

Section II.D.3
of
**PROCEDURES FOR REVIEW OF FULL-TIME REGULAR LECTURERS AND
PROMOTION TO THE RANK OF SENIOR LECTURER AT BAYLOR UNIVERSITY**
(Full text enclosed below)

3. By October 31, the Regular Lecturer will submit to the department chair (or Dean in schools in which the Dean acts as chair) **a notebook containing:**
 - a. **A one-to-two-page letter** applying for the position of Senior Lecturer; for the second- and fourth-year reviews, this should be a one-to-two-page letter summarizing the data that supports the Regular Lecturer's continuation as a Regular Lecturer;
 - b. **A curriculum vitae** that lists the Regular Lecturer's educational background, relevant employment history, and professional achievements, including each course and section taught at Baylor and any other service and research activities, along with **any other information the Regular Lecturer deems pertinent**;
 - c. Documentation of the assignment of **any administrative and/or research duties** as part of the workload for any portion of the Regular Lecturer's service at Baylor;
 - d. **Student evaluations for each semester** taught as a full-time Regular Lecturer;
 - e. The **Regular Lecturer's assessment of his or her teaching effectiveness** in view of the other documentation available (e.g., student evaluations, Peer Teaching Review reports, and second- and fourth-year reviews); for the second- and fourth-year reviews, the Regular Lecturer should provide a reflective summary of his or her teaching and plans for improvement (for example, attending pedagogy workshops or observing the teaching of experienced colleagues), including available documentation;
 - f. **Any other materials the Regular Lecturer and/or the department chair** (or Dean in schools in which the Dean acts as chair) **deem appropriate** (these may include a teaching portfolio, in units that use such a document, as well as materials relating to service contributed to the department and any reflective summaries of assigned or unassigned administration or research); and
 - g. The **summary teaching evaluations** that have been **provided by the department chair** for the second- and fourth-year reviews as well as for the Senior Lecturer decision.

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Additional Info

- THREE Copies!
- Don't be clever/overly creative
- Network
- For past evals contact:
 - Meaghann Wheelis in Institutional Research and Testing.
Meaghann.Wheelis@baylor.edu
- Go "beyond"
 - Ask a variety of colleagues to evaluate your classes
 - First page of pubs, other large documents (with citation)
 - Check for updates to the policies/documents

October 31, 2012

Dr. Robert Doyle, Chair of the Biology Department and
Sr. Lecturer Committee Members for J. Duke

Dear Committee,

I am writing to request application to the position of Senior Lecturer. I have been blessed to be a part of the Biology Department for the past 6+ years, and I would love to continue for many more here at Baylor University. Below are summaries of the qualifications I feel I have demonstrated toward this position, and would hope that you consider favorably this application. Details and documentation for these qualifications can be found in my Senior Lecturer Notebook, and I will be referencing select sections throughout this letter.

Teaching Effectiveness

While at Baylor I have taught a variety of courses, including non-biology-majors courses in human biology and ecology, BIC interdisciplinary science courses, seminars for upper level biology majors, and introductory courses in our biology/pre-health sequence. As shown in the *Workload Documentation* section of my notebook I teach between 130 and 200 students per semester, and have developed a reputation for being an instructor who cares deeply about her subject as well as her students, and who is willing to invest earnestly in the learning environment here at Baylor.

Teaching Philosophy

In summary, my teaching philosophy (a detailed statement can be found in the *Teaching Philosophy* section) is that students learn best when they are personally invested in a subject; and true learning happens when the class is not about me transmitting my knowledge, but rather students taking ownership of their studies - viewing me simply as a catalyst for their own learning construction. All of my courses, regardless of whether for biology majors or non-majors, are taught in a highly interactive way. We read news articles, we read non-fiction novels, we "act out" biological processes, we build models, we struggle with difficult issues, and we dialogue intensely - all while assembling strong foundations in scientific processes and knowledge. My aim is for students to view my courses as challenging but extremely fulfilling. I love to get them curious and then help them satiate their curiosity with active-engaging activities. Syllabi for my courses (see *Syllabi* section) not only illustrate the range of topics I teach, but also demonstrate my unique approach for stimulating students' curiosity - even before they step into the classroom.

