

Promotion and Tenure Guidelines for The Department of Educational Research and Administration (ERA)

I. Introduction

This document sets forth the promotion and tenure expectations within the Department of Educational Research and Administration, College of Education and Psychology, at The University of Southern Mississippi. This statement of expectations explains the general requirements for promotion in rank and tenure of faculty members. It is effective for faculty members joining the department in the 2016-17 academic year or thereafter. The Department of Educational Research and Administration tenured faculty voted to adopt these guidelines during the week of February 3, 2017. The results of the vote are listed below:

Adopt 5 Oppose 0 Abstain 0 Recues 0 Did Not Vote 0

While intended to provide a realistic description 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 or 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 the State Institutions of Higher Learning.

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

Context

The teaching load of ERA faculty is typically three graduate courses (this number may occasionally include undergraduate instruction as the need/opportunity arises) in each of the fall and spring semesters and often extends to teaching in the summer based on departmental need and faculty availability. Additionally, the department provides courses required by programs in other departments and colleges. ERA faculty members fill the role of instructors, researchers, consultants, dissertation committee members and chairs, grant reviewers, and evaluators throughout the university and across campuses. These responsibilities, as well as service responsibilities, are considered in promotion and tenure decisions.

Process

University guidelines will be followed regarding the length of time in rank for promotion and tenure. Forms and deadlines are available through the Provost's website:

<http://www.usm.edu/provost>.

II. Tenure and Promotion Criteria

Promotion and tenure decisions are based on *patterns* of teaching excellence, sustained research accomplishments, and service activity. Therefore, all documentation provided in applications for tenure and promotion should be cumulative, covering the time period applicable toward promotion, tenure, or both. The Departmental Tenure and Promotion Committees, College Advisory Committee, and/or University Advisory Committee may request additional materials. Details regarding supportive evidence that illustrates *patterns* of teaching excellence, sustained research accomplishments, and service activity are described below.

This section explains criteria for tenure and promotion, while section III describes expectations for tenure and promotion to Associate Professor and Section IV describes requirements for Promotion to Professor.

Teaching

Teaching and student learning are central to the mission of the Department of Educational Research and Administration. Faculty members are expected to hold classes as scheduled and provide quality learning experiences that promote knowledge, skills, and professional expectations necessary for students to be successful in professional/scholarly practice. The Department recognizes both classroom performance and contributions to teaching that draw upon the faculty member's depth and breadth of scholarship/professional experience. Teaching not only includes formal classroom instruction, but also student advising/mentoring and creating and implementing sound assessment strategies to evaluate the effectiveness of individual courses and programs of study.

High quality teaching can be demonstrated by a variety of means. University-administered student evaluations are understood in ERA to be one measure of student satisfaction with the course and instructor, but are an incomplete indicator of teaching effectiveness. Therefore, we measure teaching quality not only by numeric course evaluations, but also by peer review. Faculty in the department will solicit peer observations of teaching, at least once per academic year, to demonstrate a pattern of positive peer evaluations. Candidates may choose to submit additional evidence that documents high-quality teaching.

Required documentation of teaching must include:

1. All components of the university-administered student evaluations. Include a summary sheet broken down by course and semester as well as copies of the actual evaluations including student comments during the time period under review.
2. Peer-review teaching evaluations, conducted on an annual basis, that document subject matter expertise and excellence in teaching (see Department teaching handbook for more information).
3. Syllabi containing clear learning objectives consistent with program goals and substantive course assignments reflective of high academic standards (include all courses, but not necessarily all sections of the same course).

The faculty member may include any additional evidence that he or she believes demonstrates effective teaching (see below).

