

Lecturer Promotion and Long-Term Contract for the School of Education

Indiana University's School of Education, a professional school with a national and international reputation for excellence and a long tradition of leadership in service to education in the State of Indiana, must maintain a faculty with richly diversified, specialized competencies. The faculty prepares students for many kinds of professional roles in educational institutions that serve all ages and segments of the population.

Lecturers are non-tenure track, full-time appointees who support the teaching mission of the School. The ranks of lecturer include Lecturer and Senior Lecturer. At the entry level, Lecturers must have completed an appropriate advanced degree or have credentials appropriate to the course(s) for which they are responsible. Senior Lecturers must meet the entry level requirements and will have demonstrated exemplary teaching and at least satisfactory performance in service related to teaching.

Lecturer positions are not tenure-line positions, but academic freedom is protected through long-term contracts.

Currently, the maximum teaching load for Lecturers and Senior Lecturers in the School of Education is the equivalent of six three-credit courses per academic year (this does not include summers).

The primary responsibility of the Lecturer is teaching, and typically includes the following related responsibilities:

- Course development and administration
- Student advising and recruitment
- School committee work and other service related to teaching

The Senior Lecturer meets the responsibilities of the Lecturer and, in addition, is expected to provide leadership in teaching and to contribute to service related to teaching such as course and curriculum development and also engage in the scholarship of teaching and learning. Senior Lecturers may oversee and provide mentoring for full and part-time non-tenure track faculty and Associate Instructors and must also contribute to campus service or other professional activities.

At the time of initial appointment to a Lecturer position, a probationary period shall be stated. The total probationary period typically does not exceed seven years, though various leaves and other approved suspensions of duties may extend the probationary period. Lecturers must seek promotion during their probationary period. Lecturers typically seek review during their sixth year, but may seek early promotion. If the promotion decision is negative, the Lecturer's appointment shall terminate at the end of the academic year following the year in which the negative promotion decision was made. A Lecturer may withdraw his/her request for early promotion at any time prior to a final decision by the President.

A. TEACHING DEFINITIONS AND FORMS OF EVIDENCE

A: 1: Teaching Activity

Teaching activity primarily includes all forms of credit-bearing university-level instructional activity. It includes preparation for and teaching of a variety of types of courses, seminars, and other academic learning experiences. It also includes, for example, non-credit workshops and informal instructional activities involved in working with in-service teachers or community groups. Further, it includes those instructional activities conducted to develop competencies of practitioners, which extend beyond the university campus, such as supervising student teachers, guiding field-based practice in counseling and school psychology, and the like. This category includes course and program development as well as academic advising, counseling, and mentoring. It also includes production of course materials, textbooks, Web pages, and other electronic aids to learning, and the creation and perfection of instructional techniques and techniques for evaluating student outcomes. Teaching also encompasses contributions to an academic community of scholars through the presentation of successful instructional innovations, insights, or experiences with teaching. Publications that disseminate scholarly discourse about teaching or otherwise communicate pedagogical strategies are included in this category of teaching activity.

Because teaching activities are complex encompassing multiple components, *multiple forms of evidence are needed to assess the effectiveness of teaching activities comprehensively*. No one form of evidence (e.g., student evaluations of teaching) should carry disproportionately more weight than any other. *Appropriate* teaching materials may include evidence from the *instructor* (e.g., philosophy of teaching, teaching goals, syllabi, instructional materials, reflections on efforts to evaluate and improve teaching, presentations and publications about teaching, grant applications/awards related to teaching, documentation of teaching/curriculum development and innovation), evidence from *others* (e.g., colleague evaluations of student outcomes, observations by colleagues trained to evaluate teaching, invitations to share one's teaching expertise), and evidence from *students* (e.g., solicited and unsolicited feedback from students, course-related student products, evidence of student achievement, student-selected teaching awards). These categories of evidence may be interrelated. For example, a colleague may write an evaluation of the links among an instructor's philosophy, goals, course design, instructional strategies, and outcomes based on direct observation, instructor-provided documents, and student products and evaluations.

A: 2: Service to the School's Teaching Mission

This category includes all forms of professional service that support the teaching mission of the School. The faculty of the School of Education recognizes a continuous obligation to provide service to the School, University, the profession and the community through its talent, its technical competence, and its professional skills.

Service to the instructional mission of the school, can include:

- Participation in program area activities in support of teaching and learning (curriculum and course development);

- Participation on program area, department, school and university-wide committees that are in support of teaching and learning;
- Involvement in student groups;
- Instructionally-related service to the profession; and
- Other activities in support of education-related public service.

Evidence of service comes in many forms, including documentation of the service provided (e.g., listing of committee memberships and years of service), letters from those who supervised the service and/or those who received the service, certificates of appreciation, and service awards.

B: CRITERIA FOR PROMOTION WITH LONG-TERM CONTRACT

The candidate for promotion to Senior Lecturer must demonstrate excellence in teaching activity and service to the School's teaching mission. Documentation of excellent performance in teaching activity for promotion to Senior Lecturer must include superior performance in course teaching, advising, and mentoring, as well as high-quality involvement in teaching/curriculum development and the scholarship of teaching and learning. Other forms of evidence may include documentation of widespread impact of instructional materials and activities created by the candidate (e.g., textbooks, videos, web pages, publications, conference presentations). Teaching awards may also provide evidence of excellence in teaching activity.

Documentation of excellent performance in service to the School's teaching mission must include more than a routine amount, range, or depth of involvement in service; indications of a high level of professional competence or expertise required for the performance of the service; an assessment of the importance of the service to the program area and the School, and an assessment of the high quality and/or effectiveness of the candidate's involvement in the service activities. Excellence in this area must include evidence of a developing reputation for high-quality service within the School and may include evidence of such a reputation beyond the School. To be considered excellent, service activities should be tied directly to the candidate's teaching expertise.

C: PROMOTION PROCEDURES

Promotion to the Senior Lecturer rank requires the preparation and review of a dossier. During the year preceding the review, a Lecturer notifies his or her department chair of the intention to seek promotion. Relevant materials will be submitted for consideration in accordance with promotion timelines available from the Dean's office.

The candidate's dossier should follow any School and University guidelines and must include:

- A candidate's statement describing how the evidence in the dossier illustrates the candidate's achievement of excellence in teaching activities and service to the teaching mission of the School;
- A statement of teaching philosophy;

- Evidence of teaching activity excellence; and
- Evidence of excellence in providing service to the teaching mission of the School.

The candidate's dossier is reviewed at three levels: the department, the School, and the University. At the first level, departmental colleagues who hold the rank of Associate Professor and above and Senior Lecturers review the candidate's dossier and participate in an advisory vote. Based on his or her own review of the dossier as well as any department discussion and the departmental vote, the department chairperson prepares a statement reviewing the candidate's qualifications and makes a recommendation to the School's promotion and tenure committee and Dean.

The completed dossier, along with a copy of the statement prepared by the department chairperson or equivalent supervisor, is then given to the School of Education Promotion and Tenure Review Committee. This committee examines the candidate's dossier and votes on whether the candidate met the criteria for excellence in teaching and forward their vote and recommendation to the Dean, who writes a letter that reports on the School-level committee vote and recommendation and includes the Dean's own assessment and recommendation. These materials are forwarded to a campus-level review run through the Vice Provost for Academic Affairs.

Lecturers who choose to appeal a negative promotion and long-term contract decision may do so in accordance with the process described in applicable University policies. The Vice Provost for Faculty and Academic Affairs shall determine reasonable due dates for such appeals and the submission of related material.