Promotion Procedures for Instructional Faculty
College of Liberal Arts
Updated November 2015

Rationale
The College of Liberal Arts benefits from a number of talented and dedicated individuals who have served many years as non-tenure-track faculty. This proposal creates an appropriate system of advancement for non-tenure-track instructional faculty. The following policy would apply only to instructional faculty in the College of Liberal Arts with a 1.00 FTE appointment.

Titles for Instructional Faculty Promotion
The promotion procedures pertain to faculty with the instructor or instructional assistant professor title. Instructors may be promoted to Lecturers and Senior Lecturers. Instructional Assistant Professors may be promoted to Instructional Associate Professors and Instructional Professors.

Appointment
Except for extraordinary circumstances, appointment to the instructional faculty will be at the level of instructor or instructional assistant professor, and will follow currently established procedures. Minimum qualifications will be proposed by each academic department and approved by the Dean. In no case will the minimum qualifications be less than those established by the Southern Association of Colleges and Schools. Instructional assistant professors have the appropriate terminal degree. Base salaries will be established consistent with the qualifications.

Rights, Privileges, and Responsibilities
Decisions regarding membership in, and leadership of, the professorial faculty are historical legacies of the professoriate. Consequently, instructional faculty will not participate in tenure and promotion decisions of the professorial faculty, nor in the review of academic administrators. In other academic matters, such as curriculum design, advising, scholarship and assistantship recommendations, searches, etc., their role shall be determined by each academic department, with the approval of the Dean. Although instructional faculty members are not eligible for tenure, individuals holding the rank of Lecturer or Senior Lecturer cannot be terminated without a minimum of twelve month’s notice. Additionally, individuals holding the rank of Instructional Associate Professor or Instructional Professor cannot be terminated without
a minimum of twelve month’s notice. Exceptions could be made under extraordinary circumstances as follows: 1. Financial exigencies as declared by the Board of Trustees; 2. Termination or reduction of programs, academic or administrative units as approved by the Board of Trustees; 3. Malfeasance, inefficiency or contumacious conduct; 4. For Cause.

**Promotion Criteria**

I. From Instructor to Lecturer or from Instructional Assistant Professor to Instructional Associate Professor

A. Time in Rank. The general requirement is that one should serve five years in the rank of Instructor before being considered for promotion to the rank of Lecturer. Five years in rank shall be defined as five years of service for which Faculty Activity Reports and administrative evaluations are available for review (see note at the end of this document for initial implementation). The faculty member will thus be considered for promotion during his or her sixth year of service, and the promotion will become effective at the beginning of the seventh year.

B. Teaching. Teaching effectiveness shall be the principal criterion for promotion. Consequently, evidence to support a record of teaching effectiveness should be systematic, comprehensive, and thorough. Evidence documenting this effectiveness should include the following essential elements:

1. Student evaluations of all courses taught during the period of review.
2. Structured classroom observations by professorial faculty,
3. Documents for each course taught, including a recent syllabus, samples of recent exams and other assignments, online resources if appropriate, and grade distributions.
4. Copies of annual departmental reviews.
5. Documentation of activities designed to maintain currency in the discipline and in pedagogy (see the criteria pertaining to scholarship).
6. Other documents as determined by the academic department.

C. Scholarship. Instructional Assistant Professors have obligations for promotion as defined in a department’s IAP Promotion Document. Although instructors do not have a specific obligation to engage in research, such activity will be considered favorably as a part of the promotion dossier. Evidence of active scholarship would include the publication or presentation of academic papers at the local or regional level in either the discipline or in pedagogy. Instructors do have an obligation to remain informed of current scholarship in their discipline, and in the scholarship of teaching in higher education. Any application for promotion must demonstrate that the Instructor sustains knowledge of developments in the discipline and in the related areas of pedagogy.

D. Service. Instructors are expected to be active in service to their discipline, academic departments, the College of Liberal Arts, the University, and to their students. Such service may be documented through participation in professional organizations, departmental and university committees, advising, or other academic support activities.

II. From Lecturer to Senior Lecturer or from Instructional Associate Professor to Instructional Professor
A. Time in Rank. The general requirement is that one should serve six years in the rank of Lecturer before being considered for promotion to the rank of Senior Lecturer. Six years in rank shall be defined as six years of service for which Faculty Activity Reports and administrative evaluations are available for review. The faculty member will thus be considered for promotion during his or her seventh year of service as Lecturer, and the promotion will become effective at the beginning of the eighth year.

