



KELLEY SCHOOL OF BUSINESS

INDIANA UNIVERSITY

Policy Statement on the Lecturer Rank (Lecturer/Senior Lecturer/Teaching Professor) in the Kelley School of Business (Indianapolis Campus)

The Kelley School has academic appointments at the Lecturer, Senior Lecturer, and Teaching Professor ranks. This document refers to many IU and IUPUI policies which provide guidance for Lecturer/Senior Lecturer/Teaching Professor faculty on roles and promotion procedures. Such guidelines are frequently updated, and Lecturer/Senior Lecturer/Teaching Professor faculty should therefore make sure that they have the most current versions of the documents. See Appendix 3 for specific differences in policies/procedures between the Bloomington and Indianapolis campuses regarding Lecturers, Senior Lecturers, and Teaching Professors.

Indiana University policy provides that “Lecturers/Teaching Professors may be assigned responsibility for teaching, and for research and service that supports teaching, in courses for which such assignments have been approved by the faculty of the academic unit. The Lecturer/Teaching Professor category is the appropriate classification for non-tenure-track teaching faculty in instances where the unit has a continuing need for the resource (except for clinical appointees, Professor of Practice appointees, and except in instances where adjunct appointments are appropriate . . .). Titles: Teaching Professor, Senior Lecturer, Lecturer.” *Classification of Academic Appointments* (University Policy ACA-14)¹.

Lecturers/Senior Lecturers/Teaching Professors must have completed an appropriate advanced degree or must possess the appropriate credentials as determined by the hiring department and the Dean’s Office. Lecturers/Senior Lecturers/Teaching Professors also must initially meet (and maintain) faculty qualification standards, as defined jointly by the Association to Advance Collegiate Schools of Business (AACSB), the Higher Learning Commission (HLC), and the Kelley School of Business.²

Business is an applied discipline. The Kelley School of Business strongly believes that Lecturer/Senior

¹ IU Policies are found at: <https://policies.iu.edu/> and <https://policies.iu.edu/categories/academic-faculty-students.html>

² From time to time, the AACSB changes the classifications and definitions of classifying scholarly activity. Kelley School policies are updated to reflect new classifications and definitions.

Lecturer/Teaching Professor faculty contribute to the learning environment in the School through teaching, service, scholarly activity, mentoring, and contacts with businesses, governments, professional societies, and other organizations.

I. LECTURERS

A. Responsibilities

Lecturers perform an important role in meeting the teaching mission of the Kelley School. Their specific teaching responsibilities vary, depending primarily upon their educational and professional background and upon departmental needs. Often these teaching responsibilities will be focused on introductory-level undergraduate courses. However, when their degrees, credentials, or experience so warrant and when department chairpersons or equivalent supervisors so recommend, Lecturers may teach advanced courses at the undergraduate and graduate levels. They may also have organizational and oversight responsibility for the courses in which they teach. The standard teaching load for Lecturers will be 24 credit hours per academic year. This load may be adjusted depending on factors such as the number of preparations, class size, and type of instruction or to meet the specific needs of the Kelley School of Business or the appropriate department.

In addition to their contributions to the teaching mission of the Kelley School and the University, Lecturers are expected to participate in service in support of teaching. This service may include, but is not limited to, service on relevant Kelley School committees. (Further information on service responsibilities appears later in this document.) Pursuant to Indiana University policy, however, "Lecturers/Teaching Professors are not eligible for academic administrative appointments at and above the department chair level." *Regulation of Clinical and Lecturer Appointments* (University Policy ACA-18).

B. Appointment to Rank of Lecturer

Indiana University policy provides that "[i]nitial Lecturer appointments should be at the level appropriate to the experience and accomplishments of the individual. The process for appointment with probationary status or appointment with long-term appointment shall go through the ordinary procedures for faculty appointments." *University Policy ACA-18*. As a general rule, initial appointments will be at the Lecturer rank. On rare occasions, however, a candidate's experience and accomplishments may warrant an initial appointment at the Senior Lecturer or Teaching Professor rank.³

³ Under Kelley School policy, hiring of a Lecturer Senior Lecturer may occur with or without a vote by members of the relevant department. Kelley School policy also provides: (1) that if a Senior Lecturer is being hired and the department chairperson conducts a vote, the faculty members eligible to vote are the department's tenure-track and clinical faculty

University Policy ACA-18 outlines rules and procedures regarding the appointment, reappointment, and non-reappointment of Lecturers. Lecturer appointments and any reappointments are governed by that policy, by all other applicable University and Indianapolis Campus policies regarding faculty appointments and faculty members' conduct, and by this Kelley School policy.

1. Appointments During the Probationary Period

When Lecturers are hired, they receive an initial 3-year appointment, contingent on the effective performance of their duties in teaching and service. This 3-year appointment begins a probationary period, which may be extended beyond the 3-year period through a series of annual reappointments until the time of consideration for a non-probationary long-term appointment. Such consideration must occur no later than the Lecturer's sixth year in the Lecturer rank.⁴ (Further information on non-probationary long-term appointments and promotions to Senior Lecturer appears later in this section and in the Senior Lecturer section of this document.)

Continued strong performance by the Lecturer is a necessary condition for a favorable reappointment decision during the probationary period. However, reappointment decisions may also involve consideration of discretionary factors such as funding constraints and programmatic need. If the Kelley School or the relevant department exercises the discretion to decline reappointment to a Lecturer following the period of the initial 3-year appointment, notice of non-reappointment shall be given in writing at least twelve months before the expiration of an appointment. (Further information on reappointment decisions during the probationary period appears in Section I(C) of this document.)

A Lecturer who successfully completes the probationary period will receive either a 5-year renewable appointment or a 3-year rolling appointment. Such an appointment supersedes the terms of any previous Lecturer appointment still in existence. A candidate who does not successfully complete the probationary period will remain as a Lecturer for a seventh year, which will serve as a separation year.

2. "Visiting" Appointment

members, as well as the department's other Senior Lecturers; and (2) that if a Lecturer is being hired and the department chairperson conducts a vote, the faculty members eligible to vote are the department's tenure-track and clinical faculty members, the department's Senior Lecturers, and the department's other Lecturers. Note this policy is in the process of being updated to reflect teaching professor and the footnote will be updated when the policy is completed.

⁴ The full probationary period, therefore, is the period between the initial appointment as a Lecturer and the awarding of a long-term appointment.

The Kelley School sometimes makes appointments to Visiting Lecturer (Senior Lecturer/Teaching Professor) positions. Under University and Indianapolis campus policies, a visiting appointment normally cannot extend beyond two years. Circumstances that make a visiting appointment appropriate include the existence of a teaching need that is temporary or of uncertain duration, or a teaching need that arises with insufficient lead time for conducting a search. For additional discussion regarding visiting and adjunct appointments, see *University Policy ACA-14*.

C. **Dismissal within the Probationary Period**

1. **Non-Reappointment**

Following the period of the initial appointment, the Kelley School of Business or the relevant department may decide to exercise its discretionary right to decline reappointment to a full-time Lecturer (Senior Lecturer/Teaching Professor). If this occurs, notice of non-reappointment shall be given in writing at least twelve months before the expiration of an appointment.

Policies for dismissal within the probationary period are also discussed in *University Policy ACA 18*:

“Lecturer/teaching professor 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.”

As further explained in *University Policy ACA 52*:⁵

“For lecturers, faculty members, and librarians on full-time appointments, notice of non-reappointment shall be given in writing in accordance with the following standards:

1. Not later than February 1 of the first academic year of service, if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination.
2. Not later than November 15 of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year

⁵ At the time this statement was drafted, ACA-52 had not been revised to use the reference to lecturers/teaching professors.

appointment terminates during an academic year, at least six months in advance of its termination.

3. At least twelve months before the expiration of an appointment after two or more years in the institution.”

2. Discharge for Cause:

As explained in *University Policy ACA 52* “Dismissal shall mean the involuntary termination of a tenured faculty member’s or librarian’s appointment prior to retirement or resignation, or the termination of the appointment of a non tenured faculty member or librarian prior to the expiration of the term of appointment. Dismissal is thus to be distinguished from the non-reappointment of a probationary faculty member. Dismissal shall occur only for reason of (a) incompetence, (b) serious personal or professional misconduct, or (c) extraordinary financial exigencies of the University.”

