

## **SCHOOL OF INTERDISCIPLINARY STUDIES**

### **Promotion Guidelines Lecturer to Senior Lecturer**

The School of Interdisciplinary Studies (SIS) employs Lecturers to fulfill a variety of teaching and administrative needs. Department/School Heads work with the Dean of Liberal Arts on the specific assignments for Lecturers, in line with standards set by the College of Liberal Arts (CLA) for full-time being four classes per semester. This assignment may be reduced with the Dean's approval to account for teaching large-lecture classes, activity related to engagement, or the assumption of administrative duties. To that list of activity potentially justifying a reduced teaching load, SIS adds accelerated research agendas, scholarly activity, creative output, grants, (and the like) closely related to a Lecturer's field of teaching.

In 2019, the University established a two-tiered promotion system for Lecturers. The University Operating Procedures for Lecturer Appointments which supplements the policy on Terms and Conditions of Employment of Lecturers (VI.F.4), states that there are two ranks: Lecturer and Senior Lecturer. General University criteria for the two ranks are outlined below.

#### ***Lecturer***

1. Previous teaching experience
2. Appropriate degree in the area

#### ***Senior Lecturer***

1. Substantial and successful teaching experience
2. Other considerations specific to the college, school or department. Examples include: designing or revising courses, participating in the design of curricula, and training or supervision of other lecturers and/or teaching assistants.

**Note that research should not be an expectation of Lecturers, nor should research or publications be viewed as a precondition for promotion eligibility.** At the same time, some Lecturers conduct research or engage in creative output that enhances and impacts their teaching positively, research and scholarly/creative output related to the field of a Lecturer's teaching may serve to qualify a candidate for promotion consideration. Relatedly, because a PhD is not required for Lecturers upon hire, a doctoral or additional advanced degree should not be expected or viewed as a precondition for promotion eligibility but may serve to qualify a candidate for promotion consideration.

To better understand each candidate and provide a fair evaluation, CLA has developed College-sensitive guidelines regarding criteria for each rank to inform the promotion evaluation

discussion. Decisions to promote or retain in rank are based on a comprehensive review including the University criteria, the CLA guidelines, and the individual School's criteria.

A *Lecturer* is primarily responsible for the teaching and related duties (e.g., grading, office hours) of assigned courses and accomplishes the following:

- Regularly engages in course tailoring and revision of assigned courses
- Achieves satisfactory teaching evaluations and student feedback
- Writes letters of recommendation for students, as applicable

There is no requirement for additional duties or responsibilities. If Lecturers perform additional duties or have additional responsibilities, whether or not they impact a lecturer's standard teaching load, a history of performing such duties and responsibilities may be offered by a candidate as evidence supporting their promotion to Senior Lecturer.

**Annual review.** All Lecturers and Senior Lecturers must be reviewed annually as part of the merit process in the same fashion as other staff and faculty, allowing for performance-based salary increases within their rank.

**Comprehensive review.** The University procedures state that Lecturers will be reviewed comprehensively for promotion consideration after the completion of, at most, five years of their employment. University procedures also requires Senior Lecturers to continue to be reviewed comprehensively at least every five years.

**Promotion review.** Promotion reviews will be conducted by the School Head along with a committee assembled by the Head and consisting of:

1. The School's associate head for teaching and learning (or equivalent);
2. One or more faculty with teaching responsibilities in the same general area as the Lecturer;
3. One or more Senior Lecturers (if not available in the School, recruited for this purpose from another School with similar teaching responsibilities).

Lecturers will collaborate with their School leadership to prepare a full curriculum vitae and a document that summarizes their duties and accomplishments; these together will serve as the basis of the promotion review. The focus of the document is on teaching responsibilities and performance, which will be assessed in a holistic manner. No single indicator should be used as the sole sign of excellence in teaching. In particular, care should be exercised in relying on standardized scores on student evaluations to assess teaching effectiveness, as bias and methodological inconsistencies in these instruments are well-documented.

In line with these University-mandated procedural requirements and these College guidelines, experience-level upon hire in addition to outstanding job performance at Purdue may accelerate the University's typical timeline of five years to promotion from Lecturer to Senior Lecturer.

In addition, the School of Interdisciplinary Studies is charged by the University with determining, communicating, and managing their own specific criteria for promotion from Lecturer to Senior Lecturer. Lecturers in SIS may make a case for promotion to Senior Lecturer during the proscribed period for review whether at the end of year one or any subsequent year of their employment in SIS.

**SIS-specific eligible criteria for promotion to Senior Lecturer are described here:**

Where relevant, the promotion review document will present, and the review process will consider, not only number, level, type of classes, and students taught, but also the mentoring and advising of students or other teaching faculty, as well as curricular or pedagogical innovation as indicated by the candidate as relevant to promotion.

