

COLLEGE OF EDUCATION AND PSYCHOLOGY
By-laws

ARTICLE I. NAME

Section 1. The name of this administrative unit shall be the College of Education and Psychology within The University of Southern Mississippi. In this document the word “College” refers to the “College of Education and Psychology.”

ARTICLE II. ROLE AND MISSION *Section 1.* The College of Education and Psychology operates under the Office of the Provost at The University of Southern Mississippi. The academic units of the College are the Departments of: Child and Family Studies; Curriculum, Instruction, and Special Education; Educational Leadership and Research; Library and Information Science; Psychology; and Technology Education. The constituent units of the College consist of all academic units and those research and service units housed in the college.

The mission of the College of Education and Psychology is to provide quality programs in psychology, professional education, instructional technology, library and information science, and child and family studies. The college develops individuals who possess critical thinking and problem-solving abilities; theoretical, practical, and technical competence; effective communication skills; an appreciation for diversity; sensitivity to standards of ethical conduct; and a commitment to lifelong learning. The college fulfills its mission through programs characterized by excellence in instruction and supervised practice, research training, scholarly productivity, leadership, professional service, and collaborative activities.

The College fulfills the University's educational aspirations by:

- Offering programs in Child and Family Studies; Curriculum, Instruction, and Special Education; Educational Leadership and Research; Library and Information Science; Psychology; and Technology Education.
- Providing general education courses that provide the basic skills and perspectives for preparing all university students for effective participation in contemporary life. Providing support for the Honors College and Honors course options.
- Offering specialized courses that serve the baccalaureate and graduate degree programs of the College and its sister colleges.
- Providing courses and programs that support teacher preparation.
- Integrating appropriate and responsible technology as a tool for learning.
- Providing academic and career advisement for students.

The College supports the University's declared aspirations through discipline-related activities that benefit the University, region, state, nation, and the international community by:

- Conducting research and scholarship that make a meaningful contribution to the academic fields represented by the College,
- Offering faculty and student activities that reach beyond the classroom to a wider community,
- Encouraging faculty and student participation in university governance through involvement in departmental, school, college, and university activities, and
- Facilitating economic development through education, behavioral sciences, and information science & technology.

ARTICLE III. MEMBERS

Section 1. Membership in the regular faculty of the College of Education and Psychology is by virtue of appointment to the Corps of Instruction of The University of Southern Mississippi in one of the departments or allied programs of the College. The regular faculty of the College of Education and Psychology at The University of Southern Mississippi shall consist of full-time employees holding the ranks of Professor, Associate Professor, Assistant Professor, and Instructor. The Board may approve other teaching, clinical, and research personnel appointed by the President on the basis of comparable education and training. All other employees are neither members nor ex officio members of the faculty, do not qualify for a status of continuing employment within a state institution of higher learning, are expressly excluded from the privileges conferred by faculty status, and may not vote in institutional elections or personnel proceedings.

Section 2. Duties and Responsibilities

III 2.1 As provided by the Faculty Handbook, the regular faculty of the College of Education and Psychology shall have primary responsibility, within broader policy guidelines of the University, for curricula, courses, methods of instruction, research, faculty status, and those aspects of student life that relate to the educational process.

III 2.2 The regular faculty shall discuss matters relating to the welfare of the College and the University and amend or repeal any part or all of the By-Laws of the College.

ARTICLE IV. ORGANIZATION

Section 1. Officers

IV 1.1 The officers of the College of Education and Psychology shall be the Dean, Associate Dean, Assistant Dean, and a College Council. These officers shall perform the duties prescribed by these By-Laws and the Faculty Handbook.

(a) The Dean of the College is the chief administrative officer of the College of Education and Psychology and shall serve as Chair of the faculty of the College.

(b) The Associate Dean of the College shall assist the Dean and shall preside in the absence of the Dean or at the request of the Dean. In the absence of the Dean and Associate Dean, the Assistant Dean shall preside.

(c) The College Council voting membership shall consist of the chairs of the constitutive units as designated in Article II, section 1, the Associate Dean, the Assistant Dean, and the Director of the Office of Field Experiences. Additional ex-officio members as designated by the Dean. The College Council shall meet at least monthly during the academic year. The College Council is chaired by the Dean, who is not a voting member. The College Council's primary responsibility is to develop and maintain programs of excellence.

