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Lecturers; Senior Lecturers; Clinical/Teaching Professors

Policies and Procedures in the IU School of Liberal Arts (SLA)

Lecturers, Senior Lecturers, and Clinical (or Teaching) Professors (clinical/teaching professor ranks: assistant, associate, full) are non-tenure track faculty (“ntt” faculty). The IU Faculty Handbook and the IUPUI Supplement to the Faculty Handbook provide the university system and campus wide policy frameworks for these faculty ranks{<http://www.iupui.edu/~fcouncil/about.html>, <http://academicaffairs.iupui.edu/>}. The following SLA policies and procedures address how hiring, review, promotion, and sabbatical-like leaves are handled within those frameworks.

Lecturers

In the IU School of Liberal Arts, Lecturers are non-tenure-track faculty whose responsibilities focus primarily on teaching.

Appointment

- Lecturers are appointed as a result of regional or national searches
- Lecturers’ appointments can be for ten months or twelve months (the letter of appointment spells out the general framework and expectations of the appointment)
- Lecturers must have earned a master’s degree (at the minimum) or a terminal degree appropriate for teaching in the discipline or field of their appointment
- Lecturers typically teach at the undergraduate level
- Lecturers’ appointments are for one year and require annual reappointment for continued employment
- Lecturers are expected to excel in teaching (typically in appointment letter)
- The typical distribution of academic effort for Lecturers is eighty percent (80%) teaching and twenty percent (20%) service. In general, four [4] courses each in the fall and spring semesters [ten-month appointment] or ten [10] courses over the course of one year, according to programmatic needs and in mutual agreement between chair or program director and Lecturer [twelve-month appointment].
- Depending on programmatic needs, Lecturers on ten-month appointments have the option to teach two (2) courses in the summer (summer school teaching is not guaranteed)
- Expectations in teaching and service are determined according to the policies and procedures established by the department or program in accordance with those in the school and on campus

Annual Review

As members of the faculty Lecturers are subject to periodic review. It is suggested that new Lecturers be reviewed in the first semester of their appointment, and annually thereafter.

Since Lecturer appointments require annual reappointment, annual reviews are critical in determining the basis for the chair's or program director's recommendation. Departments and programs are therefore expected to develop a policy of regular peer review. The review process is to be "formative" (focused on faculty development) and not merely summative.

- Review policies and procedures are determined by the department or program and operate within the framework set by school and campus policies and procedures, including deadlines.
- All faculty must complete the Faculty Annual Report (FAR)
{<http://academicaffairs.iupui.edu/policies/policies/facultyReviews.cfm>}
- All faculty must complete the Conflict of Interest form (university policy)
{<http://www.indiana.edu/~uhhs/pubs/forms/coi-disclose.pdf>}
- All faculty must complete the Conflict of Commitment form (university policy)
{<http://www.indiana.edu/~uhhs/policies/uwide/coc.htm>}
- All faculty must include end-of-semester student evaluations of all of their classes with enrollments of more than five students (school policy){[add link](#)}
- All faculty must include evidence of peer review; Lecturers are expected to include at least one such review for each year (school policy){[add link](#)}
- All faculty should receive reviews by their peers (typically the department's or program's primary committee or annual review committee) in collegial and timely fashion (school policy){[add link](#)}
- All faculty should receive an annual review by their chair or program director in a timely fashion (school policy){[add link](#)}

Professional Development

All faculty are encouraged to engage actively in professional development planning.

- Lecturers best discuss professional development with their respective chair or program director (typically the annual review by the chair or program director presents an opportunity for professional development planning)
- Lecturers may also want to discuss professional development plans with the associate dean for academic affairs (professional development is a regular responsibility of the associate dean for academic affairs, which is not tied to any particular time in the academic calendar)
- The Center for Teaching and Learning, the Office for Women, and other units on campus offer a variety of opportunities for the professional development of Lecturers

Promotion to Senior Lecturer

After four years during which a faculty member served in the position of Lecturer, the chair or program director needs to review the position in regard to continued programmatic needs. If it is clear that the department or program will continue to depend on the lectureship for the long term, the chair or program director will discuss with the faculty the procedures and

schedule for promotion and how to prepare a particular case and dossier that demonstrates excellence in teaching.

