USM School of Library and Information Science
Tenure and Promotion Guidelines

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 specific standards for the faculty member in the tenure and/or promotion process. While intending 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 after the published date for tenure, promotion, and pre-tenure submissions, will not be considered in that academic year. In addition, dossiers submitted without appropriate documentation as described in this document will not be considered for tenure, promotion, or pre-tenure assessments in that academic year.

Mission

In alignment with the missions of the University and the College of Education and Psychology, the mission of the School of Library and Information Science (SLIS) is to prepare qualified individuals for professional roles in libraries, archives, 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.

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 well-versed in the applicant's scholarly area, (b) are willing and able to make 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 a personal or mentor-mentee relationship with applicant. The external reviewers must have tenure and the rank of Professor at their respective institutions that have comparable programs. The candidate should submit a list of a minimum of six potential reviewers to the Director who will then select three reviewers to evaluate the candidate on the criteria listed above (teaching, research, and service).

Timeline for Tenure-Track Faculty

The guidelines for tenure and promotion to the rank of Associate Professor are based on the expectation that candidates will submit their tenure and promotion materials during their sixth year of employment or sooner if granted credit toward tenure. Only scholarly work published while at USM will be considered, with the exception of credit granted toward tenure or promotion, in which case any accomplishments from that time period should also be included. Candidates for Full Professor must serve at least five years in the rank of Associate Professor.

Teaching

Teaching and student learning are central to the mission of the School of Library and Information Science and the College of Education and Psychology. 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 (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
- Number of practicum supervisions and independent studies directed
- Accomplishments of the teacher's present and former students, including mentored publications, projects, presentations, etc.
- Letters of support 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
- Other evidence of teaching effectiveness as appropriate

Evidence of teaching effectiveness is necessary for tenure and promotion in-rank to Associate Professor. Evidence of <u>sustained</u> teaching effectiveness is necessary for promotion in-rank to Full Professor.

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 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 SLIS and the College, a faculty member must be an active and productive researcher/scholar. Scholarship is multifaceted and scholarly activity must be assessed in diverse ways. The following proposed common college standards are for demonstrating research/scholarly productivity.

A. Maintenance of an active program of research.

B. Publications. Only work published 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 internal and external funding.

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 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 deemed appropriate to the range of our discipline. Significant contributions may also include national or international invited publications, books, book chapters, juried/refereed conference papers published in proceedings, and/or funded external proposals. An academic book/monograph that presents original research/thought, is peer reviewed, contracted, and published via a recognized university or private academic press that engages in rigorous professional/peer review may carry more

weight than a single publication in a refereed journal. An authored scholarly/academic 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 academic field. Tenured faculty members within the School of Library and Information Science will review the published book and determine the number/weight of scholarly items the book represents.

- Candidates for promotion to Associate Professor are also expected to demonstrate success in providing refereed or juried 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 (i.e., no vanity press publications), (c) be abstracted in at least one recognized and appropriate abstracting index (*LISTA, ERIC*, etc.), and (d) provide information about its acceptance rate (i.e., the journal should not accept virtually all submissions).

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 approximate research expectations for receiving promotion in-rank to Full Professor 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.
- Fourteen (14) significant contributions of which at least eight (8) must be publications in refereed journals refereed journals deemed appropriate to the range of our discipline.
- Significant contributions may also include national or international invited publications and/or funded external proposals.

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 familiar with 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. Nor can they be individuals who co-authored with or worked at the same institution as the applicant. The external reviewers must have tenure and the minimum rank of Full Professor at their respective institutions. These external reviewers should be employed in departments that are comparable to the applicant's department.

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
- Other evidence of research or scholarly accomplishments as appropriate.

Service

The School of Library and Information Science and the College of Education and Psychology values service to society, the University and to the departmental disciplines and professions. 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.

Service refers to the function of applying academic expertise for the direct benefit of external audiences in support of SLIS, College, and 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 any of the following conditions are met and deemed appropriate by SLIS:

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 mission of SLIS.

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 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 nor 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
- 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 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.
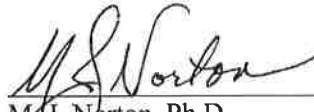
Examples of negative indicators of collegiality:
- General unavailability
- Routine unwillingness to serve on student committees
- Pattern of non-attendance at
  - Departmental meetings
  - College/university meetings
  - Student committee meetings
- A pattern of unwillingness to serve on or chair program, department, college, and university committees
- Inadequate performance as a committee member or chair of a committee
- Uncooperativeness including a pattern of 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)
- Repeated incivility.

Catharine Bomhold, Ph.D.
Chair, SLIS Advisory Committee

11/4/16
Date

M. J. Norton, Ph.D.
SLIS Advisory Committee

11/4/16
Date

Xinyu Yu, Ph.D.
SLIS Advisory Committee

11/4/16
Date

Teresa S. Welsh, Ph.D.
SLIS Director

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Date

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

11/15/16
Date