Department of Writing, Rhetoric, and Digital Studies

Mission and By-Laws

Mission

The Department of Writing, Rhetoric, and Digital Studies (WRD) serves the University of Kentucky, local communities, and the broader Commonwealth of Kentucky through the study and teaching of writing and rhetoric as social action in all genres and modes. We teach our students from the foundational idea that writing and rhetoric are important not only for professional success, but also for the development of an informed, engaged citizenry. We research and teach the production, critical analysis, and revision of visuals, texts, and other persuasive practices across diverse social, disciplinary, and cultural contexts. We explore innovative uses of digital media and critically examine the ways technology fosters new relationships and contexts for rhetoric and writing practices. Since writing, rhetoric, and digital studies must move beyond the classroom, we practice and teach civic engagement, advocacy, community building, and critical inquiry in public spaces. We participate in the University of Kentucky's Land Grant mission of applied research and outreach.

Article I: Governance

Section 1: Membership

A. The voting membership includes all persons in the Department on regular appointment or half-time appointment holding the rank of Lecturer, Senior Lecturer, Assistant Professor, Associate Professor, and Professor and any persons enfranchised by the voting membership. Voting rights are subject to the conditions imposed by the University GRs and ARs and the Rules of the College of Arts and Sciences.

B. Non-voting members, including affiliated faculty and appointed/elected representatives for adjunct instructors, teaching assistants, and undergraduates, are welcome to attend Department meetings.

C. The Department defines "faculty" as anyone holding the rank of Lecturer, Senior Lecturer, Assistant Professor, Associate Professor, and Professor.

Section 2: Organization

A. Officers and Staff

1. Department Chair (Faculty position)

The Chair is selected by the Dean of the College, in accordance with university procedures and in consultation with the WRD faculty.

The Chair leads the department faculty in its development and execution of academic and service policies. For faculty meetings, the Chair (or the Chair's designee) prepares an agenda, circulates it in advance, and presides at all department meetings.

In consultation with the Steering Committee, the Chair appoints the Director of the Writing Center, the Director of Composition, the Director of Undergraduate Studies, and the chairs of all major committees. The Chair shall seek the advice of the appropriate departmental committees in their areas administrative responsibility.

The Chair will present a state of the budget to the faculty at least once a year.

All substantial policies and decisions concerning programs and procedures, either academic or executive, shall be referred to the faculty by the Chair for their approval and ratification. However, when the matter demands an immediate response, the Chair is empowered to act without benefit of counsel. In such cases, the Chair must inform the faculty as soon as possible. Staff employees shall be consulted by the Chair, when appropriate, in the development of administrative policies and on decisions that directly affect staff employees.

Evaluation of the administrative performance of the Chair is the responsibility of the College. The Dean's office will conduct an evaluation at regular intervals. This evaluation will include participation by Department faculty and staff.

2. Department Manager (Staff position)
The Department Manager reports to the Chair of WRD. The Department Manager handles all department administrative business. The Department Manager supervises the graduate student workers.

3. Director of Composition (Faculty position)
The Director of Composition reports to the Chair and supervises the teaching and assessment of WRD 110, WRD 111, WRD 112, and ENG 609. The Director of Composition oversees textbook selection; hiring, training, and supervision of mentors and instructors; student grievances; transfer equivalency policy; and ENG 609 exemptions. The Director works closely with his or her counterpart in the Division of Instructional Communication (College of CIS) to ensure that CIS & WRD 110 & 111 & 112 are coordinated effectively. The term of the Director of Composition is three years, renewable.

4. Assistant Director of Composition (Graduate Student position)
The Assistant Director of Composition oversees the Professional Development Program for WRD 110, 111 & 112, and leads special projects for the Department.

5. Associate Director of Composition (Staff position)

The Associate Director of Composition reports to the Chair and works with the Director of Composition. The Associate Director is responsible for scheduling all undergraduate courses. Working with the Director of Composition, the Associate Director handles student grievances, reviews transfer portfolios, hires and supervises part-time instructors, provides supplementary mentoring to the instructors, and provides support for special projects.

6. Director of the Writing Center (Faculty position)

The Director of the Writing Center serves the University at large in providing tutoring for writing, speaking, and visual design. The Director hires, trains, and supervises all consultants who serve in the Center. The Director of the Writing Center reports to the Chair of WRD and works closely with the Composition program. The term of the Director of the Writing Center is three years, renewable.

