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.
Lecturers in the Department of Geosciences are an important component of the instructional program. The review and promotion process for Lecturers reflects the unique nature of the duties of that position and the special contribution that Lecturers make to the department in instruction and service.

Although promotion to Senior Lecturer is not equivalent to tenure, such a promotion reflects the sense of the faculty that the individual is an extremely valuable asset to the department, and that the individual is a professional colleague with whom we expect to have a long-term affiliation. The Senior Lecturer is expected to contribute significantly to the department’s instructional effort, both by providing core-curriculum instruction for a wide variety of students and by contributing to the major course offerings for students majoring and minoring in geosciences.

Promotion to Senior Lecturer assumes that the individual has consistently demonstrated, over at least the previous five years, excellence in instruction and high quality service to the department, consistent with the assigned service role (see below).

The candidate for promotion to Senior Lecturer will be evaluated by a departmental committee consisting of all the tenured faculty and Senior Lecturers. The chair will make a separate assessment. The following describes the criteria to be used by the department in evaluation of a Lecturer who seeks promotion to Senior Lecturer. The criteria are in concert with those described in the college manual on Lecturers and Senior Lecturers.

**Instruction**

The candidate for promotion to Senior Lecturer must be judged by the department faculty to have a record of performance in instruction that is excellent or outstanding.

To be considered for promotion to Senior Lecturer, a Lecturer must have provided excellent classroom teaching and student mentoring. With this in mind, the assessment of the candidate’s instructional ranking will be based on performance in the following four basic areas: (1) course content, (2) course development, (3) learning/performance outcomes, and (4) student evaluations. The candidate will prepare a dossier, containing the instruments named in the college Manual for Review of Lecturers and Promotion of Lecturers to Senior Lecturers. These include, but are not limited to, teaching portfolios that contain/reflect the following: Course and mentoring philosophy, syllabi, tests, handouts, and student evaluations of instruction. These materials will be used to evaluate the candidate in the four areas stated above.

Contents of the portfolios will be assessed for appropriateness and completeness of course content and course development. The scope and level of the material for each course will be assessed for appropriateness and consistency with departmental policy for those courses. The
material in the dossier will also be reviewed for demonstrated and/or anticipated effectiveness for achieving the learning/performance outcomes established by the department for those courses. Numerical scores on student evaluations will be judged based on the type and level of the course, and should compare favorably with scores received by other faculty in the same course. Moreover, attention to scores in individual categories, as well as written comments by the students, would be expected to inform the faculty of any particular strengths or weaknesses of the candidate, at least from the viewpoint of the students.

A candidate whose dossier shows that he/she has put forth significant effort and achieved effectiveness in all four instructional areas will receive a rating of excellent in instruction. A candidate whose dossier shows that he/she has put forth significant effort and achieved effectiveness in three, two, one, or none of the areas will receive a rating of very good, good, fair, or poor, respectively, in instruction.

The faculty will consider additional contributions in instruction by the candidate which are over and above excellent classroom teaching and student mentoring. These may include publication of pedagogical or disciplinary materials; attendance at professional meetings, conferences, or workshops; development of new courses; introduction of new or innovative materials or methods; leading of student field trips; or other appropriate activities. Such additional activities would normally be considered to enrich the students’ learning experience, thereby adding a valuable dimension to courses beyond standard classroom instruction. Substantial and effective activities such as these, when added to an excellent rating in classroom instruction and student mentoring, may earn the candidate a rating of outstanding in instruction.

Service

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 the quantity of service, and quality of service, the latter reflecting the degree of diligence and level of effectiveness in the performance of the service.

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.

The quantity of service expected of Lecturers may vary, and will be consistent with the instructional load of the individual. Moreover, given that the quantity may change from year to year, the chair will ensure that the service requirements of each Lecturer are clearly understood by that Lecturer and by all other faculty members in the department.
Important service roles for a Lecturer in the Department of Geosciences would be active participation by the candidate in the facilitation of introductory laboratories, advisement and mentoring of students; assistance to colleagues in areas that contribute to the mission and reputation of the department; effective participation in the department’s committee system, particularly in areas that directly support instruction; and performance of other service activities deemed appropriate by the department. In the Department of Geosciences, there is a large logistical burden regarding infrastructural upkeep and maintenance of equipment and facilities in labs, and vehicles for field activities. A Lecturer whose service components include lab and field facilities upkeep would be expected to have a record of high-quality and effective service as demonstrated by active participation in the smooth running of activities that depend on these facilities.

Effective service outside the department and even outside the university will also be considered for promotion of a Lecturer to Senior Lecturer. Examples of this type of activity would be participation in activities such as Saturday School, Science Olympiad, and talks to middle- and high-school groups.

**Third Year Review of Lecturers**

In keeping with the college manual, a Lecturer in the Department of Geosciences will be reviewed every three years, to assess whether the individual is on track for promotion to Senior Lecturer. The review will be conducted by a departmental committee consisting of all the tenured faculty and Senior Lecturers.

The committee will investigate and evaluate the accomplishments and progress of the Lecturer in the areas of instruction and service, measured against the standards for instruction and service necessary for promotion to Senior Lecturer. They will identify areas in which the Lecturer is strong and those in which the Lecturer is either weak or in need of improvement. The results will be used to inform the department and the Lecturer as to the areas that must be improved before the candidate is considered for promotion at the end of the fifth year. The chair will make a separate assessment of the Lecturer during the third-year review.