

Lecturer Resource Guide

Prepared by: College of Arts and Sciences
November 2011

I. LECTURER APPOINTMENTS

A. Going forward

- Faculty Affairs Committee and Faculty Senate overwhelmingly approved modification to the Faculty Handbook provisions relating to Lecturers and Senior Lecturers in Spring 2010. The changes were effective July 1, 2010.
- During 2010-11, the departments and deans created an Implementation Plan. As part of that plan, 21 new Lecturers were appointed in the College of Arts and Sciences (CAS) in September 2011.
- 17 additional Lecturer positions have been identified within CAS as part of the Implementation Plan.
- When funding is secured for those positions, the department/program normally will conduct a national search. Exceptions may be approved by the Provost.
- The Provost's office will develop a procedure to address the need for further positions based on changes in the curriculum or tenure track staffing.

B. Duties, Functions, and Expectations

Lecturers with renewable term appointments are expected to be engaged members of the Santa Clara community. Lecturers are also expected to engage in service at the departmental level or higher and in professional activity that is appropriate to the discipline and that contributes to their primary responsibility for teaching. Lecturers shall possess superior abilities as teachers. 3.1.2.1.2.

Within the College, the teaching duties and functions of all Lecturers are described in the *Faculty Handbook* in section 3.4A.1.1. Specifically, all Lecturers are required to perform the specific functions related to teaching, professional activity and service including but not limited to:

1. Teaching (70%)

Teach courses as assigned. Teaching includes not only classroom instruction, but also academic advising and curriculum development. Effective teaching requires, at a minimum, competence in the subject and in skills of presenting it, and professionalism in conduct towards students. Academic advising is an extension of teaching. Lecturers should expect to be assigned to teach courses in the area of persistent programmatic need that was the basis for the creation of the faculty position. The department may not guarantee a teaching assignment outside of the area of persistent programmatic need without permission of the dean's office. Teaching a course typically includes developing syllabi, assignments, readings, and course schedule before the course begins; developing appropriate teaching preparations for each class meeting; selecting course materials and ordering books; conducting and appearing on-time for all scheduled class meetings; maintaining regular office hours at times convenient to students, submitting course grades by quarterly deadlines; using appropriate measures of student performance and providing timely feedback to students in a way that provides an accurate and fair evaluation of their work, and administering all required course evaluations, both narrative and numerical evaluations. Curriculum development includes both contributions to departmental and University curricula, such as the development of new courses or significant modification of existing ones, and the creation of pedagogical materials that may be of use to other teachers. 3.4A.1.1.

2. Professional activity (15%)

Professional activity refers to scholarly or creative work, professional practice, or other active engagement in a discipline or field that enables a Lecturer to remain current in that area and vital as a teacher. Examples of professional activity include attendance or presentations at conferences, occasional publications that contribute to scholarship or pedagogy in the field, creative work in the arts, and practice in a professional field. Lecturers shall not be held to the same standards of scholarship as tenure-track faculty. 3.4A.1.1.

3. Service (15%)

Service is work other than teaching and professional activity that fosters and advances the mission and goals of the department, the college or school, or the University. It may also include service to the profession, such as participation on committees of a professional organization, and service to the community performed in virtue of a Lecturer's professional expertise or association with the University. The service expected of Lecturers will be appropriate to their expertise and experience and may include attending faculty meetings or other appropriate department gatherings and participating constructively; serving on committees; participating in student recruitment and retention activities as deemed appropriate by the department chair or department culture; participating in professional organizations and activities; and performing community service in virtue of their professional expertise and association with the University. 3.4A.1.1.

C. Obtaining Permission to teach elsewhere

According to Section 3.7.4.3 of the Faculty Handbook, full-time faculty must have the written approval of the dean and Provost *before* accepting a teaching appointment at another educational institution during the period of service specified in the Letter of Appointment. See Appendix 6 for the process to seek approval of the dean and Provost. This provision applies to faculty with full-time fixed-term (9 courses) and full-time renewable-term (7 courses) appointments.

If approval is granted, then a revised request must be made if there is a significant change in teaching assignment or the faculty member would like to teach at a new institution. Approvals will be typically granted for a single term of appointment unless otherwise specified by the Provost. The procedure is available at www.scu.edu/provost/policies/handbook.

II. LECTURER'S ANNUAL EVALUATION PROCESS

A. What is a Faculty Activities Report (FAR)?

1. See the attached form in Appendix 3.
2. The FAR is due October 1 of each year, and is submitted to your chair, with a copy to the dean. The backup documentation is provided only to the chair.
3. It will be helpful in constructing your FAR if you have in the previous year kept a file into which you place notes about successes or activities (i.e., approval of a new core course, copy of a grad school recommendation, attendance at a conference, appointment to a committee.) You should also keep in the file copies of your course materials i.e., syllabi, exams, assignments and teaching evaluations (both numerical and narratives and peer visit reports). Those materials will be submitted to your chair, along with your FAR.

