

Child and Family Studies Promotion Guidelines for Instructor, Lecturer, Senior Lecturer

The following guidelines were developed in consideration of the College of Education and Psychology promotion guidelines in order to give direction and set specific standards for teaching faculty in the promotion process. While intended to provide a reasonable framework of the standards for promotion, meeting the standards set out in these guidelines does not guarantee that a faculty member will achieve promotion. 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 the State Institutions of Higher Learning.

The Department of Child and Family Studies abides by the tenure and promotion calendars published annually by the Provost's Office. Therefore, dossiers submitted after the published date for tenure, promotion, and/or pre-tenure submissions, will not be considered in that academic year. In addition, dossiers submitted without appropriate documentation as described in this document will not be considered for tenure, promotion, or pre-tenure assessments in that academic year.

MISSION

In alignment with the missions of the University and the College of Education and Psychology, the mission of the Department of Child and Family Studies is to educate and inspire students to improve the lives of children, families, and communities. The department emphasizes a systemic approach in preparing students to become child and family human service professionals. Faculty members strive to promote a standard of professionalism that reflects scholarship, integrity, diversity, collaboration, dedication, service, and lifelong learning.

The Department of Child and Family Studies offers degrees at the baccalaureate and Master's level and has a limited number of tenure track faculty members. As a result, faculty members within the department lack access to resources available to units with doctoral programs. In addition, Department faculty members face high service expectations due to limited faculty resources and a large percentage of junior faculty members. Applicants for promotion within the Department of Child and Family Studies are evaluated according to their responsibilities, negotiated in writing, with the program director (when applicable) and the departmental chairperson, until

development, examples of how one has incorporated technology and service learning in the classroom in some exceptional way, evidence that one has met or exceeded best practices with regards to one's syllabi, and evidence of exceptional efforts toward student support and mentorship initiatives that positively impact student success. evidence of

For promotion in-rank to Senior Lecturer evidence of sustained exemplary service related to quality instruction, recruitment, and student success is necessary.

Research and 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 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 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 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