LAHORE UNIVERSITY OF MANAGEMENT SCIENCES

# Appointment, Promotion and Tenure Policy

Effective July 2026

REVISION RECORD

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## 2 Introduction

1. The reputation and standing of a university are determined by the quality of its faculty, and consequently, the appointment, retention, and development of premiere quality faculty are of highest priority. This document outlines the policies and procedures governing appointment, promotion, and tenure decisions at LUMS as they apply to all members of the faculty. The appointment and promotion procedures at LUMS are designed to privilege the knowledge and judgment of senior scholars within the candidate's field, with the understanding that scholars are uniquely positioned to evaluate the quality of colleagues' work within their field.
2. Except for changes due to policy revisions, the procedures by which candidates are evaluated should remain consistent over time, irrespective of faculty or administrative turnover. This document is intended to provide continuity and structure to the appointment and promotion process, and serve as official guidelines for all individuals participating in the appointment and promotion processes.
3. As much as possible, it is important that the process be applied uniformly across departments. The AP&T committees recognize that both the nature of scholarship and the venues that are used to communicate it vary from discipline to discipline. It is expected that the AP&T processes across disciplines will be essentially similar.
4. Confidentiality is important at all stages of the review process. Unless specified otherwise within these guidelines, all persons involved in a promotional review must hold in strict confidence all discussions and materials related to the review, including but not limited to the letters of both internal and external reviewers, letters of recommendation from Deans and Chairs, testimony to the AP&T committees by Deans, Chairs, and all deliberations of the AP&T committees. No person involved in the AP&T process should disclose to the candidate or to others what takes place at a committee meeting at any time. The VC may share the recommendations of the MC/BoT with the respective Deans.

### 2.1 Implementation

5. The policies and procedures laid out in this document are for faculty hired both on tenure track as well as non-tenure track appointments such as limited term, extended term contracts or special appointments. Faculty on termless contracts, who were hired under contracts and policies that predate the adoption of this policy will be encouraged to apply for tenure or promotion, but are not bound by the timelines and other procedures stipulated in this document. Instead, faculty on termless contracts, hired prior to the adoption of this policy are governed only by the terms of their existing contracts with the University.

6. The current document, titled Faculty Appointment, Promotion and Tenure Policy, July 2026, is an updated version of the Faculty Appointment, Promotion and Tenure Policy approved in April 2022 and constitutes the latest and currently applicable version of the policy. With effect from July 2026, the following policies, procedures, guidelines, summaries, and related documents shall stand revoked and superseded in their entirety:

   A. Faculty Appointment, Promotion and Tenure Policy, April 2022

   B. Faculty APT Policy: LUMS Policy # 201-08, Faculty Appointment, Promotion and Tenure, January 20, 2009

   C. Faculty APT Processes & Procedures: Appointments, Promotion and Tenure Processes and Procedures. In line with LUMS Policy #201-08, February 05, 2009

   D. Guidelines for faculty appointments, promotion, tenure and renewal of contracts: Guidelines for Faculty Appointments, Promotion, Tenure and Renewal of Contracts. Applies to all LUMS faculty governed by Policy # 201-08.

   E. APT Processes & Procedures Summary: APT – Processes and Procedures, December 10, 2009

   F. 3-year contract review process for Tenure Track faculty: 3 Year Contract Review Process for Tenure Track Faculty.

# 3 Positions for Appointment and Promotion

## 3.1 Overview

7. The university may appoint academic staff on:

   A. **Tenure Track**: All tenure track appointments are in professorial ranks at the Assistant Professor, Associate Professor, or Professor level.

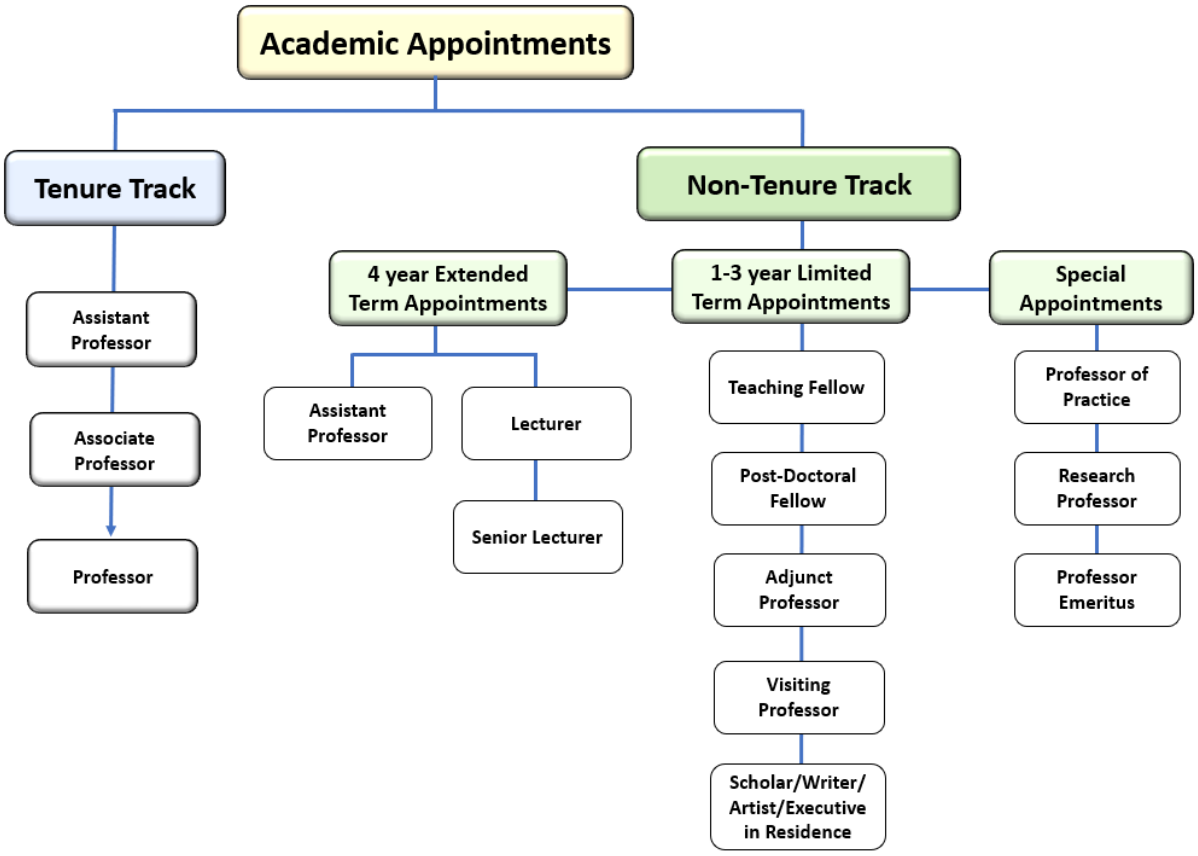
   B. **Non-Tenure Track**: Non-tenure track appointments are:

      i **Extended Term Appointments**: These appointments may occur either at the Lecturer, Senior Lecturer or Assistant Professor ranks.

      ii **Limited Term Appointments**: Limited term appointments may occur at the ranks of Teaching Fellows, Visiting Professors, Adjunct Faculty, Post-Doctoral Fellows or Scholars/Writers/Artists/Executives-in-Residence.

      iii **Special Appointments**. Special Appointments may occur at the ranks of Research Professor (all ranks), Professor of Practice (all ranks), or Professor Emeritus level.

   Faculty may also be jointly appointed to two academic units.




## 3.2 Faculty Responsibilities and Areas of Assessment

8. For appointment and promotion to a higher rank, a candidate is evaluated in terms of effectiveness in three principal areas:

   A. Teaching and mentoring

   B. Research, scholarship or creative work

   C. Professional service through university or professional society committee/council service, advising and other duties.

9. Distinction in the first two, constitute the chief basis for appointment and promotion for faculty on tenure track. Even though teaching may be more difficult to evaluate than scholarship, research, or creative work, it is not of secondary consideration in the overall evaluation.

10. Extended term faculty appointment ranks prioritize teaching, mentoring, and university service over research and scholarship, though the continuing contract faculty are encouraged to pursue scholarship to the extent necessary to remain current in their field.

11. Non-professorial rank appointments and special appointments rarely involve responsibilities in all three areas.

### 3.2.1 Teaching

12. Teaching is a principal function of the faculty on tenure track.

The following six criteria will be used to evaluate teaching:

A. Design and planning of learning activities;

B. Teaching and supporting student learning;

C. Assessment and giving feedback to students on their learning;

D. Developing effective learning environments, student support and guidance;

E. Integration of scholarship, research and professional activities with teaching and in support of student learning;

F. Evaluation of practice and continuing professional development.

The five schools have developed indicators and list of evidence to demonstrate teaching excellence. That list is in the appendix of this document.

Listing of indicators and evidence is not meant to be exhaustive or prescriptive. The six criteria, indicators and evidence provide a roadmap for evaluating teaching effectiveness and to enable candidates for tenure and promotion to make a case based primarily on teaching excellence.

Teaching involves direct educational connection with students inside or outside the classroom, laboratory or studio, and includes such activities as classroom, laboratory or studio instruction, seminars, independent study project supervision and supervision of graduate and postdoctoral research. It also includes advising undergraduate and graduate students.

University reviews will carefully evaluate a candidate's record of excellence in teaching, using the six university-wide criteria for teaching effectiveness.

### 3.2.2 Research, Scholarship & Creative Work

13. Scholarship refers to creative work that significantly contributes to knowledge and practice within the candidate's field of expertise. The university will assess a candidate's research, scholarship and creative work according to objective measures, including external reviews.

14. In assessing a candidate's achievements in research, scholarship and creative work, the factors that will be taken into consideration include significant publications in books, journals, case journals, conference proceedings and other scholarly outlets, and peer- reviewed funding and substantial improvements or innovations in professional practice.

15. Various committees will assess publications according to objective measures of impact, including adoptions, citations, awards, reviews, reputation of journals and stature of publishers. Quality, rather than the quantity of work, will be the overriding factor for promotion as well as tenure.

### 3.2.3 Service

16. A demonstrated record of service is required for all faculty members. The shared governance model embedded in the tenure system requires collegiality and good citizenship treating all members of the University community (faculty, staff, students) with respect. He/she must

demonstrate compassion and willingness to cooperate and work harmoniously with others, while maintaining independence of thought and action. An individual's effectiveness as a teacher, as a leader in a professional area, and as a human being is therefore of great importance. Most notably, faculty members must exhibit intellectual breadth, emotional stability and maturity of thought. The university seldom grants tenure and/or promotion to the level of Associate/Full Professor to candidates with an unsatisfactory record of service.

17. The university considers service to department, school, university, industry, national and international agencies and professional organizations/societies/institutions in its assessment of the candidate's service record. The university places special emphasis on service that raises the university's local or global visibility and supports its key mission and strategic direction.

18. The university expects candidates for promotion to professor to have made contributions to the university through service at the departmental, school or university level. Service in the profession will be assessed according to objective measures of impact such as citations, awards, commendations and level of appointment.

## 3.3 Tenure Track

### 3.3.1 *Assistant Professor*

19. To be appointed as an Assistant Professor on Tenure Track, the candidate is required to have a Ph.D/relevant terminal qualification from a recognized institution and excellent written communication skills as well as excellent presentation skills. An assistant professor should be demonstrably competent in his/her field of expertise and should have indicated a serious commitment to teaching, but an extensive reputation in the field is not yet expected. As the assistant professor continues in this rank an effort to increase knowledge and improve teaching ability should be demonstrated, and professional presentations should be made through papers to professional organizations, through publications, or through other creative work.

20. Assistant professors are appointed for an initial contract of four years, with the "6.6 Mid Probationary Period Review", described in detail in section 6.6 Mid Probationary Period Review, for grant of a second 4-year contract occurring in the third year.

### 3.3.2 *Associate Professor*

21. The candidate for Associate Professor should offer evidence of knowledge of developments in the field of expertise and a continued interest in improving teaching methods. Appointment or promotion to this rank represents an expectation on the part of the department, school, and university that the individual will continue to make sound contributions to teaching and learning. It should be made only after careful investigation of the candidate's promise in scholarship, in teaching, and in leadership and learning. Initial appointment at the level of Associate Professor may be made with or without tenure. In case the appointment is without tenure, tenure review will happen at the end of the candidate's third year of employment. (See section 6.3.1 Professor or Associate Professor without Tenure) It is expected that an Associate Professor shall already have shown a basic general understanding with regard to a large part of the discipline. Associate Professors are eligible to serve on Department, School, and University level appointment, promotion & tenure committees, although they are ineligible to vote on cases of promotion to full Professor.

### *3.3.3 Professor*

22. A faculty member appointed to the rank of Professor is expected to have had an impact on the state of knowledge. It is expected that the professor will continue to develop and mature with regard to teaching, research, and other qualities that contributed to earlier appointments. Consideration for this appointment should include particular attention to the quality and significance of contributions to the candidate's field; to the sensitivity and interest in the general problems of university education and their social implications; and the candidate's ability to make constructive judgments and decisions in regard thereto. It should be kept in mind that the full professors are likely to be the most enduring group in the faculty and are those who will give leadership and set the tone for the entire University.

23. Initial appointment at the level of Professor may be made with or without tenure. Contracts for appointment to Professor without tenure are for a maximum of four years, with tenure review taking place at the end of the candidate's third year of employment (See section 6.3.1 Professor or Associate Professor without Tenure). Professors are eligible to serve on department, school, and university level appointment, promotion & tenure committees, and are the only faculty members eligible to vote on cases of promotion to full Professor. Professor is the highest professorial rank at the university.

### *3.3.4 Associate Professor/Professor (Tenured)*

24. The University may make appointments with tenure at the Associate Professor or Professor level when a candidate is coming from an institution of comparable or higher standing, and the candidate already holds a tenured or equivalent senior academic appointment there. In such cases, the evaluation is based on the candidate's current rank, institutional standing, scholarly record, leadership contributions, and strategic fit with the University.

25. Such appointments shall not require the standard tenure review process in which six independent external reviewers provide reference letters. Instead, they shall follow the normal faculty hiring process, whereby the three external reference letters shall serve as confidential assessments. The relevant School Appointment, Promotion and Tenure

Committee (SAPTC) may seek further clarification where necessary before finalizing its recommendation.

26. The Committee's recommendation shall be forwarded to the Dean, and thereafter to the Provost and Vice Chancellor for their recommendations, with final approval resting with the competent authority designated under the University's appointment framework, as set out in 5.4 Summary of Appointment Processes, Procedures and Signing Authority.

#### *3.3.5 Appeals*

27. Candidates may appeal a negative committee decision with respect to extension of contract or promotion at any time in process not later than six weeks after the candidate has been notified. The appeal is with the Dean if the application is rejected at the department level, and with the Provost if it is rejected at school or university level.

28. Candidates may also appeal decisions by writing to the Provost Office not later than six weeks after the candidate has been officially notified that contract is not being extended or promotion has not been awarded. This review, which is conducted by the Faculty Appeals and Grievances Committee of the University Council, examines procedural issues only and does not assess the substantive issues having to do with the candidate's qualifications for renewal of contract or promotion. Once the review is complete, the Appeals and Grievances Committee files a written report of its findings to the Provost, who subsequently decides what action to take.

## 3.4 Non-Tenure Track

### 3.4.1 Special Appointments

#### *3.4.1.1 Professor of Practice*

29. Appointment to the rank of Professor of Practice (all ranks) is for practitioners who have demonstrated a high level of expertise in fields of particular importance to LUMS. The process followed for these appointments is the same as that followed for tenure track appointments at the same rank. These appointments are intended for individuals who, by virtue of their credentials and extensive practical experience, bring distinctive insight and skill to teaching in various educational programs. Appointment is within the professorial ranks, and candidates must demonstrate a deep commitment to teaching and/or research.

30. Professors of Practice (all ranks) may hold up to four-year contracts. These contracts are renewable and based on performance, as assessed through annual reviews. The appointment letter for those hired with this title must include a description of their teaching duties and other responsibilities. It should also describe the procedures to be used for their annual review and evaluation.

#### *3.4.1.2 Research Professor (All Levels)*

31. Appointment as a Research Professor at the level of Assistant, Associate or Full Professor is for researchers required by the university for a specific task or on a specific funded project, through which their salary would be paid. The process followed for these appointments is the same as that followed for tenure track appointments at the same rank. These faculty members

are not assigned any teaching responsibility nor are they expected to participate in any administrative activity.

#### *3.4.1.3 Professor Emeritus*

32. The University may confer the honorary title of Professor Emeritus upon full professors who retire in good standing, in recognition of distinguished service and sustained contributions to the University. The University may also confer this title upon distinguished retired full professors from institutions of comparable or higher standing, where appropriate. The title of Professor Emeritus is honorific in nature, permanent, and does not, in itself, confer any entitlement to employment, remuneration, or assigned teaching, research, administrative, or service responsibilities. The University may, at its discretion, extend certain privileges to a Professor Emeritus, including access to office space, laboratory facilities, clerical support, and other resources, subject to institutional policies, availability of resources, and demonstrated need.

    Where a Professor Emeritus is engaged by the University for teaching, research, administrative duties, or specific projects, such engagement shall be made through a separate, time-bound appointment or contract. The terms and conditions of such appointments, including roles, responsibilities, and any compensation, shall be clearly specified in a formal letter of appointment.

### 3.4.2 Extended Term Appointments

#### *3.4.2.1 Lecturer*

33. The option of appointment of lecturer will in general be available to those who either have a terminal degree/equivalent professional qualification, or 8-10 years of teaching/industry experience after a master's degree/equivalent professional qualification and excellent written communication and presentation skills.

34. A lecturer should be competent in their field and should be committed to teaching, but it need not be expected that an extensive reputation in the field has been acquired. As the lecturer continues in this rank, he/she should demonstrate an effort to increase knowledge and improve teaching ability.

35. Lecturer on extended contracts hold four-year contracts, which may be renewed subject to formal reviews that take place at the school level during the final contract year of each contract period.

#### *3.4.2.2 Senior Lecturer*

36. Normal expectation for appointment to senior lecturer is a non-terminal degree/equivalent professional qualification along with 7-8 years teaching experience as lecturer, or equivalent relevant industry experience. The candidate for senior lecturer should offer evidence of knowledge of developments in the field of expertise and an interest in improving teaching methods. The candidates' record of teaching, curriculum development, pedagogical scholarship, and/or relevant industry experience will be carefully assessed prior to appointment. Appointment or promotion to this rank represents an expectation on the part of the department, school, and University that the individual will continue to make sound

contributions to teaching and learning. It should be made only after careful investigation of the candidate's promise in teaching, leadership and learning. Initial appointment at the level of senior lecturer may also be made.

37. It is expected that a senior lecturer shall have demonstrated substantial knowledge with respect to his/her academic discipline.

38. Senior lecturer on extended contract hold four-year contracts, which may be renewed by the Dean of the School, subject to formal reviews that take place at the school level during the final contract year of each contract period.

#### *3.4.2.3 Assistant Professor*

39. In exceptional cases, Assistant Professors with Ph.D/relevant terminal qualification from a recognized institution and excellent written communication skills as well as excellent presentation skills may be appointed on extended term contracts.

### 3.4.3 Limited Term Appointments

#### *3.4.3.1 Teaching Fellow*

40. Teaching Fellow appointments are limited to individuals who are appointed to deliver formal instruction within an academic program. Teaching Fellows are required to hold a minimum master's degree or other qualifications considered appropriate for the role, appropriate teaching or instructional experience Their responsibilities include planning and delivering instruction, assessing student performance, and holding office hours. Teaching Fellow appointments are typically made for a period of one year and may be renewed.

#### *3.4.3.2 Postdoctoral Fellow*

41. Postdoctoral appointments are limited to individuals who have been awarded a doctoral degree and are appointed to a temporary, mentored research and/or scholarly training position under the supervision of a faculty member or principal investigator. Such appointments are intended to provide advanced research experience and professional development beyond the doctoral level in preparation for independent academic, research, or professional careers. Postdoctoral appointments are typically made for a period of one year and may be renewed.

#### *3.4.3.3 Visiting Faculty*

42. Visiting appointment of a faculty member are limited to persons who hold primary positions elsewhere, usually at another University/Institute, etc. Contracts may be granted for a maximum period of two years and are renewable. Individuals of distinction having assistant/associate/full professorial or equivalent rank at institutions of equivalent or higher standing than LUMS may be appointed at equivalent visiting professorial ranks.

#### *3.4.3.4 Adjunct Faculty*

43. Members of the adjunct faculty do not have permanent positions, and are hired to teach courses at the university on a part-time basis each semester. They are not limited to working only at LUMS, do not have administrative responsibilities and, in general, are not expected to perform research. Appointments will only be made for one semester, but may be renewed. Faculty members may be appointed as adjunct Assistant Professor, Adjunct Associate Professor, or Adjunct Professor.

#### *3.4.3.5 Scholar/Writer/Artist/Executive/Scientist in Residence*

44. Practitioners in fields of particular importance to LUMS may also be appointed as Scholar-in-Residence, Writer-in-Residence, Artist-in-Residence, Executive-in-Residence, Scientist-in-Residence or Poet-in-Residence. Appointments may be made for a term of up to four years and may be renewed.

