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The general policy regarding School of Computing faculty evaluation for appointments, promotion and tenure is comprised of policies of The University of Southern Mississippi, the College of Science and Technology, The School of Computing, as well as the Engineering Technology and Computer Science Programs. The University policy is outlined in the University of Southern Mississippi Faculty Handbook. The School of Computing's programs policy regarding promotion and tenure is established by this document.

In evaluating faculty performance, the School expects sustained quality performance in all three areas of teaching, research, and service, while recognizing that the central criteria for tenure and promotion in rank are teaching and research productivity. Faculty members are expected to render professional service to the University, their profession, and society. Service activities, whether compensated or not, draw on professional expertise, relate to the teaching, scholarship, and research missions of the University, and typically imply a connection to the University. Activities in which faculty engage that do not involve their professional expertise (e.g., activities centered on the family, neighborhood, church, political party, or social action group) are commendable, but are not components of the workload of a member of the faculty.

These expectations are required regardless of whether a faculty member's appointment is on the Hattiesburg campus or on the Gulf Coast campus. The primary mission of the School on the Gulf Coast campus and of the technology programs is undergraduate education, including provision for undergraduate research. Consequently, evaluation of faculty in these programs is weighted more rigorously toward teaching excellence. Since there is a difference in the missions of programs in the school, guidelines for promotion and tenure are provided separately for the technology and science programs.

I. Introduction

A. Computer Science

The Computer Science program expects its faculty to foster the intellectual growth of its students through effective teaching and by advancing knowledge through productive research activity over the entire spectrum of undergraduate and graduate level education. This extends from its B.S. and M.S. programs in Computer Science through

its Ph.D. program in Computational Science. The School also expects its faculty to render professional service to the University, their profession, and the community.

B. Engineering Technology

The Engineering Technology programs strive to (1) provide high quality undergraduate education that prepares students to enter the workforce with skills necessary for life-long professional achievement, (2) advance the body of engineering, technology, and scientific knowledge through the scholarship of integration and application, and (3) engage in service activities that benefit students, local, regional, national and global communities, and the related professions.

The primary mission of the Engineering Technology programs is undergraduate education, including provision for graduate education and applied research and/or scholarly activities. Faculty provide graduate education in an ancillary capacity, however, future growth is expected in this area. In consideration that in accordance with national norms, Engineering Technology programs incorporate heavy teaching emphasis and faculty have limited opportunities and funding for research activity. Traditional research funding is generally limited and/or not available to Engineering Technology programs. Engineering Technology programs faculty are, however, expected to identify with an area of professional growth and scholarship relating to their primary teaching assignment and engage in activities that ensure continued development in the fields associated with their discipline. Consequ w,10.5(rf -0.00 t)-6.6(hat)-6.6(ens)-2(u)10.5(r)4.9(e c)-2(ont)

- Submission of proposals to extramural funding agencies
- Receipt of extramural funding

3. Service

- Institutional: Service on school, college and/or university committees.
- Community service/outreach: Professionally based assistance to individuals, schools, business/industry; presentations to lay audiences
- Professional discipline: Participation in state, regional, national, international societies/organizations in area of expertise; review of journal articles and research proposals.

4. Advisement

- Faculty member serving on college and school committees

- Sustained pattern of presentations at national/international meetings/conferences/workshops
- Establishment of extramurally funded research program
- Pattern of submission of proposals to funding agencies
- Pattern of extramural funding sufficient to sustain research program, including graduate student support
- Evidence of collaboration with colleagues within and beyond the University
- Achievement of nationally recognized scholarly record
 - Evidence that research has made an impact on the field and influenced the thinking of others in the field
 - Peer evaluation by nationally recognized leaders in their respective fields.

