

College of Education

Department/College Criteria for Advancement for Non-Tenure-Track Faculty Ranks

Lecturer/Clinical Instructor I to Lecturer/Clinical Instructor II

Lecturer/Clinical Instructor II to Senior Lecturer/Senior Clinical Instructor

The University of Central Arkansas [Faculty Handbook](#) outlines the process for advancement within the ranks of (Non-Tenure-Track) Clinical Instructor and Lecturer. Advancing from **Lecturer/Clinical Instructor I to Lecturer/Clinical Instructor II**, "is not automatic but must be earned with documented evidence of a high level of effective performance in teaching, scholarship, and service" (*Faculty Handbook*, 2023, p. 20). Additionally, regarding promotion from **Lecturer/Clinical Instructor II to Senior Lecturer/Senior Clinical Instructor**, the UCA Faculty Handbook further states, "Advancement is not automatic and must be earned through sustained excellence in teaching, scholarship, and service" (*Faculty Handbook*, 2023, p. 20). The College of Education advises applicants to review Chapter 3 in the UCA [Faculty Handbook](#), paying careful attention to the following:

- Non-Tenurable Ranks
- Criteria for Tenure
- Promotion
- Advancement
- Procedure for Advancement of Non-Tenure-Track Faculty

The Non-Tenure Track (NTT) Promotion Application can be accessed on the website of the Division of Academic Affairs: <https://uca.edu/academicaffairs/publications-information/>. The NTT Promotion Application establishes that the applicant must write a brief narrative of the current job description and, if applicable, how the job has changed. The description must include duties and responsibilities for the current year and the three to five previous years. The applicant is asked to include percentages to describe his/her workload addressing teaching, service, and scholarship. Productivity must be documented after the last advancement review. It should be noted that the scholarships of teaching and service are weighted more heavily for advancement in Non-Tenure Track positions, but evidence of the scholarship of research is also required. The quality and quantity of the work must be appropriate to the level of advancement for which the applicant is applying.

1. Scholarship of Teaching: The candidate must demonstrate excellence in teaching. As defined by Boyer (1990), the scholarship of teaching should receive greater emphasis for clinical and lecturer level faculty. Record of productivity might include evidence such as the following:

- Annual course evaluations
- Peer teaching evaluations
- Letters of recommendation
- Unsolicited testimonial support in the form of qualitative expression

- Student Mentoring and/or Advising
- Innovative instructional strategies and activities (e.g., lesson plans, co-teaching, syllabus, etc.)
- Professional development training specific to teaching areas
- Integration of technology in teaching
- Curriculum development, including but not limited to revising or creating new courses and programs
- Advising students who complete research initiatives such as independent research projects and degree-related research projects.
- Applied strategies gained from participation in the Center for Teaching and Academic Leadership (CETAL) workshops or consultations
- Applied strategies from teaching-oriented conferences
- Chairing or serving on teaching-related committees for the department or college
- Other relevant evidence

AND

2. Scholarship of Service: The candidate must demonstrate substantial and impactful (Glick, 2002) contributions to the area of service. Record of productivity might include evidence such as the following.

- Service to the University, College, Department, and/or Program through substantive contributions to committees and/or working groups
- Service to professional organizations
- Service to the profession through agencies providing service to children and youth
- Service to the profession through appropriate agencies
- Service to the profession as an advocate for children, youth, and adults
- Discipline-specific committee work
- Service to the profession as a faculty advisor to campus student organization(s)
- Other relevant evidence

AND

3. Scholarship of Research: Teaching practices should be based on current research and best practices. Non-Tenure-Track faculty will share this knowledge with other people through presentations and other avenues. While the scholarship of teaching should receive greater emphasis for the promotion of Non-Tenure-Track faculty (Boyer, 1990), the candidate must show appropriate scholarly contributions achieved at the state, national, or international level. Record of productivity might include evidence such as the following:

- Professional presentations (peer review process)
- External or internal grant awards
- External or internal grant reviews
- Service as a reviewer for professional journal articles, books, conference presentations, etc.
- Dissemination of work through newsletter/newspaper/other media
- Invited presentations to schools, districts, or other professional audiences
- Original research submitted for publication in peer-reviewed journals or edited books
- Creative work submitted for publication as an authored book
- Presentation of original research in local, national, or international webinars or other online venues whose criteria are similar to peer-reviewed and refereed conferences
- Digital scholarship that uses methodologies differing from traditional scholarly conferences or publications (e.g., blogs and digital archives) accompanied by a written statement justifying the project(s) as scholarship
- Other relevant evidence

Candidates *may also opt* to show a record of productivity in the form of one or more of the following examples of evidence:

- Service on professional journal editorial boards
- Editor or co-editor of professional journal
- Editor or co-editor of a book
- Authored professional newsletter (including online versions)
- Authored monographs
- Authored book chapters
- Authored article in a professional journal
- Authored or co-authored books
- Other related evidence

The College of Education Collegiality Statement:

The candidate should demonstrate collegiality to enhance a climate of flexibility, openness, and respect for ideas shared by colleagues and students. Collegiality is not the same as congeniality. Collegiality exists when an individual fosters a climate of collaboration that involves the necessary interpersonal skills for shared decision-making and working toward a common purpose among colleagues.

References

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Washington, D.C.: The Carnegie Foundation for the Advancement of Teaching.

Glick, T.H. (2002). *How best to evaluate clinician–educators and teachers for promotion*. *Academic Medicine*. 77(5). pp. 392-397.

University of Central Arkansas. (2023). *UCA Faculty Handbook*.
<https://uca.edu/academicaffairs/files/2023/06/2023-FHB-Current.pdf>

Draft-Non-Tenure Track Criteria Committee: T.K. Anderson (chair), Lisa Herrington, Rebecca Bogoslavsky, and Lisa Christman

Approved by Vote of Non-Tenure-Track Faculty on March 5, 2024