

Non-tenure Track Lecturers Promotion Guidelines

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Overview

The following guidelines are intended to maintain the College of Art and Design's high-quality academic programs by supporting and rewarding sustained excellence in teaching and service by our non-tenure track lecturers. These guidelines and processes do not supersede but supplement and further elaborate on the RIT Policies E04.0 and E06.0 regarding non-tenure track faculty promotion. CAD follows the RIT promotional timeline found in E06.D. The Provost's office creates a list of promotional requirements per rank, which will be available from the Dean's Office.

While it is incumbent on the candidate to demonstrate excellence in areas of teaching and service, it is the responsibility of the college and the candidate's school

to provide feedback and assessment. Starting from the hire date, the school will outline what is expected for promotion, assess the candidates' progress in fulfilling those expectations, and, if necessary, develop an appropriate improvement plan before seeking promotion.

Each school should provide all non-tenure track faculty with timely and frequent opportunities to assess their progress. These include regular annual reviews, peer evaluations of teaching, and establishing clear expectations for promotion as outlined in this document and the university policies. Support continues after the promotion through regular annual reviews, mentorship, and peer evaluations of teaching.

Expectations for Non-tenure Track Lecturers

Lecturers in the College of Art and Design contribute to the college's mission through teaching and service. Lecturers are regarded primarily as teachers in specialized areas of instruction within the college. The school director determines their specific duties where they hold their appointment.

1. Teaching

Teaching is the foremost activity and includes the following:

- Effectively present knowledge and expertise in the classroom setting
- Engage in innovative instructional methods and materials that lead to learning
- Effectively and fairly evaluate the quality of the learner's work
- Support student success

A candidate must demonstrate achievements in teaching, as validated in their promotion dossier.

This includes but is not limited to:

- Teaching courses that are relevant to school needs
- Clearly conveying a commitment to innovative pedagogical development
- Developing/enhancing departmental curricula and Programs
- Demonstrating leadership in student mentoring and advising



There are three ranks of lecturer at RIT: **Lecturer**, **Senior Lecturer**, and **Principal Lecturer**. Lecturers are expected to participate in service activities appropriate to their rank.

2. Service

Service refers to activities that contribute directly or indirectly to the well-being of the university, college, school, profession, or broader community

Lecturer

- Expected to engage in program and school level service activities
- Not expected to participate in college or university-level service

Senior Lecturer

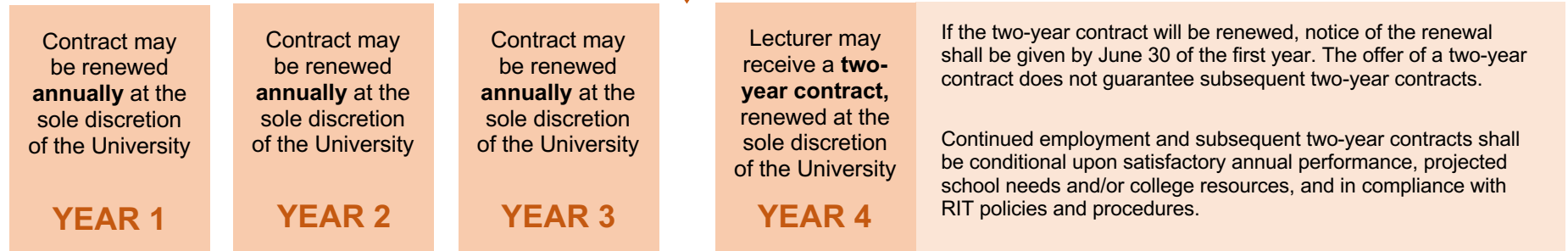
- Expected to engage in program, school, and college-level service activities
- These levels of service activities do not have to occur simultaneously

