

Lecturer Promotion Process & Guidelines (October 3, 2017)

Introduction

“Lecturer faculty” are full-time faculty who hold the ranks of *Lecturer*, *Senior Lecturer*, or *Master Lecturer* at the Questrom School of Business. The Lecturer role comprises both teaching and service activities, and promotion and merit decisions are determined by performance in these two major areas of responsibility. As is true for professorial faculty on the research track, expectations for levels and types of service vary by rank. Expectations are highest for Master Lecturers, though service is fundamental to all Lecturer faculty.

The purpose of this document is to provide a structured process by which Lecturers may be considered for promotion as Senior Lecturers, and Senior Lecturers may be considered for promotion as Master Lecturers. The process includes identification of the steps to be followed in the promotion review for lecturer faculty, criteria to be used in assessing promotion, evidence that will be considered in the assessment, and typical deadlines in the promotion cycle. It is hoped that the process will benefit lecturer faculty by (1) providing clarity, transparency and integrity to the promotion process and (2) furthering the professionalization of the Lecturer track.

Promotion Process Overview

1. Informed by Dean’s Office data on the history of the faculty appointment, the Lecturer or Senior Lecturer and Department Chair engage in conversations about the timing and potential merits of the proposed promotion case. Based on these discussions, the faculty member decides whether to initiate the promotion process in the current year.
2. A Lecturer or Senior Lecturer who applies for promotion will be evaluated first at the department level. The faculty member compiles a promotion dossier (see later section on Deliverables) and the Department Chair reviews this and other data to inform an evaluative report on the case (see also later section). If the Department Chair recommends promotion, the Chair forwards his/her report and recommendation along with the candidate’s dossier to the Dean to initiate the next-stage committee review. If the Department Chair declines to recommend promotion, the candidate may choose to petition the Dean to be allowed to continue with the process.
3. The second evaluation occurs in the Questrom Lecturer Promotions Committee. The Lecturer Promotions Committee is a standing, interdepartmental 5-person committee appointed by the Dean in consultation with the Chair of the Appointments, Promotions and Tenure (APT) committee. It includes at least two professorial faculty (who must be either tenured research faculty, clinical associate or clinical full professors, or non-tenure track associate or full professors) and at least one Master Lecturer. Only tenured faculty, clinical or modified associate or full professors, and master lecturers are eligible to serve on this committee. The Committee is responsible for assessing the candidate’s case for promotion and providing a recommendation to the Dean.
4. The Dean reviews the recommendation of the Lecturer Promotions Committee and makes a final recommendation to the Provost.
5. The Provost approves or denies the promotion.

Criteria for Promotion from Lecturer to Senior Lecturer

1. *Length of Service.* Per Provost guidelines, only full-time Lecturers who by August 31 of their review year will have held full-time Lecturer appointments at Questrom for a minimum of five years are potentially eligible for promotion to Senior Lecturer. The Provost defines the review year as the academic year in which the faculty member will be evaluated for promotion.

High quality engagement as a part-time Lecturer at Questrom may be included in the length of service assessment even though part-time and full-time appointments differ in their nature and responsibilities. To determine the length of service for a faculty member who has served at Questrom as a part-time Lecturer, the Dean's Office calculates a full-time service equivalent. Lecturers who have previously served at Questrom in a part-time capacity receive a one-year service credit for every six course sections taught, for a maximum full-time service equivalent of 2 years.

Importantly, the five-year length of service criterion is a necessary but not sufficient condition qualifying a faculty member to stand for promotion. The criteria for promotion to Senior Lecturer recognize excellence in and contributions to the teaching and service missions of the School as described in criteria 2-7 below.