B. Teaching. Teaching effectiveness shall be the principal criterion for promotion. Persons recommended for promotion to Senior Lecturers should be regarded as exemplary teachers, and should be prepared to assume leadership or mentoring roles for graduate instructors and junior members of the faculty. Consequently, evidence to support a record of teaching effectiveness should be systematic, comprehensive, and thorough. Evidence documenting this effectiveness must include the following essential elements:
1. Student evaluations of all courses taught during the period of review.
2. Structured classroom observations by professorial faculty.
3. Documents for each course, including a syllabus, copies of exams and other assignments, online resources if appropriate, samples of student work (A, B, and C work, with identification removed), and grade distributions.
4. Copies of annual departmental reviews.
5. Documentation of activities designed to maintain currency in the discipline and in pedagogy (see the criteria pertaining to scholarship).
6. Other documents as determined by the academic department.

C. Scholarship. Instructional Associate Professors have obligations for promotion as defined in a department’s IAP Promotion Document. Although Lecturers do not have a specific obligation to engage in research, such activity will be considered favorably as a part of the promotion dossier. Evidence of active scholarship would include the publication or presentation of academic papers at the local or regional level in either the discipline or in pedagogy. Lecturers do have an obligation to remain informed of current scholarship in their discipline, and in the scholarship of teaching in higher education. Any application for promotion must demonstrate that the Lecturer sustains knowledge of developments in the discipline and in the related areas of pedagogy, and that such knowledge is thoughtfully and effectively applied to teaching duties.

D. Service. Lecturers are expected to be active in significant service to their discipline, academic departments, the University, and to their students. Such service may be documented through participation in professional organizations, departmental and university committees, advising, or other academic support activities.

Promotion Procedure
The procedure established for the review of tenure and promotion dossiers for tenure-track faculty provides a generally satisfactory model for the review of instructional faculty. Some important exceptions are as follows:
• The Dean of the Graduate School and the VC for ORSP do not participate in the review.
• The Departmental review and vote will be from the tenured faculty. An unfavorable vote from the tenured faculty terminates the application.
• Letters from outside evaluators are not required.
**Promotion Dossier**

In order that promotion evaluations are based on sound evidence, an instructional faculty dossier documenting the case for promotion must be compiled. The instructional faculty promotion candidate (hereafter, the “candidate”) is charged with compiling the candidate section of the dossier in coordination with the department chair. (If there is no chair of the unit involved, the appropriate dean or director shall act in place of the chair.)

The candidate is responsible for providing the materials for the dossier with the exception of the Chair’s review letter and faculty peer evaluations (if applicable for the department). Appendix A establishes the order and content of the “A-K” document that should be included in the dossier. Write “none” or “N/A” (not appropriate) if a letter item does not apply to the candidate and no entry is made.

This policy document with the College of Liberal Arts’ deadlines and Appendix A instructions will be sent to chairs annually, as well as posted on the College of Liberal Arts website. Candidates are obligated to inform the Chair of their intention to stand for promotion by the stated deadline in the annual policy. Before applying for promotion, the candidate should read any departmental policies for instructional faculty. Instructional Assistant Professors, particularly, should read the department’s “IAP Professor Promotion” document that establishes the department’s promotion criteria for IAPs.

The Chair shall insure that the candidate has a copy of any departmental instructional faculty promotion document. The Chair may set a timetable for the submission of the dossier before the College deadlines so that the dossier is available to the tenured faculty. The Chair is responsible for leading a departmental review and vote from the tenured faculty of instructional faculty seeking promotion. As noted earlier, an unfavorable vote from the tenured faculty terminates the application. The Chair is responsible for writing a recommendation letter with the dossier. The Chair’s letter should explicitly address how the candidate demonstrates teaching effectiveness and ongoing professional development.

The promotion dossier will consist of at least the “Application for Promotion” Form, the A-K document outlined in Appendix A, a copy of any departmental instructional faculty promotion guidelines, the “Faculty Meeting to Consider Promotion” Form, the “Recommendation of the Chair or Immediate Supervisor” Form, and the “Chair’s Letter of Recommendation.”

**Dean’s Advisory Committee for Instructional Faculty Promotion**

The Dean may appoint faculty members to serve on a Dean’s Advisory Committee. The Dean shall select members with regard for disciplinary balance and other service obligations. The committee shall consist of two tenured faculty members and two members of the instructional faculty (minimum rank of lecturer or instructional associate professor) for staggered three year terms.

**Review Schedule**

The timetable for the presentation and review of the promotion dossier shall be as follows:

- Notification to the Department Chair of application for promotion – August 15
- Completed dossier presented to the Department chair – September 1
- Departmental recommendation to the Dean, College of Liberal Arts – November 21
• Dean’s recommendation to the Provost – January 15
• Provost’s decision – March 20
• Chancellor’s Final Action – March 31
At each stage in the process, the candidate will be notified of the recommendation or decision.