D. Performance Reviews

Lecturers (Senior Lecturers/Teaching Professors) and all other Kelley School faculty members must complete an annual report on their teaching activities and other Kelley-related professional activities. The department chairperson or equivalent supervisor will use information from this report in preparing annual reviews that assess the faculty members’ contributions during the preceding year. Reviews for Kelley School Lecturers (Senior Lecturers/Teaching Professors), focus on their contributions in teaching and service in support of teaching. See *University Policy ACA-18*. Lecturers (Senior Lecturers/Teaching Professors) should demonstrate valuable contributions across these two dimensions. Their performances in teaching and service will be carefully considered when decisions are made on reappointments during the probationary period⁶ and at later stages of the review process.⁷

For each Lecturer (Senior Lecturer/Teaching Professor), the department chairperson or equivalent supervisor shall set forth the above-described annual review in written form and shall share the written review with the Lecturer. The department chairperson or equivalent supervisor shall also meet individually with the Lecturer (Senior Lecturer/Teaching Professor) to discuss performance-related issues addressed in the written review.

⁶ Annual reappointment decisions apply to the further probationary period between the end of the initial three-year probationary appointment and the time the Lecturer is considered for promotion to Senior Lecturer and an accompanying non-probationary long-term appointment. See Section I(B)(1) of this document. Department chairpersons (or equivalent supervisors) are encouraged to obtain and consider input from the Lecturer Faculty Review Committee when probationary Lecturers are evaluated for reappointment.

⁷ See this document’s Section II(C) (Promotion to Senior Lecturer).

Examples of types of evidence that may be taken into consideration in the evaluation of Lecturer's (Senior Lecturer's/Teaching Professor's) teaching performance include the following:⁸

- Student evaluation scores and comments
- Peer observations/evaluations of teaching
- Letters received from students (particularly unsolicited)
- Teaching awards and other teaching recognition received
- Leadership of or participation in the development of School or departmental instructional goals and objectives
- Participation in curriculum development and innovation
- Development of new course materials for use in an instructor's own course, if those materials extend beyond basic or routine teaching materials
- Development of new teaching materials for use beyond an instructor's own course including textbooks, cases, instructor manuals, student guides, websites, videos, and other teaching media
- Engagement in out-of-class pedagogical activities (such as advising or supervising students regarding independent studies)
- Grants to develop new courses or revise existing ones, or to develop innovative teaching approaches regarding teaching or disciplinary scholarship
- Participation in teaching and learning development activities at the School, University, or peer professional group level
- Publication of journal articles devoted to teaching or disciplinary scholarship
- Publications in conference proceedings
- Presentations at local and national conferences regarding teaching or disciplinary scholarship
- Evidence of service in support of teaching (see further discussion below)
- Mentoring of students
- Mentoring of other faculty to help improve their teaching
- Contributions to local and national news media outlets.
- Contributions to the public welfare through teaching that calls upon a faculty member's professional expertise in the discipline or as a teacher. Some examples include engaging students in community service or experiential projects, executive education, and/or significant participation/leadership in professional events or professional associations that focus on the practice of business, management, and related issues.

⁸ The text's list of potentially relevant considerations is not meant to be all-inclusive. Neither is it meant to suggest that evidence pertaining to each of the listed considerations must be present in the candidate's promotion dossier in order for a rating of *excellent* in teaching to be warranted.

- Maintenance (or acquisition) of professional certification in the field in which the faculty member teaches (e.g., JD, CPA, CFA)

Because service in support of teaching is an important component of a Lecturer's (Senior Lecturer's/Teaching Professor's) teaching record,⁹ the following list provides examples¹⁰ of forms that service in support of teaching may take:

- Service on committees whose work pertains to the teaching mission of the department, the Kelley School, or the University
- Recognition received for service activities (both internal and external)
- Leadership of or participation in departmental activities in support of teaching/learning (e.g., curriculum design and development, course development, and the like)
- Involvement with student groups/clubs in support of student learning
- Support for student case competitions, including organizing the event, mentoring the student teams, or judging the competition
- Participation in Kelley School or University workshops and programs dealing with pedagogy
- Engagement in School/University activities and events in support of the teaching mission, including activities designed to attract students to the Kelley School and recognize accomplishments of Kelley students
- Leadership of or participation in professional service activities related to the teaching mission of the department, the Kelley School, or the University
- Engagement in service to the community in ways that call upon a faculty member's professional expertise as a teacher or pedagogical scholar.

Because it places considerable emphasis on high-quality teaching, the Kelley School expects Lecturers (Senior Lecturers/Teaching Professors) to inquire into both the subject matter of their field and current pedagogy. Accordingly, Lecturers (Senior Lecturers/Teaching Professors) are strongly encouraged to participate in School and University pedagogical/learning activities (e.g., Center for Teaching & Learning (CTL) seminars, teaching workshops, and Kelley's Professional Development Program), as well as peer professional groups focused on subject matter content and pedagogy.

In addition to their teaching and service contributions, Lecturers (Senior Lecturers/Teaching

⁹ See also Sections II(C)(2) and III(B).

¹⁰ The text's list of potentially relevant considerations is not meant to be all-inclusive. Neither is it meant to suggest that evidence pertaining to each of the listed considerations must be present in the candidate's promotion dossier in order for a rating of *excellent* in teaching to be warranted.

Professors) are expected to meet and maintain faculty qualification standards as defined jointly by the AACSB, the HLC, and the Kelley School. Maintenance of these qualifications will be taken into consideration by departments and department chairpersons or equivalent supervisors when they make decisions on reappointments following the initial 3-year appointment and decisions at later stages of the review process.

E. **Multi-Year, Long-Term Appointments Post-Probationary Period**

Post-probationary period, Lecturers (Senior Lecturers/Teaching Professors) receive either a 5-year appointment or a 3-year rolling appointment. This new appointment replaces any previous Lecturer (Senior Lecturer/Teaching Professor) appointments then in existence.

University Policy ACA-18 discusses appointment terms and probationary periods more specifically.

“Lecturers/teaching professors are not eligible for tenure; however, in order to protect their academic freedom, individuals appointed as lecturers shall be given long-term contracts after a probationary period of not more than seven years. The exact mechanism for this shall be determined by the dean and the faculty governance body within each school using Lecturer/Teaching Professor appointments and be approved by the chancellor/provost, but the mechanism should be a long-term contract of not less than five years or be some equivalent, such as a rolling three-year contract. The criteria for granting long-term contracts after a probationary period shall be analogous to the criteria for granting tenure, except that lecturers/teaching professors shall earn the right to a long-term contract on the basis of their excellence only in those responsibilities that may be assigned to them. Each school will establish procedures and specific criteria for review of individuals concerning the renewal of long-term contracts or their equivalent.”

1. **Initial Multi-Year Long-Term Appointment.**

Long-term appointment criteria. When a faculty member is considered for an initial long-term appointment, the dossier should follow the guidelines for teaching and service documentation for faculty on tenure-related appointments.¹¹ It should include teaching awards, peer evaluations, invitations to give workshops, student evaluations, curriculum development, assessment protocols, evidence related to the scholarship of teaching and/or service, other measures of teaching effectiveness and innovation and service

¹¹ At IUPUI, seeking a long-term appointment is a separate process from the process of seeking promotion. A Lecturer can seek a long-term appointment at the same time as seeking promotion to Senior Lecturer, but is not required to do so. At IUPUI, a Lecturer is not required to seek promotion to Senior Lecturer. Promotion to Senior Lecturer is discussed subsequently in this document.

contributions. Because Lecturer (Senior Lecturer/Teaching Professor) appointments primarily are related to teaching and service in support of teaching, the dossier should clearly demonstrate the faculty member's participation in learning activities such as SOTL (Scholarship of Teaching and Learning) or CTL (Center for Teaching and Learning) and teaching workshops and leadership in School activities that are designed to improve the learning environment for students. Further, the dossier should include a clear statement by the faculty member describing his or her philosophy of teaching and service contributions.

A candidate seeking a non-probationary long-term appointment must have a teaching record that exceeds the standard of satisfactory and is making significant progress toward the promotion standards of Senior Lecturer as described in Section II(C), which requires a teaching rating of excellent, and service in support of teaching that serves as meaningful evidence of an excellent teaching record.¹² In addition to their teaching and service contributions, full-time Lecturers/Senior Lecturers/Teaching Professors are expected to achieve either Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP) status.

Long-term appointment procedure. These dossier materials will be reviewed by the Kelley School - Indianapolis Lecturer Faculty Review Committee and the department chairperson or equivalent supervisor as to whether the candidate should be appointed to a multi-year appointment. The recommendation of the department chairperson or equivalent supervisor and the Lecturer Faculty Review Committee shall be reported to the Dean's Office, which makes the final decision on whether a renewal long-term appointment should be granted. A multi-year appointment is typically for five years. If the decision is for non-reappointment, the last year of the appointment will be the separation year.

The Executive Associate Dean of Faculty and Research on the IUPUI campus appoints the Lecturer Faculty Review Committee to review the promotion materials of Lecturer faculty on the Indianapolis campus. As part of the evaluation, the Lecturer Faculty Review Committee will review individual comments/input (email or in person) of the tenure-track, clinical faculty members, lecturer rank faculty of comparable rank in the candidate's department. The process by which faculty can make comments is discussed subsequently in this document.

