

Guidelines for Promotion to Professor of Pedagogy, Practice, or Performance

Developed by the Lecture-Track Promotion Committee and approved by the Dean of Emory College and the Provost of Emory University, January 22, 2009. Revised, May 2010.

These guidelines describe the promotion procedures for faculty in the rank of Senior Lecturer to the rank of Professor of Pedagogy, Practice, or Performance. For a fuller discussion of lecture-track faculty appointments, please refer to “Appointment and Review of Lecture-Track Faculty in Emory College.”

1. Introduction.

The rank of Professor of Pedagogy, Practice or Performance is the highest academic rank in Emory College of Arts and Sciences for lecture-track faculty. The rank signifies a level of excellence that goes beyond the normal requirements of classroom teaching and advising. Moreover, it *signifies the recognition and impact of those achievements by the academic community beyond Emory.*

Promotion to Professor of Pedagogy, Practice or Performance requires evidence of significant and sustained contribution to one’s department, program or center, to the College and University, and to the pedagogical aspect of one’s field. Like promotion to Senior Lecturer, applying for promotion to this level is based on evidence of noteworthy activity in the areas of teaching and advising; promotion to this rank also requires evidence of scholarship and professional development. The dossier must document success in these areas, and the process includes solicitation of letters of support from outside the department, program or center, in addition to letters of support from within the department, program or center.

2. Eligibility.

Senior Lecturers who have already completed one five-year term in that rank are eligible for promotion to Professor of Pedagogy, Practice, or Performance. Therefore, they may initiate the promotion process in the spring semester of their fifth year at the rank of Senior Lecturer. However, they can wait until a later time to initiate the promotion process.

3. Timeline and Process.

- a. The candidate should notify his or her department (or program) chair of his the desire for promotion no later than *February 1*. Most departments and programs have a preliminary process to determine the readiness of a faculty member for promotion.
- b. *By March 15*, the candidate should submit the following to the department:
 - i. *A curriculum vita.*

ii. A list of 12 potential reviewers, including their contact information, academic ranks, a brief biographical description, and a disclosure of the relationship that the candidate has had with the potential reviewer. Six of these potential reviewers should be senior faculty from Emory but outside the candidate's department. Six of these faculty should be external to Emory, and may include, when relevant, professionals who do not hold academic appointments.

iii. The dossier of teaching and scholarship materials. For further discussion of this dossier, see item 4 and the Appendix, below.

c. The department then reviews and approves the list of outside reviewers, and forwards it to the Office of the Senior Associate Dean for Faculty. The department also forwards two copies of the dossier of teaching and scholarship materials, including the curriculum vita. The College *strongly encourages the electronic submission* of these documents. These materials should be forwarded to the College office *no later than April 1*.

d. The College then solicits two internal and two external letters from the list of reviewers.

e. *In the subsequent fall*, the College will deliver to the department the letters from the external and internal reviewers. The department reviews these letters and the candidate's dossier, preferably by *October 1*. The department makes its recommendation known to the candidate and the Office of the Senior Associate Dean for Faculty. If the decision is positive, the department should recommend to the Dean one of the three following titles: "Professor of Pedagogy," "Professor of Practice," or "Professor of Performance."

f. The Lecture-Track Promotion Committee then reviews the candidate's dossier and the departmental recommendation. It forwards its own recommendation, including a recommendation about the appropriate title, to the Dean of Emory College, *preferably no later than November 1*.

g. The Dean of Emory College then makes his or her recommendation to the Provost of Emory University. The Provost of Emory University is the final arbiter on the promotion.

h. Candidates have the right to appeal a negative departmental decision or a negative decision of the Dean using the same procedures outlined in Section VI of the Emory College "Principles and Procedures for Promotion and Tenure."

i. Candidates who are denied promotion may be reappointed at their current rank. Except in unusual circumstances, candidates who are denied promotion must wait for three years before another application for promotion.

4. Promotion Materials

The candidate should supply a dossier to the department or program that includes the following:

- a. *A curriculum vita.*
- b. A teaching portfolio that provides evidence of excellence in teaching and advising, including a statement describing teaching activities.
- c. A statement regarding service to the department/program, College, and University.
- d. A statement regarding scholarly accomplishment and/or professional service.
- e. Materials documenting professional activities, possibly including scholarship and public activities related to pedagogy. There is a particular premium placed on evidence of accomplishment that connects the candidate's work at Emory to academic or professional communities beyond Emory.