2. *Outstanding classroom performance,* as evidenced in strong student evaluations (Course and Instructor ratings as well as comments) and strong peer observations of teaching. Teaching awards provide additional evidence of excellent teaching. All Lecturer faculty seeking promotion must, at a minimum, demonstrate outstanding teaching vis-à-vis Questrom norms.
3. *Significant course improvement,* such as the selection or development of new and appropriate material for existing or new courses, the development of materials for multi-section courses, introduction of new pedagogies, leverage of project- and partner-based learning, new course modules, and operations that fundamentally improve student learning, performance of the teaching faculty, and the course.
4. *Important and sustained contributions to service activities that enhance the teaching mission of the school,* including but not limited to course or content coordination; recruiting, mentoring and training of teaching faculty; service on Program Development Committees or other curricular workgroups; student advising; supervision of directed studies; advising of student organizations and clubs; oversight of case competitions or student-led conferences; outreach activities to alumni, speakers and employers that enhance learning in and outside the classroom; participation in department workgroups dedicated to curriculum planning and development; and administrative responsibilities related to the conduct of courses, programs, and Centers of Excellence at the School.
5. *Sustained contributions to and willing engagement in service activities that demonstrate citizenship, build community, and enhance the Department, the University and the School,* including maintaining a presence on campus; interacting with and serving as a resource for students; contributing to the intellectual life of the Department and School; participation in faculty and department meetings; attendance at School and University graduation ceremonies and convocation exercises; participation in student recruiting events, career expos, student competitions, and other experiential activities that build community at Questrom.
6. *Professional development activities.* It is expected that Lecturers should engage in ongoing professional development to maintain their credentials as subject-matter experts, including active efforts to keep up with new developments in their field and to continually improve instruction technique and skill. Additionally, any scholarly publications or contributions in the business press authored by the candidate are viewed as a plus in evaluating the candidate's professional development credentials.

7. *Professional conduct* that includes treating faculty, staff and students with dignity and respect; acting with integrity; being flexible, helpful, available and reliable; and adhering to School policies, deadlines, and norms.

Criteria for Promotion from Senior Lecturer to Master Lecturer

1. *Length of Service.* Per Provost guidelines, Senior Lecturers who by August 31 of their review year (defined as the academic year in which they are evaluated for promotion) will have held full-time Senior Lecturer appointments at Questrom for five years may have acquired the experiences necessary to be eligible for consideration for promotion to Master Lecturer. Importantly, status as a Senior Lecturer for five years or longer is a necessary but not sufficient criterion for promotion. The criteria for promotion to Master Lecturer recognize excellence in and significant contributions to the teaching and service missions of the School as described in criteria 2-8 below.
2. *Continued demonstration of outstanding classroom performance*, as described in item (2) in the Promotion to Senior Lecturer section above.
3. *Sustained course improvements*, as described in item (3) in the Promotion to Senior Lecturer section above.
4. *Sustained service contributions that enhance the teaching mission of the School*, as described in item (4) in the Promotion to Senior Lecturer section above.
5. *Sustained contributions to and willing engagement in service activities that demonstrate citizenship, build community, and enhance the Department, the University and the School*, as described in item (5) in the Promotion to Senior Lecturer section above.
6. *Sustained professional development activities*, as described in item (6) in the Promotion to Senior Lecturer section above.
7. *Professional conduct*, as described in item (7) in the Promotion to Senior Lecturer section above.
8. *Curricular Leadership.* Candidates for promotion to Master Lecturer need to show curricular leadership. Curricular leadership goes beyond ongoing curricular improvements to include activities that significantly and substantively advance the teaching mission of the School and establish the faculty member as a leader in the Department, School and University. Curricular leadership demonstrates initiative, ownership and imagination. For example, activities may include:
 - Leadership in and significant improvement/overhaul of core courses
 - Development or co-development of new elective courses
 - Leadership in and significant improvements to the content, experience and growth of existing programs or concentrations
 - Active engagement in and leadership of new programs or new concentrations
 - Leadership in school-wide curricular efforts (e.g., integrating ethics or global principles into programs/ courses, developing online course content, developing a coordinated approach to analytics)
 - Development of new learning initiatives
 - Leadership of and engagement in interdisciplinary programs at Boston University (e.g., cross-disciplinary degrees and majors or courses that leverage University infrastructure)
 - Leadership of School initiatives (e.g., lecturer faculty development, strategic sector-based institutes and programs)

The Promotion Dossier: Candidate Deliverables

Candidates for promotion should present the following evidence for consideration by the department, the Questrom Lecturer Promotions Committee, and the Dean:

