**NON-TENURE TRACK FACULTY POLICIES AND PROCEDURES FOR PROMOTION AND REVIEW AT EAST TENNESSEE STATE UNIVERSITY,**

**CLEMMER COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

**CURRICULUM AND INSTRUCTION**

Clemmer College of Education and Human Development recognizes and is committed to achievement in teaching. The college has prepared this document to provide guidelines for Officers of Instruction seeking promotion. There are two primary types of Officers of Instruction: Lecturers and Clinical Instructors.

Table 1. Officer of Instruction Classification and Ranks

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| --- | --- | --- | --- |
| Classification | Ranks | | |
| Lecturer | Lecturer | Senior Lecturer | Master Lecturer |
| Clinical Instructor | Clinical Instructor | Senior Clinical Instructor | Master Clinical Instructor |

Candidates eligible for promotion should demonstrate effectiveness in teaching and commitment to student learning and service. A candidate’s performance will be assessed by criteria of effective teaching and contributions to student development, commitment to professionalization, and service to the department and college outlined in this document.

The following ETSU policies guide the Clemmer College of Education and Human Development Clinical Instructor and Lecturer promotion policy and procedures:

Definition of Faculty and Types of Faculty Appointments: <https://www.etsu.edu/policies/documents/definition_of_faculty_and_types_of_faculty_appointments_08242020.pdf>

Promotion of Lecturers: <https://www.etsu.edu/policies/academic/promotion_lecturer.php>

Departments shall be responsible for developing written criteria, guidelines, and timelines for lecturer/clinical instructor promotions. Criteria, guidelines, and timelines shall be approved by the dean. To ensure criteria and guidelines are consistently meeting the goals of the department, as well as the professional development goals of the lecturers/clinical instructors, criteria and guidelines should be reviewed by academic departments and approved by the dean of the college every three years.

The *Definition of Faculty and Types of Faculty Appointments* policy defines clinical and lecturer faculty:

**Clinical Professor Appointments**

A non-tenure track paid appointment for individuals with primary duties in the area of clinical instruction. The focus of their work is on the practice of a profession. Faculty in this classification participate in the academic programs by providing professional services, by exposing students to their professional expertise, and by directing students' educational experiences in clinical or professional settings where the faculty members practice. Clinical-track appointments may be supported, in whole or in part, by funds from appropriations, grants, contracts, clinical practice, clinical or professional facilities, or from other sources.

Ranks in the Clinical Professor classification in ascending order are clinical professor, senior clinical professor, and master clinical professor.

Appointments of regular full-time faculty that  
• are non-tenurable for a fixed term  
• are renewable  
• permit promotion in rank  
• If noted in the hiring contract as convertible, may be converted to tenure-track at any time prior to but not later than the expiration of the first three-year term, depending on funding availability and faculty performance. In instances where the appointment is converted to tenure-track, the three (3) years served in the clinical-track appointment, at the discretion of the president, may be credited toward the individual’s probationary status. Convertible track appointments not converted within the three-year period automatically revert to non-  
convertible clinical-track appointments. Clinical-track appointments may be supported, in whole or in part, by funds from appropriations, grants, contracts, clinical practice, clinical or professional facilities, or from other sources.

**Lecturer-Faculty Appointments**

A non-tenure track paid appointment for individuals with primary duties in the area of undergraduate instruction. Such appointments may include (1) mentoring undergraduate students, (2) instruction, and (3) design and development of courses and the curriculum. Initial lecturer appointments may be granted for up to three years with an annual performance review conducted by the appropriate academic administrator or supervisor. Appointments may be renewed for further terms of up to three years following any satisfactory performance review. Ranks in this classification in ascending order are lecturer, senior lecturer, master lecturer.

Appointments of regular full-time faculty that  
• are non-tenurable  
• are renewable  
• permit promotion in rank.

**Promotion Policy for Lecturers or Clinical Instructors**

Academic ranks for lecturers have been outlined in ETSU policy (<https://www.etsu.edu/policies/academic/promotion_lecturer.php>). Clemmer College of Education and Human Development utilizes parallel processes for Clinical Instructors.

Applications for promotion may be made after a minimum of five years in rank.

