**College of Health Solutions**

**Criteria for appointment, retention, and promotion of lecturers**

**Approved by the faculty assembly on 9/19/18**

**Approved by the Dean on 9/26/18**

**Appointment/Retention/Promotion Criteria: Lecturer**

**NOTE:**As designated by the program director and/or Dean’s office, each lecturer may also be assigned a specific workload distribution related to program administration/coordination or any other relevant category. If, for example, a lecturer is assigned an administrative position that represents 30% of his/her workload, expectations for instructional, scholarship, and/or service responsibilities would be reduced as appropriate.  In addition, scholarship/creative innovation is not a required or typical component of this position, however an individual workload distribution of effort agreement may be modified to reflect a scholarship expectation. If no scholarship component is defined, any productivity in this area may be viewed as an enhancement to overall productivity and personal achievement

**Appointment Criteria**

**Required Qualifications:**

●      **Terminal degree** in the desired area of specialization is preferred

●      Rarely, a candidate may qualify on the basis of his/her unique, highly specialized, and/or highly advanced level of professional practice in specializations where advanced degrees are not typically required (e.g. culinary sciences)

●      Depending upon the specific position, a doctoral degree may be a desired qualification

●      Depending upon the specific position, national credentials may be required, such as certifications or licensure

●     Prior experience in higher education is desired. Typically, a minimum of **three** years of full-time relevant professional experience (or its equivalent on a part-time basis is required)

**Retention Criteria**

**Teaching/Instruction Requirements**

**Successful demonstration of teaching excellence in each of the following areas:**

* **Prepares** educational materials
* **Designs** learner experiences and the course of study
* **Delivers** educational materials to learners as assigned
* **Assesses** learner performance according to course objectives
* **Revises**, updates and translates instructional materials in accordance with developments in research, clinical knowledge, & educational specialty.
* **Mentors** students both formally in classes and through independent learning experiences or projects as appropriate.
* **Works collaboratively** with Faculty, Teaching Assistants (TAs), Research Assistants (RAs), Graduate/Undergraduate Student support staff, and colleagues (e.g. Academic Associates; AAs) who support the individual’s teaching as appropriate.
* **Engages** in professional development activities to maintain and increase professional expertise, teaching effectiveness, and maintain certification if appropriate.

**Service Requirements**

Engagement in at least **one** of the two following activities that contribute to the mission and productivity of the College, and University or professional organizations as defined by workload agreement such as:

* **Academic Service:**Serves and/or assumes leadership on degree, college, or university level committees
* **Professional Service:** Serves in a professional capacity at the community, local, state, and/or national level.

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* **Student Engagement:** Participates in CHS student recruitment, engagement, and retention activities (required)

**Appointment/Retention/Promotion Criteria: Senior Lecturer**

**NOTE:**As designated by the program director and/or Dean’s office, each Senior Lecturer may also be assigned a specific workload distribution related to program administration/coordination or any other relevant category.   If, for example, a lecturer is assigned an administrative position that represents 30% of his/her workload, expectations for instructional, scholarship, and/or service responsibilities would be reduced as appropriate.  In addition, scholarship/creative innovation is not a required or typical component of this position, however an individual workload distribution of effort agreement may be modified to reflect a scholarship expectation.  If no scholarship component is defined, any productivity in this area may be viewed as an enhancement to overall productivity and personal achievement

**Appointment Criteria:**

●    An **academic degree** appropriate for the area of expertise

* In some, but not all, instances a doctoral degree would be expected and desired

●    A minimum of **five** years of college/university-level teaching is required.

**Promotion/Retention Criteria**

**Teaching/Instruction**

All requirements of Lecturer **plus** the following enhancements:

* **Demonstrates** evidence of sustained high quality instructional skills and promise of continuing excellence as a teacher (as evidenced by peer and college reviews, reflection on course revisions, integration of educational innovations, etc)
* **Demonstrates** a continuous record of excellence as an educator, as indicated by excellent, sustained student evaluation scores/ratings abocve the college
* **Demonstrates** significant instructional contributions to the mission of the academic degrees, college, and university (such as development of new courses, degree programs, certificates programs, innovative pedagogical approaches, etc)

And **one** or more of the following:

* **Nomination** or selection for local/national award for teaching
* **Presentation** at local, state, national, and/or international conferences/workshops/courses related to instructional and learning theories, practices, and procedures
* **Presentation** at local, state, national and/or international conferences/workshops/courses related to one’s chosen area(s) of professional expertise
* **Serves** as chair or member of undergraduate theses or research projects and/or graduate students’ scholarship (non-thesis project/paper; thesis; dissertation)

**Service**

All service requirements of Lecturer **plus** the following enhancements:

* Evidence of sustained, significant, and expanding service in a professional capacity at the academic or professional level since appointment as Lecturer
* Evidence of increasingly levels of responsibility within at least one of the three units of services (academic, professional, student) since appointment as Lecturer

**Appointment/Retention/Promotion Criteria: Principal Lecturer**

**NOTE:**As designated by the program director and/or Dean’s office, each Principal Lecturer may also be assigned a specific workload distribution related to program administration/coordination or any other relevant category. If, for example, a lecturer is assigned an administrative position that represents 30% of his/her workload, expectations for instructional, scholarship, and/or service responsibilities would be reduced as appropriate.  In addition, scholarship/creative innovation is not a required or typical component of this position, however an individual workload distribution of effort agreement may be modified to reflect a scholarship expectation. If no scholarship component is defined, any productivity in this area may be viewed as an enhancement to overall productivity and personal achievement

**Required Qualifications:**

●      A Principal Lecturer normally holds a **doctoral degree** or other **appropriate academic degree**.

●      Substantial and sustained record of excellent performance since the previous promotion, the majority of that service should be at ASU.

●      There must be evidence of continued excellence in meeting expanded responsibilities in other assigned areas, such as administrative roles and/or scholarly activities.

●      Typically, a minimum of **seven** years of college/university-level teaching experience, the majority of this time at ASU.

**Promotion/Retention Requirements**

**Teaching/Instruction**

All requirements of Senior Lecturer plus **one** or more of the following enhancements:

●       **Develops** and/or implements of innovations and advancements in instructional methods, delivery, activities, and evaluation techniques

●       **Develops** of new courses, academic programs, etc.

●       **Presentations** at college, university, regional, national, and/or international conferences/workshops/courses related to instructional design/practices, procedures, learning theories (presenter, program moderator, conference planner, etc)

●       **Publications** (not necessarily peer-reviewed journals) related to instructional and learning theories, practices, and procedures

●       **Publication and/or development** of instructional materials including textbooks, laboratory manuals, computer software, and educational training manuals

**Service**

All service requirements of Senior Lecturer **plus** the following enhancements:

* Involvement in the CHS mentoring program and demonstration of effective mentoring of junior/early career faculty
* Exceptional, sustained, and expanding service within academic, community, and professional units since promotion to, or appointment as, Senior Lecturer
* Evidence of increasing levels of responsibility, including significant leadership roles, within at least two of the three units of service (academic, professional, and student) since promotion to, or appointment as, Senior Lecturer