- It is the responsibility of the faculty member to inform herself or himself of the departmental, school, and campus guidelines for promotion (annually the school and campus offer workshops; in addition several other units, like the Office for Women, offer promotion-related workshops and presentations)
- Promotion dossiers, with teaching as the area of excellence, are prepared according to departmental expectations and policies and procedures, always mindful of school and campus guidelines, and with the support and advice of the chair
- The associate dean for academic affairs offers advice in regard to dossier preparation

Senior Lecturers

In the IU School of Liberal Arts, Senior Lecturers are experienced faculty (non-tenure track) whose responsibilities focus primarily on teaching.

Appointment

- Senior Lecturers are promoted from the rank of Lecturer. It is expected that lecturers will apply for promotion to senior lecturer after **seven years**.
- Senior Lecturers' appointments can be for ten months or twelve months (the letter of appointment spells out the general framework and expectations of the appointment)
- Senior Lecturers hold master degrees or appropriate terminal degrees
- Senior Lecturers who hold master degrees typically teach at the undergraduate level; those who hold terminal degrees appropriate for the disciplines and/or field of their appointment teach at the undergraduate and graduate levels
- Senior Lecturers' appointments are for three (3) years and require reappointment for continued employment
- Senior Lecturers are expected to excel as master teachers
- The typical distribution of academic effort for Senior Lecturers is eighty percent (80%) teaching and twenty percent (20%) service (in general, four [4] courses each in two [fall and spring] semesters [ten-month appointment] or ten [10] courses over the course of one year [twelve-month appointment] distributed depending on programmatic needs and in mutual agreement between the chair or program director and the Senior Lecturer)
- Depending on programmatic needs, Senior Lecturers on ten-month appointments have the option to teach two (2) courses in the summer (summer school teaching is not guaranteed)
- Expectations in teaching and service are determined according to the policies and procedures established by the department or program in accordance with those in the school and on campus

Review

As members of the faculty Senior Lecturers are subject to regular review. Since Senior Lecturer appointments require reappointment, regular reviews are critical in determining the basis for the chair's or program director's recommendation.

- Review policies and procedures are determined by the department or program and operate within the framework set by school and campus policies and procedures, including deadlines
- All faculty must complete the Faculty Annual Report (FAR)
- All faculty must complete the Conflict of Interest form (university policy)
- All faculty must complete the Conflict of Commitment form (university policy)
- All faculty must include end-of-semester student evaluations of all of their classes with enrollments of more than five students (school policy)

- All faculty are encouraged to show evidence of peer review; Senior Lecturers are encouraged to include peer review as part of their regular review (school policy)
- All faculty should receive reviews by their peers (typically the department's or program's primary committee or annual review committee) in collegial and timely fashion (school policy)
- All faculty should receive an annual review by their chair or program director in a timely fashion (school policy)

Professional Development

All faculty are encouraged to engage actively in professional development planning.

- Senior Lecturers best discuss professional development with their respective chairs or program directors (typically the annual review by the chair or program director presents an opportunity for professional development planning).
- Senior Lecturers may also want to discuss professional development plans with the associate dean for academic affairs (professional development is a regular responsibility of the associate dean for academic affairs, which is not tied to any particular time in the academic calendar)
- The Center for Teaching and Learning, the Office for Women, and other units on campus offer a variety of opportunities for the professional development of Senior Lecturers

Sabbatical-like Leave

All Senior Lecturers are eligible for a sabbatical-like leave after seven years of full-time service in the IU School of Liberal Arts (service as Lecturer counts). In order to assure that programmatic needs are met during the sabbatical-like leave Senior Lecturers need to work closely with their respective chairs or program directors when applying for sabbatical-like leave to the SLA Sabbatical Leave Committee (please note: the committee needs to be enlarged to include Senior Lecturer[s]; this requires a change in the FA bylaws). The schedule and school policies and procedures for sabbatical-like leave applications are essentially the same as those for sabbatical leave applications of tenured faculty, except that there is no need for review at the campus level.

