

University of Minnesota Crookston Lecturer Promotion Process

Approved April 19, 2022

This process addresses Lecturers (9753)¹ at the University of Minnesota Crookston requesting promotion from Lecturer to Senior Lecturer (9770).

A. Overview

This process recognizes that the Lecturer role generally includes a primary focus on teaching and may also include administration, advising, or supervision. Demonstration of credentials and dedication to all aspects of job responsibilities are considered when evaluating applications for promotion from Lecturer to Senior Lecturer.

Promotion is generally dependent upon a significant history of successful performance, increasing responsibility in all aspects of job duties, knowledge of the program and college, and continued contributions to the field.

B. Position Responsibilities

Lecturers (9753) generally provide classroom, hybrid, and/or online instruction; advise students; engage in service within the department and across campus; and continue personal growth within the profession.

C. Initiating the Promotion Process

Either the Division Head² or employee may initiate the promotion process. Promotion from Lecturer to Senior Lecturer will be considered after completion of at least five years of full-time service as a Lecturer (9753) at UMN Crookston (i.e. with an annual, nine-month [or longer] ongoing appointment of at least 75% time). Lecturers seeking promotion to Senior Lecturer do so on a voluntary basis, in consultation with their Division Head.

UMN Crookston will review up to five applications per year. In a typical year, up to three P&A lecturers may be granted advancement to senior lecturer, though four could be advanced under extraordinary circumstances. Lecturers must complete at least five years of full-time service as a lecturer prior to submitting an application.

When more than five individuals are eligible to apply for senior lecturer status, the following criteria will be applied to determine who may submit a file for review:

1. First priority: Lecturers who hold a terminal degree;

¹ As of Fall 2021, all full-time non-faculty teaching staff at UMN Crookston have been classified as Lecturers. Lecturers are typically hired through a competitive national search with input by tenure-line faculty as well as other lecturers. Lecturers are required to engage in service activity, and they serve as members of the UMN Crookston faculty assembly. The teaching specialist classification (9754) is reserved at UMN Crookston for instructors hired on a course by course basis. Some teaching specialists may carry a sufficient load to receive benefits as full-time employees. However, teaching specialists are hired directly by Division Heads, do not have service requirements, and are not members of the Faculty Assembly.

² The academic administrator with responsibility for the Lecturer's academic department. At the time this procedure was drafted, this position was defined as a 'Division Head'.

2. Second priority: Division Head recommendation based on a comprehensive quantitative and qualitative consideration of (a) prior annual reviews, (b) engagement in professional development experiences related to instruction, (c) student engagement experiences, and (d) overall achievement.

D. Privileges of Promotion

Promotion from Lecturer to Senior Lecturer will be accompanied by a recurring increase in base salary commensurate with promotion from assistant professor to associate professor as specified in the salary memo for the year when the Lecturer advances in rank. Lecturers and Senior Lecturers shall retain their respective working title throughout their employment at the University of Minnesota Crookston.

E. Criteria for Promotion

To be considered for promotion to Senior Lecturer, a candidate must compile a dossier demonstrating excellence in the following areas:

1. A commitment to educational access, equity, and inclusion within the scope of the land-grant mission.
 - a) Your cover letter (see Section G) must address indicators of this commitment.
 - b) Commitment can be demonstrated through any activities appropriate to Sections E2 through E6.
2. A significant history of instruction at a high level. It is expected that the effectiveness of teaching will be characterized by individual course innovation that enhances the program and by a sustained, high level of performance and increasing expertise in teaching courses in the program.
 - a) Effectiveness in instruction and student interaction can be demonstrated by, but is not limited to, a record of consistently high evaluations of teaching, student testimonials, effective lesson plans and syllabi, outputs from course quality reviews, and peer observation of teaching.
3. A significant contribution to the development of curriculum or instructional materials shared throughout the program, department, or campus.
 - a) Significant contributions to curriculum development can be demonstrated by, but is not limited to, leadership in curriculum development or revision, development of instructional materials at the program or campus level, and development of liberal education courses or curriculum.
4. A demonstrated record of knowledge of and service to the program, UMN Crookston, and University.
 - a) Knowledge and commitment can be demonstrated by, but is not limited to, a sophisticated knowledge of program, campus, and University requirements, opportunities, and policies; committee participation and leadership; being recognized as an expert in your field within the program, campus, or University; service to student clubs, organizations, and competitions; serving as a mentor to your teaching peers (faculty and academic staff); leadership roles in collaborative work; and building program-community connections.
5. A record of professional development that demonstrates continued growth and improvement in the candidate's craft as an instructor.
 - a) Professional development can be demonstrated by, but is not limited to, participation in professional learning communities, completion of educational training experiences, applications or development of pedagogy in the field, and systematic reflection upon multiple forms of

