

USM School of Library and Information Science Instructor, Lecturer, and Senior Lecturer Promotion Guidelines

Effective February 1, 2017

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 School of Library and Information Science abides by the promotion calendar published annually by the Provost's Office. Therefore, dossiers submitted to CAC after the published date for promotion submissions 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 assessments in that academic year.

School of Library and Information Science Promotion Guidelines for Instructor/Lecturer

Instructor → Lecturer → Senior Lecturer)

In the School of Library and Information Science, Instructors/Lecturers at any rank have the primary responsibility of instruction at the undergraduate level. 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

Teaching and student learning are central to the mission of the School of Library and Information Science and the College of Education and Psychology. Within the school, Instructors/Lecturers are responsible for preparing students to work in various types of libraries or other information repositories. Knowledge, skills and dispositions necessary for successful professional practice are developed through coursework and practicum experiences. Teaching includes not only formal classroom instruction but also advising, mentoring, and other forms of student engagement.

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.

Documentation

Evidence of teaching effectiveness must include:

- Student evaluations for each course taught
- Annual department evaluations.

Further evidence may include, but is not limited to, any combination of the sources listed below:

- Nature of courses taught
- Number of different course and new course preparations
- Contribution to develop and/or update syllabi, lecture notes and updated reading materials
- Development or significant revision of programs and courses
- Collaboration and cooperation in multiple section courses.
- Creation or utilization of innovative teaching materials, instructional techniques, curricula or programs of study
- Description of new courses and/or programs developed, including service-learning and outreach courses at home or abroad
- Academic advising activity
- Student mentoring activity
- Number of mentored student research projects, indicating number completed
- Number of practicum supervisions and independent studies directed
- Accomplishments of the teacher's present and former students, including mentored publications, projects, presentations, etc.
- Letters of support or commendation by colleagues or administration
- Participation in programs and/or conferences for improving teaching
- Grants related to instruction
- Honors or special recognitions for teaching accomplishments
- Other evidence of teaching effectiveness as appropriate.

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 School of Library and Information Science values service to society, the University and to the departmental disciplines and professions. For teaching-track faculty, service to the University includes, but is not limited to, participating in departmental, college or university curriculum, teaching, recruiting, and student success committee work and advising/mentoring students. 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, and student success initiatives.
2. Professional Service to include service to the profession and leadership roles in professional organizations.
3. Community Service to include community education/ outreach and consultation if connected to the instructional and/or practicum/field-based or service-learning activities associated with the position.

Evidence of service related to quality instruction, advisement, 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, advisement, recruitment, and student success is necessary.

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 and/or publication in the areas of teaching, pedagogy and student success. Efforts to secure internal/external funding that support or promote student success, quality instruction, and/or practicum/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 reviewers 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 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
- Agreeing to take leadership roles
- Respect for students
 - Providing timely feedback
 - Appropriate interpersonal interactions and awareness of professional boundaries per University standards and policies
 - Attendance at student presentations
- 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 committees
- Pattern of non-attendance at
 - Departmental meetings
 - College/university meetings
 - 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 a pattern of 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
- Violations of academic integrity (e.g., misrepresentation of productivity)
- Repeated incivility.