



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI®

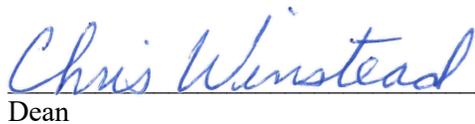
SCHOOL OF POLYMER SCIENCE AND ENGINEERING

ANNUAL EVALUATION
PROMOTION AND TENURE
GUIDELINES

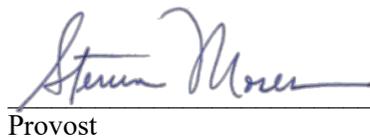
APPROVED JUNE 14, 2021


Director

6/14/2021
Date


Dean

8/25/2021
Date


Provost

8/25/21
Date

School Policies and Procedures: Evaluation Processes

This is the first phase of school document creation and covers faculty evaluations, pre-tenure review, promotions, tenure, and post-tenure review. Further information for school documents will be covered at a later stage.

School: Polymer Science and Engineering

Director: Dr. Derek L. Patton

College: Arts and Sciences

College Dean: Dr. Christopher Winstead

Mission, Vision, and Values

School Policies and Procedures must align with current University and College Policies and Procedures, the Academic Master Plan, and the Faculty Handbook.

School Mission

The mission of the School of Polymer Science and Engineering is (1) to educate and develop the next generation of polymer scientists and engineers with the technical and professional skills to lead efforts addressing the grand challenges of the 21st century, (2) to be a recognized leader in polymer science and engineering research achieved through advancements in scientific knowledge and strengths in fundamental discovery, innovation, and scholarship, and (3) to build local, national, and global partnerships that aid economic development through active engagement, outreach, and collaboration with state, federal, and corporate stakeholders. Achieving this mission demands excellence in teaching, research and scholarship, and service.

School Vision

The mission of the School of Polymer Science and Engineering is be a world leader in polymer science and engineering research and education.

School Values

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

1. Research and instructional excellence focused on student engagement with faculty in the classroom and in the laboratories
2. Student participation in research projects that develops professionals with integrity, resilience, and the ability to critical thinking who are engaged in lifelong learning
3. A governance structure that promotes inclusivity in decision making and respect of diverse ideas and opinions
4. An active review process that engages all stakeholders for continuous improvement of the School and its programs

Faculty Evaluations: Performance Categories

Refer to Faculty Handbook for more information:

- [Committee Membership Eligibility](#) (1.10.1)
- [Faculty Governance Options](#) (1.10.2)
- Faculty Evaluation Process ([4.1](#), [4.4](#), [4.5.2-4.5.4](#), [Appendix B](#))
- Workload Allocation/Assignment ([4.3](#), [Appendix A](#))
- [Administrator Workload](#)
- [Circumstantial Adjustments to Workload Allocation](#)

Also see attached Appendix B, a model for a rubric to complement the narrative to be provided below.

School General Statement about Annual Evaluation Standards

The SPSE annual evaluation process offers an opportunity both to review activities from the previous year and for faculty to discuss professional objectives and goals for the year ahead and request necessary resources with the school director.

Faculty Evaluation Guidelines. Teaching, research activities, and service are evaluated annually for each SPSE faculty member according to the following ratings categories: “does not meet expectations,” “meets expectations,” and “exceeds expectations.” Reasonable criteria for meeting expectations in association with workload allocation guidelines are developed by the SPSE faculty and require approval from the school director and the dean before being made publicly available through the Office of the Provost. Changes in these criteria must be approved at all levels and formally established in writing before faculty are held accountable to those standards. The separate category of “collegiality” is not added to the traditional three categories of faculty performance. Instead, SPSE has developed clear definitions of teaching, research/creative activities, and service, in which the virtues of collegiality are reflected.

Expectation Rating Categories

Meets Expectations. Assignment of “meets expectations” is made for faculty who achieve articulated and measurable professional objectives in teaching, research, or service and maintain continuous career advancement, including progress toward tenure or promotion and progress in the post-tenure career stage. The standard expectation within SPSE is that faculty performance in teaching, research, and service promotes high levels of achievement that ensure student success and contribute to professional communities in a manner consistent with the University mission. Faculty are also expected to contribute to a school culture supportive of students, staff, and colleagues. Meeting expectations is more than achieving a minimally acceptable level of performance to avoid contractual termination. While not a guarantee of success, meeting expectations in annual evaluations is an essential element of a successful path to promotion or tenure. Refer to exemplary criteria for expectation rating categories below for examples of activities that “meet expectations” in teaching, research, and service for the School of Polymer Science and Engineering.

Does Not Meet Expectations. Assignment of “does not meet expectations” is made for faculty who are unable to produce evidence of having met objectives established in the prior year. In cases where faculty achieved less than expected but not enough to merit assignment of “Does Not Meet Expectations”, specific mention of deficiencies may be included in the Noteworthy Activities and Remarks section of the annual evaluation form. Faculty who meet objectives early in the year but do not recalibrate them in consultation with the school director may also be assigned “does not meet expectations” for faculty performance. Refer to exemplary criteria for expectation rating categories below for examples of activities that “do not meet expectations” in teaching, research, and service for the School of Polymer Science and Engineering.

Exceeds Expectations. Assignment of “exceeds expectations” is reserved for faculty who demonstrate excellence far beyond professional objectives set for the year, for achievement of highly ambitious objectives, or for a high level of contributions deemed especially instrumental to furthering the school, college, or the University vision. This designation is reserved for faculty who provide evidence of highest performance and excellence in teaching, research/creative activities, or service. For faculty members who achieve more than school expectations but not enough to merit assignment of exceeds expectations, a specific mention of achievement will be included in the noteworthy activities and remarks section of the annual evaluation report. Refer to exemplary criteria for expectation rating categories below for examples of activities that “exceed expectations” in teaching, research, and service for the School of Polymer Science and Engineering.

Faculty are expected to contribute significantly in their professional roles. Therefore, a high percentage of faculty in the school who exceed expectations suggests that the director should examine goal setting and work with faculty to adjust to a higher aspirational level.

Considerations for Online Instruction. Due to the unique nature of the online learning environment, online teaching requires its own set of evaluation benchmarks. While specific assessment benchmarks may vary from one academic unit

to another, each unit should develop online teaching evaluation criteria that meet or exceed standards set through the online instructional policy.

Noteworthy Activities and Remarks. Annual evaluation reports will include a separate section for noteworthy activities and remarks for evaluators to mention specific achievements or deficiencies that might not otherwise be discernible from evaluation ratings. Additionally, activities considered exemplary of interdisciplinary collaboration are appropriate for inclusion in this section. Documented activities and remarks can be used alongside the ratings for tenure and promotion decisions, merit-based raises, or other important personnel decisions. Noteworthy activities and remarks are 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 worth mentioning or to clarify assignment of a rating.

Tenured and Tenure Track

Teaching

Teaching

All SPSE faculty members are expected to significantly contribute to the teaching mission of the University of Southern Mississippi. Through teaching in the classroom and research-integrated teaching outside the classroom, all SPSE faculty members are expected to transmit knowledge, extend students' understanding and vision, and develop in students the ability for critical and independent thinking. As teachers, faculty members are expected to maintain and reflect currency in the polymer science and engineering discipline and to enable students to understand and appreciate the broader applications of materials covered in PSE courses. Faculty members are expected to meet classes during the regularly scheduled class periods, and to also have open access policy to students in need of support and advice; this is helped by meeting with students within and beyond regularly scheduled office hours.

