

**RESOLUTION FROM THE FACULTY AFFAIRS COMMITTEE
OF THE FACULTY SENATE
PROPOSED FOR ADOPTION AT A MEETING OF THE
FACULTY SENATE TO BE HELD ON
March 29, 2010**

WHEREAS, under Section 2.G. of the Bylaws of the Faculty Senate, the Faculty Affairs Committee of the Faculty Senate “is responsible for reviewing proposed revisions and recommending changes to the *Faculty Handbook* in accordance with the amendments procedures set forth in the *Faculty Handbook*, and for reviewing proposed revisions and recommending changes to the *Manual for Faculty Evaluation* in accordance with the amendments procedures set forth in the *Manual for Faculty Evaluation*,” and

WHEREAS, the Office of the Provost recommended that the Faculty Senate Faculty Affairs Committee review and recommend proposed revisions to the *Manual for Faculty Evaluation* to include as a “best practices” statement in the *Manual* a report by the Task Force on Lecturers; and,

WHEREAS, as outlined on page 2 of the *Manual for Faculty Evaluation*, “[r]evisions to the *Manual for Faculty Evaluation*, if any, are made in consultation with and the approval of the Faculty Senate Faculty Affairs Committee and the Faculty Senate Executive Committee for final approval by the full Faculty Senate;” and

WHEREAS, the Faculty Senate Faculty Affairs Committee has reviewed the task force report and believes the recommendations it contains would be useful in leading to more consistent treatment of our non-tenure-track teaching faculty; now, therefore, it is

RESOLVED, that the text accompanying this resolution is added to the *Manual for Faculty Evaluation* in the Best Practices Statements with the title “Best Practices and Recommendations Regarding the Supervision and Development of Non-Tenure-Track Teaching Faculty.”

Comment [LMY1]: In general, I am concerned that this is a shortcut for amending the FEM without going through the vetting process needed to amend it. Legally, I think we will face the argument that we have adopted these standards, or least we would have to argue about whether they have been adopted. For example, see comment on p7 of this document. To the extent this document creates due process rights for nontenure track faculty, those need to be adopted by the normal amendment process, including formal approval by the VP-AASS and GC, if not by Board approval.

Best Practices and Recommendations Regarding the Supervision and Development of Non-Tenure-Track Teaching Faculty

Chapter 4 of the *Faculty Handbook* recognizes three types of non-tenure-track faculty positions: teaching, research, and clinical. Faculty members in each type of position contribute to the instructional, research and service missions of the university in different ways. This document focuses on the particular contributions and related needs of the non-tenure track teaching faculty. It was prepared by Drs. Susan Martin, John Zomchick, and Sarah Gardial during FY2009, based on the earlier discussions with an ad hoc Task Force on Lecturers. It has been reviewed and revised based upon input from the Council of Deans and the Faculty Senate's Faculty Affairs Committee. This document contains recommendations that each academic department is encouraged to implement as fully as possible. However, it is recognized that special needs of individual units may require exceptions or modifications.

As parts of a research intensive university, the University of Tennessee, Knoxville (UTK) and the University of Tennessee Institute of Agriculture (UTIA) increasingly depend on the best efforts of a valuable cadre of non-tenure-track teaching faculty (NTTF) (normally holding the title of Lecturer) a) to expand our overall instructional capacity b) to create instructional efficiencies that allow our tenure-track faculty to engage more extensively in research, scholarly, and creative activities, c) to be, in some instances, the primary source of instruction for teaching-intensive classes with high demand, including many general education courses, d) to provide administrative and student support outside of the classroom, and e) to complement our tenure-track faculty by bringing valuable professional experiences to classrooms and curricula.

