

## **Policy on Lecturer Appointments at IU East**

This document is intended to supplement the University-wide description and policies for Lecturer appointments as found in the August 2001 Indiana University Academic Handbook, pages 59 and 77-79. (Available at <http://www.indiana.edu/~deanfac/acadhbkl/>)

### **I. Lecturers and Senior Lecturers – Responsibilities and Privileges**

Lecturers and Senior Lecturers are responsible primarily for teaching, maintaining currency in their discipline and pedagogy, and providing service that supports the academic mission of IU East and their assigned division.

#### Lecturers

Lecturers may have organizational and oversight responsibility for the courses in which they teach. In conjunction with the Chair of their division, they will identify service responsibilities for that division and the campus. Lecturers will receive standard faculty professional development funds and are eligible to apply for additional funding from the campus Research and Grants Committee.

#### Senior Lecturers

Upon successful probationary review and initial appointment to a long-term contract, Lecturers will be promoted to Senior Lecturer and receive a \$1000 raise in salary. Each long-term contract will be for a period of five years. Senior Lecturers may participate in course and curriculum development, have oversight responsibilities for a course, and, where appropriate, may also supervise full- and part-time non-tenure track faculty as assigned by their division. In addition to benefits listed for Lecturers, Senior Lecturers may apply for course release through the normal campus procedures. Senior Lecturers are eligible to apply for up to one semester of paid professional leave during each period of seven years' full-time service, including time on professional leave, following the completion of the first six years of full-time service.

### **II. Qualifications**

The specific qualifications of faculty hired for Lecturer track positions will depend on the needs and standards of the division. Minimal qualifications may be:

- An advanced degree in a relevant field.
- Sufficient documented teaching experience within the discipline.
- A commitment to continued professional development in their discipline and in pedagogy.

Note: Lecturer positions do not lead to tenure-track positions. Appointees who have extensive responsibilities for research or creative endeavors outside of teaching should be encouraged to apply for tenure-track positions. Also, creation of a new Lecturer position is not intended to be a means of retaining a tenure-probationary faculty appointee who has not demonstrated the performance levels required for tenure.

### **III. Contracts and Conditions of Employment**

Lecturer contracts are renewable on a yearly basis during a seven-year probationary period. All conditions governing each Lecturer's initial appointment, yearly contract renewal, and salary for faculty in Lecturer rank must be prepared in advance in writing by the division. All conditions of employment will be made through the normal procedures of each division, in a way that is consistent with all relevant University policies. Lecturer appointments during the probationary period shall be subject to the same policies and procedures with respect to appointment, reappointment, non-reappointment, and dismissal as apply to tenure-probationary faculty during the probationary period. Lecturers will submit the customary faculty annual report and provide documentation as evidence of the quality of their performance. Evidence of excellence in teaching, maintenance of currency in their discipline and with pedagogy, and records of service that supports the academic mission of IU East and their assigned division should be included in annual reports. In the event of non-reappointment, faculty in their first year in Lecturer rank must be given two months' notice. During the second through sixth year, twelve months' notice must be provided.

Lecturers shall be promoted to Senior Lecturers upon their being appointed to long-term contracts following a probationary period.

### **IV. Review for Appointment to a Long-Term Contract and Promotion from Lecturer to Senior Lecturer**

Lecturers must apply for appointment to a long-term contract by the first month of their sixth year of full-time service within their division. However, they may apply for such appointment at any time prior to that. The Vice Chancellor for Academic Affairs will notify candidates eligible for appointment to a long-term contract during September of the fifth year of the probationary period. The Vice Chancellor, in consultation with the Division Chairs/Deans, sets a schedule for the review process. The candidate for appointment to a long-term contract will prepare review materials consisting of all annual reviews, supervisor's reports from the probationary period, and a brief narrative explaining how evidence in those reports supports the academic mission of IU East and his/her division. The candidate must include additional documents that support the case for a long-term contract. Applicants must demonstrate excellence in teaching and at least satisfactory in service. Criteria for excellence in teaching will be the same as those for tenure-track faculty, and will include evidence of maintenance of currency in the discipline and in pedagogy (for criteria, consult Section B5, "Evaluation of Teaching Activities," in IU East's "Promotion and Tenure Policy and Procedures at <http://www.iue.edu/handbook/facgov/acadappoint/ptpolicy040504.pdf>). The criteria for excellence in teaching are also quoted below:

#### Framework for judging the quality of Teaching:

The following provides a framework for faculty members to present their teaching and enable evaluators to judge the quality of that teaching. NOTE: These criteria should

apply to a wide variety of teaching situations; however, their individual salience will vary depending upon the particular teaching environments involved.

