

The University of Southern Mississippi
Department of Nutrition and Food Systems
Guidelines for Teaching Faculty
Prepared Spring 2017
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The Department of Nutrition and Food Systems at the University of Southern Mississippi strives to prepare qualified professionals and conduct applied research, focusing on improved nutritional health and well-being of individuals, families, and communities. In order to accomplish this mission, the department seeks to excel in selection, development and retention of highly qualified faculty members. Evaluation is an important component of faculty development and retention. The evaluation process addresses individual, departmental, college, and university goals while considering the complex nature of faculty work, recognizing each faculty member's unique talents and expertise, and supporting individual career development. Faculty are expected to show annual progress in professional development and meet milestones for teaching faculty promotion.

Scholarly teaching, leadership and management, and service are central to achieving the departmental mission in Nutrition and Food Systems. The weighting of these different areas may differ among individual faculty members within the department based on programmatic needs of the department. Administrative functions are required of some faculty members to ensure that the department maintains accreditation of its professional programs and meets regional accreditation standards related to undergraduate and graduate programs. Additionally, and while not required, teaching faculty may be interested in and valuable to the research efforts of the department. The department guidelines seek to recognize the varying proportion of faculty member's time devoted to teaching, leadership and management, service and if applicable, administration and/or research. Excellence in one area alone is insufficient to meet teaching faculty promotion criteria. The teaching faculty candidate for promotion must make contributions in teaching, leadership and management, and service. Furthermore, collegiality is essential for the success of the department, the college and the university. While it is not assessed independently of teaching, leadership and management, and service, collegiality is considered in the evaluation of a faculty member's overall performance.

The contents of this document are in accordance with and subordinate to the University of Southern Mississippi Faculty Handbook (http://www.usm.edu/provost/Faculty_handbook.pdf). Any discrepancies associated with these departmental teaching faculty promotion guidelines should be brought to the attention of the department chair and/or the department personnel committee.

The University of Southern Mississippi Faculty Handbook indicates the following requirements for promotion of full-time University Teaching Faculty:

“Full-time University Instructors, Lecturers, Senior Lecturers, and Teaching Professors (of all ranks) are considered to be members of the Corps of Instruction by virtue of their mission of instruction. The University benefits from the employment of a cadre of faculty dedicated principally to the University's mission of instruction. 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) may be 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.

The general time schedule for promotions from Instructor to Lecturer to Senior Lecturer and from Assistant Teaching Professor to Associate Teaching Professor to Teaching Professor follow the University's schedule for promotion for personnel in tenure-track ranks (see Section 9.4.3 of the Faculty Handbook). Individuals who are initially appointed as Instructors are eligible to apply for promotion to Lecturer during their fifth year of service (or later years) as Instructors, with an approved promotion effective at the beginning of the following academic year. Promotion from Lecturer to Senior Lecturer follows the same time frame. In cases involving promotions from Assistant Teaching Professor to Associate Teaching Professor and from Associate Teaching Professor to Teaching Professor, individuals may seek promotion during the fifth year of service (or later years) in the lower rank, with an approved promotion effective at the beginning of the following academic year."

Evaluation Criteria

Teaching

Scholarly teaching is an essential function of the Department of Nutrition and Food Systems in achieving its mission. According to Richlin (2001)¹, scholarly teachers consult the literature on teaching pedagogy and apply it to their teaching. They monitor the appropriateness of their pedagogical methods through systematic observations and by obtaining peer evaluations of their classroom performance. Evidence of scholarly teaching and the potential for continued development of this skill is one criterion for teaching faculty promotion. Teaching encompasses many activities related to learning that occur both inside and outside the classroom including but not limited to: instruction, advising/mentoring, and developing learning activities.

Faculty members eligible for teaching faculty promotion should present documented evidence of their accomplishments as teachers and their continual efforts to improve their teaching. It is expected that new teaching faculty will appropriately focus their efforts on fundamental skills and activities such as course organization, clearly defined course objectives, assignments, evaluation strategies, classroom/student management, etc. before moving on to more advanced competencies such as development of new courses, revision of curricula, etc. Therefore, criteria for promotion

¹ Richlin, L. (2001). Scholarly teaching and the scholarship of teaching. *New Directions for Teaching and Learning*, 86, 57-67.

from lower ranks to higher ranks reflect expectations of increasing skill and performance in areas of instruction and advising/mentoring. These criteria are listed in Table 1. Additionally, peer evaluation of teaching at both the undergraduate and graduate levels may be conducted annually or at other times if indicated by student evaluations or comments.

