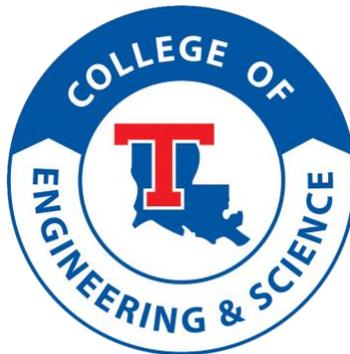




Louisiana Tech University

College of Engineering and Science



Lecturer Promotion Guidelines

July 2021

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1. Philosophy

The purpose of these guidelines is to provide guidance to those being considered for promotion and to those performing the evaluations of candidates. The guidelines attempt to identify those areas where major emphasis should be placed while still giving flexibility to recognize different strengths for different faculty members.

These guidelines apply to all Lecturers in the College of Engineering and Science. The emphasis is on quality instruction as well as scholarly activities and service. Poor performance in handling assigned responsibilities will not lead to promotion.

2. Implementation / Promotion Process

The academic ranks at Louisiana Tech University and the expectations for each are described in University Policy 2111.

2.1 Timetable for Application and Criteria of Consideration

Promotion to Senior Lecturer: After serving at the rank of lecturer or equivalent position, typically for a minimum of six years, a candidate who has satisfied the following criteria may apply for promotion to the rank of Senior Lecturer:

- Evidence of outstanding teaching as documented in student evaluations and annual faculty evaluations;
- Professional development, as evidenced by appropriate activities in support of the roles and responsibilities of a lecturer, that may include (but are not limited to) the following activities:
 - Attendance at campus, regional, or national meetings directed at improving instruction;
 - Participation in ABET training and work in ABET evaluation / preparation or other accreditation activities as appropriate to the discipline;
- Evidence of scholarly activity or external support such as
 - Contributions to reports, conference papers or journal articles related to educational activities or to discipline-specific efforts;
 - Participation in proposals or grants that enhance instruction, STEM outreach, and / or the research enterprise in general;
- Evidence of notable contributions to the University's instructional mission:
 - Innovative course and/or lab development or improvements;
 - Awards or other recognition for teaching at the College or University level;
 - Service as a Program Chair or Program Coordinator;
- Evidence of institutional or disciplinary service, such as
 - Advising or mentoring undergraduate students;
 - Course coordination;
 - Institutional service, such as serving on committees;
 - Assisting with camps and workshops for visiting students and faculty;
 - Mentoring graduate students in teaching or research responsibilities;
 - Participation in professional organizations.

Promotion to Distinguished Lecturer: After serving at the rank of Senior Lecturer or equivalent position, typically for a period of at least five years, the candidate, usually in consultation with the Academic Director, can choose to apply for promotion to Distinguished Lecturer when the candidate feels that the necessary credentials for promotion have been achieved. Candidates seeking promotion are expected to have served with excellence using the prior criteria and to have grown in additional areas that include work beyond the classroom, further impacting University mission and University recognition. Some areas of impact beyond the classroom can include:

- Continuous record of professional development and leadership that may include (but are not limited to) the following activities:
 - Presentation at regional, national, or international meetings directed at improving instruction and affecting courses and instruction at a broader College / University level;
 - Creation of new Professional Development opportunities for other faculty;
 - Service as an ABET evaluator;
- Evidence of *leadership* in scholarly activity or external support such as
 - Major contributions to reports, conference papers or journal articles related to educational activities or to discipline-specific efforts;
 - Securing external funds that enhance education and/or instruction, and acting in a position as a PI or CoPI with significant responsibility and input;
- Evidence of outstanding contributions to the University's instructional mission and leadership in curriculum development:
 - Continuous work and incorporation of innovative course materials or instructional techniques that positively affect curriculum beyond the scope of single classes and single faculty members;
 - Demonstrated accomplishments as a Program Chair or Coordinator;
 - Awards or other recognition for teaching from entities beyond the College;
- Evidence of expanded institutional or disciplinary service, such as
 - Chairing a graduate student committee and supervising graduate research;
 - Advising/mentoring undergraduate students beyond baseline expectations of the University;
 - Other forms of institutional service, such as chairing or leading College or University committees;
 - Leadership roles in professional organizations.

