams.

A faculty endeavor may be regarded as service to society for purposes of promotion and tenure if the following conditions are met:

- There is utilization of the faculty member's academic and professional expertise.
- There is a direct application of knowledge to, and a substantive link with, significant human needs and societal problems, issues or concerns.
- The ultimate purpose is for the public or common good.
- New knowledge is generated for the discipline and/or the audience or clientele.
- There is a clear relationship between the program/activities and the School's mission.

Tenure (FHB 5.4.1)

Promotion and tenure bear a close relationship with one another in that both recognize faculty members for their record of achievement, the processes serve distinct purposes. Tenure extends an additional level of protection to the faculty member from arbitrary dismissal. Although research/creative activity is a significant component of the University's mission, tenure should not be awarded solely based on this. By granting tenure, the University exercises its belief in academic freedom and recognizes that a faculty member has the knowledge, skills, and professionalism required to make continuing, positive contributions to the discipline, school, and academic community.

The criteria for tenure are determined in the typical areas of assessment (teaching, research/scholarship, and service), with additional considerations of collegiality and engagement within the University. As a 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.

Teaching

Approved by the faculty April 9, 2021

All faculty members seeking tenure are expected to have teaching competency in assigned courses, continuous growth in the subject field, and demonstrate effective instruction that promotes student learning outcomes through best practices. Assistant Professors are expected to develop as teachers in the early stages of their careers. Therefore, teaching effectiveness should be examined holistically based on an overall pattern of positive teaching evaluations.

Evidence of effective teaching must include:

- Student evaluations for each course taught, including student comments.
- Annual School evaluations.
- Pre-tenure review letters from all levels of review.
- Any additional letters from all previous review procedures.

Further evidence may include, but is not limited to, any combination of the sources listed below:

- Peer classroom evaluations.
- Clinical supervision evaluations.
- Teaching portfolio evaluations.
- Syllabi and course content.
- Documentation of service-learning activities, innovative teaching activities, incorporation of technology, etc. that is not otherwise documented.
- Teaching awards.
- Unsolicited letters of evaluation or commendations for teaching.
- Responsiveness to student needs.
- Curriculum development.
- Time intensive courses.
- New course development or significant revision of an existing course.
- Undergraduate and graduate student mentoring and advising.
- Professional development activities related to teaching (ACUE, Quality Matters, LEC courses, etc.).

Research

Research and scholarly activity are central to the University, College, and School missions. As such, CFS faculty are expected to be active and productive scholars. Collaboration with colleagues and students in the production of scholarly work is strongly encouraged. Because of the intense clinical nature of several programs of study offered within the School, research activities are often linked with service projects. The ideal candidate tenure will have an established and documented record of success in publishing, presenting, and/or obtaining external funding. The following criteria establish minimum expectations:

Candidate has documented six (6) contributions to include:

- Minimum of five (5) published or in-press, peer-reviewed journal articles related to the candidate's discipline.

- In the School of Child and Family Sciences, research collaboration and joint authorship are valued. For collaborative publications, authors are required to negotiate responsibilities and report each author's percentage of contribution. It is expected that the faculty member will be first author on two publications in order to demonstrate that the faculty member has the ability to conceive a research project and follow it through to completion. The faculty member can be first or second author on a third article; and first, second, third, or fourth author on the remaining two articles.
- A book chapter in an edited book or two refereed national or international conference research presentations as first author may be counted at one significant contribution. Multiple presentations of the same research will only count as one presentation.
- An externally funded grant proposal with a federal agency. The significance of funded external projects will be evaluated by the School Promotion and Tenure Committee based on the project's contribution to the School/program mission(s) (teaching, research, and service) and the dollar amount funded. The School Director may address the significance of funded external projects in his/her recommendation letter.

In order to qualify as a peer-reviewed publication, the publication outlet should (a) have a formal review process prior to acceptance for publication, (b) be published by a reputable publisher (i.e., no vanity press publications), (c) be abstracted in at least one recognized and appropriate abstracting index (PsycInfo, ERIC, etc.), (d) provide information about its acceptance rate (i.e., the journal should not accept virtually all submissions) and/or impact factor. The journal acceptance rate and/or impact factor must be reported in the tenure and promotion dossier. Published conference abstracts and/ or proceedings, encyclopedia entries, or workbook chapters do not count as significant contributions for tenure and promotion.