The following faculty teaching load expectations are taken from the University of Southern Mississippi Faculty Handbook:

4.4 Expected Teaching Loads. *The expected undergraduate teaching load for full-time members of the Corps of Instruction is four (4) courses or twelve (12) credit hours per semester, or the equivalent, for the fall and spring semesters. Three (3) courses or nine (9) credit hours, or the equivalent, are required to qualify for full-time status during the summer semester. The University's comprehensive mission and related institutional goals sometime render exceptions necessary and desirable in the interest of the students and the University. Hence, the University allows the department chairs flexibility to consider reassignment, extension, honors, and other specialized courses as part of the normal teaching load and, whenever justifiable, grant reassigned time from teaching to members of the instructional staff engaged in uncompensated administrative and committee work, supervision of approved extracurricular activities, research projects, and service projects benefiting the public. Within fifteen (15) days after the beginning of the fall and spring semesters, department chairs shall provide to their respective deans, and deans shall provide to the Provost, a written report stating the responsibilities assigned to each faculty member, including total courses and semester hours being taught, research and grant projects, reassigned time, and service assignments.*

Leadership and Management

In addition to teaching responsibilities, expectations of full-time teaching faculty encompass the areas of leadership and management. These contributions are evaluated in terms of quality and significance, not just quantity. Table 2 lists criteria for each level of promotion in the areas of leadership and management.

Currently, the Department of Nutrition & Food Systems offers the following programs: a B.S. degree with four emphases, a master's degree with three emphases, two of which are fully online, and an undergraduate and graduate certificate. Each program requires administrative support and leadership. Two of the programs are nationally accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), which requires each accredited program to have a separate faculty member appointed as director, who is available to manage the program throughout the year. These individuals are responsible for program administration, including general program management, as well as recruitment, admission, curriculum planning, outcomes assessment, and other activities to maintain program enrollment and quality. From time to time, faculty members may assume additional administrative duties within the unit. A faculty member with unreimbursed administrative duties may be granted reassigned time to accomplish program administration. Expectations for reassigned time for administrative duties include performing functions that are consistent with best practices for program management in the relevant disciplines, including but not limited to maintaining program quality and accreditation with a curriculum that reflects this.

Service

Expectations of full-time faculty include participation on departmental, college, and university committees. In addition, involvement with community organizations and professional organizations is required. The Department of Nutrition and Food Systems encourages and supports service activities that support the mission of the department, college and university, as well as those that extend the faculty member's intellectual work in his/her area of expertise. Such

activities are also important in mentoring students to become engaged professionals and citizens. Service should be as rigorously evaluated as teaching, and leadership and management; therefore, careful consideration of the quality and contribution of the service activity will be given rather than simply a quantitative listing of service activities. Evidence of increasing involvement in service activities at the university and professional level are reflected in the criteria for promotion in academic rank in Table 3.

Reassigned Time

The University of Southern Mississippi policy on reassigned time is the basis for establishing reassigned time guidelines and expectations within the Department of Nutrition and Food Systems and follows:

***5.6.3 Reassigned Time.** The University may support research projects, programs, and other scholarly endeavors by reassigning members of the academic staff from teaching and other contracted obligations. The amount and duration of reassignments are contingent on the nature and magnitude of proposed projects, determined by negotiation with responsible departmental chairs and deans, the Provost, and the Vice President for Research.*

The Department of Nutrition and Food Systems provides further guidelines for faculty related to reassigned time. These can be found at the end of Tables 1 and 2 of this document.

