DEPARTMENT OF RELIGIOUS STUDIES
LECTURER REVIEW AND PROMOTION GUIDELINES

COLLEGE OF ARTS AND SCIENCES
GEORGIA STATE UNIVERSITY

Approved by the College of Arts and Sciences
Promotion and Tenure Review Board
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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.
**Preliminaries**

Lecturers in the Department of Religious Studies are deeply valued members of the faculty. 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 intellectual life of the Department in instruction and service. Although the 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 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, by providing core-curriculum instruction for a wide variety of students outside of the major, by contributing to course offerings within the major for undergraduate- and/or graduate-level students in Religious Studies (in cases where the lecturer has been approved for graduate faculty status), and by the requisite forms of individual student mentoring such as directed reading, thesis advising and assistance with student research if and when possible.

Promotion to Senior Lecturer will be based on the faculty’s judgment that the individual has consistently demonstrated, over the five-year period under review, **Excellent or Outstanding** Instruction and **High Quality** Service to the Department, consistent with the assigned Instructional and Service roles outlined in more detail below.

**Creation and Review of the Lecturer’s Dossier**

In the spring of the third and fifth years, the candidate will prepare a dossier, containing the elements named in the College Manual for Review of Lecturers and Promotion of Lecturers to Senior Lecturers (http://www.cas.gsu.edu/docs/admin/facrev/lect/lect_as.pdf). The standard elements enumerated in the College Manual include a Cover Page, *Curriculum Vitae*, Information on Instruction and Information on Service. The department suggests that these items be supplemented, where appropriate, with materials relating to Instruction such as course handouts, special honors or recognition for instruction, documentation of the Lecturer’s general
advising activities, supervision of internships, mentoring activities, study abroad and other service-learning opportunities.

For further details regarding the timeframe and process under which candidates are reviewed during the third year and considered for promotion during the fifth year please see the College Manual for Review of Lecturers and Promotion of Lecturers to Senior Lecturers (http://www.cas.gsu.edu/docs/admin/facrev/lect/lect_as.pdf).

These materials will be used to evaluate the candidate’s Instructional contribution in four general areas: (1) course content; (2) course development; (3) student evaluations; and (4) other relevant instructional activities such as those enumerated above.

Contents of the portfolio will be assessed by a Committee of Department faculty formed in accordance with the College of Arts and Sciences Manual for Review of Lecturers and Promotion of Lecturers to Senior Lecturers. This Committee will look for evidence of the appropriateness and comprehensiveness of course content indicative of the Lecturer’s knowledge of the relevant fields, as well as evidence of care in course development such that this knowledge may be effectively communicated to students. When applicable attention will be paid to the range of courses offered by the Lecturer as well as evidence of development and refinement of courses that the Lecturer offers on a recurrent basis. The disciplinary range and level of the material for each course will be assessed for appropriateness and consistency with departmental expectations for these courses. The material in the dossier will also be reviewed for demonstrated effectiveness in achieving the learning outcomes established by the Department for these courses. Attention will also be given to the contributions the Lecturer makes when possible

- to the core curriculum;
- to enhancing the curricular range of the Department (from lower-level Perspectives courses, to upper level undergraduate instruction and, where appropriate, to graduate instruction); and
- to University teaching initiatives such as writing intensive (CTW) courses, WAC courses, and on-line 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 these same courses. Attention will be given to scores in all categories, as well as to written comments by students, and will be utilized to inform the Committee concerning the particular strengths or weaknesses of the candidate, at least from the viewpoint of the students. These evaluations will be judged in the context created by other materials in the dossier and will not be the sole basis for evaluating instructional effectiveness. Finally, the Committee will review other relevant instructional activities provided by the lecturer (such as supervision of internships, research mentoring, study abroad development and direction, and service-learning opportunities development and direction). The Committee will review these activities in terms of their appropriateness in the overall departmental curriculum and in terms of their contribution to individual student learning.

The third-year and fifth-year reviews will employ the following categories for the evaluation of Instruction: Outstanding, Excellent, Very Good, Good, Fair, and Poor. The Department considers an evaluation of Excellent or Outstanding in Instruction to be necessary for reappointment following the third-year review, as well as for promotion to Senior Lecturer after the fifth-year review.

Further, the Department considers an evaluation of High Quality in Service to be necessary for reappointment following the third-year review, as well as for promotion to Senior Lecturer after the fifth-year review.

Third Year Review of Lecturers

In keeping with the College Manual, a Lecturer in the Department of Religious Studies will be reviewed during his or her third year as a Lecturer, in accordance with the College of Arts and Sciences Manual for Review of Lecturers and Promotion of Lecturers to Senior Lecturers.

The Committee will 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 as enumerated above. The Committee will identify areas in which the Lecturer is effective and those in which the Lecturer stands in need of improvement. The
results will be used to inform 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. Both the Department Committee’s
written assessment and the Chair’s written assessment of the Lecturer’s performance at the time
of the third year review will be made available to the Lecturer.

Fifth Year Review of Lecturers

The department’s fifth year review procedures are identical to those outlined in the College
Manual for Review of Lecturers and Promotion of Lecturers to Senior Lecturers
(http://www.cas.gsu.edu/docs/admin/facrev/lect/lect_as.pdf).

