

Indiana University-Bloomington
College of Arts & Sciences
Promotion Guidelines for Teaching Faculty

(Dossier contents list on page 2)

To: Department Chairs
College of Arts and Sciences

From: Larry Singell, Executive Dean

Subj: Promotion Procedures for Lecturers 2016-17

Date: April 22, 2016

I write to remind you of the process for review of lecturers in your department for promotion to Senior Lecturer. Any lecturer in her/his 6th year in 2016-17 **MUST** be reviewed in Fall 2016; similar to tenure, this is an up-or-out decision. Upon promotion, promoted candidates receive a 10% base salary increment and a renewable 5-year contract. In the College, the only basis upon which promotion to Senior Lecturer is awarded is excellence in teaching and at least satisfactory performance in service.

Lecturers may be brought up early for promotion, if the case is strong and you are confident about its success. Do discuss this early promotion with the dean's office before moving forward. The College considers all non-tenure track faculty promotions in accordance with the IUB Non-Tenure-Track Academic Appointee Handbook <http://www.indiana.edu/~vpfaa/career-paths/non-tenure-track.shtml>

Please keep the following guidelines and schedule in mind.

DEADLINES:

August 29, 2016	Notify Lisa Pratt and Dawn Edwards of all lecturer promotion cases
October 10, 2016	eDossier Submission for Senior Lecturer Promotion

ANNUAL REVIEWS AND EVALUATIONS:

The Department is responsible for documenting the quality of teaching, and for discussing performance expectations with all Lecturers throughout their probationary period. It must be emphasized to the candidate that teaching must reach the bar of excellence for an extended contract and for promotion to be secured. Every lecturer's performance should be reviewed thoroughly and annually but especially at the time the contract is extended. After annual reviews by the departmental faculty committee, you as chair should discuss the annual performance evaluation with each Lecturer and review areas for improvement, as well as the candidate's responsibility to collect and retain evidence for eventual promotion review. Any departmental concerns about teaching or service should be discussed with the Lecturer at least annually in face-to-face meetings. Chairs should insure that Lecturers are regularly reviewed by faculty through classroom observation and peer review of syllabi and teaching materials.

The 6th year performance review for promotion to Senior Lecturer is, in effect, an enhanced annual review. The candidate, with the Department's assistance, shall prepare a

dossier that substantiates claims of excellent teaching contributions. It is expected that service contributions as defined in the appointment and evaluated in annual reviews will be judged as at least satisfactory, if the promotion case is going to be affirmed.

DOSSIER:

The dossier for promotion to Senior Lecturer should contain evidence of the impact of the candidate's teaching and teaching related activities. The dossier shall include:

- 1) Current and complete C.V.
- 2) Candidate's statement on teaching that details and describes the philosophic and pedagogical approaches used by the candidate, experience and reflection on teaching successes and challenges, description and contextualization of published work on pedagogy, teaching, textbooks, and curricular innovations, evidence used for learning outcomes and teaching success.
- 3) Peer and tenured faculty observations and reviews of classroom teaching, syllabi, and related course materials.
- 4) List of every course taught, enrollments and grade distributions, presented by semester and academic year.
- 5) Copies of pedagogical books, articles, chapters, and reviews as evidence of scholarship in teaching and learning.
- 6) Evidence of the quantity and quality of classroom teaching, (e.g., syllabi of courses to illustrate the variety of courses taught; summaries of standardized quantitative student course evaluations including reports on the 4 mandatory questions on the OCQ that must be included in all dossiers as well as earlier course evaluation documentation prepared by BEST and transcribed student comments; course portfolios; evidence of student learning outcomes). Faculty may but are not required to include the entire OCQ report for each course taught; however the OCQ results for the four mandated questions must be included.
- 7) Evidence of efforts to improve pedagogical capabilities (e.g., workshops, lectures, curricula disseminated, including peer evaluations of presentations and materials).
- 8) Evidence of teaching leadership and recognition (e.g., competitive grants, awards, invited presentations).
- 9) Solicited and unsolicited letters and e-mail from students, colleagues, and professional groups that reveal the influence of the candidate's teaching.
- 10) Description of and evidence for service to the department, College, campus, or profession.

Innovative pedagogical efforts, which may sometimes include unsuccessful approaches, should be described by the candidate and assessed by the departmental review committee. In particular, efforts to specify learning outcomes and the development of new assessment procedures should be described in the dossier.

Summaries of quantitative and qualitative student evaluations must be included in the dossier, and should provide evidence of accomplishments at varied levels of teaching. Graphs are a particularly effective way to illustrate trends across

semesters. Raw data (e.g., scanned sheets from BEST or hand-written qualitative student evaluations) should not be included in the dossier but should be retained by the academic unit and must be available upon request.

Examples of other evidence include write-ups of student exit interviews and letters or notes from present or former students solicited by and/or written to someone other than the candidate.

Other supporting materials may include textbooks, monographs, articles on teaching, and digital course materials. Evidence of sponsorship of undergraduate research activities should be included.

Evaluations by colleagues based on first-hand observations of teaching practices, along with evidence that the candidate has developed a reputation beyond this campus, are of particular significance. Especially effective are repeated classroom observations that allow colleagues to comment on an instructor's growth and improvement through time. Any other available and relevant evidence on the quality of teaching should be included.

It should be kept in mind that the primary purpose of the evidence presented in the dossier is to document the breadth and especially the high quality of teaching.

Please note: **Research is neither expected nor required, and grants that are not related to pedagogy are not considered. External referee letters are not requested or required.**

PROCEDURES:

As in tenure and promotion cases for tenure line faculty, the Chair is responsible for overseeing the preparation of the dossier. This should not be left to the candidate. The resources of the department, including clerical support, should be provided to lecturers, and the dossier shall be prepared under the guidance and direction of the Chair, to ensure that the documentation meets College expectations and the lecturer is not left to figure out on their own what needs to be presented.

The tenured faculty in the department and Senior Lecturers should review the dossier, prepare an evaluative report as a recommendation to the chair, and vote on teaching and service by secret ballot. A promotion or review committee, according to departmental governance procedures, may write the evaluation report. The department chair has a separate independent vote and should also submit a report detailing the contributions and evidence for promotion, and either support or reject the faculty recommendation. The entire teaching dossier, along with the faculty votes and recommendation, and the chair's vote and report, should be submitted through eDossier no later than October 10, 2016.

The recommendation of the College Promotion Committee on promotion to Senior Lecturer is presented to the Executive Dean, and the Executive Dean makes the final decision. Senior Lecturer promotion decisions are forwarded to the VPFAA for recording

but are not reviewed by the Campus Promotion Advisory Committee. If there is a negative vote, the Vice Provost for Faculty and Academic Affairs will review the decision and the procedure, as a negative vote results in nonrenewal of contract. Note that the VPFAA always reviews nonrenewal of contracts, per standard procedures. The Executive Dean's decision is considered final in any positive case, and is usually conveyed by late December to the department and the candidate.

Lecturers may appeal a negative decision following campus and BFC procedures.

For further information on NTT promotion procedures, please contact Jean C. Robinson, Associate Executive Dean, The College of Arts & Sciences.