

**REVIEW OF LECTURERS
AND PROMOTION OF LECTURERS TO SENIOR LECTURERS
College of Arts & Sciences
Georgia State University**

A. Overview

This document describes the process for the review of lecturers and for the promotion of lecturers to senior lecturer. All lecturers are reviewed annually for contract renewal, as these positions are not tenure track and are not intended to become so. Lecturers who are reappointed after five years of consecutive service will be promoted to senior lecturer, to begin in their seventh year of service. Lecturers not reappointed after five years will be terminated at the end of their sixth year.

There are two types of reviews specific for lecturers; these are the third-year review and fifth-year review of lecturers, with promotion to senior lecturer. In these reviews, the primary consideration is contributions in instruction and service. Instruction includes teaching students, both inside and outside the classroom environment. Service includes advising and serving the academic needs of students. Service is normally at the departmental* and college levels, but may include university service. Professional service as well as public service involving professional expertise is also relevant. Other activities, such as publications of their research and scholarship, are not required; however, departments have the option of considering such activities in the reviews, particularly as they bear on instructional performance.

Reappointment of lecturers and promotion of lecturers to senior lecturer are dependent not only on their performance in instruction and service, but also on the programmatic needs and financial exigencies of the College and its units.

This document does not cover the annual review and annual contract renewal review that occur for all tenure-track and non-tenure track faculty. The process for these annual evaluations, including the composition of the departmental contract renewal committee, will follow the established college and departmental policies, as specified in other documents. Since annual reviews and annual contract renewal reviews are distinct from the third-year and fifth-year reviews in that they involve different evaluating bodies, different materials, and different time spans, one may not be able to make a reliable inference from the annual reviews to the results of the fifth-year review.

B. Components of the Third-Year Review of Lecturers and Fifth-Year Review with Promotion to Senior Lecturer:

All materials must be placed in a three-ring binder(s).

B.1. Dossier. The dossier will contain the following sections, if appropriate:

a. Cover Page: Includes the candidate's name, department, and date of appointment at Georgia State University.

b. Curriculum Vitae

c. Information on Instruction

- Statement of Instructional Interests, Goals, and Qualifications (2-3 pages): Each lecturer should briefly describe an educational philosophy and a set of goals and

objectives in instruction and service projects, and a list of courses and/or areas they believe they are qualified to teach.

- Courses Taught During the Last Four Years: The candidate must provide a copy of the most recent syllabus used for each course taught during the time period. Only one syllabus for each different course is required. Using the following format, the candidate must provide a list of courses taught:

SUMMARY OF COURSES TAUGHT, 20XX TO 20XX.

Semester/year	Title and Course Number	Number of Students
Fall/02	General Biology/Bio 1107	125

- Teaching Portfolio: Each lecturer will compile a teaching portfolio, as described in the College's *Teaching Assessment Policy* and as further specified by the relevant departmental policy. Teaching portfolios will include numerical evaluations for all courses and a list of all independent studies, theses, and other such courses one has directed. In addition, faculty shall include in the portfolios more complete data (syllabi, exams, written student evaluations and other materials) from two courses per year. In consultation with the Chair, faculty members will vary the courses in the portfolio so that over a three-year period it will contain a broad representation of the courses they have taught.
- Student Evaluations: Summary of questions 1-17 on the student questionnaire must be provided for courses taught during the last four years. Written comments must be included. Obtain a report from your Chair's Office.
- Description of new courses and instructional programs developed (if appropriate).
- Instructional Funding (if appropriate): Describe all intramural and extramural funding of instructional initiatives.
- Published Materials (if appropriate): Copies of articles, textbooks, creative activities, or any other material publications related to the candidate's instruction.
- Honors or Special Recognition for Instruction (if appropriate)
- Independent Studies, Practica, Theses (if appropriate)

d. Information on Service

- Instructional Service: a list of instructional service beyond the classroom. Examples of instructional service may include participating in developing instructional materials and curricula, organizing or presenting seminars on instructional methodology, supervising and/or mentoring faculty.
- Assistance to Colleagues: guest-lecturing, consulting about educational and instructional issues (e.g., curriculum development, mode of presentation, or assistance with new instructional technology), providing advice about or reviews of manuscripts or grant applications.
- Contributions to the Department and College: student advisement and mentoring, memberships on departmental/college committees, development of instructional and service programs.
- Contributions to the University (if appropriate)
- Professional service (if appropriate): memberships on professional societies, advisory boards, etc.
- Community and public service (if appropriate): lectures, speeches, presentations, performances, short courses, assistance to governmental agencies.

e. Information on professional development activities (if appropriate): Departmental manuals may specify that a faculty member can provide information on professional development activities, such as publications of their research and scholarship, creative activities, performances, exhibitions, conference presentations, grants applied for and/or funded, and collaborations, as they bear on the lecturer's knowledge of the field or instructional performance.

B.2. Review Criteria.

a. Instruction: Evaluation of instructional effectiveness will use the criteria of the College's policy (<http://www.cas.gsu.edu/files/policies/files/TeachingEffectiveness.doc>). The specific nature of each lecturer's instructional activities may vary as a function of the mission of the department. Thus, evaluators will assess the instructional effectiveness of lecturers as it relates to their department's mission. Among the factors that evaluators should consider in their assessments are the following:

- Quality of course content: The quality of course content will be evaluated through review of syllabi, examinations, web pages, and other supplementary materials. Syllabi should be reviewed for conformity with university guidelines, reading assignments appropriate to course level and catalog description. Course materials should also be assessed for their appropriateness in relation to the current state of knowledge in the field. Lecturers may provide additional materials, such as customized texts, handouts, software, and other relevant information. In departments that give standardized and/or departmental examinations, scores on these examinations should be included for review. Credit should also be given to faculty whose courses are structured in ways that cultivate curiosity, creativity, and critical acumen in their students.
- Development of new courses or instructional programs: Evaluation will include the effective development and execution of new courses, significant involvement in the development of new instructional programs, and the use of new instructional techniques and practices, if these are part of the responsibilities of the faculty member.
- Teaching portfolios: See above for description.
- Student evaluations: The review will include student evaluation scores, in the context of the range of scores for specific courses and for similar level courses (i.e., 1000, 2000, etc.) both within the department and within the disciplinary area. The information will also include other important variables, such as class size, whether the course is required or an elective, the response rate on the evaluations, and number of students enrolled in the course. In general, evaluations are indicators of student perceptions. The evaluations will be judged in the context of other information and should not be the sole basis for evaluating instructional effectiveness or for making fine-grained distinctions.
- Direction of undergraduate students: The extent and quality of faculty efforts in the direction of undergraduate independent studies, practica, honors theses, performances, and recitals will be considered. The effectiveness of these efforts will be judged by such outcomes as student success in acceptance to graduate or professional schools, scores on national examinations, and special awards or achievements.

- Additional methods: Departments may consider developing additional assessment methods, which may vary as specified in departmental manuals. Among the alternatives that might be explored are: more extensive teaching portfolios than the type described above, peer review, mentoring of junior faculty by accomplished senior faculty, and teaching "pairs" (where each faculty member provides feedback to the other). Departments may include procedures that provide ongoing monitoring of instruction, teaching mentoring, and written documentation of instructional progress. Adoption of such additional measures and procedures requires support by a majority of senior lecturers and tenured faculty.

b. Service: Contributions in the area of service include high-quality instructional service, assistance to colleagues, contributions to the department, college, or university, professional service, and community and public service. Service for lecturers is dependent on the mission as defined by the department, but it is generally at the departmental or college level.

c. Role within the department: Since needs of the department often change, the role of the lecturers also may change. For example, if student enrollments shift, the College or department may need to offer more sections of a course, or fewer. The review will include the role of the lecturer within the context of the mission of the department and the ability of the lecturer to effectively fulfill changing needs of the department.

d. Other: Professional development activities (if appropriate): Professional development activities (e.g. publications of their research and scholarship, creative activities, performances, exhibitions, conference presentations, grants applied for and/or funded, collaborations) as they bear on the lecturer's knowledge as it relates to instructional performance, may be considered if specified in the departmental manual.

B.3. Ratings. The third-year and fifth-year reviews will employ the following categories for the evaluation of instruction: outstanding (6), excellent (5), very good (4), good (3), fair (2), poor (1). Guidelines for the application of these evaluations as they apply within the faculty member's field are specified in each departmental manual and may vary depending on departmental context. The College considers an evaluation of *at least excellent* in instruction to be necessary for reappointment following the fifth-year review and for promotion to senior lecturer. In addition, the faculty member must perform high-quality service within his/her specified workload in order to be considered for reappointment following the fifth-year review and for promotion to senior lecturer.

C. Third-Year Review of Lecturers

The third-year review is to provide a cumulative analysis of the quality and extent of instructional and service contributions. Lecturers in their third year will provide all required materials to the chair by the fourth week of the spring semester. The chair will provide this material to a departmental committee by the sixth week of the spring semester. This is an elected committee composed of at least 3 tenured faculty and senior lecturers, with at least 1 being a tenured faculty member. This committee will use appropriate manuals to provide a written assessment of effectiveness in instruction and service to the departmental chair by the tenth week of the spring semester. The chair will provide a written assessment of the lecturer's effectiveness in instruction and service, as well as an assessment of the departmental need for this position. The chair will forward all materials, the committee report, and his/her comments to the Dean's

Office by the thirteenth week of the spring semester. The Dean's Office will evaluate the material and provide to the lecturer its decision regarding reappointment by the date designated by the Board of Regents for contract renewal. After completion of all assessments, a conference will be held between the chair, the associate dean, and the faculty member to discuss the results of the review and to make further recommendations to the faculty member.

D. Fifth-Year Review of Lecturers with Promotion to Senior Lecturer.

The fifth-year review is to provide a cumulative analysis towards identifying lecturers who have a sustained record of excellence in instruction and high-quality service. Lecturers in their fifth year will provide all required materials to the chair by the fourth week of the spring semester. The chair will provide the departmental fifth-year lecturer review committee with this material by the sixth week of the spring semester. This committee will consist of senior lecturers and tenured faculty in the department. Large departments may have this committee operate through subcommittees that initially review and evaluate each candidate's credentials. The final recommendation must be made by the committee as a whole. This committee will use appropriate manuals to provide a written assessment of effectiveness in instruction and service to the department chair by the tenth week of the spring semester. The chair will provide a written assessment of the lecturer's effectiveness in instruction and service, as well as an assessment of the departmental need for this position. The chair will forward all materials, the committee report, and his/her comments to the Dean's Office by the thirteenth week of the spring semester.

A College Lecturer Review Committee will then review these materials and make a recommendation to the Dean. This committee will be composed of at least 5 tenured faculty and senior lecturers. These must include one from each of the departments with a lecturer under review in the current year, and at least one from each of the four areas of the College (Natural and Computational Sciences, Social and Behavioral Sciences, Humanities, and Fine Arts). Committee members will be elected by College faculty. This committee will write a letter of assessment to be submitted to the Dean's Office by June 15. The Dean's Office will evaluate the material and provide to the lecturer its decision regarding reappointment by the date designated by the Board of Regents for contract renewal.

***refers to department/school/institute**

****refers to chair/director**

Approved by College Promotion and Tenure Review Board on November 8, 2002

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