The growth in numbers and importance of our NTTF in the last ten years makes it imperative that UTK/UTIA continue to extend existing practices of moving towards hiring predominantly full-time, benefit-eligible NTTF, endowed with all the rights and responsibilities that are currently enumerated in chapter 4 of the *Faculty Handbook*. It is in university's best interests to devise and promulgate policies that recognize these individuals as important contributors to our instructional mission. This being the case, it is time to bring a more consistent and professional approach to hiring, retaining, and developing these faculty members. This "best practices" document should lead to improved hiring, employment, and supervision protocols; enhanced instructional support and feedback; increased opportunities for advancement and professional development; and greater acknowledgement of their contributions to our mission.

1. Minimum qualifications

UTK/UTIA adhere to the Southern Association of Colleges and Schools (SACS) requirements regarding professional qualifications of faculty. (See Appendix A) In general, preference is given to hiring lecturers who have earned a terminal degree in the discipline. Within the framework of the SACS requirements, individual units may establish more narrowly or broadly defined sets of guidelines tailored to the academic needs of the unit and sensitive to the limitations of the job market in their particular discipline, subject to approval by the college dean and the Provost.

2. Search Process

There is currently no requirement that departments follow university search procedures in the recruitment of lecturers. This report recommends that, when new lecturer positions are needed, searches use a combination of national, regional, and local recruitment strategies to develop a pool of qualified candidates. These strategies include:

- annual advertisement in the *Chronicle of Higher Education* (see process described below)
- advertisement through disciplinary list servers
- soliciting candidates through networks of local contacts

Process for National Advertising

The position of Lecturer is a renewable, year-to-year, non-tenure track appointment. The Office of the Provost, the Office of Equity and Diversity (OED), and the Office of Human Resources (HR) have developed a process designed to recruit persons interested in Lecturer positions. This process is summarized below:

- Each spring (March), the Office of the Provost will contact all departments and request a listing of anticipated Lecturer positions potentially needed for the upcoming academic year.
- The Office of Human Resources will publish the listing of anticipated positions along with appropriate qualifications in the *Chronicle of Higher Education* and with the Office of Equity and Diversity for posting on HigherEdjobs.com and InsideHigherEd.com.
- All applicants interested in the anticipated positions will submit resumes to the Office of Equity and Diversity. Upon receipt of the resume, OED will:
 - properly notify applicants of receipt of the resume and request completion of the UT Self-identification Form; and,
 - notify departments of the resumes and encourage their review and consideration.
- Resumes submitted for the anticipated lecturer positions will be maintained by OED for a period of one year. The pool should be refreshed each year through the same combination of recruitment techniques.

Process for Appointment

Units will-should develop procedures for screening and appointing lecturers consistent with Chapter 4 of the *Faculty Handbook*.

- Departments will select candidates for review, conduct campus interviews, and notify all appropriate offices (College, Office of the Provost, and Human Resources) of persons pending job offers.

Comment [LMY2]: Was there an extra word here?

- Official letters of offer will be sent by the Office of the Provost.
- The Office of Human Resources will work with the department to schedule New Hire Orientation.
- The Office of Human Resources will submit a copy of the job acceptance letter to the Office of Equity and Diversity so that the OED search file can be closed.

Process for Reappointment

Because the position of lecturer is a renewable, year-to-year, non-tenure track appointment, all lecturers must be re-appointed annually. The following is the recommended process for the reappointment of lecturers.

- All current lecturers are notified of the opportunity for positions for the next academic year as early in spring semester as possible and given a timeline to apply
- The department reviews and screens applications from current as well as new or returning applicants (from whatever source including the national ad process described above)
- After selecting the lecturers to be appointed for the next year, the department notifies all appropriate offices of new appointments
- Letters of reappointment are issued by the Provost's office

3. Term of Initial Appointment

UTK/UTIA follow most of our peer institutions in confirming one year as the normal term for an initial appointment. Our preference is to hire full-time lecturers with benefits to the extent possible.

