

**Faculty Performance Expectations for Lecturers  
Edwards College of Humanities and Fine Arts**

**Department of Philosophy and Religious Studies**

**I. Preface**

This document gives performance expectations for Teaching Lecturers in the Department of Philosophy and Religious Studies. Lecturers will be evaluated by these standards for the purposes of annual review, third-year review, promotion to Senior Teaching Lecturer, and post-promotion review.

Definitions

The Faculty Manual defines a Teaching Lecturer as follows:

*Teaching Lecturer: To be eligible for the title of Teaching Lecturer, the individual must have completed 18 graduate hours in the relevant discipline, hold a master's degree or meet the established alternative qualifications, and exhibit strong potential for excellence in teaching. This is an annual teaching appointment that may be renewed based on enrollment needs, and appointees are not eligible for tenure. After three years of service, Teaching Lecturers may receive three-year appointments for outstanding performance as per the College policies and procedures. This title may be extended when indicated to include Artist-in-Residence, Writer-in-Residence, or Executive-in-Residence. Individuals holding this title do not have faculty governance responsibility unless stipulated in the appointment letter.*

The Edwards College of Humanities and Fine Arts gives the following elaboration on the expectations for Lecturers:

*Lecturers are normally hired into the Edwards College to teach, not to provide meaningful amounts of service and not to be engaged in scholarship, performance, or professional activities unless the unique nature of the position makes this appropriate.*

*In the humanities, for example, this means a teaching load of five courses per semester (or the equivalent). In the arts, this may be modified depending on the special characteristics of the discipline (e.g. studio courses).*

*Typically, Lecturers should be evaluated for merit considerations only on their teaching. In the rare case when a Lecturer is reassigned to an alternate activity, that alternate activity may also be evaluated for merit.*

*After promotion to Senior Lecturer, a faculty member may be asked to provide greater levels of service, and this may make a reduced teaching load and differential merit evaluation criteria appropriate.*

*Individual departments should define more specific expectations in their departmental performance expectations.*

## II. Teaching Expectations

The Department of Philosophy and Religious Studies encourages all faculty members to follow a student-oriented approach to teaching that recognizes that a variety of different teaching and assessment activities are necessary to maximize student learning. The department expects faculty members to maintain a high standard of professionalism in all interactions with students, observe institutional regulations, and participate in the process of reviewing, proposing, and implementing teaching-related policy. Moreover, the department encourages faculty members to engage in collaborative activities with colleagues that lead to pedagogical self-reflection (e.g., classroom observations, collaborative teaching, guest lecturing, etc.). Faculty members are expected to maintain currency in their discipline and to develop the ability for critical and independent thinking in their students.

### Satisfactory performance

The following are indicators of satisfactory performance:

- Qualitative student evaluations that provide evidence of no persisting substantial difficulties in the classroom.
- Quantitative student evaluations that are consistently above 3.0
- Positive chair and peer classroom observation(s)

### Outstanding Performance

The following are indicators of outstanding teaching performance:

- Qualitative student evaluations that demonstrate a high level of student learning and student satisfaction.
- Outstanding teaching evaluations by the Department Chair and/or other Department members.
- Demonstrating improvement of courses over time as a result of reflection and feedback from students and peers.
- Organizing and facilitating department seminars on effective teaching, attending University-sponsored teaching workshops, and presenting at a teaching-related conference.
- Creating and effectively teaching new courses for the department, teaching independent study/Honors courses that provide unique learning opportunities for students, and/or effective teaching of upper-level courses as appropriate to departmental needs.
- Creating and using innovative teaching materials that incorporate relevant feedback.

### III. Scholarship and Service

We recognize that the Faculty Manual and the College's elaborations entail that Teaching Lecturers should be evaluated only on teaching and activities directly related to teaching. For purposes of evaluation, the Department allows for some kinds of scholarship and professional activity, as well as some types of service activities, to count favorably toward a Lecturer's evaluation.

