

UA Department of English Policy for Career-Track Lecturer Promotion

1/17/18 version

QUALIFICATIONS & PROMOTION CRITERIA

According to [UHAP Definitions](#), Career-Track Lecturers are those members of the faculty whose Notice of Appointment incorporates the ABOR Conditions of Faculty Service (ABOR-PM 6-201, et seq.), who are not eligible for tenure, who do not have visiting or adjunct titles, and whose primary responsibility is teaching undergraduate or clinical courses.

Policies and procedures for appointments and promotion reviews for career-track faculty are included in the University Handbook for Appointed Personnel chapter 3.1.02 and 3.3.03.

In the [College of SBS](#), the primary responsibility of Lecturers (including Senior and Principal) is teaching undergraduate courses. Lecturers at all ranks typically provide service equivalent to .20 FTE (8 hours/week).

In the College of SBS, the minimum duration of service required before consideration for promotion is normally six years of full time service.

The Department of English is guided in its hiring by the [recruitment policies](#) of the Division of Human Resources and recognizes and supports diversity and inclusiveness as core values for the University of Arizona.

MINIMUM QUALIFICATIONS FOR HIRE BY RANK

Lecturer:

- Master's or terminal degree in English or related field. Program degree preferences may differ.
- Demonstrated success in academic instruction as evidenced by a professional teaching portfolio that documents the candidate's understanding of curriculum design and outcomes assessment, and peer reviews and student evaluations of teaching that demonstrate the candidate's effectiveness in the classroom with the subject matter required by the relevant program.

Senior Lecturer:

- Same as Lecturer qualifications, in addition to which the individual has taught ≥ 6 cumulative years at the UA in a Lecturer-level position at $\geq .5$ FTE. Commensurate service may be considered when determining years of experience (see Additional Considerations)
- Additional responsibilities to those of Lecturer, including contributions to curricular innovations and teaching improvements
- Broader service across institutional, professional, and/or community domains

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Principal Lecturer:

- Same as Lecturer qualifications, in addition to which the individual has taught ≥ 9 cumulative years at the UA in a Lecturer and/or Senior Lecturer-level position at $\geq .5$ FTE. Commensurate service may be considered when determining years of experience (see Additional Considerations)
- Additional responsibilities to those of Senior Lecturer, including research-based innovations in pedagogy
- Recognition of teaching effectiveness such as awards and outstanding peer reviews demonstrating creative and professional expertise in teaching
- Broader service obligations (again across institutional, professional, and/or community domains)

CRITERIA FOR PROMOTION BY RANK

According to [UHAP 3.3.03.b](#), promotion requires excellent performance and the promise of continued excellence in teaching and service as determined by the specific duties assigned to the individual faculty member. For standards of professional conduct, UHAP 3.3.03.b refers to the Statement on Professional Conduct in UHAP 7.01.01, which sets out the expectation that “[m]embership in the academic community imposes on students, faculty members, administrators, and regents an obligation ‘to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus.’” ABOR section 6-201(I)(4)(a) notes that the primary criterion for the evaluation of Lecturers, Senior Lecturers, or Principal Lecturers shall be teaching effectiveness. In the College of SBS, contributions in excess of responsibilities per the workload plan/expected distribution of effort may be considered in promotion decisions. The Department affirms the value of creative and scholarly research achievement and allows candidates to submit documentation of these achievements to supplement the teaching and service components of their portfolio.

CRITERIA FOR PROMOTION TO **SENIOR LECTURER** IN THE DEPARTMENT OF ENGLISH INCLUDE:

Teaching will include:

- Excellent administrative and peer evaluations that demonstrate effectiveness with student-centered learning strategies
- Good or excellent student evaluations as determined by TCE scores (contextualized by administrative and peer evaluations and other factors)
- Course/curriculum development and/or revision that document an understanding of curriculum design and outcomes assessment
- Courses taught are appropriate to level of instruction and nature of subject matter in ways designed to meet diverse students’ needs, including underrepresented students.
- Mentoring/consulting activities that demonstrate a responsiveness to students’ needs
- Participation in instructional professional development activities, local or otherwise

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Service may include:

- Committee and/or faculty governance participation (Program, Department, College, and/or University)
- Presenting, facilitating, or attending workshops/lectures/readings/panels
- Honors/awards and/or other public recognition of contributions to student success
- Serving as judge of contests
- Community outreach

CRITERIA FOR PROMOTION TO **PRINCIPAL LECTURER** IN THE DEPARTMENT OF ENGLISH INCLUDE THE ABOVE, AS WELL AS:

Teaching will include:

- Instructional innovations in classroom activities that incorporate research-based innovations in pedagogy.
- Effective instructional designs with innovative outcomes assessments that show an attention to students' diverse learning styles and needs
- Rigorous, creative and broadly engaging work with writing, critical thinking, and close reading

Service may include:

- Membership in professional societies or on editorial boards
- Editing/evaluating publications or proposals
- Teaching-related publications and grants
- Development of instructional resources
- Peer mentorship

REVIEW PROCESS

Career-Track Lecturers seeking promotion must submit a Teaching Portfolio based on section 6 of the Promotion and Tenure dossier. These materials will include:

1. Teaching Philosophy
2. representative selections of instructional materials from a range of classes to document teaching effectiveness, outcomes assessments, and course designs, including active learning strategies
3. a statement that briefly reviews the candidate's accomplishments and effectiveness in the teaching and service components of the position, no longer than 3 single-spaced pages, no smaller than 11pt font
4. an updated CV

This portfolio is submitted to the Standing Departmental review committee, composed of 3 rank eligible Career-Track and 2 Tenured or Tenure-Track colleagues from the department. The committee will review the materials and make a recommendation to the relevant program director, who will add his or her recommendation and forward the portfolio to the department head. In the case of faculty unaffiliated with a specific program, a recommendation will go directly to department head.

