

Organizational Leadership, Policy, and Development
Policies and Procedures for P&A Teaching Faculty Review and Promotion
April, 2025

This document describes the departmental criteria and standards used for the annual review and promotion of P&A Lecturers within the Department of Organizational Leadership, Policy, and Development, and outlines the process for annual review, evaluation, and consideration for promotion.

1. Overview

The Department of Organizational Leadership, Policy, and Development is a leader in advancing knowledge about educational and organizational change in local, national, and international contexts. Our research, teaching, and outreach reflect a commitment to interdisciplinary and intercultural engagement with educators, scholars, and policy makers seeking to enhance leadership, policy, and development around the globe. In fulfilling its mission, contract faculty in the Department of Organizational Leadership, Policy, and Development serve not only the students majoring in OLPD, but students in programs throughout the College of Education and Human Development (CEHD) and in other Colleges of the University.

It is the expectation that teaching faculty members' teaching and service efforts (which vary in emphasis/full-time equivalent [FTE] depending on appointment roles) will advance the interests and mission of the Department of Organizational Leadership, Policy, and Development, the College of Education and Human Development, and the University of Minnesota. Furthermore, because of the land grant status of the University, this work is also expected to contribute to the public good.

2. Expectations for P&A Teaching Faculty in the Department of Organizational Leadership, Policy, and Development

Each P&A teaching faculty member shall primarily be engaged in teaching efforts, as described in their contract (and linked with their university job title, code, and appointment role). The expectations for teaching-focused faculty engaged in these roles are:

P&A Lecturers are expected to meet CEHD workload expectations (specifically, the most current policy), be effective teachers, and offer well-constructed, clearly presented courses based on current scholarship. Depending on their position description, teaching faculty may also be expected to effectively supervise, mentor, or advise graduate

students involved in teaching OLPD courses, and may, in some cases, engage in administrative or accreditation tasks Associated with the programs they teach within.

In addition, to have a voice in self-governance, all P&A Teaching faculty are expected to engage in department, college, and/or university engagements serving effectively on some committees (as appropriate to their position and work scope), as elected or appointed. They are also required to attend and participate in department meetings (regular and special department and program-level meetings), especially those dealing with decisions related to P&A positions. As appropriate (consistent with their appointment role), teaching faculty may also be expected to regularly engage in professional service at the regional, national, or international level. This could include activities such as: membership on local and state standards work groups, attendance at Minnesota and national professional conferences, and service in professional associations.

3. Annual and Periodic Review of Contract Faculty

All P&A teaching faculty receive an official annual performance review as part of the Department's merit review process. This review is carried out by the faculty member's immediate supervisor (department chair or associate chair), and is based on performance expectations, accomplishments and professional growth of the teaching faculty member according to the provisions of their contracts. While this evaluation is intended to support and inform the faculty about strengths and opportunities, it also becomes a part of the faculty member's accumulating record for later decisions concerning performance, contract renewal and/or potential promotion.

A. Annual Review Procedures

Teaching faculty members shall annually document their accomplishments in the categories that are relevant to their position and reflected in their appointment roles.

The following procedure will govern these annual reviews:

1. Annual reviews of teaching faculty will occur in the spring semester of each academic year.
2. Faculty will submit a report (e.g., via WORKS; appraisal form, or other CEHD-required reporting system as communicated to faculty by the department chair), detailing their teaching, service and other professional activities for the previous calendar year.
3. Accomplishments will be reviewed by the department chair or associate chair.

4. The chair or associate chair will meet with the faculty to discuss the review of their accomplishments.
5. The chair or associate chair will provide more comprehensive feedback during the year three annual review process to allow informed and comprehensive growth by teaching faculty members. This review will attend to the criteria listed under Promotion to Senior Lecturer in order to address all areas that will be evaluated at the time of promotion.
6. The chair or department chair will inform faculty at the Lecturer level of the criteria for consideration for promotion to Senior Lecturer during the annual performance review.
7. In the fourth year of teaching at the lecturer level, the Chair or Associate Chair will offer the faculty member the option of establishing a promotion mentorship committee. The committee will include at least one senior lecturer and one tenured faculty member. The purpose of this committee is to meet with the faculty member and review the faculty member's accomplishments, considering the criteria for promotion to Senior Lecturer.

B. Criteria for Promotion to Senior Lecturer

Academic professionals with teaching responsibilities in CEHD must meet the following criteria to be considered for promotion from Lecturer to Senior Lecturer:

1. A record of excellence in assigned responsibilities, especially teaching and learning. Professionals may also demonstrate excellence in research and discovery, and outreach and engagement in alignment with and advancement of their contracted responsibilities. Since teaching and learning are the primary duty, greater weight is given to these responsibilities. These will include a range of activities depending on assigned responsibilities, and might include some of the following:
 - o Teaching and learning encompass a range of activities including course delivery for credit and non-credit teaching, service on graduate exam and dissertation committees, and service on degree-qualifying papers as well as syllabus and course.
 - o Design, use of innovation in teaching, student interactions and relationships, student evaluations, supervision of Teaching Assistants, and/or advising of graduate students.
 - o Research and discovery encompass seeking and participating in sponsored research projects, disseminating findings through presentations and publications, and applying findings in community settings.

- o Outreach and engagement encompass responsibilities for participation and leadership in University, College and unit committees and participation in community engagement activities. Areas to be considered include participation in departmental, collegiate, and university communities as well as the larger field and community through work on committees, professional service contributions, and relevant volunteerism.
2. A record of distinction and continued excellence in all assigned duties, especially in teaching and learning, but also may include research and discovery, and outreach and engagement. Such distinction is often characterized through increasing responsibilities, development of innovative practices, recognitions for teaching and learning, and/or other evidence of distinguished academic and professional contributions.
- o Distinction in teaching and learning may be demonstrated through activities such as leadership and participation in curricular development and design, creating new courses, and taking leadership in teaching roles.
 - o Distinction in research and discovery may be demonstrated through grant applications, successful funding for research projects, and supervision of participants in research projects.
 - o Distinction in outreach and engagement may be demonstrated through committee participation and leadership, directing unit and community connections and relationship building, leadership roles in collaborative work that promotes the service mission of the College and the unit.

C. Process for Seeking Promotion to Senior Lecturer

The Department affirms that Teaching faculty at the Lecturer level may initiate a review for promotion to Senior Lecturer based on performance and accomplishments as detailed in this document after four years of service in CEHD. The Department Chair (or associate chair) will inform P&A faculty members of their options for review in the Spring semester of each year. Individuals interested in initiating a review will submit a brief written request and updated curriculum vitae to the department chair. The chair will review the request and determine if a review towards promotion should be initiated.

Promotion to Senior Lecturer decisions will adhere to the following process:

Candidates for promotion to Senior Lecturer must develop a dossier whose structure and contents should be guided by the Department Chair. Relevant information to be considered in the promotion to Senior Lecturer should include, but is not limited to, the following, depending on the appointment role:

- Evidence of the candidate's teaching accomplishments.

- Evidence of the candidate's service accomplishments.
- Copies of the candidate's annual performance reviews for all previous years since the last promotion.
- The candidate's curriculum vitae.
- Material supplied by the candidate in elaboration of their performance, which shall be identified as such, focused on work since arriving at the University of Minnesota.

The portfolio will be reviewed by a three-person committee which includes at least one tenured faculty and one senior lecturer.

REFER TO CEHD PROMOTION GUIDELINES FOR REVIEW PROCESS/TIMELINE.