LAC Minutes
January 27, 2015


Absent: John Evans, Steve Knowlton, Perveen Rustomfram.

Guests: Gail Barton, Rachel Scott.

1. LibQUAL 2014 – Jennifer Schnabel (for Cody Behles)
   A presentation on the results from LibQUAL 2014 was given to the council. The LibQUAL 2014 survey asks participants to measure (1-10) their desired level of service, the minimum level of service they require, and the perceived level of service in the library. The 2014 LibQUAL report on this survey indicates areas of improvement and areas of decline in the library. A comparison of identified failure areas (2010 – 2014) is also given. This presentation is available at [http://www.memphis.edu/administration/libqual_usr_svy14.php](http://www.memphis.edu/administration/libqual_usr_svy14.php).

2. Lecturer Classifications – S. Ford
   The University of Memphis Lecturer Ranks classification document was distributed to the council. The classification of Lecturer and Senior Lecturer for faculty could be used on the all University of Memphis campuses, but is expected to be especially useful on the Lambuth campus. The idea behind these classifications is that the primary emphasis for this classification is on teaching not research. We will be gathering feedback about this document and sending it to the Provost. Send comments or questions to Jill Green, jdgreen6@memphis.edu. The document is attached to the minutes.

3. Accessibility for the University/Libraries – S. Ford
   TBR has become aware that there are some accessibility issues on the TBR campuses. The Provost, in an effort to develop an accessibility plan for the university, has created an Accessibility Committee. This committee has had one meeting and will begin working with the office of Disability Resources Services and Susan Te Paske to evaluate campus accessibility issues. Dr. Ford is a member of this committee. We will begin to take an inventory throughout the University Libraries on accessibility issues. The intent is to identify what we are already doing and what still needs to be addressed. The Recommendations of the Higher Education Accessibility Task Force document is attached to the minutes.

4. Additional Agenda Items
   TigerLIFE Program – S. Ford
   TigerLIFE is a program for young people with disabilities. These young people are on campus for short periods of time, working in various areas to allow them to develop work and social skills. TigerLIFE is now looking for placements for their workers. We would like to get an idea of how many of these workers we could place in the library. If you
think you have any suitable work in your department for one of these workers, please notify Nancy Massey, nmassey@memphis.edu, X4484, or Dr. Sylverna Ford, sford@memphis.edu, X4480. Job duties might include:

- Refilling printers
- Shredding paper
- Packing or unpacking boxes
- Repetitive job duties
- Removing labels on folders for recycling
- Attaching labels to items
- Sorting mail
- Sorting items
- Answering telephones

Other tasks that can be taught in a few steps might also be appropriate.

5. Announcements

James Singleton
Physical Plant now has the funding to fix the HVA systems on the 4th, 3rd, and 2nd floor. Charlie Black, in Physical Plant, has applied for a grant for a lighting system for Brister that would automatically shut off when not in use.

Jennifer Schnabel
A Browzine workshop will be held today in room 226 at 11:30 pm.

Bess Robinson
Classes are pouring in.

Ed Frank
Finding aids for Special Collections materials are still being added to our catalog. The Faculty Senate will meet this afternoon and consider a report from their Library Policies Committee addressing the Redefining the Libraries Report.

S. Ford
If you know anyone who would be interested in working for us as a Part-time Librarian, please direct them to our web site or Nancy Massey. We will also be looking for a Development Director for the library. This is a two year position. The salary will be $60,000 per year.

This is Annelle Huggins last LAC meeting before she retires. Thank you, Annelle, for all you have done for University Libraries and we wish you all kinds of happiness ahead.

Meeting Adjourned: 9:30 AM
Minutes Finalized: February 4, 2015
Recommendations of the Higher Education Accessibility Task Force

1) TBR and UT should develop and implement policies concerning the deployment of accessible information materials and technologies (IMTs) and digital curricula in the college and university setting. "Accessible" means that individuals with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same services within the same timeframe as individuals without disabilities, with substantially equivalent ease of use.

