

**Department of Child and Family Studies
Tenure and Promotion Guidelines
Effective September 30, 2011**

RATIONALE

This document expresses the promotion and tenure expectations within the Department of Child and Family Studies, College of Education and Psychology, at the University of Southern Mississippi. This statement of expectations describes general requirements for promotion in rank and/ or tenure track of faculty members and is effective fall, 2011. The Department of Child and Family Studies tenure track faculty voted to adopt these guidelines at a departmental faculty meeting on September 30, 2011. Of the six tenure track faculty members, five were present at the meeting. The results of the vote are listed below:

Voting to Adopt 5 Voting in Opposition 0 Abstentions 0 Recusals 0

The following guidelines were developed in consideration of the College of Education and Psychology tenure and promotion guidelines in order to give direction and set specific standards for the faculty member in the tenure and promotion process. While intended to provide a reasonable framework of the standards for tenure and promotion, meeting the standards set out in these guidelines does not guarantee that a faculty member will achieve tenure and/or promotion. In some areas, mainly research and service, Department guidelines differ somewhat from College guidelines. The rationale for any Department deviations from College guidelines are contained in this document. These guidelines do not create any contractually binding obligations for the University of Southern Mississippi. Information set out in these guidelines does not replace, amend, or abridge policies of the Mississippi Board of Trustees of the State Institutions of Higher Learning.

The Department of Child and Family Studies abides by the tenure and promotion calendar published annually by the Provost's Office. Therefore, dossiers submitted after the published date for tenure, promotion, and pre-tenure submissions, will not be considered in that academic year. In addition, dossiers submitted without appropriate documentation as described in this document will not be considered for tenure, promotion, or pre-tenure assessments in that academic year.

MISSION

In alignment with the missions of the University and the College of Education and Psychology, the mission of the Department of Child and Family Studies is to educate and inspire students to improve the lives of children, families, and communities. The department emphasizes a systemic approach in preparing students to become a child and family human service professionals. Faculty members strive to promote a standard of professionalism that reflects scholarship, integrity, diversity, collaboration, dedication, service, and lifelong learning.

The Department of Child and Family Studies offers degrees at the baccalaureate and Master's level and has a limited number of tenure track faculty members. As a result, faculty members within the department lack access to resources available to units with doctoral programs. In addition, Department faculty members face high service expectations due to limited faculty

resources and a large percentage of junior faculty members. Applicants for tenure within the Department of Child and Family Studies are evaluated according to their responsibilities, negotiated in writing, with the program director (when applicable) and the departmental chairperson, utilizing departmental tenure and promotion guidelines. Faculty members seeking tenure must demonstrate sustained quality performance in the areas of teaching, research/scholarship, and service. Associate Professors in the Department are expected to provide higher levels of service in order to reduce the service requirements, whenever possible, for Assistant Professors completing their probationary period.

External Reviews

External review letters are required for promotion to the rank of Professor. Letters of support from three external reviewers should provide evidence that the applicant's work in the areas of teaching, research, and service has made a positive impact on the candidate's profession/discipline. The external reviewers need to indicate that they (a) are well-versed in the applicant's scholarly area, (b) are willing and able to make professional judgment about the quality of the scholarly activities in the applicant's packet, and (c) have no conflict of interest. The external referees cannot have a personal or mentor-mentee relationship with applicant. The external reviewers must have tenure and the minimum rank of Associate Professor at their respective institutions. The candidate should submit a list of a minimum of six (6) potential reviewers to the Department Chair who will then select three (3) reviewers to evaluate the candidate on the criteria listed above (teaching, research and service).

Timeline for Tenure and Promotion to Associate Professor

The guidelines for tenure and promotion to the rank of Associate Professor outlined in this document are based on the expectation that candidates will submit their tenure and promotion materials during their sixth (6th) year of employment or sooner if granted credit toward tenure. Only scholarly work completed while at USM will be considered, with the exception that if a candidate has been granted credit toward tenure or promotion, then any accomplishments from that time period should also be included. For example, if a candidate is granted two or three years credit toward tenure, accomplishments from that specific period of time should also be considered.

Candidates submitting materials after the sixth (6th) year should exceed the minimum guidelines referenced in this document. The requirements referred in these guidelines should be prorated for additional years of service for candidates seeking tenure and promotion to the rank of Associate Professor.

Teaching

The Guideline

Teaching and student learning are central to the mission of the Department of Child and Family Studies. Within the Department, faculty are responsible for preparing students to work with children and families in clinical and non-clinical educational, institutional, and human service settings. Knowledge, skills and dispositions necessary for successful professional practice are

developed through intensive laboratory, practicum, and internship learning experiences. The Department recognizes both classroom performance and contributions to teaching that draw upon the teacher's depth and breadth of scholarship. Teaching includes not only formal classroom instruction, but also advising and mentoring of students, creating and implementing sound assessment strategies to evaluate the effectiveness of individual courses and programs of study.

All faculty members seeking promotion and/or tenure are expected to have demonstrated teaching competency in assigned courses. Assistant Professors are expected to develop as teachers in the early stages of their careers. Therefore, teaching effectiveness should be examined holistically based on an overall pattern of positive teaching evaluations rather than on the evaluations received from any single course or section. It is recognized that there are many ways to evaluate teaching effectiveness.