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

1. Honors or special recognitions for teaching accomplishments
2. Development or significant revision of programs and courses
3. Creation or utilization of innovative teaching materials, instructional techniques, curricula, or programs of study
4. Performance of students on licensure examinations
5. Accomplishments of 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
6. Engagement and investment in academic student advisement
7. Engagement and investment in student mentoring
8. Participation in programs and/or conferences for improving teaching
9. Development of new courses and/or programs where research and new knowledge are integrated
10. Unsolicited student feedback (copies of emails, letters, etc.)
11. Grants related to instruction
12. Receipt of grants/contracts to fund innovative teaching or to fund stipends for students

Service

Candidates are expected to demonstrate a consistent record of service both within the university and beyond. Service is divided into different levels and includes: a) service to the university (program, department, college, or institution), b) professionally-related service to the community, and/or c) service to scholarly/practitioner profession.

Each faculty member's service expectations are negotiated annually between the faculty member and department co-chairs. While senior faculty members are expected to carry a higher service load than pre-tenure faculty, one reality of a small department is higher service expectations for all.

In addition to the type and quantity, the quality of the service will be considered, particularly as it pertains to service to the department, college, and university. In considering the quality of the service, the following will be factored into each faculty member's service record.

1. Regular attendance and contribution in meetings
2. Volunteering in order to contribute to equity of departmental workload
3. Agreeing to take leadership roles
4. Demonstrated interest and involvement in general departmental welfare
5. Operating in a manner that serves the best interest of the department
6. Sharing resources when practical

Documentation of Service may include, but is not limited, to the following:

1. Committee appointment letters
2. Committee membership lists
3. Certificates of appreciation
4. Website listings of committee members
5. Thank you letters/memos from committee chairs
6. Grants related to service

Routine service such as attending faculty and departmental committee meetings need not be documented.

Scholarship

Tenure-track faculty members in ERA are expected to develop and maintain an active research agenda evidenced through the generation of new knowledge/understandings/interpretations, a record of publications, presentations, and grant activity. Scholarly contributions in various forms are valuable and encouraged. Depending on the form and outlet, contributions may have variable influence on the faculty member's academic field.

Significant scholarship may include, but is not limited to, the items listed below:

ERA faculty members represent a diverse array of research expertise (content and methodology). As such, the following list is not inclusive of all possible scholarly outlets. It is expected that faculty members will explain the scholarly significance of any publications/scholarly activities not included below.

Peer-reviewed/refereed publications* including, but not limited to

1. Journal articles[†]
2. Academic books/monographs[‡] (published by university or private academic presses)
3. Edited scholarly books (published by academic presses)
4. Book chapters in scholarly edited books
5. Academic encyclopedia articles exceeding 1,000 words
6. Published reports
7. Grants related to scholarship

* For peer-reviewed publications, **either** the acceptance percentage for the journal or other form of publication venue **or** the journal impact factor must be provided where available. If a scholarly publication has multiple authors, candidates should indicate the percentage (e.g. 50%) of their specific contribution to the publication. Percentages of contribution must also be provided for all other research activities (proposals, funded research awards, edited volumes, etc.).

[†] Law review journals may be either peer-reviewed or student reviewed. Only articles published in law reviews that are peer-reviewed will count as peer-reviewed publications.

[‡] An academic book/monograph that presents original research/thought, is peer reviewed, contracted, and published via a recognized university or private academic press that engages in rigorous professional/peer review *may carry* more weight than a single publication in a refereed journal. An authored scholarly/academic book may be given greater weight than a book that is an edited collection of articles/chapters or a textbook. Edited books and textbooks will be judged by scope, size, and influence of the text on the faculty member's academic field. Tenured faculty within the Department of Educational Research and Administration will review academic books/monographs and determine the number/weight of scholarly items they represent. This review may include additional assessment by acknowledged content experts external to the Department.

Collegiality

Candidates are expected to demonstrate a continuing pattern of respecting and working well with peers, students, staff, and contributing to the Department's common purpose. Specific examples of collegiality, which are not exhaustive, may include:

1. Collaboration within the Department
2. Respect for students, staff, department peers, and other colleagues within the University
3. Attendance at peer and student presentations
4. Attendance at department events
5. Demonstrating support for the department

III. Promotion to Associate Professor

The granting of tenure and promotion to associate professor are separate decisions. While they are discussed concurrently in this document, those interested in seeking either tenure or promotion separately should consult the guidelines set forth by the Provost.

