

# Status of Lecturers in the Franklin College of Arts and Sciences

## Progress Report

March 17, 2015

### Introduction

The Planning and Evaluation Committee in the Franklin College Senate explored the current disposition of Lecturers in the Franklin College of Arts and Sciences by informally surveying Franklin College Academic Unit Heads whose units have faculty of Lecturer rank. The summary and commentary presented here are drawn from data and comments collected from faculty and unit heads within Franklin College, as well as some further contributions from faculty from across the university. For the most part, the comments in Part 1 are excerpted from the original survey of academic units in order to indicate the range of ideas and to illuminate areas of particular interest to the faculty.

There are Three Parts to this document and two Appendices compiled by members of a faculty learning community:

- 1) Survey of Unit Heads in Franklin College Academic Units.
  - 2) Non-Tenure Track Faculty Learning Community Findings.
  - 3) Non-Tenure Track Faculty Learning Community Recommendations.
- Appendix A: UGA Faculty Awards and Eligibility.  
Appendix B: Recommendations for Best Practices Regarding Promotion of Lecturers.

### Part 1: Survey of Unit Heads in Franklin College Academic Units

Department heads were surveyed via email regarding voting rights, committee policies, travel funding, and promotion criteria:

#### 1. What voting rights have been extended to lecturers in your unit?

All (excluding Graduate Faculty matters)	All (excluding personnel matters)	None	Requires Additional Voting Status via Faculty Vote
12	2	2	1

#### 2. Do lecturers have a voice and seat on standing committees?

Yes	No
15	2

*Comments:* Lecturers may serve on standing and other committees. Our apparent working philosophy in the department is not to require as much committee service for Lecturers as for tenured/tenure track faculty. This philosophy comes not from a desire to exclude Lecturers from rights as departmental faculty. Rather, it is acknowledging

that they teach eight (8) courses per year and generally receive significantly lower salaries than t/tt faculty. I believe the original idea related to the appointment of Lecturers was to hire personnel who would focus entirely on teaching and other activities directly related to classroom instruction, such as holding office hours. But we have found that as time passed Lecturers have tended to voice not only a willingness but also an eagerness to be involved in the total life of the department. Hence, the flip side of the above-stated philosophical position is one that holds that when Lecturers indicate that they themselves see additional committee work as a right of, and/or an expression of their strong desire for, faculty participation and an essential element of collegiality rather than as additional labor or an overload, then the department is very willing to accommodate our colleagues. The tricky part is managing not to require or suggest that additional committee is mandatory while being open to desires for fuller involvement in the department. Any suggestions regarding how to deal with this delicate balance would be most appreciated.

**3. Do lecturers have a voice and seat on executive/advisory committees?**

Yes	No	N/A
6	3	8

*Comments:* ... it would be inappropriate for them to serve on the Graduate Studies Committee since they are not members of the Graduate Faculty. Nor do they serve on our Advisory Committee, which is constituted by 2 assistant, 2 associate and 2 full professors who are nominated and voted on by the Departmental Committee.

**4. Does your unit have guidelines for promotion and retention of lecturers (e.g. more specific than the Provost’s general guidelines)?**

Yes	No	In Progress
3	12	2

**5. Are lecturers encouraged to pursue their own research?**

Yes	No	Not Discouraged
9	2	6

*Comments:*

- a. We do not expect lecturers to pursue research and publish. However, we expect that they will continue to update their teaching skills by being involved in activities offered by the Center for Teaching and Learning, for example.
- b. Some of our lecturers have chosen to engage in research with funded tenure track-faculty in our department. Others have chosen to devote their time solely to teaching. We let lecturers know that either choice is fine with us, and does not impact how they are reviewed annually. (Annual evaluations focus only on their

assigned duty, teaching). We provide support for lecturers to attend one professional meeting per year, should they decide to do so.

