THE UNIVERSITY OF SOUTHERN MISSISSIPPI®

SCHOOL OF LIBRARY AND INFORMATION SCIENCES

POLICIES AND PROCEDURES

Stacy L Creel — September 1, 2026
Director — Date

September 1, 2026
Dean — Date

Lance Nail — September 1, 2026
Provost — Date

SCHOOL OF LIBRARY AND INFORMATION SCIENCE POLICIES & PROCEDURES

MISSION, VISION, AND VALUES

Mission

The Mission of the School of Library and Information Science (SLIS) is to prepare a diverse population of qualified professionals for roles in libraries, archives, and other information environments. Through evidence-based active learning, students gain appropriate knowledge, applied scholarship, and skills to serve the information needs of their diverse communities.

Values

Student-centered learning: We are committed to cultivating an active, student-centered learning community.

Diversity: We prepare professionals to serve the information needs of diverse communities, promote equitable access to information, and address barriers that impede access to library and information services, as aligned with accreditation and nondiscrimination standards.

Intellectual freedom: We embrace the ideals of intellectual and academic freedom and strive to nurture an open, respectful learning environment for the free exchange of ideas.

Service: Because we believe that it is a core of the profession, we support service at all levels and encourage ongoing professional development as a means of enhancing skills and knowledge.

Community: We believe in creating, fostering, and participating in learning and research communities that span borders on state, national, and international levels.

Research: We believe that research is an essential part of scholarship, not just for the creation of new knowledge but also for the support of teaching and learning and the sharing of new knowledge with multiple communities of interest.

Assessment: We embrace a culture of assessment and evaluation that drives continuous improvement in course delivery, curriculum, and life-long learning.

PART I: ORGANIZATIONAL STRUCTURE

A. School Personnel

1. Faculty

See Faculty Handbook §2.1 and §3 for University and IHL language regarding Faculty roles and responsibilities.

2. Director

See Faculty Handbook 1.7.2 for a description of the School Director. Although there is not a strict term limit for the Director, this appointment will be reassessed in the fall semester following ALA accreditation.

3. Assistant Director

Not applicable.

4. Associate Director

The School Director, in collaboration with the Dean, will select a tenured faculty member to serve as Associate Director. The role of the Associate Director is to carry out duties delegated by the Director and to represent the Director in the Director's absence. Duties of the Associate Director are determined through negotiation between the Director and the Associate Director and are approved by the Dean. The Associate Director serves as a member of the School Leadership Committee and assists with the development and implementation of School initiatives. Specific responsibilities are delegated by the Director in coordination with the Dean and may include duties such as coordinating programmatic assessment, assisting with the management of accreditation, course scheduling, hiring and assigning GAs and adjunct faculty, and management of webpages and social media. Associate Directors serve in a 12-month position for a five-year term (subject to renewal by the Dean & School Director). Although there is not a strict term limit for the Associate Director, this appointment will be reassessed in the fall semester following ALA accreditation.

5. Program Coordinators

To assist with curriculum development, outreach, and university assessment practices, SLIS employs program coordinators in the following four areas: Graduate Certificate in Special Collections and Archives, Graduate Certificate in Youth Services and Literature, Master of Library and Information Science (MLIS), and Bachelor of Science in Library and Information Science. Coordinators must be permanent members of the faculty. Although there is not a strict term limit for Program Coordinators, these appointments will be reassessed in the fall semester following ALA accreditation.

5a. Graduate Program Coordinator

The Graduate Program Coordinator monitors the academic quality of graduate programming and coordinates assessment initiatives and assists the Director with reporting data on behalf of the School. The Coordinator advises a significant portion of graduate students and assists with recruiting efforts, while also serving as a standing member on the School Curriculum Committee, Admissions Committee.

5b. Undergraduate Program Coordinator

The Undergraduate Program Coordinator monitors the academic quality of undergraduate programming and coordinates assessment initiatives on behalf of the School. The Coordinator serves as the primary advisor for all undergraduate students and assists with recruiting efforts, while also serving as a standing member on the School Curriculum Committee.

5c. Clinical Director

Not applicable.

5d. Student Support Specialist

Not applicable.

5e. Archives and Special Collections Certificate Coordinator

The Archives and Special Collections Certificate Coordinator monitors the academic quality of courses that count towards the certificate and coordinates with faculty that teach those courses while also being responsible for assessment reporting relating to the certificate (e.g. annual assessment reporting). The coordinator acts in collaboration with the Graduate Program Coordinator and Director and assists with recruiting efforts, while also serving as a standing member of the School Curriculum Committee.

