

# Promotion and Tenure Guidelines for

The Department of Educational Research and Administration (ERA)

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## 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

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## 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

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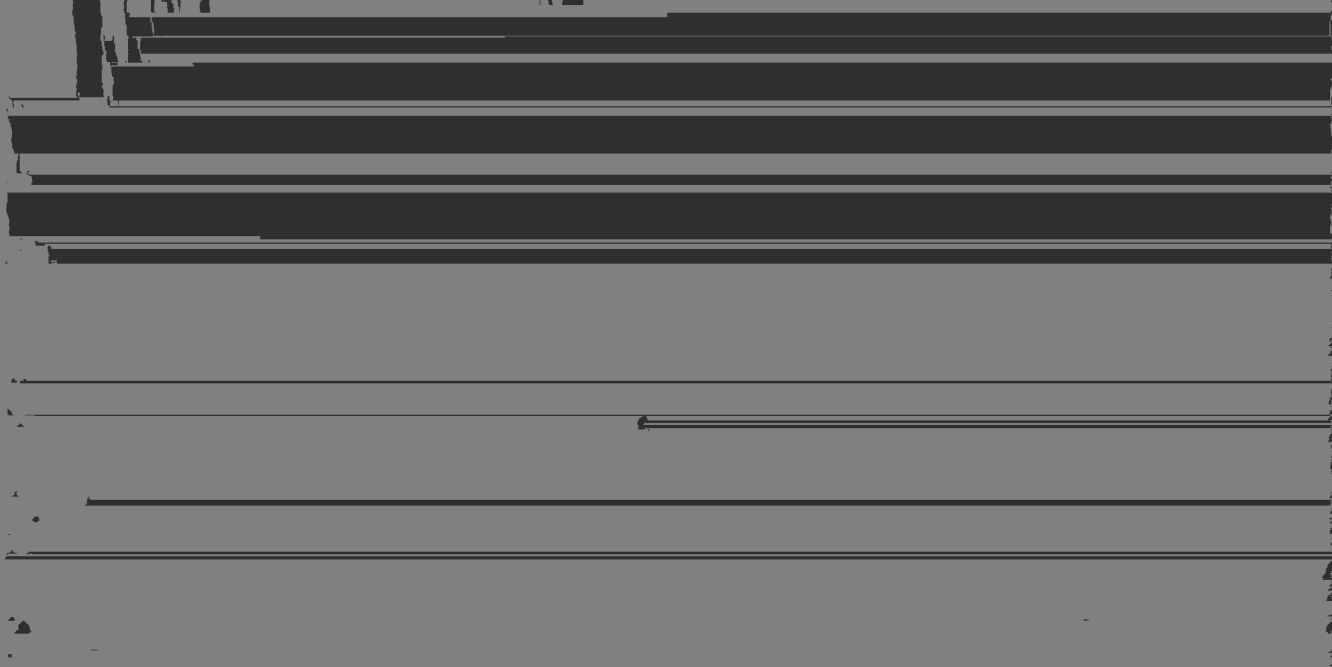
The faculty member may include any additional evidence that he or she believes demonstrates effective teaching (see below).

*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 or chair. While senior faculty members are expected to have a higher

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

Candidates are expected to demonstrate a continuing pattern of respecting and working well with new 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

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, symposiums, academic books/memoirs

- 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

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



*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.

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*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:

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Ann P. Blackwell

6/12/17

[Redacted]

[Redacted]

Advising of such groups based on professional expertise

[Redacted]

[Redacted]

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