RATIONALE

This document expresses the promotion and tenure expectations within the School of Library and Information Science, 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 School of Library and Information Science tenure track faculty voted to adopt these guidelines August 30, 2011. The results of the vote are listed below:
Voting to Adopt _____ Voting in Opposition _____ Abstentions _____ Recusals _____

The following faculty members have reviewed and voted upon these guidelines as indicated by their signature

Dr. Catharine R. Bomhold
Dr. Stacy Creel
Dr. D. E. Haynes
Dr. Scott Klingler
Dr. Teresa Welsh
Dr. Xinyu Yu

Dr. M. J. Norton Director

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. 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 School of Library and Information Science abides by the tenure and promotion calendar published annually by the Provost’s Office. Therefore, dossiers submitted to the College Advisory Committee (CAC) after the published date for tenure, promotion, and pre-tenure submissions, will not be considered. In addition, dossiers submitted to CAC without appropriate documentation as described in this document will not be considered for tenure, promotion, or pre-tenure assessments. It is the responsibility of the candidate to ensure he or she is aware of and complies with submission deadlines and departmental documentation requirements.
Mission

The Mission of the School of Library and Information Science is to prepare qualified individuals for professional roles in libraries and other information environments with appropriate knowledge and skills to serve the information needs of their communities. Faculty members strive to instill in students a standard of professionalism that reflects scholarship, integrity, diversity, collaboration, service and lifelong learning. Faculty members support this mission through active engagement in all aspects of scholarship and professional service.

Applicants for tenure within the School of Library and Information Science will be evaluated according to their negotiated responsibilities, determined by joint agreement between the faculty member and the director with consent of the Dean. Negotiated responsibilities are discussed and evaluated each year during the annual faculty evaluation process. Faculty members seeking tenure must demonstrate sustained quality performance in the areas of teaching, research/scholarship, and service. In accordance with University and IHL guidelines, collegiality: effectiveness in interpersonal relationships, including professional ethics, cooperativeness, appropriate participation in departmental activities and responsibility and compliance with the College characterizations of collegiality will be considered in the evaluative process.

The following identify minimum expectations for teaching, research and service for candidates for tenure and promotion to Associate Professor in the School of Library and Information Science. In addition, it should be noted that candidates are expected to exceed the minimum requirements in at least one of the categories, as agreed upon between the candidate and the director of the School, as well as demonstrating a consistent and strong collegiality among peers. Additional requirements are imposed for promotion to full professor and included at the end of this document.

Basic Documentation: In addition to the evidence document examples provided in each section of these guidelines candidates must include the following materials in their dossiers:
Teaching

The Standard

Teaching instills knowledge in students and creates the desire and skills necessary to both continue learning and apply knowledge in professional settings. Within the School of Library and Information Science, faculty are responsible for preparing students to work in or manage all aspects of library and other information environments. The School recognizes both classroom performance and contributions to teaching that draw upon the teacher’s depth and breadth of scholarship, experience or service. Teaching includes a commitment to support the mission of the program through cooperation and collaboration and demonstration of the best qualities of our field through role modeling.

Minimum Standard

Teaching – The candidate is expected to teach a full slate of classes Typical Southern Miss load expectation is four and four, with release given for demonstrated research/publication/grant or substantial administrative duties. Teaching load is more than number of classes, it also considers the number of students and credit hours generated as well as the number of research activities in which the faculty member is engaged.

The candidate is expected to receive acceptable student evaluation ratings as measured against other members of the School. Assessment of teaching is not limited to student evaluations, but these reports will be considered with the following considerations: It is expected that:

(1) Teaching evaluation shall be considered in relation to the University and College means
(2) Patterns of evaluation scores 4.0 and above on a 5.0 scale are considered positive.

(3) Patterns of evaluation scores between 3.25 and 3.99 on a 5.0 scale are considered satisfactory.

(4) Patterns of evaluation scores below 3.25 on a 5.0 scale are considered in need of improvement.