Section 2. Duties

IV 2.1 The duties of the Officers are as follows:

- (a) The Dean of the College is charged by the President and the Provost to plan, organize, direct, and control the affairs of the College as its chief administrative officer. The Dean chairs the College Council.
- (b) The Associate Dean of the College reports directly to the Dean and is responsible for assisting the Dean generally in matters relating to the operation of the College. The Associate Dean represents the Dean's office in the absence of the Dean, attends meetings on behalf of the Dean, and conducts all correspondence, including the preparation of reports, delegated by the Dean, and performs any other function delegated by the Dean.
- (c) The Assistant Dean is responsible for assisting the Dean in matters relating to the teacher preparation operations of the University, and is the person responsible for NCATE coordination within the University professional education unit. The Assistant Dean represents the Dean's office in the absence of the Dean and Associate Dean, and performs any other function delegated by the Dean.

Section 3. Purpose of Meetings

V 3.1 The purpose of the periodic College meetings shall be to advise and discuss with the faculty major priorities within the College and the University. Specific concerns may be referred to appropriate committees within the College.

V 3.2 The Dean may call for specific committee reports to be presented to the faculty for discussion.

V.3.3 At least once each academic year the Dean shall present a State of the College address.

V 3.4 College-level meetings may supplement, but not replace, the work of other units of the faculty governance system. College-level meetings should provide forums for discussion, shared information, and general policy direction. The goal of the meetings shall be to further the concept of a community of scholars working to improve the College and the University.

ARTICLE VI. COMMITTEES

Section 1. General

VI 1.1 Standing Committees

(a) The College of Education and Psychology shall have the following Standing Committees drawn from the regular faculty of the College as defined in Article III, Section 1 of these by-laws:

- College Advisory Committee
- Research Committee
- Scholarship Committee
- Awards Committee
- College Curriculum Committee

(b) Additional Standing Committees may be constituted by the Dean upon the advice of the College Council and/or the Regular Faculty of the College.

- VI 1.2 Ad hoc committees may be appointed by the Dean.
- VI 1.3 During the fall semester of each academic year, the Dean shall call the first meeting of each standing committee.
- VI 1.4 Each committee shall elect a chair from within its members. Committee chairs are expected to seek the help of faculty members, administrators, or others who have expertise in the area of their committee's responsibilities. Committee chairs are empowered to form subcommittees, either ad hoc or standing. Subcommittee members may be appointed by the committee chair.
- VI 1.5 Terms shall be three years with additional service to occur only after one year past the completion of the previous term.
- VI 1.6 Initially, approximately 1/3 of the members shall be elected to three-year terms; approximately 1/3 of the members to two-year terms; and approximately 1/3 of the members to one-year terms. Those members initially elected to one-year terms shall be eligible for immediate re-election.
- VI 1.7 The voting members of the College Council shall serve as the College Curriculum Committee. The College recognizes, however, that the faculty holds the primary responsibility and obligation for curriculum development and improvement. All departments shall have a designated committee and procedures for curriculum development. The College Council will review additions, deletions, and changes in courses and curricula submitted by the college academic units. Curriculum additions, deletions, and changes will require a majority vote of the College Council for passage. Voting will be done by a show of hands. However, a secret ballot will be conducted at the request of any member of the committee. In the event that a member can not attend a College Council meeting, proxy status for the purpose of discussion and voting may be assigned to a full-time tenure track or tenured member of that department. Course and curriculum additions, deletions, and changes will be presented to the College Council for a first reading, and then acted upon at a second reading scheduled no more than one month later. The requirement for a second reading may be waived by majority vote of the Council. Department representatives will be invited to present requested curriculum changes at the Council meeting, but will be excused before a vote is taken.

Section 2. College Advisory Committee

- VI 2.1 The rules governing the duties and responsibilities of the College Advisory Committee are specified in the University Faculty Handbook (2.11.2) and Appendix 1.
- VI 2.2 The rules related to the criteria for tenure and promotion are contained in Appendix 1.

