

College of Health and Human Services
University of New Hampshire

Lecturer Promotion Policies and Procedures
In accordance with CBA Article 13.4.1

March 1, 2016

OVERVIEW

The purpose of this document is to delineate the policies, procedures and evaluation criteria for promotion of lecturer faculty to the ranks of Senior Lecturer and Principal Lecturer in the College of Health and Human Services (CHHS). These policies and procedures are adopted in accordance with section 13.4.3.1 et seq. of The Collective Bargaining Agreement (CBA) with the University of New Hampshire Lecturers United (UNHLU).

This CHHS document is designed to supplement university guidelines and make clearer the expectations regarding standards for advancement in CHHS. The information presented here is based on a portfolio model for accumulating and organizing materials related to teaching and service to provide a complete picture of the individual's contributions and achievements. This document includes concrete examples of information that may be included in teaching and service portfolios to illustrate the wide range of documentation that might be used to develop a thorough, comprehensive case for promotion. Some of the material is required, while other items are denoted as additional or optional in recognition of the range of activities in which CHHS faculty are involved.

I. INTRODUCTION

UNH lecturer faculty appointments consist of a mix of Teaching, Professional and Service Activities (PSA), and Substantive Administrative Service (SAS). Each of these are assigned by the department chair in accordance with the provisions of the UNHLU Collective Bargaining Agreement (UNHCLBA) on an annual basis, subject to the Dean's approval, and communicated by the chair to the individual faculty member. It is recognized that opportunities or needs within these categories may arise at any time during the AY, and these may be negotiated with or assigned by the chair (see UNHCLBA Article 7.2).

The primary responsibility of a lecturer faculty member is teaching and, therefore, the evaluation of teaching dominates the promotion process. In addition, Lecturer faculty will be evaluated on assigned professional and service activities (PSA) and substantial administrative service (SAS) as defined in the CBA. PSA and SAS activities that are not assigned or approved by the chair as part of a Lecturer's workload, but rather carried out at the faculty member's own volition, will not be considered in lieu of assigned or approved PSA or SAS workload, but can be considered in the promotion process as secondary service.

Lecturer faculty do not have responsibility to undertake research during the AY, and therefore research-related activities of Lecturer faculty will not be evaluated in the promotion process.

II. ELIGIBILITY FOR PROMOTION

A. In accord with the CBA, “(W)hile there is no minimum or maximum number of years of service for eligibility for promotion, it is typical that the process for promotion to Senior Lecturer be initiated in the seventh year of continuous or cumulative employment at the rank of Lecturer. It is typical that the process for promotion to Principal Lecturer be initiated in the sixth year of continuous or cumulative employment at the rank of Senior Lecturer” (CBA section 13.4.2). CHHS encourages lecturers to confer with their department chairs regarding the appropriate timing for applying for promotion.

B. “Reappointments or appointments following promotion to Senior Lecturer will normally be three to five-year appointments. Reappointments of appointments following promotion to Principal Lecturer will normally be five-year appointments” (CBA section 11.4.1).

C. In accord with CBA section 13.4.6, there is no requirement that a lecturer be considered for promotion. In addition, there is no limit after which a lecturer faculty member can no longer be considered for promotion and no limit on the number of times a lecturer faculty member can be considered for promotion.

III. CRITERIA, STANDARDS, AND DOCUMENTATION

A. The relevant time periods for evaluation materials are as follows:

1. For promotion to Senior Lecturer, the relevant time period included in the evaluation materials will be from the date of initial appointment to the end of the academic year immediately preceding the year of consideration.

2. For promotion to Principal Lecturer, the relevant time period included in the evaluation materials will be from the date of promotion to the rank of Senior Lecturer to the end of the academic year immediately preceding the year of consideration.

3. The lecturer promotional process for CHHS recognizes that some evaluation material expected to be included in the candidate's dossier may not exist for time periods pre-dating the ratification of the CBA. The absence of such materials will not prejudice the candidate's case for promotion.

