# Louisiana Tech University
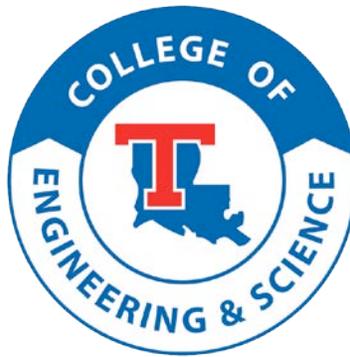
## College of Engineering and Science

# Lecturer Promotion Guidelines

**July 2015**

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# 1. PHILOSOPHY

The purpose of the guidelines given here for promotion is to provide guidance to those people being considered for promotion and to those performing the evaluations. 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 <u>quality</u> in teaching, scholarly activities, and service. Poor performance in handling any of these responsibilities will not lead to promotion.

# 2. IMPLEMENTATION

It is extremely important that fair judgments be made. Therefore, it is imperative that those participating in the review process at both the program level and the college level be as careful and as thoughtful as possible in their deliberations.

Under ordinary circumstances, a faculty member who chooses to apply for promotion will be given the opportunity to withdraw his or her 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 that the dossier has been withdrawn.

# 3. AREAS OF EMPHASIS

Each faculty member is expected to demonstrate high levels of competence in the three main areas of faculty activity: (i) teaching, (ii) scholarly activities, and (iii) service. The relative emphasis on each of the three areas will vary from faculty member to faculty member. 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 Director and the Dean. The assigned duties of the faculty member must be taken into account in the promotion process of the candidate. A fourth area, namely teamwork & collegiality, will also be a criterion, as described in Section 7 below.

# 4. TEACHING

Teaching is the foundation of excellence in any university. 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 also be able to stimulate the interest of students to ensure that instructional objectives are achieved.

Since teaching is the primary role of lecturers, 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. Consequently, 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; plus 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
- Participation in sharing the responsibility for the academic offerings of the University

The quality of teaching is the primary factor in decisions on promotion of lecturers. 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 pedogological 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.

## 5. SCHOLARLY ACTIVITIES

A Lecturer's primary duty is to provide excellent teaching. However, excellent teaching is not an activity limited to the classroom. Lecturers are expected to be engaged in closely related scholarly activities. These can include successfully pursuing enhancement grant for laboratories or classroom, publishing innovative new teaching ideas in appropriate journals or publications, professional development as an instructor, or engaging in education research initiatives. All faculty are encouraged to seek funding, to conduct research projects in a professional manner, and to publish results in

appropriate scholarly journals and proceedings. 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. To this end, 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
- Exhibits a high level of discipline-related expertise

## 6. 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.

The faculty plays an important role in the administration of the University and in the formulation of its policies. Recognition should therefore be given to scholars who participate effectively and imaginatively in faculty governance and the formulation of program, college, and university policies, and who prove themselves to be able administrators. Service to the University and to academic professional organizations, therefore, constitutes an important faculty responsibility. 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. For service provided through civic responsibilities to be considered in the promotion process, the service must

be related to the faculty member's area of expertise. Even then, this form of service is not an important factor in promotion considerations.

Faculty service efforts should be planned and focused in areas appropriate to programs and the university mission. Program Chairs and Academic Directors may be consulted in the planning process 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 those service efforts that are truly innovative, creative, and supportive of the faculty member's professional stature and appropriate to the program's role and mission. These efforts shall be carefully and completely described with particular attention to the impact of these activities.

The section "Curriculum Vitae Format" provides the 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 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., served on committees); meetings, panels, workshops, technical conferences or sessions etc., led or organized; and manuscripts and proposals reviewed for publishers, journals, and government funding agencies. Serving on review panels for funding agencies signifies candidate's stature in his/her 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).

## 7.  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. 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 multiple 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.