2. ***Renewal of Multi-Year, Long-Term Appointments.*** An initial long-term appointment is subject to renewal for either a 5-year appointment or a 3-year rolling appointment under

¹² If the candidate is seeking both an initial long-term appointment and promotion to Senior Lecturer, then the candidate must meet the criteria of Excellence for promotion.

the provisions outlined below, as are subsequent long-term appointments obtained on a renewal basis. The procedure is as follows:

During the semester prior to the last year of the long-term appointment (whether the initial non-probationary appointment or a renewal appointment), the department chairperson or equivalent supervisor shall make a recommendation to the Dean regarding whether the Lecturer (Senior Lecturer/Teaching Professor) should be reappointed under a renewal appointment that calls for another multiyear term. In order to justify recommending a Lecturer (Senior Lecturer/Teaching Professor) for a renewal appointment, the department chairperson or equivalent supervisor must conclude that the Lecturer (Senior Lecturer/Teaching Professor) continues to make strong contributions in teaching and in service that supports teaching appropriate for the candidate's rank (Lecturer/Senior Lecturer/Teaching Professor). Candidates should be making strong contributions that exceed the standard of satisfactory in teaching and service as defined in Section IV.

Prior to making the recommendation on whether a renewal appointment is warranted, the department chairperson or equivalent supervisor shall solicit input from the Lecturer Faculty Review Committee regarding the Senior Lecturer's teaching and service contributions. (Examples of appropriate considerations in evaluating teaching and service contributions are identified in Section II(C)(2) of this document.) The recommendation of the department chairperson or equivalent supervisor and the Lecturer Faculty Review Committee shall be reported to the Dean's Office, which makes the final decision on whether a renewal long-term appointment should be granted.

In addition to satisfying the teaching and service quality requirements set forth above, Lecturer (Senior Lecturer/Teaching Professor) candidates being considered for renewal appointments must demonstrate that they met AACSB and HLC faculty qualification standards in the five years immediately preceding their promotion and/or current multi-year appointment.¹³ Candidates who have held the position for five or more years must also demonstrate that they met AACSB qualification standards during the preceding AACSB accreditation period.

3. ***Non-Renewal of Long-term Appointments.*** Renewal of a Lecturer's (Senior Lecturer's/Teaching Professor's) long-term appointment should not occur if the Lecturer (Senior Lecturer/Teaching Professor) does not meet the above requirements (Section I(D)(1). In addition, factors such as funding constraints and changing programmatic needs may lead to a non-renewal decision.¹⁴ If the Kelley School or the relevant department declines

¹³ All Lecturers and Senior Lecturers are expected to meet AACSB and HLC faculty qualification standards even if the department or area in which they reside is not assessed for AACSB or HLC accreditation purposes.

¹⁴ See *University Policy ACA-18*. According to ACA-18, a non-renewal decision may also be based on the same grounds

to renew a Lecturer's (Senior Lecturer's/Teaching Professor's) long-term appointment, notice of non-reappointment shall be given in writing at least twelve months before the expiration of the relevant appointment. If the decision is for non-renewal, the last year of the appointment will be the separation year. The following guidelines regarding non-reappointment decisions can be found in Sections 3b and 3c of *University Policy ACA -22*:

“3b. The faculty member or librarian shall be notified as soon as possible of any decision by a department, school, program, division, or library unit not to recommend reappointment or tenure, and the individual shall be notified within stated deadlines of a decision by the University not to reappoint him or her.

3c. At the time that a faculty member or librarian is notified of a negative recommendation on reappointment or tenure, he or she shall be provided with a written statement of the “Policies Governing Reappointment and Non-Reappointment During Probationary Period,” and the Academic Handbook statement on criteria for tenure, to insure that he or she be fully informed of his or her rights.”

Candidates that do not make strong contributions in teaching and in service that supports teaching will not be renewed. Strong contributions include exceeding the standard of satisfactory in teaching and service as defined in Section IV. Any decision for non-reappointment may be reviewed upon request. Guidelines are available in *University Policy ACA-22, Section 4*.

Dismissal. “ After the probationary period, dismissal of a lecturer /teaching professor holding a longer term contract which has not expired may occur because of closure or permanent downsizing of the program in which the faculty member teaches and serves; otherwise, dismissal of such lecturer/teaching professor shall occur only for reasons of professional incompetence, serious misconduct, or financial exigency. Non-reappointment of lecturers/teaching professors 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. Non-reappointment decisions regarding lecturers/teaching professors holding a longer-term contract after the probationary period must be made with faculty consultation through processes established by the school's faculty governance institutions. The jurisdiction of campus faculty grievance institutions includes cases of dismissal and non-reappointment of lecturers.”
University Policy ACA-18.

Procedure. In the academic year prior to the last year of any post-probationary term

that would warrant dismissal from the faculty during the period of an unexpired long-term appointment. See Sections I(B) and I(D) of this document.

of appointment, the department chair or equivalent supervisor will evaluate the faculty member's performance for reappointment of a multiyear appointment. If the decision is for non-reappointment, the last year of the appointment will be the separation year. If the department chair or equivalent supervisor is considering non-reappointment, the Executive Associate Dean Faculty and Research on the IUPUI campus may consult the Lecturer Faculty Review Committee to review the materials of the faculty member. The faculty member may be asked to provide dossier materials similar to those for an initial long-term appointment. The Executive Associate Dean Faculty and Research will make a recommendation to the Dean regarding whether the faculty member should be reappointed for another multiyear appointment.

Discharge for Cause: As explained in *University Policy ACA 52*, "Dismissal shall mean the involuntary termination of a tenured faculty member's or librarian's appointment prior to retirement or resignation, or the termination of the appointment of a non-tenured faculty member or librarian prior to the expiration of the term of appointment. Dismissal is thus to be distinguished from the non-reappointment of a probationary faculty member. Dismissal shall occur only for reason of (a) incompetence, (b) serious personal or professional misconduct, or (c) extraordinary financial exigencies of the University."

II. SENIOR LECTURERS

A. Responsibilities

Senior Lecturers, like Lecturers, perform key roles in furthering the teaching mission of the Kelley School. The specific teaching responsibilities of Senior Lecturers vary, but are influenced significantly by their educational and professional background as well as their record of teaching experience. They may teach introductory-level undergraduate courses or, as needed by the relevant department or program, advanced courses at the undergraduate and graduate level. Senior Lecturers may also have organizational and oversight responsibility for the courses in which they teach. The standard teaching load for Senior Lecturers will be 24 credit hours per academic year. This load may be adjusted depending on factors such as the number of preparations, class size, and type of instruction or to meet the specific needs of the Kelley School of Business or the appropriate department.

In addition to their contributions to the teaching mission of the Kelley School and the University, Senior Lecturers are expected to participate in service in support of the teaching mission. This may include, but is not limited to, service on relevant Kelley School committees.

(Further information on service responsibilities appears later in this document.) Pursuant to Indiana University policy, however, Senior Lecturers are not eligible for academic administrative appointments at and above the department chair level. *University Policy ACA-18*.

Senior Lecturers are also expected to meet and maintain faculty qualification standards as defined jointly by the AACSB, the HLC, and the Kelley School.

B. Initial Appointment and Initial Non-Probationary Appointment

As noted earlier in this document, initial appointments of candidates in the Lecturer (Senior Lecturer/Teaching Professors) faculty classification normally are at the Lecturer rank, with promotion to Senior Lecturer. On occasion, however, a candidate's experience and accomplishments may warrant an initial appointment at the Senior Lecturer rank or Teaching Professor rank pursuant to campus guidelines.

Even when a candidate receives an initial appointment at the Senior Lecturer rank, successful completion of a probationary period is ordinarily expected in order for the candidate to be eligible for a non-probationary long-term appointment.¹⁵ All provisions of Sections I(B)(1) and I(C) in this document, and all University and Kelley School policies noted in those sections, also govern appointments, reappointments, and non-reappointments of candidates initially appointed at the Senior Lecturer rank. The same probationary period applicable to Lecturers, as described earlier in Sections I(B)(1) and I(C), applies to candidates appointed as Senior Lecturers under an initial 3-year appointment. This initial appointment serves as a probationary period, which may be extended through a series of annual reappointments until the time of consideration for a non-probationary long-term appointment. Such consideration must occur no later than the candidate's sixth year as a member of the faculty.

When a candidate initially appointed at the Senior Lecturer rank is considered for an initial non-probationary long-term appointment, the timing and procedure match the description set forth above in Section I(E). The standards match the descriptions set forth below in Sections II(C) (Promotion to Senior Lecturer). In order to justify recommending a Senior Lecturer for an initial non-probationary long-term appointment, the department chairperson or equivalent supervisor must conclude that the candidate continues to make strong contributions in teaching and in service that supports teaching appropriate for the candidate's rank of Senior Lecturer.