feedback (e.g. peer reviews, SRTs, assessment reports) followed by action steps taken to improve instruction in light of this feedback.

6. A record of professional development that demonstrates continued growth and participation in the candidate's disciplinary field.
 - a) Professional development can be demonstrated through a variety of activities. Examples include, but are not limited to, attendance at professional conferences; academic presentations at the local, regional, and national level; extension or outreach activities, such as non-technical writings or presentations to general groups, service to community organizations related to your field or participation in community discussions related to your field; faculty group study projects; service to professional organizations; directing unit and community connections and relationship building; and research, academic, or trade publications.

F. Timeline and Process of Promotion

The general timeline and process is as follows.

1. In Spring Semester, the Division Head and candidate will discuss the candidate's eligibility for and progress toward consideration for promotion.
2. Following the self-nomination by the candidate and/or the nomination by the Division Head, the Division Head notifies Academic Affairs (by the end of the spring Semester) of the candidate's intent to apply for promotion in the coming Fall Semester.
3. The Division Head works with the candidate to compile the necessary documentation and recommend additional documentation to strengthen the case. (Documentation is gathered in an electronic format following the promotion template.)
4. In the Fall Semester, the Vice Chancellor appoints a Promotion Review Committee to review the dossiers of all candidates for promotion in that year, ensuring committee membership consistent with [University policy](#). This committee will:
 - a) have campus-wide representation, including at least one member from the candidate's home department;
 - b) be comprised of at least three Senior Lecturers, to the extent possible;
 - c) include at least one member with experience in online instruction and pedagogy;
 - d) be convened and chaired by a senior faculty or instructional staff member appointed by the Vice Chancellor.
5. By early Spring Semester, the Division Head reviews the dossier to verify its accuracy, address missing information, and provide an independent recommendation.
6. In the Spring Semester, the campus Promotion Review Committee reviews documentation provided from the list in section G and determines the strength of the promotion case, based on the criteria for promotion. If the Promotion Review Committee determines that additional information is needed, they may make a request to the Vice Chancellor.

Upon completing its review, the committee may recommend promotion or not recommend promotion. The committee submits a report outlining its deliberations to the candidate, Division Head, and Academic Technology Support Services for upload to the candidate's site.

7. The Vice Chancellor reviews documentation, consults with the Promotion Review Committee or Division Head as needed, and approves or denies the promotion. By May 1, the Vice Chancellor provides a decision letter to the candidate and their Division Head, outlining the reasons for approving or denying promotion.
8. Payroll receives approval from the Vice Chancellor and initiates the recurring salary increases.
9. Annually, within three weeks of the beginning of Fall Semester, the Vice Chancellor will distribute a detailed promotion calendar specific to the academic year.

G. Documentation Required in the Dossier

The dossier should document the candidate's growth within the position, mastery of the position requirements, and quality of performance that merits a promotion.

1. Current job description.
2. Complete and current curriculum vitae.
3. Cover letter outlining your growth and accomplishments and aligning your dossier's contents with the criteria outlined in Section E (500 – 850 words).
4. Statement of teaching philosophy (500 – 850 words).
5. List of all courses taught since the initial year of appointment (if not already included in the curriculum vitae).
6. A set of documents, representative rather than exhaustive, supporting the candidate's performance in each of the criteria outlined in Section E. Priority should be given to materials from within the past 5 years.

H. Related Information

Administrative Policy: [Academic Appointments with Teaching Functions](#)

Appendix: [Academic Appointment Category Details](#)