B. Professional performance is the overarching criterion that will be used to determine promotion to advanced ranks. Evaluations and promotions must be based on the expectations in the individual lecturer's assigned workload.

C. Criteria, Standards, and Documentation for Promotion to Senior Lecturer

1. For promotion to Senior Lecturer, the primary criterion will be demonstrated excellence and effectiveness in teaching and in the facilitation of student learning. Activities and evaluations should support the assessment of excellence and effectiveness. Demonstration of growth and potential for continued excellence in this area are expected. Teaching excellence and student success may be demonstrated through multiple forms of evidence, including chair (or designee) evaluations, peer evaluations, student evaluations, sample teaching materials, samples of student products, innovative teaching practices, creative uses of technology, and measurement of learning outcomes. The criterion for excellence in teaching is demonstrated by an appropriate combination of standards, such as:

- a) Consistent chair (or designee) and peer evaluations of teaching indicating excellence in teaching performance.
- b) Consistently excellent student teaching evaluations. The numerical scores from student evaluations shall be considered holistically and shall not rely on the single overall rating score provided in the current UNH student evaluation form.
- c) Documentation of awards and other forms of special recognition for excellence in teaching.

2. Demonstrated effectiveness and excellence in Professional and Service Activities (PSA) and Substantial Administrative Service (SAS) will be evaluated consistent with the workload expectations specified in the individual lecturer's contract.

a) Effectiveness and excellence in Professional and Service Activities (PSA) is demonstrated by an appropriate combination of excellent accomplishments, such as examples contained in the list below. This is not an exhaustive list.

1.) Direct Support of Academic Programs and Students

- Substantial curricular development, revision and assessment
- Evidence of participation in a program accreditation/reaccreditation process and internal/external program reviews
- Direction of undergraduate research or theses, field studies, internships, analogous experiential learning activities, and independent study projects
- Writing letters of recommendation for students
- Administration and assessment of placement exams
- Attending University events such as new students orientation, Wildcat Days, open house, student extracurricular activities, graduation, honors convocation.
- Judging graduate and undergraduate research presentations or posters

2.) Staying Current in the Field

- Participation in workshops or conferences to improve teaching content, pedagogy or technology; Documentation of implementation or dissemination of new developments.
- Maintenance of required professional certifications, certificates, and credentials
- Attending and/or presenting at professional conferences, pedagogical forums, workshops and seminars
- Delivering guest lectures and invited seminars
- Service to professional associations/organizations

3.) Support of Colleagues

- Attendance and participation at department and and/or program meetings
- Membership in departmental, college, and university committees including search committees, professional graduate committees, admission committees, etc.
- Serving on the Lecturers Council, Faculty Senate, Executive Committee of UNHLU-AAUP, Negotiating Team, and similar UNHLU activities
- Assigned formal mentoring of new and fellow faculty and/or staff

b) Effectiveness and excellence in Substantial Administrative Service (SAS) is demonstrated by an appropriate combination of accomplishments such as examples contained in the list below. This is not an exhaustive list. Some of the activities require a more substantial commitment than others, so each activity by itself may or may not constitute a full unit.

- Coordination, support and/or maintenance of facilities including laboratories
- Faculty advising of an official student organization
- Maintenance of departmental websites and social media sites
- Curricula coordination of course with sections taught by multiple instructors
- Coordinating conferences and special events
- Formal advising of undergraduate majors
- Coordinating an undergraduate or professional graduate academic program
- Direction or coordination of a study abroad program

D. Criteria for Promotion to Principal Lecturer

Promotion to Principal Lecturer must be accompanied by activities and evaluations that demonstrate consistent and continued excellence and effectiveness in teaching and in PSA and SAS activities. The Principal Lecturer should also demonstrate leadership in the roles assigned by the department chair. This academic leadership should have been exercised over a period of years that provides a sufficient basis for evaluating impact to date.