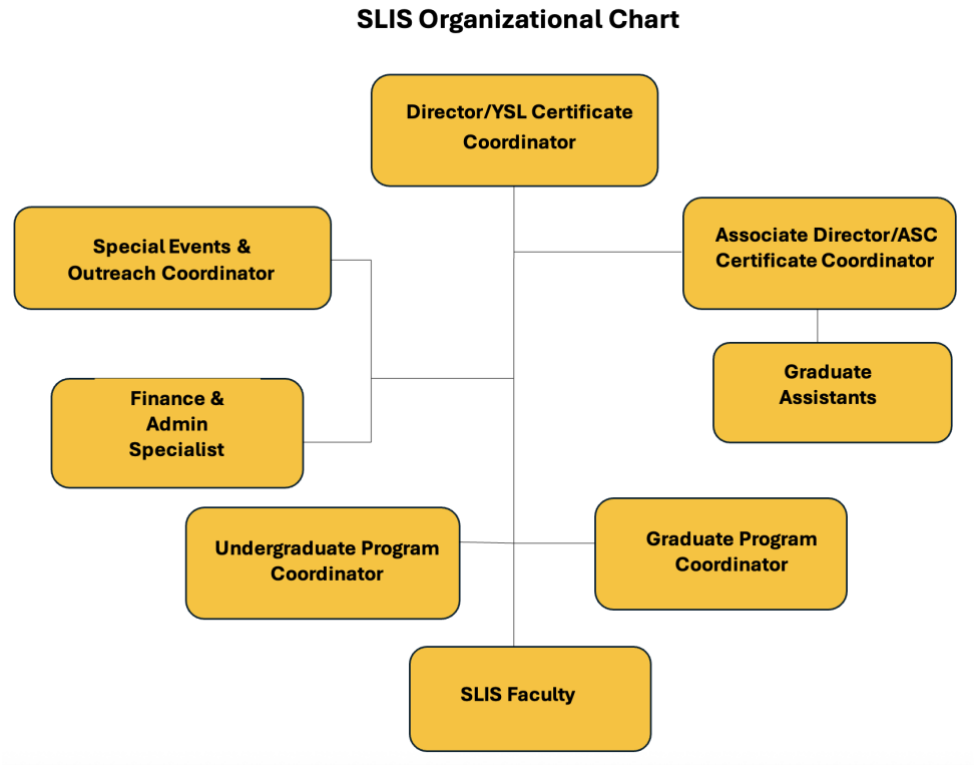
5f. Youth Services and Literatures Certificate Coordinator

The Youth Services and Literatures Coordinator monitors the academic quality of courses that count towards the certificate and coordinates with faculty that teach those courses while also being responsible for assessment reporting relating to the certificate (e.g. annual assessment reporting). The coordinator acts in collaboration with the Graduate Program Coordinator and Director and assists with recruiting efforts, while also serving as a standing member on the School Curriculum Committee.

6. Professional or Specialized Staff

In addition to the Director and the Associate Director, SLIS employs two administrative staff who assist with the day-to-day operations of the School: 1) a Finance and Administration Specialist oversees all budget matters relating to SLIS, including contracts, faculty grant awards, travel reimbursements, and the School's operations budget and 2) the Assistant to the Director, Special Events and Outreach that manages the School's digital accounts, recruitment, and oversees the annual Fay B. Kaigler Children's Book Festival.

B. Organizational Structure of the School



Membership in the regular faculty is by virtue of appointment to the Corps of Instruction of the University of Southern Mississippi (see the Faculty Handbook, 2.1). Individuals holding a full-time, teaching-track, tenured, or tenure-track appointment within the School are considered voting members of the faculty. Voting members have voting privileges and may serve on School committees. Individuals holding appointments within the School who do not meet criteria for voting membership are defined by the Faculty Handbook (2.0) and include adjunct, Emeritus, and some non-tenure track appointments (e.g. Visiting Faculty). Non-voting members do not have voting privileges but may serve on School committees in an advisory capacity. School faculty meetings are conducted on a monthly basis during fall and spring semesters.

C. School Standing Committees

REQUIRED SCHOOL STANDING COMMITTEES

1. Leadership Team

The School of Library and Information Science Leadership Team is an advisory body charged with participating in strategic planning for the School, reviewing School priorities and ongoing initiatives (long-and short-term goals), and providing input on budget allocations to School priorities, including reviewing budget reallocations and budget adjustments. Membership may include the Director, Associate Director, Graduate Coordinator, and Undergraduate Coordinator. The Director leads this team. Meetings of the Leadership Team occur as needed throughout the semester. Terms of service are associated with the position held.

2. Curriculum Committee

The School Library and Information Science Curriculum Committee is charged with evaluating proposed undergraduate and graduate curriculum changes submitted by programs and/or faculty. The Curriculum Committee provides endorsement to proposals, which then are distributed to the faculty to approve; proposals then are routed to the Director and to the College-level Curriculum Committee (and onto respective Councils and the Provost) for approval. The Curriculum Committee is comprised of the Director, Associate Director, Undergraduate Coordinator, and Graduate Coordinator. The School of Library and Information Science Curriculum Committee meets as needed in coordination with the College-level Curriculum Committee to schedule timely proposal, review, and vote on curriculum proposals.