## 4 Roles and Responsibilities

45. Origination of cases of appointment, promotion and tenure occurs either at the departmental level for schools that do have a departmental structure or at the school level in the absence of a departmental structure. The most important stage of the review process occurs at the level where appointment, promotion, and tenure cases originate.

## 4.1 The Candidate

### 4.1.1 Appointment

46. The candidate is responsible for providing an up-to-date CV along with a list of referees to the Departmental Search Committee (DSC) to be considered appointment in the department or school. Any application received by any other person in the university is to be forwarded to the DSC. Candidates who are invited to an interview on campus will be expected to deliver a seminar of at least one-hour duration on a topic relevant to their area of scholarship.

### 4.1.2 Promotion & Tenure

47. Once a Chair has informed a candidate of the department's intention to conduct a review for promotion, and he or she consents, the candidate will prepare his/her dossier in accordance with guidelines provided for in this document. While it is the responsibility of the candidate to prepare their dossier, it is important to note the responsibilities of the Chair outlined later in this document.

## 4.2 The Department

48. In schools having a departmental structure it is expected that the department faculty typically has the most extensive knowledge of the candidate's work and the most relevant expertise to evaluate it. It is here that the quality standards are most effectively applied. Ideally, if the departments execute their responsibilities fully and correctly, the vast majority of cases that are forwarded with a positive recommendation will be approved. If a candidate does not qualify for appointment or promotion, it is preferable that the recommendation to not award promotion be made at the level of the department.

### 4.2.1 Departmental Search Committee (DSC)

49. Once the departments are fully staffed it is expected that faculty position vacancies would occur only occasionally due to retirement or departure of a faculty member or provision of additional faculty lines by the university. Once this steady state operation is reached the process of recruitment of a new faculty member would be managed by an ad-hoc Department Search Committee which would be a committee set up to solicit and process candidates for the open faculty position. The DSC solicits applications, evaluates applicants, and recommends successful candidates to the Chair for further consideration.

50. The search committee would normally consist of at least three members, including a minimum of two whose areas of scholarship relate to that of the open position. The appropriate Chair appoints faculty to the DSC in consultation with the school's Dean. Both the Dean and Chair serve as independent reviewers to the committee, and may not serve as voting members of the committee. If the department is small, the Chair may participate in the search process, though he/she may not participate in the DSC report or recommendation. If a school does not have a departmental structure, the search committee will be formed at the school level by the Dean.

51. If the department is small or intends to hire faculty with interdisciplinary expertise, the DSC may draw members from other departments or schools of the university. If the university lacks

a sufficient number of relevant faculty to serve on the committee, the Chair may extend the DSC committee membership to faculty members from universities of equal or higher standing.

52. During the formative years of a department the Chair in consultation with the Dean of the school, may establish a standing DSC consisting of at least three faculty members who would perform all functions of the search committee and would obtain review of experts in the areas of scholarship of the faculty candidate, as required.

#### *4.2.1.1 Appointment*

53. The DSC constructs a recruitment plan for the department's available positions, including an advertising and outreach strategy, and solicits applications for open positions. Advance planning and strategic recruitment is encouraged in order to attract a competitive and robust candidate pool. The DSC may invite candidates to apply for open positions.

54. After soliciting applications, the DSC compiles a dossier of all eligible candidates, which consists of all necessary documentation in line with the department's specific application procedures. All applications must include letters of reference.

55. The DSC short-lists candidates to invite to campus for in-person interviews, arranges the visit program, and takes responsibility for all communication between the university and candidate. The program for appointment candidates' campus visit shall include (at a minimum) interviews, a seminar presentation by the candidate, and time for interaction between the department and the candidate. As an alternative to the visit, the DSC may conduct the interviews through Zoom or any other electronic means.

56. Following the interactions, the DSC shall meet to discuss the candidates' impact, and to evaluate the strength of the candidate's dossier. The DSC will vote on whether to recommend the candidate's appointment, and will delegate one member to write a written report elaborating on the committee's decision.

57. Any committee member whose vote did not align with the committee's official recommendation may opt to submit a minority report, either in support or against the candidate's appointment. All minority reports are included in the candidate's dossier.

58. The committee shall forward its report and the dossier (including the candidate's application, written notes from the candidates' interviewers, and any minority committee reports, if applicable) to the Chair.

### 4.2.2 Department Promotion and Tenure Committee (DPTC)

59. The DPTC is a department level committee formed by the Chair in consultation with the Dean. It makes recommendations on mid probationary review, promotion and grant of tenure to faculty members. The DPTC recommends successful candidates to the SAPTC for further consideration. Schools without a departmental structure will not have DPTCs, and the SAPTC will serve as the starting point for matters of tenure, review, and promotion of existing faculty. For Schools that do not have a departmental structure, the SAPTC shall serve the role of both the DPTC and the SAPTC. In such cases, input and recommendations from relevant academic

units (e.g., streams, area groups, or equivalent structures) shall be duly considered as part of the review process.

60. The committee consists of three to five faculty members at the Associate / Full Professor level who serve a 3-year term. The appropriate Chair shall appoint the members in consultation with the school's Dean. Both the Dean and Chair serve as independent reviewers to the committee, and may not serve as voting members of the committee. For cases of promotion to Professor, only the vote of Professors may count. For cases of grant of tenure, only the vote of tenured faculty may count.

61. If the department is small or if the candidate has a joint appointment with other departments or schools, the committee may draw members from other departments or schools within the university. If the university lacks the relevant faculty to constitute a full committee, the Chair may extend the DPTC committee membership to senior faculty members from universities of equal or higher standing.

#### *4.2.2.1 Promotion and Tenure*

62. For each case, at the conclusion of the deliberations, a member of the Committee, referred to as the Convener, will be assigned by the Chair the task of authoring an "Executive Summary" of the committee deliberations. The final draft of the Executive Summary, including a record of each vote without the name of the specific Committee member attached to it, should be approved by the Committee and added to the dossier in electronic form and forwarded to the Chair.

### 4.2.3 Chair

63. The Chair is responsible for informing candidates about appointment and promotion processes, including the candidate's role in the review and the expected schedule for each stage of the review. The Chair should also make a reasonable effort to ensure that the candidate has fully understood the process and that any potential confusion or misunderstanding has been resolved.

#### *4.2.3.1 Appointments*

64. The Chair will receive a written report and recommendation from the DSC regarding the strength of any candidate who has been interviewed on campus for a position within the department. If both the DSC and Chair issue a negative recommendation for the candidate's appointment, the Chair will then inform the candidate.

65. If either the DSC and/or the Chair issues a positive recommendation for the candidate's appointment, the Chair will write a summary of the case and forward the candidate's dossier and all additional materials to the SAPTC for further consideration.

66. The SAPTC reviews the case and forwards its recommendations to the Dean.

67. If both the SAPTC and the Dean decline to recommend the candidate for appointment, the application will be rejected and the Chair will notify the candidate.

68. In all tenure track cases (professorial ranks only) the Dean will forward the case along with his/her summary recommendation as well as the recommendation of the SAPTC to the Provost office. The Provost will forward the case with his/her summary recommendation to the VC for final review and decision.

#### *4.2.3.2 Promotion &Tenure*

69. The Chair should explain clearly to the candidate the expectations for meeting university wide standards of quality and productivity in scholarship, research, or other creative work, in teaching, and in professional service both within and outside the University. For Assistant Professors, this information should be provided to the candidate at the time of employment, reiterated at each performance review, and again communicated to the candidate prior to review for promotion or contract renewal. At annual performance reviews, the Chair should give Assistant Professors feedback about their progress toward achieving tenure and suggest constructive measures that will help address any existing deficiencies. At the beginning of all meetings concerning promotion, the Chair should remind the faculty of the confidential nature of the entire review process.

70. For tenure candidates, the Chair is also responsible for the preparation of the candidate's external dossier. Although he or she may delegate work to others, the Chair must oversee the process and ensure the full dossier is complete and in compliance with university guidelines. The Chair will ensure that concise, uniform dossiers in electronic form with recommendations of the external reviewers and Chair are available to be forwarded to the Dean, DPTC, and SAPTC for consideration.

## 4.3 The School

### 4.3.1 School Appointment, Promotion &Tenure Committee (SAPTC)

71. The SAPTC is a school-level standing committee with responsibility for the review of all appointment, mid probationary review, tenure and promotion cases for the school.

72. The SAPTC must have a minimum of five faculty members at the Associate / Full Professor level, each of whom serves a three-year term. The Dean shall appoint the members. The Dean and Chair serve as independent reviewers to the committee and may not serve as voting members. For cases of promotion to Professor, only the votes of Professors may count.

73. If necessary, in order to constitute a full-sized committee, the SAPTC may draw members from other schools within the university. If the university lacks a sufficient faculty qualified to serve on the committee, the Dean may extend the committee membership to faculty from universities of equal or higher standing. Membership of the SAPTC may include senior faculty including those on extended contracts but who have not been through the tenure process.

#### *4.3.1.1 Appointments*

74. The SAPTC reviews any appointment candidate who has been recommended for appointment by the DSC and/or relevant Chair. The SAPTC reviews the candidate's dossier and all additional documents, and then votes whether to support the candidate's appointment. The SAPTC then makes a report and sends its recommendation with the dossier and all documentation to the Dean for further review. Any committee member whose vote did not align with the committee's official recommendation may opt to submit a minority report, either in support or against the candidate's appointment. All minority reports are included in the candidate's dossier.

#### *4.3.1.2 Promotion & Tenure*

75. For each case, at the conclusion of the deliberations, a member of the SAPTC will be assigned by the Dean the task of authoring an "Executive Summary" of the committee deliberations. The final draft of the Executive Summary, including a record of each vote without the name of the specific Committee member attached to it, should be approved by the Committee and added to the dossier.

### 4.3.2 The Dean

#### *4.3.2.1 Appointments*

76. The Dean will receive a written report and recommendation from the SAPTC regarding the strength of any candidate whose dossier the committee has evaluated. If both the SAPTC and Dean issue a negative recommendation for the candidate's appointment, the Chair will then inform the candidate.

77. For all extended contract and special appointment positions (Except adjunct faculty), if either the Dean and/or the SAPTC delivers a recommendation in support of the candidate's appointment, the Dean will forward the candidate's dossier and any additional documents to the Provost office. The Provost will add his or her recommendation and forward the case to the VC for final appointment. In the case of adjunct faculty, the final appointment will be made by the Dean.

78. For all tenure track appointments at the level of Assistant Professor, if either the Dean and/or the SAPTC delivers a recommendation in support of the candidate's appointment, the Dean will forward the candidate's dossier and any additional documents to the Provost office. The Provost will add his or her recommendation and forward the file to VC for final appointment.

79. For all tenure track appointments at the level of Associate or Full Professor, if either the Dean and/or the SAPTC delivers a recommendation in support of the candidate's appointment, the Dean will forward the candidate's dossier and any additional documents to the Provost who will add his or her recommendation and forward the case to Vice Chancellor.

#### *4.3.2.2 Promotion & Tenure*

80. Once a case has been reviewed by a department and forwarded to the school, the Dean will then seek evaluation of the candidate and recommendation from the SAPTC. The Dean may

also request letters of assessment from faculty in the candidate's department. Such letters will be treated in confidence and will be included in the dossier when it is forwarded to the Provost office. Should letters be received by the Dean from others, whether solicited or not, copies of such letters will be sent by the Dean to the DPTC.

81. Upon completion of the review by the SAPTC, the Dean will write a confidential memorandum to the Provost. This memo will describe his or her evaluation of the candidate and will assess the potential impact of the promotion on the long range goals of the school and the University. The Provost will write a confidential memorandum with his or her recommendation for final approval by the VC's office.

82. Occasionally, a Dean may disagree with the recommendation of the SAPTC. This may occur when a Dean feels that a candidate whom the department supports is not qualified for appointment or promotion; or conversely, a Dean may feel that a candidate should be reviewed by the university when the department feels otherwise. The Dean will in all cases forward the dossier to the Provost along with a confidential letter of recommendation. The Provost will send his or her recommendation to the VC.

### 4.3.3 The Provost

83. The office of the Provost is the custodian of all policies and procedures relating to faculty appointment, promotion, tenure, and retention at the university. The Provost Office is responsible for circulating policies to all academic staff and their respective units. The Provost conducts review of all matters pertaining to appointment, promotion and tenure prior to approval by the VC.

### 4.3.4 The Vice Chancellor

84. The VC conducts the final review of all matters pertaining to appointment, promotion & tenure, prior to approval by the Management Committee (MC) and ratification by the Board of Trustees (BoT). In making decisions regarding appointments, promotion or tenure, the Vice Chancellor may call on other persons who might provide information considered vital to a fair and thorough review before transmitting them to the MC.

85. All candidates who are reviewed by the SAPTC, whether successful or unsuccessful, will be notified by the VC of the decision. This communication is made immediately following the VC's decision and precedes the formal approval of the MC/BoT. Unsuccessful candidates will be informed by the Provost of their right to an appeal which may only be on procedural grounds.

## 4.4 MC / Board of Trustees

### 4.4.1 Appointment

86. For all cases of appointment with tenure or appointment to full Professor (tenure or non-tenure appointments), final approval of a candidate's appointment lies with the MC to be ratified by the BoT. After the VC considers the candidate for appointment, the VC will deliver a formal recommendation to the MC who will then vote to either approve or reject the candidate's appointment. Decisions of the MC will be forwarded to the BoT for ratification.

### 4.4.2 Promotion

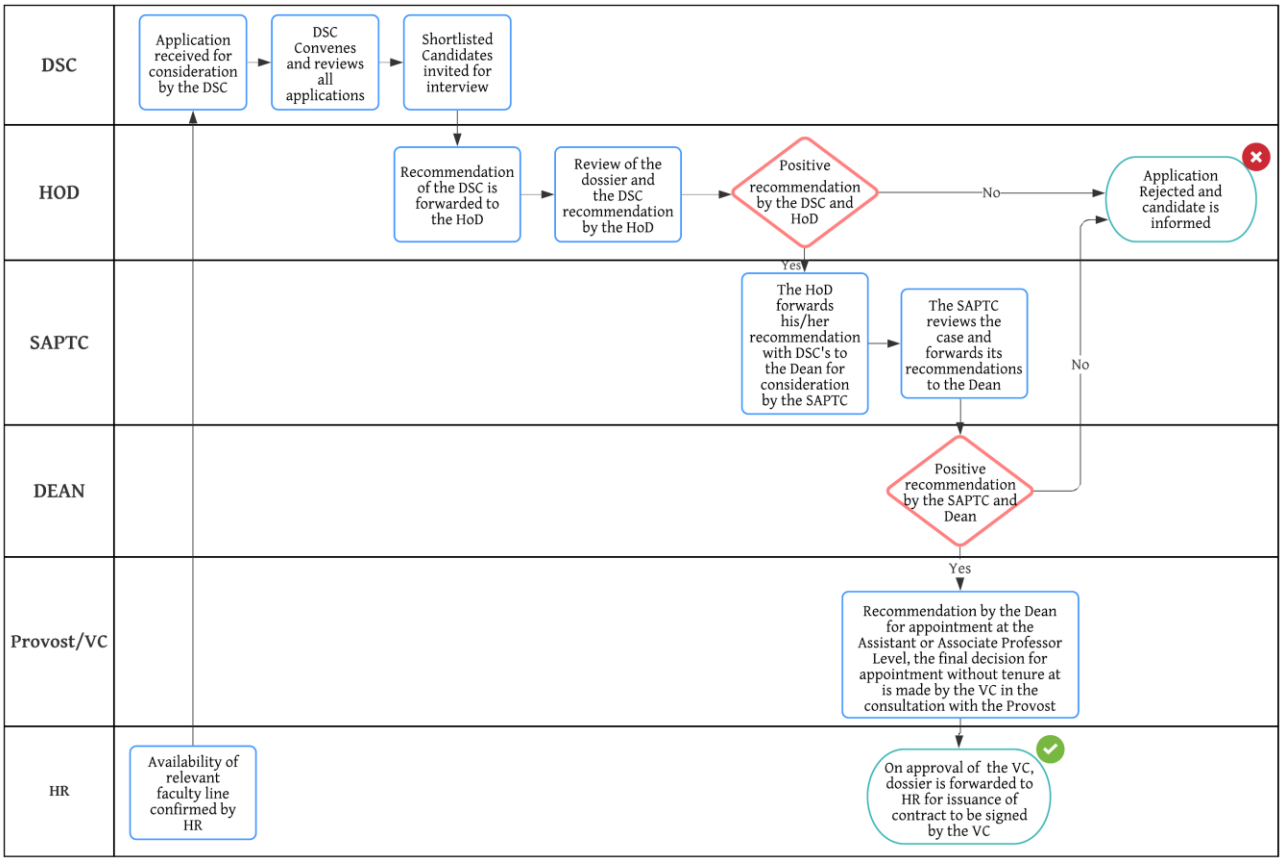
87. For all cases of tenure track promotion, final approval of a candidate's appointment lies with the Board of Trustees. After the VC considers the candidate for promotion and/or tenure, the VC will deliver a formal recommendation to the MC, who will then vote to either approve or reject the candidate's promotion. Decisions of the MC will be forwarded to the BoT for ratification.

# 5 Appointment Processes

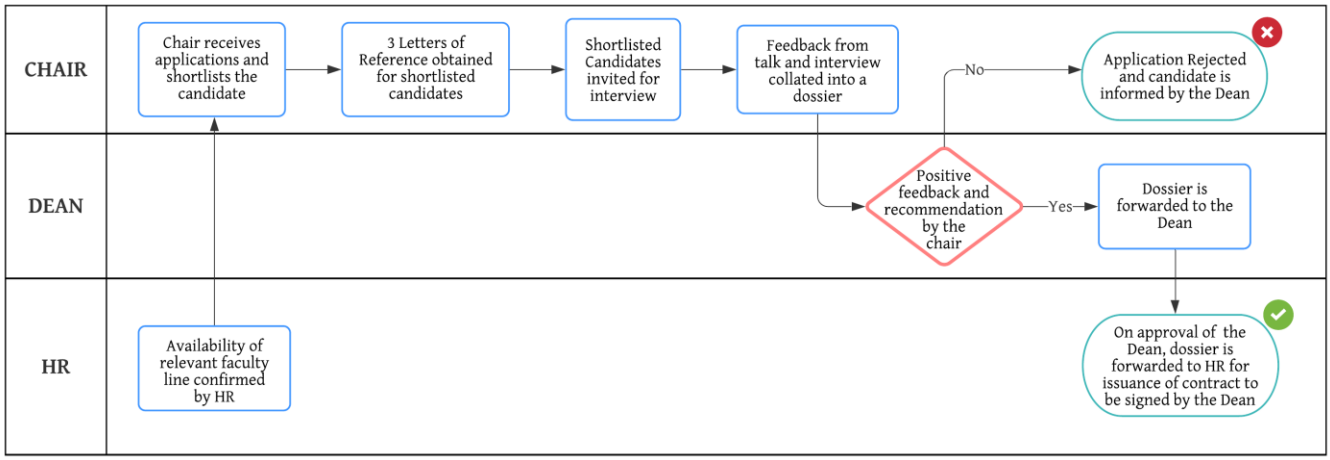
## 5.1 Approval for Appointment Position

88. The university's annual budget, as approved by the Board of Trustees, includes the number of lines for professorial and non-professorial rank academic staff on tenure track, extended contract appointments and special appointments. Any appointment of an academic staff member may only be made against an approved line. The Vice Chancellor in consultation with the Provost will allocate available positions between the schools based on anticipated needs and university priorities. Each Dean may thereafter allocate the school's budgeted positions among the various departments, based on the needs and priorities of the school and each department.

## 5.2 Standard Appointment Process for Professorial Rank Positions



## 5.3 Standard Appointment Process for Non-Professorial Rank positions




## 5.4 Summary of Appointment Processes, Procedures and Signing Authority

89. The process to be followed for appointments to be made in the professorial and non-professorial ranks is outlined in sections 5.2 Standard Appointment Process for Professorial Rank Positions and 5.3 Standard Appointment Process for Non-Professorial Rank positions respectively. The offer letter and the employment appointment letters employ a standard format and are generated by the Human Resource division.

| Academic Staff Position | Appointment Approving Authority | Signing Authority of Offer Letter* | Signing Authority of Employment Appointment Letter |
|---|---|---|---|
| ***Tenure Track*** | | | |
| **Assistant/Associate Professor (Tenure Track)** | Vice Chancellor | Dean | Vice Chancellor |
| **Associate Professor (Tenured) / Professor (Tenure Track) / Professor (Tenured)** | MC/Board of Trustees | Dean | Vice Chancellor |
| ***Non-Tenure Track*** | | | |
| ***4-year Extended Term Appointments*** | | | |
| **Assistant Professor** | Vice Chancellor | Not Required | Vice Chancellor |
| **Lecturer** | Dean | Not Required | Dean |
| **Senior Lecturer** | Vice Chancellor | Dean | Vice Chancellor |
| ***1–3-year Limited Term Appointments*** | | | |
| **Teaching Fellow** | Dean | Not Required | Dean |
| **Post-Doctoral Fellow** | Dean | Not Required | Dean |
| **Adjunct Faculty** | Dean | Not Required | Dean |
| **Visiting Professor (All Ranks)** | Vice Chancellor | Dean | Vice Chancellor |
| **Scholar/Writer/Artist/ Executive in Residence** | Dean | Not Required | Dean |
| **Professors (All Ranks) (Post-Retirement)** | MC/Board of Trustees | Not Required | Vice Chancellor |
| ***Special Appointments*** | | | |
| **Professor of Practice** | MC/Board of Trustees | Dean | Vice Chancellor |
| **Assistant/Associate Professor of Practice** | Vice Chancellor | Not Required | Vice Chancellor |
| **Assistant/Associate Research Professor** | Vice Chancellor | Not Required | Vice Chancellor |
| **Research Professor** | MC/Board of Trustees | Dean | Vice Chancellor |
| **Professor Emeritus** | MC/Board of Trustees | Not Required | Vice Chancellor |

**The terms of offer and appointment are required to be duly approved by the Vice Chancellor prior to being shared with the candidates.*

# 6 Tenure & Promotion Processes for Faculty on Tenure Track

## 6.1 Definition of Tenure

90. Tenure is an arrangement whereby an Associate Professor or Professor maintains his/her professorial appointment until retirement, resignation, dismissal for cause, or termination due to the discontinuation or reduction of a program. Tenured faculty members are entitled to continued institutional support for teaching and scholarship, and they enjoy equitable compensation and benefits.