Meets Expectations for Teaching

Standard expectations for teaching in the School of Polymer Science and Engineering include all of the following:

1. Maintains and regularly updates data for teaching activities within Digital Measures.
2. Teaches the full complement of assigned courses and helps ensure that the School is able to offer its full range of courses by accepting teaching assignments, which may include courses the faculty member does not ordinarily teach and, in some necessary cases, does not want to teach.
3. Adhering to the teaching expectations outlined in the Faculty Handbook. These expectations include:
 - a. providing classes with detailed syllabi on the first day of class. (At the faculty member's discretion and appropriate to class delivery method, syllabi may be distributed online, in print, or both.)
 - b. holding classes as assigned. (If missing a class is unavoidable, faculty members must notify the School's director and attempt to provide students with an appropriate alternative, such as a guest instructor.)
 - c. complying with FERPA, adhering to the University's policy on Undergraduate Academic Grades, the Academic Integrity Policy, the Classroom Conduct Policy, and other teaching policies available on the University's Institutional Policies page.
4. Meets, begins and dismisses classes at the designated place and time. When the instructor must miss a class due to illness or travel out of town, s/he should make provisions for the class in advance if possible and notify the school office to cancel the class when advance notice is impossible
5. Sample course materials indicate courses that are well organized and contain indications of a "student-friendly" approach.
6. Sets and upholds high academic standards
7. Evaluates student performance fairly
8. Works to ensure that learning experiences promote student engagement, retention, and completion.
9. For applicable courses, uses learning management system (e.g., Canvas) effectively
10. Revises and updates previously taught courses as appropriate.
10. Maintains regular office hours (e.g., minimum of three teaching-related office hours per week).

11. Adheres to assessment-related requirements, such as including the requisite writing requirements for writing intensive courses and collecting student papers, grading rubrics, and compiling statistics necessary for the assessment of GEC and other assessed courses.
12. Returns student assignments promptly and with constructive feedback.
13. Submits grades, grade roster reports, and textbook orders on time.
14. Demonstrates effective teaching through both student evaluations and other relevant evidence as defined by the School, such as peer teaching evaluations (e.g., student evaluation scores within a one standard deviation of the school/college mean or average) or teaching portfolios.
15. As regards teaching, collegiality includes showing professional respect for others' teaching methods and not disparaging members of the School (professionally or personally) in front of students. Collegiality includes being willing to offer reasonable assistance to other members of the School in fulfilling their teaching responsibilities.
16. Meets course standards for each course level as outlined by program
17. As appropriate for sections and courses taught, coordinates with course coordinator and other instructors in multi-section courses on testing, quizzes, assignments, general course articulation, etc.
18. Demonstrates teaching effectiveness (with consideration granted to levels and sections taught), through student course evaluations at or above the departmental mean or through established departmental evaluation mechanism.
19. Provides additional evidence of teaching effectiveness such as examples and outcomes of innovative teaching, assignments, or projects, service-learning activities, self or peer evaluations, or other documentation
20. Participates in course committees
21. Participates in academic advising (as appropriate to school expectations)
22. Involves or supports students in research/professional development, and creative activities as appropriate.
23. Attends commencement with graduating students as organized within the school rotation.
24. Chairs and serves on graduate review committees (e.g., thesis and or dissertation), as appropriate to appointment and area of expertise
25. Regularly attends departmental seminars (invited speakers, prospectus defenses, proposal defenses regardless of committee membership) and actively engages with the speaker

Fails to Meet Expectations for Teaching

Examples that indicate a rating of "fails to meet expectations" for teaching in the School of Polymer Science and Engineering include but are not limited to the following:

1. Consistently fails to satisfy one or more of the criteria from the "meets expectations" list.
2. Demonstrates an inconsistent pattern of teaching effectiveness
3. Receives multiple complaints about being absent from scheduled office hours
4. Receives multiple complaints about being unresponsive to e-mail communications within a reasonable amount of time (e.g., within 2 business days)
5. Demonstrates limited effectiveness in the use of technology, best practice and teaching innovation in all classes taught
6. Demonstrates limited effectiveness in the use of course and program assessment data to improve instruction
7. Does not meet class regularly and/or frequently makes use of non-faculty substitute instructors (e.g. graduate students, more than one or two times within one semester)

Exceeds Expectations for Teaching

Exceeding expectations in teaching in the School of Polymer Science and Engineering involves satisfying more than one of the criteria below while also meeting all the criteria from the "meets expectations" list.

Examples:

1. Unusually high or positive student evaluations (e.g., ≥ 1 standard deviation of the school mean), judged relative to both class grade distributions and historical norms for the class.
2. Very high scores on peer-review evaluations (e.g., ≥ 1 standard deviation of the school mean)
3. Extraordinary individual attention to students through tutoring, help sessions, mentoring, or going to unusual lengths to enhance students' educational experience (e.g., time-consuming service-learning or active-learning activities).
4. Teaching unpaid or emergency overloads, including special topics courses, in addition to other teaching duties.

5. Assuming primary administrative or technological responsibilities for large, online, and/or team-taught courses.
6. Planning and implementing a full creation or full redesign of an undergraduate or graduate course.
7. Significantly redesigning or introducing new curriculum to advance program goals and enhance student learning.
8. Recognition of pedagogical effectiveness/reputation by university peers (internal or external), such as by receiving a major teaching award.
9. Participation in the University's ACUE program, service-learning seminar, leading a teaching forum, or other ways of showing unusual dedication to teaching excellence.
10. Innovative development and successful implementation of service learning or active learning courses consistent with school directives
11. Direction of substantially more undergraduate Honors student thesis projects or SPUR projects than needed to meet school expectations
12. Direction of substantially more graduate thesis or dissertation projects than needed to meet school expectations
13. Demonstration of superior course breadth or major improvements through a teaching portfolio
14. Develops and implements a new degree program
15. Obtains internal or external funding for enhancement of undergraduate and/or graduate education programs
16. Publishes education research and/or curriculum development in peer-reviewed chemical education journals (i.e. ACS Journal of Chemical Education)
17. Develops on-line resources for polymer science and engineering education for the broader professional audience

Scholarship, Research, and Creative Activity

Scholarship, Research, and Creative Activity

All SPSE faculty members are expected to significantly contribute to the research mission of the University of Southern Mississippi. SPSE faculty members are expected to engage in research and scholarly activities involving undergraduate and graduate students leading to i) the development of a nationally recognized and externally funded research program and to ii) the dissemination of knowledge through predominately through presentations, peer-reviewed publications and/or patents.

Meets Expectations for Research/ Creative Activity

Standard expectations for scholarship and research activity include all of the following:

1. Maintains and regularly updates data for research and scholarly activities within Digital Measures
2. Advises and mentors graduate students; given graduate education is core to the mission of SPSE, faculty should serve as research advisor for at least one graduate student per year (unless circumstantial adjustments to workload allocation have been approved by the director, e.g. accounting for ramp down approaching retirement)
3. Pursues external funding and secures sufficient resources to support their research group
4. Provides opportunities on a regular basis for students to attend and present research at conferences
5. Publishes peer-reviewed journal articles at a rate commensurate with the size of the research group.
6. Advises and mentors undergraduate students in research; given undergraduate research is a requirement for all students enrolled in SPSE degree programs, faculty should serve as research advisor for at least one undergraduate student each semester
7. Attends and presents research results at professional scientific conferences
8. Conforms (as a mandatory requirement) with standards of ethical conduct of research

Fails to Meet Expectations for Research/Creative Activity

Examples that indicate a rating of "fails to meet expectations" for scholarship and research activity in the School of Polymer Science and Engineering include but are not limited to the following:

1. Fails to satisfy any of the criteria from the "meets expectations" list
2. Publishes peer-reviewed journal articles at a rate significantly below that which is commensurate with the size of the research group

3. Fails to procure enough grant funds to maintain research activities, including the timely payment of graduate student stipends and post-doc/visiting scientist salaries
4. Does not serve as mentor of graduate and undergraduate students
5. Does not serve on graduate research committees for students outside individual group
6. Lacks effort in grant writing as evidence by absence of proposal submission

Exceeds Expectations for Research/Creative Activity

Satisfying one or more of the example criteria below while also meeting the conference criteria from the “meets expectations” list. This list is not comprehensive and may include other projects and activities to be evaluated on a case-by-case basis.

