

DRAFT: Last Revised by Faculty Affairs March 2005

**PROMOTION CRITERIA FOR LECTURERS
IUPUI SCHOOL OF LIBERAL ARTS**

A candidate for promotion from lecturer to senior lecturer will be evaluated by reference to the school criteria set forth below, as well as the more general criteria given in the Indiana University *Academic Handbook* and the IUPUI Faculty Council document titled “Lecturer Appointments at IUPUI,” as well as the more specific criteria approved by the candidate’s department.

Promotion to the rank of senior lecturer is a recognition of past achievement and a sign of confidence that the individual is capable of greater responsibilities and accomplishments. The candidate is required to show a record that is excellent in teaching and satisfactory in service. In accordance with university and campus policy, evaluations of a candidate’s record will take into account the mission of the candidate’s unit and the particular contributions to that mission that is expected of the candidate.

In demonstrating teaching excellence, candidates must show convincing evidence that their performance in the classroom has been of high quality, as judged by departmental standards, and that they have made important contributions to student learning. There are many activities and achievements that are not required by the school for a successful promotion case, but which, if properly documented can enhance a case for excellence in teaching. These may include, but are not limited to: important contributions to the curriculum of the department, school, or campus; notable contributions in advising and mentoring; pedagogical research and its publication, presentation, or application; effective pedagogical innovations, including the effective use of technology; leadership in teaching; the success of former students; participation in teaching workshops, panels, and conferences; the securing of, or participation in, grants for teaching-related projects; contribution to the success and retention of first-year students; outreach and impact on K-12 education; outreach to adult learners; and contributions to the documentation of student learning.

In demonstrating satisfactory service, the candidate must show convincing evidence that the candidate’s service has been satisfactory in quality as well as in quantity. Service may include, but is not limited to, professional and university service, including advising, committee membership, and community work directly related to the candidate’s disciplinary expertise.