Principal Lecturer

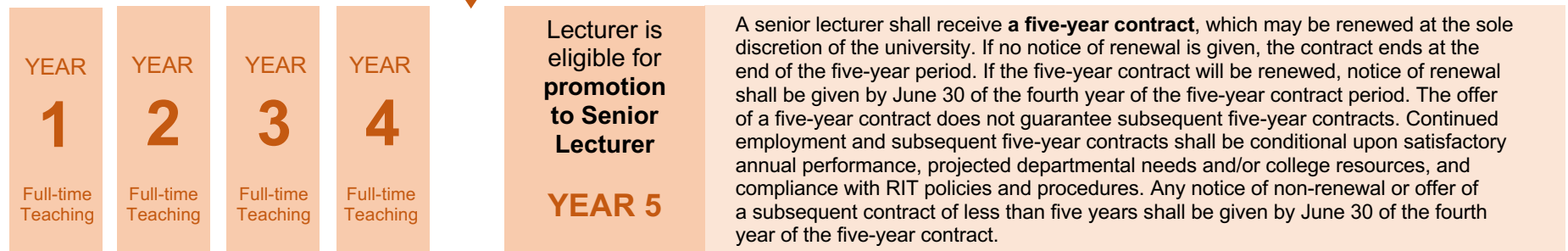
- Expected to engage in program, school, college, and/or university-level service activities
- These levels of service activities do not have to occur simultaneously

Contracts and Promotion Timelines

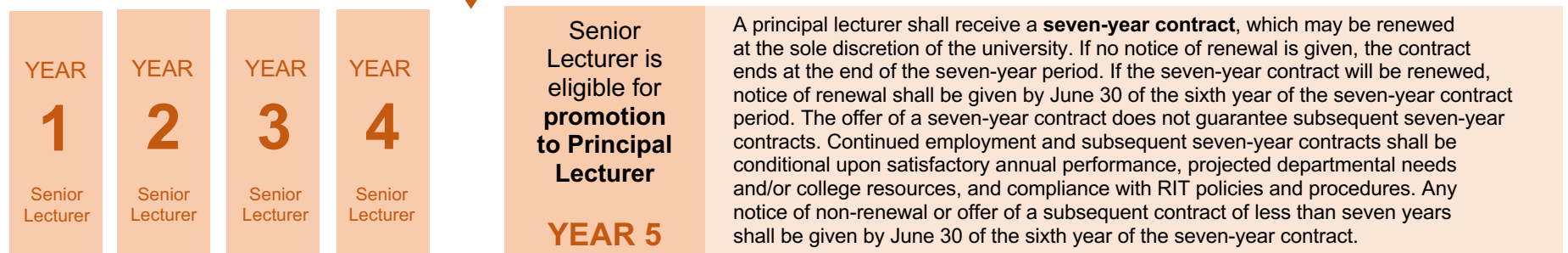
Lecturer



Senior Lecturer



Principal Lecturer



Promotion Criteria for Non-tenure Track Lecturers

Teaching

Candidates must provide evidence of a **pattern of exceptional teaching**. This evidence may include, but not be limited to, one or more of the following:

- Course evaluations
- Annual supervisor evaluations
- Peer observations of teaching
- Letters of support from colleagues
- Teaching grants and/or instructional awards received (or submitted)
- Evidence of contributions to curriculum development
- Evidence of enhancing teaching/learning effectiveness by way of inclusion of materials from diverse perspectives
- Sample of teaching materials such as course assignments, rubrics, sample reading, lists of support materials for projects
- Examples of student work from a cross-section of courses displaying the breadth, depth, creativity, and diversity of work created in courses taught
- Evidence of enhancing teaching/learning effectiveness by way of innovative engagements with technology that cultivate a richer classroom dynamic
- Evidence that one has met or exceeded best practices with regards to one's syllabi and/or evidence of exceptional efforts toward student mentorship

Promotion is based on past accomplishments, but its purpose is oriented toward the future. It is based on expectations about the candidate's **future accomplishments and impact** as well as the **needs and resources** of the college.

Service

This is not an exhaustive list of contributions in the area of service, and individual faculty members are not expected to contribute in all of the areas listed.