1. An updated and complete **Curriculum Vitae (CV)**. Please see the Questrom website for examples.
2. A **Teaching Statement** including the following:
 - a. Brief history and description of courses taught at Questrom. For each course please include the following. A concise table format is recommended.
 - Candidate's role in the course: Does the candidate have responsibility for select aspects of the course (e.g., specific content, specific course management tasks); is s/he a team member with equal responsibility for the course or a sole professor with full responsibility for course design and execution?
 - Candidate's specific contributions to the course: What challenges does the course face and how has the candidate tried to address them? How has candidate improved the course: what materials, content and process improvements has the candidate developed? How much of the course did the candidate evolve or change? Has the candidate introduced new assignments or projects, changes in pedagogy, etc.?
 - b. Discussion of any directed studies engaged with students
 - c. Awards or other recognition gained for teaching
 - d. Candidate's philosophy of teaching: What is the candidate's view of his/her role as a teacher? How does the candidate view tests, exercises and projects as learning mechanisms? What are the strategies and pedagogies the candidate uses in the classroom and why? How does the candidate set course learning goals? How does s/he view feedback on tests and assignments and how is this provided? How does the candidate know if they have been successful in the class? What teaching experiences does the faculty member hope to engage in the future?
 - e. Self-assessment: What does the candidate believe he or she does best? How has the candidate sought to improve as an instructor? What has the candidate learned from student evaluations and comments, self-observation of video-captured teaching, observations of others' teaching, and observations on the instructor's teaching made by faculty colleagues?
3. **Teaching Materials** including:
 - Most recent syllabi from courses taught in the past three years
 - Full course evaluations for the past three years, including ratings and student comments
4. A **Service Statement** describing how the candidate contributes to the Department, the School, the University, the student community, and the life of the School, as amplified through examples in the relevant promotion criteria described above. Please list all significant service activities and for each include a description of the candidate's role and notable accomplishments. A Table format may be useful.
5. A **Statement of Professional Development**, describing activities to enhance subject matter expertise and reputation. Please consider publications, presentations, social media and press mentions, if any.

The Promotion Dossier: Department Chair Deliverables

The *Department Chair* prepares the following for each proposed Lecturer promotion:

- *Chair's Report* that assesses the candidate's contributions in teaching and service and makes a recommendation to the Dean and Questrom Lecturer Faculty Promotions Committee on promotion. The report should cover content areas specified in the "Chair's Report Template for Promotion to Senior/Master Lecturer" and consider both contributions to the Department and contributions to Questrom and the University in forming a recommendation.
- *Peer Teaching Evaluation*. As a part of the assessment process, the department chair will arrange for teaching observation and evaluation by at least two qualified faculty: i.e., clinical, associate, or full professors; non-tenure track associate or full professors; or master lecturer faculty. Different classes and learning agendas should be considered for insight into a range of the candidate's teaching activities.
- *Letter(s) of evaluation*. The department chair will solicit at least two confidential letters of assessment from senior faculty who are in a good position to evaluate the candidate's contributions to teaching and service, including program heads, committee chairs, and course coordinators. The Lecturer Promotions Committee and Dean may choose to solicit additional letters where they feel these might be useful.

The Promotion Cycle

Deadlines for the typical cycle are below; specific dates will be distributed annually by the Dean's Office.

Early – mid October Faculty Actions Administrator informs all Department Chairs of the candidates in their departments who are eligible for promotion to Senior or Master Lecturer per the Provost's length of service criteria.

Mid – late October Department Chair informs potential candidates of their eligibility and engages in preliminary discussion about their candidacy.

End of Fall Semester Candidates submit dossiers to Department Chair and Faculty Actions Administrator.

January 31 Department Chair submits report to Faculty Actions Administrator and informs candidate of the recommendation. If the recommendation is negative, the candidate may petition the Dean and request that the case be reviewed.

February 15 Deadline for petitions to the Dean.

February 15 - April 15 Lecturer Promotion Committee meetings.

April 15 Lecturer Promotion Committee's recommendations due to Senior Associate Dean

June Dean's recommendations submitted for Provost's approval

August Provost makes final promotion decisions, with rank changes effective July 1 of the promotion calendar year and salary increases retroactive to July 1.