2) TBR and UT should develop and implement procedures that require colleges and universities to purchase or recommend only accessible information materials and technologies (IMTs), if an accessible IMT is commercially available and its purchase would not result in undue financial and administrative burdens or a fundamental alteration. TBR and UT should effectuate these obligations by implementing as part of its RFP process:

   a) language that bidders meet the accessibility standards set forth in Web Content Accessibility Guidelines 2.0 Level A & AA standard ("WCAG 2.0 A & AA") for web-based technology (or subsequently developed guidelines) or EPUB3, Section 508 of the Rehabilitation Act and the Americans with Disabilities Act;

   b) requiring, at the college or university’s discretion, as part of any contract with its vendors, provisions by which:

      i) the vendor warrants that any IMT provided complies with WCAG 2.0 A & AA for web-based technology (or subsequently developed guidelines) or EPUB3, Section 508 of the Rehabilitation Act and the Americans with Disabilities Act; and

      ii) the vendor is required to provide accessibility testing results and written documentation verifying accessibility, to promptly respond to and resolve accessibility complaints, and to indemnify and hold the University harmless in the event of claims arising from inaccessibility.

3) UT and TBR should examine the feasibility of issuing joint RFP(s) for state-wide vendor(s) to provide accessible IMTs and services for students with disabilities.

4) By December 31, 2015, TBR and UT both should complete an accessibility audit of a representative sample of its IMTs that will examine the accessibility of the IMTs provided by colleges and universities to students and prospective students who have disabilities. The audit should examine various types of the IMTs, including college/university websites, library services, course management systems and course registration software. By March 31, 2016, TBR and UT both should develop an IMT corrective action plan based on the audit findings. Strategies should include priorities for making IMT accessible, a schedule for making IMT accessible, and a plan to periodically monitor the accessibility of IMTs. Strategies should be reviewed by THEC and approved by the respective system’s board.

5) By December 31, 2015, UT and TBR both should complete an accessibility audit of a representative sample of its textbooks that will examine their accessibility by students with disabilities.
6) TBR and UT should provide and make readily available to faculty and staff, who develop or post content on a website or through other IMTs, training and information on how to make digital information accessible and how to use automated tools to check and ensure the accessibility of content.

7) No later than December 31, 2015, all pages hosted on college/university websites that have been published or updated on or after June 1, 2014 should be accessible according to WCAG 2.0 A & AA. Any other pages should promptly be made accessible upon request or the information made available in a timely manner and in an accessible format to the individual who made the request. This requirement should not apply to personal pages; however, TBR and UT should provide resources to authors of pages to give guidance on making such pages accessible.

8) TBR and UT should designate at least one staff member at each campus who will have responsibility and commensurate authority for oversight of accessibility issues. This person should also serve as the contact to answer questions and assist with informal dispute resolution relating to accessibility issues.

9) “Instructional Materials” are items that are created, purchased or identified to serve in instruction and communication of information in the curricular settings at public higher education institutions in Tennessee. These items may include, but are not limited to, textbooks in bound, unbound, kit or package form, library media (print, non-print, and electronic resources), instructional software content, web/onlines content and learning objects, E-books, CD-ROM, DVDs, videos, slides, films and filmstrips, learning laboratories, recordings, manipulatives, consumables and ITV content.
University of Memphis Lecturer Ranks

I. Introduction

The purpose of this document is to establish criteria for the existing ranks of Lecturer and Senior Lecturer and define the process for promotion from Lecturer to Senior Lecturer.

Initial appointments at the rank of Lecturer are for a definite term of one year or less. Following a satisfactory performance review, contracts may be renewed for a three-year term appointment, and further renewals will likewise depend on a satisfactory review. Renewals will not require a new search prior to reappointment. Reappointment decisions will include consideration of available funding and the faculty member's performance. Temporary faculty appointed for terms of more than six months are eligible for University employment benefits. All temporary appointments may be terminated in conformance with the terms of the employment agreement.

A Lecturer is eligible for promotion to Senior Lecturer typically after a minimum six (6) years of regular (full-time) service at the rank of Lecturer or other equivalent full-time faculty position. In addition to the change of title, promotion in rank should be recognized by a base salary adjustment. Promotion in rank may also include the offer of a three-year term appointment following a satisfactory performance review.

Every effort should be made to provide timely news of non-renewal. In keeping with the TBR mandated notification dates for tenure line appointments, Lecturers whose three year contract appointments will not be renewed should be given written notice of non-renewal of their appointment contracts not later than January 1 of the second academic year of the contract, if the appointment expires at the end of that year; or, if the appointment expires during the academic year, at least five months in advance of the expiration date.

In unusual circumstances, the department head, with the prior permission of the dean, may recommend to the Provost initial appointment at a rank of Senior Lecturer.

The purpose of this document is to establish expectations for performance, to make explicit the criteria and process for promotion, and to offer guidance to the candidate and departments regarding the assembly of a promotion dossier.