Section 3. College Research Committee

- VI 3.1 The rules governing the duties and responsibilities of the College Research Committee are specified in the By-Laws of the University Research Council and include the solicitation and review at the college level of Faculty Summer Research Grants and University Research Council administered Research Awards. The College Research Committee will also assist the Dean and Associate Dean in the promotion of research, external funding, and scholarship in the College.

Section 4. College Scholarship Committee

- VI 4.1 The Scholarship Committee solicits applicants and determines the allocation of scholarships awarded at the College level.

Section 5. College Awards Committee

VI 6.1 The Awards Committee solicits applicants and determines the recipients of the annual awards so specified by the Dean.

ARTICLE VII. PARLIAMENTARY AUTHORITY

Section 1. The rules contained in the current edition of *Robert's Rules of Order, Newly Revised* shall govern the College in all cases to which they are applicable and in which they are not inconsistent with these By-Laws and any special rules of order the College may adopt.

ARTICLE VIII. IMPLEMENTATION AND AMENDMENT OF BY-LAWS

Section 1. These By-Laws and any subsequent amendments shall become effective immediately after their adoption by a majority (50% plus 1) of the regular faculty of each academic unit of the College and approval of the Dean, Provost(s) and President. Voting shall be by secret ballot as regards establishment of these By-Laws.

Section 2. These By-Laws can be amended or repealed, in part or whole, provided that the amendment has been submitted in writing to each faculty member of the College at least two weeks in advance of the formal vote.

Section 3. In the event any provisions of these By-Laws should conflict or be inconsistent with the Faculty Handbook, or any other University policy or regulation, the Faculty Handbook and University policies or regulations shall be controlling.

Adopted by the Faculty of the College of Education and Psychology on January 14, 2006.

APPENDIX I
The University of Southern Mississippi
THE COLLEGE OF EDUCATION AND PSYCHOLOGY
TENURE AND PROMOTION POLICIES

I. Statement of Purpose

The University of Southern Mississippi fulfills its mission by discovering significant new knowledge, imparting knowledge to its students, and cultivating in them the understanding and skills which permit and encourage them to engage in the further pursuit of knowledge. A university faculty is not merely an assemblage of individual scholars, but a collegial entity with a distinctive atmosphere created by the research, teaching, and communication of its individual members who stimulate and sustain the work of colleagues and students. The faculty looks to the University for the provision of resources and administrative services and for the creation and maintenance of an atmosphere of intellectual stimulation and critical debate of new ideas.

The mission of the University is fulfilled through the appointing, retaining, and promoting of high quality faculty. Thus, the university's interest in granting tenure is to see that its faculty members have the freedom to be agents of progress and change as they teach, research, and serve.

The University's interest in promotion is, likewise, in enhancing its ability to fulfill its mission. Thus, the University will prosper to the extent that it rewards exceptional research, teaching, and service that contribute to the intellectual quality of the University and the wider community.

II. Requirements for Tenure

Successful candidates for tenure must have sustained quality performance in the three university functions of teaching, research and/or other creative activity, and service. The award of academic tenure is a privilege. Tenure is awarded after a thorough review that culminates in the University acknowledging the faculty member's professional excellence, and the likelihood that excellence will contribute substantially over a considerable period of time to the mission and anticipated needs of the University. Professional excellence is reflected in the faculty member's teaching, research, and service, including the faculty member's ability to interact appropriately with colleagues and students. A faculty member might meet the criteria for a given promotion in rank, and achieve promotion, but fail to merit the privilege of tenure. Promotion in academic rank does not imply that one merits academic tenure.

III. Requirements for Promotion

Promotion through successive academic ranks implies an increasing measure of academic and scholarly maturity as evidenced by sustained quality performance in the three university missions of teaching, research and/or other creative activity, and service.

A. Criteria in Assessing Quality in Teaching, Research, and Service

1. Teaching

Effective teaching is one of the three primary functions of the University. It occurs both inside and outside the classroom. Inside the classroom, effective teaching includes the presentation of current forms of knowledge, the setting and maintaining of reasonable academic standards to be met by the students, and the evaluation of student success in meeting these goals and standards. Outside the classroom effective teaching continues in many forms including the guidance and direction of student activities and projects,

professional activities, and published materials which spread the instructor's influence as an educator beyond the local campus. No one individual is likely to be equally competent or outstanding in all of the different forms of teaching. In evaluating teaching it is important to emphasize the distinction between routine classroom performance and teaching excellence that draws upon the teacher's depth and breadth of scholarship.