The kind of materials that a candidate might provide are defined at greater length the Appendix, below.

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APPENDIX: Defining excellence, providing evidence.

In the course of its development of these guidelines, the Lecture-Track Promotion Committee produced the following advice about how candidates for promotion might furnish the appropriate evidence. This advice is meant to be suggestive, and not exhaustive. Candidates should realize that their own disciplines and activities may require that they modify how they produce evidence for their promotion cases. All candidates for promotion are required to build their own case, and every discipline has a different and evolving definition of excellence.

A. Teaching and advising, and pedagogical development.

The teaching record of all LTF is of paramount importance in the evaluation process, and the faculty member should demonstrate excellence in this area, both for renewal of contract and for advancement.

Candidates for promotion should develop a Teaching Portfolio as outlined below.

The portfolio should include:

i. *Teaching:*

Student and peer evaluation of teaching

ii. *Advising*

Pre-major advising, majors, minors, number of advisees, evaluation letters from students formally solicited by the chairs, etc.

The portfolio might also include:

i. *Teaching:*

- Information on new courses, pedagogies, content developed
- Work on interdisciplinary courses
- Mentoring honors theses, internships or research
- Courses abroad, in other specialized situations
- Participation on the pedagogical training of graduate students
- Grants written, obtained for courses
- Evaluation letters from students formally solicited by the chairs
- Teaching awards received

ii. *Advising*

- Informal advising time, evaluation of it
- Grants written, obtained for advising/mentoring

iii. *Pedagogical and program development*

- Elucidation and evaluation of programs developed or reworked, such as majors, minors, internships, courses abroad
- Training or education of colleagues in teaching
- Grants written, obtained for program development

iv. *Professional development in teaching*

- Significant participation in workshops and conferences to improve teaching content, pedagogy or technology Implementation or dissemination of new developments

B. Department, College, University, and public or professional Service.

LTF service records will be evaluated at the level of the department in which they teach, as well as within the College, University, and greater academic and societal communities. Therefore, promotion to Professor of Pedagogy, Practice, or Performance usually requires excellence in at least two of the four areas (i-iv) below.

- i. *Department, College, and University committees:* Include lists of all committee memberships, positions held, time served, and evidence of accomplishments.

ii. Emory community engagement: This category might include administrative posts such as DUS, Chair, Director of college programs; creating new programs or sustaining existing programs; coordination of multi-section courses; mentorship of graduate students; service to student organizations.

iii. *External academic community engagement*: This category might include the organization of conferences, panels, speaker series; service to professional organizations; policy and strategic studies; inter-institutional committees; activities related to accreditation.

iv. *Public engagement*: This category might include community partnerships; public advocacy; service to the community through engagement in economic or cultural development, public education, etc.

C. Teaching-related scholarship

This domain will be evaluated on the basis of contributions to the field with a broad definition of scholarship. Such scholarship should specifically inform Pedagogy, Practice, or Performance, i.e. it should enrich the candidate's teaching and professional development and be directly connected to the central Lecture-Track Faculty mission of teaching and advising. The following list is not exhaustive but, rather, an attempt to suggest a range of types of evidence related to scholarship.

a. *Publication*: This category, which includes print and electronic publication, might include book chapters, textbooks, articles in peer-reviewed journals, book reviews, opinion articles, software, training guidelines or manuals, and reviews of artistic performances.

b. *Scholarly presentation*: This category might include papers at professional meetings, the organization of symposia and conferences, and invited presentation both at Emory and elsewhere.

c. *Performance*: This category might include invited artistic performances, juried exhibitions or composition, master classes, and residencies as a guest artist.

d. *Practice and pedagogy*: This category might include the development of new practice models, work on outcome assessment, the articulation of practice standards, and other contributions to standards the candidate's field.

e. *Public Pedagogy*: This category includes the development of new forms of public pedagogy, such as workshops and curricula that are open to non-

academic communities. Evidence that shows an active contribution that goes beyond simple participation is particularly valuable.

e. *Recognition of success*: Candidates should provide evidence of grants received, awards, fellowships, invited talks, etc.