7. Director of Undergraduate Studies (Faculty position)

The DUS oversees the development of undergraduate degrees and certificates and chairs the Undergraduate Studies Committee. The DUS is appointed by the Department Chair. The DUS works closely with the Associate Director, the College of Arts and Sciences, and other units within the University as appropriate. The DUS is responsible for preparing reports and requests for information concerning the undergraduate program, advising students, creating the schedule of courses for undergraduate degrees, tracking student placement, and working with the Department Manager and Department Chair to assign courses to faculty. The term of the DUS is three years, renewable.

Section 3: Meeting Procedures

A. Principles.
Attendance at departmental meetings is expected of all department members. The minutes of meetings will record members present or absent.

The Department reaches administrative decisions in a number of ways, including by vote in Department meetings, by vote in committees, by the actions of administrators, and in some cases by electronic decisions and votes. We follow the general principle that the more important the matter to be decided, the more widespread and inclusive the deliberation about it should be. The Department highly values open discussion as a means by which to reach decisions.

The voting membership of the Department has the power to determine the by-laws of the department, the undergraduate and graduate curriculum, the hiring and promotion of faculty, and other matters of policy and procedure brought to the voting membership by the Department Chair. This power may be delegated to and administered by the officers and committees specified in Article I, Section 2 of these bylaws.

B. Department Meetings

1. Scheduling and Attendance. The full Department meets at least once per month during the academic year. Meetings will be set during a time that does not conflict with faculty teaching schedules. All faculty members are expected to attend. Regularly scheduled meetings will be set by the Chair at the beginning of the semester. At the discretion of the Chair, last-minute meetings may be called, ideally during a time that does not conflict with faculty teaching schedules.

2. Agenda and Minutes. In consultation with the Steering Committee, the Chair will set an agenda to be distributed in advance of each meeting. Minutes will be taken at every meeting and will be available to the faculty at the next meeting. Faculty will approve the minutes at the following meeting.

3. Voting Procedures.   A majority of the voting membership constitutes a quorum. Robert's Rules of Order will govern the voting procedures (but not meeting procedures) during Department meetings. Normally, voting on a departmental issue will not take place unless the issue is indicated on the agenda. Except where written ballots are required by other regulations, decisions are by voice vote. Voting by proxy is not allowed. Faculty may participate in voting via Skype, phone, or other electronic means. Any member present may request a secret ballot for personnel matters or especially contentious issues.

Section 4: Committees

A. Composition of Committees. Whenever possible, standing committees will have representation from Full-Time Lecturers as well as Tenure-Track Faculty. Committee chairs will receive a charge from the Department Chair each fall. Committee chairs will report regularly to the Steering Committee and as needed to the Department as a whole. Committee members normally serve a one-year term. The Department Chair will set up ad-hoc committees and/or task forces as necessary to support the Department's, College's, and University's mission and vision.

B. Committee Meetings

1. Scheduling and Attendance. Committees do the work of the Department, and so all committee members are expected not only to attend but also to contribute to the work of the committee to which they were elected/appointed. Regularly scheduled meetings will be set by the Committee chair at the beginning of the semester during a time that does not conflict with committee members' teaching/class schedules. At the discretion of the Committee chair, last-minute meetings may be called, ideally during a time that does not conflict with faculty teaching schedules.

2. Agenda and Minutes. Committee chairs do not need to set a formal agenda, but should inform Committee members of the focus of the meetings. Members will rotate duties taking notes and publishing meeting minutes. Committee chairs will assume responsibility for ensuring that the work of their committee is completed in a timely, ethical, and effective way.

3. Voting Procedures. A majority of the Committee membership constitutes a quorum. Normally, Robert's Rules of Order will not govern Committee meetings, but can be invoked by any member present to govern voting procedures. Except where written ballots are required by other regulations, decisions are by voice vote. Voting by proxy is not allowed. Voting by Skype, phone, or other electronic means is permitted.

C. Standing Committees

1. Steering Committee. The Steering Committee is chaired by the Department Chair. Two members are elected by the Department membership as representational of the current faculty and staff proportion.   The Department Chair appoints three members representational of the current faculty and staff proportion. The Steering Committee deliberates on educational policy, hiring priorities, curriculum, and other matters of policy and procedure brought to the Committee by the Department Chair.

2. Undergraduate Studies Committee. The Undergraduate Studies Committee is led by the Director of Undergraduate Studies. The Chair appoints a representation proportional to the current faculty and staff membership. The Committee oversees the BA/BS in Writing, Rhetoric, and Digital Studies, the minors in the department and any certification programs. The Chair tasks the DUS with the year's priorities.

