



Instructor, Lecturer, Senior Lecturer Promotion Guidelines

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 Psychology 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 including annual evaluation reviews. Information may include, but not be limited to, previous decisions or if an applicant has been granted an extension. All relevant documents will be considered in promotion decisions.

Department of Psychology Promotion Guidelines for Instructor/ Lecturer

(Instructor → Lecturer → Senior Lecturer)

In the Department of Psychology, Instructors/ Lecturers 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, 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 contributions to service.

Teaching

The Department of Psychology recognizes that the transmission of knowledge is one of the primary missions 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 perhaps can include clinical supervision (if applicable).

The expectation for promotion is that the applicant provide evidence of a **pattern of exceptional teaching** to include such indicators as: peer observations of teaching which note exceptional performance, course evaluations which exceed the departmental average, supervision evaluations noting exceptional performance, letters of support from departmental colleagues with familiarity with your teaching/ supervision, 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 in the classroom in some exceptional way, evidence that one has met or exceeded best practices with regards to one's syllabi, and/or evidence of exceptional efforts toward student mentorship.

Evidence of exceptional teaching is necessary for promotion in-rank to Lecturer. Evidence of sustained exceptional teaching is necessary for promotion in-rank to Senior Lecturer.

Service

The Department of Psychology 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, Instructors/ Lecturers are expected to engage in service-related activities which are tied to clinical activities, curriculum development, quality instruction and student success initiatives and efforts.**

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.

1. **University/academic service** with preference for those activities which focus on curriculum and student success initiatives. For Teaching Professors at all ranks, credit for service is determined by the impact on instructional quality and student success.
2. **Professional Service** to include service to the profession, leadership roles, and assisting with conference development if these activities are tied to the instructional and/or supervision activities associated with the position.
3. **Community Service** to include community education/ outreach and consultation if connected to the instructional and/or supervision activities associated with the position.

Evidence of service related to quality instruction and/or student success is necessary for promotion in-rank to Lecturer. For promotion in-rank to Senior Lecturer evidence of sustained service related to quality instruction and/or student success is necessary.

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