Departmental promotion committees should consist of all tenured, tenure-track, clinical and research faculty, and lecturers/clinical instructors of higher rank than the applicant.

Departmental recommendations for promotion shall be submitted through the chairs and approved by the dean. The candidate may appeal the dean's decision following the guidelines outlined in the Board of Trustees policy on faculty promotion.

Salary increments for promotion will be an 8% increase in base salary upon promotion to Senior Lecturer or Senior Clinical Instructor, and a 10% increase in base salary upon promotion to Master Lecturer or Master Clinical Instructor.

**Lecturer or Clinical Instructor (Level I)**

To be renewed as Lecturer or Clinical Instructor, candidates must have:

1. Master's or terminal degree from an accredited institution in the instructional discipline or related area.
2. Evidence of good character, mature attitude, and professional integrity.
3. Demonstrated ability in instruction and student development.

To be renewed as Lecturer or Clinical Instructor, the candidate must also provide evidence of:

1. Maintaining and updating course materials each semester beyond simply exporting and importing materials from the LMS from previous semester(s) (e.g., links updated, correctly dated materials, add personal touch to assignments, etc.);
2. Selecting and ordering instructional materials that are appropriate for content and course outcomes;
3. Fostering resilient classroom experience (e.g., policies, procedures, materials, etc.);
4. Providing timely, consistent, and constructive feedback and student communication;
5. Implementing student evaluative feedback at mid-semester; and
6. Supporting students who struggle (e.g., CARE Reports, regular student meetings, providing materials and resources, development of self-regulated learner behaviors, other duties as assigned, etc.).

**Senior Lecturer or Senior Clinical Instructor (Level II)**

A full-time Lecturer or Clinical Instructor who by August 15 of their review year, having served as a full-time Lecturer or Clinical Instructor at East Tennessee State University for five consecutive years is eligible to apply for promotion to Senior Lecturer or Senior Clinical Instructor. The candidate for Senior Lecturer or Senior Clinical Instructor should demonstrate evidence of high quality teaching, contributions to student development, commitment to professionalization, and service to the department and college.

To be promoted to Senior Lecturer or Senior Clinical Instructor, the candidate must have:

* Served at least 5 years as a Lecturer or Clinical Faculty;
* Master’s or terminal degree from an accredited institution in the instructional discipline or related area;
* Documented evidence of
  + high-quality teaching and contributions to student development;
  + professionalization; and
  + service to the department and/or college.

**Master Lecturer or Master Clinical Instructor (Level III)**

A Senior Lecturer or Senior Clinical Instructor Faculty who by August 15 of their review year, having served as a full-time Senior Lecturer or Clinical Faculty at East Tennessee State University for five consecutive years is eligible for promotion to Master Lecturer or Master Clinical Instructor. The candidate for Master Lecturer or Master Clinical Instructor should demonstrate evidence of superior teaching excellence and superior contributions to student development.

To be promoted to Master Lecturer or Master Clinical Instructor, the candidate must have:

* Served at least 5 years as a Senior Lecturer or Senior Clinical Faculty;
* Master’s or terminal degree from an accredited institution in the instructional discipline or related area;
* Documented evidence of high-quality teaching and contributions to student development;
* Documented evidence of professionalization; and
* Documented evidence of service to the department and/or college.

**Documented Evidence**

Below is a list of activities from which candidates can choose and the point value for each. Each activity is assigned points from 1 to 5 based on its level and intensity. Promotion requirements are for a total number of points accrued as outlined below. No points will be accrued for which candidates are otherwise compensated (e.g., course release, internal or external funds). In some areas of the chart, examples are provided in parentheses to provide ideas relevant to the category however are not meant as a checklist of requirements to meet that category. A supporting document must be submitted that includes a chart for each academic year with the completed activities highlighted and documented evidence of each activity included in the dossier.

The activities in the chart below are intended to provide the maximum possible range of options from which candidates can accrue points in ways that fit their unique positions, interests, and skills. It is not necessary or expected that candidates will complete only the five-point categories; rather, it is expected that candidates will accrue points from a variety of categories.

