



Office of the Provost

The Hart School of Hospitality, Sport and Recreation Management

Promotion Guidelines for Lecturers

Approved: 2024

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HART SCHOOL LECTURER PROMOTION DOCUMENT

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I. RANK DEFINITIONS & QUALIFICATIONS

A. Lecturer

The rank of Lecturer is used for individuals within the academic unit whose primary responsibility is teaching. Lecturers are expected to be effective teachers, participate in professional service activities, and be engaged in activities that support professional development. Lecturers may perform other tasks as required by the department including but not limited to: student advising, revising courses and curricula, and other administrative duties. Lecturers must have earned a minimum of a master's degree in their discipline, or related field, and have work experience and/or professional certifications that meet SACSCOC and other departmental/college accreditation requirements.

Qualifications: The faculty member must, at a minimum, meet both of the following conditions at the time of appointment:

- A master's degree in a discipline that is relevant to the teaching assignment
- Significant and substantive non-academic work experience within the past five years that is relevant to the teaching assignment.

B. Senior Lecturer

In addition to the requirements of Lecturer, the rank of Senior Lecturer is expected to demonstrate a sustained record of exemplary teaching and service performance, and provide evidence of continued professional development in their field of study. Scholarly achievement (e.g., scholarship and publication) is not typically an expectation of a Lecturer, but such accomplishments may be considered as part of the evaluation for promotion. In addition, Senior Lecturers may be tasked with mentoring colleagues and undergraduate students, assisting with the development of courses or curricula, and have a sustained record of external outreach.

Qualifications: In addition to the requirements for Lecturer, appointment at the rank of Senior Lecturer is contingent upon substantial professional achievements, evidenced by excellence in teaching, with an appropriate combination of service and scholarship achievement/professional qualifications, and normally a graduate degree in a relevant discipline.

C. Principal Lecturer

In addition to the requirements for Senior Lecturer, the rank of Principal Lecturer is expected to demonstrate a sustained record of exemplary teaching and service performance, evidence of recognition (e.g., awards, etc.) in the areas of teaching and/or professional service, and evidence of continued professional development in their field of study. In addition, a

Principal Lecturer may be expected to have a considerable role in mentoring colleagues and graduate teaching assistants, leading course development or curricula changes, and guiding special instructional initiatives.

Qualifications: In addition to the requirements for Senior Lecturer, appointment at the rank of Principal Lecturer is contingent upon recognition of outstanding professional accomplishment, evidenced by excellence in teaching, with an appropriate combination of service and scholarship achievement/professional qualifications, and normally a graduate degree in a relevant discipline.

II. LECTURER

Teaching

The teaching weight for a Lecturer is 80% with a course load of 4/4 and typically no course reduction. The focus of the Lecturer's teaching load is on the undergraduate program. However, if the faculty member has the professional qualifications and work experience relevant to a graduate-level course offered within the program, the faculty member may be considered for teaching in the graduate program.

Service

The service weight for a Lecturer is 10%. Service should consist of primarily Level 3 service activities. Level 3 service is defined as participation in program, college, and university events of which faculty visibility is important. Generally, such participation does not require additional efforts either before or afterwards (as defined by the Hart School Faculty Governance Document).

Scholarly Achievement & Professional Qualifications

The scholarly achievement and professional qualifications weight for a Lecturer is 10%. Participation in industry/practice-related professional development and continuing education requirements of professional qualifications as required or approved by licensing or certifying body; participation in scholarly activities, such as collaborative research projects and conference or poster presentations with an orientation towards industry/practice-related contributions; grant projects and participation in student research projects (see Hart School Faculty Governance Document, p. 31).

Advising

The Lecturer does not carry an advising load. First-year student advisor positions may be available, but not required.

Promotion Criteria

Excellent ratings in teaching and at least a satisfactory rating in the other two areas are required for promotion to Senior Lecturer. Tenure will not be awarded at any of these ranks.