91. Academic tenure allows faculty members to teach, research, or inquire into areas that might be politically or commercially controversial without fear of dismissal. The process of exploring and expanding frontiers of knowledge often challenges the established order. Therefore, tenure's value extends beyond the mere protection of individual faculty members. Tenure assures society that the faculty's first priority will remain the pursuit of truth and knowledge.

92. The granting of tenure does not preclude a faculty member from further review of performance.

### 6.1.1 Eligibility for Tenure

93. All non-tenured appointments in the tenure-track are eligible for tenure. New appointments at the associate professor and professor rank can be with tenure or without tenure, and can be moved to tenured positions on meeting tenure requirements.

94. The conferral of tenure represents a long-term commitment by the university and requires tenure candidates to demonstrate both a track record of proven excellence, and promise for continued distinction. Relevant benchmarks for tenure evaluation, therefore, include the extent to which the candidate's work has advanced his/her field; reflects growing professional development; is perceived as valuable by experts in the field; and demonstrates potential for increased contribution to the discipline's body of knowledge.

### 6.1.2 Retirement

95. The retirement age for faculty members at LUMS is 63 years.

96. Faculty members who reach retirement age between January 1 and June 30 will retain their current status until June 30 of that year. Those who reach retirement age between July 1 and December 31 will retain their current status until December 31, consistent with semester boundaries.

### 6.1.3 Post-Retirement Contracts

97. Upon approval of the Management Committee, post-retirement contracts may be issued for a period of up to three years, during which the faculty member retains their academic title. Any further renewals are also subject to the approval of the Management Committee.

98. The school shall prepare a dossier for the faculty member under consideration. The dossier shall include: a current curriculum vitae, summary of recent research, recent teaching evaluations; letters of recommendation from the Chair (where applicable) and the Dean. The completed dossier shall be submitted to the Provost's Office for review. If the Provost endorses the Dean's recommendation, the case shall be forwarded to the Vice Chancellor, who may submit it with a recommendation to the Management Committee for final approval.

## 6.2 Tenure Clock

99. The "tenure clock" is the schedule for the probationary period after which a tenure track faculty member in the professorial ranks is required to apply for tenure. A standard tenure clock spans eight years that are divided in two parts. New tenure track appointments are made at the initial professorial rank of Assistant Professor.

100. An initial appointment of a faculty member on tenure track is made through grant of a first contract for four years. A mid-probationary review (MPPR) occurs during the third year of the first contract and upon successful review at the end of the third year of the first contract, the faculty member is awarded a second contract of four years. If the review is not successful, the fourth year of the first contract will be the terminal year. The official tenure application and review occurs during the Assistant Professor's third year of the second contract or one year prior to the expiration of the second contract. Assistant professors are promoted to the rank of associate professor on award of tenure.

101. During the third year of their second contract (or seventh year after initial appointment), Assistant Professors are required to undergo review for tenure. Assistant Professors who receive tenure are promoted to Associate Professor after the completion of their contract; for those who do not receive tenure, the eighth year will be the terminal year, unless the candidate is granted the option to reapply for tenure. This extension is granted at the sole discretion of the university.

102. If the candidate is granted the option to reapply for tenure, the university will extend his/her contract for a two-year term upon expiration of the second contract. The second tenure review must take place within two years of the first application for tenure review. If tenure is not granted the second year of the extended contract will be the terminal year.

## 6.3 Deviations from Standard Tenure Clock

### 6.3.1 Professor or Associate Professor without Tenure

103. Rarely, a scholar or researcher with experience may be appointed to tenure track at the Associate Professor or Professor level. These appointments are made typically when considering qualified senior level individuals without significant experience in academia, or those candidates returning to academia after some break. The period of contract of a professor or associate professor without tenure shall be for a maximum of four years.

104. Professors or associate professors without tenure may be reviewed for tenure during the first three years of the period of contract. If they are not conferred tenure by the end of the third

year, the fourth year will be the terminal year, unless the candidate is granted the option to reapply for tenure. This extension is granted at the sole discretion of the university. If the candidate is granted the option to reapply for tenure, the university will extend his/her contract for a two-year term upon expiration of the contract. The second tenure review must take place within two years of the first application for tenure review. If tenure is not granted the second year of the extended contract will be the terminal year.

105. The time frame in which a faculty member is to apply for tenure is specified in the contract awarded.

### 6.3.2 Prior Professorial Experience

106. When an individual who has served at other institutions at a professorial rank is employed at LUMS, prior service at other institutions may not count in the tenure clock. An exception to this rule will be granted at the sole discretion of the university.

### 6.3.3 Leave of Absence

107. An approved leave of absence from LUMS without pay is not counted in the tenure clock if, due to the nature of the leave, the faculty member is unable to continue the pursuit of normal scholarly activities during that period. The tenure clock would also be stopped for a period of one-year during the period of maternity leave. Extension in the tenure clock must be requested in writing at the time the leave is requested. The Provost in consultation with the Dean will determine how such a leave will affect the timing of the review for promotion and the terms of the contract. All leaves from which normal research activities are continued will count towards the tenure clock.

### 6.3.4 Request for Early Tenure Review

108. Early reviews are encouraged only in cases where candidates are making unusually rapid progress and have already shown high accomplishments. To be successful, the case must be very clear and compelling. If the department wishes to put forward a candidate early, it should make a proposal in writing to the Dean, summarizing the reasons, prior to initiating the review process. The Dean should consult the provost in all early tenure review cases.

109. In determining whether to conduct an early review, the department will examine the CV, teaching record, and other materials the candidate chooses to present. Should the department decide that the candidate's scholarship lacks sufficient justification for early tenure review, it will reject the request for an early tenure review and explain the reasons for its decision to the candidate. The candidate's tenure review will proceed under the standard timeline in accordance with his/her contract and tenure clock.

110. If the department feels the request for early review is warranted, it may agree to start the tenure review process at the request of the candidate.

## 6.4 Performance Review of faculty

### 6.4.1 Annual Review

111. All faculty members participate in annual review of their performance by completing the electronic self-evaluation forms following which their performance is reviewed by the respective Chairs/Deans.

### 6.4.2 Review of Tenured Faculty

112. Other than annual salary reviews, tenured associate professors receive a review by their chair every three years; a more detailed review by a review committee is also carried out in their ninth year at associate status. Other than annual salary reviews, tenured full professors are reviewed in detail by a review committee every five years. The review committee will be constituted at the department or school level by the Dean of the School in consultation with the Provost.

113. The Dean may waive the review for faculty members who have submitted a letter of retirement or resignation. The Dean of the School may grant an extension of up to one year when circumstances place an undue burden on the faculty member or department to complete the review during the scheduled year of review.

## 6.5 Preparation of the Dossier:

114. The following information must be included in the dossier to be prepared by the candidate to be reviewed on the tenure track system and promoted on the extended contract system:

A. **Cover letter to the Chair/Dean** that succinctly highlights accomplishments in research (do not list publications), teaching, service to LUMS as well as societal impact, if any. Accomplishments outside these categories may also be highlighted. For teaching, applicants should summarize their contributions by using the six criteria used to measure teaching effectiveness at LUMS. Candidate should also prepare a table listing all courses taught (semester by semester):

   along with percent contribution, student enrollment in each course and the associated instructor evaluation score (score out of 5).

B. **Updated curriculum vitae** that includes list of publications in journals, conferences and books, cases, research grants and role in each, travel grants, awards and honors, and invited seminars at conferences and institutions. Also include in CV consultancies, patents filed, invention disclosures, and companies formed.

C. **A comprehensive Google Scholar / Scopus/Web of Science report** listing all publications along with number of times each contribution was cited.

D. **Teaching portfolio** describing teaching philosophy, innovations in teaching methodology (if any), and courses developed. Evidence of excellence based on the University-wide six criteria for teaching excellence.

E. **Research statement** describing past accomplishments, ongoing work and future research activities and overall contribution of candidate's scholarship to his or her

discipline. Also list past and ongoing collaborations, along with the number of undergraduate and graduate students supervised and their placements.

F. **Service statement** elaborating how the applicant has contributed to institutional building as well as impacting society. List all conferences and workshops organized, associations with scientific journals and/or funding agencies, and service to them as a reviewer.

G. **Names and contacts** of at least six referees working in the applicant's research area including those who have worked, collaborated, and/or supervised the applicant are to be provided at the time of tenure review. External referees are not required for mid-probationary review. [*For promotion to associate professor all referees must be at a rank of Associate Professor and above; similarly, for promotion to full Professor, all referees must also be at the same rank. Referees from research institutes or corporations with ranks equivalent to academic ranks are also acceptable.*]

## 6.6 Mid Probationary Period Review

115. The employment of tenure track Assistant Professors consists of two consecutive contracts, each of four-year duration. The first contract is awarded at the time of employment and the second is awarded following a successful review of work done during the first contract period. During the third year of the first contract, the Assistant Professor undergoes a Mid Probationary Period Review (MPPR) to evaluate his/her progress towards tenure and determine whether his/her contract will be extended for the following 4 years.

116. This MPPR will take place no later than the spring semester of the candidate's third year of the first four-year contract period. Assistant professors whose contracts are not renewed will be entitled to complete the fourth year of their contract but lose the right to participate in faculty searches. Candidates will be notified in writing of the decision regarding contract renewal no later than six months prior to the completion of their contract.

117. All candidates, regardless of when they are hired, must be reviewed for their first contract period no later than their third year by DPTC & SAPTC; and must be reviewed for tenure no later than their seventh year (with appropriate account of leaves).

118. In preparation for the MPPR, the faculty member must prepare a dossier to inform the committees' evaluation of his/her scholarship, teaching performance, and service. The requirements of the MPPR dossier are the same as that of the internal dossier required for tenure and promotion decisions. External reviews are not required for the MPPR.

119. The decision to award a second four-year contract to an assistant professor is a major commitment. Consequently, the review process must evaluate the candidate's performance in the same categories of scholarship, teaching, and service as are addressed when a candidate is reviewed for tenure. The review process must also respect the legitimate expectations of the candidate and reflect the informed judgment of his or her peers (normally the tenured and senior members of the department). Since the period of evaluation is less -- typically two and one half years for a contract review versus six and one-half for a tenure review-- the

expectation for demonstrated research and achievements is far less than what is expected for the grant of tenure.

120. The option of non-renewal is not meant to compromise the integrity of the normal probationary period, for the university well understands that creativity is not easily assessed and need not arrive on a fixed schedule. However, the same general standards and principles should apply; the decisive criteria are the quality and impact of the work to date and that the candidate is making reasonable progress toward tenure. The materials required for review of a tenure-track contract renewal are thus of the same kind as for a tenure review and they should be assembled by following the same steps described in the previous sections. The only exception is that external reviewers are not required. There may, however, be cases where a department feels that the review would benefit from an external opinion. In such cases, the same guidelines for selecting and communicating with external reviewers as for a tenure review apply. The appointment of an internal reviewer is also optional.

## 6.7 Committee Recusal

121. Under certain conditions, specific members of the appointment, promotion & tenure committees should be recused from considering all or part of a specific case:

A. A member who serves on more than one committee may vote no more than once on any case, and must be recused in other committees.

B. A member of a committee who is the candidate's Department Chair has already made his/her recommendation, contained in the dossier, and therefore should abstain from voting and deliberations in the committee, but may answer other committee members' questions as needed.

A member of a committee who has a conflict of interest or who feels he or she may not be able objectively to evaluate the candidate has the responsibility to disclose the nature of the conflict to the Dean or the Provost prior to deliberations and, if deemed appropriate, will be recused from deliberations and voting.

122. The membership of all committees should be available to all candidates before the Chair or Dean forwards the dossier to the respective committees. If a candidate believes there is a potential conflict of interest or asserts an improper bias involving a member of a committee, the candidate must raise it prior to deliberations on the case so that Chair or Dean can evaluate the claim and act appropriately.

### 6.7.1 Updates and Late Submissions to the Dossier

123. It is likely that over the course of the review, candidates' submitted information may change. Examples could include notification of a decision to publish a book manuscript, the receipt of an award, or the achievement of a government research grant. Late materials such as these may be included in the candidate's dossier by forwarding them through the Chair and Dean to the appropriate promotion & tenure committee. The various promotion & tenure committees may decide at its discretion when to cut off the inclusion of late materials.

## 6.8 Substantive Guidelines for Evaluation

124. The departmental evaluation of the candidate's dossier should base its recommendation on the following issues, as appropriate.

A. What is the quality and impact of the candidate's scholarship or creative work? Is the work original and innovative? Are the questions addressed in the research important and has the candidate made substantive contributions to answering them?

B. How has the candidate influenced the understanding or practice of his or her discipline(s)? How has the work of the candidate been recognized in the profession? Has the candidate established a national or an international reputation in his or her chosen field(s) of research or creative work?

C. Has the individual been involved in leadership activities and service in professional organizations in his or her field(s)? What has been the candidate's impact within the external professional communities, nationally and internationally?

D. How does the candidate compare with others in the field, both at LUMS and at other institutions, at a similar stage in their careers?

E. What has been the individual's teaching performance, and what is their potential for improvement? This evaluation should be based on the university wide six criteria of teaching excellence. A list of indicators and supporting evidence for each school should be available to the candidate in making his or her case for teaching effectiveness. Student teaching evaluations, departmental evaluations, letters from students, prizes and awards for teaching, record in mentoring graduate and undergraduate students, implementation of new courses, novel deployment of information technology for teaching, and curriculum development are examples of evidence used to substantiate case for teaching effectiveness.

F. Has the candidate made useful contributions to service in the LUMS Community and in the external professional community?

G. Does the candidate strengthen the department, the school, and the university and if so, how?

H. What is the reason for believing that if promoted, the candidate will continue to be a creative scholar, a proficient teacher, and an interactive member of the LUMS community? It is useful to remember that tenure and promotion are not granted as a reward for past achievements. They are given with the anticipation that the promise suggested by the record of scholarship, teaching, and service to date will be fulfilled many times over in the future.

I. The increasing prevalence of multi-authored publications and scholarly works presents a special challenge in assessing candidates for tenure and/or promotion. In preparing a dossier, the department should pay particular attention to ascertaining and documenting the specific quantitative and qualitative contributions of the candidate to multi-authored works. Documentation of the individual's contributions can (and probably should) include several approaches, including a specific statement from the candidate addressed to this question. In soliciting outside letters of reference, specific question should be

raised about identifying the candidate's creative and conceptual contributions to joint work. In the interest of obtaining a penetrating assessment of the candidate's contributions to collaborative work, it may be appropriate to target some number of reference requests to collaborators and co-authors, with the context of a sufficiently rich list of outside references.

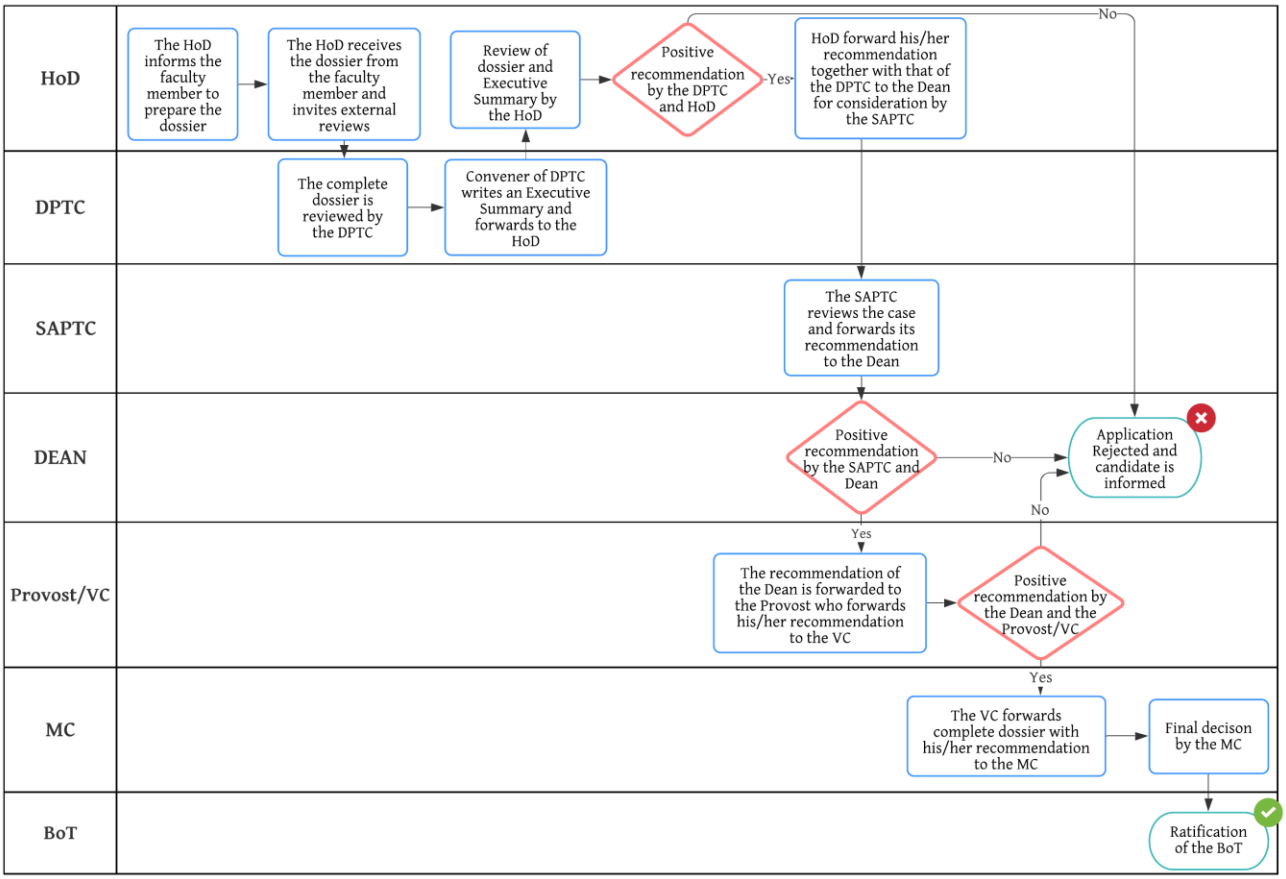
J. Has the candidate exhibited good citizenship and role modeling? Is he/she a good team player willing to take on additional responsibilities when the need arises? Does he/she possess a positive attitude? How would you describe his/her behavior towards his/her colleagues?

Documentation of the individual's contributions can (and probably should) include several approaches, including a specific statement from the candidate addressed to this question. In soliciting outside letters of reference, specific question should be raised about identifying the candidate's creative and conceptual contributions to joint work. In the interest of obtaining a penetrating assessment of the candidate's contributions to collaborative work, it may be appropriate to target some number of reference requests to collaborators and co- authors, with the context of a sufficiently rich list of outside references.

### 6.8.1 Meeting Minutes

125. Minutes of all DPTC and SAPTC meetings will be recorded and included in the candidate's dossier. All committee minutes should remain confidential and will be retained by the Chair of respective committees and housed within the office of the Provost or the respective Dean, as is most appropriate.

## 6.9 Standard Tenure & Promotion Process




126. For greater detail on the individual roles and responsibilities of various parties at different points along the appointment timeline, see Section 4.

127. The standard promotion and/or tenure review process is described in detail below:

A. The candidate compiles his/her dossier and submits it to the Chair. The Chair adds the candidate's external reviews to the dossier, confirms the dossier's completed status and compiles the dossier in electronic form.

B. The Chair forwards the dossier to the Department Promotion and Tenure Committee (DPTC) which evaluates the strength of the candidate's case for promotion and/or tenure. After a thorough discussion, the DPTC will vote whether to approve the candidate's promotion. One committee member will be selected to write a report outlining the committee's recommendation, and any committee member who objects to the recommendation may submit a minority report. The report of the DPTC is forwarded with the candidate's dossier to the Chair.

C. The Chair conducts a thorough review of the case and if either the Chair or the DPTC has recommended the candidate for promotion, the Chair will forward the

candidate's dossier to the Dean for processing by the SAPTC. In case both the Chair and the DPTC have recommended to reject the case, the candidate is informed of the decision by the Chair and further processing of the case is stopped.

