

CLAS GENERAL GUIDELINES FOR PROMOTION TO SENIOR LECTURER

An individual appointed as lecturer must be considered for promotion to Senior Lecturer no later than the end of the sixth year of a probationary period. An unsuccessful candidate for promotion to Senior Lecturer will be given a one year notice that the contract will be terminated.

Promotion to Senior Lecturer is by no means automatic. To be eligible for promotion, a lecturer must have taught full-time, or its equivalent, at IU South Bend for no less than five years. Appointees with full-time teaching experience at other institutions may negotiate credit toward the five-year requirement at the time of appointment, up to a limit of two years.

To bridge between the old requirements and the new requirements, individuals holding IU South Bend lectureship positions in August 2011 may elect to apply up to five years employment credit toward the probationary period. Lecturers employed at IU South Bend as of January 2011 with comparable experience may request credit for prior service, up to a limit of 2 years. At any point after the completion of five years in the position, until the 2016-17 academic year, individuals holding lectureship positions that are being bridged can choose when to submit their materials; it is encouraged that potential candidates not wait until the final year to pursue promotion.

If an IU South Bend associate or visiting faculty member gains a lectureship position, then for the purpose of promotion to Senior Lecturer, every 24 credit hours he/she has taught as an IU South Bend associate or visiting faculty member may count as one (1) year of full-time teaching experience, up to a limit of 2 years.

A successful candidate who is approved for promotion to Senior Lecturer will receive a 5-year appointment. The review for subsequent 5-year appointments will occur early in the 4th year and is made at the unit level only with recommendations forwarded directly to the Executive Vice Chancellor for Academic Affairs. The 4th year review will result in a decision to renew the appointment for another 5 years or a decision to terminate at the end of the 5th year. In order for the appointment to be renewed, the senior lecturer must maintain a rating of excellence in teaching and at least a satisfactory rating in service. If the decision is made to reappoint for another 5 years, then the start date for the new 5-year appointment will be the beginning of the 5th year of the current appointment.

Dossiers for promotion to Senior Lecturer follow the same calendar as the promotion to professor dossiers. Recommendations of promotions to Senior Lecturers will be routed as follows: a) departmental PTR committee; b) committee on Reappointment and Promotion of Lecturers (RPL); c) Dean of College of Liberal Arts and Sciences; d) Senate PTR Committee; e) Executive Vice Chancellor for Academic Affairs; f) Chancellor; g) Executive Vice President/President; h) Board of Trustees.

Specific CLAS Guidelines:

The minimum criteria for receiving a promotion to Senior Lecturer will consist of displaying excellence in teaching and satisfactory performance in service. Scholarship or creative activity

may be taken into account to enhance one's candidacy. Promotion to Senior Lecturer must involve comprehensive, rigorous evaluation and review.

Candidates must prepare a dossier that includes, but need not be limited to, the following:

- (1) Annual Reports and Evaluations: copies of all annual reports and evaluations from the previous five years;
- (2) Teaching: teaching philosophy statement; list of courses taught, teaching awards, honors, and grants; student evaluations; evidence of course development and innovation; evidence addressing quality of teaching; and
- (3) Service: evidence of service to students and the university, at the departmental, college, IUSB, or all-university level, and/or to the profession and local community. Evidence of scholarship, creative activity, or other professional development may also be included

TEACHING

The prime requisites of any effective teacher are intellectual competence, integrity, independence, cooperation in teaching activities, a spirit of scholarly inquiry which leads the teacher to develop and strengthen course content in the light of developments in the field as well as to improve methods of presenting material, a vital interest in teaching and working with students, and, above all, the ability to stimulate their intellectual interest and enthusiasm.

When making a case for excellence in teaching a candidate is therefore advised to include evidence drawn from such sources as:

- (1) letters (both solicited [4] and unsolicited) from colleagues external to the candidate's department from this or other institutions who have knowledge of the candidate's teaching, especially those who have observed candidate teaching or co-taught with candidate;
- (2) the collective judgment of students;
- (3) a statement of his/her philosophy of teaching;
- (4) letters from colleagues who taught the same students in subsequent courses;
- (5) evidence of creating new courses and/or programs that are viewed as student oriented or relevant to teaching;
- (6) evidence of course development and innovation, such as scholarship of teaching and learning;
- (7) letters (both solicited and unsolicited) from departmental colleagues and students who have knowledge of the candidate's teaching;
- (8) any other material that the candidate views as important to teaching and learning.

SERVICE

Service should be given serious consideration in the promotion decision, though only satisfactory performance is required. As members of the academic community, all faculty are expected to fulfill certain service obligations such as routine committee assignments and departmental tasks. It is particularly important that service officially assigned to a faculty member, such as a part-time administrative appointment, be evaluated and weighed fully into promotion decisions.