The department head, upon receipt of this recommendation, will write a brief summary and discussion of the committee's recommendation, along with an assessment of the candidate's portfolio.

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The department head then forwards to the SBS Dean's Office:

- (a) Candidate's portfolio
- (b) Departmental Review committee's letter of evaluation and recommendation
- (c) Program Director's letter of evaluation and recommendation (if relevant)
- (d) Department Head's cover letter
- (e) Draft offer letter
- (f) A brief memo from department head or program director affirming continued need for position.

ADDITIONAL CONSIDERATIONS

Determining years of service for purposes of eligibility

Candidates for promotion may request credit for years of previous commensurate service at other institutions, or at the UA in positions that demonstrated or developed the candidate's expertise in teaching. Such credit will be negotiated on an individual basis. Typically, promotion will only be considered after three total years of UA service in rank (at $\geq .5$ FTE), on the understanding that some of the expertise needed for Senior and Principal Lecturer ranks requires understanding the UA's institutional resources, networks, culture, mission, and pedagogies.

Non-Competitive Selection Policies

The Department of English maintains [UA Non-Competitive Selection Policies](#) as listed in the Classified Staff Human Resources Policy Manual.

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Timeline for promotion

Promotions take effect the year after the completion of a portfolio and review. A sample timeline follows:

Date	Actions
Early Fall	<ul style="list-style-type: none"> • Lecturer declares intent to apply for promotion by email to relevant Program Director* (or Head) • Program Director (if relevant) notifies Department Head by email that Lecturer is applying for promotion • Departmental review committee is formed by Department Head in consultation with Program Director(s) affected by promotion request(s) and approved by Department Council
By mid-October	<ul style="list-style-type: none"> • Departmental review committee is charged by Department Head • Candidate prepares and submits portfolio to Departmental review committee
November	<ul style="list-style-type: none"> • Departmental review committee evaluates candidate(s) and makes recommendation to relevant Program Director (or Head) • Program Director (if relevant) submits a letter of evaluation to Department Head for final departmental approval
By winter break	Department Head submits required material to Dean's office: <ul style="list-style-type: none"> • (a) Candidate's portfolio • (b) Departmental review committee's letter of evaluation and recommendation • (c) Program Director's letter of evaluation and recommendation (if relevant) • (d) Department Head's cover letter • (e) Draft offer letter • (f) A brief memo from department head or program director affirming continued need for position.
By spring break	Dean informs candidate of promotion decision

*Note: Relevant program director is an administrator who has direct control over the individual's contract of appointment.

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CAREER-TRACK LECTURER PROMOTION IN THE DEPT. OF ENGLISH BENCHMARKS FOR PROMOTION BY RANK

Qualifications for reappointment and promotion in the Department of English include strong performance in the two traditional areas of teaching and service/outreach to the department, college, university, profession, and community. In assessing lecturers for promotion, the departmental review committee will use the following benchmarks, with “meets expectations” the minimum standard in the overall categories of Teaching and Service.

Exceeds Expectations: Excellent

Meets Expectations: Satisfactory to Good

Below Expectations: Needs improvement

Not Applicable: Applicable under Service categories (not each category in service is a requirement)

PROMOTION TO SENIOR LECTURER:

Teaching (will include)

Overall Teaching: Lecturer engages students in a rigorous and effective curriculum and evinces ongoing professionalization.

Administrative and peer evaluations demonstrate effectiveness with student-centered learning strategies

TCE scores demonstrate teaching effectiveness

Course/curriculum development document an understanding of curriculum design and outcomes assessment:

- Syllabus

- Major assignments

- Lesson plans and activities

- Grading rubrics

Courses taught demonstrate support for students from diverse backgrounds, including underrepresented students

Mentoring/consulting activities demonstrate a responsiveness to students' needs

Professional activities undertaken to enhance professional development (local or otherwise)

Service (may include)

Overall Service: Lecturer demonstrates positive citizenship by participating in service and outreach activities as possible.

Lecturer participates in program, department, college, or university committees and faculty governance opportunities

Lecturer presents, facilitates, or attends workshops, lectures, readings, or panels

Lecturer receives honors/awards and/or other public recognition of contributions to student success

Lecturer serves as judge of contests

Lecturer participates in community outreach activities

PROMOTION TO PRINCIPAL LECTURER (IN ADDITION TO ABOVE):

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Teaching (will include)

Instructional innovations in classroom activities incorporate research-based innovations in pedagogy

Course materials include effective instructional designs with innovative outcomes assessments, demonstrating attention to students' diverse learning styles and needs

Lecturer engages in rigorous, creative, and broadly engaging work with writing, critical thinking, and close reading

Service (may include)

Lecturer is member in professional societies or on editorial boards

Lecturer edits/evaluates publications or proposals

Lecturer publishes teaching-related research and/or applies for teaching-related grants

Lecturer develops instructional resources

Lecturer is a peer mentor