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| **College** | **Walter Cronkite School of Journalism and Mass Communication** |
| **Unit** | **N/A** |
| **Document** | **Promotion Criteria for Lecturers** |

**Unit and college approval**

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| **Vice Provost for Academic Personnel** | **Date** |

Walter Cronkite School of Journalism and Mass Communication

Promotion Criteria for Lecturers

Approved by faculty 10/1/2020

Approved by the dean on 10/1/2020

Sent to the Provost 10/1/2020

The Cronkite School’s criteria for promotion within the lecturer ranks are designed to provide a pathway for faculty members who hold the title Lecturer to advance. In general, a lecturer’s primary role is as a classroom teacher with a workload that is approximately 80% teaching and 20% service. Teaching effectiveness detailed b elow is the primary criterion used to evaluate those seeking promotion. Additionally, Lecturers who have a terminal degree, or correlative professional experience, shall be qualified to serve on master’s and Ph.D. graduate committees.

**Promotion from Lecturer to Senior Lecturer Criteria:** Arizona State University’ Academic Affairs Manual states, “Lecturers are fixed-term faculty members with responsibilities that may include teaching service responsibilities, supervising supplemental kinds of student learning, professional development, and/or administrative duties related to teaching. A senior lecturer generally holds a doctorate degree (or appropriate terminal degree) and has a minimum of five years of college-level teaching experience or equivalent qualifications and experience.” (ACD 505-02). The lecturer’s request for promotion is not based on time in rank, and the candidate must meet all conditions and include all materials specified in the Academic Affairs Policies and Procedures Manual, ACD 506-05.

The five years of college-level experience should be a full-time faculty appointment. College-level teaching experience must have occurred at an accredited university or college. Faculty members are eligible to apply for promotion to senior lecturer in their fifth year. For those who have three or more years of a successful full-time faculty appointment before coming to ASU, requests for promotion to senior lecturer typically can be made during their second year at ASU.

Lecturers requesting promotion to Senior Lecturer will be evaluated with respect to evidence of excellence in teaching and service. The faculty member initiates the application for promotion from Lecturer to Senior lecturer by submitting a portfolio of materials specified in ACD 506-05 and P6, Process Guide for Promotion and Fixed Term Faculty.

**Teaching:**

The Cronkite’ School’s evaluation of the faculty member in the area of teaching is based on the items listed below and takes into account but is not limited to factors such as student learning, the appropriateness of course content, curriculum development, program development, the currency of taught courses, the creation of new courses, technological and pedagogical innovations, workshops conducted for teachers and graduate students and the contributions of courses to the unit's curriculum, pedagogy and scholarship of instruction.

* Student evaluations: Evaluations are completed for each course and instructor each semester. All evaluations will be turned into the school office for tabulation by a staff member and forwarded to the Dean/Associate Deans and the faculty member.
* Peer observations by qualified senior faculty members.
* Type of teaching assignment (e.g., lecture, laboratory, discussion, seminar/ workshop, and distance learning).
* Development of new courses and revision/updating of existing courses, indicating a non-stagnant attitude toward the teaching area.
* Development of course teaching aids to improve student understanding and involvement.

**Service:**

Service is considered to be the offering of the expertise of the individual faculty member in assisting the university and public and private sectors. While the school expects appropriate service from faculty members, the level and type of service performed necessarily depends on the situation, qualifications and interests of individual faculty members.

In addition to the normal expectation that faculty members will engage in university, public, and academic service, Cronkite School faculty members also often provide service to local, regional, or national media and media-related enterprises.

The service load of Cronkite School faculty members, which is markedly heavier than in many other academic units, is necessitated by the working partnership that characterizes the relationship of a professional school and media practitioners. Cronkite School faculty members may serve as resources for mass media and media-related enterprises, by creating, organizing and offering workshops, mid-career refresher courses, and special-purpose seminars, all of which benefit media practitioners. The school and its students benefit from this interaction with the media community.

Service is generally found in three areas:

* **University Service:** Service to the university includes the individual's expected contribution to internal committee work at the college and university levels, participation in faculty governance activities, and the preservation of a collegial atmosphere at all levels of interaction within the university.
* **Professional Service:** Service provided to the field in which the faculty member teaches represents an extension of the faculty member's research and teaching interests to the larger journalism, public relations and mass communication communities and may include attendance at professional meetings, membership in professional organizations, participation in such organization's administrative levels and other contributions designed to further the aims and operation of the organization and the knowledge in the field.
* **Public Service:** Service that is provided to the general public at large that improves the public's understanding of the discipline represented by the individual and advances the cause of the public organizations with which the individual becomes associated. Each faculty member should strive for projects each year that present the school in a favorable light with the public. Seminars and/or workshops that enhance both the university’s and the school's statures are to be encouraged.

Consulting with organizations outside the school/university that uses the expertise and knowledge of the individual, and for which no payment beyond reimbursement for necessary and proper expenses is received, is deemed to be "service" in the sense of the definition used here. Those consulting activities within the field that are performed for payment are encouraged but must receive approval through the Arizona Board of Regents-mandated process as described in the university personnel manual. Activities performed for pay that are outside of the field of the faculty member cannot be counted as service to the profession.

Evaluation of service requires the assessment of quality as well as quantity. Service to the university is assessed in terms of contributions to and impact on the mission of the Cronkite School and the university.

The evaluation of public service is based on the quality of the service rendered, its applicability to the candidate’s teaching responsibilities, the quality and relevance to the Cronkite School’s mission and value of that service from the perspective of the public. The quality of service to the academic profession is assessed in terms of its overall value for the national distinction of the Cronkite School, the significance of the recognition brought to the individual and the university and the impact of the service on the field.

The faculty member’s contributions to fostering diversity and inclusiveness, recruitment and retention of students, faculty governance, collegial working environments and professional behavior also should be considered.

**Promotion from Senior Lecturer to Principal Lecturer Criteria**

To be considered for promotion to principal lecturer, an applicant is first expected to have met all of the criteria described above for senior lecturer. In addition, a principal lecturer generally holds a doctorate degree (or appropriate terminal degree) and has a minimum of seven years of college-level teaching experience or equivalent qualifications and experience. <https://www.asu.edu/aad/manuals/acd/acd505-02.html> Normally, candidates for principal lecturer will have been at the rank of senior lecturer for three years full time or more. However, the request for promotion is based not on time in rank or years of service but rather on exceptional teaching, service and leadership as evidenced by citations, awards and/or similar types of recognition.

Senior lecturers requesting promotion to Principal Lecturer will be evaluated using the criteria detailed above with respect to evidence of exceptional teaching, service and leadership.

Principal lecturers should have a distinguished, sustained, recognized record of exceptional contributions to discipline-based or interdisciplinary instructional content, teaching modalities or technologies, or outcome-determined student success.

The faculty member initiates the application for promotion from senior lecturer to principal lecturer by submitting a portfolio of materials specified in ACD 506-05 and P6, Process Guide for Promotion and Fixed Term Faculty.