- c. Three of our full time lecturers are stops on the way toward a tenure track position. Therefore, the tenure track and tenured faculty voted on principle to NOT assign any service what so ever to them. There needs to be travel/workshop/enrichment support from the college or the university for these faculty.
- d. I specifically asked about this and! was told that Lecturers as faculty in their right and should not be discriminated in any way. As such they are encouraged to publish.
- e. We encourage Lecturers to do research on topics related to teaching. [supporting lecturers] ... Involve them in curriculum matters, course development, online courses, outreach, and teaching and training grants.
- f. So far, strictly a matter of personal initiative: I know some travel support for conferences has been provided.
- g. As department head, I have always supported research by lecturers in the department, including presentations at conferences, continuing education, etc. Travel funding is normally divided equally between tenured and tenure-track faculty and full-time lecturers. Personally, I feel that faculty research at all ranks benefits the students and creates a healthy overall intellectual culture, which also positively influences the quality of teaching. The nature of the lecturer in the humanities has changed significantly over the past 10-15 years. Often, these are faculty members who would have gotten tenure-track positions in the past, but who have been forced into lecturer positions b/c of a deflated job market. Not always the case but often. What this means is that lecturers do come with research interests and that it is important to them to be able to continue with these interests.
- h. We do support their research by offering travel funding when possible.
- i. They are not encouraged to pursue research. It would be nice to have funds for professional development of the teaching faculty, but as they were hired to teach, this should be professional development in teaching, or educational research, not research in the field.
- j. Lecturers are not prohibited from pursuing their own research and publishing agenda. However it is made clear that their EFT is 100% instruction.
- k. It is supported but not pushed or made part of promotion decision.
- l. Well, we are back to the same dilemma as the one in #2 above. In sum, they are not “encouraged to pursue their own research and publishing agenda” because research is not a part of their official duties or one of criteria for evaluating their performance. On the other hand, those engaging in research and publishing are certainly not discouraged. We do support Lecturer’s attendance at and participation in professional societies because such activities have benefit for both teaching, just as they benefit faculty who engage in research.

- m. Very few of our Lecturers are actively engaged in research and/or creative writing and publishing. They are eligible to apply for international and domestic travel funds for the purpose of reading a paper at a conference.
- n. Yes, they are encouraged. We included them in our travel funding budget, recently appropriated from Franklin, though Franklin did not include them in the headcount. Particularly problematic for us was the encouragement we had from all parties to engage a lecturer in an area, both to cover undergraduate and graduate teaching and to work with graduate students. Once here, however, we found that the Graduate School held a higher standard to admit them as members of the Graduate Faculty than it did the professorial faculty members of rank. It took us a year and a half to see this lecturer appointed to the Graduate Faculty, and it was largely on arguments about this person's scholarship.
- o. Definitely yes! We are trying to build up a program in Education and the Lecturers are seen as a key part of that. Our Senior Lecturer (who has been at UGA for many years, and so strictly speaking isn't part of the group under consideration) is actually a leading name in Education, and has been at the forefront of research in this area for decades, even though she hasn't been in a "research" position. We'd like all of our Lecturers to aspire to that, although we don't want to force anyone to be engaged in research if that is not his/her interest. The Lecturers themselves are interested in research on pedagogy; in general I think the faculty sees the importance of our Lecturers being involved in the broader professional community, although there are certainly exceptions to that.
- p. We do not require lecturers to maintain a research agenda, but we do try to support them in doing so if they choose to do so. We provide travel funding to present work at conferences, when possible, put them up for awards when appropriate, etc.

**6. Would your unit like to support travel for lecturers?**

Yes	No
16	1

*Comments:*

- a. Yes, absolutely. In light of recent changes in travel funding, the unit felt the need to revise our travel policy that unfortunately resulted in omitting lecturers from the mix.
- b. We do because we treat them similarly to all faculty in the department.
- c. Yes - with the recent tranche of money I split it equally with lecturers and TT faculty. All individuals received the same amount.
- d. It's hard to imagine, with the teaching obligations, how this would be manageable.

