

Tenure and Promotion Guidelines
Department of Human Capital Development
The University of Southern Mississippi

The Department of Human Capital Development (DHCD) prepare graduates who can improve performance in organizations. The DHCD is respected internationally as a leading HCD program in terms of quality of graduates and research by students and faculty.

I. Introduction

Research, graduate education, and community service are the core missions of the Department of Human Capital Development at The University of Southern Mississippi. The Department strives to (1) provide high quality graduate education that prepares students either to enter the workforce with skills necessary for life-long professional achievement, or for masters graduates to pursue doctoral degrees, (2) advance the body of scientific knowledge through the scholarship of discovery, integration and application, and (3) provide technical and educational outreach to developing communities at the local, regional, national, and international levels.

The Department of Human Capital Development expects its faculty members to contribute to its mission by fostering the intellectual growth of students through effective teaching and by advancing knowledge through productive research activity. The Department also expects its faculty to render professional service to the Department, the College, the University, their profession, and the public. Service activities, whether compensated or not, draw on professional expertise, relate to the teaching and research missions of the University, and present 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.

In evaluating faculty performance, the Department expects demonstrated achievement in all three areas of teaching, research, and service, for faculty members. While achievement in each of the tripartite areas is required, it is not expected that every faculty member going up for review, tenure, and/or promotion will excel in every category. University and College documents on tenure and promotion shall take precedence over Department guidelines and policy cases where conflicts in interpretation arise. Department guidelines on tenure and promotion are intended to distinguish Departmental mission objectives and clarify criteria upon which recommendations are made. Recommendations for tenure and promotion are separate processes, although in some cases identical criteria may be prescribed.

II. Teaching

Unless otherwise indicated in a university/faculty employment contract, it is expected that an individual will spend a significant portion of their working time in the classroom and in

preparation for classroom instruction. Normally, an individual will teach two courses per semester and maintain a minimum of ten hours of preparation time in the office. Preparation includes but is not limited to: preparing lectures and syllabi; grading and otherwise assessing student work; the creation of electronic and alternative delivery formats; advising students; and keeping abreast of one's major academic interests.

Although the ability to instruct varies from individual to individual, each member of the faculty is expected to maintain a professional level of instruction that contributes to the department's reputation. Since effective teaching is an essential criterion for tenure and promotion, evidence of a sustained pattern of good teaching needs to be documented. For example, these may include: letters of recommendation from students, students receiving awards, publications, co-author, co-present papers, etc. In accordance with University policy, faculty will conduct student evaluations of their classes each semester during an academic year. The faculty will use the on-line course/instructor evaluation provided by the University. Because of the applied nature of the Department's several academic programs, it is expected that certain classes will involve field work. In most cases, field exercises or projects are a normal part of an individual's instructional responsibility. On occasion, however, normal expectations can be exceeded as in, for example, a case where an instructor has been able to interrelate the learning experience with a particular need of an organization. Learning experiences of these kinds are particularly rewarding for the student, but they also are demanding and time consuming on the part of the instructor. Courses designed to fulfill organizational needs may be considered "innovative" classes.

III. Research and Scholarship

Research is recognized as a major activity of the academic community and will be considered as such by the Department in tenure and promotion considerations. As with teaching, research is expected to reflect credibility on the individual, Department, and University.

Activities that can be utilized to document achievements in scholarly production are outlined below. The Department recognizes that individuals will be evaluated in terms of quality as well as quantity of production. Although individual achievements will not be subjected to a weighting or statistical procedure, the Department recognizes a range of quality exists in scholarly value of journals, books, publishers, and professional organizations.

The Department values basic (fundamental) scientific and applied research, with the understanding that the general research orientation of the Department is applied. The Department defines applied research as the movement of new or innovative knowledge from the research community to the practitioner community (i.e., the involvement of pragmatic problem solving). Applied research may include both funded and non-funded efforts which result in the preparation and distribution of a manuscript; the publication of a professional paper, especially a peer-reviewed publication or book published by a scholarly press; the presentation of a paper before a professional organization; or the publication of a document

submitted to a funding agency through grant or contract, where the document has been subjected to rigorous review and approval, and exhibits new or innovative approaches to the solving of a problem, or the reporting of an outcome learned from lengthy and rigorous scholarly investigation. Evidence of any of the preceding products constitutes applied research.