A promotion mentor will be assigned upon the hire of the Lecturer/Clinical Instructor to mentor the faculty member through the process and help identify any “other/additional” categories for promotion.

To be considered for promotion from a Lecturer/Clinical Instructor (Level I) to a Senior Lecturer/Clinical Instructor (Level II), a candidate must earn at least 75 points by the end of their fifth year at rank in *teaching contributions to student development and professionalism*, and an additional 25 points in *service to the department and/or college including research and administrative activities.*

* Applications for promotion may be made after a minimum of five years in rank.
* Step 1 must be met.
* Step 2 must be met with 100 total points, of which 75 must fall under *Teaching, Student Development, and Professionalism.*

To be considered for promotion from a Senior Lecturer/Clinical Instructor (Level II) to a Master Lecturer/Clinical Instructor (Level III), a candidate must earn at least 100 points by the end of their fifth year at rank in *teaching contributions to student development and professionalism*, and an additional 50 points in *service to the department and/or college including research and administrative activities.*

* Applications for promotion may be made after a minimum of five years in rank.
* Step 1 must be met.
* Step 2 must be met with 150 total points, of which 100 must fall under *Teaching, Student Development, and Professionalism.*

Accrual of Points

A candidate may accrue the point amount for an activity once per academic year. For example, if a candidate presents at a national conference every year in a five year period, they accrue five points each academic year (totaling 25 points). However, if they present at a national conference twice in the same academic year, then they accrue five points.

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|  | **Evidence of High-Quality Teaching, Contributions to Student Development, and Professionalism** | | | |  |
| **Name:**  **Rank:**  **Review Period Year 1:**  **Review Period Year 2:**  **Review Period Year 3:**  **Review Period Year 4:**  **Review Period Year 5:** | | | | | |
| **Step 1** | | | | | |
| Earns yearly average of strongly agree or agree on 70% of SAIs over the most recent, consecutive 5-year period | | | | | |
| **If SAI average over most recent, consecutive 5-year period is 70% or above, move to Step 2. If SAI average is below 70%, candidate is not eligible at this time. In order to be eligible, the candidate will need SAIs at 70% in the most recent, consecutive 5-year period. The candidate may reapply when they meet this metric.** | | | | | |
| **Step 2** | | | | | |
|  | **Category III (5pts)** | **Category II (3 pts)** | | **Category I (1 pt)** | **Total Points** |
|  | Receives a state or national recognition relevant to teaching, professionalism, or student development and/or mentorship | | Receives a college or university recognition relevant to teaching, professionalism, or student development and/or mentorship | Nominated for a recognition relevant to teaching, professionalism, or student development and/or mentorship | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Invited guest lecture(s) for another academic institution | | Invited guest lecture(s) for another college within ETSU | Invited guest lecture(s) within department or college | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Receives advanced clinical/professional degree, certification, or continuing education credit that is nationally recognized  related to teaching responsibilities or aligned with mission, vision, and values of department and college | | Maintains licensure and/or receives re-certification related to teaching responsibilities or aligned with mission, vision, and values of department and college | Receives continuing education credits or badge, relevant to licensure or certification, in content specific to teaching responsibilities or aligned with mission, vision, and values of department and college | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Attends 4-5 trainings or workshops with content focused on teaching pedagogy, andragogy, and/or delivery | | Attends 2-3 trainings or workshops with content focused on teaching pedagogy, andragogy, and/or delivery | Attends 1 training or workshop with content focused on teaching pedagogy, andragogy, and/or delivery | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Incorporates significant new, evidence-based practices, high-impact method, or quality engagement process of instruction in three or more courses | | Incorporates significant new, evidence-based practices, high-impact method, or quality engagement process in two courses | Incorporates significant new, evidence-based practices, high-impact method, or quality engagement process in one course | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
| (Each form of evidence may only be counted once for this category.) | Evidence for commitment to incorporating justice, equity, diversity, and inclusion in activities outside the university (i.e., profession, community, etc.) not otherwise credited in other categories/activities | | Evidence for commitment to incorporating justice, equity, diversity, and inclusion in activities at the college and/or university not otherwise credited in other categories/activities | Evidence for commitment to incorporating justice, equity, diversity, and inclusion in teaching not otherwise credited in other categories/activities | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Positive peer review of a course provided by external reviewer outside of college | | Positive peer review of a course provided by colleague within the college and/or evidence of improvement/development based on previous reviews | Positive peer review of two or more courses provided by colleague within the department | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Three or more positive teaching evaluations from colleagues | | Two positive teaching evaluations from colleagues | One positive teaching evaluation from colleagues | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Serves as lead faculty mentoring adjuncts and/or updating/ revising content across 3 courses or across 3 sections of differing delivery methods (face-to-face, online, hybrid) | | Serves as lead faculty mentoring adjuncts and/or updating/ revising content across 2 courses or across 2 sections of differing delivery methods (face-to-face, online, hybrid) | Serves as lead faculty mentoring adjuncts and updating/ revising content across 1 course | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Leads a team to develop new concentration, program, minor, or certificate and is responsible for submitting to Curriculog and or accrediting body for review and approval | | Actively participates as part of a team to redesign or make significant revisions (>75%) to at least 2 courses to develop new concentration, program, minor, or certificate | Actively participates as part of a team to redesign or make significant revisions (>75%) to 1 course to develop new concentration, program, minor, or certificate | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Coordinates creation of a new conference relevant to teaching, professionalism, or student development and/or mentorship | | Coordination of a recurrent conference relevant to teaching, professionalism, or student development and/or mentorship | Coordination of conference track (or other limited scope coordination) relevant to teaching, professionalism, or student development and/or mentorship | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Chairs a dissertation, thesis, or capstone committee for a student in the department | | Serves on a dissertation, thesis, or capstone committee for a student in the department | Provides mentorship to students for a dissertation, thesis, or capstone project | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Other activity: Additional item(s) and point(s) negotiated with and approved by the Promotion Mentor and Chair prior to review | | Other activity: Additional item(s) and point(s) negotiated with and approved by the Promotion Mentor and Chair prior to review | Other activity: Additional item(s) and point(s) negotiated with and approved by the Promotion Mentor and Chair prior to review | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | *Teaching, Student Development, and Professionalism Total Points:* | | |  |  |