Section 6: Amendment of By-laws

Any proposed amendments to these bylaws must be advertised and circulated in writing to all Department members at least one week prior to their consideration. Amendments and additions are approved by a two-thirds majority of all voting faculty.

Article II: Hiring, Review, Promotion and Tenure of Lecturers and Faculty

Section 1: Hiring Procedures

A. Hiring Priorities. The faculty discusses hiring priorities for all faculty positions and makes recommendations on a hiring plan for discussion and approval by a simple majority vote to the Chair. The Chair also seeks input and approval for the hiring plan from the College of Arts and Science and presents the plan to the Dean according to the College procedure.

B. Hiring Committee. Once a search has been approved by the College, the Department chair appoints a Search Committee comprised of proportional representatives of all Department constituents. The Search Committee drafts the job description; reviews applicants' dossiers and writing samples; selects a short list of candidates; conducts initial interviews at appropriate professional conferences or via video conferencing, and recommends finalists for campus visits. The finalists' application materials will be available to all Department faculty.

C. Recruiting. While the Search Committee assumes most of the recruiting responsibilities, all members of the Department are encouraged to identify highly qualified applicants and to present them to the Search Committee Chair and the Department Chair for consideration.

D. Campus Visits. Finalists' dossiers will be made available to all members of the faculty and staff at least 48 hours prior to campus visits. Materials will be shared on Sharepoint with the understanding that such materials are confidential and will be destroyed upon the search's conclusion. Every member of the Department is expected to participate fully in finalists' visits—attending candidates' job talks, Q&A sessions, or other informal meetings—to supplement information gained from the dossier review. All Department members, students, adjunct faculty, and affiliate faculty will be invited to share their impressions about the finalists with the Search Committee in writing. Based on these recommendations and their own assessment, the Search Committee will make hiring recommendations at a meeting of all Department members.

E. Voting Procedures. A meeting to discuss the finalists will be announced at least a week in advance to the Department membership and is held at a time that does not conflict with members' teaching schedules. There will be two kinds of votes taken at this meeting: 1) a vote on the candidates' ranking and 2) a vote on the acceptability of each candidate. If either of these motions should fail in a simple majority vote, the Department members will vote on the acceptability and ranking of each candidate through paper ballot.

In general, assistant professors are not asked to serve in DUS, DGS, or WPA positions that are currently classified under teaching in the DOE and FMER. In the event that necessity has required that a candidate for tenure and promotion to associate professor serve in such positions, the record of service in the position will also be included in the dossier. A statement from the department will also be included articulating how the time and effort devoted to this duty may have affected the candidate's achievements in other areas.

Section 2: Guidelines for Appointment, Review, Promotion and Tenure: RTS Professors

A. Receipt of Tenure

Faculty members earning tenure in the Department will have contributed to the mission and needs of the department. To achieve tenure, they must demonstrate a significant, sustained contribution to their discipline, Department, College, and University.

Assistant professors earning tenure will have a strong record of successful (1) research and publication and (2) teaching, as well as an appropriate level of (3) service activity. Candidates seeking tenure will provide evidence of achievement in each of these three basic areas of performance. Substantial achievement in both research and teaching, and indications of future excellence in these categories, are necessary for tenure. An outstanding record in any one of these three categories alone is insufficient for tenure.

1. Research. From the time of appointment, candidates for tenure must demonstrate a strong commitment to research and publication in the areas of writing studies, rhetoric studies, and/or digital media studies. We also recognize peer-reviewed scholarly work presented in digital media (e.g., video production, digital installations) as contributing to WRD's mission under the category of research/creative activity. Because of the nature of the field, scholarship that focuses on learning and pedagogy (especially of writing) and results in traditional categories of research (peer-reviewed publications, conference presentations, and invited lectures and workshops) is valued. Also relevant are substantial external grants for projects that will contribute to knowledge in the field. Collaborative authorship is recognized as an established practice for scholarship in our field, and on-line publications are recognized as important and will be judged on their merit (e.g., peer-review, low acceptance rates, and level of prestige). Finally, the Department rewards innovative uses of new media and recognizes that some important work is not peer-reviewed in the usual ways. In such cases, ex post reviews of such work by highly regarded scholars chosen by the Department can be submitted as evidence of merit.

While there is no one research path to tenure, the publication of a monograph and two peer-reviewed articles/chapters or the publication of six peer-reviewed articles or chapters are two possible models for fulfilling research expectations.