1. Publication of peer-reviewed journal articles in excess of school expectations
2. Successful acquisition of external funding in excess of school expectations
3. Presentation of research as a plenary or keynote speaker at a national or international conference
4. Recognized by university peers, administration, and/or external peer community with a research award
5. Leads and/or actively participates in development of multidisciplinary research proposals and programs
6. Leads or co-leads the development of multi-PI, large scale funding efforts
7. Inclusion of multiple SPSE collaborators on grant
8. Secures funding for multi-user instrumentation and facilities
9. Secures funding to support undergraduate and/or graduate student research fellowships with impact extending outside an individual faculty research group, including school-wide and multi-school initiatives
10. Recognition by internal and/or external peers as an outstanding researcher
11. Recognized as "fellow" in professional organization
12. Honorary fellowships or honorary academic appointments at other institutions
13. Receives one or more granted U.S. Patents

Service

Service

All SPSE faculty members are expected to significantly contribute to the service mission of the University of Southern Mississippi and to participate in shared governance activities for the School. Faculty should provide meaningful service that contributes to the professional development of the faculty member and to the enhancement of the school, college, university, and the profession.

School/Institutional Service: Faculty members must participate in the internal affairs and governance of the school, college, university and, when possible and appropriate, the university system. Such activities include committee work, assigned administrative duties, special school projects and activities, and consultation with, and assistance to, college related outreach units.

Professional Service: Academic service activities may include serving as a reviewer, discussant, or chair in a national, regional, or local conference; serving as a member of an editorial review board; and editing conference proceedings. Holding key leadership roles in national, regional, or local organizations is evidence of professional service activity. The professional service be with appropriate, discipline-specific organizations consistent with the faculty member's performance and professional development objectives.

Community Service: Service to the local community forges and enhances partnerships between the community and the University of Southern Mississippi. The school encourages faculty members to apply their professional expertise to enhance the local community where and when appropriate. Community service includes actively contributing memberships in area organizations, committee membership (especially serving as chairperson), serving on a board of directors or its equivalent, donating professional services such as giving speeches, presenting continuing education programs, and consulting (both with and without remuneration). The primary motivation for community service should be the enhancement of the USM community, and community service should be consistent with the university's mission.

Meets Expectations for Service

Standard service expectations in the School of Polymer Science and Engineering include all of the following:

1. Maintains and regularly updates data for service activities within Digital Measures .
2. Attends and actively participates in School meetings.
3. Actively engages, as evidenced by identifiable outcomes, in the shared governance of the school
4. Maintains a University presence, both physical and virtual, as negotiated with the school director for the purpose of supporting the life and goals of the School and University.
5. Performs basic employment-related obligations, including but not limited to completing required University mandated training modules, completing monthly time and attendance reports, filing Outside Employment Forms if applicable, completing annual financial conflict of interest disclosures, and other administrative requirements of this sort.
6. Actively participates in at least one School, College or University committee that meets regularly and requires a significant commitment of time or contributing to multiple committees with less onerous responsibilities.
7. Advises students (as assigned).
8. Participating in recruitment and retention efforts.
9. Participates in faculty recruitment activities (e.g., on-campus interviews, candidate transportation, dinner host, etc.)
10. Contribute to the discipline through peer review of manuscripts, proposals, and other professional activities;
11. Contributes significantly to student and faculty mentorship.
12. Enhances the campus community by advising clubs, participating in campus training and lecture series, contributing to student conferences and activities, and so forth.
13. Attends at least one commencement ceremony per year.
14. Collegiality in the context of service includes showing respect for others and a willingness to do one's fair share of service for the sake of the School and for the sake of colleagues, students, and staff members. It also includes a willingness to collaborate and contribute towards shared governance. Collegiality does not preclude vigorous debate, dissent, and protest in intellectual matters and in issues concerning the governance of the institution.
15. Participates at The Waterborne Symposium (e.g., attend the Symposium, contribute a paper, contribute student posters, encourage paid attendance by external colleagues)
16. Participates in summer research programs for students (e.g., NSF Research Experience for Undergraduate)
17. Maintains active membership in professional organizations

Fails to Meet Expectations for Service

Non-performance of expected School, College, or University committee work or neglecting advising responsibilities typically constitutes service performance that is "below expectations." However, faculty members who have made unusually significant contributions to any of the above categories in "meets expectations for service" may still meet expectations even if they have not contributed to all the areas, as determined on a case-by-case basis.

Other examples include:

1. Regularly absent from faculty meeting
2. Regularly absent from student seminars
3. Fails to show evidence of impactful service on School, College, and/or University committees
4. Fails to show tangible evidence of results for shared governance activities
5. Lacks evidence of participation in peer-review processes for publications or proposals
6. Fails to participate in recruitment activities for the School

Exceeds Expectations for Service

Service performance that "exceeds expectations" typically consists of substantial time contributions to service activities that have a significant positive effect on the School, College, University, profession, or community.

Examples:

1. Serving as a member of the School leadership team, chairing committees that require substantial time commitments.

2. Considerable contributions to the accreditation process.
3. Administrating a large or especially onerous grant that broadly supports faculty and/or students within or outside of the School.
4. Winning a major service award.
5. Initiation and leadership of an outreach program that definitively results in recruiting students.
6. Conducts peer-review of manuscripts for academic journals well in excess of school expectations.
7. Conducts peer-review of proposals for funding agencies well in excess of school expectations.
8. Participation in a proposal review panel at an established national funding agency.
9. Editor-in-chief or associate editor responsibilities for a peer-reviewed journal.
10. Serving as chair of the USM undergraduate or graduate councils, college curriculum committee or other appointed chair positions with broad university impact and time-intensive duties.
11. Lead organizer of a regional, national, or international conference.
12. Direction of a university-sponsored research center or outreach program.
13. Chair of a committee or board serving the State or other entity approved by the school.
14. Serving as an elected officer (e.g., Chair, Vice Chair, Treasurer, Secretary, etc.) for a professional organization

Teaching Track

Teaching

Teaching

All SPSE teaching track faculty members are expected to significantly contribute to the teaching mission of the University of Southern Mississippi. Through teaching in the classroom and through research-integrated teaching outside the classroom, all SPSE faculty members are expected to transmit knowledge, extend students understanding and vision, and develop in students the ability for critical and independent thinking. As teachers, faculty members are expected to maintain and reflect currency in the polymer science and engineering discipline and to enable students to understand and appreciate the broader applications of materials covered in PSE courses. Faculty members are expected to meet classes during the regularly scheduled class periods, and to also have open access policy to students in need of support and advice; this is helped by meeting with students within and beyond regularly scheduled office hours.

Meets Expectations for Teaching

Standards to “meet expectations in teaching” for teaching track faculty in the School of Polymer Science and Engineering are identical to the criteria for tenure-track faculty.

