

**Department of Educational Leadership and School Counseling
Tenure and Promotion Guidelines
Effective August 26, 2011**

The Department of Educational Leadership and School Counseling tenure-track faculty voted to adopt these guidelines at a departmental faculty meeting on August 30, 2011. The results of the vote are listed below:

Voting to Adopt: 3 Voting in Opposition: 0 Abstentions: 0 Recusals: 0

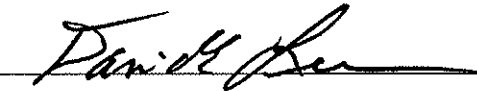
Department Chair:

Thelma J. Roberson

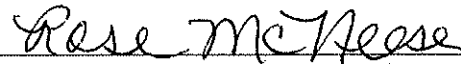


Tenure Track Faculty:

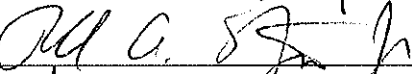
David E. Lee



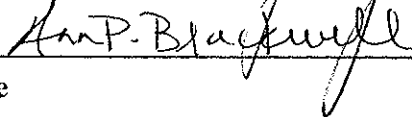
Rose McNeese



Ronald Styron



Dean:



Preamble

The following document describes and recommends standards related to Teaching, Service, Research and Scholarly Activity, and Collegiality for promotion and tenure in the Department of Educational Leadership and School Counseling (ELSC). The University and College guidelines will be followed regarding the length of the probationary period for promotion and tenure. For promotion to Associate rank, candidates must serve at least five (5) years in the lower rank as full-time tenure-track faculty, 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. Application for tenure is made during the sixth year of full-time tenure-track employment. An initial employment contract may grant credit toward promotion or tenure or both.

The candidate should submit all documents for pre-tenure (Third Year Review), promotion, and tenure as stated in The Faculty Handbook. The Department of Educational Leadership and School Counseling abides by the tenure and promotion calendar published annually by the Provost's Office. Therefore, dossiers submitted to CAC after the published date for tenure, promotion, and pre-tenure submissions, will not be considered in that academic year.

The guidelines described herein are not applicable to tenure decisions involving individuals who are hired from outside of USM directly into administrative positions at the level of chair or above. They are, however, applicable for decisions of promotion in academic rank for individuals in administrative positions.

Faculty members in the probationary period are strongly encouraged to find a proper balance between teaching, scholarship, and service. As a rule of thumb, it is the responsibility of senior members of the unit to assume such service as Chairs, Directors, and Deans. However, in a department such as the Department of Educational Leadership and School Counseling, where there are limited numbers of senior faculty, there are instances when extraordinary administrative service cannot be avoided by probationary or associate level faculty. In these instances, when reviewing documentation for promotion and tenure, consideration will be given for service that is beyond that expected in the typical duties of an assistant or associate professor, and the candidate should not be penalized for such service as taking on an administrative role within the department or college. Likewise, faculty who have successfully secured external funding and have duties beyond the norm in service to this grant should not be penalized. While neither administrative service nor grant service will replace minimal departmental requirements for teaching, research, and service, an overarching picture of such candidates should be considered and not solely the independent factors as described herein.

Uniquely important to the Department of Educational Leadership and School Counseling is the mandate by the Mississippi Department of Education as well as NCATE to license leaders of the P-12 schools. Therefore, by design, the department faculty members of ELSC work closely in partnership and in collaboration with P-12 schools and districts, providing a connection between theory and practice in teaching, service, and research. This collaboration provides the opportunity for the identification of a “best practices model” for change in Mississippi’s K-12 administrative policies.

These recommendations are predicated on the assumption that the standard university probationary period is in effect. However, in some instances, these guidelines are representative of the evolving standards within the College and the University. Thus, while most applicable to newly hired junior faculty, there should be flexibility in how these guidelines are applied to faculty who will soon be facing tenure decisions.

Teaching

Teaching and student learning are central to the mission of the Department of Educational Leadership and School Counseling. The typical teaching load for a tenure track faculty member in the Department of ELSC is four courses each semester, with a course release granted each semester for research/scholarly activity. All faculty members 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. Because Master’s level courses in ELSC are taught in blocks, traditional student evaluations cannot be generated; however,

each faculty member may have students assess teaching through alternative evaluation methods to be included in their submitted materials (alternative evaluation methods that may be included should address the same evaluation items as the University's standard course evaluation).