Service

The School of Child and Family Sciences values service to the University, the profession, and community through contribution of time, energy, and expertise in ways that advance the mission and well-being of these organizations. Service to the university may include actively serving on and/or chairing committees at the School, College, and University levels. Service to the profession may include contributions to state and national professional organizations, regulatory boards, accrediting agencies, and editorial support for professional journals. Service to the community may include applying academic expertise for the direct benefit of external audiences in support of unit and University missions. This service may include community education, outreach, and consultation.

Service includes, but is not limited to:

- Grant development and authorship.
- Recruitment/advising/mentoring of students.
- Participating in the development, implementation, and evaluation of teaching and/or student success initiatives.
- Leadership roles in professional organizations.
- Community education/outreach/consultation if connected to the instructional mission of the School.
- Participation in student recruitment and retention initiatives.
- Peer review of manuscripts for academic journals.

Approved by the faculty April 9, 2021

- Peer review of conference proposals for professional organizations.
- Actively serving on multiple School, College, and/or University level committees.
- Serving as faculty advisor for university student organization or club.
- Administration of an externally funded grant.
- Serving as assigned faculty mentor.
- Serving as program coordinator.
- Holding office in a professional organization.
- Editorship for an academic publishing company or academic journal.
- Contributes to session organization at a regional, national, or international conference.
- Developing and administering undergraduate and/or graduate comprehensive exams.

A faculty endeavor may be regarded as service to society for purposes of promotion and tenure if the following conditions are met:

- There is utilization of the faculty member's academic and professional expertise.
- There is a direct application of knowledge to, and a substantive link with, significant human needs and societal problems, issues or concerns.
- The ultimate purpose is for the public or common good.
- New knowledge is generated for the discipline and/or the audience or clientele.
- There is a clear relationship between the program/activities and the School's mission.

Evidence of earning at least “meets expectations” for each review period is necessary for promotion to Associate Professor.

Collegiality

Collegiality is an expectation of all School of Child and Family Science faculty members, regardless of rank. Collegiality is defined as a quality expressed through collaboration, constructive cooperation, and equitable contribution to the workload. Candidates are expected to demonstrate a continuing pattern of respecting and working well with peers, students, staff, and the unit’s common purpose. Faculty should demonstrate mutual respect for similarities and differences of opinions/points of view; communicating effectively with colleagues and students; active engagement in meeting the mission of the School; and demonstrating openness to personal growth and development. Collegiality is not assessed independently of teaching and service, but rather taken into consideration in the evaluation of a faculty member’s overall performance in promotion decisions. Collegiality will be evaluated by the presence of a variety of positive indicators and the absence of negative indicators. Candidates are encouraged to address the issue of collegiality in the narrative they provide for review.

Post-tenure Review (PTR) (FHB 4.7)

PTR occurs only after a faculty member has been given the opportunity to address deficiencies identified in the formal development plan. Provided there are no substantially mitigating circumstances (e.g., serious illness), PTR is initiated when faculty do not meet expectations in any one category for four consecutive years or in two or more categories for two consecutive years. Faculty are no longer on PTR if they receive a rating of meets expectations for all three

categories within two years of being put on PTR. For faculty who fail to receive a rating of meets expectations for all three categories within two years of being placed on PTR, the school director, dean, and Provost must agree on a course of action that could include termination of employment.

A formal development plan for improvement is initiated by the School Director and/or FEC after a faculty member receives: (i) their second consecutive assignment of “Does Not Meet Expectations” in one of the three categories of faculty workload (teaching, research, service) or (ii) assignment of “Does Not Meet Expectations” in at least two categories in the same year. Please see the Faculty Handbook (4.5.4) for details on this process.

Promotion to Full Professor

The standard probationary period for promotion from associate professor to professor is five years (FHB 5.7.1.3).

External review letters are required for promotion to the rank of Professor. Letters of support from three external reviewers should provide evidence that the applicant's work in the areas of teaching, research, and service has made a positive impact on the candidate's profession/discipline. The external reviewers need to indicate that they (a) are well-versed in the applicant's scholarly area, (b) are willing and able to make professional judgment about the quality of the scholarly activities in the applicant's packet, and (c) have no conflict of interest.