Teaching

For tenure and promotion to Associate Professor, faculty are expected to demonstrate a sustained pattern of teaching excellence. Faculty members should present student evaluations, peer review evaluations, and any optional documentation they choose that demonstrate a pattern of excellent teaching. (ERA department co-chairs will monitor teaching ratings and advise faculty, when appropriate, concerning strategies to improve classroom instruction and/or acquiring/providing additional evidence that illustrates quality teaching). A pattern of positive student teaching evaluations is expected, i.e., 4.5 – 5.0 on a 5-point scale.

Service

For tenure and promotion to associate professor, the faculty member is expected to provide consistent service at the program and department level by serving on dissertation committees (as a member and, occasionally, as chair), serving on department committees related to, but not limited to student admissions, graduate assistant selection, department awards, strategic planning, etc. (The aforementioned is not necessarily inclusive of all possible program/department service opportunities available to faculty members). Service at the college, university, and professional levels is often included, though not always expected at the pre-tenure level.

Scholarship

The minimum research expectations for being considered for tenure and promotion in-rank to Associate Professor consists of the following:

1. Candidates must have at least seven (7) significant scholarly contributions.[§]
 - a. At least four (4) of the seven (7) items *must* include any of the following peer-reviewed publications: journal articles, law reviews, book chapters, academic books/monographs.

[§] Pursuant to the University Faculty Handbook, 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 only if specified in the faculty member's contract at the time of employment.

However, the faculty member *must* include evidence of publication in peer-reviewed journals.

- b. The candidate must be first or second author on the above mentioned four (4) peer-reviewed items *or* provide a compelling justification for the nature and extent of his or her contribution/author order.
- c. The remaining scholarly items may include funded external grants supportive of scholarship.

Collegiality

Candidates are expected to demonstrate a continuing pattern of respecting and working well with peers, students, staff, and contribution to the unit's common purpose.

IV. Promotion to Professor

The granting of promotion to professor is a decision subject to the guidelines set forth by the Provost.

Teaching

For tenure and promotion to Professor, faculty are expected to demonstrate a sustained pattern of teaching excellence. Faculty members provide documentation of student evaluations, peer review evaluations, and any optional items they choose that demonstrate a pattern of excellent teaching. (ERA department co-chairs will monitor teaching ratings and advise faculty, when appropriate, concerning strategies to improve classroom instruction and/or acquiring/providing additional evidence that illustrates quality teaching). A pattern of positive student teaching evaluations is expected, i.e., 4.5 – 5.0 on a 5-point scale.

Service

For promotion to full professor, the faculty member is expected to provide service at the program, department, and college level. University-level service is strongly encouraged, and service activities may extend beyond the University.

Scholarship

The primary consideration **for promotion in rank to Professor** is one's influence on his or her field of research. A faculty member may present evidence of scholarship from his or her entire career and should demonstrate that he or she is engaged in meaningful research that contributes to the discipline. The minimum research expectations for being considered for promotion in-rank to Full Professor consists of the following:

1. Sustained scholarly activity while at the rank of Associate Professor.
 - a. Candidates *must* have at least sixteen (16) significant scholarly contributions. At least twelve (12) of the sixteen (16) items *must* include any of the following peer-reviewed publications: journal articles, book chapters, law reviews, academic books/monographs. However, the faculty member *must* include evidence of publication in peer-reviewed journals.

