

MEMORANDUM

TO: Fort Wayne Senate

FROM: Talia Bugel, Chair
Faculty Affairs Committee

DATE: November 8, 2019

SUBJ: Guiding principles for promotion of Lecturers at PFW

WHEREAS, the Fort Wayne Senate approved guiding principles and procedures for tenure-track faculty at IPFW in the spring of 2015; and

WHEREAS, the Fort Wayne Senate determined that it was prudent to draft separate guiding principles and procedure documents for promotion of Lecturers;

BE IT RESOLVED, that the Fort Wayne Senate adopt SD 19-9 as the guiding principles for promotion of Lecturers at PFW.

GUIDING PRINCIPLES FOR PROMOTION OF LECTURERS

(Based on SD 14-35)

PFW is a comprehensive university that is committed to maintaining a standard of excellence for teaching, scholarship and/or creative endeavor, and service in its diverse programs, departments, and schools/colleges. Employing and promoting Lecturers who share this mission contributes significantly to the attainment and maintenance of this standard.

The most important decisions in the academic profession, for Lecturers and for the institution, regard the awarding of promotion. Promotion is recognition of past achievement.

Lecturers provide invaluable contributions to the University community, its students, and the community at-large. It is through promotion that the University rewards those contributions. Retaining Lecturers who are focused on teaching, and who are more oriented to practice than to scholarship and/or creative endeavor ensures the University is able to meet its mission.

Significant diversity exists with respect to the needs and goals of programs, and the ways in which Lecturers contribute to the university. Such diversity is essential to the intellectual health of the university and its success in meeting its mission. At the same time, pursuit of the university's mission and goals unifies all programs and gives a sense of shared purpose while preserving and fostering diversity of work. This document lays out guiding principles that are reflective of the university's mission, vision, goals, and values. Departments must define criteria for promotion for their Lecturers that are appropriate for their respective disciplines, but that are also in keeping with these guiding principles.

The awarding of promotion is the university's recognition that individual Lecturers have successfully met their department's criteria, and in so doing, have worked to advance the university's mission and goals. Promotion criteria are the standards for summative judgment, and as such, must be guidelines for Lecturers' development. Departments must develop their own promotion policies, defining criteria for excellence in teaching and other expectations. A department's policy should define what the department means by "teaching," and list activities and achievements properly associated with those terms, along with qualitative standards by which they may be judged.

The promotion policies developed by each department must be clear, meaningful, and include criteria for being promoted. They must be consistent in content with the guiding principles laid out in this document. The promotion policies and criteria adopted by a department must be used uniformly as the only standard by which to judge cases for promotion from that department.

All candidates for promotion to Senior Lecturer must demonstrate excellence in teaching. If departments establish other expectations for promotion, they must be consistent with this document, applied uniformly for any lecturer eligible for promotion, and consistent with the

guiding principles of this document. Lecturers may seek promotion after five years in-rank, or if service is in multiple ranks, five years combined in benefit-eligible instructional positions.

TEACHING

At PFW Lecturers function in a faculty role. Our faculty are expected to demonstrate a significant and ongoing commitment to advancing student learning and fostering student success. Such a commitment is reflected, in part, by remaining current in the content and pedagogy appropriate to one's discipline, but is also reflected in the continual consideration of one's own teaching effectiveness. This expectation extends to all faculty who teach, regardless of rank.

Teaching by Lecturers occurs in a variety of contexts including, but not limited to, credit courses, non-credit programs and workshops, seminars, continuing education programs, and the supervision of the clinical work of students / interns / practicum students. A range of activities that affect student learning – directly and indirectly – should be considered when documenting and evaluating one's teaching effectiveness. Documentation of formative and summative evaluation should take place over time, and be informed by multiple measures that represent multiple perspectives (e.g., students, professional peers, self-evaluation). Demonstrating excellence must include input from outside the department which might be on or beyond the campus.

The specific standards of teaching, as well as how they are to be documented and evaluated, shall be established by the department and articulated clearly in their promotion criteria document.

SCHOLARSHIP AND/OR CREATIVE ENDEAVOR

While PFW Lecturers are expected to maintain currency in their discipline, they are not specifically required to engage in professional productivity or scholarship and/or creative endeavors. A department may elect to allow Lecturers who have made significant contributions to the department's scholarship and/or creative endeavors to include that in support of their promotion case. If a Lecturer includes evidence of scholarship and/or creative endeavors in the case, then decision levels beyond the department must adequately weigh and consider this evidence according to any policies and criteria adopted and used uniformly by a department.

SERVICE

PFW Lecturers generally take an active role in the campus beyond teaching. Some departments may elect to encourage them to contribute their expertise on a community, regional, national, and/or international level and/or to participate in professional organizations. If so, Lecturers are encouraged to include such activities in their promotion dossiers. If a Lecturer includes evidence of service in the case, then decision levels beyond the department must adequately weigh and

consider this evidence according to any policies and criteria adopted and used uniformly by a department.