The external referees cannot have a personal or mentor-mentee relationship with applicant. The external reviewers must have tenure and the minimum rank of Associate Professor at their respective institutions. The candidate should submit a list of a minimum of six (6) potential reviewers to the School Faculty Promotion and Tenure Committee who will then select three (3) reviewers to evaluate the candidate on the criteria listed above (teaching, research and service).

Teaching

Candidates for promotion from Associate Professor to Professor should have a consistent and sustained record of positive teaching evaluations, contributions to curriculum enhancements and/or program development and mentoring activities that support the teaching mission of the School.

Research

The ideal candidate for promotion to Professor will have established and documented a consistent and sustained record of success in publishing, presenting, securing external funding, and/or providing service to the University, College, and/or School. The approximate research expectations for receiving promotion in-rank to Professor consist of the following:

- A minimum of twelve (12) significant contributions of which at least ten (10) must be publications in refereed journals related to the candidate's discipline.
- A documented record of external funding success must include serving as PI or co-PI on funded projects that impact teaching, research and/or service for multiple years, and contributes F&A costs to the University. Significance of impact will be evaluated by the

School Promotion and Tenure Committee. The School Director may address the significance of funded external projects in his/her recommendation letter.

- Significant contributions may also include national or international invited publications; presentations at national, regional, or state conferences.
- The candidate will be listed as first or second author/investigator on at least eight (8) of the twelve (12) significant contributions.
- Contributions utilized for promotion to Associate Professor will be included in the total number of contributions necessary for promotion to Professor.

Service

Candidates for promotion to Professor should have a sustained and consistent pattern of service to the university and profession.

Promotion Guidelines for Teaching Track Faculty

The School of Child and Family Sciences offers degrees at the baccalaureate and master's level, and Instructors/Lecturers/Senior Lecturer may have instructional responsibilities at undergraduate and/or graduate levels. Applicants for promotion within the School of Child and Family Sciences are evaluated according to their responsibilities, negotiated in writing with the School Director, utilizing School promotion guidelines. Teaching faculty will be expected to demonstrate excellence in teaching and make substantial service contributions that support instructional and/or curriculum enhancements and student success.

Criteria for Promotion for Teaching Track Faculty (FH 5.7.2)

A five-year probationary period for a new instructor or assistant teaching professor allows time to demonstrate excellence in teaching and service prior to being promoted to the next rank. Criteria for teaching and service is similar to expectations for tenure-track faculty.

- ***Instructor to Lecturer:*** Evidence of exceptional teaching, student mentoring and advisement, and School and professional service appropriate to the faculty appointment is necessary for promotion in-rank to Lecturer.
- ***Lecturer to Senior Lecturer:*** Evidence of a sustained record of exceptional and innovative teaching and curriculum development, student mentoring and advisement, and notable service and/or scholarly activities that support the School's teaching and service mission is necessary for promotion in-rank to Senior Lecturer.

Promotion to Lecturer

Evidence of exceptional teaching, student mentoring and advisement, and School and professional service appropriate to the faculty appointment is necessary for promotion in rank to Lecturer.

Promotion to Senior Lecturer

Evidence of a sustained record of exceptional and innovative teaching and curriculum development, student mentoring and advisement, and notable service and/or scholarly activities that supports the School's teaching and service mission is necessary for promotion in rank to Senior Lecturer.

In the School of Child and Family Sciences, Instructors/Lecturers/Senior Lecturers at any rank generally have the primary responsibility of instruction at the undergraduate level. Consistent with the expectations detailed in the Faculty Handbook, Instructors/Lecturers/Senior Lecturers at any rank will not hold the terminal degree in their discipline. Instructors and Lecturers will be expected to demonstrate excellence in teaching and make substantial service contributions that support instructional and/or curriculum enhancements and support student success to be eligible for promotion.