Scholarly publications or activities include but are not necessarily limited to the following:
- Monographs at university presses or their equivalent.
- Peer-reviewed articles in print or online. WRD recognizes publication in the field's leading journals: *College Composition and Communication*, *College English*, *Computers and Composition*, *Pedagogy*, *Rhetoric Society Quarterly*, *The Quarterly Journal of Speech*, and *Rhetoric Review*, among others.

The Department recognizes major digital work that represents substantial, original research as a possible centerpiece of a promotion and tenure case. Whether a faculty member presents a scholarly monograph, a collaborative book, a series of published articles, or a digital project as the major evidence of her or his scholarly achievement, that work must be peer-reviewed and the candidate should be able to demonstrate its value to the broader discipline and/or to trans-disciplinary conversations connected to rhetoric and composition.

Junior faculty pursuing digital scholarship as the centerpiece of, or complement to, their tenure and promotion case must be able to demonstrate the value of their projects as scholarship, no matter what the venue or medium. In the case of digital scholarship, candidates will be required to justify the value of the venues and media in which they publish and that the scope and rigor of the project(s) are comparable to that of a book or series of articles. Following best practices, using citation measurements, and noting pedagogical usages of scholarship are ways to demonstrate rigor and value.

Junior faculty presenting a digital project, however, are still expected to publish scholarship in appropriate journals.

The Department recognizes co-authored books as equally viable evidence of scholarly achievement when (1) the book exhibits the scope, rigor, and quality of outstanding single-authored books, and (2) when the candidate can clearly present his or her role in the collaboration.

2. **Teaching.** Candidates for tenure must demonstrate achievement in teaching in a variety of ways, which can be adapted according to each instructor's strengths, innovations, and involvement in the department.

   The following teaching materials are required from the College of Arts & Sciences (for an update of this list see https://resources.as.uky.edu/tenure-dossier-checklist) :
   - A list of all courses taught since date of hire.
   - Representative course syllabi.
   - Numerical course evaluations from every semester under review.
   - A Statement of Teaching that details philosophy of teaching, successes, experiments (both successful and unsuccessful), and innovations. The Statement could also include curriculum development, classroom activities, teaching goals, efforts to promote student learning both inside and outside the classroom, comments from student evaluations, effective teaching methodologies, notable achievements in instruction, and other initiatives related to teaching.
   - Copies of DOEs since date of hire.

   Optional materials may include:
   - Peer classroom observations for each year in a tenure-track position at the University of Kentucky with a one-page written evaluation.
   - Participation in or facilitation of teaching workshops.
   - Mentoring and/or advising students.
   - Leadership or participation in curricular reform efforts.
   - Teaching awards.
   - Examples of student success (publications, awards, projects, etc.).
   - Unsolicited letters or emails from students about your teaching/mentoring
   - Development of service learning or internship opportunities for students.

3. **Service**
   The candidate will also write a "Statement of Service" that describes service to the department, the College, the University, the profession, and the community. These activities may include (but are not limited to) any of the following:
   - Offices held in local or national professional organizations.
   - Reviews (institutional or individual, e.g., promotion and tenure reviews).

- Committee work.
- Organizing events on campus.
- Securing grants for community work.
- Offering workshops.
- Curriculum development.
- Participation in orientation and new instructor mentoring.
- Cross-departmental endeavors.
- Participation in college-wide initiatives (e.g., certificate programs, summer programs).
- Outreach to K-12.
- Community outreach.

C. Promotion to Full Professor

Faculty members who wish to be promoted to full professor in the Department of Writing, Rhetoric, and Digital Studies are expected to contribute to the mission and needs of the Department. To achieve promotion, they must demonstrate a significant, sustained contribution to their discipline, Department, College, and University, earn a national or even international reputation for their work, and have a strong, sustained record of successful (1) research and publication, (2) teaching, and (3) service activities. Candidates for promotion will provide evidence of achievement in each of these three basic areas of performance.

Typically, candidates for promotion to the rank of Professor will be expected to present to reviewers evidence of sustained, scholarly achievement with predictive force beyond the material considered for their previous promotion. This may be demonstrated in one of three forms: (1) a published book or (2) six scholarly articles in peer-reviewed journals, (3) a portfolio of scholarly articles, chapters, grants, and edited works centered around a cohesive scholarly profile, along with other evidences, in each case.

The candidate must continue to provide evidence of ongoing, sustained outstanding research, teaching and advising, service and outreach, and good citizenship within the Department regardless of the primary category for promotion.