Consideration will be given for courses that the whole LIS faculty consider to be extremely challenging for students and therefore tend to yield evaluations with averages below the departmental mean, such as LIS 201, 401, 405, 501, 505, and 636. It is expected that faculty members will improve their teaching as they gain experience. The candidate is expected to administer and report on assessments and provide assessment data as needed for accreditation activities (USM, GEC, SACS, NCATE, ALA).

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 School.

Documentation - Teaching

Effectiveness in teaching is reflected by student learning and improvements in the learning environment and curriculum. Quality and effectiveness of developed or revised courses, curricula, teaching materials etc., will be considered. Evidence of teaching effectiveness include, but is not limited to the documented sources listed below.

- Honors or special recognitions for teaching accomplishments

- Development or significant revision of programs and courses

- Creation or utilization of innovative teaching materials, instructional techniques, curricula or programs of study

- Contribution to develop and/or update syllabi, lecture notes and updated reading materials. Considerations would include
  a. Vehicle of delivery, face to face, online;
  b. Student level, undergraduate or graduate.
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- Effectiveness shown by university-administered standardized student evaluations and supplemental evaluations approved by the School
- Narrative evaluations by students
- Letters of evaluation from former students attesting to the candidate’s instructional performance both within the traditional classroom setting and beyond it
- 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
- Peer evaluations by colleagues/ supervisors who are familiar with the candidate’s teaching, used instructional materials designed by the candidate, or have taught the candidate’s students in subsequent courses
- Collaboration and cooperation in multiple section courses.
- Appropriate and successful use of technologies employed by SLIS in teaching.
- Number of research project reading committees
- Evaluation through observation of teaching by faculty or chair
- Unsolicited student comments
- 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
- Participation in programs and/or conferences for improving teaching
- Other evidence of teaching effectiveness as appropriate

**Research/Scholarship**

The Standard
Research and creative accomplishments are considered necessary to enhance teaching effectiveness. Faculty members in the School pursue research agendas that are established in collaboration with the director. Collaboration with colleagues and students in the production of scholarly work is encouraged. Because of the service nature of several threads of study offered within the School, research activities are sometimes linked with significant service projects. Faculty should conduct research or engage in creative activities appropriate to their individual discipline and to the mission of the School and they should disseminate the results of their work through media appropriate to their discipline.

Minimum Standard

1. Research/Scholarship – The candidate is expected to have accomplished at least one of the following criteria.
   a. Published a minimum of 4 scholarly articles/papers in peer-reviewed journals or peer-reviewed conference proceedings. Two of the four may be juried papers published in conference proceedings.

   OR

   b. Published a book and at least 2 scholarly peer-reviewed articles/papers

   OR

   c. Published a book chapter and at least 3 scholarly peer-reviewed articles/papers

NOTES:

Juried papers published in the proceedings of a conference will be counted as a peer reviewed publication. Presentations will only count as a juried scholarly paper if it appears in the conference proceedings and underwent a competitive peer review for the proceedings. Presentations without publication will be considered under service. Abstracts, editorials, book reviews, brief communiqués will only be considered under service, regardless of the prestige of the publication.

The candidate is to present documentation attesting to the review process in each instance. Quality of publication is based in the recognized caliber of the journal, or conference, and will be considered in the evaluation. Library/ Information Science is
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composed of a wide variety of disciplines, the School of Library and Information Science faculty will determine the appropriateness of publications and be the determiners of the quality of the publications in keeping with recognized parameters of the various disciplines.

2. Research/Scholarship and Economic development – The candidate is expected to have submitted a minimum of two grant applications as the principal investigator or co-principle investigator.

Documentation – Research/Scholarship

Evidence of research and creative activities includes, but is not limited to the sources listed below.