D. The SAPTC evaluates the strength of the candidate's case for promotion and/or tenure. After a thorough discussion, the committee will vote whether to recommend the candidate's promotion and/or tenure. One committee member will be selected to write a report outlining the committee's recommendation, and any committee member who objects to the recommendation may submit a minority report. The report of the SAPTC is forwarded with the candidate's dossier to the Dean.

E. The Dean conducts a thorough review of the case and if either the Dean or the SAPTC has recommended the candidate for promotion, the Dean will forward the candidate's dossier to the Provost for further processing. The Provost adds his or her recommendation and forwards the dossier to the VC for final approval. In case both the Dean and the SAPTC have recommended to reject the case, the candidate is informed of the decision by the Chair and further processing of the case is stopped.

F. In case of promotion only to the level of senior lecturer (extended contract only), the final decision on the case is made by the VC in consultation with the Provost and communicated to the school.

G. For all cases of award of tenure or appointment to full Professor, final approval of a candidate's appointment lies with the MC as ratified by the Board of Trustees. The Provost conducts a thorough review of the case and if either the Provost or the Dean has recommended the candidate for promotion/award of tenure, the VC will forward his/her recommendation, together with the completed dossier and all recommendations to the MC for consideration. In case both the Provost and the Dean have recommended to reject the case, the candidate is informed of the decision by the Chair and further processing of the case is stopped.

## 6.10 Effective date of Tenure

128. Tenure for a faculty member becomes effective only after the MC has approved the Vice Chancellor's recommendation for tenure.

## 6.11 Appeals

129. Candidates for promotion may appeal a negative committee decision at any time in process not later than six weeks after the candidate has been notified. The appeal is with the Dean if the application is rejected at the department level, and with the Provost if it is rejected at school level and with the VC if it is rejected at the university level.

130. If the candidate feels that the process has not been followed, he may appeal decisions by writing to the Provost office not later than six weeks after the candidate has been officially notified that promotion has not been awarded. The Provost office forwards the case for review to the Faculty Appeals and Grievances Committee of the University Council. The Appeals and Grievances Committee examines procedural issues only and does not assess the substantive issues having to do with the candidate's qualifications for promotion. Once the

review is complete, the Appeals and Grievances Committee files a written report of its findings to the Provost, who subsequently decides what action to take.

## 6.12 Timelines for Dossier Submission and Processing

### 6.12.1 Tenure Review

131. Timelines for dossier submission and further processing for tenure and/or promotion to Associate or full Professorship are as follows:

| Submission From | Submission To | Deadline |
|---|---|---|
| Candidate | Chair | June 30th |
| Chair | DPTC | August 31st |
| DPTC | Chair | October 15th |
| Chair | Dean | October 31st |
| Dean | SAPTC | November 30th |
| SAPTC | Dean | January 31st |
| Dean | Provost | February 15th |
| Vice Chancellor | Management Committee | April 30th |
| Management Committee/BoT | Vice Chancellor | June 30th |

### 6.12.2 Mid-Term Review

132. Timelines for dossier submission and further processing for mid-tenure review for Assistant and Associate Professorship are as follows:

Spring semester prior to the review:

| Action | Date |
|---|---|
| Candidate begins to compile dossier | March 1 |
| Dossier completed and forwarded to the Chair | March 25 |
| Department decides whether to alert the Dean and candidate of a weak case. | April 5 |
| If Department proceeds with review, the Chair solicits names for external reviewers from candidate. | April 15 |
| Chair sends out preliminary requests to external reviewers. | May 1 - May 15 |
| Departments send letter and materials to external reviewers. | June 15 |

Fall semester of the review

| Action | Date |
|---|---|
| Deadline for external reviewers' responses. | October 1 |
| Dossier with external reviews complete. | October 15 |
| DPTC votes, if outcome is positive, Chair forwards full dossier to Dean accompanied by a written recommendation and a summary of the DPTC's deliberations. | November 1 |
| Dean asks SAPTC to review dossier. | November 15 |
| Dean, after reviewing full dossier including the DPTC and SAPTC's recommendation, forwards it to Office of the Provost | **December 1** |

## 6.13 Joint Appointments

### Definition

133. Joint Appointments help faculty move across disciplinary boundaries to undertake innovative intellectual, scientific, and scholarly endeavors, and to create new knowledge. This policy applies to joint appointments across different academic units[1] (departments, schools as appropriate).

### Principles

Eligibility

134. Joint appointments may be offered to:

- Professors (Tenured or Termless)
- Associate Professors (Tenured or Termless)
- Assistant Professors (Tenure track)
- Professors of Practice (Associate or Full)

Administrative Home

135. One academic unit shall serve as the "administrative home" or "primary department/school" and shall be responsible for processing promotions, contracts, leaves while keeping the secondary academic unit informed. For existing faculty, the administrative home shall ordinarily be the faculty member's original appointing unit, unless otherwise agreed at the time of establishing the joint appointment. In general, the administrative home will align with the academic unit holding the greater share of the faculty member's Full-Time Equivalent (FTE) allocation; however, exceptions may be made where justified and formally approved.

Workload

136. Faculty responsibilities in each academic unit shall be proportional to the percentage of their Full-Time Equivalent (FTE) assigned there. Permissible arrangements include:
    - 50/50 split: Equal distribution of teaching, research, and service responsibilities.
    - 67/33 split: Approximately two-thirds of responsibilities in one academic unit and one-third in the other.

Faculty Line Allocation

137. The faculty line shall be housed in the primary academic unit, with associated financial resources shared between the primary and secondary academic units as agreed.

Term of Appointment

138. Joint appointments shall be for a mutually agreed duration, as specified in the faculty contract and an accompanying Memorandum of Understanding (MoU).

[1]In the policy we will use the words academic unit to imply department/school as appropriate.

Titles and Representation

139. The faculty member's official title shall reflect both affiliations and they shall appear on the webpages, mailing lists, and official communications of both academic units.

Voting Rights

140. Faculty holding joint appointments shall have full voting rights in both academic units.

Resources

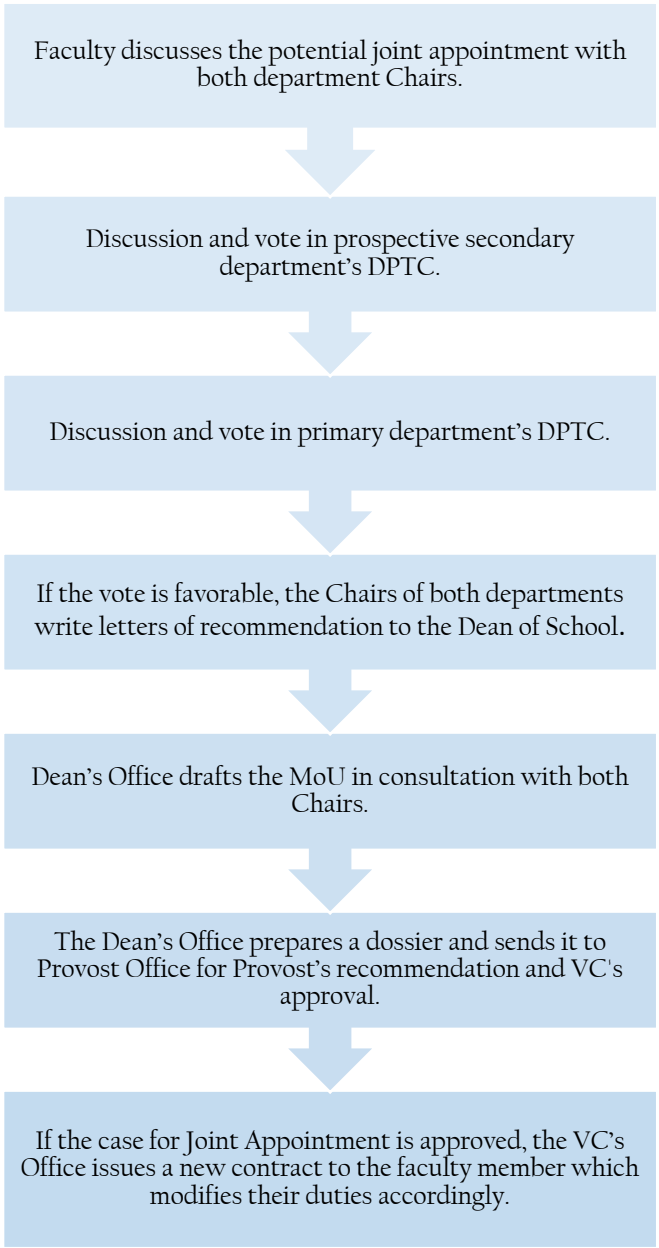
141. The allocation of resources, including office space, funding, and administrative or support staff, shall be clearly defined in the Memorandum of Understanding (MOU) executed at the time of appointment.

Changes to Joint Appointments

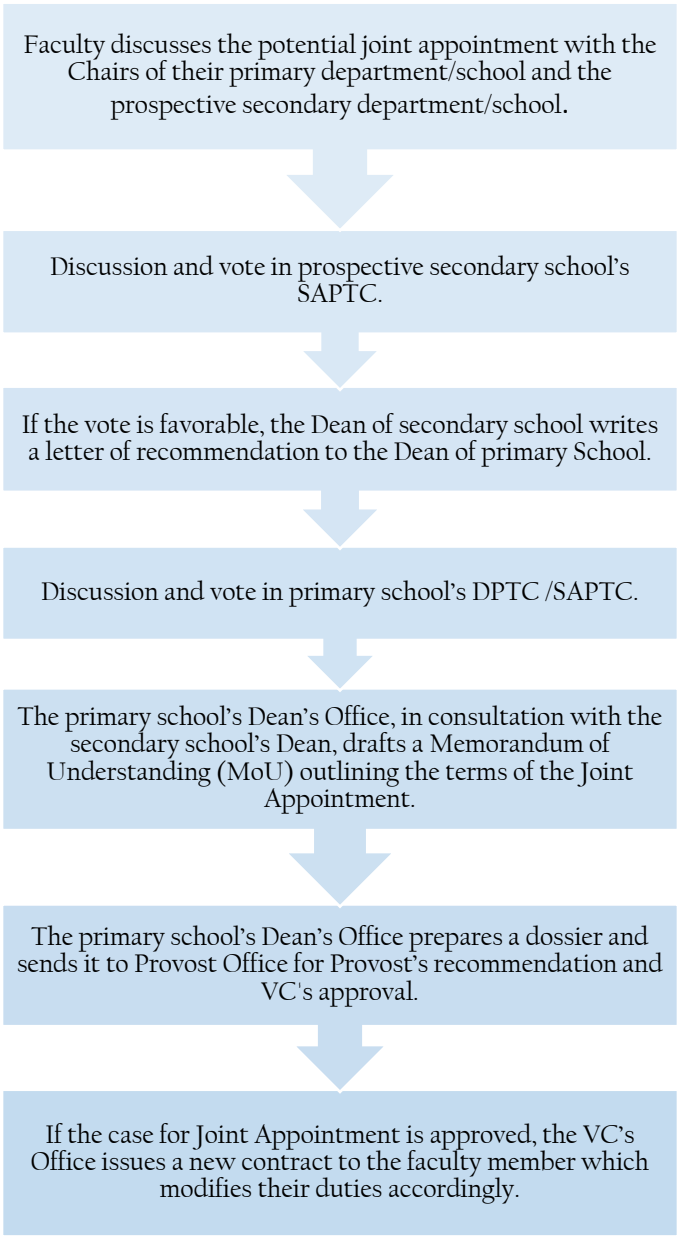
142. A joint appointment may be modified, discontinued, or have its primary or secondary designation altered only with the mutual consent of the faculty member and the relevant Department Chairs and/or Deans.

## Appointment Process for Existing Faculty

### Appointment between Departments in the same school




### Appointment between Schools



## Appointment Process for New Faculty

143. The faculty member's official title shall reflect both affiliations, and they shall appear on the webpages, mailing lists, and official communications of both academic units.

144. The primary academic unit shall be defined, and the faculty line allocated, in consultation with the Provost office and Human Resources Department.

145. The primary academic unit shall execute the advertising strategy in accordance with the approved recruitment plan.

146. Faculty from both academic units shall interview and evaluate shortlisted candidates.

147. Faculty from both academic units shall serve on the Departmental Search Committee (DSC).

148. The primary academic unit shall solicit three letters of reference from the selected candidate.

149. Both academic unit heads shall each provide a letter of recommendation in support of the selected candidate.

150. A Joint School Appointment Promotion and Tenure Committee (SAPTC) shall be established, comprising members from both schools, with the composition of the committee mutually determined by the respective Deans.

151. The primary school's Dean's Office, in consultation with the secondary school's Dean, shall draft a Memorandum of Understanding (MoU) outlining the terms of the joint appointment.

152. Upon a favorable vote, the Deans of both the primary and secondary schools shall submit letters of recommendation to the Provost and the Vice Chancellor.

153. The primary school's Dean's Office shall prepare the complete dossier and submit it to the Provost's Office for the Provost's recommendation and the Vice Chancellor's approval.

154. Upon approval of the joint appointment, the Vice Chancellor's Office shall issue a contract to the faculty member, and the MoU may be appended to the contract.

## Annual Reviews

155. For 50/50 joint appointments, the primary academic unit shall lead the annual review process and manage all associated administrative and evaluation tasks.

156. The Chair of the secondary academic unit shall submit a written annual report on the faculty member's performance and contributions prior to the commencement of the appraisal cycle.

157. The overall effectiveness of the joint appointment, including any challenges encountered, shall be assessed annually as part of the standard faculty review process.

158. Based on the annual review, the relevant Department Chairs and/or Deans may revise the terms of the joint appointment or, if necessary, propose its discontinuation, subject to mutual agreement of the parties and requisite institutional approvals.

## Promotions

159. The primary academic unit[l] shall serve as the process owner and shall oversee all aspects of the promotion process in accordance with the Appointment, Promotion, and Tenure (APT) Policy.

160. The faculty member shall submit the promotion dossier to the primary academic unit.

161. External referees shall be jointly selected by the primary and secondary academic units.

162. The primary academic unit shall solicit external letters of evaluation.

163. A Department Promotion Committee (DPTC), comprising faculty from both academic units, shall review the case.

164. The relevant Chairs or Heads shall submit their recommendations, and the dossier shall be forwarded to the joint School Appointment, Promotion, and Tenure Committee (SAPTC).

165. The SAPTC, comprising faculty from both units, shall review the case.

166. If the case is recommended, the Deans of both the primary and secondary Schools shall submit letters of recommendation.

167. The complete dossier shall be submitted to the Provost's Office for review and recommendation by the Provost and the Vice Chancellor's approval.

168. Final approval shall be granted by the Management Committee and ratified by the Board of Trustees.

169. Upon final approval, the Vice Chancellor's Office shall issue the promotion letter.

# 7 Contract Renewal & Promotion Processes for Faculty on Extended Contract Appointments

## 7.1 Eligibility for Promotion

170. All faculty members on permanent contract at the lecturer level who meet the eligibility conditions for appointment as senior lecturer as outlined in section 3.4.1 Special Appointments may prepare their dossier and submit it to the Chair of the Department or Associate Dean, as the case may be, for consideration.

171. It may be noted that each case will be considered on merit, following the process outlined in this document. Meeting the eligibility criteria for appointment at the next level does not confer any right of promotion.

## 7.2 Deviations from Standard Eligibility Requirements

### 7.2.1 Prior Professorial Experience

172. When an individual who has served at other institutions at a professorial rank is employed at LUMS, prior service at other institutions may not be counted for meeting the eligibility conditions.

## 7.3 Performance Review of faculty

### 7.3.1 Annual Review

173. All faculty members participate in annual review of their performance by completing the electronic self-evaluation forms following which their performance is reviewed by the respective Chairs/Deans.

### 7.3.2 Review for Extension of Contract

174. Faculty with extended contract appointments are provided 4-year contracts, which are to be reviewed in the final year of the contract. The review process should be completed six months prior to the completion of the contract.

175. Faculty members in their fourth year of contract will be required to complete the electronic self-evaluation form for contract renewal, following which their performance will be reviewed by the respective Chairs and Dean.

### 7.3.3 Preparation of the Promotion Dossier:

176. Faculty members on extended employment contract who wish to be considered for promotion would prepare their dossier in accordance with the guidelines provided in Section 6.5 Preparation of the Dossier:, providing all information that is applicable.

## 7.4 Committee Recusal

177. Policy noted in Section 6.7 Committee Recusals applicable to extended contract appointment cases as well.

### 7.4.1 Updates and Late Submissions to the Dossier

178. Policy noted in Section 6.7.1 Updates and Late Submissions to the Dossiers applicable to extended term appointments as well.

## 7.5 Substantive Guidelines for Evaluation of Promotion Cases

179. The departmental evaluation of the candidate's dossier should base its recommendation on the following issues, as appropriate.

A. How has the candidate influenced the understanding or practice of his or her discipline(s)? How has the work of the candidate been recognized in the profession? Has the candidate established a national or an international reputation in his or her chosen field?

B. Has the individual been involved in leadership activities and service in professional organizations in his or her field(s)? What has been the candidate's impact within the external professional communities, nationally and internationally?

C. How does the candidate compare with others in the field, both at LUMS and at other institutions, at a similar stage in their careers?

D. How effective is the candidate as a teacher, as assessed against the University-wide six criteria for teaching excellence? A list of indicators and supporting evidence for each school should be available to the candidate in making his or her case for teaching effectiveness. Student teaching evaluations, departmental evaluations, letters from students, prizes and awards for teaching, record in mentoring graduate and undergraduate students, implementation of new courses, novel deployment of information technology for teaching, and curriculum development are examples of evidence used to substantiate case for teaching effectiveness.

E. Has the candidate made useful contributions to service in the LUMS Community and in the external professional community?

F. Does the candidate strengthen the department, the school, and the university and if so, how?

G. What is the reason for believing that if promoted, the candidate will continue to be a proficient teacher, and an interactive member of the LUMS community? It is useful to remember that promotion is not just granted as a reward for past achievements. It is given with the anticipation that the promise suggested by the record of teaching, and service to date will be fulfilled many times over in the future.

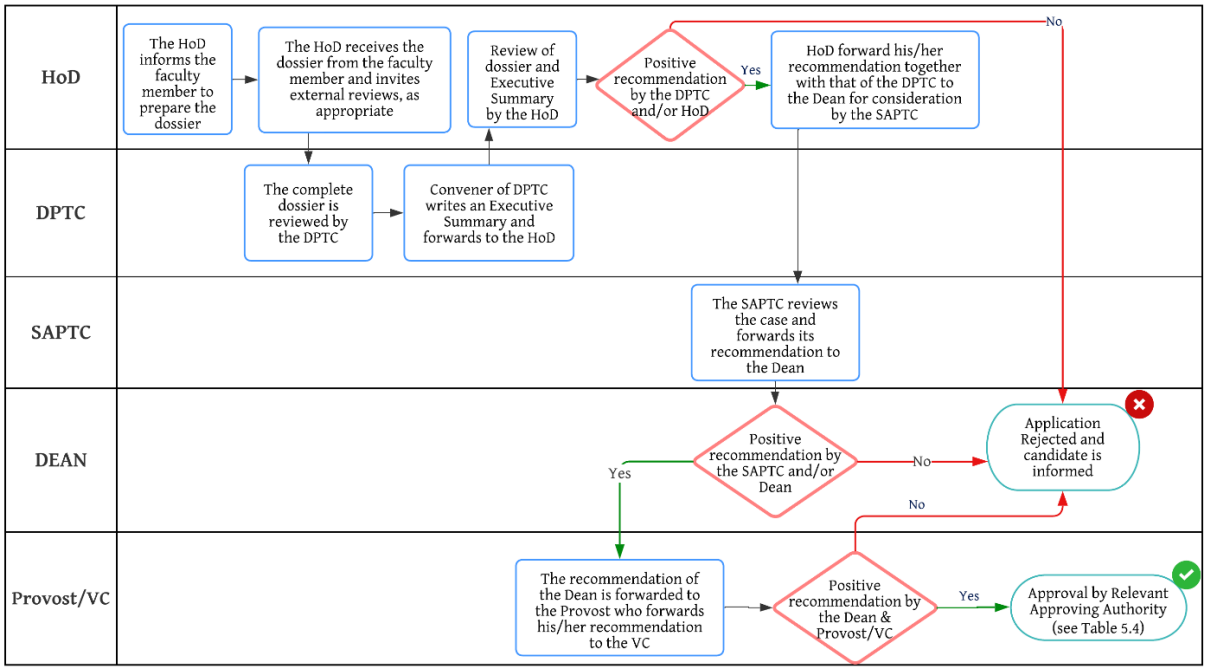
H. Has the candidate exhibited good citizenship and role modeling? Is he/she a good team player willing to take on additional responsibilities when the need arises? Does he/she possess a positive attitude? How would you describe his/her behavior towards his/her colleagues?

### 7.5.1 Meeting Minutes

180. Minutes of all DPTC and SAPTC meetings will be recorded and included in the candidate's dossier. All committee minutes should remain confidential and will be retained by the Chair

of respective committees and housed within the office of the Provost or the respective Dean, as is most appropriate.