The College of Art and Design recognizes that service is not simply committee membership and that credit for service should consider the **quality of participation**, including the ability to work collaboratively with others.

- **Academic Service:** activities focusing on curriculum, student success initiatives, and/or mentorship
- **Professional Service:** active committee membership or committee chair and in RIT, state, regional, national, or international professional organizations, in roles such as a committee member, board member, officer, conference coordinator, or moderator
- **Community Service:** community education, outreach and consultation connected to the instructional and/or supervision activities associated with the position

Research and Scholarly Activity

The College of Art and Design recognizes that the research and scholarship expectations for non-tenure-track teaching faculty differ significantly from those for tenure-track faculty. Therefore, research endeavors specific to the teaching assignment and/or support student success initiatives are **not required for promotion** but will be recognized and acknowledged as part of this process. This includes engagement in research in the areas of teaching, pedagogy, and student success. Efforts to secure internal/external funding that support or promote student success and quality instruction are also not required for promotion but will be similarly recognized and acknowledged as indicated above.

Promotion from Lecturer to Senior Lecturer

Candidates seeking promotion to Senior Lecturer should develop a dossier highlighting **noteworthy academic accomplishments in teaching, educational continuity, and service to the program and school**. This reviewing period of at least four years of full-time teaching should provide a sufficient basis for evaluating impact.

Examples of evidence to demonstrate **distinction in teaching** should include the following:

- Evaluations of teaching indicating quality teaching through course evaluations and the annual School Director's evaluation
- Peer evaluations
- Evidence of innovative course development
- Evidence of continued professional development
- Evidence of development/improvement of teaching performance

A candidate for the rank of Senior Lecturer must also demonstrate **significant service-related contributions to the program and school**. Typical duties may include but are not limited to, the following:

- Serving on committee(s) in program, school
- Participating in college-wide recruitment efforts
- Service in state or regional professional organizations (i.e., committee member, board member, or officer)
- Providing significant, professionally related service to the community.

Promotion from Senior Lecturer to Principal Lecturer

Candidates for promotion to Principal Lecturer will be considered under the same criteria but must meet **appropriately higher expectations regarding the scope, range, or impact of activities, in addition to demonstrating ongoing growth as excellent teachers**. Evidence of effective and expansive pedagogical initiatives, such as but not limited to these examples:

- Advancing the understanding and engagement of an effective learning environment
- Involvement with pedagogy beyond the individual classroom
- Engaging student program learning outcomes and/or other strategic planning priorities of the school, college, or university
- Evidence of intentional use of technology, inclusive engagement of multiple methods of learning styles, and creativity in the classroom

The distinction in service to the program, school, and college is indicated by a record of noteworthy service that may include, but not be limited to, the following:

- Serving on committees that are time-intensive and/or serving as a committee chair
- Serving as an Undergraduate Program or Graduate Director for more than three years
- Serving in an administrative role in the program, school, or college for more than three years
- Serving as a committee member, officer, or board member in regional, national or international art/ technology or design organizations
- Providing significant, professionally related service to the community for over three years.
- Providing service to the University is not required but will be acknowledge if provided.

While not required, excellence in research or scholarly activity, especially as relevant to the teaching mission, will be acknowledged.

Review for promotion to Principal Lecturer will focus primarily on the candidate's accomplishments in the years since appointment at the senior lecturer rank; attention is paid to specific plans for the next phase of their career trajectory.

University Policies and Resources

- **RIT Policy E04.0 – Faculty Employment**
<https://www.rit.edu/academicaffairs/policiesmanual/e040>
- **RIT Policy E06.0 – Faculty Rank and Promotion**
<https://www.rit.edu/academicaffairs/policiesmanual/e060>

Specific Information

- The College of Art and Design follows the **RIT promotional timeline** found in **E06.D** (<https://www.rit.edu/academicaffairs/policiesmanual/e060>)
- Yearly, The Provost's office creates an **updated list of promotional requirements per rank**, which is distributed from the Dean's Office to faculty who have accepted their nomination to apply for promotion.