(1) *Teacher's Content Expertise*

- (a) Effective teachers understand their academic field well.  
A teacher's knowledge base in a subject area is fundamental to the creation and enhancement of students' opportunities to learn well. A teacher's expertise assures that content is current and taught in adequate depth. Competence includes not only content knowledge but also the ability to organize, integrate, adjust, and adapt this content in ways that make it accessible and thought-provoking to the learner.
- (b) Effective teachers match their instruction to institutional and program learning objectives. Indiana University East has a set of learning objectives that defines outcome expectations for all students. Several academic programs have additional learning objectives tied to program review requirements. Faculty integrate their content expertise with these learning objectives to foster learning of the objectives across the disciplines.

(2) *Course Design*

- (a) Effective teachers have a clear purpose that organizes course elements. A teacher needs to provide an organizing framework that orients students to the course's ideas, materials, and activities.
- (b) Effective teachers communicate high but realistic expectations. The goals of a course must be challenging enough to motivate students, yet not so demanding as to overwhelm them.
- (c) Effective teachers match the instruction to students' learning needs and interests. The design of a course must include deliberate connections between the subject matter and students' needs and interests that engage them in the learning process. Good courses should be designed to help students extract main points and they should incorporate activities that connect learning to applications.

(3) *Instructional Delivery*

- (a) Effective teachers use good communication skills. The ideas and directions presented in class are clear and understandable. Good communicators go beyond clear information delivery to create environments that encourage comfortable, two-way communication between students and teacher.
- (b) Effective teachers design learning environments that encourage time on task. An effective teacher uses what is known about how people learn to design productive learning time so that teachers and students spend time on tasks that aid learning.

- (c) Effective teachers engage students to use knowledge actively. Learning is enhanced when students are engaged in active cognitive processes. Effective teachers can describe specific ways in which their understanding of cognitive processes shapes the design of instructional activities to ensure that students encounter the subject thoroughly.
- (d) Effective teachers use an appropriate array of methods. Teachers must be prepared to alter instructional methods to suit immediate goals and to accommodate students' different learning styles or developmental levels. However, it is the aptness of methods that is important to learning, not simply the presence of different teaching techniques.
- (e) Effective teachers encourage students to work together to learn. Peers are one of the most powerful learning aids. Effective teachers structure activities that use peer relationships to assist in the learning enterprise.
- (f) Effective teachers give regular, helpful evaluations of learning. To improve the quality of their work, students need continual, immediate, and helpful feedback. This evaluation system must provide specific information that both confirms knowledge gains and highlights the next steps for improvement.

(4) *Instructional Relationships*

- (a) Effective teachers and students are enthusiastic. The effective teacher is energetic and enthusiastic and finds ways to create student interest and commitment to the learning task.
- (b) Effective teachers and students need to know and respect each other. At the very least, it is important that students feel welcomed to talk to the instructor. The teacher's ability to connect with students constitutes a significant factor in learning success.
- (c) Effective teachers acknowledge and adjust to student differences. Teachers must be responsive to student differences such as class, race, gender, ethnic and lifestyle backgrounds, learning styles and developmental learning stages.
- (d) Effective teachers are fair and impartial in dealings with students. Students' perception that the teacher treats all students fairly is fundamental to the integrity of a class.
- (e) Effective teachers are open to receiving feedback and adjusting courses appropriately. The teacher provides, receives, and makes use of regular, timely, specific feedback about course procedures. The teacher develops a reflective approach to teaching by collecting feedback and using it to continually modify the approach to teaching.

*(5) Course Management*

- (a) Effective teachers organize instructional environments well. The way in which the classroom is organized as an environment determines how effectively it will support learning. Course management encompasses a range of issues such as: regular meetings with classes; timely assignment of tasks and return of feedback, and so on.
- (b) Effective teachers are available to help students, both in and out of the classroom.

*(6) Professional Development*

- (a) Effective teachers hold high standards and engage in ongoing professional development. Good teaching requires that teachers have a rich understanding of pedagogical theory and practice and are able to engage in the ongoing development and adaptation of their teaching approach. They use research on teaching and learning as it applies to instruction in their disciplinary field.
- (b) Effective teachers show improvement in their teaching through student feedback, peer review, and other appropriate feedback and review methods. As teachers engage in appropriate professional development activities and apply what they are learning in their own teaching, the quality of their teaching and of their student's learning will improve.

The Lecturer's review materials must include the following evidence of the quality of the candidate's teaching:

- (a) Examples of class syllabi, reading lists, examinations, and handout materials.
- (b) List of courses taught at IU East and their enrollments, organized by semester and academic year.
- (c) Summaries and analyses of all student evaluations included in the annual service reports, organized by course and semester, including the procedures used for collecting the evaluations, enrollment in each section and number of students responding to the evaluation forms in each section.
- (d) At least two peer evaluations of teaching and teaching materials.
- (e) List of teaching awards and honors, if any; annotated if desired.
- (f) An annotated list of professional development activities in teaching and learning.