Student and Peer Evaluation

Direct feedback of my effectiveness as an instructor can be seen in my evaluations (see *Student and Peer Evaluations* sections). I have a very consistent record of being highly regarded by my students, as I have consistently been ranked as equal or exceeding comparison groups for all parameters evaluated. Students indicate they know how much I care about them, the material, and their mastery of that material. Peer evaluations indicate my colleagues have experienced the learning environment of my classes and have acknowledged the engaging atmosphere of my courses.

Development

From leading multi-disciplinary reading groups, to attending both on-campus and off-campus teaching workshops, I have averaged one faculty development activity a year. Additionally I have introduced three new courses and reworked several existing courses at Baylor, and in spring 2013 I will be teaching an ELG course. I have written one new lab manual and am in the process of preparing another for publication. Examples of my development activities can be viewed in the *Faculty and Curriculum Development* notebook sections, and clearly indicate I have consistently and diligently

focused on improving my courses, my methods and my overall philosophy. I love teaching and I thrive on learning new, innovative ways to do so.

Scholarship

In addition to my robust teaching load, I've maintained a very active scholarship agenda. I have seven publications, and am working on others; I've presented seven papers at meetings; I have several ongoing and completed research projects; and I've received internal research funding for \$4500, and external grants in excess of \$70,000. I've worked with multiple undergraduates doing field and lab research and have overseen the presentation by one group of students' research at University Scholars' Day. All of this has resulted in recognition among the larger scientific community of my unique area as a riparian specialist: in addition to a recent \$8000 contract to co-author a book on riparian zones, I have been nominated to both Texas and multi-state agencies as a leading scientist on riparian zones and asked to consult on a number of studies. I've been nominated for three scientific advising posts and selected for two. I feel this speaks highly to my ability to represent Baylor as both a strong instructor and a leader in scientific inquiry. Refer to the *Scholarship* section for examples of my varied research pursuits.

Departmental and University Service

Service contributions to my department, my students, and the university have been extensive: from volunteering in recruitment activities to serving every semester as a Faculty Partner, to Faculty Sponsoring two different student groups. I've served/am serving on multiple committees both within my department and the university. Additionally much of my service has been mentoring-focused. I've been asked to participate in both our Graduate Student and New Faculty Orientations for multiple years and have been asked to present three different *Seminars for Excellence in Teaching* workshops. I've also hosted two different visiting scholars here at Baylor, and will be conducting Mock Interviews for graduate students this fall. I thoroughly enjoy these opportunities because they allow me to give back via training, guiding, encouraging and just being an overall role model to our new and rising colleagues. Examples of my service and mentoring activities can be found in my *Service* and *Mentoring* notebook sections, respectively.

Community Service

My service to the community is summarized in my *Curriculum Vitae* section. It includes various activities such as leading Life Group (Adult Sunday School) at my home church, mission work within Waco and internationally, volunteer work, coaching, mentoring students, and judging science fairs.

Support for Baylor University's Mission

As I've summarized in this letter, and illustrated more fully in my notebook, I take seriously my role in educating our students for leadership and service via academic excellence and Christian values. In my *Summary of Teaching Reflection* and *Teaching Effectiveness Statement* sections I speak to my personal conviction to assist students in both becoming scientifically literate and developing their spiritual identities. As my *CV* shows I've grown tremendously under Baylor's guidance, and my sincere desire has been to feed forward the knowledge and skills I've acquired. My hope is that I may be able to continue these endeavors for a very long time here at Baylor! If you have any questions or would like additional material, please feel free to contact me. Thank you for your time and consideration.