3. Faculty Evaluation Committee

Each academic year, the School will choose from one of three governance options (see Chapter 4 of the Faculty Handbook) for faculty evaluations. Once an option is selected, that method serves as the evaluative unit of the University. FECs are elected annually and constituted from among promoted full-time faculty members of the School. This election occurs at a faculty meeting and is accomplished by means of a secret ballot.

4. Graduate Admissions Committee

The Graduate Admissions Committee is comprised of the Director, Associate Director, graduate program coordinator, and one faculty representative from the School of Library and Information Science. Both teaching-track and tenure-track faculty are eligible to serve as the faculty representative. Membership is appointed by the Director.

5. Scholarship and Awards Committee

The Scholarship and Awards Committee is comprised of three faculty members from the School of Library and Information Science, including both teaching-track and tenure-track faculty. Membership is appointed by the Director. Committee members appoint a chair each year.

6. Fay B. Kaigler Children's Book Festival Steering Committee

The Fay B. Kaigler Children's Book Festival Steering Committee is comprised of the Director, Festival Coordinator, a SLIS faculty member, the Head of Special Collections, and the Curator of the deGrummond Children's Literature Collection.

D. School Ad Hoc Committees

8. Promotion and Tenure Committee

The School Promotion and Tenure Committee reviews the dossiers submitted by faculty for pre-tenure review and consideration of tenure and/or promotion. The membership of the School Promotion Committee includes School faculty holding rank equal to or higher than the rank being considered. Only tenured faculty serve on tenure-track promotion committees, whereas both promoted teaching and tenured faculty may serve on teaching-track promotion committees. The School Promotion and Tenure Committee must include a minimum of three faculty; if the School does not have three eligible faculty to serve, in consultation with the Dean's office, a faculty member may be selected from the College to serve on the committee instead. The chair of the committee is determined by majority vote of the committee. More information about USM policies for School Promotion and Tenure Committee requirements can be found in section §1.10.2 (pages 5-6) of the Faculty Handbook.

9. Other

Depending on the current needs of the School, faculty may be asked to serve on additional committees.

E. Representation on College- and University-level Bodies

1. College of Education and Human Sciences (CEHS) Committees

- **College Curriculum Committee:** The Associate Director represents the School on the College Curriculum Committee.
- **College Promotion and Tenure Committee**: Each School has a representative on the College Promotion and Tenure Committee. Representatives are elected by the Corps of Instruction of the School.
- **Dean's Advisory Council:** The Dean's Advisory Council is comprised of the Associate Deans, the School Directors, one elected faculty member from each school, two elected staff members from the college, one graduate student and one undergraduate student from the college. DAC members may serve staggered three-year terms.
- **Dean's Executive Council**: The Dean's Executive Council is comprised of the Associate Deans and the School Directors. The Council meets bi-weekly. This committee's duties include

regularly reviewing and updating college policies and procedures, facilitating dialogue and collaboration among college constituents, and avoiding duplication of efforts managing continuous improvement initiatives for the college.

- **College Scholarship and Awards Committee**: The Scholarship and Awards Committee establishes and administers college-level awards for faculty and staff. It is composed of one faculty representative per school elected from the Corps of Instruction and at least one staff member per college. Committee members are elected by their peers for one to three-year terms, as determined by the college.

2. University Committees

The University operates under the principle of shared governance and faculty may be elected to serve on one of the major governing bodies or other representative/advisory bodies. Specific responsibilities of each university committee are outlined in the Faculty Handbook §1.8.

- Council of Directors
- University Promotion & Tenure Committee
- Graduate Council
- Undergraduate Council
- Faculty Senate
- Grade Review Council
- Professional Education Committee
- Institutional Review Board
- University Research Advisory Council

F. Statement of Shared Governance Principles

See Faculty Handbook §1.8, §3.2, and §3.5 for institutional statements on shared governance.

The faculty of the School of Library and Information Science affirm the principles of shared governance, including transparency and accountability in School operations. Faculty meaningfully participate in academic planning and curriculum processes within the School and take an active role in governance at the School, College, and University levels and are responsive to wider initiatives and impacts that have a direct bearing on the School. Faculty will be involved in selecting and evaluating leadership in the School in accordance with the Faculty Handbook and the School complies with all university commitments towards shared governance as stated in sections §1.8, §3.2, and §3.5 of the Faculty Handbook.

G. Processes for Amending and Reviewing this Document

This Policies and Procedures document will be adopted through School-wide election by a simple majority of the voting members of the faculty. The Dean and Provost provide final approval of these documents.

The College of Education & Human Sciences will adopt a staggered 3-year revision schedule for revisions to this document. Schools eligible for revisions will submit all final edits to their Policy and Procedure documents to the Dean for review no later than mid-April. Schools will be expected to utilize the university-approved template.