¹⁵ This paragraph and the following paragraph describe the Kelley School's usual practice regarding candidates appointed at the Senior Lecturer rank (i.e., appointing them with probationary status, as in the more common cases of initial appointments at the Lecturer rank, and then affording them the opportunity to seek a non-probationary long-term appointment). Although it is possible that a candidate could be initially appointed at the Senior Lecturer rank and be granted non-probationary status from the outset, such instances seldom occur.

C. Promotion to Senior Lecturer

1. *Timing.* Lecturers may apply for the rank of Senior Lecturer during the sixth year of their probationary period. In special or exceptional cases, however, promotion to Senior Lecturer may occur earlier than the sixth year of a Lecturer's probationary period. A shortened probationary period may be the result of demonstrated teaching excellence at another institution or other especially noteworthy teaching accomplishments. Lecturers who submit their dossiers earlier than the sixth year of probation and receive a negative promotion recommendation at the School level may withdraw their promotion request from further consideration and may be reconsidered for promotion during a later year. It is strongly recommended, however, that any subsequent promotion dossier submission follow the normal timeline, which contemplates submission in the sixth year of the probationary period. Promotion decisions for Senior Lecturer are separate from decisions for renewal of long-term appointments. Neither a Lecturer's decision not to pursue promotion to Senior Lecturer nor a decision not to promote a Lecturer who seeks promotion to Senior Lecturer shall alone be a sufficient basis for non-renewal of a Lecturer's long-term appointment.¹⁶ A positive promotion decision to Senior Lecturer does not extend or renew a candidate's current long-term appointment.

2. *Promotion criteria.* University and Indianapolis Campus policies establish teaching as the primary responsibility assigned to Lecturers, Senior Lecturers, and Teaching Professors. Accordingly, Lecturers earn a promotion to the rank of Senior Lecturer by demonstrating that their teaching record merits a rating of *excellent*. University and Indianapolis Campus policies also provide that Lecturers (Senior Lecturers/Teaching Professors) may be assigned the duty to engage in service activities in support of teaching. The Kelley School expects its Lecturers and Senior Lecturers to engage in such service and regards the performance thereof as part of those faculty members' teaching records. When Lecturers seek promotion to Senior Lecturer, they must demonstrate that they have engaged in service in support of teaching and have done so to a degree that serves as meaningful evidence of an excellent teaching record. Such service is thus a necessary component of a case for teaching excellence, but is not sufficient by itself to guarantee an *excellent* rating in teaching. For further detail on the teaching rating necessary for a successful promotion case and for explanation of other ratings that may be assigned to a promotion candidate's performance, see the later discussion in this subsection, in Section IV (Teaching Ratings Applicable to Lecturer Promotion Cases), and

¹⁶ Considerations that influence a Lecturer not to pursue promotion to Senior Lecturer and evidence that leads to a negative promotion decision for a candidate who seeks such a promotion *may* be relevant to subsequent appointment renewal decisions. However, appointment renewal for a Lecturer is an independent decision from promotion to Senior Lecturer, and it is governed by Sections I.B(1) and I(E).

in Appendix 2 (Scholarship and Dissemination on the IUPUI Campus).

Service in support of teaching may pertain not only to the candidate's own teaching or to faculty colleagues' teaching, but also to service that supports the teaching mission of the candidate's department, the Kelley School, the University, or the Community. Examples of different forms of service in support of teaching are listed later in this subsection of the document.

In addition, the candidate for promotion must have met faculty qualification standards as defined jointly by the AACSB, the HLC, and the Kelley School. A candidate promoted to Senior Lecturer must continue to meet these qualification standards.

IUPUI Guidelines for promotion to Senior Lecturer require that the candidate be assessed as Excellent in Teaching and Satisfactory in Service. Candidates for promotion to Senior Lecturer should use the most current IUPUI Guidelines. Excellence requires:

- Documented student learning
- Distinct teaching philosophy
- Excellent achievement in a teaching-related domain
 - Course or curricular development
 - Mentoring and advising

Examples of considerations potentially relevant to the determination of whether the Lecturer has demonstrated teaching excellence include¹⁷ the following:

- Student evaluation scores and comments
- Peer observations/evaluations of teaching
- Letters received from students (particularly unsolicited)
- Teaching awards and other teaching recognition received
- Leadership of or participation in the development of School or departmental instructional goals and objectives
- Participation in curriculum development and innovation
- Development of new course materials for use in an instructor's own course, if those materials extend beyond basic or routine teaching materials
- Development of new teaching materials for use beyond an instructor's own course including textbooks, cases, instructor manuals, student guides, websites, videos, and other teaching media

¹⁷ The text's list of potentially relevant considerations is not meant to be all-inclusive. Neither is it meant to suggest that evidence pertaining to each of the listed considerations must be present in the candidate's promotion dossier in order for a rating of *excellent* in teaching to be warranted.

- Engagement in out-of-class pedagogical activities (such as advising or supervising students regarding independent studies)
- Grants to develop new courses or revise existing ones, or to develop innovative teaching approaches regarding teaching or disciplinary scholarship
- Participation in teaching and learning development activities at the School, University, or peer professional group level
- A record of publicly disseminated and peer-reviewed scholarship in teaching is *not required* for promotion to Senior Lecturer;¹⁸ however peer-reviewed scholarship supports a case of teaching excellence.
 - Publication of journal articles devoted to teaching or disciplinary scholarship
 - Publications in conference proceedings
 - Presentations at local and national conferences regarding teaching or disciplinary scholarship
- Evidence of service in support of teaching (see further discussion below)
- Mentoring of students
- Mentoring of other faculty to help improve their teaching
- Contributions to local and national news media outlets.
- Contributions to the public welfare through teaching that calls upon a faculty member's professional expertise in the discipline or as a teacher. Some examples include engaging students in community service or experiential projects, executive education, and/or significant participation/leadership in professional events or professional associations that focus on the practice of business, management, and related issues.
- Maintenance (or acquisition) of professional certification in the field in which the faculty member teaches (e.g., JD, CPA, CFA)

Examples of considerations potentially relevant to the determination of whether the Lecturer seeking promotion to Senior Lecturer has developed an appropriately strong record of service in support of teaching include¹⁹ the following:

- Service on committees whose work pertains to the teaching mission of the department, the Kelley School, or the University
- Recognition received for service activities that further the teaching mission
- Leadership of or participation in departmental activities in support of teaching/learning (*e.g.*, curriculum design and development, course

¹⁸ A record of publicly disseminated and peer-reviewed scholarship in teaching *is required* for promotion to Teaching Professor.

¹⁹ The text's list of potentially relevant considerations is not meant to be all-inclusive. Neither is it meant to suggest that evidence pertaining to each of the listed considerations must be present in the candidate's promotion dossier in order for the candidate's record of service in support of teaching to be rated as sufficiently strong

- development, assurance-of-learning processes, and the like)
- Involvement with student groups/clubs in support of student learning
- Support for student case competitions, including organizing the event, mentoring the student teams, or judging the competition
- Participation in Kelley School or University workshops and programs dealing with pedagogy
- Engagement in department, Kelley School, or University activities and events in support of the teaching mission, including activities designed to attract students to the Kelley School and recognize accomplishments of Kelley students
- Leadership of or participation in professional service activities related to the teaching mission
- Engagement in service to the community in ways that call upon a faculty member's professional expertise as teacher or pedagogical scholar

Because it places considerable emphasis on high-quality teaching, the Kelley School expects Lecturers to inquire into both the subject matter of their field and current pedagogy. Accordingly, Lecturers are strongly encouraged to participate in School and University pedagogical/learning activities (e.g., Center for Teaching & Learning (CTL) seminars, teaching workshops, and Kelley's Professional Development Program), as well as peer professional groups focused on subject matter content and pedagogy. Lecturers who are promoted to Senior Lecturer are strongly encouraged to continue engaging, while serving as Senior Lecturers, in the subject-matter and pedagogical inquiries and participation noted above.

In addition to satisfying the above-described standards in teaching and service in support of teaching requirements, candidates seeking promotion to Senior Lecturer must demonstrate that they met AACSB and HLC faculty qualification standards in the five years immediately preceding their promotion.²⁰ Candidates who have held the position of Lecturer for five or more years must also demonstrate that they met AACSB qualification standards during the preceding AACSB accreditation period.

3. Promotion Procedure. The departmental chairperson or equivalent supervisor may recommend Lecturers for promotion to the rank of Senior Lecturer. Promotion to the Senior Lecturer rank requires the preparation of a portfolio or dossier. Faculty interested in promotion to Senior Lecturer should discuss the issue during the faculty member's annual review at least one or two years prior to the year in which the faculty seeks

²⁰ All Lecturers and Senior Lecturers are expected to meet AACSB and HLC faculty qualification standards even if the department or area in which they reside is not assessed for AACSB or HLC accreditation purposes.

promotion.