Documentation (applicable for all candidates for tenure and/or promotion)

Evidence of teaching effectiveness must include:

- Student evaluations for each course taught (copies of the actual evaluations for every class for no less than the last three years, reflecting a pattern of positive evaluations)
- Annual department chair/department personal committee evaluations
- Third-year review letters from all levels of review
- Any additional letters from all previous review procedures

The following guidelines will be utilized within the department for interpreting patterns of university administered student evaluations of teaching effectiveness and are considered general expectations:

- (A) Teaching evaluation shall be considered in relation to the University and College means
- (B) Patterns of evaluation scores 4.0 and above on a 5.0 scale are considered positive
- (C) Patterns of evaluation scores between 3.5 and 3.99 on a 5.0 scale are considered satisfactory.
- (D) Patterns of evaluation scores below 3.5 on a 5.0 scale are considered in need of improvement.

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

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

- Honors or special recognitions for teaching accomplishments
- Development or significant revision of programs and courses
- Creation or utilization of innovation teaching materials, instructional techniques, curricula or programs of study

- Effectiveness shown by supplemental evaluations approved by the Department
- Narrative evaluations by students being trained in clinical, laboratory, field or teaching-hospital activities
- Performance of students on uniform examinations or in standardized courses
- Accomplishments of the teacher's present and former students, including information to show student's success both in learning the subject matter of the discipline and in pursuing it to a point of intellectual significance
- Academic Advising Activity
- Student Mentoring Activity
- Number of internship supervisions and independent studies directed
- Participation in programs and/or conference for improving teaching
- Description of new courses and/or programs developed, including service-learning and outreach courses at home or abroad, where research and new knowledge are integrated
- Grants related to instruction
 - Receipt of grants/contracts to fund innovative teaching activities or to fund stipends for students
 - Membership on panels to judge proposals for teaching grants/contracts programs
- Other evidence of teaching effectiveness as appropriate

Research and Scholarly Activity

The Guideline

Research and scholarly activity are central to the University, College and Department missions. Faculty members in the Department must be active and productive scholars. Collaboration with colleagues and students in the production of scholarly work is strongly encouraged. Because of the intense clinical nature of several programs of study offered within the Department, research activities are often linked with service projects. Faculty should conduct research or engage in other scholarly activities appropriate to their discipline and to the mission of their appointment unit and should disseminate the results of their work through audiences appropriated to their discipline.

The following standards are for demonstrating research and scholarly productivity.

A. Maintenance of an active program of research negotiated between each faculty member and the Department Chair and Program Director (if applicable).

B. Publications. Only publications completed while at USM will be considered, with the exception that if a candidate has been granted credit toward tenure or promotion, then any accomplishments from that time period should also be included. For example, if a candidate is granted two or three years credit toward tenure his/her accomplishments from that specific period of time should also be considered.

C. Appropriate efforts to secure external funding.

D. External Review Letters - A minimum of three external reviewer letters evaluating the candidate's scholarly activity will be required for candidates seeking promotion to the level of Full Professor.

The ideal candidate for promotion to Associate Professor and/or tenure will have an established and documented record of success in publishing, presenting and/or obtaining external funding. The minimum research expectations for receiving promotion in-rank to Associate Professor, in six (6) or fewer years, and/or tenure consist of the following:

- Candidate has documented seven (7) significant contributions.
- Of the seven (7) significant contributions, four (4) must be publications in referred journals related to the candidate's discipline and the candidate must be first or second author on these refereed journal article publications.
- Significant contributions may also include national or international invited publications and/or funded external proposals. The significance of funded external projects will be evaluated by the Department Tenure and Promotion Committee based on the project's contribution to the department/program mission(s) (teaching, research, and service) and the dollar amount funded. The Department Chair may address the significance of funded external projects in his/her recommendation letter.
- Candidates for promotion to Associate Professor are also expected to demonstrate success in providing refereed presentations to professional organizations and/or audiences appropriate to their discipline.

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

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

- Fourteen (14) significant contributions of which at least eight (8) must be publications in refereed journals related to the candidate's discipline. Significant contributions may also include national or international invited publications and/or funded external proposals. The candidate will have a documented record of securing external funding to advance the mission of the department/program. (A documented record of external funding success must include funded projects that impact teaching, research and/or service for multiple years.) Significance of impact will be evaluated by the Department Tenure and Promotion Committee. The Department Chair may address the significance of funded external projects in his/her recommendation letter.
- The candidate will be listed as first or second author/investigator on at least ten (10) of the fourteen (14) contributions.

- Contributions utilized for promotion to Associate Professor will be included in the total number of contributions necessary for promotion to Full Professor.
- There is no time limit for promotion to the rank of full professor and these guidelines apply to all candidates seeking full professor rank regardless of years of service.

