**Department of Interdisciplinary Studies**

**Promotion Guidelines**

**Adopted by the Faculty, November 18 2016**

The following provides the standards for promotion within the Department of Interdisciplinary Studies for faculty in Instructor-Lecturer and Teaching positions.

The University recognizes two teaching track positions with opportunities for promotion as detailed in the Faculty Handbook (**3.4.1 B**):

“In order to recognize and provide opportunities for advancement, the University provides two tracks for faculty whose primary responsibilities are instruction. These levels are: 1) Instructor > Lecturer > Senior Lecturer; and 2) Assistant Teaching Professor > Associate Teaching Professor > Teaching Professor. All six of these teaching ranks are non-tenure track and must be so indicated to prospective and incumbent holders of these positions or titles. Individuals who are initially appointed to such positions at the University and who lack the terminal degree in the discipline in which they teach are to be appointed at the rank of Instructor. Individuals who are initially appointed to such positions at the University and who hold the terminal degree in the discipline in which they teach, or in a closely related discipline, are appointed at the rank of Assistant Teaching Professor. Individuals at the University who currently hold the title of Instructor but possess the terminal degree in the discipline in which they teach (or in a closely related discipline) maybe moved to the rank of Assistant Teaching Professor. Instructors at the University who earn the terminal degree in the discipline in which they teach (or in a closely related discipline) may also be moved to the rank of Assistant Teaching Professor. Individuals seeking these positions (regardless of prior service or teaching experience) must prepare a dossier for evaluation by the candidate’s Departmental Promotion Committee, department chair, College Advisory Committee, and college dean. For individuals seeking these positions the Departmental Promotion Committee will consist of the department’s tenured Associate and Full Professors. Following input from the college dean these recommendations will be forwarded to the Provost for a final decision.”

All faculty in the Department are expected to maintain the following standards, regardless of the nature of their position and other duties:

Professional conduct in the classroom as evidenced by:

* teaching assigned course load as appropriate to departmental needs.
* meeting, holding, and dismissing classes at the designated time and place.
* preparing and distributing appropriate syllabi or other course materials.
* keeping regular, posted office hours, and submitting grades in a timely manner

All faculty are obligated to attend regular faculty and program meetings, advise students, and participate in addressing departmental needs and obligations identified by the chair and the executive committee. In addition to these routine obligations, faculty members are also expected to engage in service to the college, university, profession, and/or community.

Beyond these standard expectations, the faculty of the Department establish the criteria below, as well as the types of evidence that can be used to demonstrate meeting the required standards. The evidence listed is not intended to be exhaustive, nor to be a list of requirements that must be fulfilled. Rather the lists suggest the kinds of evidence a faculty member might provide in a promotion dossier. However, a dossier in which the sources of evidence does not substantially overlap with the lists provided here would require a very strong rationale for why the evidence provided demonstrates meeting the required standard for promotion.

1. **PROMOTION FROM INSTRUCTOR TO LECTURER**

Candidates for promotion must demonstrate a continuous record of teaching excellence. Service and scholarly activities may also be considered, but cannot substitute for such a record of excellence.

Excellence requires a continuous record of improvement and achievement in pedagogy. Such improvement and achievement may be demonstrated by a combination of the following elements:

* Instructional Improvement
	+ Certification of advanced training
	+ Participation in Provost Faculty Working Group
	+ Panelist in Teaching Forum
	+ Develop and attend university teacher training workshops
	+ Attend workshops related to classroom instruction
* Student Academic Development and Engagement
	+ Individual direction or mentoring of student work (theses, research projects, etc.) not related to class work (i.e. NOT capstone projects).
	+ Has student evaluations within the expected range for the university (within one SD (+/-) the mean).
* Honors and Awards
	+ Receipt of College, University or extra-University teaching award
	+ Obtain a teaching-related grant

Evidence of a continuous record of teaching excellence may be supplemented by any individual annual review reports in which course materials are scored 5 on the department teaching materials assessment rubric, and by peer evaluation ratings by multiple faculty members in the Department (direct observation of teaching) indicating excellence.

For evidence of service or scholarly activities, if the candidate chooses to include them in the dossier, reference should be made to the activities listed under the promotion guidelines below.

1. **PROMOTION FROM LECTURER TO SENIOR LECTURER**

Candidates for promotion to Senior Lecturer must demonstrate a continuing record of excellent and innovative teaching coupled with notable service and/or scholarly activities.

**TEACHING**:

Excellence requires a continuous record of improvement and achievement in pedagogy. Such improvement and achievement may be demonstrated by a combination of the following elements:

* Instructional Improvement
	+ Certification of advanced training
	+ Participation in Provost Faculty Working Group
	+ Panelist in Teaching Forum
	+ Develop and attend university teacher training workshops
	+ Attend workshops related to classroom instruction (including online)
* Student Academic Development and Engagement
	+ Individual direction or mentoring of student work (theses, research projects, etc.) not related to class work (i.e. NOT capstone projects).
	+ Has student evaluations within the expected range for the university (within one SD (+/-) the mean).
* Honors and Awards
	+ Receipt of College, University or extra-University teaching award
	+ Obtain a teaching-related grant

Evidence of a continuous record of teaching excellence may be supplemented by any individual annual review reports in which course materials are scored 5 on the department teaching materials assessment rubric, and by peer evaluation ratings by multiple faculty members in the Department (direct observation of teaching) indicating excellence.