III. SENIOR LECTURER

Teaching

The teaching weight for a Senior Lecturer is 75% with a course load of 4/4. A course reduction may be awarded due to significant administrative responsibilities, as approved by the academic unit head and College of Business dean. For example, the Senior Lecturer may carry a 4/3 teaching load with one (1) course release, or a 3/3 teaching load with two (2) courses releases. The focus of the Lecturer's teaching load is on the undergraduate program. However, if the faculty member has the professional qualifications and work experience relevant to a graduate-level course offered within the program, the faculty member may be considered for teaching in the graduate program.

Service

The service weight for a Senior Lecturer is 10-15%. Service should consist of primarily Level 2 and 3 service activities. Level 2 service is defined as important activities in support of one's program, the college, the university, the profession, and the community that involve a moderate to significant time commitment. It is anticipated that the bulk of one's service activities will fall into this category (as defined by the Hart School Faculty Governance Document, p. 35.). See above for Level 3 service definition.

Scholarly Achievement & Professional Qualifications

The scholarly achievement and professional qualifications weight for a Senior Lecturer is 10-15%. Participation in industry/practice-related professional development and continuing education requirements of professional qualifications, as required or approved by licensing or certifying body; participation in scholarly activities, such as collaborative research projects and conference or poster presentations with an orientation towards industry/practice-related contributions; grant projects and participation in student research projects (see Hart School Faculty Governance Document, p. 31).

Advising

The Senior Lecturer does not carry an advising load. First-year student advisor positions may be available, but not required.

Promotion Criteria

Excellent ratings in teaching, an excellent rating in one other area, and at least a satisfactory rating in the third area are required for promotion to Principal Lecturer. Tenure will not be awarded at any of these ranks.

IV. PRINCIPAL LECTURER

Teaching

The teaching weight for a Principal Lecturer is 75% with a course load of 4/4. A course reduction may be awarded due to significant administrative responsibilities, as approved by the academic unit head and College of Business dean. For example, the Senior Lecturer may carry a 4/3 teaching load with one (1) course release, or a 3/3 teaching load with two (2) courses releases. The focus of the Lecturer's teaching load is on the undergraduate program. However, if the faculty member has the professional qualifications and work experience relevant to a graduate-level course offered within the program, the faculty member may be considered for teaching in the graduate program.

Service

The service weight for a Principal Lecturer is 10-15%. Service should include Level 1, 2, and 3 service activities. Level 1 service is defined primarily as activities that involve a significant time commitment. Secondary indicators of Level 1 service are a high level of personal responsibility; involvement in activities that are critical to the mission of the program, college, university, or professional organization; distinguishing oneself in a leadership role, whether elected or appointed; serving, with distinction, one's profession and/or the external community in a role that utilizes one's professional knowledge, skills, and talents; "Making a difference" in those areas in which one has chosen to serve; and being widely recognized as one who has an exemplary attitude towards service commitments and who serves as a role model for other faculty (as defined by Hart School Faculty Governance Document, p. 35.). See above for Level 2 and 3 definitions.

Scholarly Achievement & Professional Qualifications

The scholarly achievement and professional qualifications for a Principal Lecturer is 10-15%. Participation in industry/practice-related professional development, and continuing education requirements of professional qualifications, as required or approved by licensing or certifying body; participation in scholarly activities, such as collaborative research projects and conference or poster presentations with an orientation towards industry/practice-related contributions; grant projects and participation in student research projects (see Hart School Faculty Governance Document, p. 31).

Advising

The Principal Lecturer does not carry an advising load. First-year student advisor positions may be available, but not required.

Promotion Criteria

Tenure will not be awarded at any of these ranks.

V. GOVERNANCE

Hart School Academic Unit Personnel Advisory Committee

The Hart School Academic Unit Personnel Advisory Committee (hereinafter “AUPAC”) shall consist of all full-time tenure-track faculty in the Hart School with the exception of the Academic Unit Head (hereinafter “AUH”). However, any faculty member who has not served as a full-time faculty member within the Hart School for at least one (1) complete academic year shall be entitled to attend all AUPAC meetings and be involved in all discussions, but shall not be entitled to vote on any AUPAC matters until the faculty member has completed one (1) academic year.