- Research and/or scholarly publications (indicate if peer reviewed). Faculty should strive to publish their research in nationally recognized, competitive, refereed journals. Publications include books, book chapters, monographs as well as bulletins, articles and other scholarly works published in refereed journals, discipline-specific publications (e.g., training manuals, handbooks, etc.), articles published in professional publications, research reports to sponsors, accepted manuscripts, published reports and bulletins.
- Presentation of peer reviewed scholarly papers before technical and professional meetings resulting in publication in the conference proceedings, or alternative peer reviewed publication. (i.e. a juried scholarly paper presentation that is submitted and accepted to another peer reviewed journal but was not published in the conference proceedings.)
- List of honors or awards for scholarship
- Application of research/scholarship in the field, including new applications developed and tested; new or enhanced systems and procedures demonstrated or evaluated for government agencies, professional associations, or educational institutions
Service

As one of 62 American Library Association Accredited programs in North America the School of Library and Information Science is a professional program with significant service expectations. Service is a critical aspect of the field and is covered in the ALA accreditations as part of the faculty standard upon which the program is assessed (Standard III.4 “The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.”) Individual faculty may negotiate greater or lesser weight to service, but those indicating higher weight have done so with the appropriate expectation that service is as valued as teaching and research. Our faculty must engage in professional service such as participation in or management of conferences, accreditations teams, and serve on boards; such investment of time must be recognized in the tenure and promotion process to ensure fair assessment appropriate to our discipline and our professional standing.

The School of Library and Information Science, in keeping with the professional ethos of the field, 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. The organization and management of significant community educational events, activities to enhance the public awareness and the academy’s interaction with the various constituencies is but one example of service. Service may include applied research, service-based instruction, program and project management and technical assistance. A faculty endeavor may be regarded as service to society for purposes of promotion and tenure if one of the following conditions are met:

- Other evidence of research/scholarship or creative accomplishments as appropriate
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 School’s mission.

Service to the University includes, but is not limited to, participating in departmental, college or University committee work and developing, implementing or managing academic programs or projects.

Service to the profession includes, but is not limited to, offices held and committee assignments performed for state and national professional associations and learned societies; development and organization of professional conferences; editorships and the review of manuscripts in professional associations and learned societies’ publications; and review of grants applications.

*Minimum Standard*

Service – The candidate is expected to serve on committees, boards, etc. at the College and University level as invited or elected. The candidate is expected to serve on departmental committees as appointed. The candidate is expected to be involved in service activities for at least one national and one state professional organization as a member of a committee or other appointed or elected position.

Documentation - Service

Evidence of the effectiveness of service to society, the University and the profession includes, but is not limited to, the sources listed below.
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- Honors, awards and special recognition for service activities
- Service publications: Abstracts, book reviews, brief communiqués, editorials
- Membership on editorial boards reviewing publications
- Funded projects, grants, commissions and contracts (include source, dates, title and amount) completed or in progress
- Program and project development and other creative activities
- Service-based instructional activities
- Consultation and technical assistance
- Membership on editorial boards reviewing publications
- Record of participation in and description of seminars and workshops (including short descriptions of activity, with titles, dates and sponsor); indication of role in seminar or workshop (e.g., leader, participant)
- Description of outreach or other activities in which there were significant use of candidate’s expertise (e.g., consultant, journal editor, reviewer for refereed journal, peer reviewer of grants, speaker, service to government agencies, professional and industrial associations, educational institutions)
- Applied research such as publications relating to service to society including books, book chapters, articles and scholarly papers (indicate if peer-reviewed)
- Contracts, grants and gifts related to service activities
- Selection for special service activities outside the state or nation
- Requests by individuals from outside the state or nation to study the candidate’s work and innovations
- Committee work at department, college and/or University levels
- Participation on university governance bodies and related activities
- Development, implementation or management of academic programs, projects or study-abroad initiatives
- Participation in professional and learned societies, including election to offices, committee activities, editorial work, peer review and other important service
- Development and organization of professional conferences
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- Reviewing grant applications
- Editing and reviewing of manuscripts for professional associations and learned societies
- Preparing and delivering testimony for state or federal legislatures related to the goals of the department, college and university
- Serving as faculty advisor to a student organization
- Support for departmental goals such as off campus and online teaching as well as expansion to a doctoral degree level
- Evidence of students’ involvement in scholarly activities (e.g. publications, awards, grants)
- Election to offices, committee activities and important service to professional associations and learned societies, including editorial work and peer review as related to research and other creative activities
- Other evidence of service accomplishments as appropriate