## 7.6 Standard Promotion Process




For greater detail on the individual roles and responsibilities of various parties at different points along the appointment timeline, see Section 4 Roles and Responsibilities**.**

181. The standard promotion process is described in detail below:

A. The candidate compiles his/her dossier and submits it to the Chair. The Chair adds the candidate's external reviews to the dossier as appropriate, confirms the dossier's completed status and compiles the dossier in electronic form.

B. The Chair forwards the dossier to the Department Promotion and Tenure Committee (DPTC) which evaluates the strength of the candidate's case for promotion. After a thorough discussion, the DPTC will vote whether to approve the candidate's promotion. One committee member will be selected to write a report outlining the committee's recommendation, and any committee member who objects to the recommendation may submit a minority report. The report of the DPTC is forwarded with the candidate's dossier to the Chair.

C. The Chair conducts a thorough review of the case and if either the Chair or the DPTC has recommended the candidate for promotion, the Chair will forward the candidate's dossier to the Dean for processing by the SAPTC. In case both the Chair and the DPTC

have recommended to reject the case, the candidate is informed of the decision by the Chair and further processing of the case is stopped.

D. The SAPTC evaluates the strength of the candidate's case for promotion. After a thorough discussion, the committee will vote whether to recommend the candidate's promotion. One committee member will be selected to write a report outlining the committee's recommendation, and any committee member who objects to the recommendation may submit a minority report. The report of the SAPTC is forwarded with the candidate's dossier to the Dean.

E. The Dean conducts a thorough review of the case and if either the Dean or the SAPTC has recommended the candidate for promotion, the Dean will forward the candidate's dossier to the Provost for further processing. In case both the Dean and the SAPTC have recommended to reject the case, the candidate is informed of the decision by the Chair and further processing of the case is stopped.

F. In case of promotion only to the level of senior lecturer on extended contract appointments, the final decision on the case is made by the VC and communicated to the school. For other promotions, the case will be approved by the relevant approving authority (See 5.4 Summary of Appointment Processes, Procedures and Signing Authority).

## 7.7 Effective date of Promotion

182. Promotion of a faculty member becomes effective only after grant of approval by the relevant office or forum, and its subsequent communication by the Vice Chancellor.

## 7.8 Appeals

183. Candidates for promotion may appeal a negative committee decision at any time in process not later than twenty calendar days after the candidate has been notified. The appeal is with the Dean if the application is rejected at the department level, and with the Provost if it is rejected at school level and with the VC if it is rejected at the university level.

184. Candidates may also appeal decisions by writing to the Provost not later than twenty calendar days after the candidate has been officially notified that promotion has not been awarded. This review, which is conducted by the Faculty Appeals and Grievances Committee of the University Council, examines procedural issues only and does not assess the substantive issues having to do with the candidate's qualifications for promotion. Once the review is complete, the Appeals and Grievances Committee files a written report of its findings to the Provost, who subsequently decides what action to take.

## 7.9 Timelines for Dossier Submission and Processing

### 7.9.1 Renewal of Contract

185. For contracts expiring on Dec. 31st. Spring semester prior to the review:

| Action | Date |
|---|---|
| Candidate initiates self-evaluation | February 1 |
| Self-evaluation completed and forwarded to the Chair | February 20 |
| Department decides whether to alert the Dean and candidate of a weak case. | March 5 |
| If Department proceeds with review, the DPTC convenes and conveys its recommendations to the Chair | April 15 |
| Chair forwards recommendations of the DPTC, along with his observations to the SAPTC | April 25 |
| Dean, after reviewing the case, including the DPTC and SAPTC's recommendation, makes the final decision with respect to renewal of contract | June 15 |

Fall semester of the review. For contracts expiring on June 30th. Fall semester prior to the review:

| Action | Date |
|---|---|
| Candidate initiates self-evaluation | August 10 |
| Self-evaluation completed and forwarded to the Chair | August 31 |
| Department decides whether to alert the Dean and candidate of a weak case. | September 5 |
| If Department proceeds with review, the DPTC convenes and conveys its recommendations to the Chair | October 15 |
| Chair forwards recommendations of the DPTC, along with his observations to the SAPTC | October 25 |
| Dean, after reviewing the case, including the DPTC and SAPTC's recommendation, makes the final decision with respect to renewal of contract | December 15 |

# 8 Dismissal / Termination of Appointments, Sanctions and Suspension

## 8.1 Resignation

186. Faculty members who intend to resign at the end of the academic year should submit a written notification to the Provost of the university with a copy to the Dean and Chair of their intention no later than April 15 of the year of resignation, or thirty days after receiving written notice of the terms of reappointment, whichever comes later.

## 8.2 Dismissal

### 8.2.1 Legitimate Causes for Dismissal

187. Dismissal of faculty members may only occur for cause. Adequate cause for dismissal must be related, directly and substantially, to the fitness of faculty members in their professional capacities as teachers or scholars. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or other rights under Pakistani law.

188. Examples of behavior that in their most serious form may directly and substantially detract from the professional capacities of faculty members in their roles as teachers and scholars are fiscal malfeasance, unauthorized absence from the university, plagiarism, dishonest research, and sexual harassment of the students, faculty, or staff of LUMS.

### 8.2.2 Hearing Process

189. A faculty member will be dismissed for cause only after he or she has had an opportunity for a formal hearing by a faculty panel convened for the express purpose of considering dismissal for cause. The Provost or his/her delegate will initiate consideration of dismissal by presenting to the convenor of disciplinary committee a written statement of the allegations, framed with reasonable particularity that, if established, would justify dismissal.

190. The convenor of disciplinary committee, in consultation with the Provost, will establish the procedure to be followed during dismissal hearing, and any subsequent changes in that procedure affecting the authority of the Vice Chancellor or Board of Trustees must be approved by the Vice Chancellor or the Board. The convener will ensure an opportunity for a dignified, careful, and fair hearing in which:

A. Written notice will be given to the faculty member of the administration's allegations against him or her.

B. The faculty member will be considered fit in his or her capacity as a teacher or scholar until proven otherwise.

C. The confidentiality of the proceedings will be guaranteed and the privacy of the faculty member will be respected.

D. An unbiased panel composed solely of faculty members will be chosen.

E. An opportunity will be given the faculty member to be present throughout the hearing, to confront and question witnesses, and to give information in his or her favor. The hearing panel will reserve the right, at any time before, during, or after

the formal hearing, to meet in closed session outside the presence of the parties of their representatives

191. Following the hearing, the panel will weigh the evidence and give to the Provost a written report, containing both its findings and its recommendations. The Provost will forward the report along with his or her recommendation to the Vice Chancellor. The VC after reaching a decision, will inform the MC/Board of Trustees.

192. Other university policies may be established from time to time, such as the currently existing policies on sexual harassment and scientific misconduct that provide for a range of potential sanctions and a committee to review allegations against a faculty member. A hearing held in accordance with the sexual harassment policy will substitute for the dismissal hearing required in this policy as described in this section.

### 8.2.3 Suspension Pending Final Decision

193. Pending a final report by the hearing panel, the administration may suspend the accused faculty member, for example, by placing the accused on administrative leave or assigning him or her to other duties in lieu of leave only if continuance threatens harm to other persons, to the accused, or to university property. A faculty member who has been suspended pending a hearing will continue to receive full salary throughout the period of suspension. A suspension that is not followed either by reinstatement or by the opportunity for a hearing is in effect a summary dismissal in violation of academic due process.

## 8.3 Sanctions Other than Dismissal

194. If the behavior of a faculty member, although not constituting adequate cause for dismissal, is sufficiently grave to justify imposition of a sanction, then the matter would be dealt with as specified in the Faculty Disciplinary Policy.

## 8.4 Termination

195. All faculty members on extended contract appointments or tenure track appointments or with a special or contractual appointment can be terminated as per the provisions of their appointment agreement/contract or under circumstances related to the fitness in their professional capacities as teachers following a due evaluation process.

### 8.4.1 Termination because of a Reduced or Discontinued Program or Academic Unit

196. The university may terminate the employment of a faculty member because it has in good faith decided to discontinue or reduce a program, department, or other academic unit of the university. Such decisions are the final purview of the Board of Trustees and will be communicated by the Provost first to the unit involved and then to the University Council or all faculty in the absence of a University Council.

## 8.5 Financial Exigency

197. Tenure may be terminated in a situation of university-wide financial exigency. Financial exigency is declared only under conditions set forth by the Board of Trustees and communicated through the Vice Chancellor to the University Council or all faculty in the absence of a University Council. If there is need to terminate a faculty member's tenure for

reasons of financial exigency, the university will provide letters of recommendation to the tenured faculty member.

## 8.6 Exemptions and Revisions

198. The University, its officers, or any other person or entity associated with them shall have no liability whatsoever for any losses, damages, claims, legal costs, or other expenses that a person may suffer or incur, whether directly or indirectly (including any loss of profit or damage to reputation) by reason of any proceedings instituted or measures taken pursuant to these procedures.

199. These procedures may be revised by the University from time to time in its absolute discretion provided that any revision or amendment in the procedures shall not apply to any proceedings that have commenced or affect the validity of any decision or anything done prior to the revision.

# 9 Appendix - Indicators and Evidence of Teaching Excellence for Schools

## 9.1 Shaikh Ahmad Hassan School of Law (SAHSOL)

The following table contains indicators to measure effective teaching that have University-wide consensus. This document provides details on the evidence that faculty at the Shaikh Ahmad Hassan of Law may provide against these indicators to showcase effective, and good teaching. It is to be noted that the list of evidence is neither prescriptive nor exhaustive. Each faculty member may be able to demonstrate their effectiveness in each of the criteria in a variety of different ways. Faculty members are not required to meet every single indicator listed under each criterion and various sources of evidence may be used under more than one criterion. The indicators and evidence is meant to act as an overarching guideline on what to look for when evaluating teaching.

<table>
<tr><th colspan="3">Criterion 1: Design and planning of learning activities</th></tr>
<tr><td>Indicators</td><td colspan="2">Planning, development and preparation of learning activities, learning resources and materials, for a unit, course or degree program; including coordination, involvement or leadership in curriculum design and development.</td></tr>
<tr><td rowspan="2">▪ Deep knowledge of the discipline area<br>▪ Well planned learning activities designed to develop the students learning<br>▪ Thorough knowledge of the unit material and its contribution in the course<br>▪ Effective and appropriate use of learning technologies<br>▪ Effective unit/ course coordination</td><td>Evidence for Effective Teaching</td><td>Evidence for Good Teaching</td></tr>
<tr><td>▪ Teaching philosophy statement<br>▪ List of courses convened<br>▪ Course evaluations including feedback (apply z scores to student evaluations for meaningful comparisons)<br>▪ Course material<br>o An innovative teaching activity or approach<br>o Course outline<br>o Lesson plan<br>o Grading rubric<br>▪ Letter of support from colleagues<br>▪ Description of mentorship provided or sought<br>▪ Publications related to teaching</td><td>The same evidence may be used to determine when teaching is considered to be good, in the sense of being better than effective.</td></tr>
<tr><th colspan="3">Criterion 2: Teaching and supporting student learning</th></tr>
<tr><td>Indicators</td><td colspan="2">Quality teaching, including lecturing, classroom, on-line, field, work-based, studio, laboratory, workshop, undergraduate and postgraduate teaching, and supervision of student research.</td></tr>
<tr><td></td><td>Evidence for Effective Teaching</td><td>Evidence for Good Teaching</td></tr>
</table>

| | | |
|---|---|---|
| ▪ Student centered approach to teaching<br>▪ A range of teaching is undertaken (i.e., different levels/mode)<br>▪ Effective collaborative teaching approaches<br>▪ Regular peer review of various dimensions of teaching by a colleague<br>▪ Teaching techniques are successful in enhancing student learning<br>▪ Furthering LUMS commitment to diversity and inclusivity | ▪ Teaching philosophy statement<br>▪ List of courses convened<br>▪ List of students supervised (1-1)<br>▪ Course material<br>o An innovative teaching activity or approach<br>o Where applicable, clinical or hands-on component incorporated into course material<br>o Course outline<br>o Lesson plan<br>o Grading rubrics<br>▪ Documentation to show systematic monitoring of student learning outcomes.<br>▪ Student feedback collected over the course of the semester in relation to learning activities used<br>▪ Considered accommodations for students with learning or other disability<br>▪ Maintenance of an inclusive classroom environment<br>▪ Letter of support from colleagues<br>▪ Letter of support from students<br>▪ Participation/Presentation in teaching workshops | The same evidence may be used to determine when teaching is considered to be good, in the sense of being better than effective. |
| **Criterion 3: Assessment and giving feedback to students on their learning** | | |
| **Indicators** | Design and execution of assessment tasks that are aligned with student learning outcomes and the provision of appropriate and timely feedback. | |
| • Assessment tasks are well designed to assess the intended learning outcomes/objectives.<br>• Providing students clear guidelines and criteria on assessment | **Evidence for Effective Teaching** | **Evidence for Good Teaching** |
| | ▪ Course evaluations including feedback (apply z scores to student evaluations for meaningful comparisons)<br>▪ Course material<br>o An innovative teaching activity or approach<br>o Course outline<br>o Lesson plan | The same evidence may be used to determine when teaching is considered to be good, in the sense of being better than effective. |

| | | |
|---|---|---|
| • Provision of appropriate, clear and timely feedback.<br>• Variety of assessment items used. | ○ Grading rubrics<br>○ Variety of formative and summative assessments, designed to provide something for every type of learner<br>▪ Deliberate alignment of assignments with learning objectives<br>▪ Constructive feedback on assignments<br>▪ Letter of support from colleagues<br>▪ Letter(s)/feedback from TAs<br>▪ Participation/Presentation in teaching workshops<br>▪ Recognition for trainings of professionals and stakeholders outside the Law School | |
| **Criterion 4: Developing effective learning environments, student support and guidance** | | |
| **Indicators** | Activities related to the creation of an engaging learning environment for students. Including supporting transition, the development of learning communities and strategies that account for and encourage student equity and diversity. | |
| ▪ Creates effective learning environments (in classroom/ online/work placement etc.)<br>▪ Directs students to appropriate support and services and follows up to determine outcomes e.g. language and study skills or counselling<br>▪ Demonstrates respect and requires students to demonstrate respect for others.<br>▪ Engages students in consideration of | **Evidence for Effective Teaching** | **Evidence for Good Teaching** |
| | ▪ Teaching philosophy statement<br>▪ List of courses convened<br>▪ List of students supervised (1-1)<br>▪ Course evaluations including feedback (apply z scores to student evaluations for meaningful comparisons)<br>▪ Course material<br>○ An innovative teaching activity or approach<br>○ Course outline<br>○ Lesson plan<br>○ Grading rubric<br>▪ Feedback provided to students through regularly conducted office hours and meetings.<br>▪ Feedback elicited from students throughout the | The same evidence may be used to determine when teaching is considered to be good, in the sense of being better than effective. |

| | | |
|---|---|---|
| core values, ethical and professional practices at LUMS.<br>▪ Supporting and guiding students (academic & non-academic advising)<br>▪ Providing mentorship, guidance and academic supervision<br>▪ Initiative or innovation in supporting students and creating supportive, engaging learning environments<br>▪ Contribute to the development of a diverse and inclusive learning community at LUMS | semester on development of a supportive learning environment in the course.<br>▪ Letter of support from colleagues<br>▪ Letter from chair<br>▪ Recognition for trainings of professionals and stakeholders outside the Law School<br>▪ Publications related to teaching<br>▪ Workshops Conducted | |
| **Criterion 5: Integration of scholarship, research, and professional activities with teaching and in support of student learning** | | |
| **Indicators** | | |
| ▪ **Teaching and learning research incorporated into teaching practice**: Teaching and learning research is applied into teaching practice (this is about how you're consuming/using research)<br><br>And/ or<br><br>▪ **Inclusion of discipline-based research in the** | **Evidence for Effective Teaching**<br><br>▪ List of students supervised (1-1)<br>▪ Feedback provided to students<br>▪ Research publications with students<br>▪ Description of mentorship provided or sought<br>▪ Letter of support from students<br>▪ Letter from chair<br>▪ Letter(s) from committees<br>▪ Teaching award (nomination or recipient)<br>▪ Recognition for trainings of professionals and stakeholders outside the Law School | **Evidence for Good Teaching**<br><br>The same evidence may be used to determine when teaching is considered to be good, in the sense of being better than effective. |

| | | |
|---|---|---|
| **curriculum and engagement of students in pedagogically sound research**<br><br>And/or<br><br>▪ **Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum**. | ▪ Industry recognition in field of work<br>▪ Community impact in field of work<br>▪ Awards and citations for learning materials<br>▪ Letters of invitation or thanks | |
| **Criterion 6: Evaluation of practice and continuing professional development** | | |
| **Indicators** | | |
| ▪ Systematic participation in teaching related professional development activities<br>▪ Self-reflection and evaluation leading to changes in teaching practice and student outcomes<br>▪ Student and peer feedback is used to enhance teaching practice | **Evidence for Effective Teaching** | **Evidence for Good Teaching** |

| | | |
|---|---|---|
| ▪ Demonstrates progress towards the majority of professional qualities by:<br>○ Taking ownership and management of teaching role<br>○ Demonstrating effective preparation and prioritisation<br>○ Demonstrating commitment to continuing professional development in discipline and teaching and learning<br>○ Responding positively to opportunities and new approaches<br>○ Communicating effectively in both formal and informal contexts<br>○ Application of professional ethical practices in work and in teaching contexts<br><br>▪ Demonstrates progress towards developing personal qualities of:<br>○ Approaching teaching with enthusiasm, passion and confidence<br>○ Demonstrating resilience and | ▪ List of students supervised (1-1)<br>▪ Feedback provided to students<br>▪ Letter of support from colleagues<br>▪ Description of mentorship provided or sought<br>▪ Letter(s) from committees<br>▪ Participation/Presentation in teaching workshops<br>▪ Teaching award (nomination or recipient)<br>▪ Publications related to teaching<br>▪ Service in the curriculum committees<br>▪ Workshops Conducted | The same evidence may be used to determine when teaching is considered to be good, in the sense of being better than effective. |

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| perseverance in the face of obstacles<br>○ Demonstrating time management of self and work to ensure others are not delayed in their work<br>○ Demonstrating self-reflective evaluation of practices and relationships<br>○ Demonstrating commitment and interest in students and their learning | | |

## 9.2 Mushtaq Ahmed Gurmani School of Humanities and Social Sciences

| Teaching Evaluation Criteria | Indicators | Evidence |
|---|---|---|
| **1. Design and planning of learning activities**<br><br>Planning, development and preparation of learning activities, learning resources and materials, for a unit, course or degree program; including coordination, involvement or leadership in curriculum design and development. | • Deep knowledge of the discipline area<br>• Well planned learning activities designed to develop the students learning<br>• Thorough knowledge of the unit material and its contribution in the course<br>• Effective and appropriate use of learning technologies<br>• Effective unit /course/ program coordination or reviews | Teaching Philosophy [which is part of the Teaching Statement]<br>Letter from Director of ARC in HSS/Chair in Econ<br>Peer review of course outline<br>Letter from Stream Coordinator/Chair |
| **2. Teaching and supporting student learning**<br><br>Quality teaching, including lecturing, classroom, on-line, field, work-based, studio, laboratory, workshop, undergraduate and postgraduate teaching, and supervision of student research. | • Student centered approach to teaching<br>• A range of teaching is undertaken (i.e., different levels/mode)<br>• Effective collaborative teaching approaches<br>• Regular peer review of various dimensions of teaching by a colleague<br>• Teaching techniques are successful in enhancing student learning<br>• Furthering LUMS commitment to diversity and inclusivity | Teaching statement<br>Peer Review<br>In class observation<br>Letters from Stream Coordinator/Chair |
| **3. Assessment and giving feedback to students on their learning**<br><br>Design and execution of assessment tasks that are aligned with student learning outcomes and | • Assessment tasks are well designed to assess the intended learning outcomes/objectives<br>• Providing students clear guidelines and criteria on assessment<br>• Provision of appropriate, clear and timely feedback | Letter From Stream Coordinator/Chair<br><br>Student Evaluation |

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| the provision of appropriate and timely feedback. | • Variety of assessment items used | |
| **4. Developing effective learning environments, student support and guidance**<br>Activities related to the creation of an engaging learning environment for students. Including; supporting transition, the development of learning communities and strategies that account for and encourage student equity and diversity. | • Creates effective learning environments (in classroom/ online/work placement etc.)<br>• Directs students to appropriate support and services and follows up to determine outcomes e.g. language and study skills or counselling<br>• Demonstrates respect and requires students to demonstrate respect for others<br>• Engages students in consideration of core values, ethical and professional practices at LUMS<br>• Supporting and guiding students (academic & non-academic advising)<br>• Providing mentorship, guidance and academic supervision<br>• Initiative or innovation in supporting students and creating supportive, engaging learning environments<br>• Contribute to the development of a diverse and inclusive learning community at LUMS | Teaching Statement [Teaching Philosophy]<br>Letters from Colleagues, Stream Coordinator/Chair |
| **5. Integration of scholarship, research and professional activities with teaching and in** | **a. Teaching and learning research incorporated into teaching practice-** Teaching and learning research is applied into teaching practice (this is about how you're consuming/using research) | Teaching Statement |

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| **support of student learning** | **And/ or**<br>**b. Inclusion of discipline-based research in the curriculum and engagement of students in pedagogically sound discipline-based research-** Conducting teaching and learning research on own practice<br>**And/or**<br>**c. Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum.** | |
| **6. Evaluation of practice and continuing professional development** | • Systematic participation in teaching related professional development activities<br>• Self-reflection and evaluation leading to changes in teaching practice and student outcomes<br>• Student and peer feedback is used to enhance teaching practice<br>• Demonstrates progress towards the majority of the professional qualities by:<br>• Taking ownership and management of teaching role<br>• Demonstrating effective preparation and prioritisation<br>• Demonstrating commitment to continuing professional development in discipline and teaching and learning<br>• Responding positively to opportunities and new approaches<br>• Communicating effectively in both formal and informal contexts | Teaching Statement<br>Peer Review<br>Student feedback<br>Letter from Stream Coordinator/Chair |

| | | |
|---|---|---|
| | • Application of professional ethical practices in work and in teaching contexts<br>• Approaching teaching with enthusiasm, passion and confidence<br>• Demonstrating resilience and perseverance in the face of obstacles<br>• Demonstrating time management of self and work to ensure others are not delayed in their work<br>• Demonstrating self-reflective evaluation of practices and relationships<br>• Demonstrating commitment and interest in students and their learning | |

### 9.2.1 Guidelines for Teaching Statement

A teaching statement is a description of the candidate's general approach to teaching and the rationale behind it. This should include statements about the candidate's current overall responsibilities, the type of courses taught, courses they would like the opportunity to teach/develop; what their teaching 'looks' like; why they do it that way; how well it works, any particular teaching innovations employed in class, the values that inform their teaching and how those values manifest themselves in the classroom, teaching and assessment methods used and purposes for them, and the candidate's own perceptions of their teaching strengths, limitations, and plans for ongoing professional development.

