

# **POLICY ON LECTURER CAREER-TRACK POSITIONS COLLEGE OF EDUCATION**

## **Responsibilities**

The primary responsibility of Lecturers in the College of Education is teaching undergraduate courses, however a small service effort may also be assigned. Lecturer appointments may range from one year to three years, with the option for Department Heads to reappoint the Lecturer occurring at the end of the appointment period.

## **Qualifications**

### **Lecturer:**

- Master's Degree in a field related to assigned responsibilities, or a related field
- A Bachelor's degree and possession of a specific skill set or one year of experience in teaching similar content may be substituted for a Master's Degree, with permission from the Graduate College
- Demonstrated experience and success in academic instruction

### **Senior Lecturer:**

- Same as Lecturer qualifications; AND
- Successfully taught in a Lecturer-level position (at least .5 FTE) at the UA or another institution for 6 or more years

### **Principal Lecturer:**

- Same as Lecturer qualifications; AND
- Successfully taught in a Lecturer or Senior Lecturer position (at least .5 FTE) at the UA or another institution for 10 or more years

## **Annual Performance Review Process**

Each Lecturer career-track faculty members' performance will be evaluated in writing on a scheduled basis at least once every 12 months. The annual performance review will evaluate the faculty member's performance in the faculty member's department or unit consistent with that unit's responsibilities and University and ABOR policies. Every annual review of teaching will consist of peer and student input, including student evaluations of faculty classroom performance in all classes, and other expressions of teaching performance.

## **Promotion Process**

The College of Education requires that candidates for promotion within the Lecturer Career-Track submit materials produced for annual performance reviews since the original hire or since the last promotion, that includes 1) a statement of accomplishment that has a particular focus on the quality and impact of teaching, 2) supporting documents, 3) student evaluations, and 4) a current curriculum vitae. The Lecturer's Program Director adds a summary statement of the annual reviews, with an attendant recommendation for or against promotion. The Department Head in which the Lecturer's appointment is housed reviews all materials and submits a recommendation for or against promotion. The Dean of the College of Education reviews all materials and makes a promotion decision, and provides written notification to the candidate and Department Head.

**CRITERIA FOR PROMOTION BY RANK  
LECTURER CAREER-TRACK  
COLLEGE OF EDUCATION**

	<b>Senior Lecturer</b>	<b>Principal Lecturer</b>
<p><b>Teaching</b></p> <p><b>% Assigned</b></p> <p>_____</p>	<p>Typically, excellence in teaching is the most important consideration for promotion in the Lecturer career track. All members of the faculty are responsible for participating with distinction in classroom teaching. Quality instruction is expected from all members of the College of Education faculty at all levels. Indicators of outstanding teaching typically include but are not limited to:</p> <ul style="list-style-type: none"> <li>• instructional innovation,</li> <li>• course and curriculum development</li> <li>• student evaluations, including systematic student evaluations anchored in a comparative data base;</li> <li>• peer and administrative evaluations; evidence of mentoring and advising, as appropriate when assigned;</li> <li>• student supervision (practica, internships, student teaching) when appropriate, as assigned;</li> <li>• teaching honors and awards, and/or evidence of student success.</li> <li>• Administrative activities that are directly related to student instruction may also be reported in this category</li> </ul>	<p>Criteria are identical to those for promotion to Senior Lecturer. In addition, the quality, significance, and impact of teaching and is more rigorously evaluated and is evidenced by indicators that typically include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• indicators of quality and impact of teaching, including but not limited to student work samples, letters of recommendation, lesson plans that show innovative approaches to teaching, and peer evaluations of teaching</li> <li>• letters of recommendation documenting successful mentoring of other professionals within the academic community</li> <li>• evidence of collaboration with other faculty and students, as appropriate</li> </ul>
<p><b>Research, Scholarly/ Creative Activity</b></p> <p><b>% Assigned</b></p> <p>_____</p>	<p>Lecturers may or may not be assigned scholarly activity duties; however, scholarly activity can be considered to be an indicator for advancement. The key is to advance knowledge in the field and engage in inquiry that enhances our understanding of learning and thereby provides a foundation for the improvement of education or on topics relevant to the lecturer's discipline or subject matter. Scholarly work at the lecturer level typically includes such activities as</p> <ul style="list-style-type: none"> <li>• columns or articles in newsletters</li> <li>• trade journals, or other publications</li> <li>• participation in collaborative research projects</li> <li>• attendance at local, state and/or national meetings, conferences or seminars that disseminate knowledge about the lecturer's subject matter</li> </ul>	<p>Criteria are identical to those for promotion to associate professor. In addition, the following indicators may also be considered:</p> <ul style="list-style-type: none"> <li>• demonstrable impact of service activity on the Lecturer's field, program, college or university, or in the community.</li> <li>• local, state and/or national presentations that disseminate knowledge about the lecturer's subject matter</li> </ul>
<p><b>Service/ Outreach</b></p> <p><b>% Assigned</b></p> <p>_____</p>	<p>Lecturers may or may not be assigned service/outreach activity, but may have also have assignments in this area. In either case, service activity can be considered to be an indicator for advancement. Participation in service activities includes contributions to the University, the community, and the lecturer's discipline or subject matter. Indicators typically include but are not limited to:</p> <ul style="list-style-type: none"> <li>• service on committees or task forces</li> <li>• participation in special university programs such as student recruitment/retention or advisor to student organization workshops,</li> <li>• service-related presentations</li> <li>• service on local boards</li> <li>• serving as judge or recipient of contests, honors, or awards</li> <li>• consultation services</li> <li>• membership in professional organizations</li> </ul>	<p>Criteria are identical to those for promotion to associate professor. In addition, the following indicators may also be considered:</p> <ul style="list-style-type: none"> <li>• quality, significance, and impact of service activities</li> <li>• leadership positions within the field, the community, or the university</li> <li>• the degree to which the lecturer has a strong and visible presence in University, College or program activities.</li> <li>• Active participation in local, state and/or national organizations</li> </ul>
<p><i>Note: Faculty being evaluated supply a range of qualitative and quantitative data to serve as indicators of performance; however, those responsible for evaluation have full responsibility for interpretation. The criteria listed above identify major sources of evidence for assessment; promotion is not dependent upon meeting each criterion. Peer and administrative evaluation emphasize the quality, significance, and impact of each faculty member's work.</i></p>		