Teaching

Exemplary teaching and student learning are central to the mission of the School of Child and Family Sciences. Within the School, Instructors/Lecturers/Senior Lecturers are responsible for preparing students to work with children and families in clinical and non-clinical educational, institutional, and human service settings. Knowledge, skills and dispositions necessary for successful professional practice are developed through service-learning opportunities, intensive laboratory, practicum, and internship learning experiences. The School recognizes both classroom performance and contributions to teaching, advisement, and other initiatives that support student success and draw upon the teacher's depth and breadth of scholarship. Teaching includes not only formal classroom instruction, but also advising, mentoring, and other forms of student engagement. Creating and implementing sound assessment strategies to evaluate the effectiveness of teaching, advising, and student success initiatives is also a component of exemplary teaching.

Instructors/Lecturers seeking promotion are expected to have demonstrated excellence in teaching, which includes continuous growth in the subject field, and the ability to organize material and convey it effectively to students. Therefore, teaching effectiveness should be examined holistically based on an overall pattern of exemplary teaching evaluations rather than on evaluations received from any single course or section. It is recognized that there are many ways to evaluate teaching effectiveness, including indicators such as:

- Pattern of student course evaluation scores between 4.25 and above on a 5.0 scale.
- Participates in professional development opportunities to improve teaching (i.e. ACUE, Quality Matters, Quality Matters Peer Reviewer, Teaching Forums, webinars, etc.).
- Innovative development and successful implementation of service learning or active learning courses consistent with school directives.
- Evidence of successful contributions in the area of curriculum development.
- Examples of how one has incorporated technology and service learning in the classroom in some exceptional way.
- Receives external, or significant internal award, for excellence in teaching.

- Engages in invited, significant off-campus or on-campus teaching activity.
- Significant mentoring of junior faculty and/or adjunct faculty.
- Participation in learning forums such as the Hardin Scholar Program, resulting in significant and meaningful curricular changes.
- Pattern of student comments suggesting extraordinary teaching and/or impact on student lives.
- Peer observations of teaching which note exceptional performance
- Teaching grant award
- Consistently teaching capstone and/or writing intensive courses

Service

Not only does the School of Child and Family Sciences value service to society, the university, students and the profession, but AAFCS Council for Accreditation requires that all faculty make significant scholarly contributions specific to the teaching discipline and faculty assignment within the unit. What follows are indicators of service-related activities. This is not an exhaustive list of contributions in the area of service and individual faculty members are not expected to contribute in all of the areas listed. We recognize that service is not simply committee membership and that credit for service should take into account the quality of participation, including the ability to work collaboratively with others. For faculty in teaching-track positions the majority of service should be directly related to curriculum development, teaching effectiveness, and student success.

For teaching-track faculty, service may include, but is not limited to:

- Participating in school, college, university curriculum committees and program workgroups
- Program coordinator
- Grant development
- Recruitment/advising/mentoring of students
- Participating in the development, implementation, and evaluation of teaching and/or student success initiatives
- Leadership roles in professional organizations
- Community education/outreach/consultation if connected to the instructional mission of the School

All faculty members within the School are expected to participate in School faculty meetings and to support the School mission and strategic plan. Evidence of significant service related to quality instruction, recruitment, and student success is necessary for promotion in-rank to Lecturer. For promotion in-rank to Senior Lecturer evidence of sustained exemplary service related to quality instruction, recruitment, and student success is necessary.

Research and Scholarly Activity

The School of Child and Family Sciences embraces the Boyer concept of teacher-scholar recognizing the four forms of scholarship: the scholarships of discovery, integration, application, and teaching and learning. Teaching faculty pursue scholarship through curriculum development and instructional improvement; program evaluation; the dissemination of knowledge beyond the classroom to community, university, and professional settings; and through community-based service-learning and internship processes.

Assistant/Associate/Teaching Professor Promotion Guidelines

The following guidelines were developed in consideration of the College of Education and Human Sciences promotion guidelines in order to give direction and set specific standards for teaching faculty in the promotion process. While intended to provide a reasonable framework of the standards for promotion, meeting the standards set out in these guidelines does not guarantee that a faculty member will achieve promotion. These guidelines do not create any contractually binding obligations for the University of Southern Mississippi. Information set out in these guidelines does not replace, amend, or abridge policies of the Mississippi Board of Trustees of the State Institutions of Higher Learning.