Candidates should also include in the teaching statement documents related to quality teaching/evidence of student learning (former students who have gone on to graduate work, won academic awards, contributed to research etc.). If possible, scores and student comments may be highlighted that are consistent with teaching methodology or philosophy as mention in the teaching statement.

Moreover, any examples of educational leadership (workshops on teaching, learning or assessment that is done by the candidate for colleagues or teaching materials that is shared by the candidate with others), guest lectures, teaching awards and administrative/committee work (curriculum committees etc.) should also be included.

Finally, the candidates may outline the steps taken to evaluate and/or improve their teaching, listing any workshops, sessions, or certification that is specific to the development of teaching. Explain how the aforementioned professional training has influenced your teaching. List any presentations, or research publications on teaching within your discipline. Also mention your specific contributions to the curriculum and pedagogical development at the stream/school level. Any presentations, research or publications on teaching should also be included to facilitate the reviewers.

### 9.2.2 Guidelines for Designing Course Outlines (Disciplinary Level and Departmental Level)

Designing a course is crucial to effective teaching. A good course not only requires internal coherence, clear objectives, grading instruments in line with course objectives, relevant readings well distributed over the semester but also how well the course fits in with the other courses in the established curriculum. It is essential that courses offered strengthen the existing curriculum or begin to open up new pathways that are seen as a future focus.

1. All course outlines should address the following:

   - How does the course fit with the overall curriculum of the program? New courses are welcome but should strengthen the existing program rather than be stand alone courses.
   - Does it fill existing gaps in the curriculum?
   - Does it serve other streams and programs within HSS? (cross listing)
   - Is it pitched at the appropriate level?
   - How does the course quality compare to similar courses taught abroad?
   - Are recent/up to date sources used?
   - If course objectives are identified in the outline, are suitable learning components used to measure those objectives?

2. Generally, courses are distinguished between ‘breadth level courses’ which tend to introduce disciplines or sub disciplines; and ‘depth level courses’ which are a more in depth look at particular topics.

Broadly speaking, breadth level courses are pitched at 100 or 200 levels.

- They do not have pre-requisites.
- In some areas, faculty use textbooks while in others the course outline is made from different sources with a view to introduce the subject to the students.

- It is important to see whether the courses and the readings introduce the subject in a meaningful way.
- As a general understanding, breadth level courses are not writing intensive courses. Unless faculty and streams think otherwise, courses at 200 level need not have heavy writing components.
- It is expected that the readings are neither too difficult nor too easy.
- It is crucial that the workload and instruments are well distributed over the semester. [Depending on the areas, reading per class may vary. There needs to be sufficient reasons where the reading per session is more or less than what is the normal expectation.]

Courses at 300 or 400 levels are generally considered to be depth level course. The following may be helpful in deciding the merits of higher-level course.

- Where does a particular 300 or 400 level course fit in the curriculum?
- Is it an elective or a core for the major/minor?
- Depth level courses are expected to build up on existing courses.
- Generally, courses at 300 or 400 hundred levels are theory based or writing intensive with at least a requirement of an essay or 3000 words.
- Readings are more complex and demanding than in breadth courses. It is important that students engage with the original sources as much as possible.
- Secondary sources should be included to help engage the students with the original one.

3. Grading instruments include tests, quizzes, midterm, final, essays and assignments etc. Instruments adopted by instructors need to be consistent with type of course they are teaching as well as with learning objectives mentioned in the course outline. [Unless there is a pressing reason, the weightage of any single instrument should not exceed than 45%.]

### 9.2.3 Guidelines for Reviewing In-Class Teaching

Peer review serves many functions in the process of evaluating faculty, courses, or entire programs.

- Enables teaching to be a community endeavour.
- Peer review allows for less exclusive reliance on student evaluations.
- Greater faculty experimentation and rigor.
- Allows for both formative and summative evaluation.
- Improves faculty approaches to teaching.

**Peer Reviewers:**

In selecting reviewers, one must be mindful of several criteria.

**Institutional Experience.** It helps if reviewers are highly familiar with the department or program, school, and institutional goals, and particularly the processes of peer review itself and the criteria that form the basis of the assessment.

**Integrity**. Peer reviews also function best when reviewers have commitments to integrity, fair-mindedness, privacy, and understanding the reasoning behind the teaching choices of the person under review.

**Trust**. Peer reviewers, especially in formative reviews, work collaboratively with the faculty under review to establish a clear process of evaluation and reporting, therefore peer reviewers who can establish trust are particularly effective.

**Mentorship**. Those under review are particularly vulnerable and often anxious, therefore reviewers who have grace and tact in the process of assessment, can offer feedback with integrity and support, and who can help advise on strategies for faculty development will be most helpful.

**Thorough and Practical**. Peer reviewers should be able to provide summary reports that clearly and thoroughly represent all phases of the process, and that make recommendations that are specific and practical.

**In-class Peer Review**

The goal of the class observations is to collect a sample of information about the in-class practices of teaching and learning. They typically include two to four class visits to gain reliable data.

**What to observe?** The goal is to create a thorough inventory of instructor and student practices that define the teaching and learning environment. These may vary widely across discipline and teachers and can be drawn from a broad array of pedagogies, depending on learning goals. This said, there are several categories of instructor and student practices to note during the observation(s).

- Content knowledge
- Use of instructional materials
- Clear and Effective Class organization
- Presentation form and substance
- Teacher-Student interactions
- Student Engagement

**Content knowledge**

– Appropriateness of the content
– Provided appropriate context and background
– Mastery of class content
– Openness and Inclusivity

**Appropriateness of instructional materials**

– Content that is appropriate to student experience, knowledge
– Handouts and other materials are thorough and facilitated learning
– Audio/visual materials/use of board effective

**Clear and effective class organization**

– Appropriateness of Pedagogy
– Logical sequence
– Appropriate pace for student understanding
– Summary
– Varied methods for engagement, which may include…

**Presentation Form and Substance**

– Clarity of explanation
– Eye contact
– Listened effectively
– Defined difficult terms, concepts, principles
– Use of examples
– Varied explanations for difficult material
– Used humour appropriately

**Teacher-Student Interactions**

– Answered students effectively
– Responsive to student communications
– Warm and welcoming rapport
– Enthusiasm
– Use of student names
– Encouraging of questions

– Encouraging of discussion
– Group discussions
– Student-led discussions
– Debates
– Problem solving

### 9.2.4 Faculty Promotion and Tenure

The document below lays out the standards expected from faculty if they are to be considered for tenure at the School of Humanities and Social Sciences. The document is divided into two broad sections detailing standards of competence that all faculty are meant to attain and standards of excellence that determine the route to tenure. Tenure can be attained via two routes – a research intensive route and a teaching intensive route[2]. Those on the research intensive route need to show excellence in research and competence in teaching and service. Those on the teaching intensive route need to show excellence in teaching and competence in research and service. The research intensive track typically[3] requires 6 years of teaching experience at the Assistant Professor level. If the candidate is applying for promotion on a teaching intensive track at least 6-8 years of teaching experience would need to be shown. Promotion to Professor typically requires at a minimum 6 years of teaching and research experience at the Associate Professor Level.

The two routes allow the School to build on the different strengths of faculty. The standards therefore allow the SAPTC to recommend that a candidate be moved from a research intensive to a teaching intensive track at the time of mid term or full term review if the candidates' teaching is excellent.

**STANDARDS**

The Dean and Faculty of the School of Humanities and Social Sciences have the following expectations from **all** faculty members that can broadly be categorized with respect to:

[2] This is separate from the teaching track appointments which are term appointments for faculty who are only involved in teaching.
[3] In exceptional cases, where for example research is outstanding, the promotion process can be initiated earlier.

**TEACHING**

- The successful completion of the required course load per year, usually determined by the candidate, the program coordinator, and the head of department.
- Over six years, the candidate should have demonstrated an ability to teach courses ranging from the 100-level to the 300 or 400-levels. In other words, they should range from introductory or core courses to more advanced courses coming from the candidate's own academic interests and research.
- The candidate's course enrollments should not be abnormally low as compared to colleagues teaching comparable courses in the same discipline.
- Ideally, the candidate should have four to five courses in their course portfolio that are updated and modified on a regular basis[4]. These courses should have reflected the candidate's ability and interest to innovate and explore new pedagogies in the classroom, but also to incorporate more current scholarship in an area in dynamic syllabi.
- The teaching evaluations should at the very least have been consistently satisfactory over the six years (3.5-3.75+ on the current scale).

Excellence in Teaching:

The Teaching matrix developed by the university may serve as a guide in making a case for competence/excellence in teaching. It is important to clarify that the six criteria mentioned in the document are broad indicators for quality teaching. They are neither exhaustive nor prescriptive. They are not only helpful to the candidates in highlighting their teaching credentials but are also helpful to the members of DPTC and SAPTC in evaluating the teaching portfolio. The indicators are:

1. Design and planning of learning activities
2. Teaching and supporting student learning
3. Assessment and giving feedback to students on their learning
4. Developing effective learning environments, student support and guidance.
5. Integration of scholarship, research and professional activities with teaching and in support of student learning
6. Evaluation of practice and continuing professional development

Evidence in support of the six criteria could come from the candidate [Teaching Statement], students [Evaluation], peers [Class Observation], Stream Coordinators, The Chair and the Dean. Please see Appendix I for evidence in support of the indicators.

[4] In circumstances where the department has stipulated a different obligation from the faculty member this requirement would be adjusted. For example where the faculty member has been asked to teach a particular core course at the expense of electives.

## RESEARCH

- The candidate should be able to demonstrate through various activities that they are active and current contributors in their field and are able to incorporate the latest research into their classroom teaching.
- Over the six years, the candidate should have published at least a part of their dissertation research in the form of journal articles, or a monograph.
- In addition to this, the candidate should also have diversified their research interests, and developed new areas of inquiry that have been shared with an academic audience at LUMS, if not outside of the University.
- At the minimum, the candidate should have participated in local conferences in the roles of chair, discussant, and presenter.

## EXCELLENCE IN RESEARCH

There are several ways of defining excellence in research. The elaborations below try to be as encompassing as possible:

- Traditionally, a candidate should have published his or her dissertation research either in a single-author monograph from an established scholarly press, or this research should have appeared (or is forthcoming) as a series of journal articles.
- In addition to the development of doctoral research, the candidate should also have identified and begun to make inroads into other areas of interest through papers-in-progress and conference presentations.
- The candidate should have secured competitive university travel and research grants.
- Besides regularly presenting his or her research at LUMS, the candidate should be presenting his or her research at leading academic conferences and workshops, and have a scholarly network outside of his or her former graduate program who can attest to the importance of his or her contribution to the body of knowledge.
- It is expected that an excellent research candidate would have convened or co-convened at least one academic conference, workshop, or a scholarly speaker series.
- However, research is no longer limited to these traditional terms and can also include major creative projects such as the publication of a novel, or the production of a film. It can include curatorial projects, documentaries, a series of essays in prestigious non-academic journals that carry international merit. In some cases, it can even include a dance performance, or an exhibition of the candidate's own work.

**SERVICE**

- The candidate should be an active and regular member of University and departmental level committees. This would entail sitting on a minimum of two committees per academic year. (Certain committees such as the Faculty Council or Disciplinary Committee may be allowed, in consultation with the Chair to count as two). This service requirement can also be met through taking on the role of a program coordinator or department chair; launching a new program going from the planning stages, seeing it through the requisite university bodies, and then to steering it in its initial stages, being part of and actively contributing to research centers, being regularly and actively involved in drafting or substantially revising university-level policies that impact the quality of the University experience for students and faculty in a substantial way.
- The candidate should have been regular in their academic advising of students assigned to be their advisees, regular in their appointments and time commitments to students and colleagues, and punctual in submitting letters of recommendation for students.
- A candidate can also be considered on the basis of service to the country, and on the basis of service to the community that has brought credit to the University.

However, in order for a candidate to be considered for tenure, they must have demonstrated **excellence** in the areas of research (research intensive) or teaching (teaching intensive).

## 9.3 Suleman Dawood School of Business (SDSB)

**Preamble**

The Suleman Dawood School of Business at LUMS has a currently operational tenure and promotion standards document which defines guidelines for minimum thresholds for promotion and tenure in terms of three pillars - research, teaching and service. The document outlines the criteria for measuring two performance levels for each pillar- good and very good.

In the current promotion & tenure document, teaching is evaluated primarily on the basis of student evaluation scores. LUMS is heading towards widening the parameters on which teaching is evaluated and set up a task force to discuss various criteria and indicators to do this. The indicators and evidence are meant to act as a framework on what to look for when evaluating teaching.

We believe that teaching effectiveness is broadly covered by the indicators. These indicators serve as guidelines for the faculty to demonstrate effectiveness in their teaching. Measuring teaching effectiveness in a more holistic manner is a relatively new concept for LUMS. At SDSB we feel that creating a culture around excellence in teaching will take time and require further development of appropriate support systems. There are likely to be challenges in implementing the proposed document and identifying these will also be an ongoing process. With this in mind, we feel that the current document should initially try to measure only two levels-good and very good. As teaching & learning and support mechanisms evolve over time a third level of excellence may be added. Conceptually the suggested two levels would be required to demonstrate good feedback on teaching for the first level and demonstrating responding and making changes based on feedback and measuring effectiveness of changes for the second level. Having two levels is also consistent with SDSB's current promotion and tenure document.

The proposed framework was shared with wider faculty by the Dean via email (August 3, 2021) and was subsequently discussed at a meeting of the SDSB Research & Teaching committee for their input on August 24th, 2021. Feedback from the committee is documented below

- There need to be parameters which cover international visibility/ recognition in the areas of teaching & learning
- The final document should include appropriate evidential, school specific measures of student learning and should be student centric
- Peer evaluations should be used in a developmental context rather than an evaluative one
- Different sources of evidence should be given different weights-e.g., student feedback may be considered a better source than self/ peer feedback
- To make student feedback more meaningful and relevant we need to make them feel included and heard in the process as partners.
- Alignment of student evaluation questionnaires with the corresponding criteria is essential
- faculty members be given the flexibility to add evaluation questions of their choice (from a carefully designed question bank) to align student feedback with faculty objectives

- LLI/University support in training peer evaluators and faculty evaluating dossiers

There was agreement on the principles on which the two levels are based but there was also consensus that detailed evidential measures needed to be objective and required much wider debate. These school specific measures of evidence will be detailed once the overarching document is approved at the university level and returned to the schools relevant committee.

**Proposed School Level Criteria & Evidence for Teaching for SDSB**

**A. Teaching Evaluation Criteria and Indicators**

| Teaching Evaluation Criteria | Indicators | Good | Very Good |
|---|---|---|---|
| **1. Design and planning of learning activities**<br><br>Planning, development and preparation of learning activities, learning resources and materials, for a unit, course or degree program; including coordination, involvement or leadership in curriculum design and development. | • Deep knowledge of the discipline area<br>• Well planned learning activities designed to develop the students learning<br>• Thorough knowledge of the unit material and its contribution in the course<br>• Effective and appropriate use of learning technologies<br>• Effective unit /course/ program coordination or reviews | Any of the forms of evidence may be used to demonstrate a process of self-evaluation and/ or good feedback from self, students, peers or other colleagues | Any of the forms of evidence may be used to demonstrate a process of self-reflection and making changes based on feedback from self, students, peers or other colleagues and measuring effectiveness of changes |
| **2. Teaching and supporting student learning** | • Student centered approach to teaching<br>• A range of teaching is | | |

| | | | |
|---|---|---|---|
| Quality teaching, including; lecturing, classroom, on-line, field, work-based, studio, laboratory, workshop, undergraduate and postgraduate teaching, and supervision of student research. | undertaken (i.e., different levels/mode)<br>• Effective collaborative teaching approaches<br>• Regular peer review of various dimensions of teaching by a colleague<br>• Teaching techniques are successful in enhancing student learning<br>• Furthering LUMS commitment to diversity and inclusivity | | |
| **3. Assessment and giving feedback to students on their learning**<br><br>Design and execution of assessment tasks that are aligned with student learning outcomes and the provision of appropriate and timely feedback. | • Assessment tasks are well designed to assess the intended learning outcomes/objectives<br>• Providing students clear guidelines and criteria on assessment<br>• Provision of appropriate, clear and timely feedback<br>• Variety of assessment items used | | |
| **4. Developing effective learning** | • Creates effective learning | | |

| | | | |
|---|---|---|---|
| **environments, student support and guidance**<br><br>Activities related to the creation of an engaging learning environment for students. Including; supporting transition, the development of learning communities and strategies that account for and encourage student equity and diversity. | environments (in classroom/ online/work placement etc.)<br>• Directs students to appropriate support and services and follows up to determine outcomes e.g. language and study skills or counselling<br>• Demonstrates respect and requires students to demonstrate respect for others<br>• Engages students in consideration of core values, ethical and professional practices at LUMS<br>• Supporting and guiding students (academic & non-academic advising)<br>• Providing mentorship, guidance and academic supervision<br>• Initiative or innovation in supporting students and creating supportive, | | |

| | | | |
|---|---|---|---|
| | engaging learning environments<br>• Contribute to the development of a diverse and inclusive learning community at LUMS | | |
| **5. Integration of scholarship, research and professional activities with teaching and in support of student learning** | **a. Teaching and learning research incorporated into teaching practice-** Teaching and learning research is applied into teaching practice (this is about how you're consuming/using research)<br>**And/ or**<br>**b. Inclusion of discipline-based research in the curriculum and engagement of students in pedagogically sound discipline-based research-** Conducting teaching and learning research on own practice<br>**And/or**<br>**c. Incorporation of professional, industry and work-based practice and experiences into** | | |

| | | | |
|---|---|---|---|
| | **teaching practice and the curriculum.** | | |
| **6. Evaluation of practice and continuing professional development** | • Systematic participation in teaching related professional development activities<br>• Self-reflection and evaluation leading to changes in teaching practice and student outcomes<br>• Student and peer feedback is used to enhance teaching practice<br>• Demonstrates progress towards the majority of the professional qualities by:<br>• Taking ownership and management of teaching role<br>• Demonstrating effective preparation and prioritisation<br>• Demonstrating commitment to continuing professional development in discipline and teaching and learning<br>• Responding positively to | | |

| | | | |
|---|---|---|---|
| | opportunities and new approaches<br>• Communicating effectively in both formal and informal contexts<br>• Application of professional ethical practices in work and in teaching contexts<br>• Approaching teaching with enthusiasm, passion and confidence<br>• Demonstrating resilience and perseverance in the face of obstacles<br>• Demonstrating time management of self and work to ensure others are not delayed in their work<br>• Demonstrating self-reflective evaluation of practices and relationships<br>• Demonstrating commitment and interest in students and their learning | | |

**B. Potential Sources of Evidence:**

The list of evidence is neither prescriptive nor exhaustive. Each faculty member may be able to demonstrate their effectiveness in each of the criteria in a variety of different ways. Faculty members are not required to meet every single indicator listed under each criterion and various sources of evidence may be used under more than one criterion. **We strongly recommend that**

**faculty members be given the flexibility to add evaluation questions of their choice (from an approved question bank) to align student feedback with faculty objectives.**

1. Unit/course outline and materials

- An innovative teaching activity or approach
- Course outline
- Course webpage
- Lesson plan
- Grading rubric

2. Report from unit and/or course coordinator

3. Student surveys and feedback to students on response/outcomes

4. Student feedback from focus groups

5. Expert peer review on course/program materials and innovation

6. External peer recognition and/or review on impact of curriculum, discipline or innovation

7. Details of mentoring and support sought / given from/to colleagues

11. Feedback on mentoring sought or given

12. Letter from Chair of curriculum committee on contribution

13. Awards and citations for learning materials

14. Teaching philosophy statement

15. List of courses convened

16. List of students supervised (1-1)

17. Research publications with students

18. Letter of support from former students ( should no longer be in apposition where faculty has influence)

19. Letter(s)/feedback from TAs (who are no longer students at LUMS)

20. Participation/Presentation in teaching workshops

21. Teaching award (nomination or recipient)

22. Publications related to teaching

23. Service in the curriculum committees

24. Workshops Conducted

25. Examples of student work/ theses

26. Postgraduate student grades and time to completion

27. Systematic monitoring of student learning outcomes

28. Peer review and personal responses to the review and practices

29. Adoption of innovation by others

30. Impact of innovation/initiative within university or wider

31. Recognition from university national and international peers

32. Letters of invitation or thanks

33. Examples of innovative assessment tasks

34. Examples of standards of student learning

35. Data evidencing impact of assessment innovation

36. Feedback from students and peers relating to roles e.g. student advisor or leader in learning communities

37. Details of grants and awards (successful and unsuccessful) and outcomes

38. Details of conferences and presentations

39. Copies of publications and details of contribution and impact

## 9.4 Syed Babar Ali School of Science and Engineering (SBASSE)

In the Spring and Summer of 2021, a taskforce on teaching at the university level was formed with representation from all five schools at LUMS. This taskforce was assigned the task of addressing the question: What is the role of teaching effectiveness and teaching excellence in our tenure and promotion system?