II. Expectations for Instructional Faculty

Lecturers are non-tenure track, renewable, teaching faculty appointees who devote a preponderance of their time to faculty responsibilities including, but not limited to, teaching, advising, and student mentoring. They are not generally expected to
conduct research, public, or disciplinary service as a condition of their employment. However, discipline-appropriate research, scholarship and creative activity, and service activities should be recognized, depending on the needs of the department and the skills and desires of the faculty member.

Teaching is central to the purposes and objectives of the University of Memphis and Lecturers are expected to provide high quality instruction. It encompasses classroom instruction, course development, mentoring students in academic projects, testing, grading, and the professional development of the faculty member as a teacher. Mentoring students at all levels is an important aspect of teaching, and creative and effective use of innovative teaching methods and curricular innovations is encouraged. The evaluation of teaching should be adaptable to differences among disciplines. Since such evaluation is a qualitative process, multiple sources of evidence should be employed.

Among the characteristics of high quality instruction are the following practices:

- Establishing, applying, and maintaining rigorous expectations for student performance;
- Facilitating student learning through effective pedagogical techniques;
- Using instructional materials appropriate to the program and discipline;
- Providing current information and materials in the classroom and/or laboratory;
- Engaging students in an active learning process;
- Constructing appropriate and effective assessment activities;
- Incorporating collaborative and experiential learning in regular classroom instruction;
- Providing timely and useful feedback to students;
- Revising course content and scope as required by advances in disciplinary knowledge or changes in curriculum;
- Revising teaching strategies with innovations in instructional technology.

III. Criteria for Appointment to Lecturer Ranks

Because a Lecturer's primary responsibility is teaching, the primary criterion for appointment, continuation of appointment, evaluation, and promotion is excellence in teaching. However, documented evidence of excellence in discipline-appropriate scholarly and/or creative activity, and/or service to the discipline or profession, may be included as supplementary criteria, depending on the needs of the department and the skills and desires of the faculty member.

LECTURER: An initial non-tenure track teaching appointment is typically made at the rank of Lecturer. An initial Lecturer appointment will be for a definite term of one year or less, after which time, upon completion of a satisfactory performance
review, a three-year contract renewal may be offered. Such renewals will not require a new search prior to reappointment.

To be appointed to the rank of Lecturer requires:

1. Demonstrated teaching ability and student development
2. Minimum of a Master's degree from an accredited institution in the instructional discipline or related area.
3. Evidence of good character, mature attitude, and professional integrity.

SENIOR LECTURER: After serving at the rank of Lecturer or other equivalent full-time faculty position, typically for a minimum of six (6) years, a Lecturer who has satisfied the following criteria may be put forward by the department for promotion to the rank of SENIOR Lecturer:

1. Documented evidence of teaching excellence; research, scholarship, or creative work; education or commensurate professional experience; service to the institution; and contribution to student development.
2. Minimum of a Master's degree from an accredited institution in the instructional discipline or related area (preference will be given to Lecturers with an earned doctorate or terminal degree in the instructional discipline, or equivalent professional experience).
3. Evidence of good character, mature attitude, and professional integrity.

Evidence of "teaching excellence" may include:
- Documented student evaluations in all courses
- Peer evaluations
- Annual departmental/dean evaluations
- Continuing professional development, including attending campus, national or international meetings directed at improving instruction
- Developing new courses or revising existing courses
- Incorporating innovative course materials or instructional techniques
- Awards or other recognition for teaching
- Successful Honors projects
- Breadth of research within the instructional discipline
- Evidence of outstanding contributions to the university's instructional mission, within the faculty member's assigned role

Research, scholarship, or creative work
- Scholarly research and publication of results in refereed journals
- Presenting at meetings and conferences
- Grantsmanship
- Authorship of non-peer reviewed publications
- Evidence of fine or performance arts productivity

Education or commensurate professional experience
- Terminal degree in field
- Commensurate professional experience in appropriate field
- Continuing education beyond current degree

Service to the institution
- Evidence of institutional or disciplinary service
- Course coordination and redesign
- Program and/or curriculum development
- Community outreach activities
- Serving on administrative committees

Contribution to student development
- Advising or mentoring students
- Mentor for student groups
- Leading and/or organizing student activities
- Tutoring
- Serving on graduate student committees

Promotion to the rank of Senior Lecturer should be recognized by a base salary adjustment, and may be accompanied by an appointment that may be renewed to a three-year contract following any satisfactory performance review. Such renewals will not require a new search prior to reappointment. Like all academic appointments, these multi-year appointments require annual evaluations and may be renewed for the specific term, unless terminated for cause, or by operation of some other provision in the Faculty Handbook (such as relinquishment or forfeiture or extraordinary circumstance, as defined in the Faculty Handbook.)