In accordance with University and IHL guidelines, collegiality (effectiveness in interpersonal relationships, including professional ethics, cooperativeness, resourcefulness, and responsibility) will be considered in the evaluative process.

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 students and the unit’s common purpose. Collegiality implies a pattern of consistent 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 of 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. The concept of collegiality is critical to the successful work environment of the university. Collegiality is not a measure of popularity, but it is measured by consistent professionalism and civility.

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

- Keeping regular posted office hours
- Collaboration
- Attendance and participation at faculty meetings
- Attendance at student presentations (particularly as committee member)
- Academic integrity (appropriate representation of work effort in publications and grant work, commitment to avoid and prevent plagiarism and support honesty in academic endeavors)
- Respect for students (preparing for classes, providing timely informed feedback for work)
- Respect for and compliance with university regulations and procedures
- Respect for colleagues
- Demonstrated interest and involvement with general departmental welfare
- Initiatives to benefit program or department
- Contributing to equity of department workload
- Willingness to assist in supporting the teaching load of the school.
- Willingness and actual participation in collaborative efforts within and outside of the school.
- Compliance with documentation and reporting deadlines, grade reporting
- Participation in faculty development activities, such as Rubrics training
- Respect for and adherence to issues of confidentiality

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

- General unavailability
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- A pattern of nonattendance at called departmental and/or committee meetings
- Unwillingness to serve or chair committees
- Inadequate performance on such committees
- Uncooperativeness
- Failure to comply with university regulations, or procedures
- Failure to adhere to ethical academic practice
- Violations of academic integrity (e.g. misrepresentation of productivity)
- Repeated incivility
- Lack of respect for or failure to comply with standards of confidentiality

Consideration for Full Professor

Associate professors seeking promotion to full professor will have to meet additional requirements beyond those for tenure and promotion for the assistant professor. Candidates seeking promotion to full professor will have to have demonstrated a sustained and systematic improvement in teaching, increased publication which must include at least one book, ongoing and increased service, as well as continued acceptable performance relative to collegial behavior. Candidates seeking full professor should have a history of modeling superior performance in all of these areas and being viable mentors to junior faculty as well as active members of the larger university community and professional arena. Application for promotion to full professor can only be made after five years have been served as an associate professor. A faculty member applying for full professor should have at least doubled the minimum requirements of tenure and be engaged in continued production in all areas. Determinations of viable candidates for full professor will begin in the School, but application to this level will require at least three references from external reviewers with correspondent degrees and faculty status.

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 a 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 (or had) a mentor-mentee relationship with applicant. Nor can they be individuals who co-authored with 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).

Informational note:

Every faculty member should be aware as stated in the faculty handbook section regarding Promotion:

Promotion
9.4.6
“Promotion in academic rank is not guaranteed by any terms of contracted employment or earned solely by the duration of employment. No oral or written promise of promotion in academic rank shall be valid unless approved by the Board and written notification is received from the President confirming the Board approval.”

Every faculty member should be aware as stated in the faculty handbook section regarding Tenure Authority:

Board Authority
9.6.1 Paragraph 2
“The privilege of tenure can be granted only by the Board and is not guaranteed by faculty appointment, prior promotion in academic rank, prior performance, or by duration of employment. A non-tenured faculty member shall not assume at any time that he or she will be awarded tenure. No verbal or written assurance, promise or guarantee of tenure is valid.”