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.
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:

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

a. Cover Page: Includes the candidate's name, department/school, and date of appointment at Georgia State University.
b. Curriculum Vitae
c. Information on Instruction
   • Statement of Instructional Interests, Goals, and Qualifications: 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 Eight Semesters: 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                  Global Issues/ PolS 2401            120

- **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 8 semesters. Written comments other than the ones required in the teaching portfolios should not be included.

- **Description of new courses and instructional programs developed.**

- **Instructional Funding** Describe all intramural and extramural funding of instructional initiatives.

- **Published Materials:** Articles, textbooks, creative activities, or any other material publications related to the candidate's instruction.

- **Honors or Special Recognition for Instruction.**

- **Independent Studies, Practica, Theses.**

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.**

- **Professional service:** memberships on professional societies, advisory boards, etc.

- **Community and public service:** lectures, speeches, presentations, performances, short courses, assistance to governmental agencies.

e. **Information on professional development activities:** A faculty member should 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.gsu.edu/~wwwcas/policy/teach.html). The specific nature of each lecturer’s instructional activities may vary as a function of the mission of the Department of Political Science. Thus, evaluators will assess the instructional effectiveness of lecturers as it relates to the mission of the Department of Political Science and the role assigned to the individual lecturer. 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. 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 of Political Science 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:** Lecturers may utilize additional assessment methods. Among the alternatives that might be utilized 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).
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 of Political Science, but it is generally at the departmental or college level.

c. **Role within the department:** Since needs of the Department of Political Science often change, the role of the lecturers also may change. For example, if student enrollments shift, the College or Department of Political Science 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 of Political Science and the ability of the lecturer to effectively fulfill changing needs of the Department.

d. **Professional development activities:** Professional development activities (e.g. publications of their research and scholarship, creative activities, performances, exhibitions, conference attendance and presentations, grants applied for and/or funded, collaborations) as they bear on the lecturer’s knowledge.

**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). 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 of the Department of Political Science by the fourth week of the spring semester. The Chair will provide this material to a departmental lecturer review committee composed of the Promotion and Tenure Committee and senior lecturers within the Department. This committee will use the guidelines approved by the College and Department to provide a written assessment of effectiveness in instruction and service to the 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.

**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 lecturer review committee with this material by the sixth week of the spring semester. This committee will consist of senior lecturers and members of the Promotion and Tenure Committee of Political Science. The review committee may 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 guidelines to provide a written assessment of effectiveness in instruction and service to the 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.

E. Department of Political Science: Review and Ratings

a. Review

The Department’s Committee on Promotion and Tenure shall constitute the Lecturer Review Committee for three-year and five-year reviews; senior lecturers in the department will also be included as part of the committee for these reviews. The committee may recommend continuation of lecturers at the three-year review if they demonstrate strong promise of achieving an excellent rating in instruction and of performing high quality service. For a recommendation of promotion in the five-year review, the committee must find an excellent rating in instruction and the achievement of high quality service.

b. Ratings in Instruction:

To achieve the required evaluation of excellent in instruction, lecturers must:

1. Achieve at least a 4.0 average score on all criteria found in student evaluations. Lecturers should have scores or other evidence that indicate they are one of the better instructors to have taught the courses assigned.
2. Have classes that successfully implement the university’s general education and the department’s learning goals. Evidence of this implementation should be clearly evident in the syllabi and examinations. Evidence of accomplishment of the outcome goals is recommended.
3. Have classes that successfully stimulate critical review and analytical thinking. Effective utilization of webct and peer review is one way of achieving this goal, especially in large sections.
4. Provide evidence of strong commitment to and considerable success in instruction and its improvement on a personal level and on a departmental level within the parameters of the role assigned to her/him by the department. Those actions that lead to personal development or departmental improvement in instruction reflect on commitment. Substantive content in courses, implementation, and the learning achieved reflect on success.

To achieve the rating of **outstanding**, lecturers should be within the upper five percent of the faculty in regard to the above criteria. In achieving such status, lecturers should usually be able to point not only to their far above average success within the classroom, but also to external recognition of their success or their knowledge of instruction.

To achieve the rating of **very good**, lecturers must be at least average, in comparison to other faculty teaching the courses taught by the lecturers, in terms of quality of instruction. Lecturers should also demonstrate moderate success in regard to the standards above, taking into consideration the role assigned to lecturers.

To achieve the rating of **good**, lecturers must be close to average, in comparison to other faculty teaching the courses taught by the lecturers, in terms of quality of instruction. Lecturers should also have some success in regard to the above standards, taking into consideration the role assigned to lecturers.

b. Ratings in 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 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.

At a minimum, to provide high quality service lecturers should:

1. Provide academic advisement to students in a professional manner.
2. Perform committee work within the department in a professional manner.
3. Assist colleagues in providing the services of the department.
4. Support in attendance and participation departmental seminars.
5. Supervise internships in a manner to ensure that students apply classroom knowledge to the work environment.
6. Support the academic environment within the department. For example, this may include working with student groups, seeking instructional grants, development of curriculum, planning seminars, and supervising individual instruction.

7. Support of the academic mission outside of the department. For example, this may include attendance at college meetings, participation on college committees, and presentations to community, media, governmental or professional organizations.