At the departmental level, service might include but not be limited to: academic advising, student related services, personnel decisions, and curricular decisions. Outside of the department, service might include but not be limited to: active participation on campus and university-wide committees; participation in the local community; participation in his/her professional and/or national community. Examples of service excellence might include but not be limited to: honors and awards for service, the completion of project reports, the creation of new programs, leadership positions, coordinating conferences and publication projects. Supporting letters from persons qualified to document the quality of the service will be required for outstanding claims. In establishing a record of service a candidate is advised to indicate: (1) the exact nature of the service; (2) the role he/she played; (3) offices held as well as terms of office.

Preparing Dossiers for Promotion to Senior Lecturer

A lecturer seeking promotion to senior lecturer shall submit his/her dossier in the fall semester of the year that they have contracted to be considered for promotion. Normally, this would be in the sixth year of one's service or the equivalent.

All candidates for promotion to the rank of senior lecturer must prepare a dossier that includes the following:

I. Introduction

- A. Title page
- B. Table of contents

II. Informational Documents

- A. Curriculum vitae
- B. Annual reports and evaluations (Copies of all annual reports and evaluations from the probationary period should be included.)

III. Recommendations

- A. Written statement of the standards and expectations of the academic unit (college or division, and/or department therein) regarding the type and quality of activities in the areas evaluated for Reappointment and Promotion.
- B. A copy of the letter or memorandum to the candidate communicating the above standards and expectations from the head of the academic unit of the candidate.
- C. Statements from official levels of review.
- D. Letters from faculty, administrators, students, and others addressing the quality of teaching, including, but not limited to, rigorous peer review of one's teaching by colleagues [4] external to one's department.

IV. Teaching

- A. Brief statement of teaching philosophy
- B. List of specific courses taught, by semester and academic year
- C. Student evaluations, listed by course and semester, to include:
 - 1. Procedures used for collecting student evaluations
 - 2. Enrollment in each section

3. Number of students responding to the evaluation forms in each section
 4. Summary of average evaluation scores for each section
 5. All comments appearing on the original evaluation forms, listed by course and semester
- D. Selected examples of class syllabi, reading lists, examinations, and handouts
 - E. Teaching awards
 - F. List of publications relevant to teaching (include samples in supplementary volume)
 - G. Grants awarded relevant to teaching or curriculum development
 - H. Evidence of course development and innovation
 - I. Evidence addressing the quality of teaching, including, but not limited to, rigorous peer review of one's teaching by colleagues
 - J. Other relevant evidence of teaching performance

V. Service

- A. Brief statement of Service Activities explaining how they have contributed to teaching excellence and to professional development
- B. University service, listed by semester and year:
 1. Department
 2. Division
 3. IU South Bend
 4. All-university
- C. Service external to the university
 1. Professional Service
 2. Community Service

VI. Other

Evidence of scholarship, creative activity, or other professional development relevant to responsibilities may also be included.

Preparing Summary Dossier for Executive Review (from AVCAA):

One copy of the Summary Dossier (Executive Review Dossier) will be submitted for promotion by your faculty. The dossier will be submitted in electronic format and paper copies in a binder that securely attaches all pages. The dossier will provide the documents listed below, bound in the order listed immediately below. (Levels of review will vary by campus, so some sections listed below will not apply to specific dossiers.)

1. P&T Routing and Action Summary Form [see file posted at Academic Affairs Forms site]
2. TAB for: Letter from Executive Vice Chancellor including recommendation
3. TAB for: Record of Campus P&T Committee vote including rationale (in conflicted cases, this report should reflect the committee's discussion and concerns)
4. TAB for: Letter from Dean including recommendation
5. Record of College/School RPL Committee vote including rationale
6. Letter from Primary Unit/Department Chair including recommendation

7. Record of Primary Unit/Department P&T Committee vote including rationale
8. Summary of credentials for each external reviewer (including name, rank, institution, and relationship to candidate) [In addition, helpful information would include lists of possible reviewers submitted by the unit and by the candidate, information about who declined to write and why, credentials of the reviewers.]
9. Example letter used to solicit evaluations from External Reviewers
10. Letters from Reviewers external to the department
11. Candidate Statement (including teaching, service, and research if relevant)
12. Candidate Vita
13. Department Promotion policy document (including Unit/School/College)
14. Appendix may include any additional relevant source material

For dossiers that involve negative recommendations or split vote at any point of review, the following additional materials should be provided, if available:

1. Any letter to the Candidate from a notifying party that includes communication of recommendation should be inserted in chronological order with the recommendation letter from the reviewer
2. Any letter from the Candidate in response to notifying party should be inserted in chronological order with the notification letter to which it refers