

DEPARTMENT OF PSYCHOLOGY

Assistant/ Associate/ Teaching Professor Promotion Guidelines

Preamble

The following guidelines set specific standards for the 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 tenure, promotion, and pre-tenure 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 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 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 Teaching Professors

(Assistant Teaching Professor ~~A~~ Associate Teaching Professor ~~A~~ Teaching Professor).

In the Department of Psychology, Teaching 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 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

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 *Associate Teaching Professor*. For promotion in-rank to *Teaching Professor* 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 ~~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 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 absence of negative indicators. Candidates are

- 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
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