

**TENURE AND PROMOTION EVALUATION**  
**The University of Southern Mississippi**  
**School of Computing**

The School of Computing is a member of the College of Science and Technology and has missions in both science and technology. The technology mission is addressed through the school's engineering technology program. This program offers engineering technology degrees in the following areas: Computer Engineering Technology (CET), Electronics Engineering Technology (EET), and Information Technology (ITC). Pre-Engineering (Pre-E), although not a degree granting program, may be included under the same umbrella as these programs, in terms of advisement, student support, and related faculty involvement. The science mission is addressed through the Computer Science program.

The general policy regarding School of Computing faculty evaluation for appointments, promotion and tenure is comprised of policies of The University of Southern Mississippi, the College of Science and Technology, The School of Computing, as well as the Engineering Technology and Computer Science Programs. The University policy is outlined in the University of Southern Mississippi Faculty Handbook. The School of Computing's programs policy regarding promotion and tenure is established by this document.

In evaluating faculty performance, the School expects sustained quality performance in all three areas of teaching, research, and service, while recognizing that the central criteria for tenure and promotion in rank are teaching and research productivity. Faculty members are expected to render professional service to the University, their profession, and society. Service activities, whether compensated or not, draw on professional expertise, relate to the teaching, scholarship, and research missions of the University, and typically imply a connection to the University. Activities in which faculty engage that do not involve their professional expertise (e.g., activities centered on the family, neighborhood, church, political party, or social action group) are commendable, but are not components of the workload of a member of the faculty.

These expectations are required regardless of whether a faculty member's appointment is on the Hattiesburg campus or on the Gulf Coast campus. The primary mission of the School on the Gulf Coast campus and of the technology programs is undergraduate education, including provision for undergraduate research. Consequently, evaluation of faculty in these programs is weighted more rigorously toward teaching excellence. Since there is a difference in the missions of programs in the school, guidelines for promotion and tenure are provided separately for the technology and science programs.

## **I. Introduction**

### **A. Computer Science**

The Computer Science program expects its faculty to foster the intellectual growth of its students through effective teaching and by advancing knowledge through productive research activity over the entire spectrum of undergraduate and graduate level education. This extends from its B.S. and M.S. programs in Computer Science through

its Ph.D. program in Computational Science. The School also expects its faculty to render professional service to the University, their profession, and the community.

## **B. Engineering Technology**

The Engineering Technology programs strive to (1) provide high quality undergraduate education that prepares students to enter the workforce with skills necessary for life-long professional achievement, (2) advance the body of engineering, technology, and scientific knowledge through the scholarship of integration and application, and (3) engage in service activities that benefit students, local, regional, national and global communities, and the related professions.

The primary mission of the Engineering Technology programs is undergraduate education, including provision for graduate education and applied research and/or scholarly activities. Faculty provide graduate education in an ancillary capacity, however, future growth is expected in this area. In consideration that in accordance with national norms, Engineering Technology programs incorporate heavy teaching emphasis and faculty have limited opportunities and funding for research activity. Traditional research funding is generally limited and/or not available to Engineering Technology programs. Engineering Technology programs faculty are, however, expected to identify with an area of professional growth and scholarship relating to their primary teaching assignment and engage in activities that ensure continued development in the fields associated with their discipline. Consequently, evaluation of Engineering Technology faculty is typically be weighted toward teaching with appropriate levels of relevant scholarship and professional service.

## **II. Requirements for Promotion and Tenure – Computer Science**

### **A. Promotion to Associate Professor**

#### **1. Teaching**

- Participation in undergraduate and graduate course offerings
- Development of undergraduate and graduate courses in area of expertise
- Supervision of graduate and undergraduate research
- Evaluation of quality teaching
  - Student evaluation of lecture and laboratory courses (if taught)
  - Additional evidence of quality teaching provided by any of the following
    - Teaching portfolio
    - Letters from former students, both undergraduate and graduate
    - Outcome of student-oriented research, including publication and presentations
    - Post-graduate achievement/placement of graduate students

#### **2. Research/Scholarship**

- Dissemination of scholarly activity
  - Publication in peer-reviewed, national/international journals
  - Presentations at national/international meetings/conferences/workshops
- Establishment of funded research program

- Submission of proposals to extramural funding agencies
- Receipt of extramural funding

### 3. Service

- Institutional: Service on school, college and/or university committees.
- Community service/outreach: Professionally based assistance to individuals, schools, business/industry; presentations to lay audiences
- Professional discipline: Participation in state, regional, national, international societies/organizations in area of expertise; review of journal articles and research proposals.

### 4. Advisement

- Familiar with university, college and School requirements
- Assist undergraduate and graduate students in preparing class schedules and advising students on career goals and opportunities
- Writing letters of recommendation on behalf of students

## **B. Requirements for Tenure**

The requirements for tenure are the same as the requirements for promotion to associate professor with the additional requirement of collegiality. Collegiality among faculty is essential for the effective operation of the School. Hence, colleagues must be able to interact with faculty and students in a constructive and professional manner.

