

**Tenure and Promotion Guidelines**  
**Department of Curriculum, Instruction, and Special Education**  
**The University of Southern Mississippi**

*The following guidelines are developed in order to give guidance 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 the tenure and promotion process, meeting the standards set out in these guidelines does not guarantee that a faculty member will achieve tenure and promotion. 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 State Institutions of Higher Learning.*

*While CISE faculty acknowledge and follow the College level suggestions developed for evaluation criteria and procedures for the purpose of tenure and promotion, CISE guidelines have been designed in philosophical accordance with Section 8.2.5 of the University Faculty Handbook which reads, "The process through which personnel advice is given to the University President is grounded on the belief that the faculties comprising the University's academic departments are best qualified to determine their own composition and to judge the professional conduct, accomplishments, and promise of the individuals within each department." This process foregrounds our strong belief that our CISE department guidelines best promote the mission of Curriculum, Instruction, and Special Education.*

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 future 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 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 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.

These departmental guidelines and standards are designed to provide consistent and measurable means to evaluate each faculty member's qualifications for tenure and

promotion. The guidelines are in accordance with and in deference to those issued by the Board of the Institutions of Higher Learning of the State of Mississippi and The University of Southern Mississippi Faculty Handbook. Tenure and/or promotion are not guaranteed as a function of university employment or length of employment and represent a special relationship between the faculty members and the institution. However, Tenure is expected to be obtained within a certain time period in order to retain one's position at the Institution. The department seeks to encourage, through its tenure and promotion policies, the academic freedom and professional stability necessary to meet the mission of the department, the college, and the university.

### TEACHING

Faculty members in the Department of Curriculum, Instruction, and Special Education must remain current in their area(s) of expertise and must demonstrate high standards of quality and instruction. Evaluation of teaching should include quality of instruction, interactions with students, and/or student learning and achievement.

Evidence of teaching excellence must include student evaluations and instructional materials. Evidence of teaching excellence may include, but is not limited to:

- University-required student evaluations of teaching consistent with University and College mean.
  - (a) Patterns of evaluation scores above 4.00 on a 5.00 scale are considered positive.
  - (b) Patterns of evaluation scores between 4.00 and 3.00 are considered in need of improving.
  - (c) Patterns of evaluation scores below 3.00 on a 5.00 scale are considered poor.
- Signed written statements from former or current students
- Student nominations for teaching awards
- Teaching awards
- Peer evaluations of teaching
- New course/curriculum added to departmental offerings
- Substantive course/curriculum revisions
- Creative instructional methods, strategies, or materials
- Syllabi, bibliographies, or evaluative procedures
- External letters of evaluation
- Direction of student research
- Evaluation of supervision of students in clinical activities and practicum

### RESEARCH AND SCHOLARSHIP ACTIVITY

As part of its mission, the Department of Curriculum, Instruction, and Special Education (CISE) expects tenure track faculty members to engage in research, including scholarly creative activities that advance knowledge in its disciplines for the benefit of society. In order to be recommended for tenure and to qualify for promotion, a faculty member must be engaged in scholarly activities of sufficient quality and quantity to demonstrate a

contribution and true commitment to the growth of knowledge in the discipline. These scholarly activities should occur throughout the probationary period for those seeking tenure and on a regular and consistent basis for those seeking promotion.

Faculty in the Department of Curriculum, Instruction, and Special Education engage in scholarship that leads to publications in traditional journals in the field of education and/or in presentations at conferences within the discipline. The department places the highest premium on peer-reviewed publications. Dual and multiple-authored publications are recognized as the norm in the fields represented by the faculty in CISE. While it is anticipated that multiple-authored publications will appear in a candidate's dossier, it is expected that the candidate will appear as first author on at least one of the publications in order to show that the candidate has the ability to conceive a research project and follow it to completion.

Peer-reviewed or invited presentations represent important components of scholarly activities. Although scholarly presentations may be considered as part of a faculty member's contributions, the candidate may not rely solely on presentations as evidence of scholarship for the purpose of tenure and promotion. It is expected that a substantial portion of the faculty member's research and scholarship will be published and presented at the national and international level to scholars in the field of education.

### Scholarly Contributions

#### Category I

|  |             |
|--|-------------|
| Scholarly books  | 5-15 points |
| Peer-reviewed International Journal articles (first author)  | 5 points    |
| Peer-reviewed National Journal articles (first author)       | 5 points    |
| Peer-reviewed Regional/State Journal articles (first author) | 5 points    |
| Securing funding from competitive, external research grants  | 5 points    |

#### Category II

|  |          |
|--|----------|
| Publication in professional and consumer publications that demonstrate high standards of scholarship and do not involve remuneration. (Copyrights, trademarks, manuals/workbooks used for consumption, etc). | 3 points |
| Peer-reviewed International Journal articles (second author)   | 3 points |
| Peer-reviewed National Journal articles (second author)  | 3 points |
| Peer-reviewed Regional/State Journal articles (second author)  | 3 points |
| Book chapters  | 3 points |

#### Category III

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|--|----------|
| Non-refereed International Journal articles  | 2 points |
| Non-refereed National Journal articles       | 2 points |
| Non-refereed Regional/state Journal articles | 2 points |