Section 3: Guidelines for Appointment, Review and Promotion: Special Title Series

Excellence in teaching, research, and service is a central tenet of the Department of Writing, Rhetoric, and Digital Studies. Special Title Series faculty evaluation for promotion and tenure will be based upon a continuing record of effective and committed teaching; substantive, original, and scholarly and creative production; and effective service commensurate with the person's Distribution of Effort. How the expectations listed below apply depends upon the nature of the appointment and the individual's DOE.

Special Title Series promotion is based on making a case rather than creating a hurdle to be jumped. The department believes, as a matter of principle, that promotion can be improved by a change of focus, i.e., looking at tenure and promotion not as a hurdle to be jumped over but as a

case to be made. As much as possible, the dossiers in this department should be framed as an articulated demonstration that the record and achievements of the candidate in teaching, scholarly production, and service merit the award he or she is seeking, rather than as a "to-do list" to be appropriately checked off. In turn, the department anticipates recognizing and rewarding a diversity of career paths and faculty accomplishments.

WRD is committed to assisting Special Title Series faculty with the process of tenure and promotion. Thus, prior to tenure evaluation, Special Title Series faculty will complete a 3rd year review, which will include the submission of an updated CV with a statement of publications, projects, and undertakings in progress and likely to be completed in time for inclusion in a final tenure dossier. The faculty member should also submit a summary list of qualifying achievements to date in teaching, scholarly and creative production, and service for tenure and promotion to associate professor. The chair will examine the dossier and may include other tenured faculty in the process of review. The purpose of this preliminary review is to assure that the faculty member is progressing and meeting tenure and promotion requirements.

In cases where the Special Title Series faculty member can come up for early tenure, the faculty member should notify the department chair a year prior to bringing the case forward so that the chair may properly advise or help prepare the dossier in time to meet university requirements.

Candidates for promotion to full professor will also, a year before they intend to bring their dossier forward, submit to the chair an updated CV, and a list of accomplishments since the last promotion that qualify the candidate for promotion to full. The chair reviews the material for the same primary purpose of strengthening the case made for promotion. The chair will also solicit the opinions of other full professors in the department in order to determine if the faculty member is ready to apply for promotion.

College of Arts & Sciences' procedures for STS promotion can be found at:
https://resources.as.uky.edu/special-title-series

1. Teaching
The successful candidate for tenure as well as for promotion to Professor will have demonstrated a continuing record of high-quality effective teaching. This will be measured by a teaching portfolio that may contain

- Input from students in the form of student ratings.
- Student comments on course evaluation questionnaires.
- Student interviews and letters from former students.
- Peer evaluations conducted by faculty in the unit.
- Evaluation of course syllabi and course summaries.
- Teaching reflection statements.
- Any other means that will attest to the candidate's teaching effectiveness should be a part of the portfolio.
- Student achievements

If applicable, successful teaching portfolios may also include evidence of:
- Digital teaching - teaching with digital tools, online or hybrid environments, digital writing in digital spaces (audio, video, visuals, and print).
- Collaborative teaching - teaching across institutions and cross-disciplinary teaching.
- Working with university, educational initiatives such as STEAM, STEM, or Living and Learning Communities
- Teaching that engages with community outreach such as program development, tutoring, literacy programs, high school or middle school engagement.

In addition, independent study teaching is acknowledged as teaching beyond normal expectations and should be recognized as such.

As with candidates for tenure and promotion to associate, candidates for promotion to full professor will include in the dossier a statement of teaching philosophy that should argue a cogent case, and take the form more of a statement of approaches and accomplishments in teaching and less an abstract discussion of principles. The same criteria applies to promotion to full as it does for promotion to associate professor.

2. Scholarly and Creative Production
Scholarly and creative production may vary based on each Special Title Series faculty member's background, experience, and interests. There are a variety of ways to fulfill scholarly and creative production expectations for either tenure or promotion to professor. These may include, but are not limited to:

- Participation in national conversations related to the field (conferences, papers, symposia).
- Traditional scholarly publication.
- Multi-media projects (hypertext, video, app development, film, audio).
- Digital humanities projects and initiatives.
- Publication in newspapers, magazines, or community publications.
- Performance or staging of work relevant to the mission of the department (exhibit, performance, local talk).
- Publications and/or other creative works contributing to the mission of the department.

In addition to listing the scholarly or creative achievement, the candidate needs to exhibit the process which led to the publication, performance, or participation. This may include, but not be limited to:

- Application submitted.
- Peer-review conducted.
- Invitation to perform or participate.
- Evidence of reception.