In SIS, other criteria for promotion as offered for consideration by the candidate may also comprise evidence of excellence related to and enhancing a Lecturer's value to the School. These include but are not required nor limited to: administrative service; training/supervisory responsibilities; engagement and service learning; scholarly/creative activity and output; advanced degrees, grants, etc. Again, no single indicator should be used as the sole sign of excellence or measure of worthiness for promotion; instead, a candidate's application for promotion should be evaluated holistically and comprehensively to determine the committee's promotion recommendation.

Beyond consideration of successful time in service wherein Lecturers were responsible for both teaching and the duties accompanying teaching such as grading, holding office hours, supplying students with syllabi, and the like, promotion to the rank of Senior Lecturer in SIS may be based on successful demonstration of any (but not necessarily all) of the items or subitems in any of the four categories listed below.

Note: This list of potential criteria does not constitute an exclusive or comprehensive list of accomplishments and experience that may be considered in evaluations for promotion. Nor should this list be treated as a checklist for promotion; each candidate will be evaluated for promotion in the context of their full record. **Neither Lecturers nor candidates for promotion to Senior Lecturer are expected to engage in the activities itemized below; these are activities and accomplishments that a candidate for promotion may choose to include in their applications as evidence for consideration in promotion evaluation.**

1. Teaching, Mentoring and Advising options:

- Extraordinary teaching: pedagogical innovation in and beyond the classroom, and student interactions;
- Fulfilled promise of excellence in teaching and pedagogy, including advancements that led to significant and innovative course and/or curricular improvements;
- Student Feedback – evaluations and feedback from students are satisfactory and provide evidence of utilizing high-quality pedagogy;
- Course Design/Revision – new course design and/or significant revision of courses and implementation of design/revision to advance learning mission of program, School, College, or University.
- Teaching innovations through technology and/or pedagogical techniques;
- Extra-curricular student mentoring and advising, including advising a student organization;
- Involvement in recruitment;
- Development and management of internships;
- Independent studies;
- Collaboration with students on research;
- Distance course development and teaching;
- Study abroad programming and participation;
- Learning community involvement;
- Honors courses/contracts with students;
- Service-learning design, implementation, assignment, coordination, oversight, or involvement;
- Course coordination, including oversight of a multi-section course;
- Training, supervising, mentoring of teaching assistants and/or other instructors; also provision of technological support to other instructors; and the provision of course materials (e.g., syllabi, schedules, assignments, quizzes/exams) for the training of other instructors;
- Course resource development, including: authoring/co-authoring or editing/co-editing of a textbook that is adopted for a course; authoring of a teacher's manual(s) or textbook companion; developments of assignments and grading rubrics; development and sharing of lesson plans;
- Broader pedagogical contributions, such as authoring articles or textbooks that are published by reputable publishers or production of multi-media materials on clinical instruction.

2. Engagement options:

- Engagement that is integral to the faculty member's academic area, carried out in conjunction with non-university partners (such as, but not limited to, government agencies, news organizations or other public or non-profit stakeholders);
- Community engagement, including workshops, professional consultation, programs, archives, centers, electronic resources or other such projects that sustain community partnerships and contribute to the public good and/or dissemination of public knowledge;
- Engagement that contributes to the understanding and solving of pressing social, civic, and ethical problems.

3. Service options:

- Administrative responsibilities or duties;
- Professional service to the Department/School, University, local community, professional organizations and scholarly/artistic communities;
- Volunteering of professional expertise to community organizations, marginalized populations, etc.;
- Service on Department/School committees, e.g., undergraduate committee, search committee, (see also "Course coordination" above);
- Service to SIS, CLA, or the University;
- Service and participation in shared governance at the School and/or College and/or University level.

4. Professional development and accomplishment options:

- Advance degree-work or obtaining of advance degree in field related to teaching subjects;
- Participation in IMPACT or other pedagogical training program;
- Training in and implementation of best practices related to teaching;
- Research, publication of scholarly work, and creative output related to pedagogy, teaching fields or related fields;
- Participation and/or presentation at scholarly or pedagogical conferences;
- Contributions to scholarship by sharing scholarly and/or pedagogical work at conferences and in publications;
- Awards, grants, and honors including teaching awards as well as internal and external grant applications/awards;
- Securing of research/creative output grants, or grants to develop curricula and/or other pedagogical or engagement-based projects;
- Community, national, and international visibility;
- Presentations at conferences and/or professional meetings;
- Invitations to publish in scholarly journals and/or other widely-recognized venues;
- Participation in high- impact and highly-visible public engagement projects.