

USM School of Library and Information Science

Effective January 1, 2017

Rationale

This document expresses the tenure and promotion 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 of faculty members and is effective spring 2017. The School of Library and Information Science faculty voted to adopt these guidelines following a departmental faculty meeting on November 4, 2016. The results of the vote are listed below:

Voting to Adopt 8 Voting in Opposition 0 Abstentions 0 Recusals 0

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

The School of Library and Information Science offers degrees at the baccalaureate and master's level and is accredited by the American Library Association. SLIS is a small

department with no doctoral program so faculty members have high teaching and service expectations. Applicants for tenure and/or promotion are evaluated according to their responsibilities, negotiated with the Director and approved by the Dean, utilizing departmental tenure and promotion guidelines. Tenure-track faculty members must demonstrate sustained quality performance in the areas of teaching/mentoring, research/scholarship, and service for tenure and/or promotion.

Associate Professors are expected to provide higher levels of services in order to reduce the service requirements, whenever possible, for Assistant Professors completing their probationary period.

External Review Requirement for Promotion to Professor

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

seeking promotion and/or tenure are expected to have demonstrated teaching competency in assigned courses, continuous growth in the subject field, and ability to organize material and convey it effectively to students. Teaching includes not only formal classroom instruction but also advising and mentoring of students.

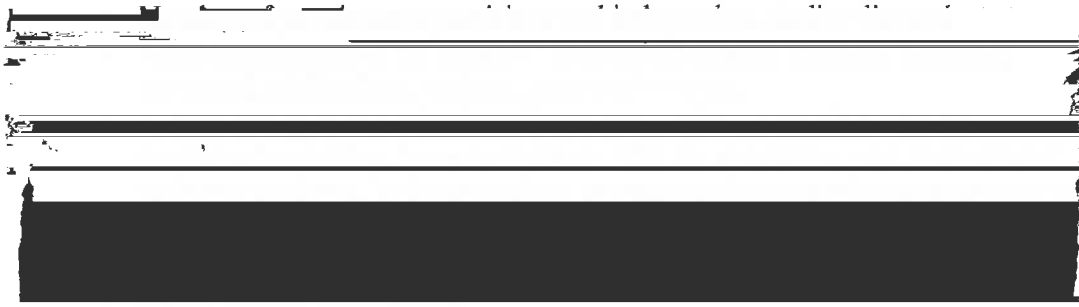
Documentation

Evidence of teaching effectiveness must include:

- Student evaluations for each course taught (copies of the actual evaluations for every class for no less than the last three years, reflecting a pattern of positive evaluations)
- Annual department chair/department personnel committee evaluations
- Third-year review letters from all levels of review

Further evidence may include, but is not limited to, any combination of the sources listed below:

- Nature of courses typically taught
- Number of different course and new course preparations
- Contribution to develop and/or update syllabi, lecture notes and updated reading materials. Considerations would include
 - Vehicle of delivery, face to face, online;
 - Student level, undergraduate or graduate.
- Development or significant revision of programs and courses
- Collaboration and cooperation in multiple section courses.
- Creation or utilization of innovative teaching materials, instructional techniques, curricula or programs of study
- Description of new courses and/or programs developed, including service-learning and outreach courses at home or abroad, where research and new knowledge are integrated
- Academic advising activity
- Student mentoring activity
- Number of mentored student research projects, indicating number completed
- Number of external thesis or doctoral committees as member, indicating number completed



- Honors or special recognitions for teaching accomplishments
- Other evidence of teaching effectiveness as appropriate

Evidence of teaching effectiveness is necessary for tenure and promotion in-rank to Associate Professor. Evidence of sustained teaching effectiveness is necessary for

[REDACTED]

Research and Scholarly Activity

In accordance with the mission of this research extensive university, the School of Library and Information Science and the College of Education and Psychology