Before any decision is made within a department, school, program, or division about whether to recommend promotion, the appointee shall be notified that he or she is under such consideration and that within a properly specified and reasonable period of time, such as two to four weeks, he or she may submit materials which it is believed will be relevant to a consideration of his or her professional qualifications. (*University Policy ACA 38*).

The teaching portion of the candidate's dossier should follow the IUPUI promotion and tenure guidelines for teaching documentation for tenure-track faculty under consideration for promotion. It should include items such as summaries of teaching evaluation scores and actual student comments, teaching awards, peer evaluations, invitations to give workshops, curriculum development, assessment protocols, and other measures of teaching effectiveness and innovation. It also should include a statement written by the Lecturer describing his or her philosophy of teaching.

The candidate's dossier should also follow the IUPUI promotion and tenure guidelines for tenure-track faculty for service documentation. The dossier should include a service statement which describes the candidate's participation in departmental activities in support of teaching/learning (e.g., curriculum development, course development), involvement in student groups/clubs in support of student learning, engagement in School/University activities in support of our programmatic goals, and of community service activities.

The candidate will be reviewed by the candidate's department, the department chairperson or equivalent supervisor, and the Lecturer Faculty Review Committee, which will provide a recommendation to the Dean of the Kelley School of Business.

For candidates considered for Senior Lecturer, a Department faculty advisory vote will be taken with qualified colleagues who are eligible to participate; faculty holding the rank of Senior Lecturer, Teaching Professor, Associate Clinical, Full Clinical, Associate Professor, and Full Professor. To ensure consistency, the voting procedure used by the department shall be identical to the procedure used by the Lecturer Faculty Review Committee, described in the next paragraph. The Department faculty advisory vote shall be documented and supported by a written statement/report. This vote and the Department's report shall be given to the Lecturer Faculty Review Committee.

As part of the promotional process, the department chairperson or equivalent supervisor should prepare a statement reviewing the candidate's qualifications after

having solicited input from the candidate's colleagues within the department regarding the candidate's teaching and service contributions.

The Lecturer Faculty Review Committee is a standing committee appointed by the Executive Associate Dean of Faculty and Research. This committee is responsible for examining the candidate's total record in a comprehensive and rigorous fashion. The committee's members should vote on the candidate regarding recommending promotion. The decision to promote should be based on the following conditions: the candidate must score an "excellent" rating on teaching and at least a "satisfactory" on service. Section IV provides examples of how departments might define various dimensions such as "excellent," "satisfactory" and "unsatisfactory

The Lecturer Faculty Review Committee's vote shall be documented and supported by a written statement/report. The Department faculty advisory vote, the Chair's vote, and the Faculty Review Committee's vote along with their respective reports shall be given to the Executive Associate Dean of Faculty and Research, who in turn, will provide a recommendation to the Dean of the Kelley School of Business.

4. Decisions Denying Promotion. When a candidate for promotion to Senior Lecturer is not promoted, the Executive Associate Dean of Faculty and Research shall meet with the candidate to review the reasons for the non-promotion decision.

D. Performance Reviews

Annual Performance Reviews, see Section I(D)

E. Multiyear Appointments

See Section I(E)

III. TEACHING PROFESSOR

A. Responsibilities

Teaching Professor, like Senior Lecturers, perform key roles in furthering the teaching mission of the Kelley School. The specific teaching responsibilities of Teaching Professors vary, but are influenced significantly by their educational and professional background as well as their record of teaching experience. They may teach introductory-level undergraduate courses or, as needed by the relevant department or program, advanced courses at the undergraduate and graduate level. Teaching Professors may also have organizational and oversight

responsibility for the courses in which they teach. The standard teaching load for Teaching Professors will be 24 credit hours per academic year.

In addition to their contributions to the teaching mission of the Kelley School and the University, Teaching Professors are expected to participate in service in support of the teaching mission. This may include, but is not limited to, service on relevant Kelley School committees. (Further information on service responsibilities appears later in this document.) Pursuant to Indiana University policy, however, Teaching Professors are not eligible for academic administrative appointments at and above the department chair level. *University Policy ACA-18*.

Teaching Professors are also expected to meet and maintain faculty qualification standards as defined jointly by the AACSB, the HLC, and the Kelley School.

B. Initial Appointment and Initial Non-Probationary Appointment

As noted earlier in this document, initial appointments of candidates in the Lecturer (Senior Lecturer/Teaching Professor) faculty classification normally are at the Lecturer (or Senior Lecturer) rank, with later promotion to Teaching Professor. On occasion, however, a candidate's experience and accomplishments may warrant an initial appointment at the Teaching Professor rank.

Even when a candidate receives an initial appointment at the Teaching Professor rank, successful completion of a probationary period is ordinarily expected in order for the candidate to be eligible for a non-probationary long-term appointment.²¹ All provisions of Sections I(B)(1) and I(C) in this document, and all University and Kelley School policies noted in those sections, also govern appointments, reappointments, and non-reappointments of candidates initially appointed at the Teaching Professors rank. The same probationary period applicable to Lecturers, as described earlier in Sections I(B)(1) and I(C), applies to candidates appointed as Teaching Professors under an initial 3-year appointment. This initial appointment serves as a probationary period, which may be extended through a series of annual reappointments until the time of consideration for a non-probationary long-term appointment. Such consideration must occur no later than the candidate's sixth year as a member of the faculty.

When a candidate initially appointed at the Teaching Professors rank is considered for an initial

²¹ This paragraph and the following paragraph describe the Kelley School's usual practice regarding candidates appointed at the Teaching Professor rank (i.e., appointing them with probationary status, as in the more common cases of initial appointments at the Lecturer rank, and then affording them the opportunity to seek a non-probationary long-term appointment). Although it is possible that a candidate could be initially appointed at the Teaching Professors rank and be granted non-probationary status from the outset, such instances seldom occur.

non-probationary long-term appointment, the timing and procedure match the descriptions in Section I(E). The standards match the descriptions in Section III(C) (Promotion to Teaching Professor). For the candidates appointed at the Teaching Professor rank, there is no promotion to seek. In order to justify recommending a Teaching Professor for a renewal appointment, the department chairperson or equivalent supervisor must conclude that the candidate continues to make strong contributions in teaching and in service that supports teaching appropriate for the candidate's rank of Teaching Professor (see Section III(C)).

C. Promotion to Teaching Professor

1. **Timing.** The Kelley School – Indianapolis expects the promotion to Teaching Professor to be a significant step, with rigorous but attainable criteria that surpass performance expectations for the Senior Lecturer rank. It is likely that not every Senior Lecturer will aspire to and/or will achieve promotion to the rank of Teaching Professor. Senior Lecturers who forgo the opportunity for promotion or who do not achieve promotion should still be making valuable contributions to the teaching mission of the Kelley School – Indianapolis. Promotion decisions for Teaching Professor are separate from decisions for renewal of long-term appointments. Neither a Senior Lecturer's decision not to pursue promotion to Teaching Professor nor a decision not to promote a Senior Lecturer who seeks promotion to Teaching Professor shall be a sufficient basis for non-renewal of a Senior Lecturer's long-term appointment.²² A positive promotion decision to Teaching Professor does not extend or renew a candidate's current long-term appointment.
2. **Promotion criteria.** University and IUPUI Guidelines for promotion to Teaching Professor require that the candidate be assessed as Excellent in Teaching and Satisfactory in Service. Candidates for promotion to Teaching Professor should use the most current IUPUI Guidelines. Excellence requires:
 - Record of publicly disseminated and peer reviewed scholarship in teaching
 - Documented student learning
 - Distinct teaching philosophy
 - Excellent achievement in a teaching-related domain
 - Course or curricular development
 - Mentoring and advising

At the Kelley School of Business – Indianapolis, excellence in teaching in consideration of promotion to Teaching Professor encompasses three elements:

²² Considerations that influence a Senior Lecturer not to pursue promotion to Teaching Professor and evidence that leads to a negative promotion decision for a candidate who seeks such a promotion *may* be relevant to subsequent appointment renewal decisions. However, appointment renewal for a Senior Lecturer is an independent decision from promotion to Teaching Professor, and it is governed by Section I(E).

1. A sustained record of excellence in classroom teaching while in rank as a Senior Lecturer;
2. A sustained record of service in support of teaching to a degree that serves as meaningful evidence of an excellent teaching record while in rank as a Senior Lecturer for the Kelley School of Business; and
3. Evidence and recognition of meaningful pedagogical leadership outside of the candidate's area.

All three elements must be present during a Senior Lecturer's performance in rank to warrant promotion to Teaching Professor with overall assessment of excellence in teaching. The following paragraphs provide further explanation of criteria for promotion to Teaching Professor.

