Promotion Expectations for Non-Tenure-Track Faculty
Gupta College of Science
Summary Document

The expectations for non-tenure-track faculty to seek promotion to Senior Lecturer or Principal Lecturer are outlined in the CCU Faculty Manual. Faculty hired as Lecturers are not required to seek promotion to Senior Lecturer or Principal Lecturer, but this option is available.

(From the 2023-2024 Faculty Manual, p. 52)
Senior Lecturer: To be eligible for the title of Senior Lecturer, the faculty member must have completed 18 graduate hours in the relevant discipline and hold at least a master’s degree or meet the established alternative qualifications, have an outstanding record of teaching, and hold a full-time appointment under the title of Lecturer or higher at the University for a minimum of five years. Appointments holding this title must be conferred following promotion from Lecturer. The duration of the appointment shall be six years. Appointments are renewable. Individuals holding this title are not allowed to vote on issues concerning tenure and promotion policies and procedures for tenured and tenure-track faculty. Individuals holding this title are allowed to vote on issues concerning promotion policies and procedures for candidates for Senior Lecturer.

(From the 2023-2024 Faculty Manual, p.52)
Principal Lecturer: To be eligible for the title of Principal Lecturer, the faculty member must have 1) a sustained record of excellent teaching and 2) either ongoing service at the department, college or university level, ongoing intellectual contributions/professional contributions, or a record of sustained pedagogical service, and 3) held a full-time appointment under the title of Senior Lecturer or Senior Instructor at the University for a minimum of three years. Appointments holding this title must be conferred following promotion from Senior Lecturer or Senior Instructor. The duration of the appointment shall be six years. Individuals holding this title are not allowed to vote on issues concerning tenure and promotion policies and procedures for tenured and tenure-track faculty. Individuals holding this title are allowed to vote on issues concerning promotion policies and procedures for candidates for Senior Lecturer and Principal Lecturer.

Process for Promotion for Gupta College of Science NTT Faculty (Section 6.7, p. 65 2023-2024 CCU Faculty Manual) https://www.coastal.edu/academics/facultysenate/manuals/

NOTE: The general guidelines in the Faculty Manual will be in place for the 2023-2024 academic year for promotion to Principal Lecturer. In future years, the departmental and college guidelines will be in place to mirror the Senior Lecturer promotion procedures.

Promotion to Senior Lecturer: Since the expectation for Lecturers to be promoted to Senior Lecturer is primarily focused on teaching effectiveness, the same performance expectations for teaching apply and are listed in the first part of Appendix A, Gupta College of Science Performance Expectations Document in the 2023 GCOS College Handbook, p. 27. In addition, Teaching Effectiveness is defined for Gupta College of Science Faculty in Appendix B, Gupta College of Science Framework for Tenure Decisions, p. 28-30, 2023 GCOS College Handbook. Both of these are listed below.
APPENDIX A:
Gupta College of Science Performance Expectations Document
(Excerpt on Teaching Effectiveness)

PARTIAL LIST OF CRITERIA CONSIDERED IN EVALUATING TEACHING EFFECTIVENESS

- Student Evaluations this past year and relative pattern over time.
- Awards.
- Alumni evaluations.
- Peer evaluations.
- Evaluations by Department Chair.
- Development of new teaching methods, laboratory exercise, demonstrations, and other educational experiences.
- Personal programs of study.
- Other inputs into teaching, e.g., preparing lab manuals/developing new courses.
- Professional development.

APPENDIX B:
Gupta College of Science Framework for Tenure Decisions
(Excerpt defining Teaching Effectiveness)

1) Teaching Effectiveness:
Consistent with the University Mission Statement, the Gupta College of Science values quality educational experiences and excellence in teaching is expected. Additionally, reflective practice that demonstrates continued growth as a teacher is highly valued; this is demonstrated by the yearly reflective assessment of teaching (performed as part of the yearly faculty evaluation process) coupled with peer observation and student evaluation of teaching. Effective teachers: 1) act as learners, and value input that can positively impact their practice, and students’ learning; 2) treat all interactions with students as an opportunity for learning, including situations such as mentoring students in research experiences; 3) are available to students; and 4) provide timely feedback to students. Teaching effectiveness can be demonstrated using the indicators listed below. This list is not intended to be complete and inclusive; other measures may be appropriate for evaluating a faculty member’s approach toward their teaching.

Student evaluations
Formal course evaluations should be available for all the courses taught by the faculty member. Student evaluation data should be gathered in an objective fashion, supported by college and departmental standards. The preponderance of the evaluations when viewed over time should indicate that faculty are committed to the quality of their teaching. Written comments should supplement student survey data and inform the interpretation of the student evaluations.

Peer evaluations
Classroom visitations should be made on a regular basis coordinated by the departmental chairs. These reports should include the opportunity for the faculty member to respond to the comments; reflective practice is one hallmark of an effective teacher.
**Teaching awards**
These types of award can provide evidence that the faculty member is viewed by students and colleagues as performing well in the classroom.

**Evaluations by Department Chair and/or Departmental Peer Review Committee**
Chair/PRC evaluations of faculty teaching performance should support and expand on the evaluations provided by students and peer evaluators. These evaluations could also provide context for the candidate’s teaching duties within the department/curriculum as a whole. A distinction should be made concerning teaching performance at graduate and undergraduate courses.

**Direction of student research**
The teacher-scholar model presumes that one’s scholarly expertise is passed on to the next generation of scholars. In this regard, it is important that undergraduate students (and graduate students, where appropriate) are actively involved in the scholarly enterprise. This interaction with students should effectively demonstrate the complete process of scientific inquiry from research design, data analysis, writing, and potentially presentation and/or publication.

**Alumni evaluations/testimonials**
Supporting letters or formal alumni surveys can provide extremely valuable insight on how a faculty member’s teaching has been a transforming event. Often the value of an educational approach is not appreciated until a student enters the “real world.”

**Development of new courses**
Efforts toward the development of new courses.curricula serve to demonstrate the faculty member’s currency with trends in the field. Course development also indicates a willingness to ensure that students are educated to the best of their/our abilities.

**Development of new teaching materials, laboratory exercises, demonstrations, and other educational experiences**
New materials added to existing courses also indicate a desire to maintain the currency of our educational offerings and ensure that our students are up to date in their chosen fields of study. Furthermore, attention to course development may improve the effectiveness of one’s teaching and deepen the learning of one’s students. Materials that are used widely are especially effective for demonstrating faculty commitment toward teaching/learning development.