

POLICY ON LECTURER CAREER-TRACK POSITIONS COLLEGE OF EDUCATION

Responsibilities

The primary responsibility of career-track 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.

The primary workload for lecturers is 80-90% teaching with 10-20% limited service. There is flexibility for research with a 10% cap. Service should be focused on curriculum-related committees and/or tasks specific to relevant teaching expertise (see promotion criteria below for more information on appropriate types of service). Lecturers may also engage in additional department, college and university service activities (examples include peer annual review committees, promotion committees, diversity and social justice committees, etc.).

Qualifications

Lecturer:

- Terminal Degree in a field related to assigned responsibilities OR
- Master's Degree in a field related to assigned responsibilities and possession of specific and relevant skills, including practical and/or teaching experience.

Senior Lecturer:

- Same as Lecturer qualifications; AND
- Taught in a Lecturer-level position (at least .5 FTE) at the UA or another institution for 3 or more years.

Principal Lecturer

- Same as Lecturer qualifications; AND
- Taught in a Lecturer or Senior Lecturer position (at least .5 FTE) at the UA or another institution for 6 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 UHAP 3.2.01(Annual Performance [Reviews](#) of Faculty) and ABOR-PM 6-211 ([Evaluation of Faculty](#)) 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

Promotion review is possible after three years of service in current rank at .5 or greater FTE. A Lecturer may go up for promotion after a minimum of three full years (during the 4th year of service in rank), if the criteria for Senior Lecturer have been met. A Senior Lecturer may go up for promotion after a minimum of three years, if the criteria for Principal Lecturer have been met. Lecturers at any level can stay in the appointed rank until they choose to seek promotion.

The College of Education requires that candidates for promotion within the Lecturer Career-Track submit a promotion dossier/portfolio that follow the university [dossier templates](#) and documentation from the Vice Provost for Faculty Affairs. Letters of recommendation from 3-5 collaborators are required. In the College of Education, evaluations from external reviewers are not required. Promotion reviews are conducted by departmental committees, department heads, and a college-level committee. The Department Head in which the Lecturer's appointment is housed reviews all materials and submits a recommendation for or against promotion. The materials and recommendation will be reviewed by a college-level committee and a recommendation will be forwarded to the Dean. The Dean of the College of Education reviews all materials and makes a final recommendation for or against promotion, and provides written notification to the candidate and Department Head.

The standard promotion salary increase is a 10% increase to their base salary.

Criteria for Promotion to the Senior Lecturer

TEACHING

Candidates must present evidence of successful teaching appropriate to the department's mission. The required evaluation of teaching for promotion must have two major components, peer review and student feedback. See Criteria for Promotion by Rank for additional information.

Peer Review: Include at least one course observation using the UCATT Peer Review of Teaching Observation forms.

There are two forms: in-person course or online course.

1. For majority in-person teaching, please use this [Classroom Observation Tool](#).
2. For majority on-line teaching, please use this [Online Course Review Tool](#).

Student Feedback on Teaching: Faculty should use the university Student Course Surveys to focus their efforts for teaching improvements.

SERVICE/OUTREACH

Service considered for promotion may include limited service such as service on department, college, and university committees related to curricular activities and on-line curriculum development, serving on search committees, participating in peer review activities, serving on promotion committees, diversity and social justice committees, working with local schools, agencies, and other public venues,

and/or presenting community lectures, workshops, trainings, and participation in special university programs such as student recruitment/retention or advisor to student organization workshops. See criteria for promotion by rank for additional information. See Criteria for Promotion by Rank for additional information.

RESEARCH/CREATIVE ACTIVITY

When lecturers have limited research assignments (not required), excellence in research may include, but is NOT limited to:

- Scholarly research, publications, or creative contributions,
- The receipt and sustained renewal of grants, contracts, awards, and fellowships, where appropriate,
- The responsibility and recognition achieved by being named to important professional positions.

Criteria for Promotion to the Principal Lecturer

TEACHING

Candidates must present evidence of successful teaching appropriate to the department's mission. The required evaluation of teaching for promotion must have two major components, peer review and student feedback. See Criteria for Promotion by Rank for additional information.

Peer Review: Include at least one course observation using the UCATT Peer Review of Teaching Observation forms.

Student Feedback on Teaching: Faculty should use the university Student Course Surveys to focus their efforts for teaching improvements.

Additional items may include:

- A leadership role in developing curricula,
- Providing evaluation of the teaching effectiveness of other faculty, and
- Contributing to more effective unit teaching approaches.

SERVICE/OUTREACH

Service considered for promotion may include limited service such as service on department, college, and university committees related to curricular activities and on-line curriculum development, serving on search committees, participating in peer review activities, serving on promotion committees, diversity and social justice committees, working with local schools, agencies, and other public venues, and/or presenting community lectures, workshops, trainings, and participation in special university programs such as student recruitment/retention or advisor to student organization workshops. See criteria for promotion by rank for additional information. See Criteria for Promotion by Rank for additional information.

Additional items may include:

- Mentoring of junior lecturers
- Working with governmental agencies and non-profit agencies that involve one's area of expertise,
- Leadership in program or department faculty governance,
- Leadership in professional associations, on professional review panels, and
- Helping establish academic unit and college goals, objectives and performance standards.

RESEARCH/CREATIVE ACTIVITY

When lecturers have limited research assignments (not required), excellence in research may include, but is NOT limited to:

- Scholarly research, publications, or creative contributions,
- The receipt and sustained renewal of grants, contracts, awards, and fellowships, where appropriate,
- The responsibility and recognition achieved by being named to important professional positions.

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

	Senior Lecturer	Principal Lecturer
<p>Teaching</p> <p>% Assigned</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"> • instructional innovation • course and curriculum development • student evaluations, including systematic student evaluations anchored in a comparative data • peer and administrative evaluations; evidence of mentoring and advising, as appropriate when assigned • student supervision (practica, internships, student teaching) when appropriate, as assigned • teaching honors and awards, and/or evidence of student success • Administrative activities that are directly related to student instruction may also be reported in this category 	<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"> • 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 • letters of recommendation documenting successful mentoring of other professionals within the academic community • evidence of collaboration with other faculty and students, as appropriate
<p>Research, Scholarly/ Creative Activity</p> <p>% Assigned</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"> • columns or articles in newsletters • trade journals, or other publications • participation in collaborative research projects • attendance at local, state and/or national meetings, conferences or seminars that disseminate knowledge about the lecturer's subject matter • publications • conference presentations 	<p>Criteria are identical to those for promotion to Senior Lecturer. In addition, the following indicators may also be considered:</p> <ul style="list-style-type: none"> • demonstrable impact of service activity on the Lecturer's field, program, college or university, or in the community. • local, state and/or national presentations that disseminate knowledge about the lecturer's subject matter
<p>Service/ Outreach</p> <p>% Assigned</p> <p>_____</p>	<p>Lecturers may or may not be assigned limited service/outreach activity, but may 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"> • service on department committees or task forces related to curricular activities, peer review activities, promotion, and diversity/social justice committees, and search committees, • participation in special university programs such as student recruitment/retention or advisor to student organization workshops, • service-related presentations • service on local boards • serving as judge or recipient of contests, honors, or awards • consultation services • membership in professional organizations 	<p>Criteria are identical to those for promotion to Senior Lecturer. In addition, the following indicators may also be considered:</p> <ul style="list-style-type: none"> • quality, significance, and impact of service activities • leadership positions within the field, the community, or the university • the degree to which the lecturer has a strong and visible presence in University, College or program activities. • Active participation in local, state and/or national organizations

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.