During the revision year, the Director will appoint a School-level, standing ad hoc, policy and procedures committee. The ad hoc committee will review policies and engage faculty and school leadership in the revision process. If substantive changes are considered, the Dean may engage the Associate Director Committee to provide guidance and to ensure documents retain consistency within the College. Following a preliminary review from the Dean, the final approval of the revised document will include a vote by the majority of the faculty. The Dean and Provost will provide final approval of these documents.

The School of Library and Information Science will be eligible to revise this document beginning in AY 2029-2030 and every three years thereafter.

PART II: WORKLOAD POLICY

A. General Expectations for Faculty Workload

See Faculty Handbook §3.5.1 and §4.2 for institutional guidelines regarding workload expectations.

B. Three-credit Course Equivalents (if applicable)

The School Director will determine course equivalency and establishes workload annually as required by the University.

C. School Standards for Allocating Workload

The standard teaching load for non-tenure track faculty is 4 courses or 12 credit hours in both fall and spring semesters as scheduled by the School Director. The standard load for tenure-track faculty is 4 courses or 12 credit hours in both fall and spring semesters as scheduled by the School Director. A one course, research reassignment is allocated by the Director to research active, tenure-track faculty. As resources permit and subject to approval of the Dean, the Director may grant new tenure-track faculty a course reassignment within their first year.

D. Workload Modification or Reassigned Time

The Director and Associate Director are each granted an additional course reassignment in order to fulfill the administrative functions associated with their roles. Additional information can be found in The Faculty Handbook.

E. Sabbaticals and Other Approved Leave

See Faculty Handbook §3.6.3.

PART III: ANNUAL EVALUATION GUIDELINES

See Faculty Handbook §4.4–§4.5 and the **Office of the Provost website** for annual evaluation guidelines and policies.

A. Shared Annual Evaluation Expectations (All Faculty Ranks)

1. General Expectations for Faculty Performance

Essential to the University's mission is the recruitment, recognition, and retention of faculty members who contribute to the overall success and vision of the University through excellence in teaching, service, research and scholarship. The following guidelines take into account the need for uniform policies throughout the University, but also recognize that disciplinary variations necessitate a certain level of autonomy within schools.

Faculty Collegiality Statement

Collegiality implies active participation within the unit and a willingness to work with colleagues in a collaborative and cooperative manner while respecting their academic freedom. Faculty are expected to demonstrate a continuing pattern of respecting and working well with peers, students, and staff.

Faculty Engagement Statement

Engagement is an essential dimension of institutional health, growth and well-being. All stakeholders—students, faculty, staff, and administration—are expected to engage in actions that maintain and, where possible, advance the mission and goals of the University.

Research Quality Statement

While SLIS values and is committed to recognizing research in all of its forms, it is important that faculty maintain a commitment towards quality that can be measured qualitatively and quantitatively.

For annual review, tenure and non-tenure track faculty are held to the same expectations in the areas of teaching and service. Research expectations for tenure-track faculty are outlined in Part III, Section B below.

Teaching (all faculty)

Teaching and student learning are central to the mission of the School of Library and Information Science and the College of Education and Human Sciences. All faculty members are expected to have demonstrated teaching competency in assigned courses, continuous growth in the subject field, and ability to organize material and convey it effectively to students. Teaching includes not only formal classroom instruction but also the advising and mentoring of students. As an online program, it is imperative that faculty are responsive to students in class and via email.

(1) **Meets expectations**

- Student evaluation score that meets rubric requirement of 4.5 (see appendix A)
- Meets minimum requirements on peer teaching evaluation (see Appendix A)
- Faculty e-Portfolio contains required elements and is updated (i.e. CV, teaching philosophy)
- Documented use of high impact practices

(2) **Does not meet expectations**

- Student evaluation score that does not meet rubric requirement of 4.5 (see Appendix A)
- Does not meet minimum requirements on peer teaching evaluation (see Appendix A)
- Faculty e-Portfolio does not contain required elements and is not updated (i.e. CV, teaching philosophy)
- No documentation of high impact practices

(3) **Exceeds expectations**
- Student evaluation score of 4.75 or higher (see Appendix A)
- Meets minimum requirements on peer teaching evaluation (see Appendix A)
- Faculty e-Portfolio contains required elements and is updated (i.e. CV, teaching philosophy)
- Documented use of high impact practices
- One of the following must be present:
  - Demonstrated participation and application of professional development in teaching
  - Grants related to instruction
  - Honors or awards relating to teaching accomplishments

Service (all faculty)

Service refers to the function of faculty applying academic expertise for the direct benefit of external audiences in support of SLIS, College, and University missions. The School of Library and Information Science values service to society as well as to the University, College, and School, as well as to professional disciplines and organizations. Service may include applied research, service-based instruction, program and project management and technical assistance. SLIS recognizes that service activities may be limited during the probationary period in order for the faculty member to meet teaching and research obligations.

