



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.

For an initial appointment to the rank of Lecturer, a candidate is expected to have earned a terminal degree in a field of study appropriate to the specific teaching needs and to have shown the promise of excellence in teaching based on previous teaching experience documented in a teaching portfolio and letters of reference. Initial appointment to the rank of Senior Lecturer requires a terminal degree in an appropriate field and five years of continuous and full-time teaching appointment with a record of excellence in teaching and all other areas of individual assignment.

Lecturers will undergo annual performance reviews specific to their individual assignments based on materials gathered from appropriate sources as part of the Faculty 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.

Senior Lecturers will undergo performance reviews biennially, except that following a composite rating of unsatisfactory performance, reviews will be annual until the rating returns to the level of satisfactory. 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.

Reappointments, nonrenewal of appointments, and terminal appointments follow [AR 2:9](#).

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 a

continuous full-time teaching appointment, contingent upon agreement of the LHC AP Committee and the Dean. Prior to making a recommendation to the Provost on a promotion case in the Lecturer Series, the Associate Dean shall provide the dossier to the LHC AP Committee and obtain its written advice, which is forwarded to the Dean. The Provost makes the final decision on the promotion, without reference to an area committee.

Teaching

Excellence in teaching focuses on the development of innovative course materials, lectures, assignments, alternative teaching methods, and on 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, relevant, 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 (SR 7.2.2).

The teaching portfolio is an essential element in the promotion and performance review process. Teaching evaluations by students should reflect this positive learning environment, but not be the primary factor in evaluating teaching and advising. The teaching portfolio should be used as the primary tool to evaluate teaching. 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, evidence of impact of ones advising efforts, peer evaluations, and other curricular responsibilities. Refer to [AR 3.10](#) Appendix 1 for items that are required for demonstration of teaching and items that are suggested, but not required.

Service

Performance in service shall be measured by active engagement in assisting the Honors College, which may include service in the departments at UK or to the university. Examples include administration or coordination of Honors programs and events, serving on college or university committees, recruiting students, or serving as 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 and creative activity. Applicable activities include published or presented work in an academic discipline or in the pedagogy of that discipline and presentation at conferences, workshops, professional organizations, and other public venues pertinent to the lecturer's discipline.

Professional Development

Professional development may include participation in conferences, workshops, professional organizations, and other public venues pertinent to the discipline proper or its pedagogy and

service to the profession, including teaching workshops, manuscript reviews, editorships, holding an office in a professional organization, or other professional activities, which could be aligned with the lecturer's discipline.

Administration

Some faculty members have administrative appointments in addition to teaching, research, service, or professional development. Standards for excellent performance for faculty with administrative appointments will depend upon the nature of the administrative duties and the proportion of the faculty member's distribution of effort that is devoted to administration. Examples of excellence in administrative performance are listed below.

A. Programs: Excellence in administration is marked by program directions, which include new, expanded, and improved program initiatives. When appropriate, excellence in administrative responsibilities results in expanded educational opportunities, in-service offerings, and additional learning for those involved in the program.

B. Vision and Community: Excellence in 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. When appropriate it also includes making sure that the efforts and information among faculty, students, staff, partners, and program participants complement each other.

C. Outreach and Dissemination: Excellence in administration leads to additional dissemination of information about the Honors College, available to those within and outside the university in the forms of printed material, presentations, or electronic formats.