Full-time faculty who hold a position of any rank of Lecturer shall only be entitled to be a part of AUPAC meetings and decisions when issues involving the RTA positions (e.g., Lecturer, Senior Lecturer, Principal Lecturer) are on the agenda. Lecturers who apply for promotion will be excluded from these meetings and decisions pertaining to their own status or promotion. Such issues include, but are not limited to, the Annual Evaluation document, Promotion document, and Student Course and Teaching Evaluations.

Promotion and Tenure Subcommittee

There shall be a subcommittee of the AUPAC (Faculty Handbook III.E.2.a) designated as the Promotion and Tenure Subcommittee (hereinafter “PTS”). The Hart School PTS shall consist of all tenured faculty. However, any tenured faculty member may elect to abstain from the review of a particular application for promotion and/or tenure upon a showing of reasonable cause. Such “reasonable cause” shall be communicated to all PTS members who thereafter shall vote as to whether to grant the request for abstention. Having abstained from any review shall not disqualify the faculty member from reviewing any other or future applications for promotion and/or tenure.

If there is an application for promotion to Senior Lecturer or Principal Lecturer, there must be a minimum of three (3) Hart School tenured faculty members to conduct this review. If there are any faculty members of the Hart School in the rank, Senior Lecturer or Principal Lecturer, they will be included in and considered a voting member of the PTS for this review. Tenure will not be awarded at any of these ranks.

The PTS will make a recommendation to grant or deny promotion with detailed explanation for such a decision. The written recommendation and justification shall be submitted to the Dean, along with the AUH’s recommendation and justification, by November 15.

VI. APPLYING FOR PROMOTION IN RANK

Application for promotion in rank from Lecturer to Senior Lecturer is not required.

General Considerations and Deadlines

The general considerations and deadlines concerning responses to an application for promotion are contained in Section III.E.6. et seq. of the Faculty Handbook. That section and its subsections are hereby incorporated into this document and made a part hereof by this reference. Refer to that section and its subsections for more information.

The promotion of a Hart School faculty member shall be determined by merit regardless of the distribution of faculty by academic rank within the academic unit. A faculty member may apply for promotion or may be nominated by the AUPAC or AUH. Normally, a faculty member should have completed five years in academic rank before being reviewed for promotion. Though length of service may be given consideration, it is not a sufficient basis for a recommendation for promotion.

Notice of Intent to Apply/Nomination for Promotion in Rank

Any faculty member wishing to be considered for promotion in rank shall give written notice of their intent to the AUPAC/PTS Chair and the AUH. This writing may be made via hard copy or through electronic means, such as email, and must be delivered to the AUPAC/PTS Chair and AUH on or before September 1 of the academic year in which the faculty member wishes to be considered for promotion (Faculty Handbook III.E.6.b.(1)). In the event the AUPAC, PTS, or AUH wishes to nominate a faculty member, such nomination must be made in writing, with a copy provided to the non-nominating entities and to the member being nominated, by September 1. The faculty member shall have the option to accept or decline the nomination without prejudice.

Submission of Promotion Application

The application for promotion shall be submitted to the PTS Chair and AUH by October 1. The application shall comply with the procedures established by the PTS and shall include a summary of activities and accomplishment in the areas of teaching, scholarly achievement and professional qualifications, and professional service. Failure of the faculty member to submit a summary of activities and accomplishments by the October 1 deadline shall constitute a refusal of nomination or withdrawal of an application, to be considered for promotion, and no consideration of promotion is required. (Faculty Handbook III.E.6.b.(1))

Promotion Application Review and Criteria Utilized

Recommendations on promotion in academic rank shall be justified by evaluating the faculty member in the three separate areas of teaching, scholarly achievement and professional qualifications, and professional service. In each of these areas, the faculty member shall be evaluated as excellent, satisfactory, or unsatisfactory. Problems with a faculty member's conduct may disqualify a candidate for promotion in academic rank. (Faculty Handbook III.E.6.a)

To assist in guiding the PTS and AUH in evaluating an application for promotion and tenure, the Hart School AUPAC has developed general criteria. The criteria for evaluating teaching,

scholarly activities and professional qualifications, and service are set forth in two addendums attached hereto, namely: Addendum B: Areas of Evaluation and Possible Sources of Evidence; and Addendum C: Standards of Evaluation.