Sincerely,

Jacquelyn R. Duke, Ph.D.
Lecturer, Department of Biology
Email: Jacquelyn_Duke@baylor.edu
Office: (254) 710-2215

David J. White

Department of Classics

Senior Lecturer Review Notebook

31 October 2012

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31 October 2012

Dr. Dan Nodes, Chair
Classics Department

Dear Dr. Nodes:

At your request and pursuant to the procedures currently in effect, I am submitting this notebook to assist you and the faculty of the Classics Department in my review for promotion to Senior Lecturer. Teaching at Baylor since the summer of 2004, as a Temporary and then Permanent Lecturer, has allowed me to show in a fresh and meaningful way my continued dedication and commitment both to students and to the profession of Classics. I will discuss my teaching in detail in the Assessment of Teaching Effectiveness, but I would like to take this opportunity to highlight my other activities and contributions to the Classics Department and Baylor University:

SCHOLARSHIP: I have presented papers at meetings of the Classical Association of the Middle West and South (CAMWS) in all but two of my years at Baylor, mostly on Latin poetry-related topics. I have written an entry on Iopas for *The Virgil Encyclopedia*, edited by Richard Thomas and Jan Ziolkowski (Wiley-Blackwell, forthcoming in 2013). I have recently accepted an invitation to review B. Pieri's *Intacti Saltus: Studi sull III libro delle Georgiche* (Bologna: Patron Editore, 2011), for the journal *Classical Review* (to appear in 2013). I translated passages from Balzac and Michelet (French) which have been published in *The European Romanticism Reader*, edited by Stephen Prickett (Continuum, 2010).

Ph.D. PROGRESS: In the summer of 2008 I returned to work on my Ph.D. degree by beginning the doctoral program in Latin and Roman Studies at the University of Florida. I am writing my dissertation, *Columella Res Rustica 10: A Study and Commentary*, under the direction of Dr. Victoria E. Pagán; my committee also includes Dr. Konstantinos Kapparis and Dr. Jennifer Rea of the UF Classics Dept., and Dr. Judith Page of the English Dept. The first detailed commentary in English on the poem in over eight decades, it focuses on the relationship between Columella 10 and Vergil's *Georgics*. I have completed and submitted a draft of my dissertation and am working on editing and revisions. I am on track to graduate in May 2013, which means that I will have completed the Ph.D. program from start to finish in five years, while teaching full-time at Baylor. It also means that I will have the Ph.D. in hand before my first contract term as Senior Lecturer begins, in the fall of 2013. I will make a copy of the current draft of my dissertation available for examination by the faculty of the Classics Department.

PROFESSIONAL DEVELOPMENT: I took part in the Baylor Faculty Summer Institute in 2007. In 2005 I took part in the Baylor New Faculty Retreat at Laity Lodge. I received two Baylor Faculty Development Grants, in 2005 to attend Fr. Reginald Foster's *Aestiva Romae Latinitas* summer spoken Latin program in Rome, and in 2008 to attend the *Conventiculum Bostoniense*, a weeklong spoken Latin workshop at the University of Massachusetts in Dartmouth, MA.

SERVICE TO THE CLASSICS DEPARTMENT: Since arriving at Baylor I have served as Library Liaison for the Classics Department and have worked with our subject librarian, Janet Sheets, to allocate the Department's library budget. I was the Director of Baylor in Italy in 2008. For the past six years I have directed a fully-staged student production of scenes from a selected Plautus play as part of the Department's annual Latin Day. I arranged the campus visit of Dr. Terence Tunberg and Dr. Milena Minkova from the University of Kentucky to demonstrate spoken Latin as part of Latin Day 2010. I have presented talks on Egyptian hieroglyphs, Mesopotamian cuneiform, and Ovid as part of

the Classics Department's former Friday lecture series. I have worked actively with the students in Baylor's Gamma Omega chapter of Eta Sigma Phi, the Classics Honors Society. Recently I have worked with you and Dr. Hejduk to construct a more formal procedure and format for giving Latin reading proficiency exams to graduate students who ask for them.

