TENURE AND PROMOTION EVAUATION

Department of Biological Sciences

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undergraduate education

represent the core missions of the Department of Biological Sciences. The University of Southern Mississippi. The Department strives to (1) provide high quality undergraduate and graduate education that prepares students to pursue professional degrees and/or to enter the workforce with skills necessary for lifelong professional achievement, (2) advance the body of scientific knowledge through the scholarship of discovery, integration and application, and (3) offer technical and educational expertise through formal and informal outreach locally, regionally, nationally and internationally.

The Department of Biological Sciences expects its faculty members to contribute to its missions by fostering the intellectual growth of students through effective teaching and by advancing knowledge through productive research activity. The Department also expects its faculty to render professional service to the University, their profession( )66o

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B. Associate Professors are expected:

‰ To hold the doctorate or other terminal degree of the discipline
‰ To be good teachers as

imprecise, and it would be undesirable to assign point values that are too high or too low. It is critical that a point system accurately reflect the relative importance and worth of activities. Presently, the BSC points system is applied to analysis of annual reports of faculty scholarly activities (see Appendix C), and rankings are made within each category (teaching, research, service). These rankings are used as corroborative evidence of the validity of merit group assignments.

B. Requirements for Tenure

- Participation in programs to advance science education
- Professional discipline: Participation in state, regional, national, international societies/organizations in area of expertise; review of journal articles and research proposals.

4. Advisement

- Familiar with university, college and departmental requirements
- Assist undergraduate and graduate students in preparing class schedules and advising students on career goals and opportunities
- Writing letters of recommendation on behalf of students

5. Collegiality: Collegiality among faculty is essential for the effective operation of the Department. Hence, colleagues must be able to interact with faculty and students in a constructive and professional manner.

- Share committee assignments
- Participate in departmental and university functions
- Provide advice in areas of research and teaching to faculty and students
- Collaborate with colleagues within/without the Department when appropriate

D. Promotion to Professor with Tenure

1. Teaching

- Participation in undergraduate and graduate course offerings
- Development of undergraduate and graduate courses in area of expertise
- Supervision of graduate and undergraduate research
- Graduation/placement of MS and PhD students
- Evaluation of quality teaching
  - Student evaluation of lecture and laboratory courses that reflects favorable assessment on a 5 point likert scale
  - Self-assessment: Teaching portfolio (see Appendix D)
  - Letters from former students, both undergraduate and graduate
  - Outcome of student-sponsored research, including publication and presentations
  - Post-graduate achievement/placement of graduate students

2. Research/Scholarship

- Dissemination of scholarly activity
  - Sustained pattern of publication in peer-reviewed, national/international journals
  - Sustained pattern of presentations at national/international meetings/ conferences/workshops
- Establishment of extramurally funded research program
  - Pattern of submission of proposals to funding agencies
  - Pattern of extramural funding sufficient to sustain research program, including graduate student support
  - Evidence of collaboration with colleagues within and beyond the University
- Achievement of nationally recognized scholarly record

‰ Evidence that research has made an impact on the field and influenced the

4. On or before January 1, faculty members submit their Annual Report of Faculty Scholarly Activities [see Appendix C] to departmental Personnel Authority. Faculty members include in their report how their activities during the year under review met their goals and objectives.

5. Annual evaluation conferences are held between January 15 and March 1 to ascertain and discuss professional accomplishments during the period of evaluation and to discuss and establish goals and objectives to be pursued during the next period of evaluation.

6. Annual Evaluation Report: The departmental Personnel Authority prepares a written report summarizing the essential content and result of the evaluation, including recommendations arising from the evaluation of performance. See Appendix G.

7. When funds are provided for merit pay increases, the departmental Chair assigns amounts of increases according to merit group classification. The departmental Chair submits departmental recommendations to the Dean of the College of Science and Technology.

8. Departmental evaluation reports are forwarded to the Dean on or before the date V S H F L I L H G E \ W K H 8 Q L Y H U V L W \ ¶ V $ F D G H P L F &R O H Q G D U Copies of evaluation reports are transmitted to faculty members being evaluated and retained within departmental personnel files.

B. Promotion [See Faculty Handbook]

1. Faculty members prepare and submit promotion dossiers to the Chair of the Department R Q R U E H I R U H G D W H V S H F L I L F L Q W K H &R O H J H ¶ V D Q Q See Provost ¶ Web Site for instructions for preparation of promotion dossier. Candidates for promotion may supplement their dossiers with additional relevant information, including a response to negative recommendations, at any level of the promotion process.

2. Departmental Promotion Committee: This committee consists of members of the faculty holding academic rank equal to, or higher than, that being sought by the candidate. The departmental Chair sits as a nonvoting ex officio member. The Committee is chaired by a member elected by a simple majority vote of other members.