Letters of support from three external reviewers should provide evidence that the candidate's scholarly activity has made a positive impact on his/her profession/discipline. The external reviewers need to indicate that they (a) are well-versed in the applicant's scholarly area, (b) are willing and able to make a professional judgment about the quality of the scholarly selections in the applicant's packet, and (c) have no conflict of interest. The external referees cannot have a personal or mentor-mentee relationship with applicant. The external reviewers must have tenure and the minimum rank of Associate Professor at their respective institutions.

Documentation (applicable for all candidates for tenure and promotion)

Additional evidence of research and creative activities may include, but is not limited to, the sources listed below.

- Research and/or scholarly publications. Faculty should publish their research in nationally recognized competitive, refereed journals. Publications include books, parts of books, monographs, bulletins, articles and other scholarly works published in refereed journals. In addition, discipline-specific publications (e.g., training manuals, handbooks, articles published in professional publications, research reports to sponsors, accepted manuscripts, published reports and bulletins) will be considered.
- Externally funded projects/grants (include source, dates, title and amount) completed or in progress
- Presentation of research papers before professional meetings
- List of honors or awards for scholarship
- Evidence of students' involvement in scholarly activities (e.g. publications, awards, grants)
- Other evidence of research or creative accomplishments as appropriate

Service

The Guideline

The Department of Child and Family Studies values service to society, the university and the profession. Service to society refers to the function of applying academic expertise for the direct benefit of external audiences in support of unit and University missions. Service may include applied research, service-based instruction, program and project management and technical assistance. Each faculty member's service expectations are negotiated between the faculty member, the Department Chair and the Program Director (if applicable) annually. Service requirements are very demanding in the Department of Child and Family Studies. While senior faculty members are expected to carry a higher service load than junior faculty, one reality of a small department is higher service expectations for all. Excessive service obligations do not release any faculty member from the teaching and research/scholarly activities outlined in this document for tenure and promotion.

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

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

Service to the University includes, but is not limited to, participating in departmental, college or University committee work, advising/mentoring students and developing, implementing or managing academic programs or projects. All faculty members within the department are expected to participate in departmental faculty meetings and to support the departmental strategic plan.

Service to the profession includes, but is not limited to, offices held and committee assignments performed for professional associations and learned societies; development and organization of professional conferences; editorships and the review of manuscripts. The ideal candidate for promotion to Full Professor will have established and documented a consistent record of success in publishing, presenting and/or obtaining external funding. The approximate research expectations for receiving promotion in-rank to Full Professor consist of the following:

Collegiality

In considering an applicant for tenure and/or promotion, the reviewers will not only consider those same criteria required for promotion in rank but will also consider the individual's collegiality. While it is sometimes difficult to assess collegiality, those reviewing the applications for tenure will look for evidence that the candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common purpose. Collegiality implies active participation within the unit and a willingness to work with colleagues in a collaborative and cooperative manner while respecting their academic freedom. Collegiality does not mandate unanimity but does demand loyalty to the institution and civil treatment of colleagues (Hall, 2005). The expectation for collegiality applies equally to all members of an academic unit, tenured and untenured alike. Collegiality as a requirement for tenure is a component of professional conduct and is not intended to be discriminatory, as a way of silencing individuals nor avoiding controversial issues and discussions, but instead is intended to reduce unprofessional behaviors that result in purposeful division or disruption of the unit. Collegiality does not always equate to pleasantness nor does it simply imply positive relationships with administrators and senior faculty.


Candidates are expected to demonstrate *a continuing pattern of respecting and working well with peers, students, staff, and the unit's common purpose*. Collegiality will be evaluated by the presence of a variety of positive indicators and the absence of negative indicators. Candidates are encouraged to address the issue of collegiality in the narrative they provide for review.

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


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

Examples of negative indicators of collegiality:

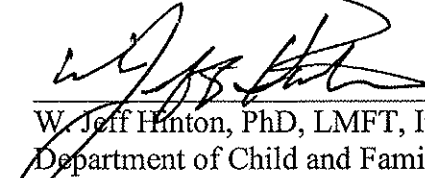
- General unavailability
- Routine unwillingness to serve on student committees
- Pattern of non-attendance at
 - Departmental meetings
 - College/university meetings
 - Student committee meetings
- A pattern of unwillingness to serve on or chair program, department, college, and university committees
- Inadequate performance as a committee member or chair of a committee
- Uncooperativeness including an unwillingness to agree to teaching assignments (to team teach, to teach specific courses, to prepare new courses, or teach in needed format) as appropriate to the faculty member's experience/expertise
- Failure to adhere to ethical academic practice
- Violations of academic integrity (e.g., misrepresentation of productivity)
- Academic bullying
- Repeated incivility
- Not acknowledging or following the University, College and Departmental chains of command
- A pattern of divisive and/or destructive actions that undermine colleagues, students, or administrators in carrying out the Department mission


Anne Burgess, PhD, Departmental
Advisory Committee


September 30, 2011
Date


Mary Ann Adams, PhD, Departmental
Advisory Committee

September 30, 2011
Date


W. Jeff Hinton, PhD, LMFT, Interim Chair
Department of Child and Family Studies

9/30/2011
Date


Ann P. Blackwell, PhD, Dean
College of Education and Psychology

9/30/11
Date