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|  | **Evidence of Service to the Department, College, University, Profession, and Community** | | |  |
|  | **Category III (5pts)** | **Category II (3 pts)** | **Category I (1 pt)** | **Total Points** |
| **Step 2 (continued)** | | | | |
| (Each form of evidence may only be counted once for this category.) | Serves on 1 or more department, college, or university committees *with significant commitment as documented by the committee chair* | Serves on 2 or more department, college, or university committees | Serves on 1 department, college, or university committee | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Directs, collaborates, and publishes student research project or presentation at  national, state, or regional level | Directs and collaborates student research project or presentation culminating in state or regional level  presentation | Collaborates with students on research project or presentation culminating in university level presentation | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Organizes student community service project that requires significant commitment as approved by the program director and  department chair (requires overnight travel) | Organizes student community service project that requires significant commitment as approved by the program director and department chair | Serves as advisor for student organization | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Creates a new community program relevant to department, college, or university goals and values | Coordinates or holds a leadership position in a community program relevant to department, college, or university goals and values | Service on a committee or advisory board for a community program relevant to department, college, or university goals and values | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Represents ETSU at region-wide recruiting events | Represents ETSU at university-wide recruiting events | Represents ETSU at college-wide recruiting events | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Serves as a consultant at the national or international level to governmental, education, or health related organizations | Serves as a consultant at the regional level to governmental, education, or health related organizations | Serves as a consultant at the  state/local level to governmental, education, or health related organizations | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Serves on a professional organization committee at the national level or executive board member at national level | Serves on a professional organization committee at the state level or as an executive board member on the state level | Attends local, state, regional, or national professional organization meetings | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Receives a recognition for service (state or national) | Receives recognition for service (college or university) | Nominated for a recognition for service | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Involved in clinical/professional  practice related to teaching or research  interests an average of three or more hours per week (annually) | Involved in clinical/professional  practice related to teaching or research  interests an average of two hours per week (annually) | Involved in clinical/professional  practice related to teaching or research  interests an average of one hour per week (annually) | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Other activity: Additional item(s) and point(s) negotiated with and approved by the Promotion Mentor and Chair prior to review | Other activity: Additional item(s) and point(s) negotiated with and approved by the Promotion Mentor and Chair prior to review | Other activity: Additional item(s) and point(s) negotiated with and approved by the Promotion Mentor and Chair prior to review | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | *Service Total Points:* | |  |  |

