

Promotion Guidelines Instructional Assistant and Associate Professors in the Department of Modern Languages

The Department of Modern Languages values the commitment of our Instructional Assistant and Associate Professors and strives to support them in progressing in their careers. The following guidelines pertain to the qualifications and procedure for promotion from Instructional Assistant Professor to Instructional Associate Professor and from Instructional Associate Professor to Instructional Professor.

I. Promotion Criteria from Instructional Assistant Professor to Instructional Associate Professor

A. Time in Rank

1. The general requirement is that one should serve five consecutive years in the rank of Instructional Assistant Professor before being considered for promotion to the rank of Instructional Associate Professor. Five years in rank shall be defined as five years of service for which Instructor Activity Reports and Administrative Evaluations are available for review. 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. Statement of Teaching Policy

Teaching effectiveness shall be the principal criterion for promotion. Teaching includes curriculum planning, course design and student reactions and growth. Evidence of success in these areas will be judged using the following materials:

1. *Classroom Observation Reports from Departmental Colleagues:* Annual classroom observational reports are an important part of the candidate's record and will be generated on an annual basis from members of the faculty.

2. *Student Evaluations:* Student evaluations of all courses taught during the period of review will be considered.

3. *Teaching Portfolio:* The teaching portfolio should include a teaching philosophy statement, syllabi of frequently taught and particularly successful courses, copies of exams and other assignments (essay prompts, project descriptions, quizzes, etc.), online resources if appropriate, samples of student work (with identification removed), grade distributions for each course taught and other materials that may attest to the candidate's teaching effectiveness.

4. *Personal Statement:* The candidate's personal statement explains the overall teaching record and the steps taken to improve the quality of teaching in response to feedback.

The candidate should demonstrate a record of quality teaching at The University of Mississippi and a record of commitment to evolve as a teacher in ways that benefit the needs

of the department and its students. The evaluation of teaching excellence should prove the candidate's demonstration of the following:

1. *Classroom Competence*: Classroom competence in modern languages courses will be measured by student evaluations and classroom observation reports by faculty.
2. *Improvement and Development*: The candidate should demonstrate a commitment to continual evaluation and improvement of courses and the program that recognizes student concerns, developments in the field and innovative ideas.
3. *Skilled Use of Teaching Materials*: Responsible use of syllabi, online resources and other supplemental materials to enhance student learning and demonstrate mastery of teaching and the subject matter will be considered.

The department considers teaching to be the primary criterion for promotion.

C. Statement of Service Policy

This category of evaluation is divided into three general groups: (a) department, college and university; (b) public; (c) professional. Examples of each include:

1. Department, College and University

- a. Routine (but important) service to the University (serving on and chairing standing and special committees, directing language programs in the department, developing departmental or school programs, mentoring junior faculty or students, etc.)
- b. Non-routine service to the University (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, etc.)

2. Public

- a. Service which makes the facilities and the expertise of the University available to the larger society of which it is a part. (Such service may be 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 which require participation in providing various learning experiences in nontraditional formats.)

3. Professional

- a. 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.)

b. Professional development. (Examples include presentations at professional conferences, additional training through workshops within and outside the university, publications, and other evidence of continued professional development during the reporting period.)

The department considers service to be an important criterion for promotion.

III. Promotion from Instructional Associate Professor to Instructional Professor

A. Time in Rank

1. The general requirement is that one should serve six consecutive years in the rank of Instructional Associate Professor before being considered for promotion to the rank of Instructional Professor. Six years in rank shall be defined as six years of service for which Instructor 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 Instructional Associate Professor, and the promotion will become effective at the beginning of the eighth year.

B. Statement of Teaching Policy

Teaching effectiveness shall be the principal criterion for promotion. Persons recommended for promotion to Instructional Professors should be regarded as exemplary teachers, and should be prepared to assume leadership or mentoring roles for junior members of the faculty. Teaching includes curriculum planning, course design and student reactions and growth. Evidence of success in these areas will be judged using the following materials:

1. *Classroom Observation Reports from Departmental Faculty*: Annual classroom observational reports are an important part of the candidate's record and will be generated on an annual basis from members of the departmental faculty.

2. *Student Evaluations*: Student evaluations of all courses taught during the period of review will be considered.

3. *Teaching Portfolio*: The teaching portfolio should include a teaching philosophy statement, syllabi of frequently taught and particularly successful courses, copies of exams and other assignments (essay prompts, project descriptions, quizzes, etc.), online resources if appropriate, samples of student work (with identification removed), grade distributions for each course taught and other materials that may attest to the candidate's teaching effectiveness.

4. *Personal Statement*: The candidate's personal statement explains the overall teaching record and the steps taken to improve the quality of teaching in response to feedback.

The candidate should demonstrate a record of quality teaching at The University of Mississippi and a record of commitment to evolve as a teacher in ways that benefit the needs

of the department and its students. The evaluation of teaching excellence should prove the candidate's demonstration of the following:

1. *Classroom Competence*: Classroom competence in modern languages courses will be measured by student evaluations and classroom observation reports by faculty.
2. *Improvement and Development*: The candidate should demonstrate a commitment to continual evaluation and improvement of courses and the program that recognizes student concerns, developments in the field and innovative ideas.
3. *Skilled Use of Teaching Materials*: Responsible use of syllabi, online resources and other supplemental materials to enhance student learning and demonstrate mastery of teaching and the subject matter will be considered.

The department considers teaching to be the primary criterion for promotion.

C. Statement of Service Policy

This category of evaluation is divided into three general groups: (a) department, college and university; (b) public; (c) professional. Examples of each include:

1. Department, College and University

- a. Routine (but important) service to the University (serving on and chairing standing and special committees, directing language programs in the department, developing departmental or school programs, mentoring junior faculty or students, etc.)
- b. Non-routine service to the University (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, etc.)

2. Public

- a. Service which makes the facilities and the expertise of the University available to the larger society of which it is a part. (Such service may be 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 which require participation in providing various learning experiences in nontraditional formats.)

3. Professional

- a. 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.)

b. Professional development. (Examples include presentations at professional conferences, additional training through workshops within and outside the university, publications, and other evidence of continued professional development during the reporting period.)

The department considers service to be an important criterion for promotion.

IV. Promotion Procedure

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 is charged with compiling the promotion dossier in coordination with the department chair.

The candidate is responsible for providing the materials for the dossier with the exception of the Chair's review letter and classroom observational reports. Appendix A establishes the order and content of the "A-K" document that should be included in the dossier.

The timetable for the presentation and review of the promotion dossier will be consistent with College and University policy.

The Departmental review and vote will be from the tenure-track faculty and Instructional faculty of higher rank. In other words, Instructional Associate Professors will vote on the cases of Instructional Assistant Professors standing for promotion, and Instructional Professors will vote on the cases of Instructional Assistant and Associate Professors standing for promotion. An unfavorable vote from the eligible departmental faculty terminates the application, and a simple majority will be used to calculate the vote.

The Department of Modern Languages will follow all procedures outlined in the current College of Liberal Arts and University instructional faculty promotion policy.