Of the three primary activities of teaching, research, and service, effective teaching is perhaps the most difficult to define, evaluate, and measure. Since different norms and estimates of validity may be appropriate for different departments, course levels, and course types, the evaluation of the effective teaching of each instructor shall be the primary prerogative of the academic department, or departments, in which the individual is employed. Assessment of teaching effectiveness should not be unduly influenced by reports of the popularity of the teacher with students. Assessment of classroom teaching must be based on student learning or on the best evidence of the promotion of student learning.

Although every candidate should not be expected to excel in every aspect of teaching, university faculty members should be effective classroom teachers, so the evaluation of classroom teaching is a particularly critical concern.

In addition to the standard university mandated student-based, teaching evaluation instrument, additional means such as peer review and/or self evaluation are encouraged. Additional evidence to be used in evaluating teaching effectiveness may include, but is not limited to, the items listed below:

a. *Classroom teaching*

- (1) Objective evidence of student learning
 - (i) Performance of the teacher's students on uniform objective examinations where a basis of comparison exists. In this use of uniform examinations, care should be taken to account for the students' academic preparation and ability coming into the course.
 - (ii) Documented accomplishment of the teacher's present or former students.
- (2) Peer review of classroom teaching
 - (i) Formal evaluations by uniform questionnaires by faculty colleagues who are familiar with the candidate's teaching or have taught the students in subsequent courses.
 - (ii) Evaluations of new or innovative courses, materials, or techniques.
 - (iii) Peer review of classes or public lectures.
 - (iv) Evaluation of versatility as evidenced by a list of courses taught.
 - (v) Letters of recommendation from colleagues.
- (3) Student review of classroom teaching
 - (i) Student questionnaires carefully designed to reflect teaching excellence and creativity
 - (ii) Compiled student comments that attest to the teacher's ability to arouse student interest and to stimulate work and achievement by students.
 - (iii) Letters of evaluation or recommendation by former students.
 - (iv) Student evaluation of faculty accessibility.

b. *Extra-classroom teaching*

- (1) Direction of individual student projects such as independent studies, theses, and dissertations. Care should be taken to assess quality as well as the quantity of this direction.
- (2) Book reviews and papers published in professional journals and magazines where such papers do not report research in the individual's discipline. Care should be taken to assess the quality of the journal or magazine and the impact of the article.
- (3) Papers on teaching presented to professional societies where such presentations do not report research in the candidate's discipline. Care should be taken to determine the standing of the society, the size of the audience, and the impact of the presentation.
- (4) Published textbooks, lecture notes, or laboratory manuals. Assessment of this contribution should include the reputation of the publishing company, the rigor of the review process used by the publisher, and reviews and adoptions of the materials.
- (5) Membership on or testimony to panels concerned with teaching, such as evaluation teams and special commissions. Evaluation of this contribution should consider the importance of the panel, its method of selection, and the role played by the candidate in the panel's work.

2. Research

Research is examination or experimentation, typically investigative, critical, and frequently exhaustive, having as its goal the development of new data and theories, the revision of accepted theories in the light of newly discovered facts, or the practical application of such new or revised laws or theories. Faculty are expected to perform research appropriate to their discipline and to the mission of their department within the College of Education and Psychology. Standards for promotion will vary by discipline depending on the role played by a department in the mission of the College of Education and Psychology and by the opportunity for research afforded in that department.

A set of research standards exists in each discipline appropriate to the discipline. In some cases these standards may be explicitly promulgated by professional and accreditation associations; more often they are simply understood nationally in the profession as being part of the criteria by which the quality of faculty is measured. In each discipline the perceived standards employed by the strongest similar, peer departments with which a given department is competitive can be used to formulate criteria for promotion.

Evidence of distinction in research includes, but is not limited to, the sources listed below. In evaluating each candidate's research contributions, judgments of peers in the discipline should be given primary consideration. Careful attention to quality should be given, although sufficient quantity of contributions should exist for a reliable conclusion to be drawn. In joint efforts, the degree of each individual's contribution should be ascertained.