SERVICE TO THE HONORS COLLEGE: During my time at Baylor I have offered Honors Colloquia on a variety of topics, including British World War I poets, plays by George Bernard Shaw, Oscar Wilde, and James Barrie, James Hilton's *Lost Horizon*, Gore Vidal's *Julian*, Alice Kaplan's *French Lessons*, the constructed language Esperanto, and Gilbert & Sullivan operas. Several students have asked me to serve on their exit interview committee or honors thesis oral defense committee. For two years I served as co-Library Liaison (with Dr. Sarah-Jane Murray) for the Honors College. In the fall of 2004, my first semester at Baylor, I prepared a report on the feasibility of setting up a Classics-Honors special library.

SERVICE TO BAYLOR UNIVERSITY: For the past four years I have served as a University 1000 moderator. My University 1000 classes have included both groups of University Scholars and groups of randomly-selected first-year students. For the past several years I have served as an usher at commencement ceremonies; I also served as a usher at President Starr's inauguration. In the summers of 2007, 2011, and 2012 I served as a Baylor Greeter for incoming freshman. Since the fall of 2004 I have sung with *Amici Musici*, a faculty *a capella* ensemble, as my schedule has permitted.

SERVICE TO THE PROFESSION OF CLASSICS: I served as Finance Committee Chair for the Vergilian Society from 2004-2007. I took part in the performance of Gilbert and Sullivan's *Thespis* at the 2006 meeting of the American Philological Association (APA) in Montreal, presented by the Committee for Ancient and Modern Performance (CAMP), and in their performance of Aristophanes' *Thesmophoriazusa*e at the 2011 APA meeting in San Antonio. I have also taken part in recitations and staged readings sponsored by the Society for the Oral Reading of Greek and Latin Literature (SORGLL), held at CAMWS and APA meetings. I have recently been asked, and agreed, to serve on the nominating committee to select the next president of CAMWS Southern Section.

COMMUNITY INVOLVEMENT: I am an active member of St. Louis Roman Catholic Church in Waco, and am a member of the parish's St. Gregory Society and the men's Gregorian Schola (chant choir). I am a member of the Knights of Columbus, a Catholic men's fraternal and service organization; I belong to Council #13577 at St. Peter's Catholic Center at Baylor and K of C 4th-degree Assembly #1109 in Waco. I have performed in several plays at the Waco Civic Theatre.

As a committed Christian in the Roman Catholic tradition, I have found my time at Baylor to be extremely rewarding and inspiring. It has been a great privilege, as well as a great responsibility, to teach in an openly and unapologetically Christian environment, one where academics are viewed, and practiced, as part of our higher calling as Christians to glorify God and to encourage our students and colleagues to develop and express their talents in a way which both promotes God's Kingdom and is conducive to our own Salvation and to that of one another. I have been fortunate to be part of Baylor's transformation under Vision 2012, and I am excited about the possibilities of Baylor's new strategic plan, *Pro Futuris*. I look forward to being able to continue and deepen my commitment to Baylor's academic and Christian vision as a Senior Lecturer.

Sincerely yours,

DAVID J. WHITE
Regular Lecturer

PROCEDURES FOR REVIEW OF FULL-TIME REGULAR LECTURERS AND PROMOTION TO THE RANK OF SENIOR LECTURER AT BAYLOR UNIVERSITY

I. Scope

These procedures describe the process for review of Regular Lecturers in the second and fourth year, as well as at the point of application for promotion to Senior Lecturer. The University Policy governing these faculty members is BU-PP 716, Policy on Full-Time Lecturers and Senior Lecturers at Baylor University.