B. Departmental Evaluations

1. All Lecturers (with renewable terms) and Senior Lecturers who were appointed after 2006 have weightings of 70-15-15 (teaching-professional activity-service).
2. Merit-based salary increases, when approved by the Board of Trustees, will be based on the scores assigned by your faculty peers in the faculty evaluation letters. The score given for your teaching will account for 70% of the overall score, the score for professional activity will account for 15% of the overall score, and the score for service will account for the last 15% of the overall score. Scores will be rounded to the nearest half integer.
3. Evaluations in the first and second terms are conducted on an annual basis.
4. The first evaluation for Lecturers appointed September 2011 will occur in fall 2012.
5. Newly appointed Lecturers will need to submit a FAR by October 1, 2012. (See attached form in Appendix 3.)
6. The department may use the Simplified Form for Faculty Evaluation and must submit the completed Form by February 1 each year. (See attached form in Appendix 4.)
7. The first and second terms are three years long. The third and subsequent terms are six years. (The Faculty Handbook is silent on evaluation schedule. The dean has proposed to the Provost a 3 year cycle evaluation.)

III. REAPPOINTMENT

The new reappointment process is described new section 3.4A of the Faculty Handbook. Guidelines will be provided by the Provost this fall. The Dean's office will alert you when this is published.

IV. WHAT NEW LECTURERS SHOULD ACCOMPLISH IN 2011-12

- Talk with your chair about what your department expects in a FAR and as backup documentation.
- Talk with your chair about service opportunities in the department, College, University, or discipline.
- Talk with your chair about appropriate professional activities for your rank.
- If you plan to teach elsewhere, seek permission by following the procedure that was mailed with your Letter of Appointment, which is also posted on the Provost's website (www.scu.edu/provost/policy/handbook), and attached as Appendix 6.
- Talk with your chair if you are thinking about applying for Senior Lecturer. The new timeline will be announced in Winter 2012. (Many of the newly appointed Lecturers may already be eligible to apply for promotion. Contact Laurene Skinner to determine eligibility.)

V. INFORMATION ON SENIOR LECTURER PROCESS

The Provost's office has announced that the timeline for the 2011-12 year will mirror that from 2010-11. You may find the guidelines and the timeline on the Provost's website.

www.scu.edu/provost/policy/handbook

APPENDIX 1: RELEVANT FACTS ABOUT RANK OF LECTURER

1. 21 new Lecturers were appointed in CAS on 9/1/2011. There are 42 in CAS.
2. CAS received tentative approval of 17 more positions, with 9 searches tentatively approved for this year and 9 more for the following year.
3. The ordinary educational requirement is the doctorate or other appropriate terminal degree. In certain disciplines, especially in the arts and some professional fields, practical experience and credentials other than academic degrees may be taken as equivalent preparation.
4. The full-time-equivalent teaching load for faculty with renewable-term appointments is seven courses of conventional unit value per year on the quarter system. 3.1.2.1. Any load less than seven is considered less than 100% full-time equivalency. For example, a six course load is 86% full-time equivalency (6 courses / 7 courses = 0.86 FTE).
5. Faculty in Lecturer appointments are appointed primarily to teach in an area of persistent programmatic need. 3.1.2.1. Those areas of need were identified by the department and approved by the dean and Provost via the Implementation Plan.
6. The department chair is responsible for ensuring that the annual teaching load associated with a renewable or continuing appointment is consistent with the previously defined persistent programmatic need. Any significant change in the teaching assignment must be approved in advance by the dean.
7. Faculty in Lecturer appointments are appointed for a full academic year and must teach at least one course each quarter (fall, winter, spring). 3.1.2.1. Exceptions may be granted by the Provost and dean as part of course-clustering agreements.
8. Lecturer positions are normally full-time (with a course load of seven) and are never less than half-time (3.5 courses). 3.1.2.1.
9. The standard appointment is for the academic year and begins on September 1.
10. The annual salary is paid in 24 equal semi-monthly installments beginning September 1 and ending the following August 31.
11. The initial term for a Lecturer position is three years, a second term of three years, and subsequent terms of six years. 3.1.2.1.2.
12. Reappointment to another term is always contingent on superior, not merely competent, performance, persistent programmatic need, and availability of funds. 3.1.2.1.2.
13. Faculty on renewable-term appointments are not tenured and do not accumulate credit towards tenure. 3.1.2.1.
14. Eligibility for benefits is determined in accordance with the terms of the appointment, section 3.8.2 of the *Faculty Handbook* and other applicable University policies and procedures.
15. Lecturers seeking reappointment to another renewable term must demonstrate superior, not merely competent, performance in teaching, in service and in professional activity that is appropriate to the academic discipline or professional field and that contributes to their primary responsibility for teaching. 3.4A.1.1.
16. The established timelines for notification of non-reappointment (*Faculty Handbook*, 3.5.3.3) must be followed.
17. The dean will make the final renewal decision based on superior performance, persistent programmatic need, and availability of funding. 3.1.2.1.2.
18. Offer letters are prepared by the Dean's Office and letters of appointment for all Lecturers are issued from the Provost's Office and signed by the Provost.
19. Faculty in Lecturer positions are subject to the limitations on consulting and other paid professional activities specified in section 3.7.4.3 of the *Faculty Handbook*. [Specifically, "since the acceptance of a full-time appointment at Santa Clara University involves a commitment that is full-time in the most inclusive sense (3.6.2), full-time faculty must have the written approval of the dean and provost before accepting a teaching appointment at another educational institution during the period of service specified in the Letter of Appointment."]