Examples of research products to be considered include, but are not limited to, the following:

- A. Articles, reviews, and communications in professional periodicals, and magazines that meet standards of high quality in the practice of human capital development
- B. Original presentations to professional or public audiences that meet standards of high quality in the research and practice of human capital development
- C. Development and management of human capital development seminars and workshops and related online or printed materials for professionals that advance knowledge and understanding of professional practice and improve professional performance
- D. Books, videos, monographs and other online and printed materials that meet basic standards for quality in both academics and human capital development practice, that advance knowledge and understanding of professional practice, and that improve professional performance
- E. Publication of analysis and critical reviews on professional subjects, published in professional publications
- F. Publications of articles, reviews, and commentaries on other subjects in newspapers and other popular media, if they demonstrate high standards of professional practice
- G. Meritorious work of a demanding nature in professional positions; such work should demonstrably enhance the faculty member's teaching.

Evaluation criteria for research activities and external funding considered include, but are not limited to:

- A. The scope of the audience (such as regional or national as opposed to local)
- B. The nature of the audience (including respected academic or professional peers)
- C. Significance of the topic (an idea or finding that serves important academic, professional, or public interest)
- D. The rigor of the standards met by the work (recognized by prominent academic or professional groups)
- E. The stature of the reviewers of the work (educators or practitioners who are widely respected for their accomplishments)
- F. The breadth, depth, and originality of the research
- G. The impact of the work in improving educational or professional practice or elevating the general understanding of human capital development and the ethical responsibilities of the disciplines

IV. Service

Academic service is a necessary faculty activity for the Department, College, and University. Responsible service activities demonstrate and support the goal of shared governance within the University system. All faculty will be expected to participate in, and share responsibility for, service activities. Standards and requirements for institutional, professional, and public service vary according to the duration of assistance needed, level of professional experience required, and application of the service to enriching sustained learning.

V. Procedures and Standards for Tenure and Promotion

For faculty seeking promotion and/or tenure, the Department will follow the procedures as outlined in the *Faculty Handbook*.

VI. Annual Evaluation

All faculty will be evaluated each calendar year as required by the State of Mississippi Institutions of Higher Learning. The evaluation will be conducted under the rules of governance for the Department and supervised by the Chair if the governance policy does not include the Chair as the primary evaluator.

The annual evaluation will cover the areas of teaching, research, and service. The purposes of the annual evaluation are to set annual goals for the faculty and Department, to monitor the achievement of these goals, to determine progress towards tenure and promotion, to serve as a measure of post-tenure performance, and to provide a basis for recommendations of merit-based pay.

VII. Suggested Criteria for a Positive Third Year Review

Each non-tenured faculty member holding a tenure-track position will undergo a comprehensive review of progress toward tenure during the third year of full-time service in the Department of Human Capital Development. This review, to be conducted in conjunction with the candidate's annual review, will involve the Department's tenured faculty, Department Chair, College Advisory Committee, College Dean, and Provost. The appropriate dossier must be submitted in accordance to the policy stated in the *Faculty Handbook*. A positive review will signify that the candidate is making satisfactory progress toward promotion and tenure; a negative review may result in a terminal contract for the fourth year. At the time of the third year review, the candidate will be informed as to deficiencies in their progress that should be addressed between the time of the review and the time the candidate applies for tenure and promotion.

A. *Teaching: Expectations for Third Year Review*

1. Met classes at the scheduled times. If online, responded to students in a timely manner.
2. Achieved an average score of 4.0 on a 5.0 scale for graduate student course evaluations.
3. Showed evidence of beginning to work with doctoral students on dissertation as both chair and committee member.
4. Participated in professional development activities to improve teaching.