The School of Child and Family Sciences abides by the tenure and promotion calendars published annually by the Provost's Office. Therefore, dossiers submitted after the published date for promotion, will not be considered in that academic year. In addition, dossiers submitted without appropriate documentation as described in this document will not be considered for promotion in that academic year.

School of Child and Family Sciences Promotion Guidelines for Teaching Professors

(Assistant Teaching Professor → Associate Teaching Professor → Teaching Professor)

Consistent with the expectations detailed in the Faculty Handbook, Assistant Teaching Professors/Associate Teaching Professors/Teaching Professors at any rank will hold the terminal degree in their discipline. The School of Child and Family Sciences offers degrees at the baccalaureate and master's level and Assistant/Associate/Teaching Professors may have instructional responsibilities at undergraduate and/or graduate levels. Applicants for promotion within the School of Child and Family Sciences are evaluated according to their responsibilities, negotiated in writing with the School Director, utilizing School promotion guidelines. Teaching faculty will be expected to demonstrate excellence in teaching and make substantial service contributions that support instructional and/or curriculum enhancements and support student success.

Teaching

Exemplary teaching and student learning are central to the mission of the School of Child and Family Sciences. Within the School, Assistant Teaching Professors/Associate Teaching Professors are responsible for preparing students to work with children and families in clinical and non-clinical educational, institutional, and human service settings. Knowledge, skills and

dispositions necessary for successful professional practice are developed through service-learning opportunities, intensive laboratory, practicum, and internship learning experiences.

The School recognizes both classroom performance and contributions to teaching, advisement and other initiatives that support student success draw upon the teacher's depth and breadth of scholarship. Teaching includes not only formal classroom instruction, but also advising, mentoring, and other forms of student engagement. Creating and implementing sound assessment strategies to evaluate the effectiveness teaching, advising and student success initiatives is also a component of exemplary teaching.

Assistant Teaching Professors/Associate Teaching Professors seeking promotion are expected to have demonstrated excellence in teaching, which includes continuous growth in the subject field, and ability to organize material and convey it effectively to students. Therefore, teaching effectiveness should be examined holistically based on an overall pattern of exemplary teaching evaluations rather than on evaluations received from any single course or section. It is recognized that there are many ways to evaluate teaching effectiveness including indicators such as:

- Pattern of student course evaluation scores between 4.5 and above on a 5.0 scale.
- Participates in professional development opportunities to improve teaching (i.e. ACUE, Quality Matters, Quality Matters Peer Reviewer, Teaching Forums, webinars, etc.).
- Innovative development and successful implementation of service learning or active learning courses consistent with school directives.
- Evidence of successful contributions in the area of curriculum development.
- Examples of how one has incorporated technology and service learning in the classroom in some exceptional way.
- Receives external, or significant internal award, for excellence in teaching.
- Engages in invited, significant off-campus or on-campus teaching activity.
- Significant mentoring of junior faculty and/or adjunct faculty.
- Participation in learning forums such as the Hardin Scholar Program resulting in significant and meaningful curricular changes.
- Pattern of student comments suggesting extraordinary teaching and/or impact on student lives.
- Peer observations of teaching which note exceptional performance
- Teaching grant award
- Consistently teaching capstone and/or writing intensive classes

Service

The School of Child and Family Sciences value service to society, the university, students and the profession, but AAFCS Council for Accreditation requires that all faculty make significant scholarly contributions specific to the teaching discipline and faculty assignment within the unit. What follows are indicators of service-related activities. This is not an exhaustive list of contributions in the area of service and individual faculty members are not expected to contribute in all of the areas listed. We recognize that service is not simply committee membership and that credit for service should take into account the quality of participation, including the ability to

work collaboratively with others. For faculty in teaching-track positions the majority of service should be directly related to curriculum development, teaching effectiveness, and student success.

For teaching-track faculty, service may include, but is not limited to:

- Participating in school, college, university curriculum committees and program workgroups
- Program coordinator
- Grant development
- Recruitment/advising/mentoring of students
- Participating in the development, implementation, and evaluation of teaching and/or student success initiatives
- Leadership roles in professional organizations
- Community education/outreach/consultation if connected to the instructional mission of the School

All faculty members within the School are expected to participate in School faculty meetings and to support the School mission and strategic plan.

