



Department of Curriculum, Instruction, and Special Education
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Non-Tenure Track: Instructor, Lecturer, Senior Lecturer

Department of Curriculum, Instruction, and Special Education Promotion Guidelines for Instructor/ Lecturer

(Instructor ∇ Lecturer ∇ Senior Lecturer)

In the Department of Curriculum, Instruction, and Special Education, 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.

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 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

- Outreach activities

may include service in leadership roles or other significant organizational activities, are also 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, ~~st~~ 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 nonattendance 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.