## Confirmation of Approval

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The attached document has been approved by the provost's office.

![Signature]

Deborah Clarke, Vice Provost for Academic Personnel  
Date: 2/2/16

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Criteria for Fixed Term Lecturers

Ira A. Fulton Schools of Engineering

Reviewed by the Fulton Schools Faculty Executive Committee - Fall 2015
Approved by the Interim Dean on 08/12/15
Lecturer Promotion Criteria
Ira A. Fulton Schools of Engineering

1. STATEMENT OF PHILOSOPHY
2. EXPECTATIONS
3. INDICATORS OF ACCOMPLISHMENTS

1. Statement of Philosophy

The Fulton Schools of Engineering value the efforts of teaching faculty who provide outstanding instruction to their students, some having served for many years. This continuing contribution to high-quality instruction is a key component supporting the Fulton Schools’ initiatives focusing on student success.

Evidence that our teaching faculty’s contributions move the Fulton Schools forward include high performance in metrics such as the number, quality, preparedness, and success of our students and the visibility and impact of their achievements.

Characteristics of successful teaching faculty include creativity, a collaborative nature, excellence in student instruction and mentoring, and participation in entrepreneurial activities by their students. Given these high expectations, the Fulton Schools will recognize and reward successful teaching faculty by providing an opportunity for promotion as they gain experience, improve their work, enhance their impact, and demonstrate continued excellence within their job responsibilities as described in the following.

PROGRESSION PATH FOR LECTURER FACULTY

The first step in the career progression for a Lecturer is consideration for promotion to Senior Lecturer. A Lecturer who accumulates experience in that role (five years minimum at ASU or equivalent experience or qualifications elsewhere, considered on a case-by-case basis) can consider applying for promotion to Senior Lecturer. Promotion will be based on attaining levels of performance outlined in the Fulton Schools of Engineering’s promotion criteria for promotion to that rank. After additional advancement in skill, continued excellence in performance, and additional years of experience, a Senior Lecturer may seek promotion to Principal Lecturer. Promotion will be based on attaining the levels of performance outlined in the Fulton Schools of Engineering’s promotion criteria for promotion to that rank.

PROCESS GUIDE FOR PROMOTION

For the Fulton Schools of Engineering, four evaluations are performed for each promotion application, and each evaluation yields a recommendation as to whether or not the applicant should receive a promotion. The evaluators, in order of sequence of their evaluations, include:

- a school (unit level) committee consisting of faculty from the school or unit in which the applicant is appointed – Academic and Student Affairs (ASA) is considered a unit for this purpose
• the Director of the school or unit in which the applicant is appointed (or the Associate Dean, or Senior Associate Dean for ASAL),
• a Fulton Schools-wide committee (Dean’s Faculty Advisory Committee) consisting of faculty from each school and
• the Fulton Schools’ Dean.

2. Expectations for Lecturer Promotion

Expectations for promotion include a record of accomplishments providing evidence that the applicant is capable of, and will continue to, contribute to the goals of the Fulton Schools and ASU at a high level. More specifically, the following are expected for promotion from Lecturer to Senior Lecturer:

• teaching effectiveness and innovation across a broad portfolio of courses that will include some combination of large classes, online classes, hybrid classes and innovative instruction
• sustained significant service to the school
• positive interactions and collaborations with students, faculty and staff.

Promotion from Senior Lecturer to Principal Lecturer expectations include performing at a high level in the Senior Lecturer rank for a period of time sufficient to establish sustained excellence and impact plus:

• substantial leadership-oriented service contributions at both the school and Fulton level

Indicators of each bulleted item are discussed below in Section 3.

3. Indicators of Accomplishments Used to Assess if an Applicant Meets Expectations for Promotion

In the following, examples are given of indicators considered in evaluating if an applicant meets the bulleted criterion listed above in Section 2 for promotion. These examples are not meant to be exclusive or limiting; other relevant indicators may be proposed by the applicant.

• Teaching Effectiveness and Innovation:

The evaluation of dedicated and quality student instruction considers the performance in the classroom or laboratory as well as the content of specific courses, the student standards imposed, and, where possible, the degree of actual student learning. The desirability and difficulty of introducing innovative material into traditional academic programs, and out-of-the-classroom contributions to academic program evolution will also be considered. Specific information that reviewers consider in forming their assessment include:

- student feedback (quantitative and qualitative) – it is expected that successful applicants will perform at a level above average evaluations for all Fulton Schools faculty teaching similar courses. It is also expected that qualitative student feedback will indicate dedication to instruction, effective communication, and respect for the students.
- teaching portfolio – containing examples of quality content and innovative course materials
- participation in courses and development activities to improve as an instructor

Other factors that are desired but not necessarily required for promotion include:

- teaching awards or recognition earned:
- relevant publications (i.e., textbooks or scholarly articles related to instructional effort)
- funding acquired to enhance instructional effectiveness including equipment and supplies
• Service to the School:

Involvement in service activities for the program and schools is expected. These include, for example, committee memberships and special assignments necessary to support teaching, student success, recruitment or outreach. The significance and impact of service activities is assessed by evaluators, and the expectations may vary for different applicants.

Examples of appropriate service activities include:

- program curriculum committee service
- various school-, Fulton-schools, and university-level committee service such as academic integrity and standards committee
- e2 camp participation
- participation in student recruitment activities
- development and execution of components in outreach programs
- student organization advisor
- FURI mentor
- EPICS mentor
- GCSP mentor
- Capstone design mentor
- Advising Honors theses
- Participation and Leadership in ABET Accreditation Processes

• Positive interactions and collaborations with other faculty:

The Fulton Schools rely primarily on the school-level reviewers (faculty committee and school director) to provide input for this assessment. Positive means productive, collegial work over a sustained period of time. Examples may include:

- Mentoring another faculty member to help her/him improve instruction, assessment, or technology integration;
- Sharing innovative practices freely;
- Developing, or co-developing curricular materials;
- Course coordination; and
- Program Assessment and Evaluation.