Fails to Meet Expectations for Teaching

Standards to “fail to meet expectations in teaching” for teaching track faculty in the School of Polymer Science and Engineering are identical to the criteria for tenure-track faculty.

Exceeds Expectations for Teaching

Standards to “exceed expectations in teaching” for teaching track faculty in the School of Polymer Science and Engineering are identical to the criteria for tenure-track faculty.

Scholarship, Research, and Professional Development

Scholarship/Professional Development

The School of Polymer Science and Engineering recognizes that the research expectations for teaching track faculty should differ significantly from those for tenure-track faculty, particularly considering research is often not included in the teaching track workload allocation. Therefore, research endeavors specific to the teaching assignment and/or which

support student success initiatives will be looked upon favorably but are not required. This includes engagement in program evaluation, research in the areas of teaching, pedagogy and student success, and/or research laboratory supervision activities. Efforts to secure internal and/or external funding that support or promote student success, quality instruction, and/or student recruitment will be looked upon favorably but are not required.

Service

Service

All SPSE faculty members are expected to significantly contribute to the service mission of the University of Southern Mississippi and to participate in shared governance activities for the School. Faculty should provide meaningful service to the college and university and serve the profession.

Meets Expectations for Service

Standard service expectations in the School of Polymer Science and Engineering include all of the following:

1. Maintains and regularly updates data for service activities within Digital Measures
2. Attends and actively participates in School meetings.
3. Actively engages, as evidenced by identifiable outcomes, in the shared governance of the school
4. Maintains an active, engaged, and physical presence on campus for the purpose of supporting the life and goals of the School and University. Faculty presence on campus is valued. Therefore, faculty members should be available to be on campus at least 4 days a week.
5. Performs basic employment-related obligations, including but not limited to completing required University mandated training modules, completing monthly time and attendance reports, filing Outside Employment Forms if applicable, completing annual financial conflict of interest disclosures, and other administrative requirements of this sort.
6. Actively participates in at least one School, College or University committee that meets regularly and requires a significant commitment of time or contributing to multiple committees with less onerous responsibilities.
7. Advises students (as assigned).
8. Develops or adopts a transferable advising philosophy that engages students beyond course scheduling
9. Provides leadership in teaching within the School by informing faculty of new, novel, or “best-practice” educational/classroom strategies for undergraduate students.
10. Participating in recruitment and retention efforts.
11. Participates in faculty recruitment activities (e.g., on-campus interviews, candidate transportation, dinner host, etc.)
12. Contributes significantly to student and faculty mentorship
13. Enhances the campus community by advising clubs, participating in campus training and lecture series, contributing to student conferences and activities, and so forth
14. Attends at least one commencement ceremony per year
15. Collegiality in the context of service includes showing respect for others and a willingness to do one’s fair share of service for the sake of the School and for the sake of colleagues, students, and staff members. It also includes a willingness to collaborate and contribute towards shared governance. Collegiality does not preclude vigorous debate, dissent, and protest in intellectual matters and in issues concerning the governance of the institution.
16. Participates at The Waterborne Symposium (e.g., attend the Symposium, contribute a paper, contribute student posters, encourage paid attendance by external colleagues)
17. Maintains active membership in professional organizations

Fails to Meet Expectations for Service

Standards to “fail to meet expectations in service” for teaching track faculty in the School of Polymer Science and Engineering are identical to the criteria for tenure-track faculty. Non-performance of expected School, College, or University committee work or neglecting advising responsibilities typically constitutes service performance that is “below expectations.” However, faculty members who have made unusually significant contributions to any

of the above categories in “meets expectations for service” may still meet expectations even if they have not contributed to all the areas, as determined on a case-by-case basis.

Other examples include:

1. Regularly absent from faculty meeting
2. Regularly absent from student seminars
3. Fails to show evidence of impactful service on School, College, and/or University committees
4. Fails to show tangible evidence of results for shared governance activities
5. Not participating in recruitment activities for the School
6. Fails to demonstrate adequate advising practices to students or has consistently negative advising evaluations

Exceeds Expectations for Service

Service performance that “exceeds expectations” typically consists of substantial time contributions to service activities that have a significant positive effect on the School, College, University, profession, or community.

Examples:

1. Serves as a member of the School leadership team, chairing committees that require substantial time commitments.
2. Considerable contributions to the accreditation process.
3. Administrating a large or especially onerous grant that broadly supports faculty and/or students within or outside of the School.
4. Exceeds expectations includes winning a major service award.
5. Initiation and leadership of an outreach program that definitively results in recruiting students.
6. Conducts peer-review of manuscripts for academic journals
7. Conducts peer-review of proposals for funding agencies
8. Participation in a proposal review panel at an established national funding agency.
9. Editor-in-chief or associate editor responsibilities for a peer-reviewed journal.
10. Lead organizer of a local, regional, national, or international conference.
11. Direction of a university-sponsored research center or outreach program.
12. Chair of a committee or board serving the State or other entity approved by the school.
13. Recognized by university peers, administration, and/or external peer community with a service award.
14. Serves as an elected officer (e.g., Chair, Vice Chair, Treasurer, Secretary, etc.) for a professional organization
15. Serves on graduate student thesis or dissertation committees within the School of Polymer Science and Engineering
16. Participates in summer research programs for students (e.g., NSF Research Experience for Undergraduate)

Goals for Next Evaluation Period

The annual evaluation framework serves as SPSE’s primary structure for setting annual goals and objectives and for allocating resources for faculty to achieve their professional goals and progress toward promotion and tenure.

The school director will work with faculty to establish professional objectives for the year and evaluate how objectives align with school, college, and institutional visions. Annual evaluations provide the opportunity to determine the extent to which the prior year’s objectives were met and to set aspirational targets for the year ahead. Although objectives are set annually, discussions about progress towards objectives should occur between faculty and the director as needed throughout the year, for example when a major objective is attained early, some significant obstacle to fulfilling an objective arises, or a new opportunity presents itself that cannot be postponed to the next evaluation year.

Tenured and Tenure Track: Promotion and Tenure Guidelines

Pre-Tenure Review

Criteria for pre-tenure review are the same as for tenure but take into account that candidates have not had the full probationary period to develop a record of achievements. The school promotion and tenure committee is to identify areas

in which the candidate needs to improve in order to eventually merit tenure and to help the candidate identify strategies. The faculty member's progress should be monitored in subsequent annual reviews.

Faculty in the School of Polymer Science and Engineering must make demonstrable and satisfactory progress toward the standard contributions to teaching, research, and service as outlined in the "Promotion to Associate Professor" section below. The SPSE Tenure and Promotion Committee may consider the following questions during pre-tenure evaluation:

1. Is the candidate's teaching at or above School norms and expectations or does evidence show that the candidate is making steady progress in that direction?
2. Is the candidate effectively advising and mentoring undergraduate and graduate students in the classroom and within the research laboratory setting?
3. Is the candidate demonstrating progress towards establishing an emerging national stature in polymer science and engineering as evidenced by delivery of conference/departamental presentations and submission/publication of peer reviewed journal articles?
4. Is the candidate positioning her/himself to attract external funding to support students engaged in research and scholarly activities?
5. Does the candidate engage in service activities that support student success such as serving on graduate dissertation committees, regularly attending seminar?
6. Does the candidate's overall record suggest a teaching, research, and service trajectory that is likely to lead to the rank of associate professor?

Promotion to Associate Professor

Promotion is official institutional recognition of meritorious achievement in research/creative scholarship, service, and teaching (tenure-track faculty) or service and teaching (non-tenure track faculty). Promotion recognizes talented faculty for their records of achievement within their respective disciplines or interdisciplinary settings.

