# College of Liberal Arts & Sciences

**Criteria for promotion of Fixed Term Lecturers and Instructors School of Life Sciences**

Approved by the dean on December 7, 2017

Approved by the Executive Committee of the School of Life Sciences on December 12, 2017

## SCHOOLS OF LIFE SCIENCES

**PROMOTIONAL EVALUATION CONSIDERATIONS AND CRITERIA FIXED-TERM LECTURERS & INSTRUCTORS**

We distinguish among three types of non-tenure track teachers in the School of Life Sciences (SOLS). All types are supervised by the Associate Director of Undergraduate Programs.

**Faculty Teaching Associate:** This title is appropriate for those who work less than half-time on teaching (< 50% of full-time workload). Faculty Teaching Associates are supervised by the Associate Director of Undergraduate Programs.

**Instructor:** Instructors carry a workload of more than 50% teaching. Full-time instructors (100% teaching) will teach five courses (or the equivalent) per semester. Each Instructor’s expectations should accord with her or his specified workload. Instructors should hold a doctorate or another terminal degree. Instructors are not eligible for multiple-year appointments or promotion. Local searches will be used to identify the most qualified instructors.

**Lecturer/Senior Lecturer:** Lecturers are fixed-term or multi-year term faculty members with responsibilities that include teaching and instruction, supervising supplemental kinds of student learning, professional development, service, and administrative duties related to teaching and to the mission of SOLS. Lecturers should contribute significantly to the quality and breadth of instructional programs. Typically, in accordance with University norms, Lecturers are assigned an annual workload consisting of 80% Teaching/Instruction (4 classes per semester or the equivalent) and 20% Service. Each Lecturer’s expectations should accord with his or her specified workload. Lecturers generally hold a doctorate or another terminal degree.

Consistent with university policy, additional categories of employment include *Senior Lecturers*, who generally hold a doctoral degree and have a minimum of five years of college-level teaching experience or equivalent qualifications and experience; and *Principal Lecturers*, who generally hold a doctoral degree and have a substantial and sustained record of excellent performance of college-level teaching experience. A position at the rank of Lecturer may be filled through either a local or a national search. Appointments to the positions of Senior Lecturer or Principal Lecturer will be made through a national search.

## Expectations

The primary responsibility of Lecturers and Instructors is effective teaching, as evidenced by such measures as the standardized evaluations from students, teaching reviews by peers, or other indices. Additionally, Lecturers should contribute significant service to the school, the university, or the local and professional communities. Instructors may not engage in service as part of their workload.

Lecturers and Instructors are expected to develop thorough, updated syllabi and course materials consistent with program requirements; use assessment techniques that tap into students’ conceptual understanding of content, maintain regular office hours, meet the administrative expectations of SOLS for its instructional staff (e.g., timely responses to requests for course planning and book orders), and adhere to the ASU Academic Affairs Manual. Lecturers are expected to attend faculty assemblies, to participate in committees, and to participate constructively in the intellectual life of the school.

## Personnel committee

The Associate Director of Undergraduate Programs will complete the *annual performance reviews* of Instructors, Lecturers, Senior Lecturers, and Principal Lecturers. The Associate Director’s evaluation will be advisory to the Director of SOLS.

For considering *promotion of a Lecturer to Senior Lecturer*, the Personnel Committee will consist of the SOLS executive committee, Senior Lecturers, and Principal Lecturers. This committee may designate a subcommittee to prepare a report on the case, but a vote on the promotion case shall be taken among all members of the Personnel Committee who are present at the meeting where the case is presented.

For considering *promotion of a Senior Lecturer to Principal Lecturer*, the Personnel Committee will consist of the SOLS executive committee and Principal Lecturers. This committee may designate a subcommittee to prepare a report on the case, but a vote on the promotion case shall be taken among all members of the Personnel Committee who are present at the meeting where the case is presented.

The Director of SOLS shall be a non-voting member of these Personnel Committees who will attend the relevant meetings in an *ex officio* role. For either type of promotion case, the Associate Director of Undergraduate Programs (or another faculty member designated by the Associate Director) shall report on behalf of the findings of the Personnel Committee to the Director of SOLS and the Dean of CLAS.

Instructors are not eligible for promotion.

## Criteria for annual performance reviews

SOLS will use standardized teaching evaluations and peer assessments to evaluate the teaching of Lecturers and Instructors. These forms of evaluation may be supplemented with materials documenting contributions to the educational mission of SOLS. The review covers the previous 12-month period. For Lecturers (any rank) who are on multi-year appointments, the review may consider the previous 36- month period with substantial emphasis on the last year.

When evaluating annual performance of Lecturers and Instructors, the Associate Director will use quantitative metrics for standardized teaching evaluations. However, the AD will exercise discretion in applying those standards, taking into account, for example, the expectation that instructional efforts are focused on undergraduate teaching; the proportion of large-enrollment and required courses in the Lecturer’s teaching assignment; and additional considerations and contributions such as the development of new courses, efforts to increase enrollments or improve the use of technology in teaching, internship supervision and service-learning activities, publication of research related to teaching and learning, advising other faculty regarding teaching techniques, participation in professional development activities related to teaching, and other significant teaching-related activities.

Similarly, when conducting annual service performance evaluations of Lecturers, the AD will exercise discretion in applying the standards and expectations for full-time faculty in SOLS, taking into account the set of service assignments more commonly open to and expected of lecturers (e.g., typically more related to the instructional program and to undergraduate student life, and less related to faculty recruitment, faculty personnel decisions, and referee work for academic journals).