Transition AY 15-16 Review Schedule:

The AY 2015-16 timetable for the presentation and review of the promotion dossier shall be as follows:
• Notification to the Department Chair of application for promotion – Jan 7
• Completed dossier presented to the Department chair – January 22
• Departmental recommendation to the Dean, College of Liberal Arts – February 12
• Dean’s recommendation to the Provost – March 4
• Provost’s decision – March 20
• Chancellor’s Final Action – March 31
At each stage in the process, the candidate will be notified of the recommendation or decision.
APPENDIX A
THE INSTRUCTIONAL FACULTY PROMOTION DOSSIER

A. EMPLOYMENT RECORD

1. Service with the University. Give date and rank of original employment with a record of subsequent promotions or other change of status if any. Indicate whether part-time or full-time status.

2. Previous full-time academic employment. Give institutions and dates.

3. Other employment or activity considered as contributing to academic competence.

B. ACADEMIC RECORD

1. Degrees completed. Give granting institutions and dates.

2. Prospective additional degrees. Give granting institution, anticipated date, and requirements still to be met.

3. Other permanent academic work.

C. TEACHING RECORD

1. Course load. To generate a table of courses taught at UM, create a custom report through MyOleMiss. Under your Faculty tab, click “Faculty Activity” then “Create Custom Faculty Activity Report.” Select 5 years, 6 years, or a specific date range. The report will be sent to your email address, then copy the table of course information into this A-K document.

2. Other pertinent teaching activity.

D. TEACHING PERFORMANCE (insert the items below behind the D. tab)

1. Course syllabi. Include the most recent syllabus for each course taught.

2. Second method of teaching evaluation. Faculty peer reviews to be submitted by the chair.

3. Course student evaluations. Provide the “Condensed Summary” for each course evaluation.

4. Exams, paper assignments, and other class exercises. Include representative samples for each recent class.
5. Other evidence of teaching effectiveness and professional development.

6. Reflective statement. This brief statement should indicate efforts to improve teaching and professional currency. It should not exceed 2 pages.

E. PUBLICATION

1. Printed publications. List publications in bibliographical form, exclusive of minor reviews.

2. Pending publications. List materials accepted for publication or submitted in presumed final form for publication, giving details.

3. List other pertinent publication information. Do not include material shown below under Grants.

F. PERFORMANCES, EXHIBITIONS, AND COMPOSITIONS

1. Performances, recitals, and concerts. List title, part, location, date, and sponsor.

2. Compositions. Give composer, title and type, performance data, and publication data.

3. Productions. List role, nature of production, location, and sponsor.

4. Exhibitions. Indicate time, place, jurors, whether one-person exhibit, etc.

5. Commissioned works.

6. Other pertinent information about performances or exhibitions.

G. GRANTS

1. Grants approved. List training, research, or other grants of external or internal funds obtained on the basis of proposals prepared entirely or largely by individual concerned. Give type of grant, collaborators, dates, amount awarded, and granting agency.

2. Grant proposals pending.

3. Other pertinent grant information.

H. PROFESSIONAL ACTIVITIES

1. Membership in professional organizations. List current memberships.

2. Offices held. Include state, regional, or national offices held in professional organizations.
3. Materials presented. List papers or reports prepared for professional organizations.

4. Additional pertinent information regarding professional activities.

I. SERVICE

1. Routine (but important) service to the University. Examples include serving on and chairing standing and special committees, or developing departmental or school programs.

2. Non-routine service to the University. Examples include playing a major role in large projects of University development, furnishing continuing leadership to student and/or faculty organizations, serving as a major adviser in continuing academic counseling programs, working with academic recruitment programs, or taking part in other activities which enhance the excellence of the University or the quality of life of students and faculty.

3. Service which makes the facilities and the expertise of the University available to the larger society of which it is a part. Examples include service that is formally organized through the Division of Continuing Education, or through research and service bureaus; or it may be less formally provided for through departmental or school programs that require participation in providing various learning experiences in nontraditional formats.

4. Service to one’s discipline. Examples include service with accreditation teams or other evaluation committees, editorial service with scholarly journals, and service on panels that evaluate research proposals for federal grants. Such service should be on a scale that brings significant recognition to the individual and the institution.

J. HONORS

1. Organization membership. List membership in scholarly or other honorary organizations.

2. Other honors.

K. FACULTY ACTIVITY REPORTS AND ANNUAL REVIEWS (insert the items below behind the K. tab)

1. Faculty activity reports. Include the report for each of the years in consideration for this review

2. Annual reviews. To be submitted by the chair.