College of Business Promotion & Tenure

Pages 22-25 of the CoB Faculty Handbook

Promotion and Tenure

Pre-Tenure Review

Each non-tenured faculty member holding a tenure-track position will undergo a comprehensive review of progress toward promotion and/or tenure during the third year of full-time service at Southern Miss. According to the University Faculty Handbook, a third year review will occur during the spring of the second year of full-time employment at the USM for a faculty member receiving three or fewer years of credit from another institution towards tenure. A faculty member receiving more than three years credit from another institution will not receive a pre-tenure review. The academic activities at the institution for which credit is given will be considered during the pre-tenure review at the University of Southern Mississippi.

Candidates should prepare a pre-tenure dossier that is similar in format and content to that submitted for promotion and/or tenure. Instructions and required elements for dossiers can be found on the Provost's webpage (http://www.usm.edu/provost/promotion-and-tenure). The pre-tenure review will involve an evaluation of the candidate's progress toward promotion and/or tenure by the eligible faculty from the candidate's home department, respective Chair, College Advisory Committee, Dean, and Provost. A positive pre-tenure review indicates sufficient progress is being made toward promotion and/or tenure. A negative pre-tenure review indicates unsatisfactory progress is being made toward promotion and/or tenure and can result in a terminal contract.

General Guidelines for Research

The scholarly activity requirements for consideration for receiving promotion in rank to Associate Professor and/or tenure are a minimum of **ten scholarly activities**, including a minimum of **six peer-reviewed journal articles** in the faculty member's disciplinary field during the review period. For promotion in rank to Full Professor, faculty must complete **twelve additional activities**, including a minimum of **six additional peer-reviewed journal articles** in the faculty member's disciplinary field during the review period. Peer-reviewed journals are defined as a journal that submits most of its published articles for blind or double blind review by experts who are not part of the editorial staff. Conference presentations, conference proceedings, monographs, books or book chapters will not count as peer-reviewed journal articles but will be counted as an additional scholarly activity. Acceptable scholarly activities can be found in **Table 1** of this handbook. The activities list for the various categories is not necessarily comprehensive and is subject to change over time.

The CoB wishes to encourage faculty to engage in high quality and impactful scholarly endeavors. Accordingly, departmental committees will evaluate the quality and impact of peer-reviewed journal publications and will use several ways to do so, including but not limited to: journal rankings, impact factors, Eigenfactors, Article Influence Scores, Scopus rankings, journal acceptance rates, citations to the work, visits or downloads to electronic sites. It is the responsibility of the faculty member to document the quality of his/her research for the departmental committee to demonstrate minimum quality and/or support a publication being counted as a top-tier publication.

Furthermore, articles in elite journals will reduce the total number of peer-reviewed journal articles required. Specifically, a published article in an elite peer-reviewed journal listing Southern Miss as the institutional affiliation will be counted as two peer-reviewed journal articles as it relates to promotion and tenure. Publications in elite peer-reviewed journals with other institutions listed as the institutional affiliation will be counted as one peer-reviewed journal publication per service credit awarded in the faculty member's offer letter. **Elite peer-reviewed journals** are defined as journals that are highly rated in the ISI Journal Citation Ratings, Scopus rankings (SJR, IPP, SNIP, Citations), have an impact factor, Eigenfactor, or Article Influence Score that is in the top 15% of journals in the faculty member's discipline, **or** an acceptance rate of 10% or less. Each department is responsible for compiling and updating an **elite peer-reviewed journal list** for each discipline in within the department. Faculty who do research sub disciplines or niche areas may petition to have journals considered to be elite peer-reviewed journals on a case by case basis. In doing so, faculty should submit supporting documentation as to why the journal in question should be considered an elite peer-reviewed journal.

Furthermore, there is a **minimum journal quality expectation**. The committees may consider, but are not limited to considering, the following factors in evaluating quality: indexing in the ISI Journal Citation Rankings, appearance in Cabell's journal directory, acceptance rate of 35% or below, appearance on the Australian Business Deans Council journal quality list, appearance on journal rankings list of peer and aspirant business schools. As a rule of thumb, predatory journals (i.e., open-access, pay-to-publish journals, etc.) do not meet minimum quality standards and will not be counted toward required peer-reviewed journal articles or scholarly activities. Faculty may petition the departmental committee to consider a specific journal that charges a submission or publication fee, but these requests must be accompanied with substantial evidence regarding the validity, impact, and legitimacy of the journal.