APPENDIX 2: TABLE SUMMARIZING CHANGES TO FACULTY RANKS

Faculty Handbook Changes Effective July 1, 2010- Four Categories of Faculty:

1. **Category One:** Tenured and Tenure-track Faculty (no changes).
2. **Category Two:** Faculty on Renewable term (Lecturer) or Continuing Appointments (Senior Lecturers).
3. **Category Three:** Faculty on Fixed Term Appointments (academic year adjunct lecturers, quarterly adjunct lecturers, adjunct assistant, associate or full professors).
4. **Category Four:** Faculty with Other Appointments (visiting, emeriti) (no changes)

The following table clarifies changes to Categories Two and Three:

Category	Category Two	Category Two	Category Three	Category Three
Ranks	Senior Lecturer	Lecturer	Adjunct Lecturer	Adjunct Professor
Appointment Type	Senior Lecturers are continuing. Seven courses is full-time. Appointments must be full-time.	Lecturers are renewable. Seven courses is full-time. Rarely teaching loads of less than 7 may be assigned. Lecturers must be more than 50% (3.5 courses).	Not continuing. Term is for a fixed term- either quarterly or academic year. For quarterly, may not teach more than 2 courses a quarter and 4 courses a year. For the academic year appointment, 9 courses is full-time and must be more than 50% (+4.5 courses)	Not continuing. Term is for a fixed term-either quarterly or academic year. For quarterly, may not teach more than 2 courses a quarter and 4 courses a year. For the academic year, 9 courses is full-time and must be more than 50% (+4.5 courses)
6 year rule	Does not apply	Does not apply	Applies to all faculty who teach more than 5 courses for 6 or more years. Does not include summer courses or postdoctoral fellowships. Provost can grant exception typically for a limited time.	Does not apply to Adjunct Full Professor rank. Applies to Adjunct Assistant and Adjunct Associate Professor
Persistent Programmatic Need Required	Yes, taken into account annually for senior lecturers.	Yes, taken into account annually and during the evaluation of a renewal application for	Partial or temporary programmatic need is all that is required.	Partial or temporary programmatic need may be required.

		Lecturers.		
<i>Evaluation Schedule</i>	Sr. Lecturer: on a cycle determined by the dean	Lecturer: annual evaluation. Renewal every 3 years for two terms then go to 6 year term.	Should be conducted annually for academic year appointments	Should be conducted annually for academic year appointments
<i>Qualifications</i>	A Lecturer can apply to be promoted to a Senior Lecturer. Qualifications include: 9 years experience or equivalent professional experience, exemplary record of extraordinary teaching. (See University Guidelines for Promotion to Senior Lecturer).	Lecturers: superior performance in teaching (Provost's Guidelines for Renewal of Lecturers will be available this Fall)	Must demonstrate competence in teaching area	Must demonstrate competence in teaching area
<i>Degree</i>	Terminal degree preferred unless Provost approved	Terminal degree preferred unless Provost approved	Terminal degree preferred unless Dean approves	Terminal degree preferred unless Dean approves

APPENDIX 3: FACULTY ACTIVITIES REPORT (FAR)
COLLEGE OF ARTS AND SCIENCES
Santa Clara University
Faculty Activities Report (FAR)
Lecturers (with renewable terms)
20xx-xx Academic Year (September 1 – August 31)

- 1) Please submit to the A&S Dean's Office by October 1: a hard copy of your completed FAR and a hard copy of your most recent CV.
- 2) Please submit to your department chair / program director by October 1: a hard copy of your FAR and your CV, copies of your numerical and narrative course evaluations, and evidence supporting your scholarship (publications, papers, conference schedules, performance programs, exhibition catalogues, and the like).

Please note that this FAR seeks to gather information that is useful in the evaluation process; excessive information may obscure your *major* contributions. Make entries only where appropriate. You may delete all categories not applicable to you as well as the descriptors that follow the categories.

I. GENERAL INFORMATION

Name:

Academic title: Lecturer

Year of initial appointment in this position:

Department:

Number of years on the SCU Faculty:

II. TEACHING

1. Courses and laboratories. (Please indicate team-taught courses with * and courses for which extra compensation was received with **. Please include summer courses.)