- a. *Publication of research results.* This includes books and monographs, journal articles reporting original research, journal review articles, expository articles in journals or magazines, contributions to the proceedings of conferences and/or symposia, and published technical reports. In evaluating these contributions, consideration should be given to the scope of the publication, and the rigor of the review process employed. If the

- article is published in a non-refereed journal, it should be determined whether refereed journals exist for articles on these topics or whether quality trade or industrial journals are the only available means of dissemination. Evidence of the impact of a publication such as its citation by other authors may sometimes be helpful.
- b. *Presentation of research papers at professional meetings.* Consideration should be given to whether the paper was refereed and to whether it was invited, as well as to whether the meeting was state, regional, national, or international in scope.
 - c. *External funding.* Although the amount of external funding sought or received should not necessarily be equated with research accomplishment, the pursuit of funding to support research is an important activity. The appraisal of research oriented grants, contracts, or fellowships should take into account the rigor of the selection process (e.g., whether peer review and approval is employed) and should especially consider the quality of the research sustained by the funding as documented by oral presentations and published papers.
 - d. *Receipt of prizes, awards, or other honors for distinguished research.* Consideration should be given to the rigor of the selection process.

3. Service

The category of professional service deserves the same rigorous evaluation that is extended to teaching and research. Service includes activities in which faculty are exercising their professional disciplines. Ideally, each faculty member should serve the University, the community, and his or her discipline. In practice, however, faculty members may need to restrict their roles so that the department can better fulfill its mission. In all cases, evaluation of service should include careful consideration of the quality of the contribution and not stop with a mere listing of the activities. Professional service does not include service to religious, political, or social organizations that, although meritorious in itself, is not relevant to the candidate's professional competence. Evidence to be used in evaluating effectiveness in professional service includes, but is not limited to, the items listed below:

a. *Institutional Service*

- (1) Advisement, counsel, and recruitment of students. Consideration should be given to the quality of this work as well as the amount of time consumed in its execution.
- (2) Sponsorship of student activities related to the discipline. Consideration should be given to the extent to which these activities have increased the intellectual atmosphere of student life.
- (3) Externally funded projects which, while not resulting in significant research themselves, increase the motivation and competence of faculty and students.
- (4) Service on departmental, college, and university committees and task forces. Quality, as well as quantity, of time invested should be considered.
- (5) Specific service assignments such as graduate program director, or departmental public relations liaison. Care must be taken to assess the effectiveness with which these duties are carried out.

b. *Community Service*

- (1) Service to University outreach programs.
- (2) Participation in non-credit courses, workshops, projects and colloquia in the area of the faculty member's expertise. (In some cases such programs would be considered part of departmental teaching or service and would be evaluated under these categories.)
- (3) Public addresses in an area of competence.

- (4) Consulting, either reimbursed or non-reimbursed. The degree to which the consulting was successful should be determined.

c. *Service to the Discipline*

- (1) Service to scholarly or professional societies. This category may include holding of office, editing proceedings, reading non- research papers, organizing a local meeting of a regional, national, or international organization, and other beneficial services to such organizations. In those disciplines in which professional registration or certification is available, faculty members are expected to seek such recognition as a positive means of identifying with their discipline and indicating a willingness to meet the highest professional standards of their discipline.
- (2) Service as editor for a scholarly journal in the field.
- (3) Service as referee for a scholarly journal in the field.
- (4) Service as referee for a granting agency.

B. Requirements for Ranks

Having determined the nature of teaching, research and service evaluation, the following requirements for promotion and appointment in academic rank may be understood.

1. Professor

Those appointed or promoted to this rank, which is one of the highest honors the University can bestow, are teacher-scholars of established national standing* who have made recognized contributions to the university and to their disciplines. Although few will excel equally in all three areas of teaching, research, and service, candidates must show clear and convincing evidence of high levels of attainment sustained over a period of years in criteria appropriate to their work assignments and the mission of their units. Although refereed publications in appropriate journals with international circulation constitute a form of external evaluation of research of the highest level, explicit external peer evaluation of research must be obtained for promotion to professor.

