

## 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," and also the more specific criteria approved by the candidate's department.

Promotion to the rank of senior lecturer requires a record that is excellent in teaching and satisfactory in service and that provides a basis for confidence that the candidate is prepared for the greater responsibilities associated with the rank of senior lecturer. In accordance with university and campus policy, evaluations of a candidate's record will take into account the mission of the candidates unit and the particular contribution to that mission that is expected of the candidate.

For lecturers the criteria for excellence in teaching are not identical to the criteria applicable to tenure-line faculty. For lecturers there must be convincing evidence that the candidate's courses have been of high quality, as judged by departmental standards, and that the candidate has made important contributions to the curriculum of his/her department and to student learning. There are many activities and achievements which are not *required* by the school, but which, if properly documented and evaluated, can enhance a case for excellence in teaching. They include, but are not limited to: important contributions to the curriculum of the school or campus; notable contributions in advising or 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 grants for teaching-related projects; contributions to the success and retention of first-year students; outreach and impact on K-12 education; and contributions to the documenting of student learning.

The service expected of lecturers is teaching-related service, broadly construed. For the service record to be judged satisfactory, the service must have been satisfactory in quality as well as sufficient in quantity to meet the norms prevailing within the school. For the service record to be judged excellent, there must be convincing evidence that the service has been of exceptional quality and impact.