

College of Social Work

Evidences of Achievement for Promotion

Senior Lecturer

Promotion to Senior Lecturer recognizes substantial academic ability and achievement focusing on the teaching enterprise. Thus, promotion from Lecturer to Senior Lecturer requires that a candidate demonstrate excellence in the area of teaching and professional development. Additionally, while excellence in the area of teaching is essential for promotion, the candidate's efforts in the areas of research/scholarship and service and engagement may be considered.

Year-by-year efforts will be considered in light of the candidate's Distribution of Effort (DOE) form. Within the context of the DOE, a candidate will be evaluated based on the following ratings: **Fair**, **Good**, and **Excellent**. A recommendation for promotion to senior lecturer assumes a minimum level of achievement of "Excellent" in the area of Teaching.

Being a Good Citizen of the College and University Communities

In order for the College to effectively move towards the achievement of both short-term and long-term goals, it must strive to hire and retain individuals who wish to act as committed, responsible citizens of the College and University communities. Understanding the important role good citizenship plays in the success of any entity, a successful candidate for promotion and tenure is one who actively and consistently functions in a way that enhance the College's ability to achieve its goals, in addition to research, teaching and service. Good citizenship is defined, in part, as working constructively with others to achieve common goals and upholding high ethical standards in work and in all relationships with students and colleagues within the College and University.

Evidences in the Area of Citizenship

- Demonstrates a strong commitment to ethical behavior across all areas (teaching, research and scholarship, and service and community engagement).
- Demonstrates strong and active participation in essential activities associated with the College's mission and identified goals.
- Functions as a responsible and dependable member of the College.
- Consults with colleagues around teaching and research issues that are pertinent to the College.
- Demonstrates respect for colleagues and diverse perspectives

Criteria for Rating Teaching and Professional Development Area

Poor

- The category of “Poor” is reserved for candidates who fall short of meeting the criteria for “Good” performance.

Good

- Achieving good teaching effectiveness ratings from students and/or has limited or no evidence of teaching effectiveness validated through a peer-review process as appropriate AND
- Shows evidence of one or more of the following activities but does not reach the standards set forth in the “Excellent” categories:
 - Plans and organizes the learning experiences for existing courses.
 - Develops effective curriculum materials and/or deliver approaches.
 - Participates in the development of new courses/programs
 - Provides advisement to students including special projects/independent studies

Excellent

- Achieves regular and consistent ratings indicating excellent teaching effectiveness ratings from students based on course evaluations or other evaluative information (e.g., evaluation conducted by the Teaching and Academic Support Center [TASC], observations conducted by colleagues).
- Demonstrates regular and consistent incorporation of teaching innovations that have been evaluated to be effective.
- Demonstrates commitment to teaching and improvement efforts (e.g., evidence of leadership in one area of the curriculum and/or efforts to improve the teaching enterprise within the College, creates a course for distance learning, lectures as a guest speaker, teaches off campus, development of signature assignments and rubrics).
- Record of providing academic advisement to students (e.g., supervision of independent studies, engagement in faculty-student collaborations).
- Record of teaching that contributes to the achievement of the instructional goals of the College (e.g., demonstrates willingness to teach courses that are in demand at any given time) consistent with DOE requirements.
- Demonstrates academic rigor as evidenced by course content, coursework expectations, examples of graded assignments, and grading rubrics (other materials may also be provided).
- Evidence of contribution to professional development programs designed to improve teaching/learning, develop skills, raise awareness of pedagogic issues, etc. or a track record of successful support given to others seeking to develop their teaching or the learning experience of their students,
- Receives good ratings/evaluations on student advising.
- Takes an active role in curriculum development and design of innovative course and course delivery methods.
- Shows evidence of one or more of the following activities:
 - Plans and evaluates course delivery with hybrid/distant learning models.
 - Participates in training and mentoring of part-time or inexperienced teaching faculty and assists in assessment of teaching activities.