**("national standing" is defined in Section IV of this document.)*

2. Associate Professor

Candidates must show clear and convincing evidence of emerging stature as authorities in their discipline. They will not have achieved the stature required of professors in the criteria appropriate to their work assignments, but they should have achieved sufficiently to offer convincing evidence that they do, indeed, possess the requisite potential. One critical sign of this potential is the demonstration by the candidates of a sense of consistency and growth in their work and a likelihood of sustained and continuing excellence.

3. Assistant Professor

Appointment or promotion to the rank of Assistant Professor requires evidence of promise in teaching, research, and service. No time in a lower rank is required. Except in the most unusual circumstances, a terminal degree is required.

4. Instructor

Appointment to the rank of instructor is based on evidence of promise in teaching. Instructors will normally be expected to hold master's degrees in their areas of specialization.

5. Joint Faculty Appointments

A faculty member holding joint appointment in two tenure-recommending departments or academic units should possess all rights and privileges pertaining to faculty membership in both departments. In the event a joint appointee is paid in equal amounts by each department or unit, he/she shall select at the beginning of the first academic year of his/her initial joint appointment contract which department is considered to be his/her home department during the remainder of the joint appointment unless at the beginning of a subsequent academic year, all parties agree in writing to a change. For additional information see section 8.5 of the *Faculty Handbook*: “Faculty Members with Positions Budgeted in One Department but Who Have Formal Responsibilities or Duties Outside of That Department.”

When serving on a college or university committee, the faculty member entitled with evaluative rights in a department must recuse himself or herself of any voting privileges while a member of that department is under question (such as for tenure or promotion).

C. Promotion and Tenure (see Chapter 9, University Faculty Handbook, 09/02/04)

1. Tenure

Since tenure is granted as a faculty member in an academic department, the award of tenure does not imply continuance in any full-time or part-time administrative position, nor does it imply continuance of any specific work assignment within or outside the department in which tenure is granted. Thus, there is no eligibility for tenure for administration.

Tenure Assessment (also known as a Third-Year Review) is the process through which academic departments assess and evaluate the progress of faculty members toward an award of academic tenure. A positive Third-Year Review constitutes either an absolute or a qualified departmental vote of confidence. The renewal of an employment contract or a successful tenure assessment is not a promise or guarantee of tenure or of continued employment of any type or duration. Negative tenure assessments constitute notice that progress toward tenure is unsatisfactory. Negative tenure assessments may justify the non-renewal of employment contracts at the discretion of the President upon the recommendation of the Provost and the Vice President for Research and Economic Development.

Only faculty members who hold the rank of assistant professor, associate professor, or professor whose titles do not imply impermanence are eligible to be considered for tenure. Only under exceptional circumstances may assistant professors be considered for tenure if they are not simultaneously being considered for promotion to the rank of associate professor.

At USM, tenure recommendations will normally be made during the candidate's sixth year of full-time contractual services at this institution, to take effect at the beginning of the next contract year. At the request of the candidate and with the concurrence of the governing body of the person's academic unit, the departmental chair, and the dean, the recommendation may be deferred to the seventh year. Thus, by the end of six years in a tenure-track position, a faculty member normally will be recommended for tenure or awarded a terminal contract for the seventh year.

In rare cases, faculty appointments may be made whose terms and conditions of tenure will differ from those stated in the Faculty Handbook. In those circumstances, the precise terms and conditions will be stated in writing and copies given to both the prospective faculty member and the institutional administrative supervisor prior to the signing of the appointment

contract. These conditions must be approved by the President of the University, upon recommendation of the department chair, the dean, and the appropriate vice presidents, and may include credit for prior professional experience. For a full discussion of the rules governing prior credit see section 9.6 “REQUIREMENTS FOR ACADEMIC TENURE” of the Faculty Handbook.

2. Promotion

There is no required minimum number of years of service for candidates to be promoted to the rank of assistant professor. In cases involving promotions from assistant professor to associate professor and from associate professor to professor, candidates must serve at least five (5) years in the lower rank, thereby making a recommendation for promotion permissible during the fifth year of service in the lower rank and an approved promotion effective at the beginning of the following academic year.