- Eligible Senior Lecturers on ten-month appointments have the option of teaching four (4) courses over the course of the year or being exempt from teaching any courses in either fall or spring semester
- Eligible Senior Lecturers on twelve-month appointments have the option of teaching five (5) courses in one year or being exempt from teaching any courses in the fall, spring, or summer and teaching six (6) courses in the two remaining semesters
- The sabbatical-like leave preference selected by the Senior Lecturer needs to be supported by the chair or the program director.
- Eligible Senior Lecturers need to submit a project proposal to the SLA Sabbatical Leave Committee that is modeled after project proposals required for sabbatical leave applications by tenured faculty

- A project proposal that details a plan for undertaking professional development that enhances the teaching of the Senior Lecturer
- Typically the project is focused on the scholarship of teaching or course or curriculum development but it can also be research-focused because of the close relationship between research in the discipline and cutting-edge, excellent teaching in that discipline or field
- Upon completion of the sabbatical-like leave the Senior Lecturer will submit a written report (modeled on the reports about sabbatical leaves) and will commit to a presentation about the project to colleagues, alumni, students, and staff of the school

Promotion

Senior Lecturers with terminal degrees have the option for transfer into the rank of Associate Clinical/Teaching Professors. Promotion to Full Clinical/Teaching Professor requires demonstrated excellence in teaching with significant (impact) impact. The criteria for departmental expectations need to be developed but are likely to be modeled on those for tenure-line faculty seeking promotion to full professor with teaching as area of excellence.

Clinical/Teaching Professors

The ranks of Clinical/Teaching Professors are options for non-tenure-track faculty whose primary interests are in teaching and who hold terminal degrees appropriate for the disciplines and fields in which they teach at the undergraduate and graduate levels. Senior Lecturers who hold terminal degrees appropriate for the disciplines and fields in which they are currently appointed have the option to have their appointment reclassified as Associate Clinical/Teaching Professors, which offers the opportunity for advancement in rank to full Clinical/Teaching Professor.

Appointment

- Associate Clinical/Teaching Professors can be reclassified if they hold the rank of Senior Lecturer
- Reclassification as Associate Clinical/Teaching Professor is by mutual agreement between the faculty member and the chair or program director and in consultation and with the support of the dean
- A memorandum of understanding details the changes to the initial appointment as Lecturer
- Associate Clinical/Teaching Professor appointments can be for ten months or twelve months (the memorandum of understanding that updates the original letter of (lecturer) appointment spells out the general framework and expectations of the appointment as Associate Clinical/Teaching Professor)
- Associate Clinical/Teaching Professors hold terminal degrees appropriate for the discipline and/or field of their appointment
- Associate Clinical/Teaching Professors teach at the undergraduate and graduate levels
- Associate Clinical/Teaching Professors appointments are for five years and require reappointment for continued employment
- Associate Clinical/Teaching Professors are expected to excel as master teachers
- Associate Clinical/Teaching Professors are likely to pursue research agendas that have demonstrable impact on the high quality of their teaching and that contribute to their regional, if not national, reputation as master teachers, including their mentoring of Lecturers and Senior Lecturers
- The typical distribution of academic effort for Associate Clinical/Teaching Professors is eighty percent (80%) teaching and twenty percent (20%) service (in general, four [4] courses each in two [fall and spring] semesters [ten-month appointment] or ten [10] courses over the course of one year [twelve-month appointment] distributed depending on programmatic needs and in mutual agreement between the chair or program director and the Associate Clinical/Teaching Professor)
- Depending on programmatic needs, Associate Clinical/Teaching Professors on ten-month appointments have the option to teach two (2) courses in the summer (summer school teaching is not guaranteed)

- Expectations in teaching and service are determined according to the policies and procedures established by the department or program in accordance with those in the school and on campus

Annual Review

As members of the faculty Clinical/Teaching Professors are subject to annual review. Since Associate Clinical/Teaching Professors require reappointment, annual reviews are critical in determining the basis for the chair's or program director's recommendation.