In reviewing an application for promotion, a faculty member's pattern of prior Annual Evaluations should be carefully considered in the analysis of an application or nomination for promotion, but the AUH and PTS should use judgment and discretion in making recommendations on promotion, and should clearly indicate a positive or negative recommendation on the promotion (Faculty Handbook III.E.6). Although prior Annual Evaluations are to be considered, the PTS shall make its own independent evaluations of the member, and the PTS is not required to arrive at the same conclusions as did the AUH in Annual Evaluations. Thus, for example, it is possible that a faculty member may have received consistent ratings of “excellent” on Annual Evaluations from the AUH, yet the PTS, after its review, may arrive at a different assessment of performance.

Timeline for Promotion

A faculty member may apply for promotion after five (5) years of service to the department. A faculty member may apply for early promotion prior to having completed five (5) years in academic rank; however, any such application(s) will receive favorable review only if the faculty member presents *compelling evidence of accomplishment* (Faculty Handbook III.E.6).

Compelling evidence for applying prior to five (5) years shall be defined as being rated “excellent” in all three of the areas of teaching, scholarly activity and professional qualifications, and service. Applications for early promotion are NOT encouraged. A candidate for promotion may decline the nomination or withdraw from consideration at any time prior to receiving official notification of the promotion decision, and may apply for promotion at a later date. The recommendations on promotion in academic rank from the AUH, AUPAC, and dean must be reviewed by the provost, who must either deny the promotion or make a recommendation to grant the promotion. A decision by the provost to deny a promotion in academic rank terminates the consideration process; denial does not require action by the Board of Visitors.

Faculty members who are denied promotion at any point shall remain employed at their current rank. Faculty members may re-apply for promotion after a two-year period.

Collegiality and Request for Additional Information or Clarification

Although the faculty member is solely responsible for submitting a thorough and complete application, including all areas of evaluation and all sources of evidence which they feel is necessary, the AUH and PTS may, as a matter of collegiality, reasonably request additional information/materials from the faculty member if they have questions as to any factual matter within the application or feel there was additional evidence which the faculty member could have provided. This does not impose any obligation on the PTS, but rather serves to notify all of the Hart School members that there is an expectation that all members reasonably work together to assist one another in attaining their academic goals.

Addendum B
Lecturer Promotion
Areas of Evaluation and Sources of Evidence
Approved by Hart School Faculty April 2022