3. External Referees: Evaluation for promotion to the rank of Professor includes the assessment of the cand L G D W H ¶ V F U H G H Q W L D O V E \ D W O H D V W W K U H H H |

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5. Duties of the Departmental Chair: See Faculty Handbook.

a) Review written reports of the Promotion Committee

b) Prepare an independent recommendation either concurring or disagreeing with the recommendation of the Promotion Committee

c) Submit both recommendations to the Dean of the College of Science & Technology

d) Retain copies of documents within departmental personnel files

e) Notify in writing candidates for promotion of the recommendations

C. Tenure [See Faculty Handbook]

1. Tenure Review Proceedings

a) Formal review of progress toward tenure is conducted during the third year of University employment as a full-time, tenure track faculty member.

b) The review is normally conducted in conjunction with annual review.

c) Faculty to be reviewed submit a tenure review dossier (see 3 U R Y R V W ¶ V Z H E V L W H I R U instructions) to the departmental Chair.

d) The departmental Chair convenes the departmental Tenure Committee and sits as a nonvoting ex officio member. The Committee, chaired by a member elected by a simple majority vote of other members, conducts the review and submits a review report, which includes the Recommendation Form for Third-Year Review (see 3 U R Y R V W ¶ V Z H E V L W H Forms), to the chair.

e) The departmental Chair, if tenured, prepares and submits an independent tenure review report either concurring or disagreeing with the report of the Tenure Committee. Both committee and chair reports are forwarded to the Dean and the faculty member being reviewed is notified of the results of his/her review by the departmental Chair.

2. Tenure Proceedings

a) Eligible candidates for tenure prepare and submit tenure dossiers (see 3 U R Y R V W ¶ V website for instructions) to the departmental chair no later than the last day of the first full week of the fall semester.

b) The departmental Chair convenes the departmental Tenure Committee, provides the committee with the tenure dossier, tenure review reports and annual evaluation reports of the candidate, and sits as a nonvoting ex officio member

c) Members of the tenure Committee vote either to recommend or to decline to recommend candidates for academic tenure. The Committee, chaired by a member elected by a simple majority vote of other members, conducts the review and submits a

Basis for Merit Category Assignment and Overall Merit Group Ranking
Department of Biological Sciences

I. Factors considered in establishing merit group (1- 5) for each category

Teaching. Merit group assignment is based on a number of factors, including among others quality of teaching, teaching load, and successful participation in training of graduate students. Individuals with reduced loads do not normally qualify for assignment to group 1 in the teaching category since load is a factor in assigning the merit group, but these individuals are not unduly penalized in overall merit group assignment since they typically elect for 3-5-2 (Teaching-Research-Service) weighting. Individuals with reduced teaching load who teach unusually large sections (or who teach a load greater than that required), who have an unusually high graduate student load, who receive teaching awards, etc., may be considered for merit group 1. Listed below are some of the major considerations that were used in establishing merit group assignment:

* Receiving University Teaching Award or other teaching awards

* Student evaluations of teaching (individuals compared to departmental and college means)

* New Course (or first time offered by individual)

* Overall course load (credit hours)

* Type(s) of course taught (i.e. graduate level vs undergraduate level, freshman level vs upper division course, service course vs majors course, etc.)

* SCH generated: Course section with $\geq$100 enrollment

* Number of different preparations (i.e. number of different courses taught)

* Graduate students supervised; considerations include number and level of students, demonstration of progress toward timely completion of degree requirements, number of students actually completing degree requirements, awards/honors received by graduate students

* Direction of undergraduate research students

* Teaching proposals written and/or funded

Research. A productive research program in an academic setting is characterized by (a) student involvement, (b) dissemination of findings by way of publication in refereed journals and presentations at scientific meetings, and (c) pursuit and acquisition of extramural funds to support that program. Faculty will develop a research program that will permit the publication of at least one refereed publication in a national or international journal each year (on average). Individuals not meeting this expectation must show strong evidence by other means of an ongoing research or scholarly program that may reasonably be expected to lead to refereed publications or reflect other types of scholarly activity. These means include publication of books or technical manuals or chapters in such publications, editing of books, presentations at scientific meetings, unrefereed publications, etc. In assigning merit groups, there is a hierarchy

of value placed on publications and presentations which is reflected in the order in which they are listed in the Department's standard Faculty Activity Form (e.g. books > refereed publications > non-refereed publications > oral presentations and abstracts). Production of evidence of research/scholarly activity above the minimum expectation is required for assignment to higher merit groups, with absolute assignment made in comparison to other individuals in the same peer group. Acquisition of external funds is a strong factor in assigning individuals to merit groups higher than category 3 ("Meets Expectations") if scholarly output is produced. The amounts of funding and competitiveness/prestige of the sources of funding are considered in assigning merit groups. Listed below are some of the major considerations that were used in establishing merit group assignment:

* Receiving University (or other) Research Award

* Books or book chapters (authoring, editing, etc.)