2.2 Schedule of Dates (Guidelines)

Second Week of the Fall Quarter	Dean ensures that the College Tenure & Promotion Committee is named.
Third Week of the Fall Quarter	College Committee promulgates the specific schedule for the year.
October 1	Submission of dossiers to the Academic Director.
January 2	Academic Director submits materials to the Program Committee.
January 15	Program completes action and reports vote and provides a summary of discussions.
February 1	Academic Director recommends to the College Committee.
March 1	College Committee completes action and reports the vote to the Dean.
March 15	Dean recommends to Vice President for Academic Affairs.
April 15	Vice President forwards recommendation to President.
Prior to start of next Academic Year	Final decision by President; faculty notified of decisions.

2.3 Withdrawal of Application for Promotion

Under ordinary circumstances, a faculty member who chooses to apply for promotion will be given the opportunity to withdraw the application at any stage of the procedure until it has been forwarded to the Vice President for Academic Affairs. That is, the faculty member will be informed of the recommendation/action at both the Program and College levels. The faculty member must notify, in writing, the next person scheduled to receive the dossier (Director, Dean, etc.) that the dossier has been withdrawn.

2.4 Composition of Review Committees

Applications for promotion will be reviewed at the Program level by a committee of tenured faculty and senior or distinguished lecturers. The committee will be assigned by the Academic Director with a composition of faculty members from programs most reflective of the applicant's teaching responsibilities.

At the College level, the review committee of six faculty members should include at least four senior or distinguished lecturers.

3. Areas of Emphasis

Each faculty member is expected to demonstrate high levels of competence in these areas of activity: **(i) teaching, (ii) scholarly activities, (iii) service**, as well as **(iv) teamwork & collegiality**. The relative emphasis on each of the first three areas varies from faculty member to faculty member and most clearly in the role of Lecturer. These emphases are initially defined in the appointment letter and refined in planning sessions and subsequent evaluations of the faculty member as determined by the Academic Director and the Dean. The assigned duties of the faculty member must be taken into account in the promotion process of the candidate.

3.1 Teaching

Teaching is the foundation of excellence in any university; failure to place excellence in teaching at the center of the University's mission does a major disservice to those who come to study at Louisiana Tech University and those on whose support the institution depends. Thus, it is important to establish a level of performance that results in a high level of learning. Excellent instruction challenges students to assimilate facts, analyze concepts, and evaluate hypotheses: it ultimately frees them to become more self-directed in their own learning. Teaching, an art and a science, takes on many forms, but good teachers consistently communicate information to their students in a planned and comprehensible manner. A teacher must be able to stimulate the interest of students to ensure that instructional objectives are achieved.

Effective teaching is a necessary criterion for promotion. A distinction must be made between routine classroom performance and teaching excellence that draws upon the faculty member's depth and breadth of scholarship. The review process must be diligent in safeguarding the institution's commitment to excellence in teaching.

Judgment of a faculty member's teaching ability should include consideration of the following:

- Ability to stimulate thought, study, and initiative among students, and to improve the quality of these activities;
- Use of a variety of instructional assessment methods and response to the results;
- The clarity and relevance of the course delivery;
- Experience in professional practice and research accomplishments, including the relevant application of that experience to teaching;
- Availability to students;
- Quality in advising and counseling students;
- Ability to plan courses, to relate them to the particular academic discipline and the development of the student, and to judge student performance;
- Ability to use technology appropriately in providing instruction;
- Effort to improve teaching materials; and
- Participation in sharing the responsibility for the academic offerings of the University.

The decision should also reflect the understanding that exceptional teaching should be rewarded by proper consideration in the overall process. Evidence of commitment to effective teaching and teaching excellence may include:

- Instructional development: courses, curricula, pedagogical methods, and materials;
- Teaching and learning evaluations: course assessments, exit interviews, peer evaluations, and alumni evaluations;
- Consistent efforts by the lecturer to improve teaching and to remain current with pedagogical developments in the lecturer's field;
- Academic and research advising of undergraduate and graduate students; and
- Other evidence of improving teaching effectiveness and student learning.

3.2 SCHOLARLY ACTIVITIES

Quality in the academic enterprise is not an activity limited to the classroom. Lecturers are expected to be engaged in closely related scholarly activities. These can include publishing innovative new teaching ideas in appropriate journals or publications, professional development as an instructor, leading professional development for other colleagues, engaging in education research initiatives, or successfully pursuing external funding for laboratories or classrooms. Research and scholarly activities include both scientific/technical research and research into more effective teaching methods and their evaluation.