3. Service

- Institutional: Accept leadership roles on School, college and/or university committees
- Community service/outreach: Professionally based assistance to individuals, schools, business/industry; presentations to lay audiences; participation in programs to advance science education
- Professional discipline: Leadership role in state, regional, national, and/or international societies/organizations in area of expertise
- Review of journal articles and research proposals, participation on review panels for funding agencies

4. Advisement

- Familiar with university, college and School requirements
- Assist undergraduate and graduate students in preparing class schedules and advising students on career goals and opportunities
- Writing letters of recommendation on behalf of students

5. Collegiality: collegiality among faculty is essential for the effective operation of the School. Hence, colleagues must be able to interact with faculty and students in a constructive and professional manner.

III. Requirements for Promotion and Tenure - Engineering Technology

A. Promotion to Associate Professor

1. Teaching

The Engineering Technology programs are by nature fundamentally student oriented. Faculty are required to put forth significant effort to establish working relationships with students, and spend significant amounts of time in the laboratory set-6.6()11.286(n)10.5(g)-11.2., The faculty mst vi(r)-5.9e i strtion andexstive ppblic(t)-6.6(i)2.6(ont)]TJ - te m st iveesfficient wit to i st rctional oficie(c)-2(y)893,tbo(t)-6.6ho i ()11.2(t)-6.6he (c)-2ul (t)-6.6(he)10.5(l)2.6(abor)-5.9(a)10.5 tor

- Development of undergraduate and graduate courses in area of expertise
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4. Advisement

Faculty members may have responsibility for advising students on any issues related to academics and the related professions.

- Familiar with university, college and school requirements
- Knowledgeable of industry needs and trends
- Assist undergraduate and graduate students in preparing class schedules and advising students on career goals and opportunities
- Assist undergraduate and graduate students with career planning and graduate school preparation
- Write letters of recommendation on behalf of students

5. Program Development

Faculty members within engineering technology programs must develop an awareness of local, regional, national, and even global needs in their field. Thus, faculty must strive to keep the programs in which they teach current and applicable.

The faculty member should demonstrate the initiative and ability to:

- Produce innovative courses

- Letters from former students, both undergraduate and graduate
- Outcome of student-sponsored research, including publication and presentations
- Post-graduate achievement/placement of graduate students

2. Research/Scholarship

As programs with a heavy teaching emphasis, Engineering Technology faculty have

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5. Program Development

Faculty members within engineering technology programs must develop an awareness of local, regional, national, and even global needs in their field. Thus, faculty must strive to keep the programs in which they teach current and applicable. The faculty member should demonstrate the initiative and ability to:

- Produce innovative course and curriculum developments
- Teach new courses or teach existing courses that he or she has not previously taught
- Continually revise, modify and improve the courses for which they are responsible
- Develop new courses to meet the changing needs of the subject area in accordance with program industrial advisory committee recommendations
- Design, modify and develop teaching aids and equipment
- Design, modify and develop laboratory experiments relevant to courses taught and in accordance with current technology

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1. Faculty members prepare and submit promotion dossiers to the Director of the School on or before the date specified in the College's annual Academic Calendar. Candidates for promotion may supplement their dossiers with additional relevant information, including a response to negative recommendations, at any level of the promotion process.
2. School Promotion Committee: This committee consists of members of the faculty holding academic rank equal to, or higher than, that being sought by the candidate. The School Director sits as a nonvoting ex officio member. The Committee is chaired by a member elected by a simple majority vote of other members.
3. External Referees: Evaluation for promotion to the rank of Professor includes the assessment of the candidate's credentials by at least three external referees deemed qualified by the Promotion Committee (i.e., nationally recognized leaders in their respective fields). The candidate may assist the Committee in their selection of external referees by suggesting a list of potential referees. The Chair of the Promotion Committee solicits and receives letters from external referees selected by the Committee.
4. The Promotion Committee prepares and submits to the School Director a written document, signed by committee members (i5)

vote of other members, conducts the review and submits a review report, which includes the Recommendation Form for Third-Year Review to the Director.

e) The School Director, if tenured, prepares and submits an independent tenure review report either concurri