

Statements of Evidence
Lecturer Faculty Title Series
Approved by Department of Teaching and Learning: May 1, 2026

The standards identified here represent types of evidence that will be considered in the appointment, reappointment, nonrenewal of appointment, terminal appointment, promotion and faculty performance review for Lecturer and Senior Lecturer faculty employees (AR 2:9). The maximum number of Lecturer Series Faculty that may be employed in the department of Teaching and Learning at a given time will be three (3). Given the primary instructional role of a Lecturer, performance in the area of teaching should be consistent with identified percentage allocations for activities in a faculty member's Distribution of Effort (DOE) document. The typical teaching load for Lecturer title series is the equivalent of a 4-4 course per semester teaching load.

Teaching:

Teaching is broadly defined. It includes classroom instructional activities as well as instruction to individuals or small groups. Teaching also encompasses course and curricular program development and may include the advisement of students and supervision of student teachers, interns, or practicum students.

A. Lecturer

1. Lecturers in the Department of Teaching and Learning are encouraged to document teaching effectiveness using multiple data sources including student, peer, and self-evaluations. For data collected, Lecturers will demonstrate how sources of evidence are leading to formative improvement in their teaching over time. While student evaluations of faculty teaching are required, they should be contextualized in relation to category of student (undergraduate or graduate), and other factors that might impact ratings (such as an online course or a first-time course offering, etc.). The rigor in teaching should be evidenced by syllabi containing clear expectations for students and appropriate readings and assignments that reflect the scholarship, research, and accepted practice in the field.

The table below provides samples of types of data that may be collected in each of the three areas for teaching. In addition to the required university course evaluation, Lecturers are encouraged to provide evidence of teaching effectiveness using additional data sources suggested below. The examples of evidence listed below are intended to be illustrative rather than exhaustive or required. Faculty members are not expected to demonstrate all listed items; instead, these examples are provided to clarify the range and types of evidence that may be used to document contributions and impact.

Peer	Student	Self	Other Forms of Documentation
Peer observations of teaching over time with consistent focus	University course evaluations	Participation in professional development experiences	Evaluation by field-based professionals
Peer review of syllabi	Interviews and/or letters with randomly selected students conducted by a third party		Documentation of the Direction of independent study.
Peer review of teaching assignments/materials	Solicited or unsolicited feedback from students	Implementation of teaching innovations	Documentation of the development of new courses, curricula, or programs
Invitations to speak and conduct workshops			Documentation of instructional materials
	Evidence of student learning /performance in which. Student artifacts are able to demonstrate the process leading to prototype instructional materials development. (e.g., end-of-course comprehensive project, unit plan,	Reflection on teaching experiences and student feedback with documentation of response.	Documentation of the supervision of student teachers, interns, or practicum students

	artifacts, feedback from mentor teachers, peer feedback, etc.)		
Teaching awards, nominations, and recognitions	Teaching awards, nominations, and recognitions	Reflection on how personal research is reflected in instruction	Teacher awards from the external community or professional organizations
	Describe potential variance between undergraduate vs. graduate instruction	Research on student implementation of practices modeled in course	Statements from the Program Faculty Chair or Department Chair regarding the effective program advisement of students
	Instructor-designed course evaluation forms		

1. Lecturers should also provide evidence of efforts in advising students.

2. Job Descriptions shall be developed for Lecturer positions that detail the “specific additional academic tasks” that might be unique to the particular program in which the Lecturer is employed.

For example, supervision of students in practicum field placements, organizing/implementing admissions, portfolio reviews etc. are all among the possible needs that specific programs might

articulate.

B. Senior Lecturer

1. All of the above plus:

a. Effectiveness of advising activities.

b. Receipt of university or other similar teaching awards.

c Record of strong professional experience (i.e., extensive teaching experience, substantial professional development provider, etc.).