

# Guidelines on Appointment Cases for Instructional Professors and Track A Lecturers

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## **REAPPOINTMENT AND PROGRESSION CRITERIA**

“The purpose of a Lecturer’s performance review is to support excellence in teaching by ensuring that the Lecturer’s efforts align with the University’s teaching mission and expectations for teaching practices of the highest quality, to ensure adherence to academic and professional standards, to assess overall performance and to encourage continued professional growth of the Lecturer.” [CBA]

The University expects that all academic appointees are or in time will become outstanding. Thus, all academic promotion tracks have the same structure and rationale, including the Instructional Professor track. Generally, initial appointments at the Assistant IP rank are made on the basis of promise that the appointee will be able to develop themselves into exemplary practitioners of their pedagogical duties. All teaching track appointees are expected to make progress, gain experience and apply it, adopt best practices for delivering course material and assessing student learning, and be successful in leading students to reach the learning objectives established by the unit.

Recommendations for reappointment and promotion should be made in accordance with Article 13 and on the basis of evidence that the appointee is fulfilling the criteria appropriate to their rank.

## **Track A**

### Reappointment as Lecturer 1A/B

For reappointment, review of a Lecturer 1 should demonstrate fulfillment of all instructional duties as outlined in Article 11.4.A at a high level and evidence that students are reaching learning objectives set by the unit.

### Progression to Lecturer 2

A Lecturer 1B under consideration for progression to Lecturer 2 should demonstrate fulfillment of all instructional duties as outlined in Article 11.4.A at a high level; evidence that students are reaching learning objectives set by the unit; and potential for continued contributions to the instructional mission of the University and for professional growth.

## **Track B**

### Reappointment as Assistant Instructional Professor

Assistant Instructional Professors are hired with the hope that they will be promoted to Associate Instructional Professor, and the University's review process is designed to help guide Assistant IPs toward successful progression to Associate IP. As such, the University understands satisfactory performance for an Assistant IP to be appropriate professional growth towards progression. See the following section for further information.

### Progression to Associate Instructional Professor

In order to be progressed to Associate IP, an Assistant IP should demonstrate:

- fulfillment of all assigned teaching and other assigned duties at a high level as outlined in Articles 11.4.A and 11.4.B;
- evidence that students are reaching learning objectives set by the unit;
- dedication to staying current in the subject matter of the instructional area and the ability to deploy knowledge of the instructional area for the benefit of student learning; and
- consistent pursuit of professional development leading to regular careful refinement of the approach to teaching to benefit student learning. This may include, but is not limited to:
  - periodic adjustment of course design, of assignments and assessment methods, of technology deployed in class, or of activities used to structure the learning environment;
  - ability to reflect on and respond to the results of the Assistant IP's own teaching approaches, methods, and strategies. This may include, but is not limited to, analyzing student performance on assignments and assessments to evaluate the success of teaching decisions and responding to feedback on performance received from the University; and evidence of potential for future professional growth and sustained performance at the highest level.

### Reappointment as Associate Instructional Professor

In order to be reappointed as Associate IP, a review of a current Associate IP should demonstrate continual excellence in the performance of all teaching and assigned duties, as outlined in the criteria for progression to Associate IP, as well as a documented record of continual pursuit of professional development and improvement.

### Progression to Instructional Professor

In order to be progressed to Instructional Professor, an Associate IP should demonstrate a dedicated and sustained commitment to improvement in teaching practices and professional growth since progression to Associate IP, resulting in noteworthy achievements benefitting the University's teaching mission. Such achievements may include but are not limited to substantial innovation as a teacher in the area of instruction, other professional accomplishments as a teacher in the area of instruction, and/or recognition for teaching excellence at the University.

## **COMPONENTS OF A CASE FOR REAPPOINTMENT OR PROGRESSION**

All reappointment or progression cases for Instructional Professors and Lecturers require a set of materials from the appointee and another set of materials from the unit conducting the review. Detailed expectations for each component are below the following list.

### From the appointee

- Curriculum vitae
- Annual Reports
- Review Statement
- Syllabi
- Additional course materials
- Assessments/assignments
- Student evaluations

### From the department or unit

- Course observations
- Student letters
- Letters from faculty or other University employees
- Performance Evaluation Memo
- Draft of the letter for the appointee
- Chair's Memo
- Deans' Memos

## **Materials from the Appointee**

### Curriculum Vitae

Must be current and accurate.

### Annual Reports

The annual report is the appointee's opportunity to narrate their accomplishments since the previous annual report, to describe their goals as a teacher and the challenges they have faced, and to address how they plan to develop themselves further. Appointees should not think of the report as a statement of their "teaching philosophy" but rather an account of how they have actually gone about their work, their goals, why they think they have succeeded (or ways in which they have not), and how they, as a professional, have addressed challenges and plan to continue addressing them. The annual report should thus contain an account that is both retrospective and future oriented.

The University has assigned each IP the equivalent of a course to enable them to have the space and time for Professional Development, precisely so that they will be able to progress toward fulfilling the criteria for reappointment and promotion. In your annual report, it is incumbent on you to relate your Professional Development activities toward achieving the form "excellence in teaching" takes in your field, as well as to the overarching goal of teaching, i.e., student learning.

### Personal Statement for a Review

The purpose of the personal statement submitted at the time of review is to provide an opportunity for the appointee to give a holistic account of their career at the University. It is thus a chance to synthesize the information in individual annual reports and to give an overall

account of the appointee's professional trajectory. At each review, the appointee should address their fulfillment of the criteria appropriate to their rank (see above section).

For IP or Lecturers, the essential accomplishment is student learning. Therefore, the review statement should lay out what they expect students to learn (even if that has been decided by the program rather than by them), how their evaluation of student learning has evolved, and how they adjust their teaching to be most effective. Many teachers do this intuitively, but to meet expectations for progression, the dossier must show that the appointee is intentionally and self-consciously analyzing their own performance and how they exemplify "excellence in teaching."

The review statement should also discuss the appointee's overall professional development: how they have set about to become an increasingly effective teacher; how this is evident in refinements to their course design, classroom strategies, and assessment practices; and how these efforts have resulted in improvements to student learning. The statement should relate how distinct professional development activities have contributed to this process.

#### Syllabi

Reappointment and promotion cases enable the appointee to provide all their course materials so that they may indicate how they have refined them over their career.

#### Additional course materials

If available. Examples include instructional materials distributed to students.

#### Assessments/assignments

These are essential for evaluating how the appointee can measure student learning.

#### Student evaluations

Student evaluations play a role in reappointment cases. Such data are of limited value in isolation, or as a measure of what students learn. Their real value lies in enabling the appointee to demonstrate how they understand the criticisms and respond to them when it is warranted.

### **Materials from the Unit**

Course observations  
Student Letters  
Letters from faculty or other University employees  
Performance Evaluation Memo  
Draft of the letter for the appointee  
Chair's Memo  
Deans' Memos

### **COMPONENTS OF A CASE FOR INITIAL APPOINTMENT**

Units are expected to set policies, subject to approval by the dean and the Office of the Provost, for each appointment type and follow them.