- Annual department chair/department personnel committee evaluations
- Third-year review letters from all levels of review
- External evaluations of teaching (i.e., state workshops, state accreditation agencies, etc.)

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 thesis or dissertation committees chaired, indicating number completed
- Number of thesis or dissertation committees as member, indicating number completed
- Number of internship supervisions and independent studies directed
- Performance of students on uniform examinations or in standardized courses
- Accomplishments of the teacher's present and former students, including information to show students' 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, have team-taught with the candidate, used instructional materials designed by the candidate, or have taught the candidate's students in subsequent courses
- Participation in programs and/or conferences for improving teaching
- Grants related to instruction
 - Receipt of grants/contracts to fund innovative teaching activities
 - Membership on panels to judge proposals for teaching grants/contracts programs

- Honors or special recognitions for teaching accomplishments
- Coordination with schools/districts for course assignments
- Development of course content for workshops
- Partnering with other agencies to develop teacher/leadership training materials
- Other evidence of teaching effectiveness as appropriate

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

Evidence of teaching effectiveness is necessary for promotion in-rank to Full Professor.

Service

The Department of Educational Leadership and School Counseling values service to society, the field of P-12 education, the university, the college, and to professional organizations. It also recognizes that service activities may be limited during the probationary period in order for the faculty member to meet teaching and research obligations.

Within the College of Education and Psychology, expected service activities fall into specific categories established and documented by the Department. Determinations of quality and quantity are best determined by the individual Department, bearing in mind that each discipline may have unique criteria related to profession or accreditation.

Service refers to the function of applying academic expertise for the direct benefit of external audiences in support of the Department, the College, and the University missions. 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 the following conditions are met:

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 Department's mission.

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.

Minimum service criteria established by each department should include specific expectations for service and documentation at the unit, Department, College and University level, and when appropriate for regional and national professional organization or accreditation purposes.

The Department of Educational Leadership and School Counseling includes the following documentation as examples of service activities:

Documentation

- Chaired sessions at professional meetings
- Keynote addresses
- Refereeing articles for publications
- Invited reviewer for scholarly journal or book
- Workshops conducted
- Facilitator or session chair at professional meetings
- Editorial board member
- Officer or other active involvement in professional organizations
- University, College, and Departmental committee activities
- Director of special projects or initiatives
- Professional service to the community or state
- Other service activities related to educational leadership or school counseling

Research and Scholarly Activity

In accordance with the mission of The University of Southern Mississippi as a Carnegie level RU/H: Research University (high research activity), the Department of Educational Leadership and School Counseling acknowledges that scholarship and the creation and production of research are crucial to the advancement of knowledge. To be considered for tenure and promotion in the Department, a faculty member must be an active and productive researcher/scholar. Scholarship is multifaceted, and scholarly activity must be assessed in diverse ways. The Department of ELSC has the following standards:

A. Maintenance of an active program of research.

B. Publications. Only publications completed while at USM will be considered, with the exception that if a candidate has been granted credit toward tenure or promotion, then any accomplishments from that time period should also be included. For example, if a candidate is granted two or three years' credit toward tenure, his/her accomplishments from that specific period of time should also be considered.

C. Appropriate efforts to secure external funding.

D. External Reviewer's Letters – A minimum of three external reviewer's letters evaluating the candidate's research will be required for the level of Full Professor.

Research expectations for tenure and promotion in-rank to Associate Professor are:

The ideal candidate for promotion to Associate Professor and/or tenure will have an established and documented record of success in publishing, presenting, and/or obtaining external funding. The approximate research expectations for receiving promotion in-rank to Associate Professor and/or tenure consist of the following:

- Candidate has documented seven (7) significant contributions.
- Of the seven (7) significant contributions, four (4) must be publications in refereed journals related to the candidate's discipline [on three (3) of the four (4), the candidate must be 1st or 2nd author]. Faculty collaboration with graduate students on publications is encouraged and is considered equal to those publications where faculty member's collaborate with colleagues. Significant contributions may also include national or international invited publications and/or funded external proposals.
- Candidates for promotion to Associate Professor are also expected to demonstrate success in providing refereed presentations to professional organizations and/or audiences appropriate to their disciplines.