1. While candidates for promotion to Principal Lecturer will be considered under the same criteria as for promotion to Senior Lecturer, candidates must meet appropriately higher expectations in terms of the scope, range, or impact of professional activities, in addition to demonstrating ongoing growth as excellent teachers. Promotion to Principal Lecturer is merited on a level of performance well above that of Senior Lecturer.
2. In addition to demonstrating teaching effectiveness and student success through the same metrics expected for Senior Lecturers, excellence in teaching at the Principal Lecturer level should be of higher caliber and greater extent than demonstrated by candidates for promotion to Senior lecturer. For example, candidates for promotion to Principal Lecturer might illustrate excellence in the following areas:
 - a) Sustained excellence in teaching assigned courses;
 - b) Informal mentoring of junior faculty in their teaching;
 - c) Awards and other forms of special recognition for excellence in teaching achieved while holding the rank of Senior Lecturer.
3. As rank increases, the quantity, quality, and scope of faculty service contributions are expected to increase accordingly and reflect increased levels of involvement, responsibility, and leadership. Candidates for promotion to Principal Lecturer should show leadership in the department and contributions at College and University levels, with significant involvement in professional service. For example, candidates for promotion to Principal Lecturer might illustrate their accomplishments in the following areas:
 - a) Leadership and/or excellence in curricular development, revision, and assessment;
 - b) Leadership and/or excellence in a program accreditation/ reaccreditation process and/or internal/external program reviews;
 - c) Leadership and/or excellence in College/University governance and committees;
 - d) Leadership in government, health care, clinical agencies, and community committees and boards;
 - e) Elected or appointed leadership in professional organizations in candidates area of specialty;

Appendix A
Sample Letter: Teaching and Formal Advising (Student)

Address --

Dear UNH Student and Alumnus:

I am writing to ask your assistance in an important matter. The University of New Hampshire is currently considering the promotion of Lecturer X to the rank of Senior/Principal Lecturer. As you may know, decisions about promotion are among the most significant in the life of a university and its faculty.

During your education at UNH, Lecturer X was an instructor in one or more of your courses. In order to give his/her candidacy the fullest consideration, we would appreciate your comments about his/her teaching ability, particularly his/her ability to present course material effectively and help you attain course objectives.

If you have graduated from UNH, we would also appreciate your comments on how Lecturer X's teaching helped in your professional preparation. Finally, if Lecturer X has served as your academic advisor, please comment on his/her effectiveness in these capacities

I hope that you will be able to assist us by sending a letter to me at the address listed below. We will need to receive your letter as soon as possible, but please respond before date.

Under normal circumstances, your evaluation will not be shared with the candidate. Your letter will be forwarded as part of the candidate's materials for review by the College Promotion Committee. If the candidate initiates a legal challenge, then it is possible that your evaluation will be made available to the candidate and this person's attorney.

Your candid and detailed opinion is most important to us and to Lecturer X. Thank you in advance for your consideration of this request.

Sincerely,

Appendix B
Sample Letter: Evaluation of Service

Address --

Dear Dr. _____

Lecturer X is seeking promotion to the rank of Senior/Principal Lecturer. In accordance with department and university policy, we are now evaluating his/her service. Because s(he) listed you as someone who worked with him/her on a committee or project, I am writing to ask if you would send a letter addressing his/her work on the _____ Committee.

If you agree to write a letter, please address only the strengths and weaknesses of the candidate's involvement or leadership. We ask you not to comment on whether or not s(he) deserves promotion. Under normal circumstances, your evaluation will not be shared with the candidate. Your letter will be forwarded as part of the candidate's materials for review by the college promotion committee. If the candidate initiates a legal challenge, then it is possible that your evaluation will be made available to the candidate and this person's attorney.

I hope that you will be able to assist us by sending a letter to me at the address listed below. We will need to receive your letter as soon as possible, but please respond before date. Thank you for your help in this important process.