## **C. Promotion to Professor**

### 1. Teaching

- Participation in undergraduate and graduate course offerings
- Development of undergraduate and graduate courses in area of expertise
- Supervision of graduate and undergraduate research
- Graduation/placement of MS and PhD students
- Evaluation of quality teaching
  - Student evaluation of lecture and laboratory courses (if taught)
  - Self-assessment: Teaching portfolio
  - Letters from former students, both undergraduate and graduate
  - Outcome of student-sponsored research, including publication and presentations
  - Post-graduate achievement/placement of graduate students

### 2. Research/Scholarship

- Dissemination of scholarly activity
  - Sustained pattern of publication in peer-reviewed, national/international journals

- Sustained pattern of presentations at national/international meetings/conferences/workshops
- Establishment of extramurally funded research program
- Pattern of submission of proposals to funding agencies
- Pattern of extramural funding sufficient to sustain research program, including graduate student support
- Evidence of collaboration with colleagues within and beyond the University
- Achievement of nationally recognized scholarly record
  - Evidence that research has made an impact on the field and influenced the thinking of others in the field
  - Peer evaluation by nationally recognized leaders in their respective fields.

### 3. Service

- Institutional: Accept leadership roles on School, college and/or university committees
- Community service/outreach: Professionally based assistance to individuals, schools, business/industry; presentations to lay audiences; participation in programs to advance science education
- Professional discipline: Leadership role in state, regional, national, and/or international societies/organizations in area of expertise
- Review of journal articles and research proposals, participation on review panels for funding agencies

### 4. Advisement

- Familiar with university, college and School requirements
- Assist undergraduate and graduate students in preparing class schedules and advising students on career goals and opportunities
- Writing letters of recommendation on behalf of students

5. Collegiality: collegiality among faculty is essential for the effective operation of the School. Hence, colleagues must be able to interact with faculty and students in a constructive and professional manner.

## **III. Requirements for Promotion and Tenure - Engineering Technology**

### **A. Promotion to Associate Professor**

#### 1. Teaching

The Engineering Technology programs are by nature fundamentally student oriented. Faculty are required to put forth significant effort to establish working relationships with students, and spend significant amounts of time in the laboratory setting. The faculty must provide superior instruction and extensive application orientation to support theory. Any criteria that evaluate the faculty for promotion and tenure must give sufficient weight to instructional proficiency, both in the classroom and in the laboratory.

- Participation in undergraduate and graduate course offerings

- Development of undergraduate and graduate courses in area of expertise
- Supervision of graduate and undergraduate applied research/scholarly activity
- Evaluation of quality teaching
  - Student evaluation of lecture and laboratory courses
  - Additional evidence of quality teaching provided by any of the following
  - Teaching portfolio
  - Letters from former students, both undergraduate and graduate
  - Outcome of student-oriented research, including publication and presentations
  - Post-graduate achievement/placement of graduate students

## 2. Research/Scholarship

As programs with a heavy teaching emphasis, Engineering Technology faculty have limited opportunities and funding for research activity, since research funding is limited and/or not available to Engineering Technology programs. Engineering Technology Programs faculty are, however, expected to identify with an area of professional growth and scholarship relating to their primary teaching assignment and engage in activities that ensure continued development in the fields associated with their discipline.

Activities that may be appropriate include:

- Areas of applied research
- Technology transfer
- Summer employment in related industry
- Industrial internships
- Industrial Contracts
- Industrial workshops and seminars
- Industrial based continuing education
- Consulting for industry or governmental agencies
- Advanced academic degrees
- Developing and publishing text and laboratory materials
- Contributions to technical literature
- Acquiring professional licenses, registration, certification or ratings
- Sabbatical leave or professional improvement leave

## 3. Service

Faculty members may have responsibility for areas of directed service and non-directed service including significant contact time with students outside the classroom.

- Institutional: Service on school, college and/or university committees.
- Community service/outreach: Professionally related assistance to individuals, schools, business/industry; presentations to lay audiences
- Participation in programs to advance science, technology, and engineering education
- Professional discipline: Participation in state, regional, national, international societies/organizations in area of expertise; review of journal articles, conference papers, technical documents, and/or applied research proposals
- Student recruitment

#### 4. Advisement

Faculty members may have responsibility for advising students on any issues related to academics and the related professions.