## General Comments from Unit Heads

- Our unit could not survive without the lecturers—they need more support and opportunities for professional development. There should also be a teaching award that is designated specifically for lecturers.
- I suggest we change the title from Lecturer to Assistant Professor - Instruction while the other one is changed to Assistant Professor - Instruction & Research.
- In our discipline, it is not easy to attract qualified lecturers. But, we are satisfied with the ones that we have.
- I think that the ideal ratio of tenured/tenure-track faculty in humanities/social science departments would be 1/3 lecturer and 2/3 tenured/tenure-track. This would provide a good balance between teaching and research-intensive faculty in a unit. I welcome travel/research support for lecturers and, perhaps, some specific award or training programs geared toward this important group.
- There is always a concern among our tenure/tenure track faculty that lecturers are a cheap way to replace tenure track lines. However we have had a number of lecturers and instructors for several years now and have learned that it is valuable to have professional faculty for our service courses. It is certainly time that the university recognize these ranks as an important part of our career faculty that deserve support and professional development opportunities.
- Our department might be a special circumstance (1500 students, 30 TT faculty; 6 lecturers). That said, given the past administration's (I don't think this is the case with new leadership) decision to dismantle the research mission and maintain the teaching mission, we have radically changed our culture. I try to treat everyone like they are part of a team with slightly different roles but the same goal ... Everyone votes, serves on committees, etc. Lecturers do an outstanding job as core undergrad instructors and our some of our finest teachers. I don't know if lecturers feel part of things or "second class" but I should find that out in the next review. The issue is that if lecturers are taking over the teaching mission faculty should be directed more at research to make up for it, but that has not happened. Eventually a more flexible model -- lecturer, research professor, balanced professor tracks -- might be the way to go, especially if people can move tracks across their career.
- Be cognizant of the dilemma noted a couple of times above. We do not want to create inadvertently a system whereby Lecturers have the same requirements regarding research/publication and committee service as do tenured/tenure track faculty but concomitantly receiving less pay, teaching more, and having no path to promotion other than Senior Lecturer.

## **Part 2: Non-Tenure Track Faculty Learning Community Findings**

For the past four years, a non-tenure track Faculty Learning Community (FLC) has been meeting to identify issues related to all non-tenure track faculty at UGA, including lecturers. This FLC consists of members of various non-tenure track ranks from multiple colleges and schools. The FLC provides the following data to the Franklin College Faculty Senate:

- Lecturers are often not eligible for awards related to teaching (especially regarding UGA specific awards). See Appendix A.
- Lecturers have second-class citizen status with Honors. Specifically, department head approval is required in order to offer Honors Options Credit. Honors justification: "It's just a standard policy, to keep chairs/heads in the loop".
- Promotion criteria and processes are inconsistent across units. Processes range from units using promotion committees to only departmental head input.
- Lack of consistency in the use of Lecturer and Instructor titles in campus documentation and policies/procedures.
- Lecturers at UGA typically require a terminal degree in the candidates' discipline area and require a nationwide search. More schools are offering two levels of promotion for lecturers (Senior Lecturer and Master Lecturer), especially if Lecturers are required to have terminal degrees. (e.g. University of Florida)

## **Part 3: Non-Tenure Track Faculty Learning Community Recommendations**

The non-tenure track Faculty Learning Community offers the following recommendations for best practices regarding lecturers at UGA:

- Non-Tenure Track faculty hired as a result of a nationwide search and faculty vote should have full voting rights, except on Graduate Faculty Matters
- Service to the department/unit/college should be encouraged, as it is with tenure-track faculty. Service from lecturers provides opportunities for scholarly engagement and networking across campus.
- Support should be provided for research initiatives and travel to allow Lecturers to be engaged in their discipline and pedagogical practice. Although many Lecturers are in their position because they have chosen to focus on undergraduate teaching, some may want to pursue TT positions (or other positions) in the future.
- Teaching loads need to take into account the allocation of TA/GA resources.
- Clear guidelines and procedures for promotion to Senior Lecturer are critical. See Appendix B for recommendation for best practices regarding promotion.
  - Contracts that are granted for longer terms than 1 year would benefit recruitment and retaining of top teaching faculty.

