

Standards of Evidences for Curriculum and Instruction

Lecturer Series

The standards identified here represent types of evidence that will be considered in the appointment, reappointment, nonrenewal of appointment, terminal appointment, promotion and faculty performance review for Lecturer and Senior Lecturer faculty employees (AR 2:9). The maximum number of Lecturer Series Faculty that may be employed in Curriculum and Instruction at a given time will be three (3). Given the primary instructional role of a Lecturer, performance in the area of teaching should be consistent with identified percentage allocations for activities in a faculty member's Distribution of Effort (DOE) document. The percentage of distribution in the DOE for Lecturer recommended by the University of Kentucky designates the equivalent of a 4 course per semester teaching load. "The prescribed teaching load of a faculty employee in the Lecturer Series (3 courses per semester) assumes that the remainder of effort (roughly 25%) is assigned to specific additional academic tasks" (See FAQs for AR 2:9 related to the Lecturer Series). Lectures are required to "hold a terminal degree or experience appropriate to the field of assignment" (AR 2:9).

Teaching:

A. Lecturer

1. Lecturers in C& I are encouraged to document teaching effectiveness using multiple data sources including student, peer, and self evaluations. For data collected, Lecturers will demonstrate how sources of evidence are leading to formative improvement in their teaching over time. While student evaluations of faculty teaching are required, they should be contextualized in relation to category of student (undergraduate or graduate), and other factors that might impact ratings (such as an online course or a first time course offering, etc.). The rigor in teaching should be evidenced by syllabi containing clear expectations for students and appropriate readings and assignments that reflect the scholarship, research, and accepted practice in the field. The table below provides samples of types of data that may be collected in each of the three areas for teaching. In addition to the required university course evaluation, Lecturers are encouraged to provide evidence of teaching effectiveness using additional data sources suggested below.

Peer	Student	Self
Peer observations of teaching over time with consistent focus	University course evaluations	Participation in professional development experiences
Peer review of syllabi	Interviews and/or letters with randomly selected students conducted by a third party	Acquisition of grants related to instruction
Peer review of teaching assignments/materials	Solicited or unsolicited feedback from students	Implementation of teaching innovations
Invitations to speak and conduct workshops	Co-authoring with students	Publications related to or supportive of teaching
Evaluations of conference presentations generated by the conference organizers	Evidence of student learning /performance. Student able to demonstrate process leading to prototype instructional materials development. (e.g., end of course comprehensive project, unit plan, artifacts, feedback from mentor teachers, peer feedback, etc.)	Reflection on teaching experiences and student feedback with documentation of response.
Teaching awards, nominations, and recognitions	Teaching awards, nominations, and recognitions	
	Undergraduate vs. graduate instruction	

2. Lecturers should also provide evidence of efforts in advising students.
3. Job Descriptions shall be developed for Lecturer positions that detail the “specific additional academic tasks” that might be unique to the particular program in which the Lecturer is employed. For example, supervision of students in practicum field placements, organizing/implementing admissions, portfolio reviews etc. are all among the possible needs that specific programs might articulate.

B. Senior Lecturer

1. All of the above plus:
 - a. Effectiveness of advising activities.
 - b. Receipt of university or other similar teaching awards.
 - c. Record of strong professional experience (i.e., extensive teaching experience, substantial professional development provider, etc.).