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|---|----------|
| Supplementary materials for textbooks   | 2 points |
| Preparation and submission of applications for external funding   | 2 points |
| Refereeing or reviewing competitive convention papers   | 2 points |
| Securing funding from internal grants   | 2 points |
| Peer-reviewed and invited presentations of scholarly papers at International or national conventions, meetings, or conferences. | 2 points |
| Peer-reviewed International Journal articles (third author)   | 2 points |
| Peer-reviewed National Journal articles (third author)  | 2 points |
| Peer-reviewed Regional/State Journal articles (third author)  | 2 points |

Category IV

|   |          |
|---|----------|
| Manuals/Curriculum Development                                | 1 point  |
| Book reviews in discipline-related journals                   | 1 point  |
| Non-refereed International presentations on scholarly papers  | 1 points |
| Non-refereed National presentations on scholarly papers       | 1 points |
| Non-refereed Regional/state presentations on scholarly papers | 1 points |

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 approximate research expectations for receiving promotion in-rank to Associate Professor and/or tenure consist of the following:

- Candidate has documented seven (7) significant contributions from categories one and two.
- Of the seven (7) significant contributions, four (4) must be publications in refereed journals related to the candidate's discipline with the candidate being first-author on at least one of the publications.
- 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 disciplines.
- Candidates for promotion to Associate Professor and/or tenure must submit one proposal for external funding, identified in the proposal as the Principal Investigator, or Co-Principal Investigator.

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

- Contributions utilized for promotion to Associate Professor will be included in the total number of contributions necessary for promotion to Full Professor.
- Candidate has documented twelve (12) significant contributions from categories one and two, with a minimum of ten (10) publications in refereed journals related to the candidate's discipline.
- The candidate will be listed as first or second author on at least eight (8) of the ten (10) peer-reviewed publications.

- Significant contributions may also include national or international invited publications and/or external funding.
- Letters of support from three (3) external reviewers providing evidence that the applicant is engaged in meaningful research. The external reviewers need to indicate they (a) are well-versed in the applicant's scholarly/research 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 the applicant, nor can they be individuals who co-authored or worked at the same institution as the applicant. The external reviewer must have tenure and the minimum rank of Associate Professor at their respective institutions, and should be employed in departments comparable to the applicant's department.

The faculty member seeking tenure and promotion to the rank of Associate Professor must accumulate a minimum of 25 points from the aforementioned listed criteria, recognized as first author on at least one peer-review publication, and a consistent level of productivity throughout the probationary period. A minimum of 15 points must be from peer-reviewed publications. Assistant Professors who were previously tenured and are seeking promotion to the rank of Associate Professor should have a minimum of 30 points, with a minimum of 15 points from category I. Associate Professors seeking promotion to the rank of Full Professor should have a minimum of 50 points from the aforementioned list in professional journals over a five-year period with a minimum of 25 points from category I.

### Service

Faculty members in the Department of Curriculum, Instruction, and Special Education must demonstrate a commitment to quality service to the department, college, and university. The department also recognizes the merit of service to local, state, regional, national, and international organizations. It also recognizes that service activities may be limited during the probationary period in order for the faculty member to meet teaching and research obligations

Service activities may include, but are not limited to (department, college, or university):

- Committees
- Task forces
- Councils
- Faculty Senate
- Recruitment
- Special presentations
- Academic advisement
- Advising student groups
- Coordination of on-campus and off-campus practicum
- Quality assurance and effectiveness assessment/improvement

Service activities to the profession may include, but are not limited to:

- Serving as an officer in an association
- Program planning
- Committee work
- Serving as a program chair
- Grant review or service to external granting agencies
- Membership on editorial board
- Service as a journal reviewer
- Consultation to school districts
- Conducting workshops
- Delivering lecture (visiting lecturer, co-teaching)

### Collegiality

In considering an applicant for tenure, 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 applications for tenure will look for evidence that the candidate demonstrates a continuing pattern of working well with others and being respectful of student 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. 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 help avoid 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.

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

- Keeping regular posted office hours
- Collaboration
- Attendance at meetings
- Attendance at student presentations (particularly as committee member)
- Academic integrity
- Respect for students (preparing for classes, providing timely feedback, etc)
- Demonstrated interest and involvement in general departmental welfare
- Initiatives to benefit program or department
- Contributing to equity of department workload

Specific examples of negative indicators, which are not exhaustive, may include:

- General unavailability
- A pattern of nonattendance at called departmental and/or committee meetings
- Unwillingness to serve on or chair committees
- Inadequate performance on such committees

- Uncooperativeness
- Failure to adhere to ethical academic practice
- Violations of academic integrity (e.g. misrepresentation of productivity)
- Repeated incivility

### Special Functions

The department recognizes that faculty members perform additional specialized tasks that cannot be categorized into the traditional categories of teaching, research, and service. These specialized tasks are often essential to meeting the mission of the department and should be recognized as part of the tenure and promotion process. Documentation of special functions should include a description of the responsibilities, activities, and accomplishments associated with the activity.

It is recognized that faculty members differ in their contributions to teaching, research, and service and that responsibilities assigned to the faculty member may affect the faculty member's accomplishments in each of these areas. The guidelines contained in this document may be modified or adjusted to reflect unusual or atypical course loads, clinical assignments, job responsibilities, or other factors affecting the faculty member's productivity.