In computing time in rank at the University for purposes of promotion, professional experience, and/or time in rank at another institution of higher learning may be considered if specified in the faculty member’s contract at the time of employment.

3. Preparation of a Dossier (see also Sections 9.5 and 9.7, Faculty Handbook)

The applicant with the assistance of the departmental chair shall construct a dossier. In addition to the applicant’s educational credentials and work history, the dossier should contain the following:

- a. All citations of published works shall be complete, specifying at least the beginning pages, and the publication shall be described, specifying type of publication (book review, conference proceedings, research note, full-length research paper, review article, published technical report), scope of publication (state, regional, national or international), and method of selection of manuscripts (by editor, by editor on advice of referees, by conference referee, etc.). Co-authors shall be explicitly listed.
- b. Copies of the “Report of Annual Evaluation” for each year of employment at USM as well as the Third Year Review reports of the departmental tenure committee and chair/director must be included.
- c. Such other materials should be included as are necessary to demonstrate the applicant’s professional competence and activity in each of the three areas of teaching, research, and service. It is the duty of the candidate, with the assistance of the departmental chair, to present evidence of the candidate’s competence.

4. Tenure and Promotion Proceedings

For a discussion of the rules governing tenure and promotion proceedings see Section 9.7 “TENURE PROCEEDINGS” and Section 9.5 “DEPARTMENTAL PROMOTION PROCEEDINGS” of the Faculty Handbook.

5. The College Advisory Committee

- a. The College Advisory Committee is composed of tenured Associate Professors and tenured Professors elected by secret ballot by the full-time faculty of the College. University administrative officers serving as President, as Provost, as vice presidents, or as departmental chairs within a college may neither vote in elections nor sit as members or ex officio members of College Advisory Committees. Each department in the College of Education and Psychology shall be entitled to at least one representative elected for three year terms.

Representatives' terms shall be staggered so that approximately one-third of the College Advisory Committee will change each academic year. Departments with 15 or more full time equivalent teaching positions shall be entitled to one additional representative. Each three-year term of service for a given representative must be followed by at least one year of absence from the committee prior to the representative being eligible for re-election. When elections are held for the departments whose membership is changing, these elections must be completed by April 15 preceding the next academic year. Terms of faculty representatives shall begin with the organizational meeting of the Committee in May and end with the adjournment of the meeting immediately preceding the organization meeting at the end of their terms.

- b. Members of the committee may participate in consideration of applications from their departments; however, they are not permitted to vote on these applications. They should, in the event of their own application, recuse themselves from all participation. Members who hold the rank of Associate Professor may not vote on applicants applying for Professor.
- c. The Dean may seek the advice of College Advisory Committees on any personnel matter. The regular functions of College Advisory Committees, however, are:
 - i. To monitor departmental guidelines for promotion and tenure to ensure that they are in harmony with college policies and that means of evaluation are consistent throughout the college.
 - ii. To review all departmental recommendations on promotion and tenure, ensuring that both the substantive and procedural policies of departments and the college have been followed.
 - iii. To review the merits of recommendations for promotion and tenure, and submitting personnel decisions to the dean.
 - iv. To advise academic deans on grievances from academic staff members regarding departmental evaluations, tenure reviews, and personnel recommendations;
 - v. To perform such other duties within their authority as may be required in the personnel documents of the respective colleges.
 - vi. To approve amendments to this document according to Section V. of this document.

6. Appeals

The procedure for appeals is that established by the Faculty Handbook. In the event of an appeal, members involved in reviewing the file of the candidate in question will continue to serve through the review process.

IV. Definitions A. National

As used in this document, the word "National" shall refer to activities that take place on a national scale such as the publication of papers that are read by peers over the entire country, the presentation of papers at meetings attended by peers from over the entire country, or significant leadership involvement in professional organizations with representation from the entire country.

B. Terminal Degree

As used in this document, the term "terminal degree," is defined under the rules as set forth in the Faculty Handbook.

C. Department

In this document “department” is understood to mean all academic units; that is, all departments, divisions, schools, centers, and institutes whose original charters grants them the right to make tenure and promotion recommendations.

V. Applicability of Document.

In case of conflict between this document and the university statement on tenure and promotion policies, the university document will prevail.