Lecturers must consult the College of Arts and Sciences Manual for Review of Lecturers and Promotion of Lecturers to Senior Lecturers. In the event of a conflict between the two documents, the College manual takes precedence.
B.3.1 Assessment Materials and Ratings Criteria Specific to the Department of Biology

For lecturers, the Department of Biology will nominate for promotion to Senior only those candidates who present evidence of a sustained record of excellence in instruction. High quality service that promotes the general goals and welfare of the Department and fits the needs of the Department is also required for promotion.

Three- and five-year reviews will be made using material in the Dossier required by the College of Arts and Sciences. This includes a Teaching Portfolio in departmental format. Additionally, for Lecturers assigned a Faculty Mentor at the time of appointment, a letter from the mentor commenting on the candidate’s performance and progress may be solicited by the candidate.

Assessment in the area of instruction will be based on performance in four basic instructional categories: 1). quality of course content, 2). course development, 3). student evaluations, and 4). student performance outcomes. Course development may include upgrading of currently-instructed courses, particularly to improve student outcomes, as well as developing new courses. Student performance outcomes include grade distribution as appropriate to course level, evidence of student attainment of educational goals specific to each course, and student performance in subsequent courses. To receive a rating of **excellent**, effort and effectiveness must be demonstrated in all four basic instructional categories. Ratings of **very good, good, fair, or poor**, effort and effectiveness will be demonstrated in three, two, one, or none of these basic instructional categories, respectively. To receive a rating of **outstanding**, in addition to meriting an “excellent” rating on the basis of the four basic instructional categories, the reviewee must demonstrate significant accomplishment in additional categories such as direction of individual students, program development, outreach, obtaining funding for instructional activities, or publications in peer-reviewed instructional journals. The candidate must be evaluated as at least “excellent” in the area of instruction according to these guidelines to be promoted to Senior Lecturer.

In addition to being rated as excellent in instruction, a candidate must also be rated as having provided high quality service. The service of lecturers is judged with respect to degree of diligence and level of effectiveness. Lecturers who have been very diligent in meeting their assignments (e.g., who have consistently attended committee meetings required of them, who have performed all assigned tasks thoroughly and in a timely manner) and who have also completed their assignments thoughtfully and effectively, qualify for a rating of high quality service. Service expected by the Department includes regular attendance of faculty meetings and retreats, advisement of undergraduate students, participation in group meetings among instructors of similar level courses, participation in instructional workshops for graduate lab assistants, and performance of assignments made by the Chair as appropriate.

C. Committee for Third Year Lecturer Review

The Third Year Review will be conducted by a Lecturer Review Committee chaired by the Director of Instructional Programs and composed of three tenured Associate or Full Professors or Senior Lecturers elected by the departmental faculty by secret ballot.
D. Fifth Year Review of Lecturers

The Fifth Year Review will be conducted by a committee-of-the-whole consisting of all tenured Associate and Full Professors and Senior Lecturers in the department. The Lecturer Review Committee will serve as a subcommittee to make the initial review of the candidate’s credentials.