Calculation of the overall annual evaluation will reflect the Lecturer’s rating (Above Satisfactory, Satisfactory, or Unsatisfactory) in Teaching and in Service, weighted by their assigned workload percentages across those two areas. For Instructors, the overall annual evaluation is based on teaching alone (Above Satisfactory, Satisfactory, or Unsatisfactory). The SOLS Director and the Associate Director will meet to discuss and, if possible, reconcile their independent evaluations of each person. When the

two disagree, the Director’s evaluation will be final. Following such disagreements, the Director will fill out the forms required by the college/university reporting the Director’s evaluation of the faculty member's performance. The Director’s comments identify areas of strength and particular contributions to the program by the faculty member. The comments also communicate any areas of concern detected by the Associate Director or the Director regarding the faculty member's teaching or service.

Faculty members may appeal an evaluation to the Dean of CLAS within 30 working days (excluding summer) of receipt of the evaluation. This process is described in ACD 506-10.

## Criteria for renewal of contract

In considering possible renewal of contracts for Lecturers and Instructors, the Director will place considerable weight on the evidence from the annual performance reviews since the previous renewal (or time of initial appointment, if this is the Lecturer’s or Instructor’s first term), with greater emphasis placed on more recent years. The Director will also consider the school’s evolving curricular and instructional needs, the professional conduct of the Lecturer or Instructor, the resources available to the unit, and the needs of the university. The Director may also take into account other documented evidence regarding the individual’s performance; and the Director may ask the Lecturer or Instructor to submit additional relevant materials.

The offer of renewal of a multiple-year Lecturer appointment is subject to approval by the Director of the school, Dean of the College of Liberal Arts and Sciences, the Provost, the availability of funds, and the needs of the institution.

## Criteria for promotion of Lecturers

Individuals who meet the minimal requirements established by the university may apply to the Director of SOLS for consideration for promotion to the position of Senior Lecturer. Similarly, Senior Lecturers who have met the university’s minimum requirements may apply to the Director for consideration for promotion to the position of Principal Lecturer. Those minimal criteria include an expectation of five or more years of experience as a Lecturer (for promotion to Senior Lecturer. For promotion to the highest rank of an academic title, candidates must demonstrate a substantial and sustained record of excellent performance, continued professional contributions, and evidence of continued growth and involvement in professional, institutional, or community service since the last promotion. The majority of that service should be at ASU. In neither case is promotion automatic or simply a reward for years of experience.

Rather, promotion will be based on a convincing demonstration of merit and excellence in the candidate’s program of instruction and service and the needs and goals of the school and institution.

In addition to any personnel forms required by the university, SOLS asks any candidate for promotion to Senior or Principal Lecturer to submit the following documents: a curriculum vitae; summaries of each semester’s teaching evaluations for the preceding six years (or for the period since appointment, if shorter); and a personal statement, not to exceed four single-spaced pages, describing the candidate’s teaching and service program, contributions to the unit and university, and professional development. By mutual agreement with the SOLS Director, candidates may also submit additional materials, specifically in support of documenting their teaching contributions.

Criteria for Promotion from Lecturer to Senior Lecturer:

In addition to the basic expectations for the rank of Lecturer, successful candidates for Senior Lecturer will demonstrate excellence in teaching (see Section A below), at least five years of experience at the rank of Lecturer, as well as one or a combination of the achievements listed in Section B.

1. Excellence in teaching (required). Excellence in teaching should be documented by the candidate for promotion with reference to:
* SOLS standardized teaching evaluations by students
* Student responses to open-ended and supplementary assessments of teaching or mentorship
* High-quality pedagogical techniques (use of appropriate and current instructional technologies; active learning principles)
* Innovation and breadth of contribution (new courses taught/developed; number and variety of different courses taught; variety of formats of courses (e.g., online, hybrid, face-to-face; introductory and advanced)
* Peer reviews of instruction by tenured or tenure-track faculty
* Numbers of students taught or mentored per year
* Annual performance evaluations in SOLS
* Evidence of continuing professional development, such as workshops, panels, and seminars
* Mentoring activities such as those involved in SOLUR or honors thesis committees
* Other indicators might include teaching awards or other external recognition
1. Additional teaching-related achievements should demonstrate a sustained and substantial pattern of engagement with the undergraduate program in SOLS and increasing knowledge of the craft of teaching, as represented by one or more of the following criteria. The strongest cases will show a pattern of these activities throughout the period preceding promotion.
* Evidence of extended professional development related to the teaching assignment, beyond one-off SOLS or ASU workshops. For example, participation in multi-session university programs or study groups on teaching, completion of short courses related to pedagogy or to the subject matter of life sciences, participation in national or regional professional conferences related to teaching, or publication of research related to teaching and learning.
* Course or curricular development or the development of new pedagogies. For example, contributions to textbooks, archival course materials, or online teaching materials available to others (beyond the instructor’s own classes), helping to develop the online instructional program of the unit, developing and teaching a new course title; participating in the redesign of large or required courses in the unit (e.g., introductory courses).
* Substantial contributions to the SOLS’ instructional program in such forms as advising or mentoring students. For example, peer mentoring, service-learning programs, study abroad programs, advising student organizations.
* Administration, service, or grantsmanship related to the instructional mission of SOLS. For example, leading or developing programs promoting undergraduate research or internship programs, training programs for teaching assistants, diversity or outreach initiatives, active participation in SOLS or ASU committees relating to undergraduate programs, instruction, community-college articulation, student retention, undergraduate student life, etc.

Criteria for Promotion from Senior Lecturer to Principal Lecturer:

Senior Lecturers applying for the position of Principal Lecturer must demonstrate sustained excellence in teaching as described in Section A above, as well as a substantial and sustained record of excellent performance and significant achievement in one or more of the areas outlined in Section B, since their last promotion. Any promotion becomes effective during the following academic/fiscal year. Any promotion, regardless of length of appointment, also will be contingent upon the offer of a contract the following academic year.