

**PROMOTION GUIDELINES FOR
LECTURER TO SENIOR LECTURER
DEPARTMENT OF AGRICULTURAL ECONOMICS AND RURAL SOCIOLOGY
AUBURN UNIVERSITY**

The purpose of this document is to outline the guidelines for promotion from Lecturer to Senior Lecturer in the Department of Agricultural Economics and Rural Sociology (DAERS). 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>). A Lecturer interested in being promoted to Senior Lecturer is expected to be familiar with the appropriate and most up-to-date policies in the Handbook.

Scholarly activity is expected of all lecturers and will be used to assess contributions made by an individual. Scholarly activity is defined broadly but is most often captured as creating new knowledge and transferring knowledge to others.

Lecturers are expected to demonstrate effective teaching, to be committed to student learning, and to provide leadership in improving the department’s academic programs.

Excellence in teaching and instructional activities may include, but is not limited to:

- Production of educated and academically well-rounded students, and placement of those students in relevant positions in the job market.
- Contribution to curricula or program development may include evidence of incorporating new knowledge and developments in the field.
- Creativity in course or program development.
- Incorporation of new or innovative instructional materials, ideas, concepts and techniques.
- Experiential learning opportunities.
- 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:

- Excellent peer review (internal or external) of teaching.
- External or internal funding to support instruction programs.
- Publication in refereed education or scientific journals.
- Recognition of teaching by University and professional organizations.
- Development of instructional products.
- Pedagogical innovation.
- Student participation in scholastic collegiate competitions.
- Curriculum that is accepted by peers.
- 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.
- Contributions to professional conferences/meetings in areas related to teaching through presentations, symposia, working groups, and workshops.

All lecturers are expected to:

- Provide service at the department, college and university levels. The level of service involvement will be managed by the department Chair and typically will be related to teaching. Examples might include service on the curriculum committee at the department level and the writing committee at the university level.

- Provide outreach related to the department's instruction and recruiting activities, and in support of the land-grant mission of Auburn University to stakeholders and the general public in the state, region and nation.
- Actively participate in student life in the department.
- Assist (and be successful) in securing high impact experiences and opportunities for DAERS students such as internship, Co-op, job shadowing, study abroad, and supervised undergraduate research (e.g., for Undergraduate Research Fellowship winners).
- Provide service to professional societies or organizations by serving as officers or members on committees. Examples of professional societies include the Agricultural and Applied Economics Association, the Rural Sociology Society, and the National Association of College Teachers in Agriculture (NACTA).
- Comport themselves in a collegial manner.

Mentoring

Early in the Lecturer's first year a mentor will be assigned who has a well-established program of teaching, research, or extension and is recognized in the department as an effective teacher. The Lecturer can choose a different mentor over time. The mentor will be responsible for informing the Lecturer of expectations, success strategies and potentially collaborative work. The mentor will be accessible to provide advice on program content and to review publications or other work products to assess quality and appropriateness relative to expectations. For Lecturers interested in being considered for promotion, the mentor will assist the Lecturer in developing a packet to be submitted to the departmental P&T committee for evaluation. Mentoring by senior faculty will count as part of the faculty member's service appointment.

Voting procedures

Eligible voters are Senior Lecturers in the department and departmental faculty who hold the rank of Associate or Full Professor. The department Chair 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 department Chair and P&T committee will work with the Lecturer and mentor 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 dossier.