4. Workload and Evaluation for Lecturers

Workload

- Lecturers appointed at 100% teach 12 credit hours per semester. Some departments, with the approval of the dean and the vice provost for academic affairs, may substitute number of students taught for credit hours. Because there can be no single formula that will cover all such substitutions, it is the responsibility of the department to show that the proposed number of students taught per semester is comparable to the work load of lecturers who teach 12 credit hours.
- Lecturers may have their teaching workloads adjusted in order to perform administrative or other important service tasks, essential to the efficient operation of the unit. Such tasks might include, but are not limited to, student advising, coordination of a course or set of courses with multiple sections and instructors, committee service, or professional development that requires a substantial commitment of time.

Comment [LMY3]: Should this be changed or removed now that the changes are actually going into the handbook?

In fact, I would recommend that all the process from here down needs to be approved for addition at least into the text of the MFE unless it is going to vary by unit.

- In every case, workload adjustments will be determined by the administrative head of the unit and are subject to review by the college dean and the Provost.

Evaluation

- Every lecturer must be evaluated annually, but not every annual evaluation must be equally extensive. Individual units should determine the appropriate kinds of evaluations, including intervals for extensive and less extensive evaluations.
- The nature of the evaluation will be determined by the responsible unit. It is strongly recommended that lecturers in the unit participate in establishing and, where appropriate depending on the size of the lecturer population, reviewing evaluation criteria and processes.
- Lecturers will be evaluated based on their workload. For lecturers whose sole responsibility is instruction, the evaluation should cover most if not all of the following elements.
 - a. Peer evaluation of classroom instruction
 - b. Review of SAIS scores
 - c. Review of course materials, both print and electronic
 - d. Review of grading, including examples of graded assignments, where appropriate
- Lecturers should also be given the opportunity of showing evidence of professional development as part of their annual review. While such examples will vary according to discipline, they might include attendance at professional conferences, participation in workshops aimed at improving course delivery (including the innovative use of technology in the classroom), outside professional activity related to the discipline, and so on.
- Annual evaluations of lecturers are to be kept on file in the responsible unit. In the event that a lecturer seeks promotion to the next level on the career ladder, these evaluations will become part of the promotion dossier
- Annual evaluations should be the basis for merit raises, when such raises are available, as well as provide a basis for decisions regarding staffing and contract renewal.

5. Professional Development

Across the board at our peer institutions, professional development opportunities for NTTF seem to vary by department and are dependent on funding. Following are items typically included under the category of professional development.

- Travel support for professional conferences (all peer institutions appear to offer some level of travel funding for lecturers)
- Faculty development workshops (both departmental and via Centers for Teaching)
- Awards (for teaching, release time, etc.)
- Mentoring by senior faculty
- Professional leave (LSU)¹

Likewise, professional support for UTK/UTIA NTTF varies by unit. Some examples of campus, college, and departmental initiatives are listed in Appendix B. While the relative dependence on NTTF support and financial resources will obviously vary by college, and even by department within a college, every effort should be made to utilize professional development as a way of attracting, retaining, and developing these faculty members.

Recommendations

- Lecturers should be provided with the means to remain professionally active in their field, including travel to professional conferences. Departments should be encouraged to establish faculty development funds that support professional conference travel for lecturers, especially when related to pedagogical duties. When department funds are not available, the College/University should provide opportunities for lecturers to compete for funding.
- Departments should be encouraged to expand faculty development opportunities (workshops, mentoring, teaching exchanges, peer class visits, etc.) to support and enhance the teaching of lecturers. There should be continued development of pedagogical workshops (like “Best Practices in Teaching”) through the Teaching and Learning Center that would create a dialogue about teaching that crosses rank and discipline.
- Lecturers are currently eligible for certain existing teaching awards. The University, as well as its Colleges and Departments should consider creating new awards to recognize outstanding teaching, scholarship, and service by Lecturers.
- The University should explore ways to make Lecturers eligible for course release time to work on course development and other mission-appropriate forms of

¹ Faculty leave policy at LSU:

Full-time faculty at the rank of instructor (or equivalent) or above who have completed six years of service on the campus without having received leave with pay may petition for sabbatical leave for study and research to enable them to increase their professional efficiency and usefulness to the University.

professional development.