Evidence of significant service related to quality instruction, recruitment, and student success is necessary for promotion in-rank to Associate Teaching Professor.

For promotion in-rank to Teaching Professor evidence of sustained exemplary service related to quality instruction, recruitment, and student success is necessary.

Research and Scholarly Activity

We recognize that the research expectations for Assistant/Associate/ Teaching Professors should differ significantly from those for tenure-track faculty. Therefore, research endeavors specific to the teaching assignments and/or which support student success initiatives will be looked upon favorably but is not a requirement for promotion. This includes engagement in program evaluation, research in the areas of teaching, pedagogy and student success and/or clinical/supervision activities. Efforts to secure internal/external funding that support or promote student success, quality instruction, and/or field-based instructional or service-learning placements will be looked upon favorably but is not a requirement for promotion.

Collegiality

Collegiality is an expectation of all School of Child and Family Science faculty members, regardless of rank. Collegiality is defined as a quality expressed through collaboration, constructive cooperation, and equitable contribution to the workload. Candidates are expected to demonstrate a continuing pattern of respecting and working well with peers, students, staff, and the unit's common purpose. Faculty should demonstrate mutual respect for similarities and differences of opinions/points of view; communicating effectively with colleagues and students; active engagement in meeting the mission of the School; and demonstrating openness to personal growth and development. Collegiality is not assessed independently of teaching and service, but rather taken into consideration in the evaluation of a faculty member's overall performance in promotion decisions. Collegiality will be evaluated by the presence of a variety of positive

indicators and the absence of negative indicators. Candidates are encouraged to address the issue of collegiality in the narrative they provide for review.

Assistant Teaching Professor to Associate Teaching Professor

Evidence of exceptional teaching, student mentoring and advisement, with university and professional service appropriate to the faculty appointment is necessary for promotion in-rank to Associate Teaching Professor.

Associate Teaching Professor to Teaching Professor

Evidence of a sustained record of exceptional and innovative teaching and curriculum development, student mentoring and advisement, and notable service and/or scholarly activities that support the School's teaching and service mission is necessary for promotion in-rank to Teaching Professor.

Annual Evaluation Rubrics

The School Director and/or FEC would circle/highlight as measured. Totals should be completed for each category.

TEACHING				
	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Comments
Teaching Portfolio	Coursework (development, materials, and assessments) does not reflect the standard performance level identified within the unit or identified by appropriate University groups, (e.g. online steering committee).	Coursework (development, materials, and assessments) reflects the standard performance level identified within the unit or identified by appropriate University groups, (e.g. online steering committee).	Coursework reflects innovative development that exceeds the unit and University standards and expectations.	
Course delivery	Course delivery (attendance, course load, syllabi, grading deadlines, etc.) is not performed according to University calendar and guidelines.	Course delivery (attendance, course load, syllabi, grading deadlines, etc.) is performed according to University calendar and guidelines.	Course delivery exceeds unit and University guidelines.	
Student teaching evaluations	Teaching evaluations conducted by students do not reflect the standard performance level identified within the unit.	Teaching evaluations conducted by students reflect the standard performance level identified within the unit.	Teaching evaluations conducted by students exceed the standard level of performance level identified within the unit.	
Responsiveness to students	Does not reflect the standard performance level identified within the unit.	Reflects the standard performance level identified within the unit.	Exceeds the standard performance level identified within the unit.	

Innovative teaching	Teaching evaluations and/or peer reviews reflect a lack of change or inclusion of relevant material in the course experience	Teaching evaluations and/or peer reviews reflect the use of new materials, new approaches to engage students	Teaching evaluations and/or peer reviews show engaged learning based on innovative teaching methods	
Collegiality	Engages in disparaging members of the School in front of others and/or students; Refuses to assist in continuity of instruction efforts, as needed	Consistently teaches all assigned courses, contributing to an equitable workload for faculty/staff	Consistent pattern of teaching assigned workload; Demonstrates respect for others' teaching methods and assists in continuity of instruction, as needed, by reasonably assisting other faculty members	
Engagement	Courses not reflective of appropriate pedagogy	Courses reflect appropriate pedagogy.	Designs and delivers courses that promote student learning and involvement and reflect best practices in pedagogy.	
TOTAL SCORE: 3/5 in Exceeds Expectations with 0 in Does Not Meet Expectations = Exceeds Expectations 3/5 in Does Not Meet Expectations with 0 in Exceeds Expectations = Does Not Meet Expectations				

