Student Based Faculty Promotion Procedure for 15-16 Academic Year

**Student Based Faculty (SBF) Promotion Procedure**

**Promotion Candidate Expectations**

Student Based Faculty may apply for promotion during their fourth year of successful service to UMR. SBF denied promotion may reapply. Promotion to Senior Teaching Specialist (9771) or Senior Lecturer (9770) is dependent upon a **track record of exceptional teaching**, demonstrated in the following areas:

**For all Student Based Faculty:**

1. Teaching assigned courses. Note that documentation in this area could include but is not limited to the following types of activities:
   - In-class interaction with students that supports their academic success in the course
   - The development of course materials including in-class lessons, homework, assignment criteria, grading mechanisms, and online resources
   - Class preparation activities
   - Timely grading with useful feedback
   - Implementing pedagogical strategies to support UMR student learning research, as needed in a given semester

2. Academic support of students outside of class time including student interaction during Just ASK hours

3. Service to the Center for Learning Innovation (CLI) and/or UMR (e.g. serving on and actively participating in at least one committee each year)

**For Student Based Faculty co-teaching or team teaching:**

4. Responsibilities as a member of a collaborative instructional team (e.g. working with tenure-track faculty in their disciplinary area, if applicable; mentoring new SBF on the teaching team; collaboratively developing or improving course content and materials; implementing alterations necessary for learning research; etc.).

**A significant track record of successful performance in the following areas will also be considered:**

5. Continuing professional development in teaching and learning and/or the faculty member’s discipline (conferences, workshops, on-line tutorials, other professional development opportunities, and/or membership in professional organizations).

6. Responsibilities in specific Center for Learning Innovation roles (e.g. increased responsibility within committees, leadership in developing student and/or faculty workshops, developing student service opportunities, student capstone project supervision, etc.)

**General Process**

SBF in their fourth year of UMR teaching (or beyond) may identify their interest in applying for promotion via an email to the Vice Chancellor for Academic Affairs and Student Development (VCAASD) by October 1st. (The teaching portfolio will be submitted to the Vice Chancellor in early January as a PDF with a table of contents and numbered pages and will then be uploaded to a password protected site.) Samples of materials are available.

The Promotion and Review Committee will be provided with an orientation to personnel procedures (e.g. closed meetings, confidentiality, handling of materials, writing rationale statements, etc.). In February, the Promotion Committee will review portfolios and then vote to recommend or not recommend promotion for each candidate, providing a rationale for majority and minority votes. The chair of the committee will share the recommendations(s) and rationale(s) with the Vice Chancellor. The Vice Chancellor will review materials and provide his/her recommendation and the recommendations and statements of earlier review levels to the candidate. SBF promotion candidates can write a response to the recommendations and rationale(s) if desired before the final decision. Precise timelines for these activities will be established prior to the start of each academic year.

**Notes:**

- If SBF who have been promoted to Senior Teaching Specialist complete a Ph.D., they will be awarded the title of Senior Lecturer.
- For UMR SBF, the procedure for promotion to Senior Teaching Specialist (STS) or Senior Lecturer (SLec) is identical; those differing HR titles emanate from the degree held rather than differing expectations for teaching excellence.
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- During the 15-16 academic year, participation in the pilot “Roles and Responsibilities” is also expected. Following that pilot, this description of expectations will be revisited.

**Promotion Portfolio Contents**

Promotion candidates are asked to compile the following materials in a concise PDF “Promotion Portfolio” with a cover sheet, table of contents, numbered pages, and documentation in the following order:

1. **Cover sheet** (available online)
2. **Table of contents**
3. **Narrative:** Critical Reflection of teaching and description of collaboration with other CLI faculty members followed by a bullet-point listing of service roles and a list of courses taught, with links to syllabi embedded in course titles (6 pages maximum)
4. **Short curriculum vitae** (3 pages maximum)
5. Concise summary table of **quantitative student evaluations** by semester and course title/section number
6. T/TF teaching team colleague’s **observation statements** for each year of the pre-promotion period (this requirement is for SBF working directly with T/TF; SBF who do not work directly with a T/TF will begin having observation statements by the ADAP in 15-16 though materials from previous years will vary)
7. **Assessment material example** [e.g. a completed rubric for a learning artifact (paper, lab report, speech, etc.)] to demonstrate student progress toward delineated learning outcomes
8. **Letters of support:** Three letters of support describing teaching excellence, including at least one from a T/TF colleague with the others from either T/TF or senior SBF*

Additional optional materials may be included if desired; for example:

- Critical reflection of peer reviews of teaching (1 page maximum)
- Evidence of professional development (1 page maximum)
- Description of significant CLI roles (see #6 above, in the “Expectations” section) (1 page maximum)
- A teaching philosophy statement (1 page maximum)
- Copies of publications (prefer APA citation with a link to online publications if possible)
- APA citation(s) and abstract(s) for conference presentations during the review period
- Letters from alumni (not current students)
- Qualitative student feedback (e.g. a summary of formative assessments—not the raw data)
- Description of integrative teaching and learning projects [1 page maximum]

*Important notes regarding letters of support for promotion:

1. These letters need to be written by individuals who have direct experience with the promotion applicant, through teamteaching, teaching observation, and/or other collaborative teaching activities.
2. To ensure that letter writers are prepared, SBF considering applying for promotion must request observations by colleagues from whom they will request letters of support. Such requests should be made in the second semester of the second year or at the beginning of the third year.
3. During the 15-16 academic year, the ADAP will not be asked to write letters of support for promotion. The role of the ADAP in annual review and promotion will be revisited in the spring semester of 2016.
4. These letters of support should be provided by the letter writer to both the Vice Chancellor and the promotion candidate.