- Lecturers are currently eligible for certain grants and may participate in studies as PIs. Grants on pedagogy and innovations in teaching should be further encouraged.

6. Governance

Colleges, schools, departments, and other academic units should review what roles (if any) they wish to extend to lecturers or other non-tenurable faculty in terms of governance. The use of the term "faculty" without any modifiers may be ambiguous, and academic units and faculty organizations should be clear as to whether they intend to include or exclude lecturers when using that term to describe who qualifies for membership and voting privileges. Academic units can consider which privileges of membership, such as voting privileges, should be extended to lecturers and to what extent. Units may also wish to decide whether lecturers should be eligible to serve on advisory or other governance committees. Faculty organizations should examine whether they wish to include lecturers in their membership and whether lecturers should be allowed to vote in the organization's elections.

7. Reappointment and Career Ladders

A Career Ladder Proposal for Lecturers

In view of retaining and hiring excellent teaching faculty, we recommend a three-tiered career ladder parallel to that of professorial faculty. This career ladder would include the titles of Lecturer, Senior Lecturer and Distinguished Lecturer. Pay raises would be associated with promotion from Lecturer to Senior Lecturer and promotion from Senior Lecturer to Distinguished Lecturer. Promotion is based on a review of teaching, service, professional development, and collegiality. Tenure will not be awarded at any of these ranks, and all service at any instructor rank will be excluded from the probationary period should the faculty member later be appointed to a tenure-track position.

Lecturer Rank

The initial hire for a NTTF lecturer would typically be at the lecturer rank. A NTTF may stay at this level for an indefinite period of time on renewable, one-year contracts. The following criteria should be considered for performance at this rank.

- Good instruction as evidenced by student evaluations, supervisor reviews, peer reviews, and annual departmental evaluations.
- Participation in department meetings and workshops related to programs of instruction.
- Well-developed instructional materials as required by the program.
- Adherence to the policies and procedures outlined the University of Tennessee Teaching Guide.

Comment [LMY4]: I recommend that everything from here down go into either the Handbook or at the very least, into the MFE. If NTTF are going to be entitled to process, like TTF, the standards for evaluation and promotion process need to be accessible. I would argue that having this information in this document is not prominent enough. Seems to me the DH has a hard enough time being sure to read the HB and MFE, much less the best practices addendum.

Senior Lecturer Rank

After five years as a Lecturer, faculty members would be eligible to apply for a position as Senior Lecturer. Promotion to the rank of senior lecturer may be accompanied by a renewable contract of up to three years. The main criterion for promotion to Senior Lecturer would be:

- Demonstration of outstanding teaching of undergraduate courses as evidenced by student evaluations, supervisor evaluations, peer evaluations, and annual departmental evaluations.

Other criteria used to determine promotion would be those related to the enhancement of teaching. They would include participation in the following types of activities.

- Professional development
- Course or curricular development
- Advising or mentoring
- Administration or service
- Scholarly or creative work

Distinguished Lecturer Rank

Senior Lecturers who have demonstrated significant achievement in two or more of the areas outlined above since their promotion to Senior Lecturer may apply for a position as Distinguished Lecturer. The time frame for this promotion would be flexible, but a three-to-five year period of time as a Senior Lecturer before initiating the promotion process is suggested. Promotion to the rank of distinguished lecturer may be accompanied by a renewable contract of up to five years.

Promotion Process

Promotion in rank for any NTTF is neither a requirement of continued employment, nor an entitlement for years of service without evidence of exceptional merit, continued professional development, and contribution in the assigned role. An approved promotion in rank is recognized by a change in title, increasing length of appointment contract, and a base salary adjustment.

NTTF members are eligible for promotion in rank in accordance with guidelines established by academic departments and approved by the appropriate dean and the Office of Academic Affairs. Such guidelines should outline the process and criteria for promotion to rank; they should be widely available along with other departmental and college documents related to promotion and tenure.

