

Navigating the Lecturer Track

Lorelle Meadows
Managing Director of Academic Affairs



Lecturer Titles

- Lecturer I → Lecturer II
 - Primarily teaching (and its related duties)
 - Occasional additional duties or responsibilities (not required)
- Lecturer III → Lecturer IV
 - Instruction
 - Significant ongoing administrative or service duties
 - Range of instructional expertise
- Intermittent Lecturer
 - Teaches one or more regularly occurring courses
 - Only one semester per academic year
- Adjunct Lecturer
 - University employee who holds a regular non-instructional title at 50% or greater and is appointed to teach a course or courses.

New Lecturers'
Orientation



The Road to Promotion

- Annual Reports
 - Considered during subsequent reviews
 - If fail to submit – may be denied merit increase
- Interim Evaluation
 - For Lecturer I and III, prior to end of 5th consecutive semester (F and W only)
 - Evaluation by chair or cognizant faculty member of course materials, evaluations and annual reviews
 - Written feedback considered during subsequent reviews

New Lecturers'
Orientation



Annual Performance Review

- Vita
- Course Syllabi
- Instructor Evaluations
- Goal Setting
- Evidence of Commitment to Improvement
- Written Feedback

New Lecturers'
Orientation



Evidence of Commitment

- Reflection on Teaching Practices
- Attendance at Workshops, Seminars or Conferences
- Scholarship in Teaching
- Classroom Intervention/Consultation
 - Evidence is not necessarily details of consultation, but that consultation occurred

New Lecturers'
Orientation



The Major Review

- Lecturer I and III - conducted prior to end of 8th consecutive semester (F and W only)
- Lecturer provides “evidence of high quality instruction that fosters students’ intellectual development and [contributions] to the overall teaching mission of the academic unit”
 - Course Materials
 - Evidence of Teaching Performance
 - Student Evaluations
 - Annual Performance Evaluations

New Lecturers'
Orientation



Review Criteria

- Command of the subject matter;
- Ability to organize material and convey it effectively to students;
- Successful design and/or planning of courses and course materials;
- Ability to communicate and achieve appropriate student learning goals;
- Effective interaction with students;
- Growth in the subject field and in teaching methods; and
- Performance of required non-instructional duties where applicable.

New Lecturers'
Orientation



What the Lecturer Supplies

- Names of 2 to 4 potential internal faculty evaluators
- Names of 2 to 4 student evaluators
- Vita
- Casebook Elements

New Lecturers'
Orientation



Casebook Elements

- Professional Objectives
 - Statement of professional objectives and brief self-analysis of professional contributions during period in current rank (Include approach to improve teaching skills)
- Teaching Portfolio
 - Statement of contributions to teaching, diversity and climate
 - Summary of courses (including evaluations)
 - Student interactions outside the classroom
- Service Portfolio (Lecturers III)
 - Statement of contributions through additional administrative or service roles
 - Major committee assignments
 - Administrative duties
 - Service to government or professional organization
 - Educational outreach activities

New Lecturers'
Orientation



Outcomes of Major Review

- Promotion
 - Lecturer I to Lecturer II
 - Lecturer III to Lecturer IV
- Pay increase – 7% following September in addition to annual increase
- Presumption of Renewal
 - In the event of a failed Major Review in the future, the Lecturer is provided with a terminal one-year appointment, a written remediation plan and another Major Review in the terminal year.

New Lecturers'
Orientation



Recommendations

- Begin documenting your career now
- Use the annual evaluations to build your Major Review casebook
- Take advantage of the opportunities for professional development
- Engage in the college and university community

New Lecturers'
Orientation



Professional Development - CRLT

- Lecturers Professional Development Funds
 - \$2,000 awarded for professional development activities including creative endeavors, research, scholarship, and teaching.
- Faculty Development Funds
 - \$6,000 to revise or develop courses or initiate smaller projects.
 - \$10,000 to work on topics such as curriculum development and evaluation, interdisciplinary courses, inclusive classrooms, research experiences for undergraduates, and graduate student instructor (GSI) mentorship and training programs.
- The Gilbert Whitaker Fund for the Improvement of Teaching
 - Incentive funding for improvement of teaching and learning by collaborative groups of faculty in and across departments and programs. There are two stages to the funding. \$10,000 in Year 1, \$15,000 in Year 2.
- Instructional Development Fund
 - \$500 to support innovative activities to improve teaching and learning: supplies and equipment, programming or research assistance, conference fees and expenses, and summer projects aimed at developing or enhancing courses.

New Lecturers'
Orientation



Recognition

- Thomas M. Sawyer, Jr. Teaching Award
 - Demonstrated sustained excellence in instruction and guidance at the undergraduate and/or graduate levels, including, but not limited to: the development of new courses, enhancement of technical communication skills among faculty and students, curriculum planning, and dedication to students, particularly in one-on-one pedagogy (\$2,500)

New Lecturers' Orientation



A Community of Engineering Educators



American Society for Engineering Education

<http://www.asee.org/>



New Lecturers' Orientation

