

Stephen F. Austin State University
James I. Perkins College of Education
Policy and Guidelines for Non-Tenure Track Promotion

Approved by COE College Council: 5/4/2020
Approved by the COE Leadership: 5/28/2020
Approved by the Dean: 6/17/2020
Date Approved by the Provost:

Stephen F. Austin State University has implemented a promotion pathway (career ladder) for non-tenure track full-time faculty who hold the positions of Clinical Instructor or Lecturer as defined by SFA policy 7.2 Academic Appointments and Titles. Clinical Instructors have the opportunity to advance their career through the levels of Clinical Instructor I, Clinical Instructor II, and Clinical Instructor III. Lecturers have the opportunity to advance their career through the levels of Lecturer I, Lecturer II, and Senior Lecturer. Every faculty member in the James I. Perkins College of Education (COE) is expected to meet high standards of professional competence, integrity, collaboration, and collegiality, to further the goals of his/her academic unit and support the College's Vision, Mission, Core Values and Goals.

In every case, a non-tenure track faculty member's performance in teaching and rendered service will be evaluated on the basis of specific rigorous criteria in written policy statements developed by the appropriate academic unit (hereafter referred to as unit) and approved by the Dean and Provost and Vice President for Academic Affairs. Collegiality is an expected component of each of the two required areas of professional responsibility (see Appendix A for examples). A candidate for promotion must demonstrate excellence in teaching and in service.

Individual non-tenure track faculty have the option to request the opportunity to engage in research and/or scholarly and creative activities. Requests for time to engage in research/scholarship/creative activities are made to the academic unit head and reassigned time may be made available to support the request. Completion of workload reassignment for research/scholarship/creative activity must be documented and may be considered during the promotion process.

All criteria for academic promotion of non-tenure track faculty (hereafter referred to as promotion) must be based on the application of the highest professional standards and must be consistent with University Policy 7.4, Academic Promotion of Full-time Faculty. The College of Education Promotion Policy and Guidelines adheres strictly to all sections of SFA policy 7.4, Academic Promotion of Full-time Faculty, but adds to the policy in the following manner.

I. Academic Promotion Award Review

Unit Level Non-Tenure Track Academic Promotion Award Review

The Unit Non-Tenure Track Promotion Committees in the College of Education (COE), composed of non-tenure track faculty members as outlined in University Policy 7.4, Academic Promotion, will individually review the portfolios of candidates being considered for promotion, using the rigorous criteria and completing the evaluation instrument

developed by the unit. After the review, the unit non-tenure track promotion committee meets to discuss each candidate's credentials and votes to recommend or not each candidate for promotion. The unit non-tenure track promotion committee chair or designated committee member records the vote and summarizes the committee's findings and recommendations related to teaching and service, and when appropriate, to research/scholarship/creativity, on the COE Promotion Committee form and committee members sign the form indicating whether they concur or not with the summary. Committee members who do not concur may write their reasons under their signature on the form. Using the rigorous criteria and completing the evaluation instrument developed by the unit, the unit leader reviews the portfolio and recommends to support or deny promotion along with supporting comments on the COE Promotion Administrator form. The unit leader notifies the candidate in writing of the status of the application for promotion and the recommendations of the unit non-tenure track promotion committee and the unit leader. Candidates being reviewed for promotion may respond to the unit recommendations according to the University Academic Promotion policy. The unit leader forwards the candidate's promotion portfolio, the COE Promotion Committee form, and the COE Promotion Administrator form, and any responses received from the candidate to the dean. The unit leader may meet with promotion candidate to share feedback.

College Level Academic Non-Tenure Track Promotion Award Review

The COE Non-Tenure Track Promotion Committees (one for promotion from level 1 to level 2^a and one for promotion from level 2 to level 3 or senior lecturer^b), consisting of level 2 or level 3 or senior lecture faculty members (elected by non-tenure track faculty) from each unit for^a, and level 3 or senior lecturer faculty members for^b from each unit individually reviews each submitted portfolio from the unit, using the rigorous criteria and completing the evaluation instrument developed by the unit. (If a unit has no level 3 or senior lecturers from which to elect a representative, then the process outlined in Policy 7.4 III 6b will be used to select a level 3 or senior lecturers to serve as the representative for unit that have none.)