B. *Research and Scholarship: Expectations for Third Year Review*

1. Established a focused research agenda that includes a demonstrable research agenda.
2. Demonstrated a record of publication in peer-reviewed journals, particularly journals that are respected and valued in human capital development, or are ranked in SCI or SSI.
3. Has other publications, which can include books, chapters, reports, book reviews, proceedings, etc.
4. Presented at appropriate national professional/research conferences for which the presentation proposals are peer-reviewed.
5. Established record of seeking internal/external funds to support research agenda.

C. *Service: Expectations for Third Year Review*

1. Attended departmental meetings.
2. Served annually on at least one committee at the program, Department, College or University level.
3. Served as a reviewer for a minimum of two peer-reviewed publications.
4. Contributed in positive and constructive ways to the Department's community (attending department sponsored programs or events, departmental meetings, serving on committees, etc.)

VIII. Suggested Criteria for a Positive Review for Moving Successfully from Assistant to Associate Professor

A. *Teaching: Expectations for Tenure and Promotion to Associate Professor*

Teaching activities *may include*, but are not limited to, the following:

1. Met classes at the scheduled times. If online, responded to students in a timely manner.
2. Achieved an average score of 4.0 on a 5.0 scale for graduate student course evaluations.
3. Supervision of graduate research
 - a) Served as chair or co-chair for at least 5 doctoral committees and served as a member of at least 10 doctoral committees, unless there are circumstances that would make this an unreasonable possibility

- b) Directed at least one dissertation committee for a student who successfully defended their proposal
 - c) Directed at least two dissertation committees for students who successfully completed written comprehensive exams
 - d) Showed evidence of working with students to present and publish at national conferences and peer-refereed annual meetings.
4. Developed new courses in areas of expertise
 5. Expansion of teaching methodologies to include improvement of electronic and alternative delivery formats, as well as other educational innovations
 6. Evaluation of quality teaching
 - a) Satisfactory student evaluation
 - b) Outcome of pedagogical research, including publication, presentations, and awards
 - c) Post-graduate achievement and professional placement of students
 7. Student advisement
 - a) Familiar with University, College, and Department requirements
 - b) Prepares students for comprehensive examinations, mastery projects, theses, and dissertations
 - c) Advises students on career goals and opportunities
 - d) Writes letters of recommendation on behalf of students

B. Research and Scholarship: Expectations for Tenure and Promotion to Associate Professor

A sustained dissemination of scholarly activity to be considered includes, but is not limited to:

1. Strong and consistent record of publication in peer-reviewed journals, particularly journals respected in particular fields of expertise and valued by human capital development, or are ranked in SCI or SSI.
2. Average of one peer reviewed journal article per year up until time of application with a minimum of five publications by the time of application, and lead author on at least three articles
3. Strong record of other publications, which can include books, chapters, reports, book reviews, monographs and manuals (Book counts as 3 peer reviewed articles published by a recognized and reputable press)
4. Authorship of chapters, manuals, and monographs (non-refereed publications)
5. Editorship of publications, such as books
6. Strong record of presenting at appropriate national professional/research conferences for which the presentation proposals are peer-reviewed as either sole author or lead presenter (an average of one presentation per year up until time of application with a minimum of five presentations by the time of application)
7. The disciplines within the Department of Human Capital Development place an increased value on “invited” presentations and publications

8. Establishment of a nationally or internationally recognized and financially supported research program will be demonstrated by submission of proposals to funding agencies (an average of one proposal submission per year to funding agencies)
9. Sustained recruitment of graduate students, a high-level of student collaboration and research support, student degree completion/graduation and secure professional employment or acceptance to doctoral program

C. Service: Expectations for Tenure and Promotion to Associate Professor

1. Institutional: Service on Department and College committees
2. Community service/outreach: Professionally based assistance to individuals, schools, business/industry, and presentations to lay audiences
3. Professional discipline: Participation in state, regional, national, or international organizations in area of expertise, review of journal articles, book chapters, and research proposals.
4. Internships, consultancies, manuscript reviews, and other forms of practical experience that allow faculty members to advance their academic and professional expertise.
5. Academic program management. For example, serving as director or coordinator of degree programs.