We also recognize that research and service activity are not obligatory for Teaching Lecturers. A Lecturer can receive satisfactory and outstanding annual reviews, a favorable third-year review, and be promoted to Senior Lecturer only on the strength of his/her record of teaching excellence. Still, some kinds of scholarly and service activities in direct relation to one's teaching can be further evidence of satisfactory and outstanding teaching.

While such activities may count favorably toward a Lecturer's evaluation, and the Department will support a Lecturer's scholarship and make service opportunities available where possible, the nature of the position entails that the evidence such activities provide is minimal compared to the teaching-related indicators in section II. Scholarly and service activities cannot outweigh significant difficulties in delivering one's courses effectively.

**Scholarly** activity may include the scholarship of teaching and learning, evidenced by publications and conference presentations, as well as presentations and leading workshops for the University and College community.

Publications and presentations related to one's scholarly expertise can count favorably toward a Lecturer's evaluation, provided such scholarship is directly related to maintaining content currency in one's courses.

**Service** activity related directly to teaching and pedagogy improvement may include the following:

- Participating in curriculum development and revision
- Participating in designing program assessments and analyzing results
- Serving on standing college-level committees (e.g., curriculum, student learning)
- Advising students (majors and minors)
- Serving as an officer or committee member for a national organization focused on pedagogy
- Advising department-related student clubs and organizations
- Judging CCU-organized student competitions

#### **IV. Third-Year Review**

For Lecturers electing to undergo third-year review, to receive a Satisfactory rating, the candidate's application file should demonstrate consistently satisfactory performance in teaching over the three-year period beginning at the time of appointment. Consistently satisfactory performance in teaching is indicated as follows:

- Qualitative student evaluations that provide evidence of no persisting substantial difficulties that undermine student learning
- Positive quantitative student evaluations
- Positive Chair and peer classroom observation(s)
- Teaching materials (syllabi, assignments, activities, etc.) that show progressive development as a result of reflective, student-centered teaching practice
- Participation in departmental and university-sponsored sessions on effective teaching (e.g. department roundtable discussions, CeTEAL sessions, etc.)

#### **V. Promotion to Senior Teaching Lecturer**

According to the Faculty Manual and the Edwards College Handbook,

*A lecturer may be identified as a candidate for Senior Teaching Lecturer by recommendation of the Department Chair and Dean after a minimum of six years of service at the title of Teaching Lecturer or higher.*

If so identified, for a Lecturer to be successfully promoted to Senior Teaching Lecturer, the candidate's application file should demonstrate a record of consistently satisfactory teaching over the preceding six years. This may be supported with the indicators in section IV. There should be no more than one unsatisfactory annual review in that six-year period.

There should also be evidence of outstanding performance for at least one of those years. This may be indicated by:

- Outstanding rating(s) in the Chair's annual review(s)
- Activities indicating outstanding teaching as given in section II

## VI. Post-Promotion Review

According to the Faculty Manual,

*The purpose of post-promotion review is to ensure continued satisfactory performance of faculty at the rank of Senior Teaching Lecturer and Senior Instructor and to reward exceptional performance among these faculty. It is not intended to impinge upon academic freedom within the classroom or in other academic endeavors.*

*All Senior Teaching Lecturers and Senior Instructors will undergo post-promotion review during the sixth year subsequent to promotion, or post-promotion review.*

*The evaluation of the candidate will be based on the six years of past performance beginning with the academic year of the most recent successful application for promotion, or post-promotion review, and ending at the close of the academic year prior to the year of application for post-promotion review.*

Senior Teaching Lecturers undergoing post-promotion review should demonstrate effective performance with the same indicators for *satisfactory* and *outstanding* as elaborated in earlier sections. Evaluative categories are defined as follows:

- **Exceptional** — outstanding performance in at least one year, and no years with unsatisfactory performance
- **Favorable** — no more than one year of unsatisfactory performance, with all others either satisfactory or outstanding
- **Conditional** — no more than two years of unsatisfactory performance, with others either satisfactory or outstanding
- **Unfavorable** — three or more years of unsatisfactory performance