Term	Course No.	Course Title	Units
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2. Course reductions. (Please explain any course releases or reduction in normal teaching load.)

3. Prizes or awards for teaching. (Please include the name and purpose of the award, organization presenting the award, and the date.)

4. Teaching. (All faculty are expected to continue to revise and enhance their courses, to use the best pedagogical methods, to assess student learning in their courses effectively, and to participate actively in enhancing the teaching and learning goals and initiatives of the department, college, and university. Please list the ways in which your efforts have contributed to student learning and curricular development. Where appropriate, teaching may include student participation in faculty research.)

5. Advising. (Please give the number of students you advised during this period. Please mention any students for whom you have played a significant role as mentor.)

III. PROFESSIONAL ACTIVITY AND/OR SCHOLARSHIP

1. Professional qualifications and courses (Please list any academic degrees or certificates earned over the period covered by this report. Please list professional courses or workshops in which you participated that were designed to bring faculty up-to-date in your discipline, especially in the area of pedagogy.)

2. Publications or performances/exhibitions. (Please provide a complete citation for all scholarly or creative works published during the period covered by this report, especially those focused on the scholarship of pedagogy. Please provide the acceptance rate for journal articles and a very brief description of the publication: national or regional? research or pedagogical? refereed or invited? Please describe your contribution if the publication or creative work has multiple authors or collaborators. Forward one copy of each publication to your Chair. Please list any performances or exhibitions during the evaluation period using the appropriate citation format of the discipline.)

3. Papers presented. (Please list here all papers presented at professional meetings or at other universities.)

4. Work in progress. (Please include work accepted for publication but not yet published, work submitted for publication, and work in progress.)

5. Grant applications. (Please include title, sponsor, amount requested, date submitted and status of request.)

6. Prizes or awards for scholarly or creative work. (Please include the name and purpose of the award, the organization presenting the award, and the date.)

IV. FACULTY SERVICE

In this section, please give some indication of the time commitment of the activity involved. For example, did a committee meet weekly, monthly, or once per term? Give a very brief assessment of the significance of the activity. Please include dates and other pertinent information. When listing committees, please give the name of the Chair.

1. University, college and departmental service. (Please include here service such as: advising student organizations and honor societies, taking part in student recruitment/orientation efforts, contributing to program review, working with the University Centers of Distinction, Residential Learning Communities, the University Writing Center etc.)

2. Professional service. (Please include offices held in professional societies, work on editorial boards, service as a referee for a journal or juror for an exhibition, service as a panel or meeting organizer etc.)

3. Community service and consulting. (Please include names of clients, general nature of consulting responsibilities, and number of days devoted to each client.)

4. Awards or recognitions for service contributions. (Please list the name and purpose of the award, organization making the award, and the date.)

V. OTHER PERTINENT INFORMATION

APPENDIX 4: SIMPLIFIED FACULTY EVALUATION FORM

**Santa Clara University
College of Arts and Sciences**

Faculty Evaluation Form (revised October 2011)

(Please use for all continuing faculty except assistant professors and for Lecturers with renewable terms)

To Evaluation Committee Members:

- In keeping with the University policy on confidentiality, please do not circulate drafts of this evaluation by email.

To the Faculty Member:

- Section 3.3 of the *Faculty Handbook* specifies that you may provide a written response to this evaluation and such response shall become part of your personnel file.
- You may also appeal this evaluation within 30 days of the date below following the procedure outlined in the College Policy on Faculty Appeal of Evaluation (see College Protocols at <http://www.scu.edu/cas/facultyandstaff/protocols.cfm>).

Name of Faculty:

Date:

Evaluation Period: (September 1, 20XX through August 31, 20XX)

Weightings: Teaching: % Scholarship: % Service: %

Faculty Rank:

- ___ Lecturer (with renewable term)
- ___ Senior Lecturer
- ___ Associate Professor
- ___ Professor

Evaluation of Teaching

The evaluation of teaching should include: numerical evaluation scores relative to department averages; representative comments from narrative evaluations; number of advisees; significant curriculum development or mentoring of student research.

- | | |
|---|---|
| <input type="checkbox"/> Extraordinary (5) | <input type="checkbox"/> Excellent to Extraordinary (4.5) |
| <input type="checkbox"/> Excellent (4) | <input type="checkbox"/> Good to Excellent (3.5) |
| <input type="checkbox"/> Good (3) | <input type="checkbox"/> Fair to Good (2.5) |
| <input type="checkbox"/> Fair (2) | <input type="checkbox"/> Below Expectations to Fair (1.5) |
| <input type="checkbox"/> Below Expectations (1) | |

Explanation of Evaluation and Comments on Teaching:

Evaluation of Scholarship or Professional Activity

The evaluation of scholarship must: make clear what work is receiving full credit in this evaluation cycle; discuss the quality of all work as evidenced by indicators such as journal acceptance rates and impact factors, prestige of artistic venue or publisher, size of grant and prestige of funding source etc; discuss trajectory as evidenced by ongoing projects.