Service to the University includes, but is not limited to: participating in School, College, or University committees and developing, implementing or managing academic programs or projects. All faculty members within the School are expected to participate in faculty meetings and to support the SLIS strategic plan. Service to the profession includes, but is not limited to: offices held and committee assignments performed for national, regional, or state professional associations and learned societies, development and organization of professional conferences, editorships and review of manuscripts in journals, and review of grant applications.

(1) **Meets expectations**
- Serves and reports on appointed and/or elected committees at the School, College, and University level; regularly attends faculty meetings; serves the profession and School through participation in relevant organizations, committee work, and reviews; mentors assigned students in LIS 695/LIS 661/LIS 489 (See Appendix C)

(2) **Does not meet expectations**
- Does not agree to serve on appointed and/or elected committees at the School; does not regularly attend or is frequently late to faculty meetings; does not serve the profession and School through participation in relevant organizations, committee work, and reviews; does not mentor assigned students in LIS 695/LIS 661/LIS 489 (See Appendix C)

(3) **Exceeds expectations**

- Takes on leadership roles for USM and/or professional committee work; serves on thesis or dissertation committees; teaches service courses that help meet the School's needs; mentors assigned students in LIS 695/LIS 661/LIS 489 leading to co-publication with students (See Appendix C)

2. Annual Evaluation Procedures and Timeline

As stated in Faculty Handbook §1.10.2, eligible faculty vote each academic year to determine whether annual evaluations will be conducted by the Director, a faculty committee, or a combination of both. See Faculty Handbook §4.4–§4.5 and the Office of the Provost website for annual evaluation guidelines as well as the submission process in Watermark-Faculty Success.

At the first faculty meeting for the fall semester, the faculty will vote by secret ballot to determine which of the three annual evaluation options it will use for the academic year. Whatever the option selected, evaluation materials are outlined by the Provost's Office and submitted using the Portal each year.

Faculty are expected to submit materials as defined by the University and in consideration of University deadlines. Each member of the FEC is evaluated by the other members of the committee. The School Director is evaluated for all work-related categories, including administrative performance, by the Dean and not by the other members of the FEC, based on specifications outlined in the relevant school-level documents. The Associate Director is reviewed by the FEC (if selected) in the areas of teaching, research/creative activities, and non-administrative service, while administrative performance is evaluated exclusively by the Director. Faculty are rated on a three-point scale ("Meets Expectations", "Does not Meet Expectations," and "Exceeds Expectations) in the areas of Teaching, Research (for tenure-track), and Service. Evaluation metrics can be found as appendices at the end of this document. See the USM Faculty Handbook for details about additional policies and procedures regarding annual evaluations. In some circumstances, the Director and Associate Director may negotiate with the Dean for adjustments for research expectations.

3. Discrepancies and Appeals

See Faculty Handbook §4.5.2 and §7 for institutional policies regarding grievances and appeals.

B. Rank- or Appointment-Specific Guidelines

For tenure-track faculty the research expectations for annual review are as follows:

Research

In accordance with USM's status as a Carnegie R1 "very high research" university, the School of Library and Information Science acknowledges that scholarship and the creation and production of research are crucial to the advancement of knowledge. Given the interdisciplinary nature of the LIS discipline and the backgrounds of the faculty, the School is committed to recognizing research in all of its forms.

1) **Meets expectations**
    - Tenured and Tenure-track faculty should have one significant artifact completed and evidence of a second one underway to reach a total of 1.25 contributions per year. Examples of significant artifacts include: peer reviewed/juried articles, book chapters, books, and edited volumes (the .25 value is calculated based on the completion of additional artifacts detailed in Appendix).
2) **Does not meet expectations**
    - Faculty does not produce 1.25 significant contributions.
3) **Exceeds expectations**
    - Faculty exceeds 1.25 significant contributions and shows exceptional progress towards additional research productivity. While teaching-track faculty are not required to produce research as part of their job duties, they can receive "exceeds expectations" for producing any 2 of the following: peer reviewed article, national/international publication, book chapter, conference paper, professional article, refereed/juried presentation, invited presentation, grant submission. (see Appendix B)

Non-tenure track Faculty Research Expectations
Non-tenure track faculty are not required to do research; however, non-tenure track faculty that complete two or more artifacts described in Appendix B automatically get an "exceeds" on research in their annual review. Non-tenure track faculty that do not produce research are not evaluated in the research category; however, non-tenure track faculty interested in earning promotion, will be held to the standards for research productivity outlined in the rubric found in Part IV Section C. Non-tenure track faculty members' commitment to research is also reflected through staying current with trends in the field and updating the curriculum accordingly.

PART IV: PROMOTION AND TENURE GUIDELINES

The School's standards for promotion and tenure are grounded in disciplinary norms, consistent with practices at peer institutions, and aligned with the University's mission.