The first two elements, sustained records of excellence in classroom teaching and service in support of teaching, indicate that the candidate for promotion to Teaching Professor should have continued to demonstrate performance in rank as Senior Lecturer at least at the level required for teaching "excellence" for promotion to Senior Lecturer. The expectation of *sustained* excellent performance while in rank as Senior Lecturer indicates that a meaningful period of time as Senior Lecturer is needed to fulfill the criteria for promotion to Teaching Professor. Because the evidence of performance in rank is the primary consideration, candidates for promotion to Teaching Professor should expect to spend enough time in rank as Senior Lecturer to build a record sufficient to support the significant step and fulfill the rigorous criteria a promotion to Teaching Professor entails. While there is no specific minimum/maximum time a candidate must/can spend in rank as Senior Lecturer to be eligible for promotion to Teaching Professor, the timeline would generally be expected to reflect that which is typical for promotions to the top rank in other faculty classifications (e.g., Full Professor for tenure-track and clinical faculty).

The third element, meaningful evidence and recognition of pedagogical leadership outside of a candidate's department (or Kelley School area), indicates that a candidate for promotion to Teaching Professor should engage in and demonstrate leadership in pedagogical activities that have positive impact beyond his or her home department (or Kelley School area). As indicated by Indianapolis campus policy, activities related to pedagogical leadership include curriculum development; innovation and mentoring at the school, college, campus or university level; and/or by recognition and impact at the regional or national level.

A number of paths are available for becoming a pedagogical leader. Those paths reflect various categories of pedagogical leadership activities, as well as considerations of the quality and quantity of those activities. In evaluating dossiers for promotion to Teaching Professor, reviewers will look for clear evidence of the positive impact of and recognition for the pedagogical leadership activities upon which the candidate's case for promotion is based.

While pedagogical leadership activities should be substantial in terms of number, the higher the quality of those activities in terms of positive impact, breadth of effect, and validation by peers, the more concentrated a meaningful set of pedagogical leadership activities might be. Moreover, recognition received at a regional or national level may serve as evidence of the quality and impact of pedagogical leadership activities. Examples of such recognition include awards and invitations to serve in prestigious roles or positions due to the candidate's pedagogical reputation.

Pedagogical leadership paths and examples of associated activities can include²³ dissemination to others. Pedagogical Leadership may focus primarily on an individual path or may leverage activities across multiple paths. For further detail on the teaching rating necessary for a successful promotion case and for explanation of other ratings that may be assigned to a promotion candidate's performance, see the later discussion in this subsection, in Section IV (Teaching Ratings Applicable to Lecturer Promotion Cases), and in Appendix 2 (Scholarship and Dissemination on the IUPUI Campus).

1. Curricular Leadership
 - a. Developing curriculum at the school level or beyond
 - b. Engaging in program development at the school level or beyond
 - c. Developing teaching materials that are used at the school level or beyond
 - d. Developing innovative teaching approaches that are used across the school curriculum, in other campus units, or at institutions outside Indiana University
 - e. Developing cases, textbooks, and other instructional materials used by instructors outside the candidate's area
 - f. Presenting on curricular development issues at conferences
2. Mentoring and Peer Assessment
 - a. Engaging in training programs to gain a thorough understanding of peer review of teaching (e.g., FACET peer review training)
 - b. Conducting peer review of teaching for faculty outside of the candidate's area
 - c. Engaging in thought leadership and innovations in approaches to peer assessment and mentoring
 - d. Mentoring faculty outside the candidate's area on sound and/or high-impact pedagogical practices

²³ The text's list of potentially relevant considerations is not meant to be all-inclusive. Neither is it meant to suggest that evidence pertaining to each of the listed activities must be present in the candidate's promotion dossier in order for the candidate's record of pedagogical leadership to be rated as sufficiently strong for promotion to Teaching Professor.

- e. Serving on and demonstrating leadership in the activities of committees whose charge is to foster and improve teaching, including committees for selecting teaching award winners
 - f. Developing and presenting pedagogical workshops for faculty outside the candidate's area
 - g. Taking on a leadership position in a pedagogy-oriented organization
3. Leadership in Activities Related to Substantive Teaching Field
- a. Developing and delivering curriculum related to teaching field in a professional certification, continuing education, or executive education program
 - b. Presenting to business or professional organizations on issues related to teaching field
 - c. Participating in media interviews about issues related to teaching field
 - d. Publishing articles in professional journals and practitioner books/chapters on issues related to teaching field
 - e. Reviewing or serving on editorial board of professional journals in the teaching field
 - f. Serving on and demonstrating leadership in activities related to the teaching field for professional organizations and community committees
4. Scholarship in Support of Teaching and Learning²⁴ Peer reviewed scholarship is required for the promotion to Teaching Professor.
- a. Applying for or receiving grants that support the scholarship of teaching and learning
 - b. Publishing articles, books, book chapters on teaching and learning
 - c. Presenting on scholarship of teaching and learning
 - d. Reviewing for scholarly pedagogical journals

3. **Promotion Procedure.** For promotion to Teaching Professor, the procedures are the same as in Section II(C)(3) (Promotion to Senior Lecturer). Those eligible to vote for the rank of Teaching Professor include faculty who hold the rank of Teaching Professor, Clinical Professor, and Professor.

4. **Decisions Denying Promotion.** See Section II(C)(4)

D. Performance Reviews

See Section I(D)

E. Multiyear Appointments

²⁴ Peer-reviewed scholarship is broadly defined at IUPUI. While peer-reviewed scholarship can include peer-reviewed research, it can also include other peer-reviewed activities, such as research reports, conference presentations, blogs, etc. (See Appendix 2 for examples.)

See Section I(E)

IV. TEACHING RATINGS APPLICABLE TO PROMOTION CASES

The possible teaching ratings listed below (Excellent, Highly Satisfactory, Satisfactory, and Unsatisfactory) are the ratings set by Indianapolis Campus policy.²⁵ This section of the document adds explanatory detail regarding those ratings, as applied by the Kelley School in cases where Lecturers seek promotion to the rank of Senior Lecturer and Senior Lecturers seek promotion to the rank of Teaching Professor.²⁶ For promotion, candidates must be assessed as excellent in teaching, at least satisfactory in service in support of teaching, and have publicly disseminated and peer-reviewed scholarship as defined in the IUPUI Promotion standards.

A. Possible Ratings and Related Explanations

Excellent. The candidate has carried a teaching load that is appropriate for his or her department or area (considering number of courses/sections taught, course sizes, and willingness to teach new courses, as needed). The portfolio of student evaluations, unsolicited comments, peer evaluation, professional development, contributions to course/curriculum development, and scholarship/dissemination support a case for overall excellence. The results obtained from student evaluation instruments (the numerically scored questions as well as the open-ended questions calling for narrative responses) are sufficiently strong to lend support to the conclusion that the candidate is an outstanding instructor. Unsolicited student letters or other similar indications provide further support for such a conclusion.

Peer evaluations by faculty colleagues offer well-developed justifications for concluding that the candidate's teaching performance is high in quality. The candidate has made valuable contributions to course and/or curriculum development and/or to pedagogy. Contributions are recognized beyond his/her individual course(s). Further evidence of the candidate's strong teaching record stems from a significant number of the considerations

²⁵ The Indianapolis and Bloomington campuses use slightly different assessment classifications. Bloomington uses Excellent, Very Good, Effective, and Ineffective. Indianapolis uses Excellent, Highly Satisfactory, Satisfactory, and Unsatisfactory. As a Core School, the Kelley School treats as equivalent the classifications of Very Good and Highly Satisfactory, Effective and Satisfactory, and Ineffective and Unsatisfactory.

²⁶ The Lecturer promotion context is important to keep in mind. Although Indianapolis Campus policy calls for the same teaching rating categories (Excellent, Highly Satisfactory, Satisfactory, and Unsatisfactory) to be used in promotion cases regardless of whether they involve tenure-track faculty, clinical faculty, or lecturers, the particular promotion context sometimes influences what may or must be considered in a determination of whether a certain rating is warranted. For instance, a tenure-track faculty member who seeks to be rated as excellent in teaching must normally establish that he or she has developed a national reputation in that regard. In a Lecturer promotion case, however, a national reputation for teaching excellence *is not* a necessary element of the candidate's teaching excellence case.

listed in Section II(C)(2) of this document. As a *necessary* component of his or her teaching excellence case, the Lecturer must have engaged in service in support of teaching and must have done so to a degree that serves as meaningful evidence of an excellent teaching record.²⁷

For promotion to Senior Lecturer, the faculty members must demonstrate: reflection; evidence of student learning; and impact in a particular area, which can be focused on one's own area. Dissemination to others is defined in Appendix 2 (Scholarship and Dissemination on the IUPUI Campus).