IX. Suggested Criteria for a Positive Review for Moving Successfully from Associate to Full Professor

Candidates for the rank of professor are teacher-scholars with a well-established national or international standing in their discipline and a strong record of contribution to the University and Department. Successful candidates will have a record of sustained high level performance in each of the three areas of the University mission. Candidates must serve at least five (5) years in the lower rank, thereby making a recommendation for promotion permissible during the fifth year of service in the lower rank and an approved promotion effective at the beginning of the following academic year. Candidates will be expected to have mentored and chaired students who complete graduate degrees.

The candidate for full professor must be recognized by peers as having made a major contribution to their specific field of expertise, as indicated in explicit evaluation by at least three external reviewers representing peer academic institutions. One of the reviewers may represent a national or international professional association related to the applicant's field of expertise and research.

A. Teaching: Expectations for Tenure and Promotion to Professor

Teaching activities may include, but are not limited to, the following:

1. Participation in course offerings as instructor, co-instructor, guest lecturer, etc.
2. Development of courses in areas of expertise
3. Expansion of teaching methodologies to include electronic and alternative delivery formats, as well as other educational innovations

4. Supervision of graduate research
 - a) Direction of student theses/dissertations committee
 - b) Service as thesis/dissertation committee member
5. Evaluation of quality teaching
 - a) Satisfactory student evaluation
 - b) Outcome of pedagogical research, including publication, presentations, and awards
 - c) Post-graduate achievement and professional placement of students
6. Student advisement
 - a) Familiar with University, College, and Department requirements
 - b) Assist graduate students in preparing class schedules
 - c) Preparing students for comprehensive examinations, mastery projects, theses, and dissertations
 - d) Advising students on career goals and opportunities
 - e) Write letters of recommendation on behalf of students
7. Academic program management. For example, serving as director or coordinator of degree program.

B. Research and Scholarship: Expectations for Promotion to Professor

Dissemination of scholarly activities to be considered may include, but are not limited to:

1. Sustained pattern of publication in peer-reviewed national or international journals with a minimum of ten publications while in the rank of associate professor.
2. Sustained pattern of research presentations at national or international conferences with a minimum average of one per year while in the rank of associate professor.
3. Establishment of a nationally or internationally recognized and financially supported research program to be considered includes, but is not limited to:
 - a) Sustained research agenda on a topic for which national or international recognition is achieved
 - b) Pattern of submission of proposals to funding agencies (an average of one proposal submission per year to funding agencies)
 - c) Administration of grant funds
4. Evidence of collaboration with colleagues within and beyond the University as evidenced by joint authorship, research projects, presentation, grant applications, etc.
5. Achievement of nationally recognized scholarly record to be considered includes, but is not limited to:
 - a) Evidence that research has made an impact on the field and influenced the thinking of others in the field
 - b) Peer evaluation by nationally recognized leaders in respective fields

C. Service: Expectations for Promotion to Professor

1. Institutional: Accept leadership roles on Department, College and University committees
2. Community service/outreach: Professional based assistance to individuals, schools, business/industry; presentations to lay audiences;
3. Professional discipline: Leadership role in state, regional, national, and/or international societies/organizations in area of expertise
4. Review of journal articles and research proposals, participation on review panels for funding agencies
5. Leadership: Hold elected office in a professional organization
6. Academic program management. For example, serving as director or coordinator of degree program.

X. Collegiality

Criteria for tenure and promotion at the University are identical except that tenure requires the additional criterion of collegiality. Collegiality among faculty is essential for the effective operation of the Department. Hence, colleagues must be able to interact with faculty and students in a constructive and professional manner. Examples of demonstrated collegiality include to:

- A. Share committee assignments
- B. Participate in Department, College and University functions
- C. Provide advice in areas of research and teaching to faculty and students
- D. Collaborate with colleagues within and external to the Department or University when appropriate
- E. Support the goals/mission of the Department, College, and University