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|  | **Evidence of High-Quality Scholarship and Research** | | |  |
|  | **Category III (5pts)** | **Category II (3 pts)** | **Category I (1 pt)** | **Total Points** |
| **Step 2 (continued)** | | | | |
|  | Presents at a state, national, or international workshop or conference | Presents at a regional workshop or conference | Presents at a local workshop or conference | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Scholarly contributions to the field as appropriate (e.g., develop and publish teaching or clinical materials, publish in the practice literature, grant applications) | Scholarly contributions  to the university as appropriate (e.g., develop workshop of resources to be disseminated via the Center for Teaching Excellence) | Scholarly contributions  to the college as appropriate (e.g., lesson plan templates, course rubrics) | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Receives external grant relevant to teaching, scholarship, student development, or professionalism | Receives university level grant relevant to teaching, scholarship, student development, or professionalism (e.g., PGIA, IDG, RDC, etc.) | Receives college level grant relevant to teaching, scholarship, student development, or professionalism (e.g., SRA, IRAC, etc.) | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Other activity: Additional item(s) and point(s) negotiated with and approved by the Promotion Mentor and Chair prior to review | Other activity: Additional item(s) and point(s) negotiated with and approved by the Promotion Mentor and Chair prior to review | Other activity: Additional item(s) and point(s) negotiated with and approved by the Promotion Mentor and Chair prior to review | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | *Scholarship and Research Total Points:* | |  |  |

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| --- | --- | --- | --- | --- |
|  | **Evidence of High-Quality Administration or Leadership** | | |  |
|  | **Category III (5pts)** | **Category II (3 pts)** | **Category I (1 pt)** | **Total Points** |
| **Step 2 (continued)** | | | | |
|  | Collaboration with the Director of Field Experience, program faculty, and students relevant to administrative duties (e.g., placement process, orientations, platforms, etc.) | Coordinates the maintenance of required platforms | Coordinates scheduling process under administrative purview | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Serves as field placement site supervisor | Provides as needed clinical supervision including scheduled sessions and crises | Supervises graduate assistant(s) and student worker(s) | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Develops marketing and recruitment plan for clients and/or community partnerships (e.g., creates/updates brochures, establishes partnerships, engages in outreach, etc.) | Engages in marketing and recruitment plan activities outside the university | Engages in marketing and recruitment plan activity planning | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Generates/leads fundraising efforts | Participates in fundraising efforts | Participates in the planning for fundraising efforts | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Development and updating of policy, procedures, and record-keeping relevant to administrative duties | Regularly audits records for compliance and meeting ethical standards relevant to administrative duties | Maintains records relevant to administrative duties | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Produces data reports for accreditation, funding, research, and/or university internal and external sources | Manages/monitors assessment and data relevant to professional state, legal, and ethical standards | Responds to requests for information from department chair, coordinator, faculty, and community related to assessment and/or other data | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Creates new marketing and/or recruitment campaign or account (e.g., creates account on a new social media platform used for marketing and recruitment) | Manages a college, department, or program’s website or social media account/platform | Significant contributions to a college, department, or program’s website or social media account/platform | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | Other activity: Additional item(s) and point(s) negotiated with and approved by the Promotion Mentor and Chair prior to review | Other activity: Additional item(s) and point(s) negotiated with and approved by the Promotion Mentor and Chair prior to review | Other activity: Additional item(s) and point(s) negotiated with and approved by the Promotion Mentor and Chair prior to review | Y1 \_\_\_\_  Y2 \_\_\_\_  Y3 \_\_\_\_  Y4 \_\_\_\_  Y5 \_\_\_\_ |
|  | *Administration and Leadership Total Points:* | |  |  |