- | | |
|---|---|
| <input type="checkbox"/> Extraordinary (5) | <input type="checkbox"/> Excellent to Extraordinary (4.5) |
| <input type="checkbox"/> Excellent (4) | <input type="checkbox"/> Good to Excellent (3.5) |
| <input type="checkbox"/> Good (3) | <input type="checkbox"/> Fair to Good (2.5) |
| <input type="checkbox"/> Fair (2) | <input type="checkbox"/> Below Expectations to Fair (1.5) |
| <input type="checkbox"/> Below Expectations (1) | |

Explanation of Evaluation and Comments on Scholarship:

Evaluation of Service

The evaluation of service should highlight only significant contributions to the department, College, University, profession, or service to the community in one's professional capacity.

- | | |
|---|---|
| <input type="checkbox"/> Extraordinary (5) | <input type="checkbox"/> Excellent to Extraordinary (4.5) |
| <input type="checkbox"/> Excellent (4) | <input type="checkbox"/> Good to Excellent (3.5) |
| <input type="checkbox"/> Good (3) | <input type="checkbox"/> Fair to Good (2.5) |
| <input type="checkbox"/> Fair (2) | <input type="checkbox"/> Below Expectations to Fair (1.5) |
| <input type="checkbox"/> Below Expectations (1) | |

Explanation of Evaluation and Comments on Service:

Overall Evaluation (round to the nearest half integer)

- | | |
|---|---|
| <input type="checkbox"/> Extraordinary (5) | <input type="checkbox"/> Excellent to Extraordinary (4.5) |
| <input type="checkbox"/> Excellent (4) | <input type="checkbox"/> Good to Excellent (3.5) |
| <input type="checkbox"/> Good (3) | <input type="checkbox"/> Fair to Good (2.5) |
| <input type="checkbox"/> Fair (2) | <input type="checkbox"/> Below Expectations to Fair (1.5) |
| <input type="checkbox"/> Below Expectations (1) | |

Developmental Feedback (Required for all faculty except full professors (For associate professors this section must include feedback for progress toward promotion. For Lecturers (with renewable terms) this section must include feedback for progress toward reappointment or promotion to senior lecturer.)

Thank you for your contributions to the Department and the College of Arts and Sciences.

Members of the Evaluation Committee: Signatures of Evaluation Committee Members:

Reviewed by Associate Dean
(no signature required)

APPENDIX 5: RUBRIC FOR EVALUATION OF LECTURERS AND SENIOR LECTURERS
Lecturer Descriptors: Final Version Approved for Use in 2011-12 Pilot

Teaching Effectiveness	
Below Expectations 1	Problematic classroom or other teaching performance; unreliable advising and availability; indifference or resistance to meeting teaching standards.
Fair 2	Meets minimal qualitative expectations in the classroom; acceptable advising and/or availability; little or no curricular development.
Good 3	Fulfills all teaching and advising responsibilities; solid work in the classroom and advising/mentoring students; some effort to improve.
Excellent 4	Recognized overall excellence in teaching, advising, mentoring; useful contribution to curriculum/program development and/or fostering student research.
Extraordinary 5	Truly exceptional performance by both department and College standards; extraordinary classroom teaching, advising, and mentoring; major contribution to curriculum/program development and/or fostering student research.
Professional Activity	
Below Expectations 1	No or minimal professional activity appropriate to discipline, or activity of a quality below expectations given rank and position; no evidence of any plan for future professional activity.
Fair 2	Some commitment to ongoing professional development appropriate to discipline, for example, reading professional journals, staying current with research in the field or engaging in constructive conversations on pedagogy with colleagues within the program or department.
Good 3	Commitment to ongoing professional development appropriate to discipline, such as attending a professional conference or discipline-appropriate program/workshop, submitting work for publication, or providing evidence of work on a professional or creative project; solid evidence of future plans with high likelihood of successful completion.
Excellent 4	Recognized professional activity appropriate to the discipline, which may include: attending or presenting at professional conferences; placing work in appropriate professional or creative publications; participating in performances, exhibitions, or readings at respected venues; or ongoing research and progress on a major professional or creative project with high likelihood of successful completion.
Extraordinary 5	Truly exceptional professional or creative activity and achievement appropriate to the discipline that may include: completion of important professional or creative projects, significant publication, presenting a talk or performance at a highly-respected venue, or securing funding for a significant regional or national grant proposal.
Faculty Service	
Below Expectations 1	Little or no useful activity in serving the program/department, College, University, or profession.
Fair 2	A minimal level of useful activity, relative to rank and seniority, in serving the program/department, College, University or profession.
Good 3	Meets basic obligations well; provides useful and effective service, appropriate to rank and seniority, in serving the program/department, College, University, or profession.
Excellent 4	Exceeds basic obligations; provides excellent service in important projects, appropriate to rank and seniority, in serving the program/department, College, University or profession.
Extraordinary 5	Truly exceptional effort and results in important projects, appropriate to rank and seniority, in serving the program/department, College, and University; truly extraordinary service in one of these areas, or in service to the profession, or in contributing one's professional expertise to the community.