IV. Process for Promotion

An adequate evaluation of a promotion candidate's qualifications and professional contributions requires the academic judgment of both the candidate's faculty colleagues and responsible administrators. Typically, there are three levels of review: the department or other unit level, headed by the candidate's immediate supervisor, the dean of the college in which that unit sit; and the provost. For colleges without departments, the review should follow the same procedure used for the promotion and tenure process.

A. Departmental Level Review and Recommendation

1. The non-tenure track teaching faculty member and department head or designee should discuss promotion as a part of the annual performance review, well in advance of the suggested dates for submission other application for promotion in order to give the candidate sufficient time to gather the required materials and assemble to dossier.

2. The promotion process begins when a dossier is submitted for consideration for promotion to senior or master Lecturer rank. A department tenure and promotion committee will review the candidacy and record a vote in favor or
against promotion by a majority vote. The vote of the departmentally
designated faculty committee is advisory to the department head.

3. After making an independent judgment on the promotion candidacy, the
department head shall either insert a positive written recommendation in
the dossier and advance it to the next level of review—OR—notify the
candidate in writing that the department declines to recommend promotion.

4. Candidates not recommended for promotion may appeal the decision to the
next level. If a candidate chooses not to appeal, the application is considered
to be withdrawn and the promotion process ends.

B. College level Review and Recommendation

1. The dean may establish a college wide committee for review and
recommendation regarding promotion of Lecturers at his/her discretion.
The recommendation of any college committee shall be advisory to the dean.

2. After making an independent judgment on the promotion candidacy, the
dean shall either insert a positive written recommendation in the dossier and
advance it to the next level of review—OR—notify the candidate in writing
that the college declines to recommend promotion.

3. Candidates not recommended for promotion may appeal the decision to the
next level. If a candidate chooses not to appeal, the application is considered
to be withdrawn and the promotion process ends.

C. Campus Level Review and Final Promotion Decision

1. The Provost reviews recommendations forwarded by the dean and serves as
the final decision maker regarding promotion to senior/master Lecturer.

2. The Provost notifies the successful and unsuccessful candidates in writing of
his/her decision regarding promotion.

3. Candidates not recommended for promotion may appeal the decision to the
President. If a candidate chooses not to appeal, the application is considered
to be withdrawn and the promotion process ends.

V. Contents of the Dossier

The candidate's dossier is submitted online in the same manner as other
applications for faculty promotion and tenure, though the required content of
the dossier is abbreviated for the Lecturer ranks as follows:

Tab I. SUMMARY OF RECOMMENDATIONS

Recommendation signature page

Appointment History
Tab II. COLLEGE/SCHOOL RECOMMENDATIONS

Statement from the Dean

Statement from the College/School Committee (if applicable)

TAB III. DEPARTMENT/AREA RECOMMENDATION

Statement from the Department Chair/Head

Statement from the Department committee

TAB IV. OMIT

TAB V. INTERNAL EVALUATIONS

Initial Appointment Letter

Annual Evaluations

TAB VI. INSTRUCTION

Summary of Teaching Responsibilities/Philosophy (normally 2-3 pages)

Summary of Student Evaluations

Peer Evaluation(s) of Teaching

Honors and Awards

Representative syllabi

Evidence of curriculum development or pedagogical innovation

TAB VII. Research/Scholarship/Creative Activity (Optional)

TAB VIII. SERVICE/OUTREACH/MENTORING/ADMINISTRATION

Brief summary of responsibilities and accomplishments

Peer evaluation of Service/Advising/Mentoring/Administration

Honors and Awards

TAB IX. UNIVERSITY
VI. Notification of Candidates during the Process and Candidate's Right to Respond

1. Candidate will be notified upon completion of review at every level (Department, college, provost)
2. Promotion applications that are not approved will not be forwarded to the next level of review unless the candidate submits a written appeal within ten working days of the date of the written notification of a negative promotion decision. The appeal must make an explicit request for further review of the application and give reasons for that request.
3. Candidates not recommended for promotion must wait one academic year before resubmitting the application. Resubmission can only occur with the consent of the department head, who will consult with the departmental committee.