



THE UNIVERSITY OF SOUTHERN MISSISSIPPI.

Department of Curriculum, Instruction, and Special Education

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Non-Tenure Track: Assistant Teaching Professor, Associate Teaching Professor, Teaching Professor

Preamble

The following guidelines set specific standards for the non-tenure track faculty member in the promotion process. Although intended to provide a framework of the standards for the promotion process, meeting the standards does not guarantee that a faculty member will be promoted. 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 State Institutions of Higher Learning.

The Department of Curriculum, Instruction, and Special Education abides by the promotion calendar published annually by the Provost's Office. Therefore, dossiers submitted to CAC after the published date for promotion will not be considered in that academic year. In addition, dossiers submitted to CAC without appropriate documentation as described in this document will not be considered for promotion in that academic year.

Any dossier submitted for review must include any previous application(s) and/or communication(s) regarding promotion annual evaluation reviews. Information may include, but is not limited to, previous decisions or if an applicant has been granted an extension. All relevant documents will be considered in promotion decisions.

Department of Curriculum, Instruction, and Special Education Promotion Guidelines for Teaching Professors

(Assistant Teaching Professor → Associate Teaching Professor → Teaching Professor)

In the Department of Curriculum, Instruction, and Special Education, Professors at any rank have the primary responsibility of instruction at the undergraduate and/or graduate level

(Note: faculty at any rank must be approved for Graduate Faculty Status in order to teach graduate level classes). Instruction may include clinical supervision. Consistent with the expectations detailed in the Faculty Handbook, Teaching Professors at any rank will hold the terminal degree in their discipline, be expected to demonstrate excellence in teaching and make substantial contributions to service.

Teaching

The Department of Curriculum, Instruction, and Special Education recognizes that teaching and the construction of knowledge are central to the mission of the university. All non-tenure track, teaching faculty members seeking promotion are expected to have demonstrated **excellence in teaching**, which should include formal classroom instruction, advising and mentoring of students, and may include clinical supervision, when applicable.

The expectation for promotion is that the applicant provide evidence of a **pattern of exceptional teaching** and must include (1) annual faculty evaluations, (2) annual peer evaluations of teaching using the department-approved rubric, and (3) university-required student evaluations of teaching. Additional evidence of teaching excellence may include, but is not limited to:

- Signed written statements from former or current students
- Student nominations for teaching awards
- Teaching awards
- Additional peer evaluations of teaching
- New course/curriculum added to departmental offerings
- Substantive course/curriculum revisions
- Creative instructional methods, strategies, or materials
- Syllabi, bibliographies, or evaluative procedures
- External letters of evaluation
- Advising and mentoring of teaching
- Supervision of clinical
- Direction of student research

Assistant Teaching Professor to Associate Teaching Professor: Evidence of exceptional teaching and student mentorship at the undergraduate level and/or graduate level, as demonstrated by (at a minimum) annual performance reviews, peer evaluations of teaching, and student evaluations, is necessary for promotion in-rank to Associate Teaching Professor.

Associate Teaching Professor to Teaching Professor: Evidence of sustained exceptional teaching is necessary for promotion in-rank to Teaching Professor. All expectations above, as well as significant contributions at the undergraduate and/or graduate program levels in the design, implementation and evaluation of evidence-based programs, are required.

Service

The Department of Curriculum, Instruction, and Special Education realizes that, in order for departments, colleges, universities, professional organizations and communities to thrive,

individuals must give of their time, energy and expertise in ways that serve to sustain and promote those organizations. We value service-related activities and recognize that some level of service within our organization is necessary in order to be a contributing citizen in the community of this university. **Non-tenure track, Assistant Teaching Professors, Associate Teaching Professors, and Teaching Professors are expected to engage in service-related activities that are tied to clinical activities, curriculum development, quality instruction and student success initiatives and efforts.**

Service activities to the *university, college, and/or department* may include the service-related activities listed below. 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, the outcome of efforts and the ability to work collaboratively with others.

- Committees
- Task forces
- Councils
- Recruitment
- Special presentations
- Academic advisement
- Sponsoring student groups
- Coordination of on-campus and off-campus practicum
- Quality assurance and effectiveness assessment/improvement

Service activities to the *profession* may include, but are not limited to:

- Serving as an officer in an association
- Program planning
- Committee work
- Serving as a conference program chair
- Grant review or service to external granting agencies
- Consultation to school districts
- Conducting workshops
- Delivering lecture (visiting lecturer, co-teaching)

Service to the *community* may include community education/outreach and consultation if connected to the instructional and/or supervision activities associated with the position.

Assistant Teaching Professor to Associate Teaching Professor: Evidence of service related to quality instruction and/or student success is required. The candidate should provide evidence of service to the university at the department and/or college level as well as active participation in professional organizations.

Associate Teaching Professor to Teaching Professor: Evidence of sustained service related to quality instruction and/or student success is required. The candidate should

provide evidence of service to the university at the department, as well as the college and/or university level. S/he should participate on undergraduate and/or graduate committees. Higher levels of participation in professional associations in the faculty member's discipline, which may include service in leadership roles or other significant organizational activities, are also expected.

Research, Program Evaluation, and Scholarly Activity

We recognize that the research expectations for non-tenure track, teaching faculty should differ significantly from those for tenure-track faculty. Therefore, research endeavors specific to the teaching assignment and/or which support student success initiatives will be looked upon favorably, but are not required 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 clinical instructional placements will be looked upon favorably but are not required 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 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 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

Special Functions

The department recognizes that faculty members perform additional specialized tasks that cannot be categorized into the traditional categories of teaching and service. These specialized tasks are often essential to meeting the mission of the department and should be recognized as part of the promotion process. It is further recognized that faculty members differ in their contributions to teaching and service and that responsibilities assigned to the faculty member may affect the faculty member's accomplishments in each of these areas. In consultation with the department chair, the guidelines contained in this document may be modified or adjusted to reflect unusual or atypical course loads, clinical assignments, job responsibilities, or other factors affecting the faculty member's productivity.

Documentation of special functions should include a description of the responsibilities, activities, and accomplishments associated with each atypical activity and should be submitted to the department chair for evaluation. The chair will prepare and submit a narrative outlining the ways in which special functions serve the department and meet the requirements for teaching and/or service to the department. This narrative will be included in the promotion dossier for the candidate and submitted at all appropriate levels of review.