RESEARCH/ SCHOLARLY ACTIVITIES				
	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Comments
Participation in research activities	Participates or demonstrates continuous effort in research activities at a rate lower than the standard performance level identified within the unit.	Participates in research activities by initiating new activity and/or demonstrating continuous effort on existing activity as reflected within the standard performance level identified within the unit.	Participates in research activities by initiating new collaborative activity or demonstrating continuous effort on existing interdisciplinary activity exceeding the standard performance level identified within the unit.	
Dissemination of research activities	Disseminates work through unit identified channels (i.e., peer-reviewed journals, books, conferences, etc.) at a rate lower than the standard performance level identified within the unit.	Disseminates work through unit identified channels (i.e., peer-reviewed journals, books, conferences, etc.) as reflected within the standard performance level identified within the unit.	Disseminates work through unit identified channels (i.e., peer-reviewed journals, books, conferences, etc.) at a rate that exceeds the standard performance level identified within the unit.	
Applications for internal/external funding	Submits application for internal/external funding of research activities at a rate lower than the standard performance level identified within the unit.	Submits application for internal/external funding of research activities as reflected within the standard performance level identified within the unit.	Procures internal/external funding of research activities exceeding the standard performance level identified within the unit.	
Collegiality	Demonstrates a lack of respect for colleagues' work and contributions that diminishes a scholarly, civil environment	Contributes to an environment that promotes equitable opportunities for scholarly involvement	Demonstrates professional respect for colleagues' work; contributes to a scholarly, civil environment	
Engagement	Does not engage equitably in the collaborative research process or	Collaborative research activities with colleagues, peers, and students	Active and productive contributions of new information to the field	

	does not document an accurate reflection of effort			
TOTAL SCORE: 2/3 in Exceeds Expectations with 0 in Does Not Meet Expectations = Exceeds Expectations 2/3 in Does Not Meet Expectations with 0 in Exceeds Expectations = Does Not Meet Expectations				

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

	profession at a rate lower than the standard performance level identified within the unit.	profession as reflected within the standard performance level identified within the unit.	performance level identified within the unit.	
Student mentorship	Facilitates growth in their field of study through formalized mentorship of students and/or other faculty, service on student committees to include graduate examinations and dissertations as well as undergraduate honors theses, delivery of independent study courses, etc. at a rate lower than the standard performance level identified within the unit.	Facilitates growth in their field of study through formalized mentorship of students and/or other faculty, service on student committees to include graduate examinations and dissertations as well as undergraduate honors theses, delivery of independent study courses, etc. as reflected within the standard performance level identified within the unit.	Facilitates growth in their field of study through formalized mentorship of students and/or other faculty, service on student to committees to include graduate examinations and dissertations master's theses, and undergraduate honors theses, etc. exceeding the standard performance level identified within the unit.	
Collegiality	Lack of active participation in and support of the mission of the School, College, and/or University; disregard for others' service contributions	Showing respect for others and contributing individual efforts to support the mission of the School, College, and/or University	Active, collaborative participation in supporting the mission of the School, College, and/or University	
Engagement	Lack of active participation or presence in faculty and committee meetings; not responsive to faculty correspondence	Active participation in faculty and committee meetings; responsive to faculty correspondence	Actively participates in or leads School committees that support the University, College, or School mission and goals	
TOTAL SCORE: 3/4 in Exceeds Expectations with 0 in Does Not Meet Expectations = Exceeds Expectations 3/4 in Does Not Meet Expectations with 0 in Exceeds Expectations = Does Not Meet Expectations				

To be completed by evaluator:

NOTEWORTHY ACTIVITIES AND REMARKS	
Evaluator may list any activities they identify as noteworthy or include other remarks for the academic year (see Section 1.6.2)	
Teaching	
Research/Creative Activities	
Service	

Name of Preparer: Angel Herring

Email Address of Preparer: Angel.Herring@usm.edu

Date of Submission:

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

Approved by the faculty April 9, 2021