

## Promotion To Senior Lecturer in DLIS

Campus and Departmental standards for Lecturer academic appointees assume faculty effort at 80% teaching and 20% service.

Lecturers must demonstrate "excellence" in teaching, and "satisfactory" or above in service. Lecturers cannot be promoted based on excellence in service. Tenure Track faculty must be at least satisfactory in all areas, and excellent in one. P&T committees vote on judgments of unsatisfactory, satisfactory, highly satisfactory<sup>1</sup>, and excellent in each area. Someone seeking promotion to senior lecturer may be deemed highly satisfactory or excellent in service, but promotion would not be awarded on that basis. There will be no judgment on research for lecturers.

For LIS lecturers, for the official IUPUI P&T CV, DLIS candidates will attribute all publications and presentations in either of two categories:

- Teaching
  - This will include all presentations and publications which specifically examine *things that touch students* [The classification of an item as "teaching" is similar for tenure-track faculty]
    - Examples:
    - Pedagogy: assessing teaching techniques / student learning
    - Program design / program overall outcomes
    - Student life
- Service
  - This will include everything else; it includes presentations and publications that are aimed at professionals/the profession<sup>2</sup>.
    - Examples:
    - Design of integrated library system interfaces
    - Digital resources contract negotiation best-practices document
    - Trends in young adult literature

Excellence must be demonstrated by means of external assessment.

- For lecturers, "external" may be external to the candidate's department (LIS), but within the same school or campus.
- For tenure-track, "external" needs to be external to the campus for the area of excellence.

Forms of external assessment include:

- Competitive awards\*
- Conference presentation proposal reviews\*
- Peer-reviewed journals\*
- Competitive grants, internal to IU or external\*

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<sup>1</sup> Or Very Good, or Near Excellent. Wording varies between schools and departments. This is not an official rating.

<sup>2</sup> For tenure-track faculty, similar items might appear in "research." Lecturers may not present items for consideration that are classified as research.

- Editorial review, such as publication of books from, or items in magazines from, established/reputable publishers/organization.<sup>3</sup> [For tenure-track candidates, these are minimums and the reputation and selectivity of the venues will be crucial.]
- Peer review of courses: content, structure, interaction, assessment, etc. Peers should include faculty at the senior lecturer rank or tenured faculty. Student course evaluation data, assuming there is a reasonable response rate (roughly, over 50% rate, and a class size of at least 10) can be included, but cannot be the sole source of a determination of "excellence" in teaching.

\*Make efforts to gather selectivity data (percent of papers or proposals accepted.) All reviewer comments on grant proposals, awarded or not, must be included in the dossier.

### Teaching

(The wording is taken from the annual merit guidelines (approved in DLIS 2014). Merit reviews are not part of promotion, but concepts are similar).

The **important items** in this category are:

- Course preparation (content, design) is up to date and reflects graduate-level rigor.
- Interactions with students are clear, responsive, and helpful.
- Courses contribute to the strength of the program and the options available to students.
- Innovation improves course and program content and effectiveness.

"Curricular activities" are those which benefit the program and department as a whole, such as portfolio assessment, program / specialization design, work on inter-disciplinary curriculum offerings, etc.

*Rubric. Numbers are used in annual salary evaluations, not in promotion.*

[0-4] Unsatisfactory to Weak: Deficient in course preparation, delivery, or subject expertise; lack of effort to correct problems; lack of responsiveness to students; limited participation in program curricular activities.

[5-6] Satisfactory: Normal teaching load, student and peer evaluations reflective of normal achievement in the department, effective participation in program curricular activities.

[7-8] Near Excellent: Employs curricular innovation; undertakes significant course design or revision; provides leadership in program curricular activities; receives positive student feedback; engages in significant co-curricular involvement with students; shares curricular ideas with and feedback to colleagues; receives campus-level funding for teaching/learning activities.

**[9-10] Excellent:** In addition to near excellent work, is engaged in the scholarship of teaching, in the form of nationally recognized publications and presentations. In many cases, the excellence of that scholarship will be demonstrated by the faculty member's ability to attract grants and external support, or to demonstrate strong potential to attract such support.