The taskforce met and discussed at length over the past few months and has agreed on a six criteria matrix and a list of indicators as measures of effective teaching at LUMS. The revision proposed by them maintains one system of tenure and promotion that requires faculty to demonstrate their effectiveness in research, teaching and service. Candidates will have to show that they meet the bar in two areas and excel in one to earn tenure and promotion at LUMS.

The five schools have the autonomy to define what acceptable performance is and what constitutes excellence. It is in this spirit that the SBASSE reps in the taskforce have come up with this document which lists "Indicators" against the six criteria along with the "Evidences" listed in the last column; the descriptions of which can be found at the end of the document.

NOTE:

1. The following list of indicators or evidences is by no means exhaustive. The candidate may collect other types of evidences to include in their dossier just as they may list other indicators to meet any of the six criteria below. These indicators are meant to serve as a guideline for faculty to demonstrate their effectiveness in teaching.
2. This document lists six criteria which can be applied university-wide and encompass various possible indicators for excellence in teaching broadly construed. We understand that depending on the discipline, all of the six may not be fully or even partially applicable.
3. "Meeting the bar" may mean fulfilling many of these indicators from all or some of the six criteria.
4. "Excellence in teaching" may mean fulfilling most indicators from all or some of the six criteria.
5. Lastly, this document is not meant to suggest that ALL of these indicators or evidences need to be met to prove (for the candidate) or ascertain (for the reviewer) effectiveness in teaching. This list should be considered as suggestive of what indicators and evidences may comprise the dossier for those who wish to propose they excel in teaching at the time of evaluation.

**A. Teaching Evaluation Criteria and Indicators** (not listed in order of importance)

| Teaching Evaluation Criteria | Indicators | Potential Evidence |
|---|---|---|
| **1. Design and planning of learning activities** | • Deep knowledge of the discipline area | **1, 2, 4, 5, 8, 17** |

| | | |
|---|---|---|
| | • Well planned learning activities designed to develop the students learning<br>• Thorough knowledge of the course material and its contribution/ applications in the discipline area<br>• Effective and appropriate use of learning technologies<br>• Effective course/ program coordination | |
| **2. Teaching and supporting student learning** | • Student centered approach to teaching<br>• A range of teaching is undertaken<br>• Effective collaborative teaching approaches<br>• Regular peer review of various dimensions of teaching by a colleague<br>• Use of different teaching techniques to enhance student learning<br>• Furthering LUMS commitment to diversity and inclusivity | **1, 2, 3, 5, 8, 10, 14** |
| **3. Assessment and giving feedback to students on their learning** | • Assessment tasks are well designed to assess the intended learning outcomes/objectives<br>• Providing students clear guidelines and criteria on assessment<br>• Provision of appropriate, clear and timely feedback<br>• Variety of assessment items used | **4, 5, 8, 11, 14, 16** |
| **4. Developing effective learning** | • Creates effective learning environments (in classroom/ online/work placement etc.) | **1, 3, 4, 5, 6, 8, 12, 16, 17, 19** |

| | | |
|---|---|---|
| **environments, student support and guidance** | • Directs students to appropriate support and services and follows up to determine outcomes e.g. language and study skills or counselling<br>• Demonstrates respect and requires students to demonstrate respect for others<br>• Engages students in consideration of core values, ethical and professional practices at LUMS<br>• Supporting and guiding students (academic & non-academic advising)<br>• Providing mentorship, guidance and academic supervision<br>• Initiative or innovation in supporting students and creating supportive, engaging learning environments<br>• Contribute to the development of a diverse and inclusive learning community at LUMS | |
| **5. Integration of scholarship, research and professional activities with teaching and in support of student learning** | • Teaching and learning research incorporated into teaching practice<br>• Inclusion of discipline-based research in the curriculum and engagement of students in pedagogically sound discipline-based research<br>• Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum<br>• Teaching and learning research is applied to teaching practice (this is about how you're | **3, 6, 7, 9, 10, 12, 13, 15, 16** |

| | | |
|---|---|---|
| | consuming/using existing pedagogical research).<br>• Conducting teaching and learning research on one's own teaching practice | |
| **6. Evaluation of practice and continuing professional development** | • Systematic participation in teaching related professional development activities<br>• Self-reflection and evaluation leading to changes in teaching practice and student outcomes<br>• Student and peer feedback is used to enhance teaching practice<br>• Demonstrates progress towards the majority of the professional qualities by:<br>- Taking ownership and management of teaching role<br>- Demonstrating effective preparation and prioritisation<br>- Demonstrating commitment to continuing professional development in discipline and teaching and learning<br>- Responding positively to opportunities and new approaches<br>- Communicating effectively in both formal and informal contexts<br>- Application of professional ethical practices in work and in teaching contexts<br>• Demonstrates progress towards developing personal qualities of:<br>- Approaching teaching with enthusiasm, passion and confidence | **3, 6, 8, 9, 13, 14, 15, 17, 18, 19** |

| | | |
|---|---|---|
| | - Demonstrating resilience and perseverance in the face of obstacles<br>- Demonstrating time management of self and work to ensure others are not delayed in their work<br>- Demonstrating self-reflective evaluation of practices and relationships<br>- Demonstrating commitment and interest in students and their learning | |

**B. List of Evidence**

This list is not by any means exhaustive. It is only meant to suggest sample evidences to match the above listed indicators. The following evidences are not listed in order of importance.

1. Teaching philosophy statement

- Methodology and philosophy about teaching and student learning
- Discussion on short- and long-term goals
- Supervision and mentorship philosophy
- Reflection on comments and feedback from students and peers

2. List of courses convened

- overview of courses taught - title, description, enrollment, graduate/undergraduate, required/elective; practical or lab based teaching
- Details of courses, workshops, and activities designed and delivered to peers (e.g., number of attendees, level of involvement, goal, whether it was departmental, faculty, university-wide, regional, national or international).

3. List of students supervised (1-1)

- List of undergraduate and graduate students/post-doctoral scholars formally/informally supervised or mentored.
- Roles/responsibilities supervision and mentoring outside of a course (e.g., students seeking advice, job searches, graduate applications, community activities, student club activities, reference letters, etc.)

4. Course evaluations by students including feedback

- Summative Student ratings of instruction or other course evaluation data (qualitative and quantitative)
- Formal Faculty feedback/evaluation form data (e.g. student comments).

5. Course material
- An innovative teaching activity or approach
- Course outline
- Course webpage
- Lesson plan
- Grading rubric
- Any other documentation of course materials that reflect teaching and learning research
- Teaching notes, textbook manuscripts, lab manuals, slides etc.

6. Feedback provided to students
- Examples of feedback provided to individual student

7. Research publications with students
- Demonstrates engagement of the students in the research area
- Publications or presentations related to the subject area or scholarship in teaching and learning

8. Letter of support from colleagues
- Letters of support from peers who served as co-supervisors

9. Description of mentorship sought
- Description of mentorship sought out from peers (e.g., discussing teaching approaches, reviewing and sharing course outlines, course materials, etc.)
- Reflections on your mentorship and supervision and other evidence (i.e., evidence from students and colleagues). How these strategies and supporting material link back to your supervision philosophy, what they say about your strengths and accomplishments, what you have learned and how you will continue to grow and improve.

10. Letter of support from students
- Letters of support demonstrating being accessible to supervised students and talk about regular monitoring and feedback for supervisees
- Letter of support related to teaching
- Letter of support related to research/Sproj/Thesis supervision
- Letter of support from mentees

11. Letter(s)/feedback from TAs

12. Letter from the Chair

- Letter of support that speak to potential contributions in terms of educational leadership and impact.

13. Letter(s) from committees
- Letters of recommendations from Dean/Conveners of committees

14. Participation/Presentation in teaching workshops
- Documentation of participation in teaching and learning workshops, courses (credit or non-credit), programs
- Teaching and learning workshop participation and evaluation data, including qualitative comments.

15. Teaching award (nomination or recipient)

16. Publications related to teaching
- Presentations/publications on supervision or mentoring
- Peer-reviewed publications related to teaching and learning

17. Service in the curriculum committees
- Listing involvement (Participation, presentation) in curriculum/program committees and contributions
- Description of contributions to teaching and learning committees, working groups, task forces/curriculum committees at various levels, including leadership roles

18. Workshops Conducted
- Description of initiatives developed and or led to help enable other instructors' growth as educators (e.g. workshops, reading groups, journal clubs).
- Workshop conducted for training/mentoring of the students

19. Mentorship of peers, TAs, staff and students
- Description of formal or informal mentorship of peers, teaching assistants or other members of instructional teams.
- Member editorial boards for peer review journals or member mentorship, and communities of practice
- Description of mentorship provided to peers or colleagues (e.g., discussing teaching approaches, reviewing and sharing course outlines, course materials, etc.).
- Requests to review course materials, give mentorship feedback/advice on teaching activities.

## 9.5 Syed Ahsan Ali and Syed Maratib Ali School of Education

Syed Ahsan Ali and Syed Maratib Ali School of Education (SoE) has initiated framing of tenure and promotion standards. A committee has been set up to facilitate the process. In its first ever meeting on February 04, 2021, the committee deliberated and resolved that comprehensive standards will guide rigorous evaluations of tenure dossiers at SoE. The committee further deliberated and resolved that since SoE aims to have an impact on the quality of teaching, learning, and educational leadership, Teaching Track (TT) makes strong relevance in SOE settings. SOE is also logically placed to develop a robust TT for tenure because many of its programmatic offerings constitute the overarching aims of elevating the status of teaching and educational leadership in Pakistan and beyond. In that sense, SOE needs to model what strong practice in teaching and educational leadership looks like for other educational institutions (schools, colleges, universities) to take lessons from. This draft is an initial mapping of standards of excellence in both teaching and research tracks at SoE.

### TENURE AT SoE

At SoE, tenure may be secured following a **teaching intensive route or a research intensive route**[5]. While a very high degree of competence and performance is generally expected in all three areas i.e., teaching, research, and service at SoE, securing tenure through research or teaching route will require excellence in research or teaching respectively. The research intensive and teaching intensive tracks typically[6] require 6 years of teaching experience at the Assistant Professor level. Promotion to Professor typically requires a minimum 6 years of teaching and research experience at the Associate Professor Level.

The Dean and Faculty of the SoE have the following general expectations from **all** faculty members seeking tenure either through TT or RT track.

### TEACHING STANDARDS

- The successful completion of the required course load per year, usually determined by the candidate, the program coordinator, and the department chair.
- Over six years, the candidate should have demonstrated an ability to teach courses ranging from the 100-level to the 300 or 400-levels. In other words, they should range from introductory or core courses to more advanced courses coming from the candidate's own academic interests and research.

[5] This is separate from the teaching track appointments which are term appointments for faculty who are only involved in teaching.

[6] In exceptional cases, where for example research is outstanding, the promotion process can be initiated earlier.

- The candidate's course enrollments should not be abnormally low as compared to colleagues teaching comparable courses in the same discipline.
- Ideally, the candidate should have four to five courses in their course portfolio that are updated and modified on a regular basis[7]. These courses should have reflected the candidate's ability and interest to innovate and explore new pedagogies in the classroom, but also to incorporate more current scholarship in an area in dynamic syllabi.
- The teaching evaluations should at the very least have been consistently satisfactory over the six years (3.5-3.75+ on the current scale).
- For professorship it is expected that the above conditions are maintained over the period following the granting of tenure at the Associate Professor level.

**RESEARCH**

- The candidate should be able to demonstrate through various activities that they are active and current contributors in their field and are able to incorporate the latest research into their classroom teaching.
- Over the six years, the candidate should have published at least a part of their dissertation research in the form of journal articles, or a monograph.
- In addition to this, the candidate should also have diversified their research interests, and developed new areas of inquiry that have been shared with an academic audience at LUMS, if not outside of the University. This could mean arranging a brownbag talk on a project that the faculty candidate has just initiated or has picked up a research strand already established.
- At the minimum, the candidate should have participated in local conferences in the roles of chair, discussant, and/or presenter.

**SERVICE**

- The candidate has rendered active service to the School and the University in different roles that impact the quality of experience for students and faculty in a substantial way. This could include sitting on committees, departmental, center or program chairs, setting up of programs (including contribution in content development), contributions in research centers, and drafting school and university level policies. A combination of these and other related activities and roles, as determined and agreed to by the candidate and Dean/Chair of the school/department, will become the composite performance under this category of service.
- The candidate has shown a high degree of commitment to provide academic advising to advisees. This is reflected in their commitments to advisees, submitting letters of recommendations for students, providing assistance to colleagues as and when needed;

[7] In circumstances where the department has stipulated a different obligation from the faculty member this requirement would be adjusted. For example where the faculty member has been asked to teach a particular core course at the expense of electives.

- A candidate can also be considered on the basis of service to the field, country, and on the basis of service to the community that has brought credit to the University.

**EXCELLENCE IN RESEARCH**

There are several ways of defining excellence in research. The elaborations below try to be as encompassing as possible:

- Traditionally, a candidate should have published his or her dissertation research either in a single-author monograph from an established scholarly press, or this research should have appeared (or is forthcoming) as a series of journal articles. Typically, a monograph from an established scholarly press – or, at a minimum, three peer-reviewed articles in relevant journals with the candidate as sole or first author – would be required to indicate 'excellence.' For a professorship, the corresponding criterion would be 2 monographs or 6 – 8 articles.
- In addition to the development of doctoral research, the candidate should also have identified and begun to make inroads into other areas of interest through papers-in-progress and conference presentations.
- The candidate should have secured competitive university travel and research grants.
- Besides regularly presenting his or her research at LUMS, the candidate should be presenting his or her research at leading academic conferences and workshops, and have a scholarly network outside of his or her former graduate program who can attest to the importance of his or her contribution to the body of knowledge.
- It is expected that an excellent research candidate would have convened or co-convened at least one academic conference, workshop, or a scholarly speaker series.
- However, research is no longer limited to these traditional terms and can also include major creative projects such as the publication of a novel, or the production of a film. It can include curatorial projects, documentaries, a series of essays in prestigious non-academic journals that carry international merit. In some cases, it can even include a dance performance, or an exhibition of the candidate's own work.
- Scholarly output also includes books and chapters in outlets of high repute.

**Evaluating Research**

- Research is primarily evaluated externally through the candidate's work being reviewed by experts

in the field. These reviewers are selected as per the Tenure policy and letters are solicited. The entire dossier is then reviewed by the SAPTC, Chair, Dean and Vice Chancellor.

**EXCELLENCE IN TEACHING**

Faculty candidates will develop a Teaching Portfolio (TP) (See Appendix I for guidelines) that showcases evidence on the full spectrum of teaching (undergraduate and graduate levels,

supervision of capstones, field-based teaching) quality. A key component of the TP will be evaluations based on peer review of teaching quality (See Appendix II for guidelines on peer review.) The following seven criteria (laid down in more detail in Appendix III) will be the basis for tenure and promotions through teaching track.

| | |
|---|---|
| 1. Design and planning of learning activities<br>2. Teaching and supporting student learning<br>3. Assessment and giving feedback to students on their learning<br>4. Developing effective learning environments, student support and guidance | 5. Integration of scholarship, research and professional activities with teaching and in support of student learning<br>6. Evaluation of practice and continuing professional development<br>7. Professional and personal effectiveness |

The teaching excellence matrix (Appendix III) is not prescriptive or exhaustive in evidence on teaching quality. The matrix acts as a guide for faculty candidates to highlight the criteria and contributions in which they have particular strengths. It will be in that sense artwork for faculty candidate to showcase performance in ways that 'excellence' is reflected in TP through varied and valid evidence of their teaching performance.

**Evaluating Teaching**

At least three ratings of 4 and above in the last four end-of-year evaluations with no evaluation less than 3.5 during the period preceding tenure application will be required to consider for tenure through teaching track.

## PROCEDURES AND GUIDELINES FOR SUBMITTING AND PROCESSING OF THE DOSSIER

LUMS guidelines on preparation and processing of dossiers will be followed for internal and external review processes in both teaching and research track tenure applications. Given below is a summary of the steps involved (For details, please read LUMS Appointment and Promotion Policy.)

**Contents of the Dossier**

***To be provided by the candidate***

- Cover Letter
- In the case of teaching track, Teaching Portfolio (See Appendix 9.5.1 for guidelines on portfolio)
- Updated CV

***To be Solicited by the Teaching Committee***

- Letters from Directors, Chairs, Deans, Students
- Letter from the Convener of the Academic Course Review Committee
- In case of Teaching Track, peer reviews of in class teaching (See Appendix II for peer review guidelines)
- Any other required document

***Step-by-Step Procedure***

1- Candidate submits the dossier

2- The Tenure Committee

- Invites letters from Stream Director
- Invites letters from convener ARC
- Deliberates on the dossier and the letters from Stream Director and Convener ARC
- Minutes of Tenure Committee deliberation goes to DPTC

3- DPTC deliberates on the case and submits its report to the Chair

4- The Chair evaluates the process before sending the dossier to SAPTC

5- SAPTC sends its deliberations to the Dean.

6- The Dean serves as an independent reviewer of the entire process and submits his report to the VC for further action.

7- VC submits the dossier to the MC

8- MC decides in its meeting whether tenure be granted or denied.

9- The VC informs the candidate about the decision.

### 9.5.1 Guidelines on Developing Teaching Portfolio

Faculty candidates will showcase their excellence in teaching by developing a Teaching Portfolio (TP) as part of their dossiers. For each candidate, TP should be an ongoing journey with gradual evaluation and goal-setting based on feedback from peers, reflective practice, and Dean/Supervisor feedback. The SOE's Peer Observation Process is designed to support such evaluations and ongoing development of practice. In that sense, developing a teaching portfolio will be akin to craft work by the candidate with the clear markers of performance (reflected through verifiable evidence as proposed above).

Teaching Portfolio should have the following components and evidence:

***Biographical overview (1-2 pages)***

This section should broadly situate your dossier in an academic and scholarly context. This may include your teaching profile (courses taught and wish to teach) and your teaching responsibilities. Furthermore, here should be the opportunity to reflect upon teaching strengths, areas that s/he is planning to work on etc.

***Teaching Philosophy/Statement (1-2 pages)***

This should be an opportunity for the candidate to show what their teaching looks like, and why they teach how they do. It should express the philosophies or frameworks and the beliefs or values that guide teaching practice. It should give examples of how beliefs and values are enacted through teaching and approaches to supporting learning and assessments. It is also common to outline plans for ongoing professional growth and development as a teacher.

***Teaching responsibilities/activities***

This section provides information about an instructor's current and projected future teaching profile. It should discuss information about instructional settings, course development, student demographics, course development, student mentorship, roles on committee work (e.g., graduate, curriculum, etc.), workshop facilitation (for peers), teaching materials shared with peers, guest lectures etc. The faculty member is encouraged to reflect upon unusual or peculiar circumstances during the length of a course, how they were managed/resolved, and what some of the big insights from that experience might have been. This will facilitate the review committee to have more context to why faculty coursework may have been evaluated/scored the way it was by peers or students.

- Include any specific contributions to curriculum and pedagogical development at the stream/ school level.
- Any presentations, research or publications on teaching should also be included to facilitate the reviewers.
- The course outline section content needs more specific additions particularly focusing on aligning objectives, assessment, and instruction.

***Evidence of Teaching Effectiveness***

Here is the opportunity for instructors to showcase their teaching effectiveness by using evidence on products of teaching, and evidence on student learning. Examples of evidence can be found in **Appendix III.** Importantly, evidence needs to be contextualized with information and reflections that helps to communicate its relevance, and how they are indicative of "effectiveness" to the reader.

***Research and Scholarship***

- List any presentations, research, grants, and publications on teaching within your discipline.

***Professional Development***

Outlines the steps you have taken to evaluate and/or improve your teaching

- List any workshops, sessions, or certification that is specific to the development of teaching
- Identify at least one key learning/skill development that resulted from the activity

### 9.5.2 Guidelines on Peer Observation Process

(DRAFT IDEAS- Process to be further developed & piloted in SOE)

In an effort to support ongoing development of teaching and midterm, tenure and promotion reviews, the SOE is developing a peer-observation process that includes both formative and summative evaluations of teaching.