II. Procedure

- A. Each year, by September 25, the Office of the Provost will send a notification of each Regular Lecturer's current year of consecutive, full-time service to the Regular Lecturer and the Regular Lecturer's department chair and Dean.
- B. Each Regular Lecturer will undergo the department's Peer Review of Teaching Process at least three times: once early enough to incorporate the results of the Peer Review into the second-year departmental review (described in Section II.C); a second time following the second-year departmental review, but early enough to incorporate the results of the Peer Review into the fourth-year departmental review (also described in Section II.C); and the third time following the fourth-year departmental review, but early enough to incorporate the results of the Peer Review into the Senior Lecturer Review (described in Section II.D).
- C. Each Regular Lecturer in the second or fourth year of service will undergo a departmental review according to the following process:
 1. The department chairperson is to prepare with the available tenured departmental faculty and Senior Lecturers (or a committee thereof, as determined by the department chairperson in consultation with the available tenured faculty and Senior Lecturers) a summary evaluation of the Regular Lecturer's teaching. The summary teaching evaluation will draw on information from the Regular Lecturer's reflective summaries of teaching prior to the point of preparing the evaluation, peer review reports, and student evaluation forms, in order to evaluate the Regular Lecturer's work in the classroom and in student mentoring as well as any additional contributions to curriculum and instruction in the academic unit. This summary teaching evaluation should chronicle the Regular Lecturer's efforts at improvement in teaching and should help the Regular Lecturer in continuous improvement; it should be provided to the Regular Lecturer by December 15 for these purposes and for inclusion in the notebook that will be used for the departmental review.

Note: In a school or college that acts as a single department for the purpose of performing these reviews, the duties described throughout this process as being done by the department chairperson will be done by the Dean.

2. Regular Lecturers are to maintain a notebook as described in the context of the Senior Lecturer review process (see Section II.D.3). They are to make this notebook available for review by available tenured faculty and Senior Lecturers within the department by January 15.
3. The available tenured faculty and Senior Lecturers within the department are to review the Regular Lecturer's notebook before the meeting with the Regular Lecturer (described in II.C.5).
4. The department chairperson is to provide colleague evaluation forms to the available tenured faculty and Senior Lecturers, and to schedule a review meeting with the Regular Lecturer and the available tenured faculty and Senior Lecturers. The chair should provide the forms and schedule the meeting by January 15 (the meeting itself, described in Section II.C.5, should take place by February 15).
5. The Regular Lecturer, available tenured faculty and Senior Lecturers, and department chairperson will meet to discuss and review the Regular Lecturer's progress and performance. This review should address all pertinent topics of interest to the participants (and departments may make a practice of submitting such topics to the department chair in advance if thoroughness is thus facilitated). If there have been any changes in expectations or conditions of the Regular Lecturer's employment, the department chairperson is to ensure that these are clearly communicated in writing to all participants in this meeting. This meeting will be evaluative in the sense that it will result in a recommendation to retain or release the Regular Lecturer, but in most cases it should provide a significant opportunity for constructive conversation about the Regular Lecturer's work, acknowledging and encouraging its positive aspects and providing suggestions for improvement. This meeting will take place by February 15.
6. Following this meeting, the available tenured faculty and Senior Lecturers are to complete and sign the colleague evaluation forms on the Regular Lecturer and submit them to the department chairperson. This shall be done by February 25. Each tenured faculty member and Senior Lecturer should include on the form, along with other comments, an indication recommending that the Regular Lecturer be (a) Continued or (b) Not Continued as a Regular Lecturer, or an indication that the faculty member is abstaining for a specific compelling reason. The department chairperson shall maintain the confidentiality of the evaluation forms, which shall not be available for review by the Regular Lecturer. In addition to the chairperson, only the President, Provost, and Dean will have access to the evaluation forms.

7. After receiving the colleague evaluation forms, the department chairperson is to prepare a summary report of the observations made in the review meeting and in the colleague evaluations by the available tenured faculty and Senior Lecturers, including a report of the Continue/Not Continue/Abstain vote, for submission to the Dean. Before submitting this report to the Dean, the department chairperson is to make this report available for inspection by the available tenured faculty and Senior Lecturers and to the Regular Lecturer, either by reading it to them or by allowing them to read it in a secure location such as the departmental office. This summary report shall not be duplicated or distributed via email. The summary shall be submitted to the Dean by March 5.

If any of the available tenured faculty or Senior Lecturers believes that his or her opinions were not adequately expressed in the chairperson's report, he or she may submit an independent letter expressing his or her opinion to the chairperson. Similarly, if the Regular Lecturer desires to dissent from any of the points made in the report, he or she may submit an independent letter presenting his or her opinion with respect to this point or points. Any such letter submitted by tenured faculty, Senior Lecturers, or Regular Lecturer should be attached to the chair's letter and sent forward with it to the Dean.

