

PROMOTION GUIDELINES
LECTURER TO SENIOR LECTURER
HORST SCHULZE SCHOOL OF HOSPITALITY MANAGEMENT
AUBURN UNIVERSITY

Background

The purpose of this document is to outline the guidelines for promotion from Lecturer to Senior Lecturer in the Horst Schulze School of Hospitality Management, College of Human Sciences. The document is developed to complement the policies described in the Auburn University Faculty Handbook Section 3.5.6 – Provost’s Guidelines for Unit Specific Lecturer Title Series Promotion Criteria (<http://www.auburn.edu/academic/provost/facultyHandbook/index.php>).

Provost Guidelines define the Lecturer position as follows: *“The Lecturer Title Series is an instructional title series. Lecturers are first and foremost undergraduate teachers with the majority of their assignment serving the instructional mission of the University”*. Guidelines go on to identify the following broad promotion criteria, which must include, but may not necessarily be limited to:

1. Knowledge of the subject and evidence of professional growth in the field of specialization.
2. Teaching excellence as evidenced by awards and peer and student evaluations, new course, and material development, teaching portfolio, independent study projects, published pedagogical material and statement of teaching philosophy incorporating awareness of diversity and inclusion issues, and
3. Contributions to student advising.

This presents the scope for individual units to develop their own unit specific promotion criteria which must have the written approval of the Dean of the College/School before being reviewed for final approval by the Office of the Provost.

School Specific Guidelines - Non-Tenure-Track Faculty: Lecturer Series

There are two ranks in the lecturer title series, lecturer, and senior lecturer. Both are nontenure-track positions. The normal entry level position is lecturer. A faculty appointment as a senior lecturer is directed at an individual who has shown outstanding teaching and service at the lecturer level. Such experience can be documented from a previous institution as well as at Auburn University. The Faculty Handbook notes that this is normally not anticipated with less than five years of experience.

Instruction is the usual primary focus of lecturers and senior lecturers. In NDHM, these appointments are normally anywhere from 75-95% instruction, with the balance of their time made up of recruitment, service and/or student advising oriented activities – this may differ based upon the specific program they are assigned to. A typical instructional appointment means a three-course teaching load in fall and spring semesters. Appointments are contractual, initially, and typically with one-year annually renewable appointments via letters of renewal. Contracts may be for up to three years.

NDHM faculty anticipate that new faculty to be hired as a senior lecturer must present at least five years of documented outstanding teaching and service from Auburn University and/or a previous institution. A faculty appointed as a NDHM lecturer may normally be considered for promotion to senior lecturer after five years of documented excellence in teaching and instructional activities and service, including that at a previous institution and then Auburn. No more than three years of prior service will be considered. Further, while scholarship is not normally expected of the Lecturer Series, scholarly activity as it relates to teaching and learning is expected of all lecturers and will be used to assess contributions made by an individual when applying for promotion to Senior Lecturer. Scholarly activity is defined broadly but is most often captured as creating new knowledge and transferring knowledge to others in the classroom.

Excellence in teaching and instructional activities may be demonstrated by the examples of the following:

- The on-time graduation of well-rounded students, and placement of those students' post-graduation.
- Contribution to curricula or program development, which may include evidence of incorporating new knowledge and developments in the field.
- Student evaluations of teaching and unsolicited student comments.
- Peer evaluations of teaching (internal or external).
- Annual faculty review summaries.
- Creativity in course or program development.
- Incorporation of new or innovative instructional materials, ideas, concepts, learning platforms and techniques.
- The introduction of experiential learning opportunities for students.
- Documented use of assessment data in continuous course improvement.
- Documented Improvements in student learning.
- Obtaining new equipment or resources that allow for improvement of course materials.

Examples of evidence of scholarship of teaching may include the following:

- External or internal funding to support instruction programs (preferred).
- Publication in refereed education or scientific journals (preferred).
- Recognition of teaching by university and professional organizations (expected).
- Development of instructional products (expected).
- Evidence of Pedagogical innovation (expected).
- Student participation in scholastic collegiate competitions (preferred).
- Curriculum that is accepted by peers (expected).
- Students who exit courses or other educational experiences with a high level of competence. Depending on the level of courses taught, this could be validated by student awards, competitive internships and jobs, professional experiences, or proficiency in subsequent courses (expected).
- Contributions to professional conferences/meetings in areas related to teaching through presentations, symposia, working groups, and workshops (preferred).

In NDHM, promotion to senior lecturer is based on documentation of consistent excellence in teaching and learning activities, service and other contributions to NDHM, and collegiality as defined for faculty in tenure-track positions (see Promotion and Tenure section A.IV., p. 11).

Procedure

Lecturers interested in being considered for promotion, must first advise the unit Head of their intent in the year prior to their application for promotion. The unit head will then advise the lecturer on the development of their promotion dossier which must be submitted to the School Promotion and Tenure committee for evaluation in the next promotion and tenure cycle. As a minimum the promotion dossier must include the following:

- (1) standard biographical cover sheet and CV that includes a teaching philosophy statement.
- (2) Two peer reviews of teaching at Auburn over the last three years.
- (3) Student evaluations from at least one class per year for the preceding three years.
- (4) Grade distributions for those courses.
- (5) At least two recommendation letters from former students. This dossier is shared with the tenured faculty in a Fall Semester meeting.
- (6) Other internal and external evidence of consistent excellence in teaching and instructional activities and scholarship related to teaching and instruction.

Lecturers or senior lecturers may apply for tenure-track positions via normal, faculty, dean, and provost-approved searches. The number of years in a lecturer's position does not impact on hiring or the tenure clock.

Voting procedures

Eligible voters are Senior Lecturers in the School and School faculty who hold the rank of Associate or Full Professor. The School Head will circulate the candidate's packet to these individuals at least two weeks prior to a meeting of eligible voters to discuss the packet. The candidate or an advocate may attend the meeting to present the packet and answer questions. After the packet is presented and questions answered, the presenter (if not an eligible voter) will be asked to leave the room. A vote to promote will be taken by a written ballot.

Counseling procedures

If a candidate fails to achieve promotion, the School Head and P&T committee will work with the Lecturer and their mentor, if identified, to address the reasons for failure and to develop a plan for overcoming shortcomings. The likelihood of continued and consistent excellence and productivity, based on the above guidelines, will be a major consideration in the recommendation for promotion of a Lecturer to Senior Lecturer.

A candidate for promotion should consult the faculty handbook regarding the specifics of the information to be supplied in the promotion dossier.