- Familiar with university, college and school requirements
- Knowledgeable of industry needs and trends
- Assist undergraduate and graduate students in preparing class schedules and advising students on career goals and opportunities
- Assist undergraduate and graduate students with career planning and graduate school preparation
- Write letters of recommendation on behalf of students

#### 5. Program Development

Faculty members within engineering technology programs must develop an awareness of local, regional, national, and even global needs in their field. Thus, faculty must strive to keep the programs in which they teach current and applicable. The faculty member should demonstrate the initiative and ability to:

- Produce innovative course and curriculum developments
- Teach new courses or teach existing courses that he or she has not previously taught
- Continually revise, modify and improve the courses for which they are responsible
- Develop new courses to meet the changing needs of the subject area in accordance with program industrial advisory committee recommendations
- Design, modify and develop teaching aids and equipment
- Design, modify and develop laboratory experiments relevant to courses taught and in accordance with current technology

### **B. Requirements for Tenure**

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### **C. Promotion to Professor**

#### 1. Teaching

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  - Self-assessment: Teaching portfolio

- Letters from former students, both undergraduate and graduate
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- Developing and publishing text and laboratory materials
- Contributions to technical literature
- Acquiring professional licenses, registration, certification or ratings
- Sabbatical leave or professional improvement leave
- Dissemination of scholarly activity
- Sustained pattern of publication in peer-reviewed, national/international journals and publications
- Sustained pattern of presentations at national/international meetings/conferences/workshops
- Establishment of externally funded applied research/scholarly and/or industrial supported activities program
- Pattern of submission of proposals to funding agencies and industry
- Pattern of external funding sufficient to sustain applied research program/scholarly activities, including graduate student support
- Evidence of collaboration with colleagues within and beyond the University
- Achievement of nationally recognized scholarly record
- Evidence that applied research/scholarly activities have made an impact on the field and influenced the thinking of others in the field

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6. Collegiality: collegiality among faculty is essential for the effective operation of the School. Hence, colleagues must be able to interact with faculty and students in a constructive and professional manner.

### **IV. Policy and Procedures**

#### **A. Promotion [See Faculty Handbook]**

1. Faculty members prepare and submit promotion dossiers to the Director of the School on or before the date specified in the College's annual Academic Calendar. Candidates for promotion may supplement their dossiers with additional relevant information, including a response to negative recommendations, at any level of the promotion process.

2. School Promotion Committee: This committee consists of members of the faculty holding academic rank equal to, or higher than, that being sought by the candidate. The School Director sits as a nonvoting ex officio member. The Committee is chaired by a member elected by a simple majority vote of other members.

3. External Referees: Evaluation for promotion to the rank of Professor includes the assessment of the candidate's credentials by at least three external referees deemed qualified by the Promotion Committee (i.e., nationally recognized leaders in their respective fields). The candidate may assist the Committee in their selection of external referees by suggesting a list of potential referees. The Chair of the Promotion Committee solicits and receives letters from external referees selected by the Committee.

4. The Promotion Committee prepares and submits to the School Director a written document, signed by committee members, recommending or declining to recommend promotion in rank. The written document includes (a) narrative detailing the rationale for the recommendation and the vote of the Committee prepared by the Chair of the Committee and (b) the Promotion Evaluation Form.

5. Duties of the School Director: See Faculty Handbook.

a) Review written reports of the Promotion Committee

b) Prepare an independent recommendation either concurring or disagreeing with the recommendation of the Promotion Committee

c) Submit both recommendations to the Dean of the College of Science & Technology

d) Retain copies of documents within School personnel files

e) Notify in writing candidates for promotion of the recommendations

## **B. Tenure** [See Faculty Handbook]

### 1. Tenure Review Proceedings

a) Formal review of progress toward tenure is conducted during the third year of University employment as a full-time, tenure track faculty member.

b) The review is normally conducted in conjunction with annual review.

c) Faculty to be reviewed submit a tenure review dossier to the School Director.

d) The School Director convenes the School Tenure Committee and sits as a nonvoting ex officio member. The Committee, chaired by a member elected by a simple majority

vote of other members, conducts the review and submits a review report, which includes the Recommendation Form for Third-Year Review to the Director.

e) The School Director, if tenured, prepares and submits an independent tenure review report either concurring or disagreeing with the report of the Tenure Committee. Both committee and Director reports are forwarded to the Dean and the faculty member being reviewed is notified of the results of his/her review by the School Director.

## 2. Tenure Proceedings

a) Eligible candidates for tenure prepare and submit tenure dossiers to the School Director no later than the last day of the first full week of the fall semester.

b) The School Director convenes the School Tenure Committee, provides the committee with the tenure dossier, tenure review reports and annual evaluation reports of the candidate, and sits as a nonvoting ex officio member

c) Members of the tenure Committee vote either to recommend or to decline to recommend candidates for academic tenure. The Committee, chaired by a member elected by a simple majority vote of other members, conducts the review and submits a review report, which includes the Tenure Recommendation Form to the Director. The written report, signed by committee members, that provides the rationale for the recommendation and the vote count of the committee.

d) In addition, the Tenure Committee prepares and submits to the School Director a written document, signed by committee members, recommending or declining to recommend tenure. The written document includes (a) narrative detailing the rationale for the recommendation and the vote of the Committee prepared by the Chair of the Committee and (b) the Tenure Evaluation Form.

e) The School Director reviews the written report of the Tenure Committee and, if tenured, prepares an independent report either concurring or disagreeing with the recommendation of the Tenure Committee.

f) The School Director submits the written report of the Committee and, if applicable, the Director's report to the Dean, and provides written notification of the School recommendation(s) to the candidate.