8. If, in the opinion of the Dean as a result of this review, the Regular Lecturer should be continued in his or her appointment at Baylor, the Dean should indicate this on the summary report and forward it to the Provost by March 20.
 9. If, in the opinion of the Dean as a result of this review, the Regular Lecturer should *not* be continued in his or her appointment at Baylor, the Dean should recommend to the Provost in writing that the appointment be terminated. Such a recommendation should be submitted to the Provost by March 20.
 10. No later than March 30, the Provost will notify the Dean in writing of the decision to continue or terminate the Regular Lecturer's appointment. The Dean will then notify the Regular Lecturer of the decision in writing no later than April 15.
 11. In the event of a decision to terminate the Regular Lecturer's appointment, if the Regular Lecturer is in the second year, a contract will not be issued for the following year; if the Regular Lecturer is in the fourth year, a terminal contract will be issued for the following year.
- D. A Regular Lecturer who seeks to continue as a lecturer for Baylor for more than seven consecutive, full-time years by applying for the rank of Senior Lecturer will do so according to the following process:

1. By September 30 of the sixth year, the Regular Lecturer's department chair (or Dean in schools in which the Dean acts as department chair) will inform the Regular Lecturer that application for the rank of Senior Lecturer must be made, and will inform the Regular Lecturer of any materials that must be submitted for this process besides the notebook (see Section II.D.3.f).
2. The department chairperson is to prepare with the available tenured departmental faculty and Senior Lecturers (or a committee thereof, as determined by the department chairperson in consultation with the available tenured faculty and Senior Lecturers) a summary evaluation of the Regular Lecturer's teaching. The summary teaching evaluation will draw on information from the Regular Lecturer's reflective summaries of teaching prior to the point of preparing the evaluation, peer review reports, and student evaluation forms, in order to evaluate the Regular Lecturer's work in the classroom and in mentoring as well as any additional contributions to curriculum and instruction in the academic unit. This summary teaching evaluation should be provided to the Regular Lecturer by October 15 for inclusion in the notebook that will be used for the departmental review.
3. By October 31, the Regular Lecturer will submit to the department chair (or Dean in schools in which the Dean acts as chair) a notebook containing:
 - a. A one-to-two-page letter applying for the position of Senior Lecturer; for the second- and fourth-year reviews, this should be a one-to-two-page letter summarizing the data that supports the Regular Lecturer's continuation as a Regular Lecturer;
 - b. A curriculum vitae that lists the Regular Lecturer's educational background, relevant employment history, and professional achievements, including each course and section taught at Baylor and any other service and research activities, along with any other information the Regular Lecturer deems pertinent;
 - c. Documentation of the assignment of any administrative and/or research duties as part of the workload for any portion of the Regular Lecturer's service at Baylor;
 - d. Student evaluations for each semester taught as a full-time Regular Lecturer;
 - e. The Regular Lecturer's assessment of his or her teaching effectiveness in view of the other documentation available (e.g., student evaluations, Peer Teaching Review reports, and second- and fourth-year reviews); for the second- and fourth-year reviews, the Regular Lecturer should provide a reflective summary of his or her teaching and plans for improvement (for example, attending pedagogy workshops or observing the teaching of experienced colleagues), including available documentation;
 - f. Any other materials the Regular Lecturer and/or the department chair (or Dean in schools in which the Dean acts as chair) deem appropriate (these may include a teaching portfolio, in units that use such a document, as

well as materials relating to service contributed to the department and any reflective summaries of assigned or unassigned administration or research); and

- g. The summary teaching evaluations that have been provided by the department chair for the second- and fourth-year reviews as well as for the Senior Lecturer decision.
4. The available tenured faculty and Senior Lecturers within the department are to review the Regular Lecturer's notebook during November.
5. The department chairperson is to provide colleague evaluation forms to the available tenured faculty and Senior Lecturers, and to schedule a review meeting with the Regular Lecturer and the available tenured faculty and Senior Lecturers. The chair should provide the forms and schedule the meeting by October 31 (the meeting itself, described in Section III.C.6, should take place by November 30).

