

**CRITERIA FOR ADVANCEMENT OF
LECTURERS, SOE AND SENIOR LECTURERS, SOE**

A. General

1. Advancement of candidates to the rank Lecturer, SOE and Senior Lecturer, SOE and merit advancement within these ranks is governed by criteria established in Sections 210, 283, and 615 of the Academic Personnel Manual.
2. All advancement to or within these ranks requires evidence of superior intellectual attainment in teaching. Continuing evidence of highly effective teaching is indispensable. No professional achievements, however important, can substitute for a continuing record of superior teaching.
3. Excellent, well received teaching is expected of all Lecturers and Senior Lecturers and such teaching cannot, by itself, justify continuing advancement within these titles and steps. Lecturers are also expected to demonstrate continued professional growth and enhancement of their value to the University, particularly their value to the institution's instructional programs.
4. Evidence of professional growth may involve some or all of the following professional contributions and attainments:
 - a. pedagogical or curricular innovation, including: the development of new instructional materials such as textbooks, audio-visual units, or syllabi; major curricular revisions; introduction of innovative creative teaching techniques;
 - b. research and publication on pedagogy;
 - c. research and publication in the candidate's subject-matter discipline (when describing such work, chairs should give special attention to the manner and extent that this work enhances the candidate's teaching);
 - d. professional activity in professional organizations, or in other settings, that establish the candidate's recognized professional excellence or leadership and contribute as well to teaching effectiveness;
 - e. academic leadership within the University beyond normal service obligations or regularly assigned administrative duties. A Lecturer or Senior Lecturer who serves as department chair is entitled to the same recognition accorded ladder-rank faculty who serve in this role (see APM 245-11). Demonstrated effective achievements of academic leadership in other roles should be similarly recognized, especially when such achievements provide evidence of innovative professional contributions. Leadership of curricular reforms within the Academic Senate, the development of innovative advising programs, or creation of new programs establishing links to public schools would constitute examples of such non-routine accomplishments.
5. The teaching workload of a full time Lecturer should be approximately equivalent to the total workload in teaching and research typically carried by a full time faculty member in the professorial ranks (Departmental recommendations for advancement should compare the teaching load of the candidate to those of the candidate's departmental counterparts in the professorial series.).

B. Additional Criteria for Advancement to Senior Lecturer

1. Advancement to Senior Lecturer requires educational services of exceptional value to the University (see APM 283-4-b). Candidates must have earned distinction in their professional endeavors comparable to the distinction earned by senior professors for their accomplishments in scholarship. This means that candidates must provide evidence of demonstrated professional accomplishments that have made them recognized professional leaders in education.

2. The professorial accomplishments required for advancement to Senior Lecturer must have brought substantial recognition in education, as demonstrated by evaluations provided by external letters of reference. Evidence of the candidate's strong impact or influence beyond the campus should be highlighted in recommendations for promotion to Senior Lecturer.

C. Advancement to Senior Lecturer, Step V

Advancement to Senior Lecturer, Step V is unusual and is reserved for individuals who have achieved great distinction for notable professional achievements in education.