While both the quality and quantity of a candidate's scholarly achievements should be examined, quality should be the primary consideration. Quality should be defined largely in terms of the work's importance and impact in the program of instruction, the establishment of relationships among disciplines, the improvement of practitioner performance, or in terms of the creativity of the thought and methods behind it. Original achievements in conceptual frameworks, conclusions, and methods should be regarded more highly than work making minor variations in or repeating familiar themes in the literature or the candidate's previous work.

The candidate is asked to provide a list of no more than five of the most significant intellectual products that he or she has produced. The products can be laboratory or classroom innovations, publications in education journals, other publications or proceedings, traditional research, education, and enhancement proposals, etc. The products must be capable of being judged for their quality and impact.

The work of the faculty is considered scholarly when it satisfies most of the following five conditions:

- Breaks new ground or is innovative;
- Can be documented, replicated, and peer-reviewed;
- Is effectively communicated;
- Has significance or impact that translates to teaching excellence; and
- Exhibits a high level of discipline-related expertise.

3.3 Service

University and public service are important components of a university's mission and responsibilities. This includes service to the institution – to students, colleagues, programs, colleges, and the University – as well as beyond the campus. Service by members of the faculty to the community, state, nation, and beyond, both in their special capacities as scholars and in areas beyond those special capacities, when the work is at a sufficiently high level and of sufficiently high quality, should be recognized as supporting evidence for promotion. Service, especially service external to the University, has significant impact on the visibility, reputation, and well-being of the University. Faculty members are expected by the University and the public to make their professional knowledge and skills broadly available to society.

Service to the University and to academic professional organizations, is a further important faculty activity. It is also important to recognize that distinctions exist between an individual's service based on the performance of professional and academic responsibilities (including those within the institution), and service provided through the performance of civic responsibilities.

Faculty service efforts can be best aligned when focused in areas appropriate to programs and the University mission. Program Chairs and Academic Directors may be consulted to ensure that the faculty member's proposed service activities are consistent with program and College expectations. In documenting service activities, it is important to emphasize efforts that are truly innovative, creative, and supportive of the faculty member's professional stature and appropriate to the University role and mission. These efforts shall be carefully and completely described with particular attention to the impact of these activities.

Section 2.1 provides some categories and examples of the types of service activities that may be listed. The list of categories or examples are not intended to be exhaustive, but may generally include:

- i. Public service such as seminars, programs, conferences, etc. organized or conducted; continuing education and extension activities; economic and community development activities; public policy and strategic studies; and consulting to public and private organizations.
- ii. Service as an officer of an academic or professional association; other service to one's profession or field (e.g., service on committees); leading or organizing meetings, panels, workshops, technical conferences or sessions etc.; and reviewing manuscripts and proposals for publishers, journals, and government funding agencies - serving on review panels for funding agencies signifies a candidate's stature in their technical discipline and should be recognized.
- iii. Program, College, and University service (e.g., officer in University Senate; Chair of major standing or ad hoc University committee(s)); service to students - involvement in co-curricular activities, advising student organizations, etc.; service to other faculty (e.g., consulting with other faculty to provide specific expertise for their research or teaching).

3.4 Teamwork and Collegiality

Academic programs, the College, and the University function most effectively in a cooperative atmosphere. It is therefore important that candidates for promotion exhibit a sense of shared responsibility for the smooth functioning and improvement of the University. Responding to email messages, returning phone calls, keeping office hours, and attending meetings are examples of activities that contribute to the smooth functioning of University. Clear and honest differences of opinion about academic priorities, resource allocation, and academic standards need to be voiced without fear of repercussions. Singular research interests and research styles also need to be respected. However, unwillingness to accept reasonable program or collegiate responsibilities and a pattern of disruptive interactions with faculty, staff, and students is not acceptable.

The College of Engineering and Science encourages and promotes team research and proposal writing. In judging teamwork on projects and publications involving multiple investigators and authors, the senior principal investigator and lead author should be noted. However, the intention is to give credit where it is due. For example, a co-principal investigator on a proposal or project who fully shares intellectual leadership, responsibility, and effort should receive as much credit as the senior principal investigator. To allow this assessment, as discussed in the documentation section of these guidelines, candidates must document their role in major cooperative projects and multiple-author refereed papers.