Note: In a school or college that acts as a single department for the purpose of performing these reviews, the duties described throughout this process as being done by the department chairperson will be done by the Dean.

6. The Regular Lecturer, available tenured faculty and Senior Lecturers, and department chairperson will meet to discuss and review the Regular Lecturer's progress and performance. This review should address all pertinent topics of interest to the participants (and departments may make a practice of submitting such topics to the department chair in advance if thoroughness is thus facilitated). If there have been any changes in expectations or conditions of the Regular Lecturer's employment, the department chairperson is to ensure that these are clearly communicated in writing to all participants in this meeting. This meeting will take place by November 30.
7. Following this meeting, the available tenured faculty and Senior Lecturers are to complete and sign the colleague evaluation forms on the Regular Lecturer and submit them to the department chairperson. This shall be done by December 10. Each tenured faculty member and Senior Lecturer should include on the form, along with other comments, an indication recommending that the Regular Lecturer be (a) Appointed or (b) Not Appointed as a Senior Lecturer, or an indication of a compelling reason for the faculty member to abstain. The department chairperson shall maintain the confidentiality of the evaluation forms, which shall not be available for review by the Regular Lecturer. In addition to the chairperson, only the President, Provost, and Dean will have access to the evaluation forms.
8. After receiving the colleague evaluation forms, the department chairperson is to prepare a summary report of the observations made in the review meeting and in the colleague evaluations by the available tenured faculty and Senior

Lecturers, including a report of the Appoint/Not Appoint/Abstain vote and the chair's recommendation to appoint or not appoint the Regular Lecturer as a Senior Lecturer, for submission to the Dean. Before submitting this report to the Dean, the department chairperson is to make this report available for inspection by the available tenured faculty and Senior Lecturers, either by reading it to them or by allowing them to read it in a secure location such as the departmental office. This summary report shall not be duplicated or distributed via email, and shall *not* be made available to the Regular Lecturer. The summary shall be submitted to the Dean, along with the Regular Lecturer's notebook, by December 15.

If any of the available tenured faculty or Senior Lecturers believes that his or her opinions were not adequately expressed in the chairperson's report, he or she may submit an independent letter expressing his or her opinion to the chairperson. This letter should be attached to the chair's letter and sent forward with it to the Dean.

9. By January 15, the Dean will submit a recommendation to the Provost regarding whether the Regular Lecturer should be appointed to the rank of Senior Lecturer. The Dean will include with his or her recommendation the letter from the department chair and the Regular Lecturer's notebook.
10. By February 15, the Provost will submit a recommendation to the President, and the President will decide whether to appoint the Regular Lecturer to the rank of Senior Lecturer. The President's decision shall be final and binding.
11. By March 1 the President will sign a letter to the Regular Lecturer conveying this decision, and will report the decision to the Provost.
12. The Provost will communicate to each Dean the decision made for each Regular Lecturer who is applying for the rank of Senior Lecturer within the Dean's academic unit.
13. The Regular Lecturer's Dean or the Dean's designee will meet with the Regular Lecturer to inform him or her of the Senior Lecturer decision and to deliver personally to the Regular Lecturer the letter from the President officially notifying the candidate of the decision.

The Dean or Dean's designee will prepare a statement documenting the content and date of this meeting and the fact that these procedures have been followed. This statement will be included in the faculty member's official personnel file maintained in the Office of the Provost.

14. If the President determines that the Regular Lecturer will be appointed to the rank of Senior Lecturer, the appointment to the rank of Senior Lecturer will

take effect at the conclusion of the academic year in which the decision is made.

15. If the President determines that the Regular Lecturer will not be appointed to the rank of Senior Lecturer, the Regular Lecturer will be reappointed for a final year as a Regular Lecturer.

Adopted August 2, 2011