- Annual review policies and procedures are determined by the department or program and operate within the framework set by school and campus policies and procedures, including deadlines
- All faculty must complete the Faculty Annual Report (FAR)
- All faculty must complete the Conflict of Interest form (university policy)
- All faculty must complete the Conflict of Commitment form (university policy)
- All faculty must include end-of-semester student evaluations of all of their classes with enrollments of more than five students (school policy)
- All faculty must include evidence of peer review; Associate Clinical/Teaching Professors are expected to include at least one such review for each year, excluding summer (school policy)
- All faculty should receive an annual review by their peers (typically the department's or program's primary committee or annual review committee) in collegial and timely fashion (school policy)
- All faculty should receive an annual review by their chair or program director in a timely fashion (school policy)

Professional Development

All faculty are encouraged to engage actively in professional development planning.

- Associate Clinical/Teaching Professors best discuss professional development with their respective chairs or program directors (typically the annual review by the chair or program director presents an opportunity for professional development planning).
- Associate Clinical/Teaching Professors may also want to discuss professional development plans with the associate dean for academic affairs (professional development is a regular responsibility of the associate dean of academic affairs, which is not tied to any particular time in the academic calendar)
- The Center for Teaching and Learning, the Office for Women, and other units on campus offer a variety of opportunities for the professional development of Associate Clinical/Teaching Professors

Sabbatical-like Leave

All Associate Clinical/Teaching Professors are eligible for a sabbatical-like leave after seven years of full-time service in the IU School of Liberal Arts (service as Lecturer counts). In

order to assure that programmatic needs are met during the sabbatical-like leave Associate Clinical/Teaching Professors need to work closely with their respective chairs or program directors when applying for sabbatical-like leave to the SLA Sabbatical Leave Committee (please note: the committee needs to be enlarged to include Associate Clinical/Teaching Professor[s]; this requires a change in the FA bylaws). The schedule and school policies and procedures for sabbatical-like leave applications are essentially the same as those for sabbatical leave applications of tenured faculty, except that there is no need for review at the campus level.

- Eligible Associate Clinical/Teaching Professors on ten-month appointments have the option of teaching four (4) courses over the course of the year or being exempt from teaching any courses in either fall or spring semester
- Eligible Associate Clinical/Teaching Professors on twelve-month appointments have the option of teaching five (5) courses in one year or being exempt from teaching any courses in the fall, spring, or summer and teaching six (6) courses in the two remaining semesters
- Whatever the sabbatical-like leave preference of the Associate Clinical/Teaching Professor it needs to be supported by the chair or program director
- Eligible Associate Clinical/Teaching Professors need to submit a project proposal to the SLA Sabbatical Leave Committee that is modeled after project proposals required for sabbatical leave applications by tenured faculty
 - A project proposal that details a plan for undertaking professional development that enhances the teaching of the Senior Lecturer
 - Typically the project is focused on the scholarship of teaching or course or curriculum development but it can also be research-focused because of the close relationship between research in the discipline and cutting-edge, excellent teaching in that discipline or field
- Upon completion of the sabbatical-like leave the Associate Clinical/Teaching Professor will submit a written report (modeled on the reports about sabbatical leaves) and will commit to a presentation about the project to colleagues, alumni, students, and staff of the school

Promotion to Full Clinical/Teaching Professor

After the chair or program director ascertained the continued, long-term programmatic need of the Clinical/Teaching Professor position he or she will discuss with the faculty the procedures and schedule for promotion to full rank and how to prepare a particular case and dossier that demonstrates excellence in teaching. For the promotion from Associate Clinical/Teaching Professor to full rank, the departmental, school, and campus guidelines for excellence in teaching are comparable to those for tenured faculty.

- It is the responsibility of the faculty member to inform herself or himself of the departmental, school, and campus guidelines for promotion (annually the school and campus offer workshops; in addition several other units, like the Office for Women, offer promotion-related workshops and presentations)

- Promotion dossiers, with teaching as the area of excellence, are prepared according to departmental expectations and policies and procedures, always mindful of school and campus guidelines, and with the support and advice of the chair
- The associate dean for academic affairs offers advice in regard to dossier preparation