Innovative teaching entails the creation of new classes; the development of face-to-face to online delivery methods and vice versa; the application of new technologies to the classroom; and creatively addressing pedagogical problems in the classroom and across the curriculum. Innovative teaching may involve implementing flipped classroom techniques, developing service-learning courses, or developing open access materials for use in specific courses or across the curriculum.

Evidence of innovative teaching may include:

* Development of new study abroad course
* Incorporation of service learning activities into a new or existing course
* On-location learning (when incorporated into a new or existing course) (for example, Freedom Summer Tour; Delta studies; NOLA studies)
* Mentoring colleagues in classroom innovation (for example, Blackboard discovery of new tools)
* Creation of new teaching materials (for example, Rubrics, Tests, Study Materials, Guidelines and Guidebooks-templates, New course reading lists)
* Active participation in substantial program curriculum revision

**SERVICE**:

Faculty members will have the opportunity to serve at various levels of the university, and is expected that for promotion from lecturer to senior lecturer or from associate to teaching professor that notable service refers to (1) faculty taking a leadership role in service work and (2) service work outside of what is necessary to the department and college.

Candidates for promotion should document their service activities and explain how the role that they played in the service activity was crucial to the service need at the time. Examples of notable service activities include but are not limited to:

1. Advising student groups
2. Evidence of student mentorship outside of the classroom
3. Organizing outside speakers (or speaker series)
4. Taking leadership roles on standing university, college, or departmental committees
5. Taking leadership roles or serving on ad-hoc committees
6. Working to recruit students to the University of Southern Mississippi or Department of Interdisciplinary Studies
7. Working to retain students at the University of Southern Mississippi or in the Department of Interdisciplinary Studies
8. Leadership roles on committees or sub-committees
9. Advising students beyond what is expected from departmental obligations
10. Promoting the reputation of the department by guest lecturing outside of the university
11. Performing community service such as presentations to schools and interest groups
12. Consulting or serving on the board of a non-profit organization
13. Evaluating student work (ex. Providing feedback for proposals for the Eagle Spur award)
14. Evaluating scholarship candidates
15. Serving as Director of Exploratory Studies
16. Serving as Director of Undergraduate Programs
17. Serving as Coordinator of Interdisciplinary Programs
18. Directing a minor or center

**SCHOLARLY ACTIVITIES:**

As stated in the Faculty Handbook, notable scholarly activities may be considered for promotion. To be clear, research activity is not expected for promotion in the Instructor > Lecturer track, but faculty are welcome to engage in such activities. These activities can be considered for promotion, but **these activities are not required for promotion.** Research is expected to be relative to the instructional position held: thus research on pedagogy, student success and development, improving advising, and so on, are all acceptable, depending on the nature of the position. Research in a substantive academic field is welcome, but not expected. Examples of notable scholarship in the teaching track includes, but is not limited to**:**

1. Professional development activities (ex. Attending, organizing, or presenting at university teaching forums or completing the American College and University Educators faculty fellows program).
2. Attendance and/or presentation at teaching conferences
3. Publishing a peer-reviewed work
4. Reviewing for an academic journal
5. Working on a research project with a student (outside of what is required in a course)
6. Presenting at an academic conference (where presentations are based on an ongoing research agenda)
7. Supervising an honor’s thesis
8. **PROMOTION FROM ASSISTANT TO ASSOCIATE TEACHING PROFESSOR**

Candidates for promotion from Assistant to Associate Teaching Professor must demonstrate excellent and innovative teaching coupled with contributions in **either** service (departmental/collegiate/university or discipline) **or** notable scholarly activities.

**TEACHING**:

Excellence requires a continuous record of improvement and achievement in pedagogy. Such improvement and achievement may be demonstrated by a combination of the following elements:

* Instructional Improvement
	+ Certification of advanced training
	+ Participation in Provost Faculty Working Group
	+ Panelist in Teaching Forum
	+ Develop and attend university teacher training workshops
	+ Attend workshops related to classroom instruction (including online)
* Student Academic Development and Engagement
	+ Individual direction or mentoring of student work (theses, research projects, etc.) not related to class work (i.e. NOT capstone projects).
	+ Has student evaluations within the expected range for the university (within one SD (+/-) the mean).
* Honors and Awards
	+ Receipt of College, University or extra-University teaching award
	+ Obtain a teaching-related grant

Evidence of a continuous record of teaching excellence may be supplemented by any individual annual review reports in which course materials are scored 5 on the department teaching materials assessment rubric, and by peer evaluation ratings by multiple faculty members in the Department (direct observation of teaching) indicating excellence.