A. Institutional Requirements and Guidelines

See Faculty Handbook §5 and the Office of the Provost website for institutional requirements regarding eligibility, timeline, procedures, and roles:

- Required timeline and stages of review, including pre-tenure (§5.2), promotion (§5.3), and tenure years (§5.4).
- Composition and confidentiality of the School Promotion and Tenure Committee (§1.10.1)
- External review procedures and evaluator selection (§5.5).
- Sequential review process and reporting responsibilities of the Director, Dean, Provost, and President (§5.8.1.2).
- For current formatting requirements, see the Faculty Handbook (appendices) and the Office of the Provost website.

B. Tenure

The probationary period for tenure-track faculty is five years, and all tenure-track faculty are required to apply for tenure and promotion in year six, unless they received early promotion in year five; in the case of early promotion in year five, the candidate must still pursue tenure in year six. In order to successfully be awarded tenure, faculty candidates must meet the requirements for promotion and show a trajectory for continued excellence in research, teaching, and service, including adherence to the collegiality and engagement standards outlined in Part III, Section A of this document. Tenure is further defined in the USM Faculty Handbook.

C. Rank-Differentiated Criteria for Faculty Productivity

1. Non-Tenure Track Faculty

a. Promotion to Associate Teaching Professor/Lecturer

Teaching

Evidence of sustained teaching effectiveness with a pattern of high-quality teaching to include such indicators as observations of teaching which note exceptional performance, course evaluations that exceed the departmental average, recordings of exceptional teaching examples, teaching awards received (or nominations), teaching grants received, etc. is necessary for promotion in rank. Faculty should aim to incorporate high impact practices that are observable on peer evaluation as well as a commitment to staying current with trends in the field and updating the curriculum accordingly.

Research

The research expectations for promotion in rank includes two artifacts from the rubric below, including such items as professional or academic articles, book chapters, book reviews, presentations (university, conference, or professional settings), and community-based service-learning projects. In addition to artifacts produced that are described in the rubric below, candidates' commitment to research is reflected through staying current with trends in the field and updating the curriculum accordingly.

Service

Evidence of sustained service is necessary for promotion in rank to Associate Teaching Professor/Lecturer (e.g. community engagement, service on School, College and University committees).

b. Promotion to Teaching Professor/Senior Lecturer

Teaching

Evidence of ongoing sustained teaching effectiveness with a pattern of high quality teaching to include such indicators as observations of teaching which note exceptional performance, course evaluations that exceed the departmental average, recordings of exceptional teaching examples, teaching awards received (or nominations), teaching grants received, etc. is necessary for promotion in rank. Faculty should aim to incorporate high impact practices that are observable on peer

evaluation as well as a commitment to staying current with trends in the field and updating the curriculum accordingly. The expectation for promotion is that the applicant provides evidence (or submitted evidence) of successful contributions in the area of curriculum development, examples of how one has incorporated high impact practices in the classroom, and/or evidence of exceptional efforts toward student mentorship.

Research

The research expectations for promotion in rank includes two artifacts from the rubric below, including such items as professional or academic articles, book chapters, book reviews, presentations (university, conference, or professional settings), and community-based service-learning projects.

Service

Evidence of sustained service is necessary for promotion in rank to Teaching Professor/Senior Lecturer (e.g. community engagement, strong record of participation on School, College and University committees). This includes evidence of leadership role(s) on School, College, or University committees or demonstrated leadership in the School (e.g. program coordination, study abroad participation, Honors College engagement, etc.).

2. Tenure Track Faculty

a. Promotion to Associate Professor

Teaching

Evidence of sustained teaching effectiveness with a pattern of high-quality teaching to include such indicators as observations of teaching which note exceptional performance, course evaluations that exceed the departmental average, recordings of exceptional teaching examples, teaching awards received (or nominations), teaching grants received, etc. is necessary for promotion in rank. Faculty should aim to incorporate high impact practices that are observable on peer evaluation as well as a commitment to staying current with trends in the field and updating the curriculum accordingly.

Research

The research expectations for promotion in rank includes six artifacts from the rubric below, including such items as professional or academic articles, book chapters, book reviews, books, grants, etc.

Service

Evidence of sustained service is necessary for promotion in rank to Associate Professor (e.g. community engagement, strong record of participation as reader on student projects, service on School, College and University committees, etc.).

b. Promotion to Full Professor

In addition to meeting the criteria outlined below, candidates seeking full Professor must procure three external letters of support from scholars well-equipped to evaluate the faculty candidate in the areas of teaching, research, and service. Working with the Director, faculty should identify potential external evaluators from peer LIS institutions of their choice so long as they a) hold tenure and the rank of full Professor b) have no conflict of interest with the faculty member.

Teaching

Evidence of ongoing sustained teaching effectiveness with a pattern of high-quality teaching to include such indicators as observations of teaching which note exceptional performance, course evaluations that exceed the departmental average, recordings of exceptional teaching examples, teaching awards received (or nominations), teaching grants received, etc. is necessary for promotion in rank. Faculty should aim to incorporate high-impact practices that are observable on peer evaluation as well as a commitment to staying current with trends in the field and updating the curriculum accordingly. The expectation for promotion is that the applicant provides evidence (or submitted evidence) of successful contributions in the area of curriculum development, examples of how one has incorporated high-impact practices in the classroom, and/or evidence of exceptional efforts toward student mentorship.