Consideration for promotion in rank shall include preparation of a dossier using a common university format, which may be based on relevant elements of the promotion and tenure dossier format for tenure-track faculty members. Typically such a dossier would include a statement of professional direction and accomplishment, a full *curriculum vitae*, and documentation of contribution to the instructional program. Colleges and departments may request supplemental materials. Guidelines for dossier development and departmental policies and procedures for the promotion process must be approved by the department, the appropriate dean, and the university's Office of Academic Affairs.

Dossier review will occur at the separate levels: the department, the college, and the Office of Academic Affairs. Final approval of all promotions rests with the Office of Academic Affairs.

Given that promotion decisions do not carry the same "up or out" decision associated with tenure, a negative recommendation on a promotion request need not translate into termination of employment. Faculty members may remain at the present rank as long as their performance warrants continue employment and serves departmental needs.

Comment [LMY5]: See above.

Appendix A: SACS Statement

(From *Principles of Accreditation*, Section 3: Comprehensive Standards)

3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

Credential Guidelines:

- a. Faculty teaching general education courses at the undergraduate level: doctor's or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).*
- b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctor's or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).*
- c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.*
- d. Faculty teaching baccalaureate courses: doctor's or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline). At least 25 percent of the discipline course hours in each undergraduate major are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline.*
- e. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/ terminal degree in the teaching discipline or a related discipline.*
- f. Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.*

Appendix B: Examples of UTK/UTIA NTFF Professional Development Opportunities

Travel Support

English: \$2100 per academic year.

Math: Limited funds available when there is extra money, but this is not advertised and lecturers must ask for funding.

Speech Comm: Will fund travel to academic conferences to present refereed papers at one-half the conference room rate and expenses for travel to the conference.

Management: \$2000 in travel funds (can vary according to budget).

MFL: Limited funds available on a first come, first served basis (no funds this year due to budget constraints and funding needs for 300-level courses).

Faculty Development Workshops

“New Faculty Orientation” for both TT and NTT faculty across the campus (in August before classes begin).

Campus-wide “Best Practices in Teaching” workshops through the Tennessee Teaching and Learning Center.

English: Fall teaching workshops are held the week before classes begin, with an end-of-fall workshop in December and informal brown-bags and discussions of teaching throughout the year.

Math: Lecturers may be invited to the GTA training sessions. All new instructional personnel (all ranks) watch video on avoiding sexual harassment. Mandatory meetings each semester about courses that lecturers teach. Follow-up meetings during the semester with course coordinators.

Speech Comm: Participation in training sessions required or individual sessions with coordinator.

Management: Four-day intensive course on teaching for new or inexperienced lecturers.

MFL: Four-day fall workshop combining preparation for the semester with more general workshops on teaching techniques. Short meetings (one or two days) at the beginning of spring semester devoted to practical matters.

Awards and Grants

A variety of awards and grants are available, both at the college- and campus-level. These include the following.

ITC “Faculty First” Grants available to all faculty, TT and NTT.

Professional Development and Research Awards (Office of Graduate Studies):

“Grants of up to \$5,000 will be awarded to faculty members who have specific needs for funds to support research or creative projects.... Priority will be given to applications from full-time, tenure and tenure-track faculty at the rank of Assistant Professor or above. Non-tenure-track lecturers and instructors may also apply.”

Chancellor’s Excellence in Teaching Award (open to all ranks)

College Lecturer Teaching Awards (e.g., A&S, CCI, and CBA).

Ready for the World Citation Award and RFTW project proposal funding (up to \$5,000).

English: an award recognizing teaching excellence by providing release-time awards for lecturers to conduct research, develop a new course, or take a graduate course; also release time for lecturers serving on time-intensive committees or in administrative positions.

Management: funding from the Dean and Dept. Head to take classes relevant to pedagogical interests and course development