Lewis Honors College
Statement on evidences for use in the appointment, performance review, and promotion of lecturers

When seeking to hire a Lecturer, the Honors College will place a job announcement describing the position and duties in appropriate publications and/or job banks. This announcement will request interested candidates to submit a cover letter and a current curriculum vitae. The search committee will invite the top candidates to campus for an interview process that includes a formal presentation. Faculty members in finalists’ academic disciplines and/or related disciplines will be asked to serve as members of the search committee.

Initial appointment at the rank of Lecturer requires a terminal degree in a field of study appropriate to the specific teaching assignment, the promise of excellence in teaching based on previous teaching experience documented in a teaching portfolio and letters of reference, and a demonstration of classroom teaching. Lecturers will undergo annual performance reviews specific to their individual assignments based on materials gathered from appropriate sources as part of the Merit Review (FMER) process. Categories of performance to be evaluated in keeping with individual assignments and corresponding sources of evidence, including self-reported information on the FMER, are listed below. Lecturers are expected to maintain a record of excellence in the performance of their teaching assignments as well as all other areas of assignment to be considered for renewal of appointment. Failure to do so will result in nonrenewal of appointment.

Promotion to the rank of Senior Lecturer requires five years of continuous and full-time appointment as a Lecturer in the Honors College with a record of excellence in teaching and all other areas of individual assignment. Once promoted, Senior Lecturers will undergo performance reviews biennially barring a composite rating of unsatisfactory performance. The same categories of performance and sources of evidence according to which Lecturers are evaluated also apply to Senior Lecturers as appropriate to their individual assignments. For renewal of appointment consideration, Senior Lecturers are expected to maintain a record of excellence in their performance in all areas of their individual assignment. Failure to do so will result in nonrenewal of appointment.


Promotion
A lecturer with a terminal degree may be considered for promotion (without tenure) from the rank of lecturer to the rank of senior lecturer at any time after five (5) years of continuous full-time teaching appointment, contingent upon agreement of the Honors College Council (HCC) with the associate dean, and in consultation with the dean. In preparing a recommendation to the dean on a promotion case in the lecturer series, the educational unit administrator shall consult with the appropriate faculty employees of the unit and obtain their written judgments. Prior to making a recommendation to the provost on
a promotion case in the lecturer series, the dean shall provide the dossier to the Honors College Council and obtain its written advice. The provost makes the final decision on the promotion, without reference to an area committee. In preparing a recommendation to the dean on a promotion case in the lecturer series, the educational unit administrator shall consult with the appropriate faculty employees of the unit and obtain their written judgments. Prior to making a recommendation to the provost on a promotion case in the lecturer series, the dean shall provide the dossier to the Honors College Council and obtain its written advice. The provost makes the final decision on the promotion, without reference to an area committee.

**Teaching**

The teaching portfolio is an essential element in the promotion and performance review process. Satisfactory performance of faculty in resident teaching focuses on the development of innovative course materials, lectures, assignments, alternative teaching methods, and examinations that provide educational benefits to students. Courses should be content driven with student learning outcomes clearly stated. Course content is expected to be up-to-date, applicable to the subject matter, and at the appropriate level. Exams and assignments should reflect course materials and lectures, and be reviewed and returned within a reasonable period. Instructors are expected to be available to assist students outside of the classroom and to follow all University Rules that protect student rights.

Teaching evaluations by students should reflect this positive learning environment, but not be the primary factor in evaluating teaching. The entire teaching portfolio should be used as the primary tool to evaluate teaching. Suggested items to include in the teaching portfolio include one’s teaching philosophy, samples of materials detailing course content and innovative instructional methods, teaching awards, numerical ratings, list of all courses taught, new course development, teaching methods, and other curriculum responsibilities.

**Service**

Satisfactory performance in service shall be measured by active engagement in assisting the Honors College, which may include service in the departments at UK that are aligned with the Lecturer’s discipline. Examples include administrative or coordinator of Honors programs and events, serving on college or university committees, student recruitment, and serving as an officer in or an advisor to college and university student organizations, to be detailed by the Dean or the Associate Dean. Service-specific to the Honors college includes student advising, thesis advising, student mentoring, and evaluation of student admission materials.

**Research and Creative Activity**

For promotion to senior lecturer, an individual should provide evidence of research engagement with the lecturer’s discipline or pedagogy. Applicable activities include published or presented work in the field of study appropriate to the discipline and the active participation in conferences, workshops, professional organizations, and other public venues pertinent to the discipline proper or its pedagogy.

**Professional Development**
Professional development may include active participation in conferences, workshops, professional organizations, and other public venues pertinent to the discipline proper or its pedagogy and service to the profession. Additional professional development activities include teaching workshops, human resource training courses, and opportunities, and other professional workshops or conferences.

Administration

Some faculty members have administrative appointments in addition to teaching, research, service or professional development. Excellent performance for faculty with administrative appointments will be influenced by the nature of the administrative duties and the proportion of the faculty member’s distribution of effort that is devoted to administration. The outcomes of faculty efforts in administration will be different from other types of faculty activities. Administrative accomplishments often result in products that are produced by other faculty, students and staff. Examples of excellence in administrative performance are listed below.

A. Excellence is marked by program directions which include new, expanded, and improved program initiatives.

B. Administrative leadership includes working with other faculty, students, staff, partners and program participants to develop a collective vision and shared goals for the program and to set a collegial tone for producing results.

C. Administrative leadership also includes making sure that the efforts and information among faculty, students, staff, partners and program participants complement each other.

D. When appropriate, excellence in administrative responsibilities results in additional educational opportunities, in-service offerings, and additional learning for those involved in the program.

E. Excellence in administration leads to additional information about the Honors College which is available to those within and outside the university in the forms of printed material, presentations or electronic formats.