Criteria for promotion to associate professor in the School of Polymer Science and Engineering are described below, in addition to the expectation that annual evaluations have shown that the faculty member has met or exceeded expectations in all three areas of the University mission (teaching, research, and service).

a. The Standard for Contributions to Teaching by Tenure-Track Faculty

The School of Polymer Science and Engineering recognizes that the transmission of knowledge is one of the primary missions of the university and that knowledge transmission occurs inside and outside the classroom. All tenure-track faculty members seeking tenure and promotion are expected to have demonstrated excellence in teaching including formal classroom instruction within the classroom setting and effective advisement and mentorship of students outside the classroom within the research laboratory setting. All faculty members are expected to have demonstrated teaching competency in assigned courses, continuous growth in the subject field, and the ability to effectively organize material and convey it effectively to students. The expectation for tenure and promotion is that the applicant provides evidence of a pattern of exceptional teaching as evidence through University administrated course evaluations which exceed the departmental average and positive annual evaluations for teaching. Evidence of excellence in teaching is necessary for promotion in-rank to Associate Teaching Professor. Evidence of a pattern of exceptional teaching may include, but is not limited to combinations of indicators listed below:

Evaluation of Classroom Instruction

- Evidence of high academic standards and the ability to objectively evaluate the students' success at meeting these standards
- Peer observations of teaching which note exceptional performance
- Letters of support from School colleagues with familiarity of the promotion candidate's teaching
- Recordings of exceptional teaching examples □ Teaching awards received (or nominations) □ Teaching grants received (or submitted).
- Evidence of successful contributions in the area of curriculum development (e.g. significant revision of existing courses and/or development of new courses)
- Examples of incorporated technology in the classroom in some exceptional way

- Evidence that one has met or exceeded best practices with regards to syllabi and/or

Contributions to Student Advisement and Mentorship

- Direction of thesis and/or dissertation research including undergraduate and graduate students
- Active engagement in thesis and/or dissertation committees
- Direction of capstone research projects
- Direction of Honors College thesis projects
- Research mentorship of undergraduate and graduate students within the laboratory environment

Contributions to the Instructional Mission of the School

- Preparation of new courses and/or extensive revision and improvement of an existing course

Promotion to Associate Professor in the School of Polymer Science and Engineering requires candidates to demonstrate evidence of excellence in teaching.

b. The Standard for Contributions in Research by Tenure-Track Faculty

The School of Polymer Science and Engineering recognizes that high quality research is critical to the mission of the School and of the University. Research is the generation of new knowledge and thus, it is an integral aspect of the education and graduate student training processes. Because research transcends the boundaries of the School of Polymer Science and Engineering and USM, research performance must be evaluated with respect to the usual standards of the national/international scientific community. Candidates are expected to demonstrate excellence in the faculty member's area of research within the field of polymer science and engineering. Research activities must be of high quality, and the review committee and external evaluators should make a point to distinguish between routine and outstanding. The School values high-quality research outputs over the quantity of research outputs, but also recognizes the value of a collective body of research. Research contributions that have been favorably reviewed by professional or academic peers will be weighted more heavily than those that have not. The relative weight placed on measurable research outputs (e.g., refereed journal articles) when evaluating a candidate's overall level of performance should be commensurate with the candidate's assigned percentage of time in research. Key considerations in providing evidence for excellence in research include:

- **Impact:** Description of established research areas and directions for future research, emphasizing impact of the research and how the candidate's research has contributed to advancement of knowledge in polymer science and engineering (addressed by the candidate within the personal narrative)
- **Scholarly output:** Peer-reviewed publications in impactful journals, patents and patent applications, and dissemination of research through contributed and invited presentations to the regional, national, and international scientific communities of interest
- **Research support:** Intramural and extramural research support in the form of grants and/or contracts that include support for undergraduate and graduate students.
- **Student engagement and mentorship:** Successful direction of thesis and/or dissertation research including undergraduate and graduate students
- **Multi-investigator collaborations:** Productive support of and engagement in multi-investigator research programs that enable the School to address complex and challenging research problems that extend beyond the capabilities of individual faculty.
- **Interdisciplinarity:** Contribution to interdisciplinary research programs that span multiple Schools and/or Colleges within USM or engage disciplines external to USM evidenced, for example, by co-authored publications or grants, where the candidate's scholarly work complements that of collaborating researchers.

Promotion to Associate Professor in the School of Polymer Science and Engineering requires candidates to demonstrate clear and convincing evidence of emerging stature as regional or national authorities in their focused expertise within polymer science and engineering. SPSE considers peer-reviewed publications to be the most important and widely accepted indicator of this emerging status as a regional or national authority. Publications will be evaluated on content, contribution, and the quality and appropriateness of the journals (or other outlets) relative to the candidate's area of expertise. The quality and appropriateness of journals should be documented by the candidate and the external evaluators. Although publication emphasis should always be on quality and contributions to a focused scholarly program, candidates with higher research appointments are expected to demonstrate higher levels of peer-reviewed journal article output commensurate with the assigned workload in research. Selected and invited presentations at regional and national professional meetings and conferences, and both competitive and non-competitive extramural funding are also important indicators of emerging status as a regional and national authority or scholar. Candidates are expected to have obtained extramural funding by the third year of service at USM. Candidates are also expected to have authored or co-authored an average of 3-4 peer-reviewed papers

per year from research originating at USM. The School of Polymer Science and Engineering requires a minimum of three (3) letters of recommendation from external reviewers at the associate rank for promotion consideration. The candidate will provide a list of at least six (6) names for external reviewers from which the chair of the promotion and tenure committee will select three (3). The chair of the tenure and promotion committee may solicit letters from an additional three (3) external reviewers not included on the candidate's list. External reviewers with conflicts of interest with the candidate (as defined by guidelines established by the National Science Foundation) should be avoided.

c. The Standard for Contributions to Service by Tenure-Track Faculty

The School of Polymer Science and Engineering recognizes that faculty members are responsible to a diverse set of stakeholders, including instructional programs, SPSE peers and leadership, University community, professional organizations, industry, and society at large. The School also realizes that in order for schools, colleges, universities, professional organizations and communities to thrive, individuals must give of their time, energy and expertise in ways that serve to sustain and promote those organizations. Candidates for promotion should demonstrate contributions to the service and outreach mission of SPSE with a high level of professionalism. The relative weight placed on service and outreach efforts when evaluating a candidate's overall level of performance should be commensurate with the candidate's assigned percentage of workload in service. The following indicators are 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. SPSE recognizes that service is not simply committee membership and that credit for service should consider the quality of participation, the outcome of efforts and the ability to work collaboratively with others. Key considerations in service effectiveness may include:

- Contribution to instructional programs that include a service or outreach component within the course. These include areas such as curriculum development or ABET accreditation, providing guest lectures in topics related to service or outreach, and enhancement of existing courses to include a service or outreach component
- Active engagement in SPSE student recruitment and student success initiatives
- Contribution to SPSE through engagement in faculty meetings and shared governance committees, and when elected or appointed, to take leadership roles in such committees
- Contributions to College and/or University level committees
- Contribution to professional organizations
- Contribution through serving as faculty mentors for student organizations
- Contributions to SPSE outreach efforts to communities, governmental or other organizations, or Industry. □
Activities as reviewer for peer-reviewed articles and grant applications

Promotion to Associate Professor in the School of Polymer Science and Engineering requires candidates to demonstrate clear and convincing evidence of engagement with service to the instructional program, SPSE, university, and professional organizations, or societies.