- b. The candidate must be first or second author on at least eight (8) of the twelve (12) peer-reviewed items *or* provide a compelling justification for the nature and extent of his or her contribution/author order.
 - c. The quality of the peer-reviewed outlet or the quality of the publication itself may be taken into account when determining the weight of an item.
 - d. The remaining scholarly items may include funded external grants, funded internal grants, edited books, academic encyclopedia articles, student-edited or student-reviewed law reviews, scholarly book reviews, published reports, professional/practitioner publications, etc. (see list of examples on pages five and six for more examples/descriptions).
2. Letters of support from three external reviewers that provide evidence that the applicant is engaged in meaningful research that makes significant contributions to the candidate's field(s) of inquiry. External referees cannot have a personal or mentor-mentee relationship with the applicant. Nor can they be individuals who co-authored with the applicant at any time in the last five years or worked at the same institution at the same time as the applicant. The external reviewers must have tenure and the minimum rank of Professor at their respective institutions. These external reviewers should be employed in departments that are comparable to the applicant's department (e.g., if the applicant is in a doctoral degree granting department, then the reviewer should be employed in a doctoral degree granting department).
 3. The external reviewers need to indicate that they (a) are well-versed in the applicant's scholarly/research area, (b) are willing and able to make professional judgments about the quality of the scholarly selections in the applicant's packet, and (c) have no conflict of interest.
 4. The candidate will provide a list of seven qualified reviewers to the department co-chairs in June of the year that the application materials must be submitted (Three reviewers will be chosen by the department co-chairs from the provided list).
 5. The department co-chairs will contact the selected reviewers from the list and request their participation in a review of the candidates work.
 6. Each reviewer will be sent a packet of materials that includes the department Promotion and Tenure Guidelines, the candidate's Curriculum Vitae, a narrative statement written by the candidate, and materials selected by the candidate that documents the quality of his or her work.

Collegiality

Candidates are expected to demonstrate a continuing pattern of respecting and working well with peers, students, staff, and contribution to the Department's common purpose.

V. Clarifications

Grant Activity – Securing grants is considered to be important means of seeking external support for research, creative and other scholarly activities. Grant activity is expected and may be counted toward teaching (for teaching or training grants), research (for research grants), or service (for program/outreach development grants) accomplishments. Only those grants that have a substantial research component are to be included in the research section of a candidate's

dossier. It is preferred that the faculty member fill the role of PI or Co-PI on the listed research grants, however, serving as an evaluator on various types of grants is also valued. While funded grants reflect positively on the candidate and may represent a significant contribution as outlined above, unfunded external grant applications may be considered.

1. Funded *external* grants from reputable funding sources/agencies that advance data/material collection and/or result in the publication of scholarship, the improvement of teaching/instructional opportunities, or contribute to service activities.
2. External grants may be weighted by purpose (research, teaching, service), ability to promote the progress/publication of scholarship, applicability to improve teaching/generate instructional opportunities, facilitate student success, and/or contribute to or provide valuable service to academic programs, departments, colleges, the university, or professional/academic fields.
3. Internal grants may be weighted by purpose (research, teaching, service), ability to promote the progress/publication of scholarship, applicability to improve teaching/generate instructional opportunities, facilitate student success, and/or contribute to or provide valuable service to academic programs, departments, colleges, the university, or professional/academic fields.

Professional Presentations – Routine research presentations at international, national, and regional conferences are encouraged *though not required*. Conference attendance and participation may result in valuable peer feedback that has the potential to improve existing manuscripts prior to peer-review/publication submission

Publications – Publications are counted only when the manuscript or book/monograph has been accepted for publication. An article or monograph's status of "published" or "in press" must be documented. Manuscripts and monographs that have been accepted pending revisions may be listed if this provisional acceptance is documented. Collaboration and publication with other faculty members and students are encouraged although single authored publications are by no means discouraged. Likewise, publishing manuscripts and monographs as a collaborating statistician or other supportive role [e.g. as a second, third, or fourth author] is recognized in the tenure and promotion process.

Criteria by which publications are evaluated may also include acceptance rate and impact factor. Any criteria to be evaluated must be documented. There are many resources available for finding measures of journal quality. For example, *Cabell's Directory of Publishing Opportunities* provides several measures of "value" regarding a variety of psychology and education journals.