I. TEACHING

Possible Areas of Evaluation	Possible Sources of Evidence May include, but are not limited to
<p>Learning/Value Added</p> <ul style="list-style-type: none"> • Providing instruction at a rigorous and challenging level • Stimulating student learning and interest in the subject matter • Serving as a faculty advisor for one independent studies per semester <p>Organization</p> <ul style="list-style-type: none"> • Being well prepared for class • Informing students of course objectives, assignments, and examination procedures • Conducting the class in a well-organized manner • Communicating the subject matter clearly <p>Interaction With Students</p> <ul style="list-style-type: none"> • Maintaining scheduled office hours • Treating students with courtesy and respect • Providing career advising to students <p>Evaluation</p> <ul style="list-style-type: none"> • Maintaining fair and impartial grading standards • Providing timely feedback on progress <p>Experiential Education</p> <ul style="list-style-type: none"> • Providing student opportunities for “hands on” learning • Creating opportunities for student/industry interactions • Curriculum and course content • Staying current with the subject matter • Participating in program activities to assess and update the curriculum <p>Instructional Design</p> <ul style="list-style-type: none"> • Use of appropriate technology in the classroom • Use of case studies • Use of class size-appropriate student learning techniques • Exemplifies discipline-based instruction 	<p>Learning/Value Added</p> <ul style="list-style-type: none"> • Student course evaluations • Examples of student work • Course syllabi • Theses that were directed or served on • Incorporation of industry-critical technologies in instruction <p>Organization</p> <ul style="list-style-type: none"> • Student course evaluations • Course syllabi • Peer evaluation of instruction <p>Interaction with Students</p> <ul style="list-style-type: none"> • Student course evaluations • Letters and comments from former and current students <p>Advising Evaluation</p> <ul style="list-style-type: none"> • Student course evaluations • Course materials (e.g., presentation material, assignments, rubrics, assessments) • Examples of student work <p>Experiential Education</p> <ul style="list-style-type: none"> • Student course evaluations • Incorporation of industry speakers in class • Use of experiential activities in the classroom • International experiences <p>Curriculum and Course Content</p> <ul style="list-style-type: none"> • Student course evaluations • Self-reflective evaluations (tied to the annual plan) • Teaching Analysis Polls • Moving learning objects forward based on assessment findings • Development of innovative pedagogical methods and materials <p>Instructional Design</p> <ul style="list-style-type: none"> • Use of appropriate technology to improve learning (i.e., clickers, video, conference calls, field trips, lecture techniques, discussion, case studies, etc.) <p>Other</p> <ul style="list-style-type: none"> • Grants to support teaching and/or course development • Publication of widely adopted and/or acclaimed instructional materials • Development of new courses • Major revision of existing courses • Teaching awards • Continued professional development for teaching (on- and off-campus workshops i.e., CFI, CIT, etc.) • Collaboration in development, delivery, or assessment of student learning

II. SCHOLARLY ACHIEVEMENT AND PROFESSIONAL QUALIFICATIONS

Possible Areas of Evaluation	Possible Sources of Evidence May include, but are not limited to
<p>Discipline Based Scholarship: Contributions to the theory or knowledge base of the faculty member's field</p> <p>Contributions to Practice: Influence professional practice in the faculty member's field</p> <p>Learning and Pedagogical Research: Contributions influence the teaching-learning activities of the field</p>	<ul style="list-style-type: none"> • Completion of continuing education requirement of professional qualifications as required by licensing or certifying body, where applicable • Peer-reviewed journal publication • Peer-reviewed or industry/practice conference presentation and/or poster presentation • Invited presentations • Published textbook • Published book chapter • Published research of learning improvement initiatives and/or pedagogy • Publication in practice-oriented journals, textbooks, trade books, or book chapter • Accepted grant funded projects • Award for scholarly activities • Utilization of content from professional development and/or continuing education in scholarly activities or industry practice • Professional development in scholarly related activities • Leading professional development in scholarly related activities • Chair or member of graduate thesis or honors capstone project