## Appendix A

### UGA Faculty Awards and Eligibility

Compiled by Paul Matthews, Dec. 2014

Key:

- Expressly Limited to tenure-track faculty
- Expressly open to at least some non-tenure-track faculty
- Not clear

Recognition & "Home Base"	Who is Eligible	Comments
<b>University-Wide</b>		
Creative Research Awards <i>OVPR/UGARF</i>	"Nominees must have completed at least five years of service at the University of Georgia"	
Creative Research Medals <i>OVPR/UGARF</i>	"Faculty members, active or emeritus, are eligible for the Creative Research Medal. An individual who receives the medal may be nominated for a different project no sooner than five years after the first award"	
CURO Research Mentoring Awards <i>CURO</i>	"nominate outstanding faculty from their departments and research units who demonstrate superior research mentorship with their undergraduate students"	
Distinguished Research Professorship <i>OVPR/UGARF</i>	"The candidate must hold the rank of Professor"	Assuming "professorship" in the title limit this one?
Engaged Scholar Award <i>OVPPSO</i>	"recognizes a tenured faculty member for contributions to advancing public service, outreach, and community engagement at the University of Georgia"	This one seems like it should be applicable to NTT faculty too...
Meigs Distinguished Teaching Professorship <i>Teaching Academy/Provost's Office</i>	"nominations will be limited to individuals who have held tenure-track faculty positions for at least five years"	Assuming "professorship" in the title limits this one?
Presidential Early Career Scholar Award	"Tenure-track faculty at the University of Georgia who have	This one seems like it should be applicable to

Recognition & "Home Base"	Who is Eligible	Comments
<i>OVPR/UGARF</i>	successfully passed their third-year review but have not yet been tenured"	NTT faculty too...
Regents' Teaching Excellence Awards for Online Teaching <i>USG Board of Regents via CTL</i>	"current full-time members of the teaching faculty and teaching academic staff must teach at least a minimum of 12 credit hours of fully online instruction at one of the USG institutions across the fall, spring, and summer semesters"	
Regents' Teaching Excellence Awards <i>USG Board of Regents via CTL</i>	"recognizes the finest among the University System of Georgia's full-time instructional faculty for their demonstrated educational excellence in teaching"	
Regents' Scholarship of Teaching and Learning Awards <i>USG Board of Regents via CTL</i>	"encourages and supports the work of faculty members whose scholarship focuses on the instructional mission of the institution"	
Richard B. Russell Awards for Excellence in Undergraduate Teaching <i>Provost's Office</i>	"limited to tenure-track faculty engaged in undergraduate instruction who have been at the University a minimum of three years at the time of the actual award and who have been in a tenure track position for a total of no more than ten years"	This one seems like it should be applicable to NTT faculty too...
Service-Learning Teaching Excellence Award <i>Office of Service-Learning</i>	"All full-time, permanent UGA faculty members in any career track are eligible"	
Service-Learning Research Excellence Award <i>Office of Service-Learning</i>	"All full-time, permanent UGA faculty members in any career track are eligible"	
Summer Innovative Instruction Faculty Grants <i>OVPI</i>	Not clear; just refers to "faculty" but no application currently online	
University Professorship <i>Provost's Office</i>	"The candidate must hold the rank of Professor and have been on the faculty of the University of Georgia for ten years"	Assuming "professorship" in the title limits this one?
Walter Barnard Hill Award <i>OVPPSO</i>	"Public Service and Outreach (PSO) faculty members assigned	

Recognition & “Home Base”	Who is Eligible	Comments
	for the last five years to a major public service and outreach unit of the University that reports directly to the Vice President for Public Service and Outreach” and “Those faculty members in colleges, schools, Cooperative Extension or other institutional units whose assignments and workloads (budgeted EFT is 51% or more) have focused significantly on public service and outreach for the last five years”	
Walter Barnard Hill Fellow Award <i>OVPPSO</i>	“Only <b>previous Walter Barnard Hill Award winners</b> are eligible for consideration for the Walter Barnard Hill Fellow Award. Those faculty members in the schools, colleges, Cooperative Extension, PSO Units, or other institutional units whose assignments and workloads (budgeted EFT is 51% or more) have focused significantly on public service and outreach for the last five years”	
<b>College-Specific (alpha by School/College)</b>		
M.G. Michael Award <i>Franklin College of Arts &amp; Sciences</i>	“ <b>All faculty</b> of the Franklin College are eligible for the Award with the exception of those who have won the award in the past five years”	
Sandy Beaver Teaching Professorship <i>Franklin College of Arts &amp; Sciences</i>	“all faculty members of the Franklin College of Arts and Sciences currently <b>holding tenure</b> ”	Assuming “professorship” in the title limits this one?
Sandy Beaver Excellence in Teaching Award <i>Franklin College of Arts &amp; Sciences</i>	“[Franklin College] <b>Faculty of all ranks</b> , but particularly those engaged in undergraduate teaching”	
D.W. Brooks Distinguished Professorship	“limited to <b>tenure-track faculty</b> holding the rank of professor” in	Assuming “professorship” in the title limits this one?