Innovative teaching entails the creation of new classes; the development of face-to-face to online delivery methods and vice versa; the application of new technologies to the classroom; and creatively addressing pedagogical problems in the classroom and across the curriculum. Innovative teaching may involve implementing flipped classroom techniques, developing service-learning courses, or developing open access materials for use in specific courses or across the curriculum.

Evidence of innovative teaching may include:

* Development of new study abroad course
* Incorporation of service learning activities into a new or existing course
* On-location learning (when incorporated into a new or existing course) (for example, Freedom Summer Tour; Delta studies; NOLA studies)
* Mentoring colleagues in classroom innovation (for example, Blackboard discovery of new tools)
* Creation of new teaching materials (for example, Rubrics, Tests, Study Materials, Guidelines and Guidebooks-templates, New course reading lists)
* Active participation in substantial program curriculum revision

**SERVICE**:

Faculty members will have the opportunity to serve at various levels of the university, and is expected that for promotion from Assistant to Associate Teaching Professor that service will be heavily weighted towards departmental and college service opportunities. Examples of notable service activities for the promotion of instructor to lecturer or assistant to associate teaching professor include but are not limited to:

1. Actively advising student groups
2. Evidence of student mentorship outside of the classroom (ex. Statement from student or copy of student project)
3. Organizing outside speakers (or speaker series)
4. Serving on standing university, college, or departmental committees
5. Serving on ad-hoc committees
6. Working to recruit students to the University of Southern Mississippi or Department of Interdisciplinary Studies
7. Working to retain students at the University of Southern Mississippi or in the Department of Interdisciplinary Studies
8. Leadership roles on committees or sub-committees
9. Advising students beyond what is expected from departmental obligations as a normal advising load
10. Promoting the reputation of the department by guest lecturing outside of the university
11. Performing community service such as presentations to schools and interest groups
12. Consulting or serving on the board of a non-profit organization
13. Evaluating student work (ex. Providing feedback for proposals for the Eagle Spur award)
14. Evaluating scholarship candidates
15. Serving on advisory board for a minor or center
16. Serving in a voluntary extracurricular capacity for the university

**SCHOLARLY ACTIVITIES:**

As stated in the Faculty Handbook, notable scholarly activities may be considered for promotion. To be clear, research activity is not expected for promotion from Assistant to Associate Teaching Professor, but faculty are welcome to engage in such activities. These activities can be considered for promotion, but **these activities are not required for promotion.** Research is expected to be relative to the instructional position held: thus research on pedagogy, student success and development, improving advising, and so on, are all acceptable, depending on the nature of the position. Research in a substantive academic field is welcome, but not expected. Examples of notable scholarship in the teaching track includes, but is not limited to**:**

1. Professional development activities (ex. Attending, organizing, or presenting at university teaching forums or completing the American College and University Educators faculty fellows program).
2. Attendance and/or presentation at teaching conferences
3. Publishing a peer-reviewed work
4. Reviewing for an academic journal
5. Working on a research project with a student (outside of what is required in a course)
6. Presenting at an academic conference
7. Supervising an honor’s thesis
8. **PROMOTION FROM ASSOCIATE TO FULL TEACHING PROFESSOR**

Candidates for promotion from Associate to Full Teaching Professor must have met all of the criteria for Associate Teaching Professor and, following that promotion, demonstrate notable scholarly activities.

Research is expected to be relative to the instructional position held: thus research on pedagogy, student success and development, improving advising, and so on, are all acceptable, depending on the nature of the position. Research in a substantive academic field is welcome, but not expected. A minimum of 1-2 peer-reviewed publications are required for promotion to full. Examples of notable scholarship in the teaching track includes, but is not limited to**:**

1. Professional development activities (ex. Attending, organizing, or presenting at university teaching forums or completing the American College and University Educators faculty fellows program).
2. Attendance and/or presentation at teaching conferences
3. Publishing a peer-reviewed work
4. Reviewing for an academic journal
5. Working on a research project with a student (outside of what is required in a course)
6. Presenting at an academic conference
7. Supervising an honor’s thesis

**ELIGIBILITY FOR PROMOTION**:

The Department of Interdisciplinary Studies recognizes the following policies, as outlined in the Faculty Handbook, as governing eligibility and early promotion in Teaching Track positions, with presumption that until modified, this language also applies to Instructor > Lecturer positions.

**“9.4.3 Eligibility for Promotion.**

There is no required minimum number of years of service for candidates to be promoted to the rank of assistant professor. In cases involving promotions from assistant professor to associate professor and from associate professor to professor, candidates must serve at least five (5) years in the lower rank, (but see section 9.4.5) 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.

**9.4.4 Credit for Prior Accomplishment.**

In computing time in rank at the University for purposes of promotion, professional experience, and/or time in rank at another institution of higher learning may be considered if specified in the faculty member’s contract at the time of employment.

**9.4.5 Early Promotion.**

Individuals with qualifications far exceeding departmental guidelines may receive consideration for early promotion.”