**Procedure for review of candidates for Senior or Master Lecturer and Senior or Master Clinical Instructor Faculty**

1. By May 1 of each year, the director of personnel will provide department chairs, deans, the appropriate vice presidents, and the president with lists of lecturers and clinical instructors eligible for promotion.
2. By May 15, department chairs will notify, in writing, lecturers and clinical instructors who are eligible for promotion.
3. By August 31, eligible lecturers and clinical instructors will notify their chairs of their intent to apply for promotion.
4. Lecturers and Clinical Instructors must submit their applications no later than September 15. Applications will be submitted according to department procedure (e.g., PDF document, use of automated system (Watermark Faculty Success, etc)
5. By October 7, department promotion committees will submit to department chairs their recommendations regarding lecturers’ applications for promotion. These committees should consist of all tenured, tenure-track, clinical and research faculty, and lecturers of higher rank than the applicant in the department. The candidate’s Promotion Mentor will present the candidate’s materials to the committee.
   1. The Promotion Mentor is selected by the candidate within their first year at rank.
   2. The Promotion Mentor assists the candidate with successful completion of their promotion trajectory, including advising regarding a third year review and the formatting of their dossier.
6. By October 31 department chairs will forward to deans, and to the candidates, their decisions to recommend or not recommend each candidate for promotion.
7. By February 1, the dean will convey  the decision regarding each application for promotion of a lecturer to the candidate and the department chair.  If the decision is affirmative, the dean will notify the Vice President for Academic Affairs or the Vice President for Health Affairs for personnel processing. If the decision is to not grant promotion, the candidate may appeal the dean’s decision following the guidelines outlined in the Board of Trustees policy on faculty promotion.
8. The office of the provost will forward a list of lecturers approved for promotion to the president and the Board of Trustees as an information item.
9. Approved promotions of lecturers will take effect August 1 of each year.

A candidate whose promotion is not recommended by the Promotion Committee is eligible to re-apply for promotion in years subsequent to the unsuccessful application. There is no limit on the number of times a candidate can apply for promotion to these ranks.

Candidates for promotion from Clinical Faculty to Senior Clinical Faculty, Senior Clinical Faculty to Master Clinical Faculty or from Lecturer to Senior Lecturer, Senior Lecturer to Master Lecturer are required to submit their primary material to the Department Chair by September 15. This material may be presented in PDF or through an electronic system in place at the university (i.e., Watermark Faculty Success). An explanation of materials appropriate, but not all-inclusive, for each file is listed below.

**Criteria for Effective Teaching**

Eligible candidates for Senior or Master Lecturer and Senior or Master Clinical Instructor Faculty must submit a dossier\* by September 15 containing the following:

1. **Curriculum Vita**: This document should include a current and up-to-date curriculum vita with relevant material relating the Clinical Faculty’s educational background, relevant employment history, and professional achievements, including each course and section taught at ETSU, any service or research activities, along with any other pertinent information.
2. A **Narrative Statement**: This document, limited to approximately five single-spaced pages, should address the areas of teaching and commitment to student learning. While there is no prescribed format or writing style for the narrative, candidates must be aware that they are preparing documents for evaluators both within and outside the candidates’ disciplines, so clarity and accessibility to a lay reader should factor in the development of narrative statements.
3. **Course Loads**: This document should provide a list of courses taught with enrollment numbers listed, and amount of field, clinical, or practicum supervision provided organized by semester.
4. **Student Assessment of Instruction (SAI)**: This document should include numeric records from the SAIs and any comments made by students for each semester under review.
5. **Faculty Activity Reports (FARs):** This document should include a copy of any FARs completed during the timeframe under consideration.
6. **Supporting Documents**: Evidence of commitment to student development that may include peer evaluations, course assignments and syllabi; documents related to recruitment and retention; documents related to student advising, teaching awards, ability to motivate students; documents showing ability to organize and present subject matter in a logical and meaningful way; documents related to innovative use of technology; documents related to personal development that connect to student development; accomplishments of present or former students who credit the candidate with playing a major role in the student’s development; and other documents relevant to teaching and student development.

\*The submission of documentation should follow most up-to-date electronic guidelines and systems. At the time of the creation of this document, ETSU is moving to the Watermark Faculty Success system. The use of this system will impact the above directions for submission, but the overall content remains similar.