Recognition & "Home Base"		Comments
<i>CAES</i>	CAES	
D.W. Brooks Faculty Award for Excellence in Extension <i>CAES</i>	"limited to current state specialists, tenure-track or public service faculty with at least a .50 EFT in extension, and who have been employed in a tenure-track or public service position for at least five (5) years" in CAES	
D.W. Brooks Faculty Award for Excellence in Global Programs <i>CAES</i>	"limited to current tenure-track faculty who have been employed in a tenure-track position for at least five (5) years" in CAES	This one seems like it should be applicable to NTT faculty too...
D.W. Brooks Faculty Award for Excellence in Public Service Extension Programs <i>CAES/Extension</i>	"current county extension faculty holding a public service track appointment in the College, who have been employed for at least five (5) years"	
D.W. Brooks Faculty Award for Excellence in Research <i>CAES</i>	"limited to current tenure-track faculty with at least a .30 EFT in research, who have been employed in a tenure-track position in the College for at least five (5) years"	This one seems like it should be applicable to NTT faculty too... maybe research EFT removes most NTT faculty from consideration?
D.W. Brooks Faculty Award for Excellence in Teaching <i>CAES</i>	"current tenure-track faculty with at least a .30 EFT or significant contributions to instruction over at least a five (5) year period and who have been employed in tenure-track positions in the College for at least five (5) years"	This one seems like it should be applicable to NTT faculty too...
Outstanding Faculty Awards <i>Terry College of Business</i>	Unclear, no application online	
Faculty Instructor of the Year Award <i>Odum School of Ecology</i>	Unclear, no application online	
Aderhold Distinguished Professor Award <i>College of Education</i>	"the nominee must hold the rank of professor and have been a member of the College of Education faculty at the University of Georgia for at least	Assuming "professor" in the title limits this one?

Recognition & "Home Base"	Who is Eligible	Comments
	five years"	
COE Faculty Senate D. Keith Osborn Award <i>College of Education</i>	"the nominee must be employed as a full-time <b>tenure-track or tenured faculty member</b> [in COE] and have completed a minimum of three years of service to the University"	This one seems like it should be applicable to NTT faculty too...
COE Outstanding Teaching Award for the University's Honors Day <i>College of Education</i>	"All full-time <b>tenured and tenure track faculty</b> [in COE] are eligible"	This one seems like it should be applicable to NTT faculty too...
Donald O. Schneider Award for Mentoring <i>College of Education</i>	"limited to school and community-based <b>professionals and career-track faculty</b> engaged in mentoring of graduate or undergraduate students in the College" of Ed	
Glickman Faculty Fellow Award <i>College of Education</i>	"current College of Education [redacted] at the time they are nominated"	
Ira E. Aaron Award for Teaching Excellence and Collegiality <i>College of Education</i>	"All <b>full-time tenured faculty</b> (associate professors and professors) [in COE] are eligible"	This one seems like it should be applicable to NTT faculty too...
Jenny Penney Oliver Faculty Diversity Award <i>College of Education</i>	"Nominee must be a <b>full-time faculty member</b> [in COE]"	
Russell H. Yeany, Jr., Research Award <i>College of Education</i>	"the nominee [in COE] must hold the rank of <b>professor</b> , must be tenured, and must have completed a minimum of three years of service to the University of Georgia"	This one seems like it should be applicable to NTT faculty too...
Bill and June Flatt Outstanding Extension and Outreach Faculty Award <i>College of Family &amp; Consumer Sciences</i>	"limited to <b>faculty</b> who have been employed for at least three (3) years" in FACS	
Bill and June Flatt Outstanding Faculty Research Award <i>College of Family &amp; Consumer Sciences</i>	"a <b>tenured/tenure-track faculty member</b> [in FACS]"	This one seems like it should be applicable to NTT faculty too...

