

Department of Communication and Performance
Criteria for Lecturer Promotion

Revised by Department committee April 2018

Edited and approved by Department faculty August 24, 2018

Minor edits for clarity, format, and to remove references to 'collegiality' by dean request 10/17/19 and 7/17/20

Candidates are advised to consult ETSU Faculty Handbook
on Faculty Ranks and Promotion

<https://www.etsu.edu/senate/facultyhandbook/section2.php#policyAcadTenure>, including
the Board of Trustees policy on Faculty Ranks and Promotion,
https://www.etsu.edu/trustees/documents/academic/academic_promotion.pdf, as well as the
College of Arts & Sciences "Promotion and Tenure Guidelines"
https://www.etsu.edu/cas/documents/pt_college_guidelines_2014.pdf

In the Department, the appropriate degree for lecturer faculty is the Master's degree in a related field. The Department holds that professional career accomplishments may be substituted for academic preparation for promotion. Thus, exceptions to the traditional degree requirements for promotion should be considered and allowed when sufficient evidence of professional experience can be presented on a case by case basis.

Faculty Responsibility: Document Case for Promotion 1.0

In developing their case for promotion, candidates should familiarize themselves with the ETSU and College of Arts & Sciences promotion policy guidelines and criteria, as noted above.

Candidates shall use their promotion dossier to present a well-organized and well-supported case that their teaching and service warrant promotion, drawing on the most reliable and credible evidence to document the quality of their professional contributions. To receive credit for such activities, candidates shall provide evidence of the prestige or importance of the assignment and evidence of the quality of work performed.

The Department Promotion Committee and the Department Chair (hereafter referred to as "the Chair") may seek additional information beyond what is presented in a candidate's dossier, but they are not obliged to do so (e.g., when the dossier is poorly documented). If those evaluating an application gain relevant information not in the dossier, they will share it in writing with the candidate, who may respond orally and in writing. If subsequent discussion warrants, both the information and the candidate's response will be included in the dossier.

The Department holds that the burden of proof rests with candidates for promotion to document the quality of their teaching and service.

When an instance of these activities applies to both teaching and service, candidates should designate one as the primary area in which a compelling argument is made, and designate the other as the secondary area that both notates the primary reference and explains the instance's relevance to the secondary area.

Teaching: Promotion Criteria 2.0

To be recommended for promotion, candidates must demonstrate their mastery of relevant subject matter, their competence as teachers, and their commitment to teaching as a central element of academic life.

Teaching Methods 2.1

While a variety of subjects are taught in the department, some elements define the quality of teaching regardless of subject matter. The Department values, in no particular order, teaching methods that:

1. intellectually challenge students of varying ability levels
2. require students to use and develop critical thinking skills
3. require students to use and develop oral communication skills
4. require students to use and develop writing skills
5. require students to use and develop creative skills
6. require students to use and develop research skills
7. require students to use and develop computer or technology skills
8. encourage students to apply skills and concepts outside the classroom
9. challenge students to assume responsibility for their own learning behavior
10. are based on up-to-date knowledge of relevant subject matter
11. revise courses, course materials, and approaches as needed to improve learning outcomes and/or student success
12. present course material in a clear, well organized manner
13. display the instructor's enthusiasm for the subject matter
14. employ innovative instructional methods
15. incorporate and emphasize human diversity, including diversity of thought, perspective, and experience in course materials
16. display instructor work habits that serve as a model for students
17. render the instructor available as appropriate to assist students
18. are responsive to relevant feedback from students or peers
19. are shared with colleagues, including course materials and approaches, to promote continuous improvement of teaching

It is expected that a candidate will accomplish some, but not all, of the above-listed elements of good teaching. The dossier must contain credible and compelling evidence of the candidate's contributions to their selected elements.

Teaching Effectiveness 2.2

Candidates will document teaching effectiveness by citing from among the following kinds of evidence:

1. samples of syllabi, assignments, tests used
2. Chair evaluations of teaching in the Faculty Activity Report (FAR)
3. Student Assessment of Instruction (SAI) results
4. peer evaluations of teaching, ideally based on multiple visits to classes, examination of syllabi and/or other teaching materials, and interviews with currently enrolled students or with alumni
5. reports of teaching workloads
6. examples of lecture notes and other relevant teaching materials
7. redacted copies of written or other assignments by students, showing quality of student work and level of feedback provided by instructor
8. exit interviews with students or alumni, conducted by the Chair or other appointed faculty
9. student input, including testimonials from current students, former students, and others acquainted with the candidate's teaching
10. evidence of achievements by recent graduates of the program, demonstrating the quality of the training they received
11. attendance at teaching workshops/panels at professional conferences or other venues
12. dissemination of teaching methods through workshops, publications, etc.
13. written student comments on SAIs, noting that all comments for a given class are included in the dossier

The more kinds of evidence a candidate provides, the less critical any one kind of evidence becomes.

Regarding the use of SAIs in promotion decisions, SAIs will be used primarily to determine whether students respond "favorably" or "unfavorably" to an instructor's methods. SAIs can further be used by candidates to make a case for areas for improvement that they have subsequently addressed and evidenced in the dossier. The Department will not make fine-tuned judgments about the quality of teaching based on SAI scores. The Department recognizes that even superior instructors may not receive unanimously favorable ratings, and that unanimous popularity is not necessarily evidence of teaching quality. Furthermore, the Department acknowledges that SAIs administered online have a lower response rate than those administered in a physical classroom, which may affect a candidate's summary scores for a class; candidates are encouraged to address assessment-related limitations (e.g., low sample size) in their application materials.

Contributions to the Department, College, and/or University through Teaching 2.3

In addition to the quality of teaching, as discussed above, the Department also values teaching contributions considered useful to the department and university. Such contributions include, but are not limited to:

1. teaching large classes
2. teaching more than two preparations per term
3. teaching new preparations
4. assuming extra teaching duties (e.g., overload courses)
5. supervising internships, independent studies, labs, or practica
6. teaching night courses and/or off-campus courses
7. teaching online and/or ITV sections
8. teaching undergraduate honors courses, directing undergraduate honors work (e.g., HID theses), serving on undergraduate honors projects (e.g., being a Reader for HID theses)
9. teaching courses that support the core
10. cutting costs of teaching
11. demonstrating flexibility in scheduled days and meeting times of courses offered

Service: Promotion Criteria 3.0

Lecturer service should constitute 20% of the candidate's total workload. Except for temporary or occasional activity, service responsibilities will be assigned by the Chair. To be recommended for promotion, candidates must document high quality service.

Forms of Service 3.1

To receive credit for service, candidates shall document the quality of their service. Types of service may include:

1. advising student academic progress, evidencing methods, numbers, and quality of student advisement
2. advising student organization/s, evidencing the accomplishments directly related to the candidate's work
3. providing more than the department-required number of peer evaluations, evidencing the quality of the evaluations (e.g., redacted evaluations)
4. participating on departmental or university committees, evidencing active engagement and impact on those committees' goals
5. providing service to support departmental goals, functions, and/or initiatives
6. providing service to support college or university goals, functions, and/or initiatives

7. engaging in professionally relevant service to community, discipline or profession, evidencing contributions and specific activities*
8. serving as an officer or member of a professional organization*

* Candidates should make an effort to demonstrate how their professional service has: enhanced their teaching; resulted in original research/creative activity; directly benefited the university (e.g., through creation of internships for students); and/or demonstrated their willingness and ability to collaborate with colleagues to further institutional and disciplinary goals.