## 8.  MOST SIGNIFICANT INTELLECTUAL PRODUCTS

The purpose of this Section is to give candidates the opportunity to highlight <u>up to five</u> significant intellectual products that have resulted from their careers to date. For candidates for promotion to the rank of Distinguished Lecturer, it is generally understood that the accomplishments discussed will be predominantly those that have resulted since their promotion to the Senior Lecturer rank.  While a maximum page limit is imposed (see Section 13), the candidate has considerable freedom to choose the items to be listed and discussed in this section.  Obviously, these items should help the applicant make the case for promotion.  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 accomplishment,

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.

While the Promotion committees may examine the material mentioned in items c) and d), they are not *required* to do so.

## 9.  EXPLANATORY NOTES TO INDICATORS OF EXCELLENCE AND EFFECTIVENESS

*Scholarly reputation*: This is established using the above indicators as catalogued in the candidate's dossier. For granting of promotion to Senior Lecturer, the candidate is expected to have established a strong record of teaching excellence within their field for at least six years.  For promotion to Distinguished Lecturer, the candidate is expected to have a documented record of excellence in teaching for several years along with evidence of national or international achievements in education within their field.

## 10. TENURE & PROMOTION PROCESS

The academic ranks at Louisiana Tech University and the expectations for each are described in University Policy 2111. University Policy 2114 provides the following outline of the tenure and promotion process.  The full text of the policy can be found at:

http://www.latech.edu/administration/policies-and-procedures/2114.shtml.

1.  Timetable for Application and Consideration for Promotion

Lecturers may apply for promotion to the rank of Senior Lecturer after at least six years of employment, whenever the faculty member feels that the necessary credentials for promotion have been achieved.

In the case of an application for promotion to Distinguished Lecturer, the faculty member, usually in consultation with the Unit Head, can choose to apply when the faculty member feels that the necessary credentials for promotion have been achieved. The schedule for such applications is the same used for promotion decisions, as provided.

## 2. Composition of Review Committees

Applications for promotion will be reviewed at the Program level by a committee of tenured faculty and promoted Lecturers. The committee will be assigned by the Unit Head with a composition of faculty members from programs reflective of the applicant's teaching responsibilities.

At the College level, the review committee of eight faculty members should include two promoted Lecturers.

## 3. Schedule of Dates (Guidelines)

| **Second Week of the Fall Quarter** | **Dean ensures that the College Tenure and 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 Unit Head. |
| January 2 | Unit Head submits materials to the Program Committee. |
| January 15 | Program completes action and reports vote and provides a summary of discussions. |
| February 1 | Unit Head 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. |

# 13. 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 senior and junior faculty members. In addition, by the time a faculty member comes up for promotion, several

cycles of workload planning and performance evaluations have been completed, which includes feedback to the 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 evaluations of teaching will be inserted by the Dean's office and need not be supplied by the candidate.

Binder: <u>A three-ring, hardback binder with 1" spine maximum</u>. 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.

**Forms:** All forms can be downloaded from http://info.engr.latech.edu, under "Docs" – "Lecturer Promotion Guidelines and Forms".

| | **Checklist** |
|---|---|
| | Form A2 |
| | Letter of Application<br>A cover letter which summarizes the case for promotion. |
| I. | Curriculum Vitae<br>Detailed Vitae in the specified format (see next Section). |
| II. | Teaching<br><br>(a)  Form II(a), modified to include final grade distributions in courses<br><br>(b)  Maximum of 5 pages to describe and substantiate teaching accomplishments.<br><br>(c)  One page to describe undergraduate advising, if applicable – number of students advised each year, and your approach to advising. |
| III. | Most Significant Intellectual Products<br><br>Describe up to five significant "products" of your career. The descriptions must contain enough detail to convey the nature and significance of the contribution, but limit each to approximately one page so as 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 T&P committee is not required to look through those. (maximum of 5 pages) |