4. Most Significant Intellectual Products

The purpose of this section is to give candidates the opportunity to highlight up to five significant intellectual products that have resulted from their careers to date. While a maximum page limit is imposed (see Section 5), the candidate has considerable freedom to choose the items to be listed and discussed in this section. The following format is suggested for each item included:

- a) A brief but descriptive title;
 - b) A reasonably complete (to the extent permitted by page limit constraints) description of the nature and significance of the product and resulting accomplishment(s) / impact;
 - c) If applicable, citations of any publications, presentations, or technical reports that describe the product more completely; and
 - d) If applicable, links to web pages where additional details of the product may be found.
- Promotion committees may examine the material from c) and d), however, are not *required* to do so.

5. Promotion Dossier Format

The College administration believes that preparation of the promotion dossier should not involve an extraordinary amount of time and effort. Because our programs are relatively small, they allow for close interactions between faculty of all ranks. In addition, by the time a faculty member applies for promotion, several cycles of workload planning and performance evaluations have been completed, which includes feedback to the Academic Director from multiple sources, such as Center Directors and Strategic Plan Team leaders. The present format allows for the submission of material that is most closely scrutinized and considered most important by the various committees in arriving at their recommendations.

The application for promotion should be presented in a binder in which the various sections are separated by tabbed dividers. To ensure uniformity, the College will provide the binder and tabs for candidates.

The computerized portion of student course evaluations will be inserted by the Dean's office and need not be supplied by the candidate.

Binder: A three-ring, hardback binder with 1" spine **maximum**. The binder cover and spine should be labeled with the name of the candidate, the purpose of the application ("for promotion to <rank>"), and date.

Tabs: Sections I-V should be separated by tabs labeled by the Section number.

	<p>Checklist The checklist may be downloaded from http://info.engr.latech.edu under the "Promotion" tab in the "Lecturer Promotion" section.</p>
	<p>Form A Forms may be downloaded from http://info.engr.latech.edu under the "Promotion" tab in the "Lecturer Promotion" section.</p>
	<p>Letter of application A cover letter, written by the candidate, summarizing the case for promotion.</p>
I.	<p>Curriculum Vitae Detailed Vitae in the specified format (see Section 6).</p>
II.	<p>Teaching</p> <ul style="list-style-type: none"> a) Form 2(a) modified to include final grade distributions in courses. b) Maximum of 5 pages to describe and substantiate teaching accomplishments. c) One page to describe undergraduate advising, if applicable – number of students advised each year, and your approach to advising.

III.	<p>Most Significant Intellectual Products</p> <p>Description of up to five significant intellectual “products” (Section 4 of this document). The descriptions must contain enough detail to convey the nature and significance of the contribution, but limit each to approximately one page to stay within the page limit. Citations of published work and links to material available on the candidate’s web pages are welcome, but the promotion committee is not required to review those materials. (maximum of 5 pages)</p>
IV.	<p>Scholarly Activity</p> <p>a) Proposals Submitted and Funded. Use Form IV(a) to create a single table listing (most recent first) of all submitted proposals. Show \$0 under amount awarded for unfunded proposals. <u>Brief</u> clarifications of roles and share of budget in funded group proposals should be provided as footnotes (use additional pages if necessary.)</p> <p><u>Do not supply copies of proposals.</u> Up to five proposal reviews may be attached if they are necessary to prove the quality of the funded proposals or that the PI is on the verge of significant funding success.</p> <p>b) Publications. Publication list is already included in the CV. <u>Do not supply copies of papers.</u> Up to five peer reviews of papers submitted may be included if they are necessary to show (i) the quality of the papers already published, or (ii) that the applicant has papers under review that are about to be accepted.</p> <p>c) Curriculum Development</p> <p>d) Professional Development. Some suggested activities and engagements are included in Section 2 with distinction between Senior and Distinguished Lecturer promotions as appropriate.</p> <p>e) Efforts Towards Continual Improvement of Teaching</p> <p>f) Graduate and Undergraduate Student Advising and Other Activity. Use Form IV(b) to generate a table of graduate students advised as Chair or Co-Chair only. Indicate whether Chair work is primarily “research” advising, “academic” advising or both.</p>
V.	<p>Service</p> <p>Section 2 gives some examples of potential service activities with distinction between Senior and Distinguished Lecturer promotions as appropriate. Some of the more significant contributions that make a case for promotion may be described and substantiated in this section. (maximum of 5 pages)</p>

Additional Information:

The College Lecturer Promotion Committee reserves the right to ask for additional material if necessary. Such requests will be forwarded to the candidate through the Director.

6. Curriculum Vitae Format

1. Identity, Rank, and Affiliation

The following information in a format of your choice.