Recognition & "Home Base"	Who is Eligible	Comments
Bill and June Flatt Outstanding Teacher of the Year Award <i>College of Family &amp; Consumer Sciences</i>	"those <b>faculty or academic professionals</b> identified as winners of the Teacher of the Year Award from each of the four academic departments composing the College of Family and Consumer Sciences"	
Early Career Faculty Research Award <i>College of Family &amp; Consumer Sciences</i>	"a <b>tenured/tenure-track faculty member</b> [in FACS] with no more than 10 years confirmation of doctorate degree"	This one seems like it should be applicable to NTT faculty too...
Faculty Mentoring Undergraduate Research Award <i>College of Family &amp; Consumer Sciences</i>	"a tenured/tenure-track faculty member <b>or research scientist</b> employed in the college [of FACS]"	
Outstanding Undergraduate Academic Advisor Award <i>College of Family &amp; Consumer Sciences</i>	"One award will be given to a tenured/tenure-track faculty member <i>and</i> one to a <b>staff member or other non-tenure-track person</b> who serves as an academic advisor/mentor [in FACS]"	
Alumni Association Faculty Award For Outstanding Teaching; Herrick Superior Teaching Award; Xi Sigma Pi/Herrick Outstanding Professor in Forestry and Natural Resources <i>Warnell School of Forestry &amp; Natural Resources</i>	All are mentioned in the awards banquet news release, but <b>no information</b> found online	
Outstanding Teaching Awards <i>Grady College of Journalism &amp; Mass Communication</i>	Mentioned in annual awards banquet news release, but no information online; <b>however, includes instructors as past recipients</b>	
Roland Page Award <i>Grady College</i>	Mentioned in annual awards banquet news release, but <b>no information online</b>	
College of Public Health Excellence in Research,	" <b>All full-time faculty members</b> who have been at the CPH for at	

Teaching, and Services Awards <i>College of Public Health</i>	least one year are eligible”	
<b>UGA Fellowships</b>		
CTL Fellows for Innovative Teaching <i>CTL</i>	“individuals who teach full-time at the University of Georgia”; “Applicants must have been employed full-time for four consecutive semesters”	
Lilly Teaching Fellows <i>CTL</i>	“Applicants must be in their first, second, or third year (at the time of nomination) of a tenure-track position at the University of Georgia. The fellowship is designed for faculty members without significant teaching experience at the college or university level prior to joining the UGA faculty”	This one seems like it should be applicable to NTT faculty too...
Public Service & Outreach Fellowship Program OVPPSO	“Permanent, full-time tenure-track and tenured faculty members who have an interest in immersing themselves in the work of one of UGA’s PSO units are eligible”	This one seems like it should be applicable to NTT faculty too...
Sarah H. Moss Fellowship <i>CTL</i>	“tenure-track faculty at The University of Georgia”	This one seems like it should be applicable to NTT faculty too...
SEC Academic Leadership Development Program (ALDP) Fellowship <i>Office of Academic Programs</i>	“a nominee must be a tenured faculty member or have a standing appointment as service or administrative faculty”	
Senior Teaching Fellows <i>CTL</i>	“Any faculty member with the rank of associate or full professor who has been at the University of Georgia for at least five years”	This one seems like it should be applicable to Senior NTT faculty too...
Service-Learning Fellows <i>Office of Service-Learning</i>	“All full-time, permanent UGA faculty members in any career track are eligible”	
Study in a Second Discipline Fellowships <i>Provost’s Office (not</i>	“Competition is open to tenured faculty members who have established a record of scholarly	This one seems like it should be applicable to NTT faculty too...

