

Criteria for Promotion of Faculty in the Lecturer Ranks – Honors College

University Policy 06.005 Non-Tenure Track Faculty Reappointment and Promotion

The following guidelines for evaluation and promotion of lecturers apply to the categories of Lecturer, Senior Lecturer, and Principal Lecturer, as defined by University Policy 06.005 and University Policy 06.007 that became effective August 30, 2017 and May 5, 2017 respectively. Persons occupying Lecturer positions in the Honors College will have both teaching and service responsibilities within the College.

General Guidelines Regarding the Lecturer Role

In consultation with the Dean of Honors and/or the Associate Dean for Academics in Honors and based on College needs, Lecturers will have a workload divided between teaching responsibilities (80-90% of workload) and service responsibilities (10-20% of workload).

Lecturers will participate in faculty governance responsibilities relevant to their duties, (e.g., faculty meetings and relevant committee assignments). Lecturers will not serve on promotion and tenure committees regarding tenure-track or tenured faculty members.

Guidelines Regarding the Evaluation and Promotion of Lecturers

1. Lecturers will participate in the annual departmental merit review processes, with merit evaluations based on Lecturers' teaching and service performance.

2. In addition to the annual merit review process, persons serving in a Lecturer position will be eligible to seek promotion to the rank of Senior Lecturer during their third year of service in the Lecturer position (or the equivalent of six consecutive semesters of full-time college-level teaching), with such promotion to become effective the following academic year. In addition to the years of service in the Lecturer rank (or equivalent experience), applicants must demonstrate a record of substantial and continued effectiveness in teaching and service. The promotion process will include a review by a committee made up of the Honors Associate Deans and one Academic Associate Dean from another college, who will then make a promotion recommendation to the Honors Dean.

3. Persons having the equivalent of 10 consecutive semesters of full-time college-level teaching may seek promotion to the rank of Principal Lecturer. In addition to the required years of service, applicants must demonstrate a record of sustained excellence in teaching and service. The promotion process will include a review by a committee made up of the Honors Associate Deans and one Academic Associate Dean from another college, who will then make a promotion recommendation to the Honors Dean.

4. Results from annual reviews provide input into promotion decisions and also provide input into merit decisions. Annual reviews take account of the Lecturer's work during rolling three year periods (i.e., the current or immediately preceding year, and the two previous years).

5. In addition to the promotion processes described above, the Honors College may seek authorization from the Provost to conduct searches for faculty at the Senior or Principal Lecturer rank.

A. Lecturer to Senior Lecturer

1. Three consecutive years in the rank of Lecturer or equivalent prior teaching experience
2. Evidence to assess the quality of teaching may include:
 - a. Syllabi that include learning goals and evaluation plans for assessment of the learning outcomes;
 - b. Teaching materials;

- c. Teaching portfolios;
 - d. Statement of teaching philosophy;
 - e. Contextual aspects of courses;
 - f. Other components as deemed appropriate by the field;
 - g. Student course evaluations;
 - h. Teaching effectiveness based on students' learning outcomes;
 - i. Faculty reviews, including observation and assessment of teaching by faculty peers;
 - j. Service learning and/or study abroad;
 - k. Teaching and learning within community collaborations;
 - l. Mentored research classes; and/or,
 - m. Membership on or chair of Honors theses committees
3. Sustained effectiveness in service
- a. Demonstrated leadership and engagement in professional organizations, community-based initiatives, and university enterprises;
 - b. Support and mentoring of colleagues;
 - c. Engagement in student recruitment, retention, and success;
 - d. Other efforts to advance the university and its community and collaborative partners; and/or,
 - e. Other evidence as defined by the unit (e.g., serving on various Honors and institutional committees)

B. Senior Lecturer to Principal Lecturer

- 1. Five consecutive years of college teaching, including three years at Senior Lecturer rank
- 2. Evidence to assess the quality of teaching may include:
 - a. Syllabi that include learning goals and evaluation plans for assessment of the learning outcomes;
 - b. Teaching materials;
 - c. Teaching portfolios;
 - d. Statement of teaching philosophy;
 - e. Contextual aspects of courses;
 - f. Other components as deemed appropriate by the field;
 - g. Student course evaluations;
 - h. Teaching effectiveness based on students' learning outcomes;
 - i. Faculty reviews, including observation and assessment of teaching by faculty peers;
 - j. Service learning and/or study abroad;
 - k. Teaching and learning within community collaborations;
 - l. Mentored research classes; and/or,
 - m. Chairing Honors theses committees.
- 3. Sustained effectiveness in service
 - a. Demonstrated leadership and engagement in professional organizations, community-based initiatives, and university enterprises;
 - b. Support and mentoring of colleagues;
 - c. Engagement in student recruitment, retention, and success;
 - d. Other efforts to advance the university and its community and collaborative partners; and/or,
 - e. Other evidence as defined by the unit (e.g., serving on various Honors and institutional committees).

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