Tenure

By granting tenure, the University exercises its belief in academic freedom and recognizes that a faculty member has the knowledge, skills, and professionalism required to make continuing, positive contributions to the discipline, school, and academic community.

The criteria for tenure are determined in the typical areas of assessment (teaching, service, research/creative scholarship) with additional considerations of collegiality within the University. Because they aim to become part of the cadre of faculty that will shape the long-term future of the institution, candidates for tenure must exhibit a clear sense of shared responsibility for the excellence of the University; this includes collegiality.

Disciplinary variations necessitate a degree of autonomy at the school level.

Tenure. Criteria for tenure in the School of Polymer Science and Engineering are the same as described for promotion to the rank of Associate Professor with additional documentation addressing the University's "continuing and long-range need for what the candidate for tenure may be expected to do" and likeliness that the candidate will continue to be an active and productive researcher and scholar over the long period time that tenure supposes (in accordance with USM Guidelines).

The Standard for Collegiality by Tenure-Track Faculty

In addition to the high standards for teaching, research and service, the School of Polymer Science and Engineering expects faculty to demonstrate a high standard of collegiality. While it is sometimes difficult to assess collegiality, those reviewing the applications for promotion and/or tenure will look for evidence that the candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common purpose. Collegiality implies active participation within the unit and a willingness to work with colleagues in a collaborative and cooperative manner while respecting their academic and intellectual freedom. Collegiality does not mandate unanimity but does demand loyalty to the institution and civil treatment of colleagues. The expectation for collegiality applies equally to all members of an academic unit, including faculty, staff, and students. Collegiality as a requirement for promotion is a component of professional conduct and is not intended to be discriminatory, as a way of silencing individuals nor avoiding controversial issues and discussions, but instead is intended to reduce unprofessional behaviors that result in purposeful division or disruption of the School. Collegiality does not always equate to pleasantness nor does it simply imply positive relationships with administrators and senior faculty. Candidates are expected to demonstrate a continuing pattern of respecting and working well with peers, students, and staff. 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 candidates provide to the promotion committee for review.

Specific examples of collegiality, which are not exhaustive, may include such positive indicators as:

- Collaboration within the unit in program, department, college, and university
- Regular attendance and engagement at meetings
- Respect for department peers (initiating routine communication regarding course and program preferences, changes, logistics of teaching, etc.)
- Personal and academic integrity
- Volunteering in order to contribute to equity of departmental workload
- Respect for students
- Providing timely feedback
- Appropriate interpersonal interactions and awareness of professional boundaries
- Attendance at student presentations (particularly as a committee member)
- Demonstrated interest and involvement in general school, college and university welfare
- Demonstrating professionalism and respect to the department, college and university (for example, maintaining confidentiality as appropriate, advocating for departmental needs)
- A commitment to the sharing of departmental resources

Examples of negative indicators of collegiality

- General unavailability
- Routine unwillingness to serve on student committees
- Pattern of non-attendance at School, College/University meetings, and student committee meetings
- A pattern of unwillingness to serve on or chair program, department, college, and university committees
- Inadequate performance as a committee member or chair of a committee
- Uncooperativeness including an unwillingness to agree to teaching assignments (to team teach, to teach specific courses, to prepare new courses, or teach in needed format) as appropriate to the faculty member's experience/expertise
- Failure to adhere to ethical academic practice including respect for and adherence to issues of confidentiality.
- Violations of academic integrity (e.g., misrepresentation of productivity)
- Academic bullying
- Repeated incivility

Promotion to Full Professor

School specific criteria for promotion from associate to full professor are described below.

Teaching. Candidate must demonstrate evidence of sustained excellence in teaching is necessary for promotion in-rank to Teaching Professor. For promotion to rank of professor, additional evidence of excellence in teaching is necessary, such as, for example, evidence of leadership or national stature.

Research. Candidates must demonstrate clear and convincing evidence of high levels of attainment and sustainment in exceptional research output and scholarly stature. Candidates should demonstrate national and international recognition in their fields and provide evidence for the likelihood of maintaining such stature. Candidates will be expected to have graduated at least 12 students with graduate degrees, primarily at the doctoral level, in their area of expertise. For promotion to Professor, comprehensive and particularly invited review articles written, peer-reviewed, and published in the candidate's area of expertise may also be important indicators of national and international scholarly status. Selected and especially invited presentations at national and international professional meetings and conferences, and both competitive and noncompetitive extramural funding, are also important indicators of national and international scholarly status. By this stage of a career, documentation of impact is not only highly desirable but mandated as a criterion for promotion. Possible ways to document impact include citation indices, evidence of others adopting research results and methodologies, or other means of estimating or relating impact. In addition, candidates must be recognized by their peers as having made a major contribution to their specific field of expertise, as indicated by explicit evaluation by a minimum of 3 external reviewers at the professor rank. The candidate will provide a list of at least six (6) names for external reviewers from which the chair of the promotion and tenure committee will select three (3). The chair of the tenure and promotion committee may solicit letters from an additional three (3) external reviewers not included on the candidate's list. It is highly recommended at least one (1) letter be solicited from an international external reviewer to support the candidate's international recognition. External reviewers with conflicts of interest with the candidate (as defined by guidelines established by the National Science Foundation) should be avoided.

Service. Candidates must demonstrate evidence of sustained service responsibilities with impactful outcomes. Leadership must be demonstrated in service areas to the school, college, university, professional organizations, or societies.

Post-tenure Review (PTR)

Provided there are no substantially mitigating circumstances (e.g., serious illness), PTR is initiated when, in the annual review process, faculty do not meet expectations in any one category for four consecutive years or in two or more categories for two consecutive years. 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.

The School of Polymer Science and Engineering follows the specific guidelines and processes for post-tenure review as detailed in the USM Faculty Handbook.

Teaching Track: Promotion Guidelines

Promotion to Associate Teaching Professor and Teaching Professor

Promotion of teaching track faculty is official institutional recognition of meritorious achievement in teaching and service. Promotion recognizes talented faculty for their records of achievement within their respective disciplines or interdisciplinary settings.

In the School of Polymer Science and Engineering, Teaching Professors at any rank have the primary responsibility of instruction at the undergraduate and/or graduate level (Note: teaching-track faculty at any rank must be approved for Graduate Faculty Status in order to teach graduate level classes). Consistent with the expectations detailed in the Faculty Handbook, Teaching Professors at any rank will hold the terminal degree in their discipline, be expected to demonstrate excellence in teaching and make substantial contributions to service. Individuals at these ranks are members of the Faculty and the Corps of Instruction (COI) and thus, may vote in appropriate institutional elections or personnel proceedings.

Criteria for promotion to associate teaching professor in the School of Polymer Science and Engineering are described below, in addition to the expectation that annual evaluations have shown that the faculty member has met or exceeded expectations in the teaching and service missions of the University mission.

a. The Standard for Contributions to Teaching

The School of Polymer Science and Engineering recognizes that the transmission of knowledge is one of the primary missions of the university. All non-tenure track, teaching faculty members seeking promotion are expected to have demonstrated excellence in teaching, which should include formal classroom instruction, advising and mentoring of students, and can also include supervision of undergraduates in the research laboratory environment (if applicable). The expectation for promotion is that the applicant provide evidence of a pattern of exceptional teaching to include such indicators as peer observations of teaching which note exceptional performance, course evaluations which exceed the school average, supervision evaluations noting exceptional performance, letters of support from School colleagues with familiarity of the promotion candidate's teaching, recordings of exceptional teaching examples, teaching awards received (or nominations), teaching grants received (or submitted), evidence of successful contributions in the area of curriculum development, examples of incorporated technology in the classroom in some exceptional way, evidence that one has met or exceeded best practices with regards to syllabi, and/or evidence of exceptional efforts toward student advisement or mentorship.