**Observation Process at a Glance**




Meetings should occur between observer and instructor only.

**Forms/Templates to be Developed to support Meetings & Reflection**

- Pre-observation Discussion
- Observation Form
- Post-observation discussion
- Post-observation record/action plan (signed by both observer & instructor)

### 1. Formative Observations

Formative observations can be conducted by a person chosen by the instructor being observed. Peer observation is a formative exercise, to provide suggestions to help instructors to improve. Ideally, these evaluations should be confidential and remain the property of the instructor who is being observed. This allows them the space to try new approaches, techniques without fear of being penalized. The confidential process also gives the observer the freedom to be direct and honest in their advice.

**Suggested documents to go into the Faculty Member's Portfolio**

A record of the observation/action plan with signatures and the faculty response or reflection on the comments received during the observations. It is recommended that the reflection on these responses is what will be evaluated in the Portfolio.

### 2. Summative Observations

Summative evaluators should be elected or appointed. Summative evaluators should be colleagues of equal or greater rank in a department or discipline the same as or similar to that of the teacher being evaluated. To ensure sufficient reliability, a summative evaluation should be the collaborative product of a committee of at least two evaluators. To be fully effective, summative evaluation should not occur on its own, but should instead alternate with an ongoing program of formative evaluation.

The written assessment of class observations is discussed with the instructor by the evaluator. The written assessment is signed by the evaluator and instructor and submitted to the department head with a copy to the instructor.

### 3. Observation Frequency

Formative and summative evaluations should occur at prescribed intervals that the instructor knows in advance, most likely as part of mandatory reviews for contract renewal, review for tenure, and post-tenure reviews.

**Assistant Professors**

Those with teaching appointments should ideally have at least three observations conducted before promotion and tenure, with one of them occurring before reappointment. Each of the reviews should be conducted in a separate academic year.

**Associate Professors**

The observation and evaluation period should be aligned with post tenure review with a minimum of two observations prior to promotion to full Professor. Peer review of Professors should be aligned with the post tenure review.

### 9.5.3 Teaching Criteria & Examples of Evidence

| **1. Design and planning of learning activities**<br>[Planning, development and preparation of learning activities, learning resources and materials, for a unit, course or degree program; including coordination, involvement or leadership in curriculum design and development.] | | |
|---|---|---|
| **Assistant Professor** | **Associate Professor** | **Professor (E)** |
| ▪ Deep knowledge of the discipline area<br>▪ **Well planned learning activities designed to develop the students learning**<br>▪ **Scholarly/informed approach to learning design**<br>▪ **Thorough knowledge of the unit material and its contribution in the course**<br>▪ **Effective and appropriate use of learning technologies**<br>▪ **Effective unit/ course coordination**<br>▪ Effective preparation and management of teaching teams | **Meets the requirements for Assistant Professor and**<br>▪ **Deep knowledge of the discipline area**<br>▪ **Innovation in the design of teaching, including use of learning technologies**<br>▪ **Effective preparation and management of tutors and teaching teams**<br>▪ Leadership in curriculum development and design.<br>▪ Development of significant curriculum materials<br>▪ Benchmarking of a unit or course against similar units/courses<br>▪ Leadership in effective curriculum development at a program level<br>▪ External expert peer review of unit/course materials /curriculum/initiative/ curriculum<br>▪ Adoption of learning materials by other universities | **Meets the requirements for A/P and**<br>▪ **Leadership role and impact in curriculum design and review, planning and/or development at a (inter) national level**<br>▪ **Contribution to the teaching or curriculum and/or discipline at a national level**<br>▪ **Leadership in mentoring and supporting colleagues in planning and designing learning activities and curriculum**<br>▪ Awards /external recognition for Curriculum contribution<br>▪ Significant curriculum or disciplinary contribution through published student learning materials/textbooks |
| Indicators in **Bold** up to **Assistant Professor** should be considered as **minimum standards**. Indicators in Bold **above** Assistant Professor should be considered as key signals to build a | | |

case for promotion where the contribution is in Teaching. The indicators not in bold are to illustrate other activities and evidence that can be used to demonstrate achievement

**Evidence from Self**

- Teaching philosophy statement. One to two pages describing what you believe about teaching and student learning, why you hold these beliefs, and brief highlights of how you put them into practice.
- List of teaching roles and responsibilities (overview of courses taught --title, description, enrolment, graduate/undergraduate, required/elective; practice; clinical teaching).
- Selected course materials such as: a description of an innovative teaching activity or approach (i.e.: inquiry-based, experiential learning); an informal survey designed to collect feedback on a novel teaching activity; a lesson plan for an interactive class; an excerpt from a course outline; an assignment description; a grading rubric; a learning resource and/or materials.
- Short and long-term teaching goals.

**Evidence from Students**

- Summative Student ratings of instruction/USRI or other course evaluation data (qualitative and quantitative).
- Intentional formative/midterm feedback collected from students.
- Formal Faculty feedback/evaluation form data (e.g. student comments).
- Teaching awards received from student bodies (e.g. Student Union Teaching Awards).
- Selective and purposeful informal feedback from learners that speak directly to specific teaching practices and/or impact.
- Letters of support from former students (no longer teaching or in a supervisory relationship).

**Evidence from Colleagues/Peers**

- Teaching observation documents (e.g. peer observations)
- Letters of support from colleagues.
- Teaching awards (title, description, nomination process, and criteria of award).
- Invitations to teach.

**2. Teaching and supporting student learning**

**[**Quality teaching, including; lecturing, classroom, on-line, field, work-based, studio, laboratory, workshop, undergraduate and postgraduate teaching, and supervision of student research.]

| Assistant Professor | Associate Professor A/P | Professor (P) |
|---|---|---|
| ▪ **Student-centered approach to teaching**<br>▪ **A range of teaching is undertaken (i.e. different levels/mode)**<br>▪ **Effective collaborative teaching approaches** | **Meets the requirements for Assistant Professor and**<br>▪ **Evidence of systematic and integrated development of teaching practices informed by scholarship/research**<br>▪ Leadership and innovation in teaching practices and supporting students is | **Meets the requirements for A/P and**<br>▪ **Peer recognition of quality teaching** e.g. invitations to teach at other universities or awarded a faculty and/or university teaching award.<br>▪ **Evidence of successful, strategic leadership and innovation in enhancing quality teaching** |

| | | |
|---|---|---|
| ▪ **Regular peer review of various dimensions of teaching by a colleague**<br>▪ Evidence of innovation/ creativity in teaching<br>▪ Quality of student learning is monitored<br>▪ A scholarly approach to teaching<br>▪ Effective supervision of honours/postgraduate students to completion | recognized at a university, disciplinary or national level<br>▪ **Leadership in supporting colleagues' in their teaching through peer support and review**<br>▪ **Teaching techniques are successful in enhancing student learning**<br>▪ **Effective supervision of postgraduate students to completion**<br>▪ **Quality of student learning is systematically monitored**<br>▪ **Innovation and creativity in teaching** | **practices and supporting student learning at the university, disciplinary, or (inter)national level**<br>▪ Leadership in academic practice in the university, discipline or (inter)nationally<br>▪ **Establishes effective organisational policies/strategies that promote and support others to deliver high quality teaching and support student learning (e.g. through mentoring/ coaching)** |
| Indicators in **Bold** up to **Assistant Professor** should be considered as **minimum standards**. Indicators in Bold **above** Assistant Professor should be considered as key signals to build a case for promotion where the contribution is in Teaching. The indicators not in bold are to illustrate other activities and evidence that can be used to demonstrate achievement | | |
| **Evidence from Self**<br>- Teaching philosophy statement, including a discussion on short and long term goals<br>- List of teaching roles and responsibilities<br>- Selected course materials such as: a description of an innovative teaching activity or approach (i.e.: inquiry-based, experiential learning); an informal survey designed to collect feedback on a novel teaching activity; a lesson plan for an interactive class; an excerpt from a course outline; an assignment description; a grading rubric; a learning resource and/or materials.<br>- Examples of student work/ theses<br><br>**Evidence from Students**<br>- Summative Student ratings of instruction/USRI or other course evaluation data (qualitative and quantitative).<br>- Intentional formative/midterm feedback collected from students.<br>- Formal faculty feedback/evaluation form data (e.g. student comments).<br>- Teaching awards received from student bodies (e.g. Student Union Teaching Awards).<br>- Selective and purposeful informal feedback from learners that speak directly to specific teaching practices and/or impact.<br>- Letters of support from former students (no longer teaching or in a supervisory relationship).<br><br>**Evidence from Colleagues/Peers**<br>- Teaching observation documents (e.g. peer observations)<br>- Letters of support from colleagues.<br>- Peer review and personal responses to the review and practices | | |

- Teaching awards (title, description, nomination process, and criteria of award).
- Invitations to teach.

**3. Assessment and giving feedback to students on their learning**
**[**Design and execution of assessment tasks that are aligned with student learning outcomes and the provision of appropriate and timely feedback.]

| Assistant Professor | Associate Professor A/P | Professor (P) |
|---|---|---|
| ▪ **Assessment tasks are well designed to assess the intended learning outcomes**<br>▪ **Supports students to develop and demonstrate the intended learning outcomes**<br>▪ **A variety of assessment tasks are used**<br>▪ **Provides students with clear assessment criteria**<br>▪ **Provides students with timely and consequential feedback**<br>▪ Innovation in assessment in units/degree programs | **Meets the requirements for Assistant Professor and**<br>▪ **Innovation in assessment in units/degree programs**<br>▪ **Monitors and changes assessment practices to improve student learning outcomes**<br>▪ **Monitors the quality of student learning outcomes (including English language proficiency)**<br>▪ Successful coordination, support, supervision and management of assessment, standards and feedback to students<br>▪ Successful engagement and demonstration of appropriate knowledge of effective assessment practices<br>▪ **Assessment and grading of postgraduate theses and projects** | **Meets the requirements for A/P and**<br>▪ **Establishes effective organizational policies and/or strategies in the support, supervision and management of assessment, standards and feedback for students**<br>▪ **Successful leadership/ mentoring of individuals and/or teams leading to enhanced assessment, standards and moderation**<br>▪ **Provides leadership in the moderation, planning and delivery of course and degree assessment** |

Indicators in **Bold** up to **Assistant Professor** should be considered as **minimum standards**. Indicators in Bold **above** Assistant Professor should be considered as key signals to build a case for promotion where the contribution is in Teaching. The indicators not in bold are to illustrate other activities and evidence that can be used to demonstrate achievement

- Unit/Course outline with assessment tasks and marking criteria
- Student surveys and feedback to students on response/outcomes
- Extracts from a number of units/courses showing variety of assessment tasks
- Feedback from course coordinator on assessment tasks and student outcomes.
- Examples of innovative assessment tasks
- Use of learning analytics
- Peer review of course assessment and response to review

**4. Developing effective learning environments, student support and guidance [**Activities related to the creation of an engaging learning environment for students. Including;

supporting transition, the development of learning communities and strategies that account for and encourage student equity and diversity.]

| Assistant Professor | Associate Professor (A/P) | Professor (P) |
|---|---|---|
| ▪ **Creates effective learning environments (in classroom/ online/work placement etc.)**<br>▪ **Directs students to appropriate support and services and follows up to determine outcomes e.g. language and study skills or counselling**<br>▪ **Demonstrates respect and requires students to demonstrate respect for others**<br>▪ Serves as a student advisor<br>▪ Initiative or innovation in supporting students and creating supportive, engaging learning environments | **Meets the requirements for Assistant Professor and**<br>▪ **Serves as a student advisor**<br>▪ **Leads effective organisational policies and/or strategies for supporting students and developing engaging learning environments**<br>▪ **Demonstrates effective practice in developing learning communities**<br>▪ Initiative or innovation in supporting students and the creation of engaging learning environments<br>▪ **Demonstrates understanding and effective practice (in curriculum and teaching) in embedding principles of cultural diversity, equality, indigenous culture and traditions, support for students with special needs, and support for students in transition (e.g. 1st year, postgrad)** | **Meets the requirements for A/P and**<br>▪ **Successful mentoring of individuals and/or teams to support student diversity, student transition and learning communities**<br>▪ **Initiative or innovation in supporting students and the creation of engaging learning environments**<br>▪ **Leadership role in promoting effective practices (in curriculum and teaching) that embed principles of cultural diversity, equality, indigenous culture and traditions, support for students with special needs, and support for students in transition (e.g. 1st year, postgrad)** |

Indicators in **Bold** up to **Assistant Professor** should be considered as **minimum standards**. Indicators in Bold **above** Assistant Professor should be considered as key signals to build a case for promotion where the contribution is in Teaching. The indicators not in bold are to illustrate other activities and evidence that can be used to demonstrate achievement

**Supervision- Evidence from Self**

- Details of role and engagement in learning communities (formal or informal)
- Extent and participation in innovation for student engagement
- Reports evaluating the effectiveness of targeted student support interventions on student retention and progression
- Feedback from students and peers relating to roles e.g. student advisor or leader in learning communities
- List of undergraduate and graduate students and post-doctoral scholars formally supervised or mentored and a description of roles/responsibilities.

- Description of mentorship provided *for* peers or [sought out from] (e.g., discussing teaching approaches, reviewing and sharing course outlines, course materials, etc.).
- Presentations/publications on supervision or mentoring.
- Support to students for presentations and publications (scholarship); joint work with students.
- Self-developed mentorship/supervision structures, frameworks, or processes.

**Supervision – Evidence from Students**
- Informal unsolicited student or peer feedback
- Letters of support from former students (no longer teaching or in a supervisory relationship).
- Information about student activities and achievements related to your supervision and mentoring (e.g., job placement, graduate school admission, events organized, presentations made).

**Evidence from Colleagues/Peers**
- Feedback from peers or students mentored
- Letters of support from colleagues.
- List and description of awards received for mentorship and supervision.
- Requests to review course materials, give mentorship feedback/advice on teaching activities.
- Requests from broader community to mentor for specific teaching and learning resources and/or support.

**5. Integration of scholarship, research and professional activities with teaching and in support of student learning**

| Assistant Professor | Associate Professor (A/P) | Professor (P) |
|---|---|---|
| ▪ **Incorporates teaching and learning scholarship into teaching practice and curriculum development**<br>▪ Applications for teaching grants that have a clear theoretical and scholarly basis (successful or unsuccessful)<br>▪ Peer review of teaching materials and curricula that demonstrate engagement with the teaching/research nexus | **Meets the requirements for Assistant Professor and**<br>▪ **Mentors and supports junior colleagues in teaching and learning scholarship**<br>▪ **Engages in teaching and learning scholarship that demonstrates research-informed and/or contemporary teaching within or across disciplines**<br>▪ Successful application for awards, grants or competitive funding related to teaching and learning (as an individual or team member) | **Meets the requirements for A/P and**<br>▪ **A sustained and successful contribution to the research and/or literature on scholarly practice and theory in teaching**<br>▪ **Successful mentoring of others (individuals and/or teams) in the scholarship of teaching and learning**<br>▪ **(Inter)national peer recognition of contribution to scholarship of teaching and learning in discipline, sector, or institution**<br>▪ Authorship/co-authorship and systematic publication relevant to teaching and learning<br>▪ Successful application for awards, grants or competitive |

| | | |
|---|---|---|
| ▪ Contribution, co-authorship or authorship of publications, presentations or workshops on teaching and learning<br>▪ **Contribution and systematic participation in professional development** or disciplinary engagement in the scholarship of teaching and learning | ▪ Contributes to professional development or disciplinary engagement in the scholarship of teaching and learning at a national level (as an individual or team member) | funding related to teaching and learning (as an individual or team member/leader)<br>Leadership and contribution at (inter)national level in professional development or disciplinary engagement in the scholarship of teaching and learning. |

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- Excerpts from unit/course materials demonstrating incorporation of current T & L research into teaching activities
- Details of grants and awards (successful and unsuccessful) and outcomes
- Details of conferences and presentations
- Copies of publications and details of contribution and impact
- Evidence of student work involving research and field immersive components
- References and letters from peers
- Details of mentoring roles and outcomes
- Details of leadership roles and contribution confirmation by peers
- Impact of projects, grants and other initiatives for the university or (inter)nationally
- Recognition as an external assessor or expert

**Evidence from Self**

- Excerpts from unit/course materials demonstrating the incorporation of current disciplinary research, case studies, and/or industry experience.
- Self-reflective comments or artifacts that connect choices within one's teaching practice to findings in discipline based education research (DBER) and/or SoTL literature.
- Documentation of course materials that reflect teaching and learning research.
- Description of teaching and learning research projects and/or teaching and learning grants received, connecting these to teaching and learning literature and one's professional development.
- Listing involvement (participation, presentation) in non-peer reviewed events where teaching and learning research ideas are discussed with colleagues.
- List and description of teaching and learning grants received.
- List and description collaborative partnerships and research projects initiated.
- Future goals related to teaching and learning research, scholarship, and inquiry.

**Evidence from Students:**

- Summary of quantitative and/or quantitative data collected as part of a systematic inquiry to inform one's teaching.
- Themes in student data and feedback that characterize students' learning experiences.
- Description and documentation of ethical research/scholarly/inquiry strategies for providing a variety of student feedback and data on their learning (e.g. focus groups, surveys, setting up students as representatives to provide a formal lens to provide feedback).
- Selective and purposeful informal feedback from students who have been involved in scholarly teaching projects (e.g. peer mentors; TAs or research assistants hired to work on development projects).
- Letters of support from former students (no longer teaching or in a supervisory relationship) commenting on how their involvement in scholarly teaching project experiences has affected their learning and growth.

**Evidence from Colleagues/Peers:**

- Peer-reviewed publications and presentations related to inquiry and scholarship in teaching and learning (e.g. SoTL, DBER).
- Invitation to speak on teaching and learning research topic.
- Letters from colleagues/peers that speak to your contributions related to inquiry, research and scholarship in teaching and learning.

**Industry-specific**

- Invitations to work with industry, letters of support from industry
- Feedback from industry partners indicating alignment between industry requirements and learning outcomes
- - Utilization of industry/service feedback wherever relevant in the course

**6. Evaluation of practice and continuing professional development**

| Assistant Professor | Associate Professor (A/P) | Professor (P) |
|---|---|---|
| ▪ **Participation in teaching related professional development activities**<br>▪ Membership of disciplinary teaching network (internal, eg T & L network, external)<br>▪ Attendance, participation in teaching and learning related conferences.<br>▪ **Self-evaluation leading to changes in teaching practice and student outcomes** | **Meets the requirements for Assistant Professor and**<br>▪ **Contribution and participation in professional development activities in university, discipline, faculty**<br>▪ Mentoring and peer review of colleagues in teaching<br>▪ Presentation at (peer reviewed) teaching and learning related conferences<br>▪ Successful achievement in roles such as mentor, peer reviewer, etc. | **Meets the requirements for A/P and**<br>▪ **Leadership and contribution in the provision of professional development of others**<br>▪ **Mentoring and peer review of colleagues in teaching**<br>▪ Evidence of a sustained and successful commitment to and engagement in CPD related to academic, institutional and/or other professional practice at institutional, (inter)national level<br>▪ Contributes to and/or leads professional development courses |

| | | |
|---|---|---|
| ▪ **Student and peer feedback is used to enhance teaching practice** | | ▪ Successful achievement in roles such as mentor, peer reviewer, Chair of committees etc.<br>▪ Establishing effective organizational policies and/or strategies in supporting and promoting others (e.g. through mentoring, coaching) in evaluation of teaching<br>▪ National impact and peer recognition |

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**Evidence From Self:**

- Documentation of participation in teaching and learning workshops, courses (credit or non-credit), programs, mentorship, and communities of practice
- Products or documents related to professional learning activities (e.g. outcomes from a community of practice)
- Details of courses, workshops, and activities designed and delivered to peers (e.g number of attendees, level of involvement, goal, whether it was departmental, faculty, universitywide, regional, national or international).
- Reflection on why you engaged in professional learning, what you learned and how you incorporated this into your teaching practice, and how these learnings have influenced your beliefs about teaching and learning.
- Reflection aligning professional development activities with evidence from students.
- Semester/annual reflective memo. Reflection on learning, strengths and areas for growth.
- Professional development goals (short and longterm).
- Description of engagement in institutional processes and strategy/planning sessions related to teaching and learning.
- Description of contributions to teaching and learning committees, working groups, task forces at various levels, including leadership roles.

**Evidence From Students:**

- Student comments that relate to practices that you implemented from professional learning activities.
- Letters of support from former students that speak to your educational leadership activities (no longer teaching or in a supervisory relationship).

**Evidence From Colleagues/Peers**:

- Peer comments that relate to practices that you implemented from professional learning activities.
- Letters of support from colleagues (e.g. reflections on what they have learned from you).
- Documents and feedback from peer teaching observations.
- Letters of support from colleagues, senior administrators or collaborators that speak to your educational leadership contributions and impact.

*Some of tools (e.g., student course evaluations) in the above matrix are already in place. Where there exist none, e.g., peer observation (See guidelines on peer observation above in section 9.5.2), the committee will solicit help from the wider faculty at SoE to develop the tools.