Other examples of process that justify and demonstrate impact may also be submitted.

For example, digital reception should demonstrate audience (number of followers, readers) and impact of substantive work (tweets, blog posts, etc).

Promotion to professor is an indication that, since tenure, the faculty member has maintained active and productive scholarly and or creative production.

3. Service
The department depends on each faculty member's contribution to service. Special Title Series faculty are expected to contribute to department, college, and university service. They may also serve nationally or in the community. Tenure and promotion to professor includes evaluation of the faculty member's service record. Service includes:

- Committee work.
- Administration.
- Organizing events on campus or in the community.
- Community Outreach or Service Programs.
- Securing grants.
- Offering workshops.
- Curriculum development.
- Participation in orientation and new instructor mentoring.
- Cross-departmental involvement.
- Participation in college-wide initiatives (e.g., certificate programs, summer programs).
- Participation in national conversations about pedagogy (e.g., conferences, papers, symposia).
- Outreach to K-12.
- Continuing education outreach (e.g., the Carnegie Center).
- Advising.
- Assisting with internship placement.

Section 4: Guidelines for Appointment, Review and Promotion: Lecturers

A. Appointment
Candidates for appointment to the position of Lecturer or Senior Lecturer must hold the MFA or PhD degree.

B. Reappointment

1. Reappointment Process
Deliberations about Lecturer reappointment, nonrenewal, and promotion to Senior Lecturer take place in the Spring semester of each year. The Chair conducts the reviews

according to College of Arts & Sciences procedures documented at
https://resources.as.uky.edu/faculty-reviews .

2. **Reappointment Decision**
The Lecturer or Senior Lecturer will be *reappointed* if he or she has shown evidence of teaching excellence as evidenced by the teaching materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation. The candidate for reappointment will also have a record of excellence in the performance of any assigned nonteaching responsibilities and good citizenship in WRD.

3. **Nonrenewal of Appointment**
The Lecturer or Senior Lecturer on an initial one-year appointment will receive a *nonrenewal of appointment* if he or she has failed to perform well as a teacher (or in his or her nonteaching responsibilities) in the first year as evidenced by the materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation.

4. **Terminal Reappointment**
The Lecturer or Senior Lecturer on a two-year appointment will receive *a terminal reappointment* if he or she has persistently failed to perform well as a teacher (or in his or her nonteaching responsibilities) as evidenced by the materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation. The terminal reappointment is for one year.

C. **Promotion to the Rank of Senior Lecturer**
In order to advance to the rank of Senior Lecturer, a Lecturer will have received a Ph.D. or MFA and demonstrated excellence in teaching at the University of Kentucky for at least five years. In addition, the lecturer will have a record of excellence in the performance of any assigned nonteaching responsibilities. To prepare for promotion review, the Lecturer will prepare a portfolio that provides evidence of achievement in teaching, service, and, if applicable, professional development. These materials can be drawn from the FMER portfolio. Full College of Arts & Sciences' requirements can be found at https://resources.as.uky.edu/lecturer-title-series.

1. **Teaching**
The teaching portfolio should demonstrate teaching effectiveness in a variety of ways, which can be adapted according to each instructor's strengths, innovations, and involvement in the department.
The checklist for teaching materials can be found at:
https://resources.as.uky.edu/lecturer-title-series

2. **Service**

In a written Statement of Service, a lecturer will describe service to the department, the university, and the community. These activities may include (but are not limited to) any of the following:

- Committee work.
- Organizing events on campus or in the community.
- Securing grants.
- Offering workshops.
- Curriculum development.
- Participation in orientation and new instructor mentoring.
- Cross-departmental involvement.
- Participation in college-wide initiatives (e.g., certificate programs, summer programs).
- Participation in national conversations about pedagogy (e.g., conferences, papers, symposia).
- Outreach to K-12.
- Continuing education outreach (e.g., the Carnegie Center).

3. Professional Development (if applicable)

In a written Statement of Professional Development, a lecturer will describe professional development, creative activity, and/or scholarly activity. Publications and conference papers may be submitted along with the statement as evidence. These activities may include (but are not limited to) any of the following:

- Participation in national conversations related to the field(s) (e.g., conferences, papers, symposia).
- Multi-media projects.
- Digital humanities projects and initiatives.
- Publications and/or other creative works contributing to the mission of the Department.

D. Appeals

To appeal a Promotion or Reappointment denial, Lecturers must follow College of Arts & Sciences' procedures.