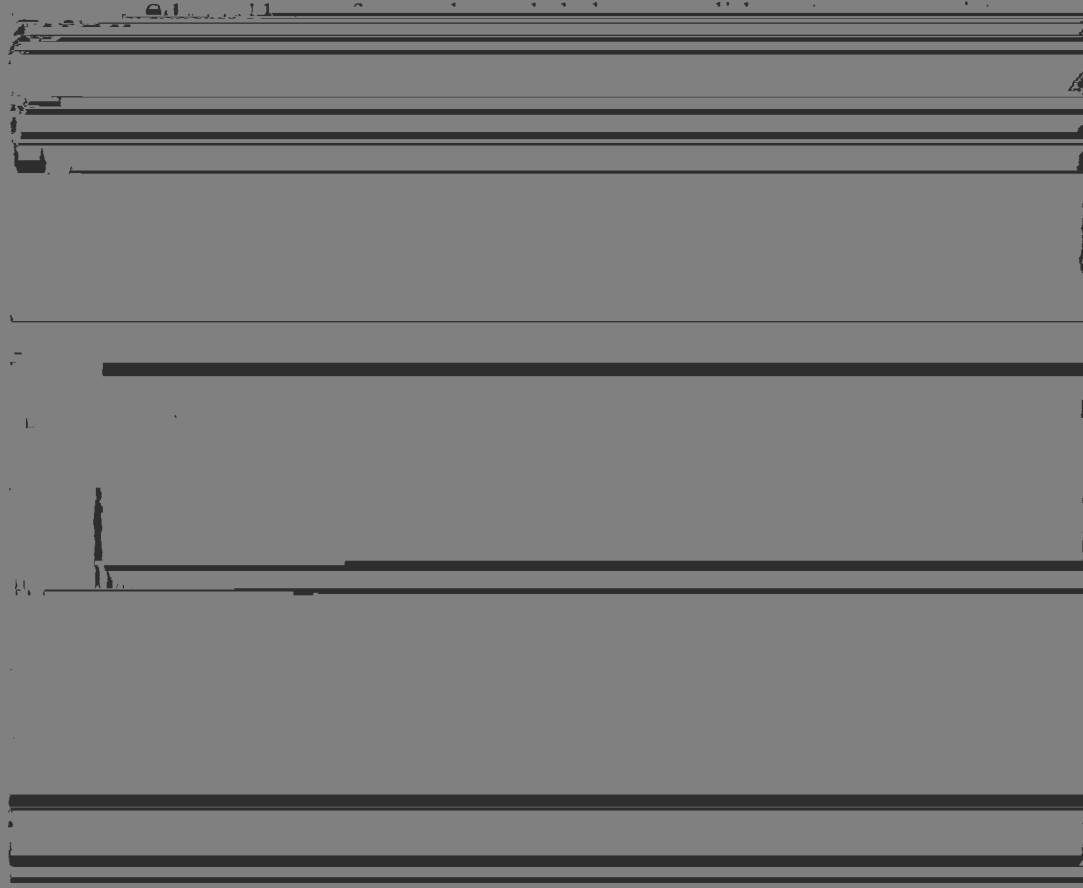
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weight than a single publication in a refereed journal. An authored
book/edited book may be given greater weight than a book that is

an edited collection of articles/chapters or a textbook. Edited books and
textbooks will be judged by scope, size, and impact of the text upon the

Evidence of research or scholarly activities may include, but is not limited to, the sources listed below.

- Research and/or scholarly publications. Faculty should publish their research in nationally recognized competitive, refereed journals or other refereed works such as subject encyclopedia articles. In addition, discipline-specific publications (e.g., training manuals, handbooks, etc.), articles published in professional publications, research reports to sponsors, accepted manuscripts, refereed research or scholarly posters, research notes, published reports and bulletins will be considered.
- Grants and other project applications, commissions and contracts (include source, dates, title and amount) completed or in progress.
- Presentation of research papers before technical and professional meetings or scholarly conferences.
- Honors or awards for research or 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 to the University includes, but is not limited to, participating in departmental, college or University committee work, developing, implementing or managing academic programs or projects. All faculty members within the department are expected to participate in departmental faculty meetings and to support the departmental strategic plan.

Service to the profession includes, but is not limited to, offices held and committee assignments performed for national or regional 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

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 the applications for tenure will look for evidence that the candidate demonstrates a continuing pattern of

- Respect for students
 - Providing timely feedback
 - Appropriate interpersonal interactions and awareness of professional boundaries per University standards and policies
 - Attendance at student presentations (particularly as a committee member)

- Demonstrated interest and involvement in general departmental, college and university welfare
- Demonstrating professionalism and respect to the department, college and university (for example, maintaining confidentiality as appropriate, advocating for departmental needs)
- A commitment to the sharing of departmental resources.

Examples of negative indicators of collegiality:

- General unavailability

Ph.D.
Chair, SLIS Advisory Committee

Ph.D.
Committee

11/4/10
Date

Yu, Ph.D.

11/4/16
Date

Teresa S. Welsh
Teresa S. Welsh, Ph.D.
SLIS Director

11/15/16
Date

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

Date