The review materials may include additional documentation.

A faculty member's teaching is **SATISFACTORY** when it can be demonstrated that the instruction is effective, taking into account the nature of the courses and their role in the mission of the university. A faculty member's teaching is **EXCELLENT** when it can be demonstrated that it is unusually effective or distinguished. The evidence to document

excellent teaching must be based on a continuing record of effective instruction and it must also demonstrate how the teaching is unusually effective or distinguished. Lecturers must demonstrate that they are EXCELLENT in teaching and at least SATISFACTORY in service in order to be appointed to a long-term contract.

Criteria for satisfactory service will be established by the division in which the Lecturer serves, and will be presented with the candidate's review materials. Division chairs shall give Lecturers access to their divisions' service criteria upon their initial appointments. Any divisional promotion & tenure guidelines, and divisional guidelines for merit rankings in annual reviews, will be presented with the candidate's review materials, if applicable. Division chairs shall give Lecturers access to divisional guidelines upon their initial appointments.

The candidate's review materials will be reviewed in the following sequence:

1. Candidate's review materials are submitted to the Office of Academic Affairs.
2. Candidate's review materials are reviewed by the division's Promotion and Tenure Committee, if applicable. The division's Promotion and Tenure Committee writes a letter of recommendation to the Division Chair/Dean. The candidate receives a copy of the letter; the letter becomes part of the review materials.
3. Candidate's review materials are reviewed by the Division Chair/Dean. The Division Chair/Dean writes a letter of recommendation to the Lecturer Long-Term Contract Review Committee. The candidate receives a copy of the letter; the letter becomes part of the review materials.
4. Candidate's review materials are reviewed by the Lecturer Long-Term Contract Review Committee. The Lecturer Long-Term Contract Review Committee writes a letter of recommendation to the Vice Chancellor for Academic Affairs. The candidate receives a copy of the letter; the letter becomes part of the review materials.
5. Candidate's review materials are reviewed by the Vice Chancellor for Academic Affairs. The Vice Chancellor writes a letter of recommendation to the Chancellor. The candidate receives a copy of the letter; the letter becomes part of the review materials.
6. Candidate's review materials are reviewed by the Chancellor of Indiana University East. The Chancellor writes a letter notifying the candidate of approval or non-approval of the long-term contract.

Each long-term contract will be for a period of five years.

## **V. Contract Renewal (after Approval of Long-Term Contracts), Dismissal and Non-Appointment of Senior Lecturers**

Annual reviews of performance after appointment to a long-term contract will follow the same procedures as the annual review of tenured faculty. Contract renewal will be based on continued performance in teaching and service as documented in the annual reviews. Contract renewal or non-renewal will be recommended by the Division Chair/Dean to the Vice Chancellor for Academic Affairs, who will forward his/her recommendation to the Chancellor during the review process in the fourth year of the contract.

Dismissal of a Senior Lecturer holding a long-term contract which has not expired may occur because of closure or permanent downsizing of the program in which the faculty member teaches; otherwise, dismissal of a Senior Lecturer shall occur only for reasons of professional incompetence, serious misconduct, or financial exigency. "Professional incompetence" on the part of a Senior Lecturer holding a long-term contract is the demonstrated continuing inability to perform adequately the ordinary duties of teaching and service as expected of Lecturers within the unit. "Serious misconduct" is behavior that constitutes such serious and willful personal or professional wrongdoing as to demonstrate the Senior Lecturer's unfitness to hold his or her academic appointment. No Senior Lecturer shall be dismissed unless reasonable efforts have been made in private conferences between the Senior Lecturer and the appropriate administrative officers to resolve questions of fitness or of the specified financial exigency.

Non-reappointment of Senior Lecturers to a new contract term may occur for the foregoing reasons or may occur as well for reason of changing staffing needs of the academic unit's program. Senior Lecturers must be given notice of non-reappointment at least twelve months before the expiration of the contract term.

Appeal of non-reappointment or dismissal decisions will follow procedures outlined in the IU East Faculty Senate Constitution By-Laws dealing with the Faculty Board of Review.

## **VI. Responsibilities of the Divisions/Schools**

Each Division/School is responsible for establishing and publishing procedures not specified above. These policies must be consistent with practices, criteria and policies covered in this document, and Campus and University policies.

Upon initial appointment, each lecturer shall be given access to all applicable policies and criteria for granting of long-term contracts.

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