Because externally funded research has become more prevalent in business schools, serving as the principal investigator or co-principal investigator on substantial research grants can be an important component of a faculty member's research agenda. Accordingly, qualified research grants obtained in a competitive process from a major government agency, corporation, or foundation will be counted as a single peer-reviewed journal publication (maximum of two). Faculty receiving a research grant should submit evidence to the executive committee to substantiate its quality and value to the CoB to include faculty member's role (Principal Investigator, Co-Principal Investigator, etc.), amount of funding, impact, national/international research stature, amount of time required for completion, etc. Any peer-reviewed journal articles published from grant data will count separately provided they meet previously stated journal quality requirements.

General Guidelines for Teaching

All faculty members seeking promotion and/or tenure are expected to demonstrate **teaching competency**, regularly receive **acceptable teaching evaluations from students**, and engage in i**nnovative teaching practices** consistent with the College's mission. The College expects candidates to use a variety of methods to demonstrate effective teaching and to demonstrate a willingness to participate in distance learning and alternative instructional delivery initiatives. Specifically for student evaluations, teaching evaluations should be consistent with the College mean for the following rating questions: Academic Standards (#4), Availability (#6), Overall Instructor Evaluation (#14), Overall Course Evaluation (#15), and How Much the Student Learned (#16). The only additional requirement for promotion to Full Professor is that all faculty members are expected to be able to demonstrate

sustained teaching effectiveness. Specifically, faculty must consistently receive evaluations of teaching effectiveness that are Meritorious or better to be considered for promotion to full professor.

Other metrics that should be used to evaluate teaching competency include: participation in assurance of learning activities; self-appraisals; peer teaching evaluations; creativity in the use of various modes of instruction, classroom technology, and teaching strategies; curriculum improvement; receipt of teaching awards; difficulty of courses taught; development of honors courses; supervising honors student theses; developing and/or leading faculty-led study abroad courses; variety and level of courses the faculty member is able and willing to teach; number of preps each semester; size of classes; creation and offering of new courses; attendance at seminars, workshops, and other meetings that may improve teaching skills; developing instructional materials such as texts, software, cases, etc.; student attainments attributable to the faculty member; written comments of present and former students; helping colleagues improve teaching skills; syllabi to demonstrate academic rigor, objectives, and substantive content; sample projects, exams, exercises, and student performance; directing internships; and service learning or applied projects in the classroom. Faculty are required to submit the above information in order for it to be included in the promotion and tenure evaluation process.

General Guidelines for Service

While internal service activities are typically limited for new faculty members for the first two to three years, external service activities that bring recognition to the College of Business and the University, such as review activities for major journals or conferences and participation in professional organizations, are encouraged for faculty members seeking promotion to rank of Associate Professor and/or tenure. Specifically, such faculty members should participate in department and school meetings, serve on College of Business committees, and, where possible, participate as a reviewer for conferences or serve on the editorial board of a journal. After successful completion of the third-year review, faculty seeking promotion to Associate Professor and/or tenure should begin to seek out additional service opportunities within their department and/or college. For promotion to Full Professor, faculty members are required to exhibit a higher level of discipline, College, University, and community service.

Collegiality

Collegiality is a facet of a healthy and productive workplace. While academic freedom is critical in higher education, it is sometimes misunderstood to protect certain types of negative behaviors. Academic freedom does not protect disrespectful speech to students, colleagues, or superiors, classroom speech that is not germane to the course subject, harassment of colleagues or students, research or scholarship misconduct, or refusal to follow rules and policies.

Accordingly, all faculty members and administrators are expected to contribute to the development of a collegial environment by:

- treating colleagues with professional respect,
- interacting appropriately with students, staff and faculty members in both verbal and written communications,
- avoiding harassing students or colleagues,
- limiting classroom speech to matters germane to the subject matter of the course,
- holding appropriate office hours,
- participating and showing respect for others in departmental meetings and research seminars, and
- engaging appropriately with organizations and groups outside the College and in so doing contributing positively to the reputation of the department, College, and University and otherwise engaging in positive organizational citizenship behaviors (Source: AAUP's Statement of Professional Ethics).

Department chairs should address any collegiality issues during the annual evaluation process and should solicit feedback from colleagues concerning collegiality.

Candidates for Full Professor

Candidates applying for Full Professor will nominate up to five external reviewers that: 1) hold the rank of Full Professor at another institution of similar mission and scope, and 2) is considered a well-regarded member of the discipline. Co-authors, dissertation chairs, etc., are normally not allowed to serve as external reviewers. The Chair of the Department Personnel Committee (DPC) will choose three external reviewers (exclusively from those nominated by the candidate, or two from the nominations and one “off-list” external reviewer). The candidate is expected to develop an external review packet to include a cover letter, CV, and copies of four to six peer-reviewed publications. The packet should be submitted electronically in a PDF format to the Chair of the DPC in accordance with the timeline stated on the Provost’s calendar.