Research

The research expectations for promotion in rank includes 12 artifacts from the rubric below, including such items as professional or academic articles, book chapters, book reviews, books, grants, etc. . Contributions utilized for promotion from Assistant to Associate Professor may be counted towards the total number required.

Service

Evidence of sustained service is necessary for promotion in rank to Professor (e.g. community engagement, strong record of participation as reader on student projects, service on School, College and University committees). This includes evidence of leadership role(s) on School, College, or University committees or demonstrated leadership in the School (e.g. program coordination, study abroad participation, Honors College engagement, etc.).

Research Quality Statement

While SLIS values and is committed to recognizing research in all of its forms, it is important that faculty maintain a commitment towards quality that can be measured qualitatively and quantitatively. *Candidates should be prepared to provide metrics to address the quality of their peer-reviewed research.* Metrics that may be used to assess quality include but are not limited to: originality of the research, journal rankings, acceptance rates, journal impact factor scores, peer reviewer comments, citation counts, external reviewer letters, positive book

reviews, etc. As quality can vary by journal, it is advised that candidates strive to either research the journal quality prior to submitting or have more than the required five peer-reviewed articles. Faculty *must* include a statement about the quality of their research as part of their materials for tenure and promotion.

The following are required for promotion to the rank of Associate (teaching or tenure-track) Professor:

Non-Tenure Track	Tenure Track	**Research Criteria**
Required Evidence		
	*	5 articles in peer-reviewed journals (one of which must be first author)
*	*	1 additional artifact or equivalent (see "additional artifacts criteria")
Additional Evidence for Productivity and Quality (optional)		
	*	Demonstrated research focus/specialization with evidence of securing a regional/national reputation appropriate to the candidate's standing (e.g. conference presentations, invited talks, webinar presentations)
*	*	Conference Presentations[1]
*	*	Research Awards and Honors
Teaching Criteria		
Required Evidence		
*	*	Consistently strong student evaluations (including above 4.5 average on "presented material in clear manner" and "responsive to me individually")
*	*	Satisfactory Peer Review feedback on teaching
Additional Evidence for Productivity and Quality (optional)		
*	*	Grants for improving teaching
*	*	Participation in ACUE and other pedagogical initiatives that enhance teaching and evidence of application
*	*	Teaching awards
*	*	Consistently strong record of student advisement
Service Criteria		
Required Evidence		
*	*	Regular and consistent participation on School, College, and University committees and student mentorship
*	*	Strong record as second reader on LIS 695 research projects
Additional Evidence for Productivity and Quality (optional)		
*	*	Service to the profession (e.g. ALA, MLA, ACRL)
	*	Manuscript reviewer
*	*	Honors student advisement
*	*	Community engagement (related to USM, the School, or the profession)

[1] For non-tenure track faculty, any two of the following may count for the research requirement for the purposes of promotion: professional or academic articles, book chapters, book reviews, other written publications, or presentations in university, conference, or professional settings.

Additional Artifacts Criteria

While peer-reviewed journal articles feature as the leading indicator of scholarly activity and impact, SLIS recognizes that research appears in a variety of other formats. Each peer-reviewed journal article is worth one point and the additional point needed for promotion may be earned through the production of other kinds of artifacts. Given that research formats vary greatly in terms of length, reach, academic rigor, time to publication, and other considerations, faculty may earn the additional required point through any combination of the following:

Books (1-2 points)

Edited volumes where the faculty member served as primary editor and contributed an introduction count as one artifact. Textbooks based primarily on a synthesis of secondary literature count as one artifact. Single author monographs based on original research may count as two artifacts so long as the book: 1) is a minimum 150 pages in length 2) is published with a reputable publisher with a peer review process in place.

Book Chapters (1 point)

Book chapters will count as one artifact so long as they undergo peer review and appear in a scholarly publication (e.g. university press, academic trade press).

Grants (.25 to 1 point)

Grant awards up to $10,000 will count as .5 points; grants over $10,000 will count as 1 point. Unsuccessful grant applications will count as .25 (a maximum of two unsuccessful grants may be counted).

Non-peer Reviewed Publications (book chapters or articles) (.5 points)

Non-peer-reviewed publications are worth .5 points.

Book Reviews, Encyclopedia Articles (.25 points)

Book reviews and encyclopedia articles are each worth .25 points (a maximum of two book reviews or encyclopedia articles may be counted).

D. Discipline- or Program-Specific Expectations

Not applicable.