For promotion to Teaching Professor, the faculty member must demonstrate: reflection; evidence of student learning; impact in a particular area; and sustained impact and leadership, which must be broader in scope than one's own program. Pedagogical Leadership (defined Section III(C)(2)) may focus primarily on an individual path or may leverage activities across multiple paths. Leadership incorporates dissemination to others as defined in Appendix 2 (Scholarship and Dissemination on the IUPUI Campus).

Highly Satisfactory/Very Good. The candidate has carried an appropriate teaching load in the senses noted above (number of courses/sections taught, course sizes, and willingness to teach new courses, as needed). The results obtained from student evaluation instruments (the numerically scored questions as well as the open-ended questions calling for narrative responses) suggest that the candidate, though not an outstanding instructor, fulfills his or her teaching responsibilities well. Unsolicited student letters express, or other similar indications suggest, that students hold a favorable view of the candidate's teaching. Peer evaluations by faculty colleagues also view the candidate's teaching favorably. The candidate has made contributions to course and/or curriculum development and/or to pedagogy. A significant number of the considerations listed in Section II(C)(2) of this document indicate that the candidate is performing well in teaching, though not at the level of being outstanding. The candidate has engaged in service in support of teaching, though not necessarily to a degree that serves as meaningful evidence of an excellent teaching record.

Satisfactory/Effective. The candidate has carried the teaching load assigned. The results obtained from student evaluation instruments (the numerically scored questions as well as the open-ended questions calling for narrative responses) indicate that the candidate is performing his or her instructional responsibilities at an acceptable level. Peer evaluations and other relevant evidence support the conclusion that the instructor's teaching, though generally effective, does not warrant a rating of very good or excellent. (A rating of satisfactory/effective may also be appropriate if particular problems with the candidate's teaching have been

²⁷ Although such service in support of teaching is a necessary component of a Lecturer's teaching excellence case, it is not sufficient by itself to guarantee an excellent rating in teaching. See Section II(C)(2) of this document.

identified, the candidate has taken appropriate steps to address the problems and bring his or her teaching quality to an acceptable level.) Candidates demonstrate a commitment to continued professional growth and keeping current with pedagogical developments in their field. The faculty member has engaged in service in support of teaching, but perhaps not to a significant degree.

Unsatisfactory/Ineffective. The contributions to the instructional mission are at an unacceptable level. A rating of ineffective typically stems from one or more of the following:

- Results from the student evaluation instruments (numbers and comments) generally indicate that the faculty member is not an effective teacher and/or that there are significant student complaints about course organization, delivery, and/or teaching effectiveness.
- When problems have been identified, the faculty member has been unwilling or unable to craft effective responses to address the problems, and there is a discernible lack of improvement over time and/or an inability to bring the teaching up to an acceptable level on a regular basis.
- Peer evaluations confirm that the faculty member's teaching quality falls below an acceptable level.
- The faculty member has been unable to prepare a course that was new to him or her.
- The faculty member is unwilling or unable, despite appropriate requests, to undertake assignments that would be helpful in addressing teaching needs at the department and/or School level.
- The faculty member does not conduct the class in the appropriately assigned format (in-class, hybrid, on-line).
- The faculty member is unwilling or unable to effectively work with others on the curriculum design in their course area.
- The faculty member has not completed instruments requested for assurance-of-learning purposes.
- The faculty member is frequently absent without good reason or routinely does not make himself or herself available to meet with students during office hours or designated meetings.
- The faculty member has engaged in little or no service in support of teaching, despite appropriate assignments of such service tasks.

B. Evaluating Service in Support of Teaching

1. The Role of Service in Support of Teaching

Indiana University policy provides that the primary assigned responsibility of Lecturers/Senior Lecturers/Teaching Professors is teaching, but that they may be assigned the responsibility of engaging in service in support of teaching. As indicated earlier in this document, the Kelley School expects Lecturers/Senior Lecturers/Teaching Professors to engage in service in support of teaching.

The Kelley School has determined that as a necessary (though not sufficient) component of a teaching excellence case when a Lecturer seeks promotion to Senior Lecturer and Senior Lecturers seek promotion to the rank of Teaching Professor, the candidate must have engaged in service in support of teaching to a degree that serves as meaningful evidence of an excellent teaching record.

C. *What Service in Support of Teaching May Include*

Service in support of teaching may pertain to the candidate's own teaching, to the teaching of his or her colleagues, or to service that pertains to the teaching missions of the relevant department, the Kelley School, or Indiana University. It may also pertain, in appropriate cases, to public service insofar as it draws upon the candidate's background and skills as a teacher and relates to or complements the aforementioned teaching missions. Section II(C)(2) of this document contains a list of examples of service activities that may be regarded as service in support of teaching. Service activities sufficiently similar to those listed in Section II(C)(2) may also be treated as service in support of teaching.

D. *The Meaningful Evidence Standard*

Although the *meaningful evidence* standard cannot be defined with complete precision, this subsection provides comments to help guide the standard's application to Lecturer/Senior Lecturer promotion cases. The *meaningful evidence* standard contemplates a balancing of quantity and quality considerations. The quantity consideration takes into account not only the number of service activities in support of teaching (see the examples of such activities listed in Section II(C)(2) of this document) but also the time commitment associated with those activities. Service in support of teaching that seems substantial in terms of number of such activities and/or time commitment involved should satisfy the quantity prong of the meaningful evidence standard. As the preceding sentence suggests, the quantity prong may be satisfied by a record of relevant service activities that is not extensive in terms of number of activities but is significant in terms of the time commitment involved. On the other hand, the quantity dimension of a meaningful evidence finding would not be met when the list of relevant service activities seems both short and reflective of only minor time commitments.

The quality prong of the meaningful evidence standard focuses on the apparent value of the

candidate's service in support of teaching. Consideration of the time commitment involved applies here as well, as an extensive time commitment associated with a relevant service activity may be a helpful indicator of the value of that activity. Factors such as the Lecturer's/Senior Lecturer's having taken a leadership role in relevant service activities would also come into play here, though a leadership role is not considered essential. Evidence of the value of the candidate's service in support of teaching may come from the candidate's own statements in his or her dossier and from other persons with knowledge of those activities.

Although significance in terms of both quantity and quality of the candidate's service in support of teaching is normally to be expected in order for the meaningful evidence standard to be met, there may be cases in which evidence of very valuable service contributions causes the quality dimension to offset what might otherwise have appeared to be a quantity shortfall. In such cases, the meaningful evidence standard could still be met.

If the meaningful evidence standard is not met (in the judgment of the department chair, equivalent supervisor, voting-eligible faculty, or persons or committees involved in later stages of the review process), one or more of the following would normally be the reason(s):

1. The Lecturer/Senior Lecturer's record of service in support of teaching reflects minimal involvement in such activities.
2. The Lecturer/Senior Lecturer's record of service in support of teaching reflects contributions of limited value.
3. The Lecturer/Senior Lecturer has declined to accept assignments of service activities that support teaching.
4. The Lecturer/Senior Lecturer has failed to work effectively in collaboration with colleagues on courses when such collaboration is expected within the department or area.

E. Sample Service Criteria

Excellent. The evidence demonstrates that the faculty member is making an outstanding contribution to the mission of the School through his/her service activities (ideally including significant public service), provides effective leadership on significant activities and has made a significant impact in highly visible or important areas. Colleagues and other knowledgeable observers/evaluators of the service activities assess the service in highly favorable terms and confirm its impact. The faculty member has received external awards, honors or other recognition for some of the service. Where appropriate, the faculty member has demonstrated the ability to develop support for service activities. The faculty member's activities, including scholarship of service, contribute substantially beyond the norm to the reputation of the School and

University.

Highly Satisfactory. The evidence exists that the faculty member consistently exceeds the standard of Satisfactory, but does not meet the qualifications for Excellence.

Satisfactory. The evidence establishes that the faculty member is a good academic citizen and contributes constructively to the mission of the School and University through his/her service activities. The faculty member serves on a reasonable number of committees (as requested by the department), dutifully fulfills the responsibilities involved, and receives generally favorable reviews from colleagues and administrators for his/her contributions. The faculty member has demonstrated the willingness and ability to contribute to the public service mission of the School.

Unsatisfactory. The faculty member fails to contribute constructively to the mission of the School and University through his/her service activities. The candidate has undertaken few service activities, rejected customary service assignments, failed to complete service assignments he or she accepted, completed accepted assignments poorly, or is frequently absent without good reason. The candidate is unwilling or unable to collegially participate in events and seminars, or demonstrates a habit of avoidance. The candidate has failed to show improvement after being placed on notice that his or her service performance was falling below the standards of acceptability. An unsatisfactory record typically would be characterized by one or more of the following:

- Failure to provide a reasonable amount of service to the School or University;
- Failure to demonstrate contributions to the public service mission of the School;
- Irresponsible service, including the failure to complete assignments or attend meetings;
- Failure to participate in disciplinary conferences or meetings;
- Generally unfavorable reviews from colleagues and administrators for his/her contributions.