Promotion to Associate Teaching Professor. Evidence of *excellence in teaching* is necessary for promotion in-rank to Associate Teaching Professor. Candidates seeking promotion to associate teaching professor should demonstrate, as example:

- An awareness of curricular development processes
- Use of teaching methodologies that move beyond traditional lecture
- An ability to utilize teaching philosophy grounded in theory
- Student evaluations indicating above average teaching

Promotion to Teaching Professor. Evidence of *sustained excellence in teaching* is necessary for promotion in-rank to Teaching Professor. Candidate seeking promotion to full teaching professor should demonstrate, as example:

- An expertise at curriculum and program assessment
- A track record of pedagogical development
- Development of special topic courses at the graduate level that expand the skills and abilities of the program's students.

b. The Standard for Contributions to Service

The School of Polymer Science and Engineering realizes that in order for schools, colleges, universities, professional organizations and communities to thrive, individuals must give of their time, energy and expertise in ways that serve to sustain and promote those organizations. SPSE values service-related activities and recognizes that some level of service is necessary in order to be a contributing citizen in the community of this university. Non-tenure track, teaching faculty are expected to engage in service-related activities which are tied to teaching activities, curriculum development, quality instruction, student recruiting, and student success initiatives

What follows are indicators of service-related activities. These indicators are 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. SPSE recognizes that service is not simply committee membership and that credit for service should consider the quality of participation, the outcome of efforts and the ability to work collaboratively with others.

1. University/academic service with preference for those activities which focus on curriculum and student success initiatives. For Teaching Professors at all ranks, credit for service is determined by the impact on instructional quality and student success.
2. Professional service to include service to the profession, leadership roles, and assisting with conference development if these activities are tied to the instructional and/or supervision activities associated with the position.
3. Community service to include community education/ outreach and consultation if connected to the instructional and/or supervision activities associated with the position.

Promotion to Associate Teaching Professor. Evidence of *excellence in service* related to quality instruction and/or student success is necessary for promotion in-rank to Associate Teaching Professor. Candidate seeking promotion to associate teaching professor should demonstrate, as example:

- An advising philosophy that engages students beyond course scheduling
- Service to the School through committee membership
- The ability to recruit potential students to the program(s)
- The ability to effectively advise student groups (as requested by student group leadership and with approval of School Director)

Promotion to Teaching Professor. For promotion in-rank to Teaching Professor evidence of sustained excellence in service related to quality instruction and/or student success is necessary. Candidate seeking promotion to full teaching professor should demonstrate, as example:

- Service on graduate committees if approved by the tenure track faculty
- Leadership of appropriate School and University committees
- Membership in and external service to organizations affiliated with the profession

c. The Standard for Contributions to Research, Program Evaluation, and Scholarly Activity

The School of Polymer Science and Engineering recognizes that the research expectations for teaching track faculty should differ significantly from those for tenure-track faculty. The School also recognizes the importance and role of research engagement to maintain currency in polymer science and engineering topics relevant for effective classroom instruction. Therefore, research endeavors specific to the teaching assignment and/or which support student success initiatives will be looked upon favorably but are not required for promotion unless specified as part of the faculty workload allocation. This includes engagement in program evaluation, research in the areas of teaching, pedagogy and student success, and/or research laboratory supervision activities. Efforts to secure internal and/or external funding that support or promote student success, quality instruction, and/or student recruitment will be looked upon favorably but are not required for promotion unless specified as part of the faculty workload allocation.

d. The Standard for Collegiality

In addition to the high standards for teaching and service, the School of Polymer Science and Engineering expects teaching track faculty to demonstrate a high standard of collegiality. While it is sometimes difficult to assess collegiality, those reviewing the applications for promotion and/or tenure will look for evidence that the candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common purpose. Collegiality implies active participation within the unit and a willingness to work with colleagues in a collaborative and cooperative manner while respecting their academic and intellectual freedom. Collegiality does not mandate unanimity but does demand loyalty to the institution and civil treatment of colleagues. The expectation for collegiality applies equally to all members of an academic unit, including faculty, staff, and students. Collegiality as a requirement for promotion is a component of professional conduct and is not intended to be discriminatory, as a way of silencing individuals nor avoiding controversial issues and discussions, but instead is intended to reduce unprofessional behaviors that result in purposeful division or disruption of the School. Collegiality does not always equate to pleasantness nor does it simply imply positive relationships with administrators and senior faculty. Candidates are expected to demonstrate a continuing pattern of respecting and working well with peers, students, and staff. 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 candidates provide to the promotion committee for review.

Specific examples of collegiality, which are not exhaustive, may include such positive indicators as:

- Collaboration within the unit in program, department, college, and university
- Regular attendance and engagement at meetings
- Respect for department peers (initiating routine communication regarding course and program preferences, changes, logistics of teaching, etc.)
- Personal and academic integrity
- Volunteering in order to contribute to equity of departmental workload
- Respect for students
- Providing timely feedback
- Appropriate interpersonal interactions and awareness of professional boundaries
- Attendance at student presentations (particularly as a committee member)

- Demonstrated interest and involvement in general school, college and university welfare
- Demonstrating professionalism and respect to the department, college and university (for example, maintaining confidentiality as appropriate, advocating for departmental needs)
- A commitment to the sharing of departmental resources

Examples of negative indicators of collegiality

- General unavailability
- Routine unwillingness to serve on student committees
- Pattern of non-attendance at School, College/University meetings, and student committee meetings
- A pattern of unwillingness to serve on or chair program, department, college, and university committees
- Inadequate performance as a committee member or chair of a committee
- Uncooperativeness including an unwillingness to agree to teaching assignments (to team teach, to teach specific courses, to prepare new courses, or teach in needed format) as appropriate to the faculty member's experience/expertise
- Failure to adhere to ethical academic practice including respect for and adherence to issues of confidentiality.
- Violations of academic integrity (e.g., misrepresentation of productivity)
- Academic bullying
- Repeated incivility

Research Track: Promotion Guidelines

Promotion to Associate Research Professor and Research Professor

Promotion of research track faculty is official institutional recognition of meritorious achievement in research, and when appropriate, in teaching and service. Promotion recognizes talented faculty for their records of achievement within their respective disciplines or interdisciplinary settings.