E. Pre-Tenure Review Expectations and Procedures

Deliberations of the School Promotion and/or tenure Committees will follow University guidelines (see Faculty Handbook §5.2). Faculty should aim to have at least two scholarly artifacts at pre-tenure review, and it is strongly recommended that one artifact be a peer-reviewed article. In the area of teaching and service, it is expected that faculty consistently earn scores of 4.5 or higher on student evaluations and participate in School, College, and University service as assigned.

F. Timeline and Process Guidance

See the USM Faculty Handbook §5.8.1.2 for additional information on timeline and process guidance.

Appendix A Annual Evaluation Teaching Rubric

	Exceeds Expectations	**Meets Expectations**	**Does not Meet Expectations**	**Comments**
Course Evaluations (Q. Instructor presented course material in a clear manner that facilitated learning)	4.75 or 95%	4.5 or 90%.	Below 4.5 or 90%.	
Course Evaluations (Q. Instructor was responsive to me individually (in-person, email exchange, Zoom, etc.)	4.75 or 95%	4.5 or 90%.	Below 4.5 or 90%.	
Peer Evaluation	Course indicates use of at least three active learning pedagogies: small group breakout, game, peer-to-peer feedback, flipped classroom, etc.	Video indicates use of at least one active learning pedagogies: small group breakout, game, peer-to-peer feedback, flipped classroom, etc.	Video does not indicate use of at least one active learning pedagogy	
Faculty Success		High impact practices and syllabi uploaded in Faculty Success	High impact practices and syllabi not uploaded in Faculty Success	
Other	Demonstrated participation and application of professional development in teaching; or grants related to instruction; or honors or awards relating to teaching accomplishments			

Minimum 2 in Exceeds Expectations with 0 in Does Not Meet Expectations = Exceeds Expectations
Two or more in Does Not Meet Expectations = Does Not Meet Expectations
*Five or more students must have completed an evaluation for the course to be included in annual evaluations
*Courses that faculty teach outside of SLIS (e.g. Honors College) will not be included in annual evaluations

Appendix B Annual Evaluation Research Rubric (Tenure-Track)

	Exceeds Expectations	Meets* Expectations	Does not Meet Expectations	Comments
Scholarly Activity	Publish two or more peer-reviewed articles OR publish one peer-reviewed and one academic/professional article OR publish one peer-reviewed article and present two or more juried presentations. [2]	Publish one peer-reviewed article in the previous academic year	Shows no evidence of current or planned scholarly activity	
Collegiality and Engagement	Provides peer mentoring and/or collaborates with colleagues on grant-writing, publications, presentations, etc.	Shows respect for the work of colleagues, contributing to a scholarly and civil environment and positive workplace culture.	Shows disrespect for colleagues' research, disparaging remarks about colleagues, lack of willingness to support peers	

* In order to receive "Meets Expectations", all tenure-track faculty must publish one peer-reviewed article per year. Faculty should be mindful about counting publications more than once (e.g. once when it is submitted and again when it is published) as these will be tracked by the Director or FEC.
"Exceeds" in both areas is required for overall "Exceeds Expectations"

[2] Non-tenure track faculty are not required to do research; however, non-tenure track faculty that do two or more of these items automatically get an "exceeds" in research. In addition to artifacts produced that are described in the rubric below, candidates' commitment to research is reflected through staying current with trends in the field and updating the curriculum accordingly.

Appendix C Annual Evaluation Service Rubric

	Exceeds Expectations	**Meets Expectations**	**Does not Meet Expectations**	**Comments**
Institutional Committees	Serves in a leadership role on University, College, and School Committees; Participates in exceptional service to the School through practicums, independent studies, out-of-load, etc.; Participates as Program Coordinator or Admissions Committee member	Serves on University, College, and School Committees as appointed and reports at faculty meetings; regular and timely attendance at faculty meetings, timely email response times	Fails to appear on appointed University, College, and School Committees; high rates of tardiness and absenteeism at faculty meetings, poor email response times	
Professional Organizations	Assumes leadership positions within appropriate professional LIS organizations; evidence of six or more manuscript or grant reviews for national/international organizations or journals.	Current membership on select professional organizations; evidence as reviewer for at least one manuscript or grant for scholarly publications and organizations	No evidence of membership on professional bodies or evidence as manuscript or grant reviewer	
Campus/ Community Service	Participates in appropriate service to USM and all of its entities *and* the surrounding communities in ways related to LIS and the profession	Participates in appropriate service to USM and all of its entities	Limited or no presence on campus or community	
Student Mentorship	Mentors students above and beyond minimum expectations (e.g. serving as faculty advisor for honors student or co-authoring papers with students)	Mentors assigned students (695/661/489, etc.); serves as reference and provides letters of support for graduating students; provides adequate feedback as reader on 695 projects; Adequately advises students	Shows little to no evidence of engagement with students; little to no feedback as reader on 695 projects	

Minimum 2 in Exceeds Expectations with 0 in Does Not Meet Expectations = Exceeds Expectations
Two or more in Does Not Meet Expectations = Does Not Meet Expectations