APPENDIX 6: UNIVERSITY PROCEDURE FOR REQUESTS TO TEACH ELSEWHERE

Santa Clara University
Office of the Provost
June 29, 2011

University Procedures for Requesting Approval to Teach Elsewhere Faculty with Fixed-Term and Renewable-Term Appointments 2011-12

According to Section 3.7.4.3 of the Faculty Handbook, full-time faculty must have the written approval of the dean and Provost before accepting a teaching appointment at another educational institution during the period of service specified in the Letter of Appointment.

For faculty with full-time fixed-term (9 courses) and full-time renewable-term (7 courses) appointments, the process for obtaining approval involves the following steps:

1. The faculty member submits a written request to the dean for approval to teach elsewhere *before* accepting an offer from Santa Clara. The request must include a description of the teaching responsibilities at the other institution and evidence that full-time teaching at Santa Clara would not be in violation of policies at the other institution.
2. After consulting with the department chair, the dean makes a recommendation to the Provost.
3. The Provost reviews the request and dean's recommendation.
4. The Provost notifies the faculty member in writing if teaching elsewhere is approved or not approved.

If approval is granted, then a revised request must be made if there is a significant change in teaching assignment or the faculty member would like to teach at a new institution. Approvals will be typically granted for a single term of appointment unless otherwise specified by the Provost.

APPENDIX 7: SECTION 3.4A OF THE FACULTY HANDBOOK
SANTA CLARA UNIVERSITY
FACULTY HANDBOOK
SECTION 3.4A

3.4A Policies and Procedures for Reappointment and Promotion of Non-Tenure-Track Faculty

Policies and procedures for reappointment of faculty holding renewable-term positions in the School of Law are set by the School of Law with approval of the Provost.

Policies and procedures for reappointment of a Lecturer to another renewable-term appointment appear in 3.4A.1 and 3.4A.3 below.

Policies and procedures for promotion to Senior Lecturer appear in 3.4A.2 and 3.4A.3 below.

Policies and procedures for promotion of faculty in adjunct professor ranks appear in 3.4A.4 below.

Endorsed by Faculty Senate, Spring 2010

Approved by Board of Trustees, June 4, 2010

3.4A.1 Reappointment of Lecturers

3.4A.1.1 Standards for Reappointment of Lecturers

Standards for reappointment of Lecturers must be broad enough to accommodate differences in academic disciplines and fields, the needs of different departments, and the nature of the specific appointment.

In addition to meeting the requirements set in 3.1.2.1.2, Lecturers seeking reappointment to another renewable term must demonstrate superior performance in teaching, in service, and in professional activity that is appropriate to the academic discipline or professional field and that contributes to their primary responsibility for teaching.

Teaching is to be judged in a teacher's total effect upon the education of his or her students. Teaching includes not only classroom instruction, but also academic advising and curriculum development. Effective teaching requires, at a minimum, competence in the subject and in skills of presenting it, and professionalism in conduct towards students. Academic advising is an extension of teaching. It is an expression of the University's concern for the development of the whole person and includes advising on courses and academic programs, on academic life generally, and on career opportunities. Curriculum development includes both contributions to departmental and University curricula, such as the development of new courses or significant modification of existing ones, and the creation of pedagogical materials that may be of use to other teachers. Those entrusted with evaluating a candidate's teaching are to consider all evidence of achievement in each of the three components. The candidate's course materials form part of this evidence. The evidence also includes, but is not necessarily restricted to, the testimony of the candidate's colleagues, students, chair and other academic officers about the following: the candidate's command of the subject; the effectiveness of the candidate's

presentation, whether in lectures, discussion, or tutorial; the quality and rigor of the candidate's courses; and the respect for and stimulation to further study of the subject that is generated among the candidate's students. Any other factors that contribute to the candidate's effect upon the education of his or her students shall also be taken into account.

Service is work other than teaching and professional activity that fosters and advances the missions and goals of the department, the college or school, or the University. It may also include service to the profession, such as participation on committees of a professional organization, and service to the community performed in virtue of a Lecturer's professional expertise or association with the University. The service expected of Lecturers will be appropriate to their expertise and experience.

Professional activity refers to scholarly or creative work, professional practice, or other active engagement in a discipline or field that enables a Lecturer to remain current in that area and vital as a teacher. Examples of professional activity include attendance or presentations at conferences, occasional publications that contribute to scholarship or pedagogy in the field, creative work in the arts, and practice in a professional field. Lecturers shall not be held to the same standards of scholarship as tenure-track faculty.