Sincerely,

APPENDIX C
Contents Of The Candidate's Dossier
(Guidelines for Dossier as posted on UNH Provost's website supercede this appendix)

A complete curriculum vitae (one page in front of Narrative with full CV in Appendix)

Annual Reports (CBA 13.2)

Chair's Letters of Evaluation in accordance with UNHLU CBA Section 13.3 and rebuttal letters, if any (CBA 13.3.4).

Copies of department chair's (or designee's) classroom observation assessments (CBA 13.3.1.2)

Copies of peer classroom observation assessments (CBA 13.3.1.3.1)

Dean's Letters of Performance Review in accordance with UNHLU CBA Section 13.3

Copy of Department Lecturer Faculty Promotion Guidelines

Teaching

1. Statement of teaching philosophy and professional goals
2. Student evaluations and grade distributions (listed in chronological order, earliest to most recent)
3. Written assessments from the department chair (or designee) based on classroom observations and peer teaching evaluations
4. Table of responses to the questions on the following topics from the official teaching evaluations in all classes taught during the five years prior to the date of the application for promotion:
 - a. Course number and section number
 - b. Course title
 - c. Required or elective
 - d. Enrollment
 - e. Percent Responding
 - f. Overall instructor effectiveness
 - g. Any special designation such as Writing Intensive or Inquiry Attribute
5. Most recent syllabi for each course taught . Additional syllabi may be included if the candidate desires (e.g., to demonstrate how courses have evolved and improved).
6. Other evidence of teaching excellence, such as:
 - a. Narrative comments from student evaluations;
 - b. Written assessments from peer classroom observations;
 - c. A list of honors and awards for teaching, advising, or mentoring
 - d. Evidence of pedagogical innovation;
 - e. Summary supervision of undergraduate projects;
 - f. A description of formal or informal mentoring;

Service

Description of assigned professional and service activities (PSA)

1. Statement of service that describes candidate's own opinion of the effectiveness of his/her assigned PSA.
2. Activities in support of the university's land-grant, sea-grant, space-grant, or other public service missions.
3. A description of participation in teaching workshops or pedagogical training.
4. Lists of all committee memberships, positions held, time served, and evidence of accomplishments. If the purpose and accomplishments of these committees are not obvious, include brief descriptions.
5. University, school, college, or other committees on which the candidate has served, indicating the extent of service and the role of the candidate on the committees.
6. Other departmental responsibilities assigned to the faculty member (PSA-related).
7. The candidate's assigned activities in support of professional organizations.

Description of assigned substantial administrative activities (SAS), if applicable. As SAS are not required of all lecturer faculty, this is only required for the dossier of a candidate with assigned SAS workload activities.

1. Statement of the candidate's own opinion of the effectiveness of his/her SAS service.
2. A table of assigned formal academic advising of undergraduate majors showing number by year and program (if applicable).
3. Assigned duty as coordinator of an academic program
4. Other assigned SAS activities

Appendix D Timeline and Process

It is the responsibility of the department chairperson to inform the faculty member of the timeline associated with the promotion process. The department chairperson and the faculty member under review will determine their own schedule to meet the following deadlines:

In accord with the CBA, the following timeline will be observed:

December 15: The chairperson transmits to the dean an independent recommendation, along with the recommendation of the department Lecturer Faculty Promotion committee. The chairperson also informs the candidate of these recommendations in writing.

February 1: The CHHS Promotion of Lecturer Faculty Committee submits its report and recommendations to the Dean (CBA Section 13.4.4.1).

March 15: The Dean will inform the candidate and the Provost of his/her decision on the case (CBA Section 13.4.4.2). The candidate, department chairperson, department promotion committee, and the CHHS Promotion of Lecturer Faculty Committee will be informed of these recommendations in writing. If the dean's recommendation is negative, the statement will outline the basis for that recommendation. It is acknowledged that there is no "up or out" policy for Lecturer Faculty (CBA Section 13.4.6)