Name:
 Rank:
 Program:
 Address:
 E-mail:
 Web page URL:
 Phone:

2. Education

List, in reverse chronological order, degrees earned, discipline, and institution. Example:

2009: PhD in Chemical Engineering, Arizona State University, Phoenix, AZ.
 2002: MS in Chemical Engineering, Arizona State University, Phoenix, AZ.
 2000: BS in Chemical Engineering, Georgia Tech, Atlanta, GA.

3. Professional Experience

3a. Academic Experience

List, in reverse chronological order, all positions held. Example:

2013-present: Lecturer, Chemical Engineering, Louisiana Tech University, Ruston, LA.
 2011-2013: NSF Post-doctoral Research Fellow, Chemical Engineering, University of Illinois, Urbana, IL.
 2007-2011: Research Assistant, Chemical Engineering, Arizona State University, Phoenix, AZ.
 2004-2005: Teaching Assistant, Chemical Engineering, Arizona State University, Phoenix, AZ.

3b. Administrative / Leadership Experience (as appropriate)

List, in reverse chronological order, all positions held. Same format as 3a.

3c. Industrial/Private Enterprise Experience (as appropriate)

List, in reverse chronological order, all positions held. Same format as 3a.

4. Honors/Awards

List, in reverse chronological order, awards or honors earned, including memberships in honor societies.

5. Scholarship

5a. Articles in Journals

Submit complete bibliography citations, including authors, title of article, journal name, volume number (issue number, if applicable), beginning and ending page numbers, and year of publication. *Use reverse-chronological order, starting with those recently submitted and under review, those accepted but yet to appear, and then those that have appeared in print. Do not list papers that are in manuscript stage.*

5b. Papers Presented at Conference

- i. Peer-reviewed conference papers. List in reverse-chronological order.
- ii. Non-reviewed conference papers. List in reverse-chronological order.

5c. Technical Reports

Examples include NASA briefs; notes written for large collaborations; white papers for funding agencies; technical design reports for experiments, spacecraft, new facilities, or major research instrumentation; or reports written as part of the deliverables on industrial contracts. Provide title, agency/entity submitted to, year of preparation, and web URL's if available. List in reverse-chronological order.

5d. Book Chapters

Submit complete bibliography citation, including title of chapter, publication name, (volume number and issue number, if applicable – if part of a monograph series), name(s) of the editor(s), beginning and ending page numbers, publisher, and year of publication. *Use reverse-chronological order, starting with those recently submitted, then those accepted but yet to appear, and then those that have appeared in print. Do not list chapters that are in manuscript stage.*

5e. Published Books

List scholarly monographs and books, textbooks, edited and/or translated books, and bibliographical books in reverse-chronological order, including those co-authored and published with multi-authors. Identify publisher and year of publication.

5f. Grants

List the performance period (beginning and ending month/year) of the award, title of the proposal, funding agency, and amount funded. *List only funded grants and proposals currently under evaluation.*¹

5g. Other Scholarship

- i. Patents and Disclosures
- ii. Reports of Invention
- iii. Start-up companies, licensure of technology, etc.
- iv. Other items – textbook reviews, consulting, etc.

¹ A complete list of all proposals submitted, whether funded or unfunded, is requested in Section IV, on Form 4(a).

6. Professional Development

List continuing education, training sessions, conferences, seminars, or workshops attended for enhancing effectiveness of teaching or research.

7. Service

7a. Service to Profession

Examples of items to be listed are:

- i. Service on editorial boards of professional journals
- ii. Service as reviewer for professional journals
- iii. Service as panel member on State/Federal/Private funding agency programs
- iv. Service as mail-reviewer for State/Federal/Private funding agency programs
- v. Service to professional organizations

7b. Service to Academic Program

Examples:

- i. Student advising
- ii. Student organizations
- iii. Program teams
- iv. Other services performed

7c. Service to College

Examples:

- i. College strategic plan teams
- ii. Ad-hoc College committees/teams
- iii. Graduate recruiting initiatives
- iv. Other services performed

7d. Service to University

Examples:

- i. University strategic plan teams
- ii. University committees
- iii. University Senate
- iv. Other services performed

7e. Service to Community

Examples:

- i. Non-funded professional advisory service to community, civic, governmental, religious or social groups (periodic consultant, speaker, workshop leader)
- ii. Non-funded service to government, industry, public and other off-campus organizations
- iii. Service to groups that foster economic development
- iv. Testimony on professional matters to legislative bodies