* Refereed publications in national/international journals

* Refereed publications in state or regional journals

* Non-refereed publications (including technical manuals)

* Oral presentations/abstracts (national/international)

* Oral presentations/abstracts (state/regional)

* Acquisition of nationally competitive (peer-reviewed) external funding for research support

* Acquisition of state or regional external funding or non-peer-reviewed external funding for research support

* Efforts to acquire external funding for research support (e.g. grant proposals)

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support such workshops. A number of creditable "miscellaneous" service activities not covered by the above examples also exist. All faculty members are expected to serve on ad hoc or standing committees as called upon through appointment or election, and are expected to seek out and pursue service opportunities of potential interest as part of their professional development and obligation. The requirements for assignment to higher merit groups increase as one's career develops and progresses. Junior faculty members, especially newly appointed faculty members, may "Meet Expectations" simply through service on departmental committees, but they are expected to increase the extent and the level of service involvement as they develop professionally and opportunities present themselves. Assignment to merit group in the Service category is thus done in comparison with others in the peer group. Listed below are some of the major service activities that were considered in establishing merit group assignment:

* Editorship of journal (greater consideration given to national/international journals)

* Service as officer of professional organization (greater consideration given to national/international organizations)

* Service as session chair of professional meeting (greater consideration given to national/international meetings)

* Service as referee of proposals or manuscripts (service as invited panel member for proposal review given greatest consideration)

* Holding University/College Committee Chair

* Holding Department Committee Chair

* Holding membership on University/College committee

* Holding membership of Departmental committee member

* Professional educational service activities (e.g. conducting educational workshops) e a-5.9(vnt)-6.6(al) 0 Tw

II. Basis for assigning overall group ranking:

A. Each faculty member is placed into one of the five merit groups in each of the three categories of teaching, research, and service based on the considerations summarized in Section I above.

B. Any individual receiving a group 4 ("Needs Improvement") or group 5 ("Unsatisfactory") rating in any category could not receive an overall rating group higher than group 3 ("Satisfactory"), even if the total weighted score was over half the numerical distance between the score required to average group 3 (a score of 0) and the next higher group, group 2 ("Exceeds Expectations", reflecting an average score of 10).

C. Any individual receiving a group 3 ("Meets Expectations") in a category (Teaching or Research) with a weight of "5" could not receive an overall rating of group 2 (Exceeds Expectations) unless ratings of group 1 (Far Exceeds Expectations) were received in each of the two remaining categories.

BIOLOGICAL SCIENCES POINT SYSTEM

BSC EXPERIMENTAL POINT SYSTEM	EVALUATION 2007	
NAME	PTS POSSIBLE	
TEACHING		
COURSE WITH LAB RESPONSIBILITY	10	
COURSE WITHOUT LAB RESPONSIBILITY	7	
LAB ONLY	2/CREDIT HR	
COURSE> 100 ENROLLMENT	DOUBLE BASE	
GRADUATE ONLY (600-800) COURSE	ADD 4 TO BASE	
NEW COURSE (OR 1ST TIME OFFERED)	ADD 4 TO BASE	
NEW LAB, CHANGES IN COURSE, ETC	ADD 1-4 TO BASE	
PER 100 SCH	1 (MAX 10)	
GRADUATE STUDENTS SUPERVISED	4/MS 8/PhD	
UNDERGRAD RESEARCH STUDENT (NON-HON)	2 EACH	
UNDERGRAD RESEARCH STUDENT (HONORS)	4 EACH	
TEACHING PROPOSAL WRITTEN	1 - 10	
TEACHING PROPOSAL FUNDED	1 - 10	
UNIVERSITY TEACHING AWARD	15	
STUDENT EVALUATIONS	Take overall score (5 max), subtract 4 and multiple by 10 (neg. score = 0).	
MISCELLANEOUS	1 - 5	
TEACHING TOTAL		
RESEARCH		
RESEARCH AWARD	15	
PUBLICATION: REFEREED NAT/INT	15	
PUBLICATION: STATE, REG	7.5	
PUBLICATION: UNREFEREED	3	

DEPARTMENT OF BIOLOGICAL SCIENCES
ANNUAL REPORT OF FACULTY SCHOLARLY ACTIVITIES

7. PRESENTATIONS

a. Professional Audience, International or National

Professor, J. Q. Year. Title. Conference/Event. Dates of Conference/Event. Location.

b. Professional Audience, Regional or State

Professor, J. Q. Year. Title. Conference/Event. Dates of Conference/Event. Location

c. Professional Audience, Local: For example, a seminar presentation at Tulane University where faculty/students attended). Include presentations at USM to USM faculty/students.

