

Child and Family Studies Promotion Guidelines for Instructor, Lecturer, Senior Lecturer

The following guidelines were developed in consideration of the College of Education and Psychology promotion guidelines in order to give direction and set specific standards for teaching faculty in the promotion process. While intended to provide a reasonable framework of the standards for promotion, meeting the standards set out in these guidelines does not guarantee that a faculty member will achieve 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 Department of Child and Family Studies abides by the tenure and promotion calendars published annually by the Provost's Office. Therefore, dossiers submitted after the published date for tenure, promotion, and/or 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 Department of Child and Family Studies is to educate and inspire students to improve the lives of children, families, and communities. The department emphasizes a systemic approach in preparing students to become child and family human service professionals. Faculty members strive to promote a standard of professionalism that reflects scholarship, integrity, diversity, collaboration, dedication, service, and lifelong learning.

The Department of Child and Family Studies offers degrees at the baccalaureate and Master's level and has a limited number of tenure track faculty members. As a result, faculty members within the department lack access to resources available to units with doctoral programs. In addition, Department faculty members face high service expectations due to limited faculty resources and a large percentage of junior faculty members. Applicants for promotion within the Department of Child and Family Studies are evaluated according to their responsibilities, negotiated in writing, with the program director (when applicable) and the departmental chairperson, utilizing departmental promotion guidelines. Faculty members seeking promotion must demonstrate sustained quality performance in the areas of teaching and service.

Instructor to Lecturer

Evidence of exceptional teaching, student mentoring and advisement, and departmental and professional service appropriate to the faculty appointment is necessary for promotion in-rank to Lecturer.

Lecturer to Senior Lecturer

Evidence of a sustained record of exceptional and innovative teaching and curriculum development, student mentoring and advisement, and notable service and/or scholarly activities

that support the departments teaching and service mission is necessary for promotion in-rank to Senior Lecturer.

Since clinical/research/teaching professors of any rank are all in non-tenure-track positions these individuals may not be members of Departmental Personnel Committees or Departmental Tenure or Promotion Committees. Instructors, Lecturers, and Senior Lecturers are also ineligible to serve on these three committees.

Department of Child and Family Studies Promotion Guidelines for Instructor/ Lecturer
(Instructor → Lecturer → Senior Lecturer)

In the Department of Child and Family Studies, Instructors/Lecturers at any rank have the primary responsibility of instruction at the undergraduate level. Consistent with the expectations detailed in the Faculty Handbook, Instructors/Lecturers at any rank will not hold the terminal degree in their discipline. Instructors and Lecturers will be expected to demonstrate excellence in teaching and make substantial service contributions that support instructional and/or curriculum enhancements and support student success.

Teaching

Exemplary teaching and student learning are central to the mission of the Department of Child and Family Studies. Within the department, Instructors/Lecturers are responsible for preparing students to work with children and families in clinical and non-clinical educational, institutional, and human service settings. Knowledge, skills and dispositions necessary for successful professional practice are developed through service learning opportunities, intensive laboratory, practicum, and internship learning experiences. The department recognizes both classroom performance and contributions to teaching, advisement and other initiatives that support student success drawing upon the teacher's depth and breadth of scholarship. Teaching includes not only formal classroom instruction, but also advising, mentoring, and other forms of student engagement. Creating and implementing sound assessment strategies to evaluate the effectiveness teaching, advising and student success initiatives is also a component of exemplary teaching.

Instructors/Lecturers seeking promotion are expected to have demonstrated excellence in teaching, which includes continuous growth in the subject field, and ability to organize material and convey it effectively to students. Therefore, teaching effectiveness should be examined holistically based on an overall pattern of exemplary teaching evaluations rather than on evaluations received from any single course or section. It is recognized that there are many ways to evaluate teaching effectiveness.

The expectation for promotion is that the applicant provide evidence of a **pattern of exemplary teaching** to include such indicators as: peer observations of teaching which note exceptional performance, course evaluations which notably exceed the departmental average, letters of support from departmental colleagues with familiarity with your teaching, recordings of exceptional teaching examples, teaching awards received (or nominations), teaching grants received (or submitted), evidence of successful contributions in the area of curriculum

development, examples of how one has incorporated technology and service learning in the classroom in some exceptional way, evidence that one has met or exceeded best practices with regards to one's syllabi, and evidence of exceptional efforts toward student support and mentorship initiatives that positively impact student success.

Evidence of exceptional teaching is necessary for promotion from Instructor rank to Lecturer.

Evidence of sustained exceptional teaching is necessary for promotion from Lecturer to Senior Lecturer.

Service

Not only does the Department of Child and Family Studies value service to society, the university, students and the profession, but AAFCS Council for Accreditation requires that all faculty make significant scholarly contributions specific to the teaching discipline and faculty assignment within the unit. What follows are indicators of service-related activities. This is not an exhaustive list of contributions in the area of service and individual faculty members are not expected to contribute in all of the areas listed. We recognize that service is not simply committee membership and that credit for service should take into account the quality of participation, including the ability to work collaboratively with others. For faculty in teaching-track positions the majority of service should be directly related to curriculum development, teaching effectiveness and student success.

For teaching-track faculty, service to the University includes, but is not limited to, participating in departmental, college or university curriculum, teaching, accreditation, and student success committee work and advising/mentoring students. Developing, implementing and evaluating teaching, advising and student success initiatives is also recognized as acceptable service. All faculty members within the department are expected to participate in departmental faculty meetings and to support the department mission and strategic plan.

For Instructors/Lecturers at all ranks, credit for service is determined by the impact on instructional quality and student success.

1. University/academic service to include University, College and/or Department level service with preference for those activities which focus on curriculum, recruitment, advisement, accreditation and student success initiatives.
2. Professional Service to include service to the profession and leadership roles in your professional organizations.
3. Community Service to include community education/ outreach and consultation if connected to the instructional and/or field-based or service learning activities associated with the position.

Evidence of service related to quality instruction, recruitment, and student success is necessary for promotion in-rank to Lecturer.

For promotion in-rank to Senior Lecturer evidence of sustained exemplary service related to quality instruction, recruitment, and student success is necessary.

Research and Scholarly Activity

We recognize that the research expectations for instructors/lecturers/teaching faculty should differ significantly from those for tenure-track faculty. Therefore, research endeavors specific to the teaching assignments and/or which support student success initiatives will be looked upon favorably but is not a requirement for promotion. This includes engagement in program evaluation, research in the areas of teaching, pedagogy and student success and/or clinical/supervision activities. Efforts to secure internal/external funding that support or promote student success, quality instruction, and/or field-based instructional or service learning placements will be looked upon favorably but is not a requirement for promotion.

Collegiality

In considering an applicant for promotion, the promotion committee 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 promotion 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 promotion 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
- 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/college/university and/or student 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 including respect for and adherence to issues of confidentiality.
- Violations of academic integrity (e.g., misrepresentation of productivity)
- Academic bullying
- Repeated incivility
- Not acknowledging or following the University, College and Departmental chains of command
- A pattern of divisive and/or destructive actions that undermine colleagues, students, or administrators in carrying out the Department mission