In order to qualify as a peer-reviewed publication, the outlet should (a) have a formal review process prior to acceptance for publication, (b) needs to be published by a reputable publisher as determined by the department, (c) provide information about its acceptance rate (i.e., the journal should not accept virtually all submissions), and (d) due to the changing nature of publications, online peer-reviewed publications will be considered equal to print journals. Published conference abstracts are not considered equal to published conference proceedings.

The research expectations for promotion in-rank to Full Professor are:

The ideal candidate for promotion to Full Professor will have established and documented a consistent record of success in publishing, presenting, and/or obtaining external funding. The Department of Educational Leadership and School Counseling is a Small department that only provides graduate education, therefore, each professor is responsible to chairing a large number of dissertations. Therefore, collaboration among fellow faculty is important, and the Department does not rank a contribution important based solely on first authorship. Research expectations for receiving promotion in-rank to Full Professor in the Department of ELSC consist of the following:

- Contributions utilized for promotion to Associate Professor will be included in the total number of contributions necessary for promotion to Full Professor.

- Twelve (12) significant contributions of which at least eight (8) must include publications in refereed journals related to the candidate's discipline [on six (6) of the eight (8), the candidate must be 1st or 2nd author].
- Significant contributions may also include national or international invited publications and/or funded external proposals.
- Faculty collaboration with graduate students on publications is encouraged and is considered equal to those publications where faculty members collaborate with colleagues.

Letters of support from three external reviewers should provide evidence that the applicant is engaged in meaningful research. The external reviewers need to indicate that they (a) are well-versed in the applicant's scholarly/research area, (b) are willing and able to make a professional judgment about the quality of the scholarly selections in the applicant's packet, and (c) have no conflict of interest. The external referees cannot have a personal or mentor-mentee relationship with applicant. Reviewers cannot be currently employed at USM, and the external reviewers must have tenure and the minimum rank of Associate Professor at their respective institutions. These external reviewers should have experience in a department that is comparable to the Department of Educational Leadership and School Counseling.

Evidence of significant research contributions for any rank 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 as determined by the department. Publications include books, parts of books, reviews, book reviews, monographs, bulletins, articles, and other scholarly works published in refereed journals and discipline-specific publications.
- Funded projects, grants, commissions, and contracts (include source, dates, title and amount) completed or in progress
- Presentation of research papers before professional meetings, seminars, and workshops
- 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
- Evidence of students' involvement in scholarly activities (e.g., publications, awards, grants)
- Other evidence of research or creative accomplishments as appropriate

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 working well with others

and being respectful of students and the unit's common purpose. Collegiality implies active participation within the unit and a willingness to work with colleagues in a collaborative and cooperative manner while respecting their academic freedom. Collegiality does not mandate unanimity but does demand loyalty to the institution and civil treatment of colleagues (Hall, 2005). The expectation for 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 or avoiding controversial issues and discussions, but instead is intended to reduce 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.

Candidates are expected to demonstrate *a continuing pattern of respecting and working well with peers, students, staff, and the unit's common purpose*. Collegiality will be evaluated by the presence of a variety of positive indicators and the absence of negative indicators. Candidates are encouraged to address the issue of collegiality in the narrative they provide for review.

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

- Collaboration within the unit in program, Department, College, and University
- Regular attendance and engagement at meetings
- Respect for department peers (initiating routine communication regarding course and program preferences, changes, logistics of teaching, etc.)
- Personal and academic integrity, including respect for and adherence to issues of confidentiality.
- Volunteering in order to contribute to equity of departmental workload
- Agreeing to take leadership roles
- Respect for students
 - Providing timely feedback
 - Appropriate interpersonal interactions and awareness of professional boundaries
 - 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
- Routine unwillingness to serve on student committees
- Pattern of non-attendance at
 - Departmental meetings
 - College/university meetings
 - Student committee meetings

- A pattern of unwillingness to serve on or chair Program, Department, College, and University committees
- Inadequate performance as a committee member or chair of a committee
- Uncooperativeness, including an unwillingness to agree to teaching assignments (to team teach, to teach specific courses, to prepare new courses, or teach in needed format) as appropriate to the faculty member's experience/expertise
- Failure to adhere to ethical academic practice
- Violations of academic integrity (e.g., misrepresentation of productivity)
- Academic bullying
- Academic mobbing
- Repeated incivility