Professor, J. Q. Year. Title. Location

d. Lay Audience, Academic Subjects

Professor, J. Q. Year. Title. Organization. Location

8. BOOKS OR SOFTWARE REVIEWS

a. Refereed

b. Non-refereed

9. Patents: List patents awarded during CY 2007; list separately applications for patents.

10. GRANTS/CONTRACTS IN PROGRESS [i.e., continued into/through 2007]. List co-PI(s) and restricted fund grant number [PeopleSoft chartfield]. Repeat information for each project.

Project Title:
Source/Agency:
Budget Amount:
Project Period:
Grant No.:

11. PROPOSALS/CONTRACTS SUBMITTED IN 2007

a. FUNDED [Identify restricted fund grant number]

Project Title:
Source/Agency:

Budget Amount:
Project Period:
Grant No:

b. PENDING

Project Title:
Source/Agency:
Budget Amount:
Project Period:

c. NOT FUNDED

Project Title:
Source/Agency:
Budget Amount:
Project Period:

12. RELEASE TIME RECEIVED DURING 2007: List by semester, indicate whether in kind or cash and % of time; if cash, list budget code and amount of funds. Indicate what was accomplished during released time.

13. NON-EXTERNALLY FUNDED RESEARCH IN PROGRESS

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7. Professional Society/Organization Activities [e.g., offices held, committee membership, sessions chaired at scientific meeting].

8. Community Activities [Paid professional consulting, public addresses tied to your profession]

D. HONORS/AWARDS RECEIVED DURING 2007

E. EVALUATION WEIGHTING FACTORS: 4 -4-2 3-5-2 5-3-2
Circle the teaching- research- service weighting factors by which you desire to be evaluated.

F. SELF-EVALUATION OF GOAL ATTAINMENT FOR 2007

G. GOALS AND PRIORITIES FOR 2008

H. LIST PERCEIVED BARRIERS TO YOUR GOAL ATTAINMENT IN 2007 AND INDICATE HOW THE DEPARTMENT AND UNIVERSITY CAN HELP YOU ATTOAL AFOR 2008

The Department of Biological Sciences

TEACHING PORTFOLIO

The teaching portfolio is an evidence-based document about a faculty member's teaching philosophy, teaching practices and teaching effectiveness. Faculty members create and maintain an up-to-date teaching portfolio that is used by reviewers as a source of information for the evaluation of teaching performance during tenure and promotion proceedings.

Although the contents of a teaching portfolio are necessarily idiosyncratic, the following elements should be included:

1. Introduction: The purpose of the portfolio and what the narrative contains

2. Summary of teaching: This element should include course titles, numbers of students, and references to course syllabi. The latter should be organized in an appendix to the portfolio. Include reference to ways in which one teaches (e.g., responsibilities for delivering courses in the degree program, advising students, supervising undergraduate research, supervising graduate students, leading educational workshops, teaching in private consulting).

3. Profile of how you teach: What is a "typical" class like? How do you prepare? How do you implement plans? What do you find easy? Challenging?

4. Statement of teaching philosophy: Why you teach the way you do; your concept of good teaching.

5. Examples of teaching efforts: Successful course design, including syllabi, teaching materials prepared, adaptations of teaching style to new circumstances.

6. Evidence of teaching effectiveness: Besides student evaluation of teaching, include qualitative statements from sample of students that highlight strengths, unsolicited (and solicited) letters and e-mails that comment on teaching effectiveness, examples of student work done under your direction with commentary by you showing how the work reflects your teaching.

7. Professional development: What plans do you have to learn additional teaching skills?

XX August XXXX

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XXXX
XXXX

Dear XXX:

Thank you for agreeing to serve as an external reviewer for FACULTY MEMBER, who is a candidate for promotion to the academic rank of Professor in the Department of Biological Sciences at the University of Southern Mississippi. The Department is a comprehensive doctoral granting unit within the College of Science & Technology guided by the core missions of research and undergraduate education. Nearly 800 undergraduates major in Biological Sciences, which makes us one the largest academic unit with respect to majors in the University. More information is available if you would t ake a minute to visit web sites for the Department:
http://www.usm.edu/biology/

On behalf of the Department's Promotion Committee, I enclose the candidate's curriculum vitae, publications representative of the candidate's scholarship, the candidate's synopsis of contribution in the areas of teaching, research and service, and a copy of the tenure and promotion guidelines of the College of Science & Technology, which should help to guide your evaluation. Tenure -track faculty in Biologic al Sciences are expected to contribute to our instructional programs while developing an active, extramurally funded research program that includes opportunities for graduate education. Our evaluation of the candidate's research record includes consideration of both the pace of publication and the quality of the published work. We expect those promoted to the rank of Professor to have established a national reputation in his/her field of study. With respect to extramural funding, we consider both the effort and success at obtaining funding for research.