In the School of Polymer Science and Engineering, Research Professors at any rank have the primary responsibility of engaging in research and scholarly activities, but are also expected to participate in the educational program of the School as it relates to the development and training of students in research at the undergraduate and/or graduate level. Consistent with the Faculty Handbook, research professors (all ranks) may teach, provided they meet expectations of the Provost, but are not members of the Corps of Instruction since their primary responsibility is research rather than instruction. Teaching does not move the individual to the Corps of Instruction. Research-track faculty at any rank must be approved for Graduate Faculty Status in order to teach graduate level classes. In SPSE, it is preferred that research professors at any rank hold the terminal degree in polymer science and engineering or a closely related field. Exceptions to this degree preference may be made, as detailed in the Faculty Handbook, for persons who otherwise have extraordinary expertise, qualifications, or credentials in the field.

a. The Standard for Contributions to Teaching

The School of Polymer Science and Engineering recognizes that the teaching expectations for non-tenure track, research faculty should differ significantly from those for tenure-track and teaching-track faculty. Therefore, teaching endeavors specific to research assignment and/or which support student research initiatives will be looked upon favorably but are not required for promotion. This includes formal classroom instruction specifically related to polymer laboratory techniques and research instrumentation, and non-formal teaching that may occur in the form of service on doctoral committees. Contribution to instructional programs that include a research or research support component within the course. Examples that would be viewed as favorably include providing guest lectures in topics related to laboratory techniques and/or instrumentation, enhancement of existing courses to include a research tool component, or development of 700/800 level courses focused on a specific research tool/technique within the faculty member's area of expertise.

b. The Standard for Contributions in Research by Research-Track Faculty

Research-Track Faculty at any rank are expected to demonstrate excellence in the faculty member's area of research within the field of polymer science and engineering. Research-Track Faculty must build and maintain an outstanding

research record and are expected to pursue extramural funding for research/research facilities and/or support the pursuit of extramural funding for research/research facilities via collaboration with other SPSE faculty. Key considerations in providing evidence for excellence in research include:

- **Scholarly output:** Dissemination of research through authored and/or coauthored peer-reviewed publications in impactful journals, patents and patent applications, and presentations to the scientific communities of interest.
- **Research support:** Pursuit of intramural and extramural research funding in any role (principle investigator, co-principle investigator, or senior/supporting personnel) that either supports the faculty member’s research interests or supports a collaborative research program within the School.
- **Student engagement via research training:** Successful training of undergraduate and graduate students within the laboratory environment in support of thesis and/or dissertation research, ongoing research programs, and laboratory sections of polymer science and engineering courses.

Promotion to Research Associate Professor. Candidates must demonstrate clear and convincing evidence of high-quality research and scholarship activities and show strong potential of emerging stature in their focused expertise within polymer science and engineering as recognized by the tenured faculty within SPSE. Continued service and performance at the rank of Research Assistant Professor shall not, by itself, constitute grounds for promotion to Research Associate Professor.

Promotion to Research Professor. Candidates must demonstrate clear and convincing evidence of sustained high levels of exceptional research output and scholarly stature. Promotion to the rank of Research Professor will be granted in recognition of distinctive achievement and is reserved for the most distinguished members of our research-track faculty. Continued service and performance at the rank of Research Associate Professor shall not, by itself, constitute grounds for promotion to Research Professor.

c. The Standard for Contributions to Service

The School of Polymer Science and Engineering realizes that for schools, colleges, universities, professional organizations and communities to thrive, individuals must give of their time, energy and expertise in ways that serve to sustain and promote those organizations. SPSE values service-related activities and recognizes that some level of service is necessary to be a contributing citizen in the community of this university. Non-tenure track research faculty are expected to engage in service-related activities which primarily support the research mission of the School. What follows are examples indicators of service-related activities. These examples are not an exhaustive list of contributions in the area of service, and individual faculty members are not expected to contribute in all the areas listed.

- Contribution to SPSE student research via service on thesis and dissertation research committees
- Contribution to SPSE through engagement in faculty meetings and shared governance committees, and when elected or appointed, to take leadership roles in such committees
- Contribution to professional organizations
- Activities as reviewer for peer-reviewed articles and grant applications

Evidence of service related to supporting the research mission of the School is necessary for promotion in rank to Research Associate Professor. For promotion in rank to Research Professor, evidence of sustained service and leadership related to supporting the research mission of the school is necessary.

d. The Standard for Collegiality

The expectations for collegiality from research-track faculty are the same as those expectation described for tenure-track and teach track faculty described in previous sections.

Appendix A: Annual Evaluation Rubric

The average point totals from the last three years will be used to set the median value for the “Meets Expectation” range. Assignment of evaluation ratings will be made following meetings between each faculty member and the FEC.

Teaching Activities Weighted at 35% unless agreed upon in advance between the Director and Faculty Member		
	Topical Area	Point allocation
1	Course Hours Taught	2 points per credit hour

	Add (see documents in shared folder) exit interview results for each faculty member rankings by students -	Seek points method of metrics from exit interview
	Course evaluations were deemed poor metrics regarding quality teaching (references available upon request, Rawlins)	Committee to test these as metrics
	NEW Course development and offering	3-5 points per new course
5	Undergrad Advised	1 point per student
6	Post Doctors (might want to move to Research as well)	0.5 points per PD managed
7	Committees Served (not an advisor)	0.5 points per graduate committee served
8	Peer to peer ranking for shared governance	Develop points system in committee and share with faculty
Research Activities Weighted at 55% unless agreed upon in advance between the Director and Faculty Member		
1	Manuscripts Published	12 points per published peer reviewed paper
2	Contributed abstracts, student presentations, faculty presentations but not invited or international	0.5 points per item
3	Books	10 points as author/10 points as editor
4	Patents	20 points for awarded patent
5	Citations	0.01 point per citation per year
6	Invited Presentations	2 points per invited presentation
7	Proposals funded	5 points per funded proposal
8	Proposals Submitted	0.5 points per submitted proposal
9	Research \$ Awarded	0.5 point per \$10,000 of external funding generated in year received (points adjusted in 2016)
10	Contributed \$ F/A at department level	0.5 point per \$500 per calendar year in each year generated (departmental level) added 2017
11	M.S. Graduated	2 points per student
12	Ph.D. Graduated	2 points per student
13	Ph.D. Advised	3 points per student
11	Peer to peer ranking for shared governance	Develop points system with committee, present to faculty
Service Activities Weighted at 10% unless agreed upon in advance between the Director and Faculty Member		
1	Committee chair position	5 points per chair position external to department, 100/50 points for director/associate director, 25 points for all other major efforts, e.g., managing graduate recruiting for the year
2	Internal committees served	1 point per committee served but not as chair
3	College visit	1.5 points per college visited
4	High School/Community College visited	0.25 points per visit for recruiting
5	Professional organizations member	1 point per professional organization as member
6	Professional organizations officer	15 points per officer position within professional organization added 2019
7	Proposals and Peer reviewed paper review as service to a journal or funding agency	1 point per paper or proposal reviewed added 2019
8	Awards and Recognition	10 points for award or recognition external to department added 2019
9	Peer to peer ranking for shared governance	Develop points system with committee, present to faculty

Appendix B: Average points per category for SPSE

• **2015 Overall Average Points per Category for SPHPM faculty.**

	Teaching 35%	Research 55%	Service 10%
2015 Overall Averages	44.4	110.2	23.5
Averages by rank	Teaching 35%	Research 55%	Service 10%
Assistant	26.17	50.11	4.17
Associate	71.83	216.15	29.42
Full	39.75	87.28	30.21

• **2016 Overall Average Points and by Rank per Category for SPHPM faculty**

	Teaching 35%	Research 55%	Service 10%
2016 Overall Averages	15.6	70.5	1.8
Averages by rank	Teaching 35%	Research 55%	Service 10%
Assistant	9.5	58.6	0.7
Associate	23.7	71.6	2.3
Full	17.1	78.2	2.3

• **2017 Overall Average and by rank per category for SPSE Faculty**

	Teaching 35%	Research 55%	Service 10%
2017 Overall Averages	17.3	70.0	3.7
Averages by rank	Teaching 35%	Research 55%	Service 10%
Assistant	12.29	61.75	1.20
Associate	23.63	78.64	3.04
Full	18.49	72.70	5.55

• **2018 Overall Average and by rank per category for SPSE Faculty**

	Teaching 35%	Research 55%	Service 10%
2018 Overall Averages	16.72	87.47	6.19
Averages by rank	Teaching 35%	Research 55%	Service 10%
Assistant	14.7	105.5	3.8
Associate	19.9	79.0	7.1
Full	17.0	78.2	7.5