III. PROFESSIONAL SERVICE

Possible Areas of Evaluation	Possible Sources of Evidence May include, but are not limited to
<p>Definition of Level 3 Service: Level 3 service is defined as participation in program, college, and university events of which faculty visibility is important. Generally, such participation does not require additional efforts either before or afterwards.</p> <p>Definition of Level 2 Service: Level 2 service is defined as important activities in support of one’s program, the college, the university, the profession, and the community that involve a moderate to significant time commitment. It is anticipated that the bulk of one’s service activities will fall into this category.</p> <p>Definition of Level 1 Service: Level 1 service is defined primarily as activities that involve a very significant time commitment. Secondary indicators of Level 1 service are:</p> <ul style="list-style-type: none"> • A high level of personal responsibility • Involvement in activities that are critical to the mission of the program, college, university, or professional organization • Distinguishing oneself in a leadership role, whether elected or appointed • Serving, with distinction, one’s profession and/or the external community in a role that utilizes one’s professional knowledge, skills, and talents • “Making a difference” in those areas in which one has chosen to serve • Being widely recognized as one who has an exemplary attitude towards service commitments and who serves as a role model for other faculty 	<p>Evidence of Level 3 Service may include:</p> <ul style="list-style-type: none"> • Having lunch with potential employers, students, or parents • Attending graduation ceremonies, Family Day Open House, awards ceremonies, program meetings, school meetings, program seminars, school seminars, etc. • Participating in any program assessment efforts requiring universal faculty involvement • Participating in faculty recruiting (meeting with candidates, attending candidate seminars, etc.) • Attending career fairs or internship fairs • Attending senior project presentations • Other participatory activities at the school, college, university, and community level <p>Evidence of Level 2 Service may include:</p> <ul style="list-style-type: none"> • Active member of program, school, or university committees, Faculty Senate, or local boards or community service organizations • Proceedings editor for a regional, national, or international conference • Reviewer for a journal • Conference planning committee member for a state, regional, or national conference • Active participation in curriculum development • Participation in university-sponsored programs • Actively engaging the industry in program activities • Alumni and industry relations (newsletter, social media, fundraising, etc.) • Awards • First-year student advising • Community service learning • Student advising <p>Evidence of Level 1 Service may include:</p> <ul style="list-style-type: none"> • Editor of a peer-reviewed journal or an industry/practice-oriented journal • Chair of an important committee • Responsibility for significant curriculum reform or department assessment efforts • Leadership role in Faculty Senate • Faculty advisor to an active, successful student organization • Chair of a conference planning committee member for a state, regional, or national conference • High level office in a prestigious community, state, regional, national, or international organization involving significant time commitment • Coordinator for undergraduate or graduate program • School director

Addendum C
Lecturer Promotion
Promotion Standards of Evaluation
Approved by Hart School Faculty April 2022

I. PROMOTION TO SENIOR LECTURER

Satisfactory Rating	Excellent Rating
<p>Teaching Evidence of satisfactory teaching as exhibited by a representative sample of sources of evidence.</p>	<p>Teaching Evidence of excellent teaching as exhibited by a representative sample of many areas of evaluation AND going beyond the norm to improve the education and learning of student within the classroom, program, school, college, university, or discipline.</p>
<p>Scholarly Activities and Professional Qualifications Evidence of satisfactory body of work in quality meritorious outlets as exhibited by representative sample of sources of evidence.</p>	<p>Scholarly Activities and Professional Qualifications Evidence of excellent body of work in quality meritorious outlets as exhibited by representative sample of sources of evidence AND the achievement should go beyond the norm in quantity, OR quality, OR merit.</p>
<p>Service Evidence of satisfactory leadership in one or more areas in addition to active participation and membership in the program, school, college, university, community, and/or discipline as exhibited by representative sample of sources of evidence.</p>	<p>Service Evidence of substantial leadership in one or more areas in addition to active participation and membership in the program, school, college, university, community, and/or discipline as exhibited by representative sample of sources of evidence.</p>

II. PROMOTION TO PRINCIPAL LECTURER

Satisfactory Rating	Excellent Rating
<p>Teaching Evidence of satisfactory teaching as exhibited by a representative sample of sources of evidence AND developing quality course or courses for the overall improvement of the program, school, college, or university.</p>	<p>Teaching Evidence of excellent teaching as exhibited by a representative sample of many areas of evaluation AND going beyond the norm to improve the education and learning of student within the classroom, program, school, college, university, or discipline. Teaching should reach beyond the single classroom and build the program, school, university, or disciplines overall quality.</p>
<p>Scholarly Activities and Professional Qualifications Continued evidence of excellent body of work in quality meritorious outlets as exhibited by representative sample of sources of evidence AND has established a regional reputation.</p>	<p>Scholarly Activities and Professional Qualifications Evidence of excellent body of work in quality meritorious outlets as exhibited by representative sample of sources of evidence AND the achievement should go beyond the norm in quantity, OR quality, OR merit AND has established a national or international reputation.</p>

<p>Service Evidence of satisfactory leadership in one or more areas in addition to active participation and membership in the program, school, college, university, community, and discipline AND service should be beyond the expectations of a Senior Lecturer.</p>	<p>Service Evidence of substantial leadership in one or more areas in addition to active participation and membership in the program, school, college, university, community, and discipline.</p>
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