| | |
|---|---|
| IV. | **Scholarly Activity**<br><br>***(a) Proposals submitted and funded:***<br>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.)<br><br><u>Do not supply copies of proposals</u>. Up to five proposal reviews may be attached if they are necessary to prove (i) the quality of the funded proposals, or (ii) that the PI is on the verge of significant funding success.<br><br>***(b) Publications:***<br>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.<br><br>***(c) Graduate and Undergraduate student advising:***<br>Use Form IV(b) to generate a table of graduate students advised as Chair or Co-Chair only. [Service on graduate committees is to be listed either in Section I or Section V below.] Indicate whether Chair work is primarily "research" advising, "academic" advising or both.<br><br>***(d) Curriculum Development:***<br><br><br>***(e) Professional Development:***<br><br><br>***(f) Efforts Towards Continual Improvement of Teaching***<br><br><br>***(g) Other:*** |
| V. | **Service**<br>Describe and substantiate some of the more significant contributions listed in the vitae (maximum of 5 pages). |

Additional Information:
The College Tenure & Promotion Committee reserves the right to ask for additional material if necessary. Such requests will be forwarded to the candidate through the Director.

# 14. 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:
Fax:

## 2. Education

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

2002: PhD in Chemical Engineering, Arizona State University, Phoenix, AZ.
1995: MS in Chemical Engineering, Arizona State University, Phoenix, AZ.
1993: BS in Chemical Engineering, Georgia Tech, Atlanta, GA.

## 3. Professional Experience

3.(a). Academic Experience:
     *List, in reverse chronological order, all positions held. Example:*

| | |
|---|---|
| 2004-present: | Lecturer, Chemical Engineering, Louisiana Tech University, Ruston, LA. |
| 2002-2004: | NSF Post-doctoral Research Fellow, Chemical Engineering, University of Illinois, Urbana, IL. |
| 1998-2002: | Research Assistant, Chemical Engineering, Arizona State University, Phoenix, AZ. |
| 1995-1996: | Teaching Assistant, Chemical Engineering, Arizona State University, Phoenix, AZ. |

3.(b). Administrative Experience (if applicable)
     *List, in reverse chronological order, all positions held. Same format as 3.(a).*

3.(c). Industrial/Private Enterprise Experience (if applicable)
     *List, in reverse chronological order, all positions held. Same format as 3.(a).*

## 4. Honors/Awards

*List, in reverse chronological order, awards or honors earned, <u>including memberships in honor societies.</u>*

## 5. Scholarship

5.(a). 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. <u>Do not list papers that are in manuscript stage</u>.*

5.(b). Papers presented at conferences:
i. Peer-reviewed conference papers. List in reverse-chronological order.
ii. Non-reviewed conference papers. List in reverse-chronological order.

5.(c). 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.

5.(d). 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. <u>Do not list chapters that are in manuscript stage</u>.*

5.(c). Published Books:
List scholarly monographs and books; textbooks; edited and/or translated books; bibliographical books; any of the above co-authored or with multi-authors, in reverse-chronological order. Identify publisher and year of publication.

5.(f). Grants:
List the performance period (beginning and ending month/year) of the award, title of the proposal, funding agency, and amount funded. *<u>List only funded grants and proposals currently under evaluation.</u>*[1]

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

5.(g). 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.

## 6.  Professional Development

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

## 7.  Service

7.(a). 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

7.(b). Service to Academic Program.
Examples:
  i.    Student advising
  ii.   Student organizations
  iii.  Program teams
  iv.   Other services performed

7.(c). Service to College.
Examples:
  i.    College strategic plan teams
  ii.   Ad-hoc College committees/teams
  iii.  Graduate recruiting initiatives
  iv.   Other services performed

7.(d). Service to University
Examples:
  i.    University strategic plan teams
  ii.   University committees
  iii.  University Senate
  iv.   Other services performed

7.(e). Service to Community
Some examples are:
  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 organizations and other off-campus groups as a valuable resource in efforts to foster economic development

    iii.    testimony on professional matters to legislative bodies.