Collegiality

Collegiality is defined as a quality expressed through collaboration and constructive cooperation. Collegiality includes a set of values that are regarded as essential for the success of the university, a diverse composition of students, faculty, staff and constituents; mutual respect for similarities and differences of opinions and points of view; and mutual trust established and reinforced through shared governance procedures in decision-making. Collegiality is manifested by demonstrating an interest in and consideration for the needs of others; seeking to understand the nature and character of others and communicating effectively with them; listening to and recognizing the merit of others' opinions even when in disagreement and willingness to consider engaging in problem-solving and goal achievement; and demonstrating an openness to professional growth. Collegiality should not be assessed independently of teaching, leadership and management, and service, but rather taken into consideration in the evaluation of a faculty member's overall performance.

TEACHING FACULTY PROMOTION GUIDELINES NUTRITION & FOOD SYSTEMS

Table 1: Criteria for Teaching Expectations

Criteria	Appointment as Instructor	Promotion to Lecturer (minimum 5 years service in lower rank)*	Promotion to Senior Lecturer (minimum 5 years service in lower rank)*	Appointment as Assistant Teaching Professor	Promotion to Associate Teaching Professor (minimum 5 years service in lower rank)*	Promotion to Teaching Professor (minimum 5 years service in lower rank)*
<i>Teaching (Instruction)</i>						
Student Evaluations (mean rating for all evaluation questions, all courses, over the period being considered)	--	<u>Consistent with department mean, but not < 4.0/5.0</u>	<u>Consistent with department mean, but not ≤ 4.0/5.0</u>	--	<u>Consistent with department mean, but not < 4.0/5.0</u>	<u>Consistent with department mean, but not < 4.0/5.0</u>
Designing, Redesigning or Updating Courses (# of courses and specific details to show evidence of tailoring courses to address student learning styles, innovative pedagogy, implementation of new content/technology, etc. are necessary)	--	≥3	≥ 3	--	≥3	≥ 3
Teaching professional courses (300, 400 or graduate level courses with the exception of NFS 362 and NFS 365)		≥3	≥3		≥3	≥3
Professional Development Activities	--	≥8	≥ 8	--	≥ 8	≥ 8

Related to Teaching (Continuing Education, workshops, seminars, LEC courses, webinars) (# of activities attended)						
Teaching (Advising/Mentoring)						
Equivalent Load Of Advisees	--	Essential	Essential	--	Essential	Essential
High Quality of Advising (assessed during annual evaluations based on student feedback on DPD exit survey, including no errors in advising that create barriers to students' matriculating through program in expected timeframe)		Essential	Essential		Essential	Essential
Quality research mentoring of students as evidenced by student projects accepted for presentation and/or publication	--	Optional	Desirable	--	Desirable	Essential
Availability to Students (rating on #6 on university student evaluation, averaged over the period being considered)	--	≥4.3/5.0	≥ 4.3/5.0	--	≥4.3/5.0	≥ 4.3/5.0

*Quantitative measures (not including ratings) are totals from beginning of appointment in lower rank

Reassigned time for teaching:

There may be occasions, though infrequent, when a faculty member requests reassigned time related to teaching, in which case the faculty member must negotiate the reassigned time and the expected outcomes of that reassignment with the department chair. For example, faculty members may be given reassigned time to develop a course for future delivery. If time is reassigned to a faculty member for this purpose, it is expected that the faculty member will develop the course in enough detail to provide a complete syllabus, outline of activities for the course, proposed evaluation tools, and sample resources that are needed to implement the course. In addition, it is expected that the faculty member will be prepared to deliver the course or give the content to another faculty member to deliver within one calendar year of its development. If the course being developed is new, the faculty member is also expected to complete any paperwork required for course approval through Academic Council or Graduate Council.

The Essential, Desirable, Optional framework was developed to help faculty make the best use of time and resources; it should be with careful consideration that these activities are undertaken. Essential activities are those that are deemed fundamental to the aims of the Department and University and they must be achieved in order to be considered for the rank identified in the criteria. Desirable activities are those that are of great use to the faculty member, Department, and University but with other responsibilities, it is recognized that these may not be feasible at all times. Effort should be made to complete desirable activities. Optional activities are those that allow greater flexibility on behalf of the faculty member given that loads may vary over semesters. If optional activities are neglected, greater evidence of attainment of the desirable activities must be present. Faculty must provide objective evidence of all activities.