It is the responsibility of the candidate to demonstrate superior, not merely competent, performance in the criteria described above. The interpretation of all criteria and the judgment of whether the candidate meets them is left to the persons and committees specifically charged in this Handbook or in the Constitution of the School of Law or the Statutes of the Jesuit School of Theology with the evaluation of candidates.

Collegiality is not a distinct capacity to be assessed independently of the three standards described above. It is rather a quality whose value is expressed in the successful execution of these three functions. Collegiality means that faculty members cooperate with one another in sharing the common burdens related to discharging their responsibilities, and do so in a conscientious and professional manner. Collegiality is not the same as conformity or intellectual agreement and may not be interpreted in a way that violates the principles of academic freedom. In those rare instances in which lack of collegiality becomes an issue in the evaluation of faculty for reappointment or promotion, it may be considered only insofar as it has a negative effect on the functioning of the department, college or school, or University.

Endorsed by Faculty Senate, Spring 2010

Approved by Board of Trustees, June 4, 2010

3.4A.1.2 Applications for Reappointment of Lecturers

A Lecturer eligible to apply for reappointment shall submit an application that follows University guidelines available from the dean.

Endorsed by Faculty Senate, Spring 2010

Approved by Board of Trustees, June 4, 2010

3.4A.1.3 Procedures for Review of Applications for Reappointment of Lecturers

Each department shall review applications for reappointment of Lecturers in accordance with procedures set by the dean. All tenured faculty and Senior Lecturers shall be eligible to

participate in the review of applications. With the approval of the dean, faculty in a large department who are eligible to participate may elect a committee of eligible faculty to conduct the review on behalf of the whole department.

The chair shall convey the recommendation of the department, along with a report explaining that recommendation, to the dean. After consulting with the Provost, the dean shall make the final decision and inform the candidate of that decision in writing. A negative decision is not subject to appeal.

Endorsed by Faculty Senate, Spring 2010

Approved by Board of Trustees, June 4, 2010

3.4A.2 Promotion to Senior Lecturer

3.4A.2.1 Standards for Promotion to Senior Lecturer

Standards for promotion to Senior Lecturer must be broad enough to accommodate differences in academic disciplines and fields, the needs of different departments, and the nature of the specific appointment.

Promotion to Senior Lecturer is not automatically granted for length of service; it is a recognition of an exemplary record of achievement. In addition to meeting the requirements set in 3.1.2.1.3, candidates shall be expected to demonstrate a record of extraordinary teaching and to meet or exceed the standards for reappointment of Lecturers as described in 3.4A.1.1.

Endorsed by Faculty Senate, Spring 2010

Approved by Board of Trustees, June 4, 2010

3.4A.2.2 Applications for Promotion to Senior Lecturer

A Lecturer eligible to apply for promotion to Senior Lecturer shall submit an application that follows University guidelines available from the dean.

Endorsed by Faculty Senate, Spring 2010

Approved by Board of Trustees, June 4, 2010

3.4A.2.3 Procedures for Review of Applications for Promotion to Senior Lecturer

Each department shall review applications for promotion to Senior Lecturer in accordance with procedures set by the dean. All tenured faculty and Senior Lecturers shall be eligible to participate in the review of applications. With the approval of the dean, faculty in a large department who are eligible to participate may elect a committee of eligible faculty to conduct the review on behalf of the whole department.

If the recommendation of the department is negative, the chair shall convey that recommendation along with a report explaining it to the dean. The dean shall notify the candidate of the negative decision. This decision is not subject to appeal.

If the recommendation of the department is positive, the chair shall convey that recommendation along with a report explaining it to a Committee on Promotion to Senior Lecturer which has been elected by eligible faculty in the college or school. This committee shall be different from the

college or school Rank and Tenure Committee. It shall consist of three tenured faculty members and two Senior Lecturers who are elected by their respective peers in the college or school. If fewer than two Senior Lecturers in the college or school are eligible to serve, the committee shall consist of the three tenured faculty members and either one or no Senior Lecturer.

The college or school Committee on Promotion to Senior Lecturer shall thoroughly review all aspects of the candidate's application and the report of the department. Informed by this review, its members shall cast secret ballots indicating their judgment of the strength of the application. Committee members from a candidate's department who have voted on the application at the department level may participate in the committee's discussion but may not cast a ballot in the committee.

The committee shall prepare a report of its evaluation and recommendation that reflects and includes the results of the balloting. It shall submit this report to the dean, who shall make a recommendation to the Provost. The Provost shall make the final decision after consideration of the recommendations made and of the needs of the University.

Endorsed by Faculty Senate, Spring 2010

Approved by Board of Trustees, June 4, 2010

3.4A.2.4 Reconsideration of a Decision Not to Promote to Senior Lecturer

A Lecturer who has been denied promotion to Senior Lecturer by the Provost will be informed of that decision in writing. On request, the Provost shall give unsuccessful candidates the fullest and fairest statement of reasons that is consistent with the confidentiality of the specific recommendations of those who have participated in the evaluations.