Appendix 1. Campus Policies:

Selected Specific Policies:

- [University Policy ACA-12](#): General Provisions Regarding Academic Appointments
- [University Policy ACA-14](#): Classification of Academic Appointments
- [University Policy ACA-18](#): Regulation of Clinical and Lecturer Appointments
- [University Policy ACA-21](#): Faculty and Librarian Annual Reviews
- [University Policy ACA-22](#): Reappointment and Non-Reappointment During Probationary Period.
- [University Policy ACA-25](#): Annual Reports for Faculty and Librarians
- [University Policy ACA-38](#): Faculty and Librarian Promotions
- [University Policy ACA-52](#): Permanent Separations for Academic Appointees

- [IUPUI Faculty Guide \(Updated July 1, 2019\)](#): See pages 13 (Faculty Governance), 36 (The Academic Appointee), 48 (Reviews and Reappointment Procedures), 64 (Emeritus Policy), 67 (Grievances), and 82 (Policy on Conflict of Interest and Commitment)
- IU [Faculty Work](#): This is a policy that governs all faculty and describes how they are to work.
- IUPUI 2019-20 Promotion and Tenure Guidelines: Faculty should refer to the most recent P&T Guidelines when considering promotion.
<https://academicaffairs.iupui.edu/AAContent/Html/Media/AAContent/02-PromotionTenure/PromotionAndTenure/ptguidelines-current-year-final.pdf>

Related Policies:

- [University Policy ACA-33](#): Code of Academic Ethics (lecturer/senior lecturer/teaching professor appointments must adhere to this policy as well.)

Appendix 2. Scholarship and Dissemination on the IUPUI Campus*

Kelley School of Business - Indianapolis

This table is offered as a comprehensive, but not exhaustive list of exemplars of dissemination to others. These categories are not intended to be a check list but rather show that types of activities that reflect dissemination to others.²⁸ Lecturers/Senior Lecturers/Teaching Professors are both academics and professionals. Thus, publicly disseminated and peer review of scholarship (publications, presentations, workshops) may include both the academic community and the professional community with whom Lecturers interact. Lecturers are promoted to the rank of Senior Lecturer and Senior Lecturers are promoted to the rank of Teaching Professor on the basis of excellence in teaching; accordingly, examples of dissemination to others of service are not shown in this Appendix.

Representative Lecturer/Senior Lecturer/Teaching Professor Faculty dissemination to others

Business	<p>Formal “scholarship of teaching and learning” is more likely to occur at the Teaching Professor level. Scholarship/dissemination includes pedagogical and/or disciplinary content.</p> <p>The different ways in which Lecturers/Senior Lecturers/Teaching Professors may choose to engage in the dissemination of their scholarship are described below. Faculty should not be expected to provide examples from all areas, but each area reflects differing types of evidence that may be provided by faculty members.</p> <p>Because the teaching load and service engagement load for Lecturers/Senior Lecturers/Teaching Professors are higher than both clinical and tenure-track faculty, the numbers of dissemination outlets should be fewer and a wider array of outlets is considered.</p> <p>Dissemination to others occurs at many levels. Unlike tenure track faculty, who are expected to meet promotion criteria primarily based on publications in peer reviewed journals recognized for their prominence in the field, Lecturers/Senior Lecturer/Teaching Professor faculty are expected to focus dissemination to others (academia, profession, community) in the forms of leadership, mentoring, articles/presentations in area of expertise, or peer-reviewed scholarship of teaching (publication/ presentation, substantive critique).</p>
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²⁸ As noted in the text of these guidelines regarding promotion to Senior Lecturer and Teaching Professor, IUPUI P&T Guidelines require a *[r]ecord of publicly disseminated and peer reviewed scholarship in teaching*. Not all activities must be peer-reviewed. Peer-review can take many forms, and the various types of peer-review are not described in the P&T document.

Dissemination to academia includes academic publications, presentations, conferences, and communities of practice. Dissemination to the profession includes professional business societies, companies, and businesses. Dissemination to the community includes media (quotes and articles in local and national newspapers, periodicals, blogs, podcasts, TV, radio), professional societies, and community groups.

Scholarship of teaching and learning (publication/presentation, substantive critique) include either pedagogical and/or disciplinary materials related to the area of expertise.

- **Presentations** –faculty members will make presentations related to pedagogical techniques or application of discipline specific material related to the faculty members teaching. Lecturer/Senior Lecturer faculty members engage largely in departmental or professional seminars (frequently for corporate or nonprofit organizations) and local/regional/national conferences. These may include invited or non-invited presentations by companies, nonprofits, colleges, or professional organizations.
- **Publications** – faculty members are not required to have publications in academic peer reviewed journals, although peer reviewed journal articles provide evidence of excellence. In each case, evidence of greater readership or audience dissemination will be viewed favorably; however, this emphasis should not discourage specialization.

Publications may include:

- Journal articles (peer or non-peer reviewed) related to the discipline taught by the faculty member
- Journal articles related to pedagogy
- Publications in conference proceedings
- Digital Teaching Repository at IUPUI (<https://theforum.iupui.edu/DTR/index.html>)
- Cases related to the discipline taught by the faculty member. Cases may be on local companies, provided primarily to our students or to regional/national audiences.
- Cases related to pedagogy presented to local, regional, or national audiences
- Faculty may prepare pedagogical materials used as ancillaries to textbooks and classrooms materials.
- Chapters of textbooks, segments of chapters, or other books related to the discipline

	<ul style="list-style-type: none"> ○ Reports and grants related to assessment of learning and evidence of pedagogical development that informs the teaching and learning of other academics. ○ Contributions to local and national news media outlets. Publication where the faculty member is the primary writer is given greater weight. Some common examples include the <i>Indianapolis Recorder</i>, <i>Indianapolis Business Journal</i>, <i>Inside Indiana Business</i>, and <i>The Conversation</i>. Media quotes are also examples of dissemination of teaching, but given lesser weight than publications. ○ Web pages, podcasts, blogs, or other electronic aids to facilitate disciplinary learning and/or instructional techniques. ○ Assessments of what effects pedagogy on students' knowledge and skills disseminated in conference papers or other venues. <ul style="list-style-type: none"> ● Workshops include being asked to facilitate and organize in-service workshops with other academics or professionals, which can be viewed as public dissemination of teaching techniques or discipline specific material. FACET membership (not required but example of excellence) or other teaching awards are examples of dissemination. Presentations at companies and executive education are examples of dissemination among professional peers. ● Obtaining Grants. Competitive grants that support teaching activities can be viewed as evidence of scholarship because the applications are often subject to peer-review. These are even more powerful when the grant supports the lecturer faculty member to study and disseminate what is learned from the grant activity. <p>Dissemination to others in the form of Teaching Service Leadership in</p> <ul style="list-style-type: none"> ● Academia includes serving on boards and editorial roles or service for academic societies. ● Profession includes serving on boards for companies and engaging local businesses organizations and professional societies as well as disseminating teaching techniques, and engaging business professionals in the educational process while promoting students for future employment in the community. ● Community includes serving on boards for community organizations and nonprofits as well as disseminating teaching techniques, and engaging community organizations and nonprofits in the educational process while promoting students for future employment in the community.
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Appendix 3. Differences in IU Bloomington and IUPUI Campus Lecturer/Senior Lecturer/Teaching Professor Faculty Promotion Requirements

IUB Lecturer/Senior Lecturer/Teaching Professor Promotion Requirements	IUPUI Lecturer/Senior Lecturer/Teaching Professor Promotion Requirements
Promotion evaluations occur at school level only. Negative decisions are reviewed by campus.	Promotion evaluations occur at school and campus level
Lecturers are <i>required</i> to apply for rank of Senior Lecturer during sixth year of their probationary period.	Lecturers must be reviewed for promotion after six years of probationary appointment, but they are <i>not</i> required to apply for promotion to Senior Lecturer.
Scholarship of teaching is not required for promotion, but may be presented to support the case.	To be considered excellent in teaching, lecturers must have a <i>record of publicly disseminated and peer reviewed scholarship in teaching</i> . ²⁹
Standard teaching load for Lecturers/Senior Lecturers/Teaching Professors is 18 hours per year.	Standard teaching load for Lecturers/Senior Lecturers/Teaching Professors is 24 hours per year.

²⁹ IUPUI Promotion and Tenure Guidelines are modified each year. Candidates for promotion from Lecturer to Senior Lecturer and from Senior Lecturer to Teaching Professor should reference the current guidelines (e.g., 2020-21 Guidelines, p. 37). <https://academicaffairs.iupui.edu/AAContent/Html/Media/AAContent/02-PromotionTenure/PromotionAndTenure/ptguidelines-future-year-final.pdf>