In order to qualify as peer-reviewed, the outlet should (a) have a formal peer review process prior to acceptance for publication, (b) be reputable (i.e., no vanity press or predatory publications), (c) be abstracted in at least one recognized and appropriate abstracting index (PsycInfo, ERIC, Web of Science, SCOPUS, etc.), and (d) provide information about its acceptance rate/impact factor, number of views, or other condition(s) of verification (i.e., *the journal or press should not accept virtually all submissions*).

Under review – A manuscript that has been submitted to a peer-reviewed or refereed journal that has yet to receive a publication decision. Evidence of submission is required.

In press – A manuscript that has been accepted for publication, but has not yet appeared in print. *In press* publications carry the same weight as published manuscripts. Candidates should provide evidence of acceptance for publication. Manuscripts that have been accepted “pending revisions” may also be considered if the provisional acceptance is documented.

Published – A manuscript that appears in a publication. Candidates should provide evidence of publication.

Peer-review – Generally accepted criteria for judging journal/book/book chapter/etc. quality is, foremost, the peer review process in which professionals within the discipline evaluate the quality of the manuscript.

Non-refereed – Publications in venues that do not undergo a peer-review process. Although some non-refereed work may garner high readership, these alone are not adequate to meet the scholarship requirements for promotion and tenure.

Service – Service is divided into service to the University (program, department, college and institution), professionally related service to the community, and service to the profession. Applicants for promotion and tenure would ideally demonstrate some activity in all three. However, faculty in the early stages of their career may not necessarily have substantial service contributions to the community or to the profession.

It is important for the candidate to distinguish those service activities that are more appropriately listed as teaching, such as dissertation committee membership, or as research. Further, some service activities such as program coordination or outside consulting are often remunerated and may not be given much consideration in the promotion and tenure process. If these are not compensated beyond honoraria, however, this should be noted and a case made by the applicant for these activities to be weighted in tenure and promotion decisions.

Evidence of service to the university, college, and department *may include* (but is not necessarily limited to):

1. Regular attendance and engagement in committee/subcommittee work
 - a. Program level involvement (i.e. committee member, chair)
 - b. Department level involvement (i.e. committee member, chair)
 - c. College level involvement (i.e. committee member, chair)
 - d. University level involvement (i.e. committee member, chair)
2. Workshops/trainings conducted
 - a. Program level
 - b. Department level
 - c. College level
 - d. University level
3. Director/chair of special projects/initiatives
4. Other (Please specify in supportive documentation)

Community service – Such service must be related to one’s profession in order to be included for consideration in promotion and tenure. Examples of community service are:

1. Professionally-related talks to community groups or constituencies
2. Advising of such groups based on professional expertise
3. Professionally-related service on boards or councils
4. Direct participation in external-to-the-university instruction, such as volunteering to teach to a group of public school educators.
5. Other (Please specify in supportive documentation)

Things not included in community service are *non-professionally-related* activities such as participation in church activities and other community organizations (i.e. advising Scouts or coaching a sports team) or other aspects of daily life unconnected to one’s professional role.

Professionally related service – Service to the profession is primarily concerned with service involving professional organizations. This would include membership on advisory committees or boards, editorial boards, planning committees or awards committees, newsletter editorships, membership chair, as well as elected office in state, regional, national, or international professional organizations.

Service awards and grants – Service also includes any kind of professionally related service award. It further includes service grants procured that provide a service to the University, the community, or possibly the profession. Service grants are distinguished from teaching grants, which focus primarily on teaching improvement, and from research grants, which are devoted to providing funds to conduct research.

Approved by:



Ann P. Blackwell, Ph.D., Professor and Dean,
College of Education and Psychology



Date



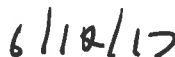
Lilian H. Hill, Ph.D., Professor and Co-Chair,
Educational Research and Administration



Date



Thomas Lipscomb, Ph.D., Professor and Co-Chair,
Educational Research and Administration



Date