Departmental Criteria for the Evaluation for Lecturers

The following describes the criteria to be used by the Department in the evaluation of a Lecturer.
These criteria are in concert with those described in the College of Arts and Sciences Manual on
Lecturers and Senior Lecturers.

Instruction

To be considered for promotion to Senior Lecturer, the candidate must be judged by the
Department’s Lecturer Review Committee to have an established record of Excellent or
Outstanding classroom teaching and student mentoring as evidenced in the dossier. Evaluation
of instructional effectiveness will use the criteria of the College’s Policy on Assessment of
Teaching Effectiveness for Full-Time Faculty
(http://www.cas.gsu.edu/docs/as/teaching_effectiveness.pdf). With this in mind, the assessment
of the candidate’s Instruction will be based on performance in the following four areas: (1)
course content; (2) course development; (3) student evaluations; and (4) other relevant
instructional activities such as those outlined in the description of the preparation of the
Lecturer’s dossier. The candidate will also be evaluated on the basis of active participation in the
advising and mentoring of students. Evidence of the Lecturer’s contribution to student success
in research design and implementation, acceptance to graduate or professional schools, scores on
national examinations, or special awards will also be noted. The Lecturer is not evaluated in terms of research, save in the rare instance of publication in the area of pedagogy. The candidate will also be credited for mentoring undergraduate and graduate students as part of a research team, when appropriate.

The candidate will be judged to be **Outstanding** in Instruction if the general impression of the Committee based on the evidence submitted is that the candidate’s performance is extraordinary. Normally, the student evaluation scores must suggest inspirational performance in the classroom (with an overall average in the high-4 range), the course material presented must show exceptional preparation and intellectual rigor, the candidate must support the Department’s range curricular offerings, and the candidate must demonstrate highly effective individual mentoring of students in terms of directed reading and honors thesis advising. In order to rate a Lecturer’s Instruction as **Outstanding**, the Committee will also look for evidence of instruction and mentoring outside the range of the normal duties associated with the position of Lecturer, such as teaching awards, study abroad development and instruction, undergraduate and graduate thesis advising and/or supervision, mentoring undergraduate students toward graduate or professional school placement, and mentoring graduate student learning as a participant in a research collaboration in research projects housed in the Department or the College, where appropriate. Other items that may contribute to the rating of Outstanding include participation and excellence in University wide teaching initiatives such as WAC, CTW, and online instruction.

The candidate will be judged to be **Excellent** in Instruction if the general impression of the Committee based on the evidence submitted is that the candidate’s performance is exemplary. The Committee may also assess, where appropriate, evidence of instruction outside the range of the normal duties associated with the position of Lecturer, such as study abroad instruction, undergraduate honors thesis advising as well as mentoring for internships or other learning opportunities outside of the classroom. Normally, the student evaluation scores must suggest highly effective performance in the classroom (typically with an overall average in the mid-4 range), the course material presented must demonstrate impressive preparation and intellectual rigor, and the candidate must demonstrate highly effective individual mentoring of students.
The candidate will be judged to be **Very Good** in Instruction if the general impression of the Committee based on the evidence submitted is that the candidate’s performance is highly competent. Normally, the applicant’s student evaluation scores must suggest very effective performance in the classroom (with an overall average in the low-4 range), and the course material presented must show diligent preparation and appropriate intellectual rigor. Evidence of effective student mentoring is also a condition to receive the recommendation of Very Good.

**Service**

In addition to being rated as **Excellent** or **Outstanding** in Instruction, a candidate must also be rated as having provided **High Quality** Service to be considered for promotion to Senior Lecturer. The service of Lecturers is judged with respect to the quantity of Service, and to the quality of Service, the latter assessed primarily by the degree of diligence and level of effectiveness in the performance of such Service. Lecturers who have been very diligent in meeting their assignments (e.g., who have consistently attended committee meetings required of them, and who have performed all assigned tasks thoughtfully, effectively and in a timely manner) qualify for a rating of **High Quality** Service.

The quantity of Service expected of Lecturers may vary, but will be consistent with the instructional load of the individual Lecturer. Moreover, given that the Service obligations of the Lecturer may change from year to year, the Chair will ensure that the Service requirements of each Lecturer are clearly understood both by the Lecturer and by all other faculty in the Department and Dean’s office.

Important Service roles for a Lecturer in the Department of Religious Studies may include: 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 Departmental chair.

Effective Service outside the Department will also be considered for the promotion of a Lecturer to Senior Lecturer, where appropriate. Such Service, while appreciated, is not mandatory and
may include Service primarily to the College and to the University, as well as Service to any relevant professional organizations, and to the local community. In noting this, the Department is mindful of the fact that Lecturers should not be overburdened with Service, since the primary focus of their review will be in the area of Instruction.

**Addendum**

Note that this document does not cover the procedures for 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 Department’s Contract Renewal Committee, will follow the procedures specified in other College and Department documents. Since annual reviews and 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—it is important to note that one may not be able to make a reliable inference from the annual reviews to the results of the third- and fifth-year review of a Lecturer.