After the review, the COE Non-Tenure Track Promotion Committee meets to discuss each candidate's credentials and to vote to recommend or not each candidate for promotion. The COE Non-Tenure Track Promotion Committee chair or designated committee member records the vote and summarizes the committee's findings and recommendations related to teaching and service and, when appropriate, on research/scholarship/creativity, on the COE Promotion Committee form and committee members sign the form indicating whether they concur or not with the summary. Committee members who do not concur may write their reasons under their signature on the form. Using the rigorous criteria and completing the evaluation instrument developed by the unit, the dean reviews the portfolio and records a recommendation for or against promotion along with supporting comments on the COE Promotion Administrator form. The dean notifies the candidate in writing of the status of the application for promotion and the recommendations of the COE Non-Tenure Track Promotion Committee and the dean. Candidates reviewed for promotion may respond to the college recommendations according to the University Academic Promotion policy. The dean forwards the candidate's promotion portfolio, the COE Promotion Committee forms, the COE Promotion Administrator forms, the SFA Promotion Summary form and any responses received from the candidate to the provost and vice president for academic affairs (VPAA). The dean may meet with the promotion candidate to share feedback

II. Evidence for Promotion

Evidence of Teaching Effectiveness

Teaching is the single most important role of the faculty in the College of Education. Effective teaching performance at all instructional levels is essential criteria in promotion decisions. Documentation should demonstrate how the candidate meets or exceeds the established standards. This category includes classroom, laboratory, and practicum instruction of high quality and significance as assessed through student and academic evaluations. This category may also include development and delivery of online, hybrid, and/or face-to-face courses, academic advising and student mentoring, tutoring and/or counseling students, mentoring colleagues, cross-campus collaborations, and supervision of undergraduate, graduate, and doctoral students. Results of evaluations by the academic unit head, peers, and students should reflect successful student learning outcomes. Other means of evaluating teaching effectiveness may be developed by individual academic units.

Evidence of Service

Non-tenure track candidates for promotion must be able to document a commitment to students, colleagues, academic unit, college, university, and professional community through participation in professional service activities. Documentation should demonstrate how the candidate meets or exceeds the established standards. Professional service includes committee memberships at the program, academic unit, college, and university levels as well as enrollment management (recruitment and retention) activities. Discipline-related services to local, regional, state, national, and international levels also demonstrates important contributions. In addition, participation in the activities of professional societies and organizations, especially through service in leadership roles, is a strong indication of professional commitment. Other means of evaluating service participation may be developed by individual academic units.

Evidence of Research and/or Scholarly and Creative Activities

Non-tenure track candidates for promotion may elect to engage in research and/or scholarly and creative activity of high quality and significance in exchange for reducing the expected generation of teaching units. When this option is elected, non-tenure track faculty will develop a research/creative activity/scholarly plan in conjunction with his/her unit head using the workload reassignment form. All non-tenure track faculty members are encouraged to engage in scholarly activity of high quality and significance to their program and field. Documentation should demonstrate how the candidate meets or exceeds the established standards. Examples of scholarly productivity may include but are not limited to presentations (oral, poster, panel) at professional meetings, editorships, and professional-based creative activities such as dance performances or culinary presentations, publications of monographs, books, book chapters, grants (internal and external), papers in scholarly and professional journals, and letters from business/scholarly groups. Important contributions may include but are not limited to design of web-based materials, electronically published material, development of software, and other creative activities. Other means of evaluating research and/or scholarly and creative activities may be developed by individual academic units.

The following chart was developed by the Faculty Senate Non-Tenure Track Career Ladder Committee and approved by the Deans' Council (Spring 2019).