### Service

The **important items** in this section include:

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<sup>3</sup> For tenure-track candidates, these are minimums and the reputation and selectivity of the venues will be crucial.

- Service to the profession/discipline  
By profession is meant the practice community, library and information practitioners, and library organizations and information agencies; by discipline is meant faculty in library/information science and equivalent programs nationally and internationally; and other acknowledged professionals and organizations in the field.
- Contributing to the success of the department and MLS program through service activities; participating in the service load of the school. Service to the campus and to the university is highly valued. Please note: IUPUI requires that every faculty member participate in the “citizenship” service duties, i.e. as a citizen of his/her home academic unit.
- Service to and with the community through the exercise of professional expertise. IUPUI engages many communities, from our immediate urban neighbors to the state, the nation and international communities.

*Rubric. Numbers are used in annual salary evaluations, not in promotion.*

[0-4] Unsatisfactory to Weak: No academic citizenship, no internal or external committee service; lack of attendance at department or school meetings or functions.

[5-6] Satisfactory: attendance at departmental and School meetings; at least one internal or external committee membership, with active participation; at least one activity or role serving the profession or discipline (e.g. presentations, editorial work, committee leadership); participation as needed in School activities [level of participation reflects the size of the LIS faculty as a whole; post-tenure faculty will be expected to do more than pre-tenure]; participating as a professional in civic engagement activities; [7-8] Near excellence: leadership roles in campus, university, professional or disciplinary organizations or activities; significant participating as a professional in civic engagement activities; significant presentations / participation in professional activities and development.

[9-10] Excellent: scholarship of service: creative and/or scholarly activity advancing the profession; leadership in policy formation or important professional or disciplinary initiatives, external to campus; significant role in obtaining funding to advance the profession/program / school (in ways not accounted for in teaching or research); receiving an external or internal award for service; leadership role as a professional in civic engagement activities;

Many or most service/civic engagement activities are collaborative, or can be performed only within the context of an initiative, program or project supported by other organizations. Often, service/civic engagement through the exercise of professional expertise will also generate scholarly or professional products or outcomes that might also be characterized as teaching or research. Faculty should take care to describe their roles in collaborative work on their annual reports, to describe the products or outcomes of this work (including outcomes that bridge categories of academic work), and collect documentation for future promotion or tenure use.

### **Background:**

ALA accreditation language:

Standard III, Faculty

III.1. The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution.

5. For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.

8. Procedures are established for systematic evaluation of all faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

IUPUI Promotion and Tenure Guidelines

<https://academicaffairs.iupui.edu/media/404b2e14-a441-4791-bc7b-041cd82a9e17/iX5izg/AAContent/02->

[PromotionTenure/PromotionAndTenure/PTGuidelinesCLEAN.pdf#page17](https://academicaffairs.iupui.edu/media/404b2e14-a441-4791-bc7b-041cd82a9e17/iX5izg/AAContent/02-PromotionTenure/PromotionAndTenure/PTGuidelinesCLEAN.pdf#page17)

*Please note: each year the Campus PT Guidelines change according to need. Promotion is always done according to current standards; for tenure-track faculty, tenure is judged on standards at the time of hiring, although procedures may be modified.*

Page 24

- External assessment (ordinarily in the form of a letter or verified email note) is expected of all candidates at all ranks. To provide each candidate maximal opportunity for success, **at least six assessment letters are required. Cases that come to the campus level without six acceptable “arm’s-length” letters will be returned to the school.**

However, for lecturers:

p. 26

External peer review of the overall record is not required as long as a sufficient number of IUPUI peers outside the department or discipline provide an objective assessment of teaching or professional service.

P. 29

- Lecturers are required to be excellent in teaching and satisfactory in service. They have no formal research requirements for promotion although scholarship is required in their area of excellence.

P. 36, grid by promoted rank sought.

Senior Lecturer.

<b>Standard for Excellence (over and above record of quantity, quality, and impact of internal work)</b>	Record of publicly disseminated and peer reviewed scholarship in teaching
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See pgs. 38-39 for documenting excellence in teaching.