Recognition & “Home Base”	Who is Eligible	Comments
currently listed)	or creative activity within their base discipline”	
Teaching Academy Fellows Program <i>Teaching Academy</i>	“Full-time faculty members of all career tracks who have responsibility for teaching UGA undergraduate, graduate, or professional courses and who are in their first, second, or third year at UGA”	
Writing Fellows Program <i>CTL</i>	“all permanent UGA faculty”	

## Appendix B

### Non Tenured/Tenure Track Faculty Learning Community Recommendations for Best Practices Regarding Promotion of Lecturers

Issue: The Guidelines for Appointment and Promotion of Lecturers provide basic information regarding the reappointment and promotion process. However, the interpretation of these policies varies across campus and often results in inconsistent practices within and across departments and colleges.

Background: From the **Office of the Senior Vice President for Academic Affairs and Provost**  
<http://provost.uga.edu/index.php>

#### Guidelines for Appointment and Promotion of Lecturers

*If a unit head desires to reappoint a Lecturer beyond the sixth year, a dossier containing appropriate documentation of that Lecturer's exceptional teaching ability and extraordinary value must be presented to the Office of the Vice President for Instruction in the fall of the candidate's sixth year after it is reviewed and endorsed by the appropriate Dean. The date for submission of the reappointment dossier will be set annually by the Office of Faculty Affairs. If a recommendation for promotion to the rank of Senior Lecturer is forwarded to the Office of Vice President for Instruction in a Lecturer's sixth year, the promotion process will replace this reappointment process.*

*The responsibility for providing evidence of instructional excellence resides with the unit head. Acceptable documentation goes beyond superior end-of-the-term student evaluations. Documentation of instructional excellence may include, but is not limited to, the following:*

- *Materials from classes, such as syllabi, exams, student papers, etc.*
- *Comments from peers who have collaborated with the Lecturer;*
- *Comments from student interviews; and*
- *Letters of commendation from students, faculty peers, or external colleagues.*

- *It is recommended that the documentation be presented as a teaching portfolio.*

Concerns: Although flexible, these policies do not provide guidance for unit heads and faculty at the university, college or departmental level. Although there will be diversity of needs and expectations across departments/units/colleges, it is important to provide guidelines to ensure equitability and provide units with the tools to retain employees and make the expectations clear about performance.

Policy Recommendations for Promotion Process:

1. At the time of hire, the Department/Unit Head and the Faculty member will review the offer letter and job description to ensure that responsibilities are appropriate.
2. During the first semester of hire, the Department Head should provide a time line that defines the promotion process.
3. A Third Year Review that allows for specific guidance from Department Head on promotion dossier of Non-Tenure Track Faculty member.
  - a. Successful, mentor dossiers from the department/unit will be provided to the faculty member at this time. If departmental/unit dossiers are not available, the Department Head will provide examples from a similar discipline.
4. A plan for formation of the committee that will review promotion dossier and voting guidelines regarding who will vote for the promotion. If someone of aspiring rank is not available, someone in a similar discipline should be consulted.
  - a. To facilitate the vote of the departmental faculty, an ad hoc personnel advisory committee (PAC) will consider the candidate's qualifications and report a summary to voting faculty and results of a vote. The PAC will consist of 3-5 faculty members who will be appointed by the Department Head, in consultation with the faculty going through the promotion process.

Policy Recommendations for Professional Development:

- Opportunities for Professional Development
  - Tangible support for research to enable NTT Faculty the opportunity to remain active in their discipline.
    - Funds for travel to attend/present at conferences
    - Support and guidance for NTT faculty seeking to participate in Innovating Teaching Grants, Service Learning Fellows, Teaching Academy Fellows, Writing Fellows, etc.
  - Awards and recognitions should be updated to allow for more NTT Faculty involvement. **\*See Faculty Awards and Eligibility document.**
- Develop a Mentor Program within the department/college/university that pairs Senior Lecturers with Lecturers.
  - The Peer Consultation Team is an innovative program designed to provide individual, confidential consultations on teaching and learning for faculty members. It is housed in The Center for Teaching and Learning. This program could be expanded to include mentoring practices that extend beyond teaching.
  - Alternatively, each department/unit/college could form a Mentor Program.