Title	Expectations	Eligibility for	
		Promotion	Pay Level
Clinical Instructor III	A full-time, nine-month appointment. Must have a proven record of performance at all appropriate levels and evidence of substantial contributions to the profession as defined by the candidate's academic department.	This is the highest level at this classification.	\$4,000 raise for promotion. Also eligible for merit raises at this status.
Clinical Instructor II	A full-time, nine-month appointment. Must have a proven record of performance at all appropriate levels and evidence of contributions to the profession as defined by the candidate's academic department.	Must be at this level for a minimum of 5 years and satisfy criteria for Clin. Inst. III.*	\$2,000 raise for promotion. Also eligible for merit raises at this status.
Clinical Instructor I	A full-time, nine-month appointment. Entry level appointment. Faculty in this classification are those with expertise in professional practice disciplines where instruction does not necessarily take place in the traditional academic setting (e.g., nursing, hospitality).	Must be at this level for a minimum of 3 years and satisfy criteria for Clin. Inst. II.*	Negotiated for at time of appointment. Eligible for merit raises.
Senior Lecturer	A full-time, nine-month appointment requiring a terminal degree (or the equivalent in professional experience or credentials). Must have a proven record of performance at all appropriate levels and evidence of substantial contributions to the profession as defined by the candidate's academic department.	This is the highest level at this classification.	\$4,000 raise for promotion. Also eligible for merit raises at this status.
Lecturer II	A full-time, nine-month appointment. Must have a proven record of performance at all appropriate levels and evidence of contributions to the profession as defined by the candidate's academic department.	May be appointed to Senior Lecturer after a minimum of 5 years of experience and meeting criteria for this status.*	\$2,000 raise for promotion. Also eligible for merit raises at this status.
Lecturer I	A full-time, nine-month appointment to an on-going position. Master's degree minimum.	May be appointed to Lecturer II after a minimum of 3 years of experience and meeting criteria for this status.*	Negotiated for at time of appointment with a minimum entry level of \$40,000. Eligible for merit raises.
Adjunct	This position, whether part-time or full-time, is intended to be temporary, with appointments made on a semester-by-semester basis as required to fill instructional needs beyond those that can be covered by current faculty. Reoccurring full-time adjunct appointments should be considered as evidence for the necessity of an additional lecturer/tenure-track position.	Not eligible.	Pay per (3 SCH) course based on years of professional experience: 10+ = \$2,800-\$3,800 7-10 = \$2,650-\$3,200 0-6 = \$2,500-\$3,000 Eligible for gradient raises within years' experience classification, but not merit.

NOTE: Some Non-Tenure Track positions within the College of Education may be a twelve-month appointment.

*In the first year of implementation (AY2022), non-tenure track faculty who have already completed year 3 in the Clinical Instructor I or Lecturer I classification may immediately apply for Clinical Instructor II or Lecturer II classification. Likewise, non-tenure track faculty who have already completed year 8 in the Clinical Instructor I or Lecturer I classification may immediately apply for Clinical Instructor III or Senior Lecturer classification.

Appendix A

Examples of Evidence of Collegiality

Indicators of Collegiality are Examples. The list of examples may be woven into the three main categories of Teaching, Research and Service. The list below is not limited to or required elements, just suggestions.

Altruism

- Assist co-workers
- Shares materials appropriately
- Consults with others

Conscientiousness

- Puts forth extra effort on the job
- Serves on university-wide committees
- Volunteers for appropriate share of extra jobs or assignments
- Agrees to teach an appropriate share of undesirable courses
- Displays a generally positive attitude
- Has positive contact with co-workers within and outside academic unit
- Encourages and supports faculty

Sportsmanship

- Avoids excessive complaining
- Avoids petty grievances
- Not disruptive in meetings
- Negotiates respectfully with co-workers
- Praises achievements or awards of co-workers

Courtesy

- Does not “gossip” negatively about co-workers
- Challenges perceived injustices in a respectful manner
- Demonstrates respect towards co-workers
- Touches base with relevant person.

Civic Virtue

- Responds promptly to queries (i.e., phone calls, emails, text messages)
- Regularly attends meetings important to academic unit’s functioning
- Promptly keeps appointments with co-workers and administration
- Completes committee responsibilities and assignments on time
- Suggests improvements to the academic unit or college
- Contributes to joint efforts.