Table 2: Criteria for Leadership and Management

Criteria	Appointment as Instructor	Promotion to Lecturer (minimum 5 years service in lower rank)*	Promotion to Senior Lecturer (minimum 5 years service in lower rank)*	Appointment as Assistant Teaching Professor	Promotion to Associate Teaching Professor (minimum 5 years service in lower rank)*	Promotion to Teaching Professor (minimum 5 years service in lower rank)*
Leadership and Management						
Take a lead on projects and committees that contribute to the planning and organizing of the unit (e.g. creation of marketing and recruitment projects, development of strategic planning activities and/or quality assessments for the department/college)		≥2	≥4		≥2	≥4
Build internal contacts (within the university) and seek external contacts (within the community) to assist in the delivery of teaching activity and growth of research and engagement activity.		≥2	≥4		≥2	≥4
Coordinate the work of other staff to ensure academic and/or accreditation standards are met (e.g. Course coordination of Medical Nutrition Therapy series)		≥1	≥2		≥1	≥2
Plan, coordinate and implement engagement projects; organization of external activities such as student projects and industry		≥2	≥4		≥2	≥4

placements; manage or monitor budgets and ensure effective use of resources related to these projects.						
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*Quantitative measures (not including ratings) are totals from beginning of appointment in lower rank

Reassigned time for administration:

Currently, the department of Nutrition & Food Systems houses a B.S. degree with four emphases, a master’s degree with three emphases, two of which are fully online, and an undergraduate and graduate certificate. Two of the programs are nationally accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). As part of maintaining the accreditation of the ACEND accredited programs, a faculty member must be appointed as a director for each program. This individual is responsible for the administration of these programs. In addition to general program management, these faculty members may also be responsible for recruitment, admission, curriculum planning, outcomes assessment, and other activities to maintain program enrollment and quality. From time to time, there may be the opportunity where faculty members assume additional administrative duties within the unit. A faculty member with administrative duties may have decreased the time available for other activities related to teaching and service.

Table 3: Service Criteria

Criteria	Appointment as Instructor	Promotion to Lecturer (minimum 5 years service in lower rank)*	Promotion to Senior Lecturer (minimum 5 years service in lower rank)*	Appointment as Assistant Teaching Professor	Promotion to Associate Teaching Professor (minimum 5 years service in lower rank)*	Promotion to Teaching Professor (minimum 5 years service in lower rank)*
Service to the University						
To the Department (# of committees)		≥2	≥4		≥2	≥4
To the College (# of committees)		Desirable	Essential		Essential	Essential
To the University (# of committees)		Desirable	Desirable		Desirable	Essential
Service to the Profession						
<ul style="list-style-type: none"> Officer or Committee Member for Local, State or National Professional Association Task Force or Similar Service to Profession (e.g. ACEND reviewer, Food insecurity task force) 		Desirable and reflecting local, state, or national involvement	Desirable and reflecting local, state, or national involvement		Desirable and reflecting local, state, or national involvement	Desirable and reflecting local, state, or national involvement
National Membership in Professional Organizations (must be a member of the professional organization and maintain membership for all years indicated in the time period)		≥ 1	≥ 2		≥ 1	≥ 2
Local presentations; presentations to other professions (not peer-reviewed); publications for lay audience; newsletters		≥2	≥5		≥3	≥6

*Quantitative measures (not including ratings) are totals from beginning of appointment in lower rank

The Department of Nutrition and Food Systems recognizes that service is an integral part of the responsibilities of faculty; therefore, various and multiple types of service are expected of these individuals. The Essential, Desirable, Optional framework was developed to help faculty make the best use of time and resources; it should be with careful consideration that these activities are undertaken. Essential activities are those that are deemed fundamental to the aims of the Department and University and they must be present in order to achieve the rank identified in the service criteria. Desirable activities are those that are of great use to the faculty member, Department, and University but with other responsibilities, it is recognized that these may not be feasible at all times. Effort should be made to complete activities. Optional activities are those that allow greater flexibility on behalf of the faculty member given that research and teaching loads may vary over semesters. If optional activities are neglected, greater evidence of attainment of the desirable activities must be present. Commitment to service is expected and faculty must provide objective evidence of these activities.