Whenever a Lecturer receives in writing an adverse decision by the Provost concerning his or her application for promotion to Senior Lecturer, the Lecturer has 30 calendar days to file with the President a petition for reconsideration by the President. The petition shall be submitted in writing and list the reasons for the request for reconsideration. The President shall respond within 30 days of receipt of the petition.

Requests for reconsideration of a denial of promotion are restricted to the following grounds:

1. the existence of significant and relevant new material that has become available since the appellant's petition for promotion was considered.
2. significant inconsistency in the application of standards or procedures between the appellant's evaluation and others of the same year.

Upon receiving a valid request to reconsider a denial of promotion, the President shall ask for recommendations on whether to reverse or to reaffirm the decision from the appropriate college or school committee, the appellant's dean, and the Provost.

The committee, dean, and Provost shall make their recommendations directly to the President, who, at his discretion, may discuss the case with any or all of them or with anyone else,

including the appellant. The President shall then form and communicate his decision, which shall be final, in writing to the appellant.

The burden of proof of the allegation or allegations on which a request for reconsideration is based rests with the appellant.

Endorsed by Faculty Senate, Spring 2010

Approved by Board of Trustees, June 4, 2010

3.4A.2.5 Reapplication for Promotion to Senior Lecturer

A Lecturer who has been denied promotion to Senior Lecturer must wait three years before reapplying for promotion.

Endorsed by Faculty Senate, Spring 2010

Approved by Board of Trustees, June 4, 2010

3.4A.3 Other Policies and Procedures for Reappointment and Promotion of Lecturers

3.4A.3.1 Rights and Responsibilities of Candidates

It is the responsibility of a Lecturer applying for reappointment or for promotion to Senior Lecturer to become informed about the pertinent rules and regulations contained in the Faculty Handbook, to obtain from the dean the current University and college or school guidelines, and to follow all the procedures stipulated. It is incumbent on the candidate to demonstrate that he or she has met all the criteria for reappointment or promotion and to provide requisite documentation, in the form requested, within the deadlines stipulated.

Endorsed by Faculty Senate, Spring 2010

Approved by Board of Trustees, June 4, 2010

3.4A.3.2 Conflict of Interest in Evaluation

Faculty members who participate in the evaluation of candidates for reappointment or promotion must strive to avoid any conflict of interest, real or perceived, in order to ensure a fair and objective evaluation.

If a familial, romantic, or financial relationship exists or has existed between two faculty members, neither shall participate in the evaluation of the other for purposes of reappointment or promotion. Specifically:

- a. One shall not stand for election to a Committee on Promotion to Senior Lecturer knowing that the other would be considered during his or her period of service on the committee.
- b. One in a position to evaluate the candidacy of the other at any level of the review process shall recuse himself or herself from both discussion and voting in that case.
- c. A candidate for promotion is responsible for asking the other party to recuse himself or herself from the review process and also for reporting the perceived conflict to the dean.

A “financial relationship” is a relationship between two faculty members that could allow one to significantly benefit or suffer financially, either directly or indirectly, from a decision on the

reappointment or promotion of the other. Violations of these provisions will be governed by procedures specified in Section 3.9. (Sanction and Dismissal) of the Faculty Handbook.

Candidates and those charged with their evaluation for reappointment or promotion shall consult with the Provost to resolve questions of the applicability and interpretation of this policy when necessary.

Endorsed by Faculty Senate, Spring 2010

Approved by Board of Trustees, June 4, 2010

3.4A.3.3 Confidentiality

Deliberations and recommendations by persons or groups charged in this Handbook with the evaluation of candidates shall have confidential status and shall not be divulged to persons not so charged. Evaluative material received from others, whether solicited or volunteered, shall likewise have confidential status and shall not be divulged to persons outside the review process.

Endorsed by Faculty Senate, Spring 2010

Approved by Board of Trustees, June 4, 2010

3.4A.3.4 Inception of New Appointment Status

Reappointment or promotion commences with the beginning of the subsequent academic year.

Endorsed by Faculty Senate, Spring 2010

Approved by Board of Trustees, June 4, 2010

3.4A.4 Policies and Procedures for Promotion of Faculty in Adjunct Professor Ranks

Policies and procedures for promotion of faculty in the adjunct professor ranks defined in 3.1.2.2.1.2 are determined by the dean of each College or School in consultation with the faculty.

Standards for promotion must be broad enough to accommodate differences in academic disciplines and fields, the needs of different departments, and the nature of the specific appointment as specified in the Letter of Appointment. In general, faculty in adjunct professor ranks shall demonstrate the same level of excellence expected of tenure-track faculty holding the same rank, except that they shall not be held to the same performance expectations as tenure-track faculty in functions that are not central to their appointment.

Endorsed by Faculty Senate, Spring 2010

Approved by Board of Trustees, June 4, 2010