

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

Department of Philosophy and Religious Studies

I. Preface

This document gives performance expectations for 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 Lecturer, and post-promotion review as they advance to Senior Lecturer.

Definitions

The Faculty Manual defines a Lecturer as follows:

Lecturer: To be eligible for the title of 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, 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 (accessible here:

<https://www.coastal.edu/humanities/resources/facultyformsandresources/>):

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 may have more specific 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 provide evidence of no persisting substantial difficulties
- Quantitative student evaluations are consistently and approximately 3.0 on a 1 to 5 scale
- Positive Chair and peer classroom observation(s)
- Teaching materials (syllabi, assignments, activities, etc.) and discussion in report show progressive development as a result of reflective, student-centered teaching practice
- Prepared effective teaching materials
- Offered appropriate instruction and assessment
- Etc.

Outstanding Performance

The following are indicators of outstanding teaching performance:

- Qualitative student evaluations demonstrate a high level of student learning and student satisfaction
- Quantitative student evaluations are consistently above 4.0 on a 1 to 5 scale
- Outstanding Chair and peer classroom observation(s)
- Demonstrating improvement of courses over time as a result of reflection and feedback from students and peers.
- Made effective use of additional pedagogical resources (CeTEAL sessions, departmental teaching workshops, etc.) and/or organized such sessions
- Taught above course load (e.g., Honors, independent study, internship, thesis, EL course, collaborative/ interdisciplinary teaching)
- Prepared and used innovative teaching materials and/or pedagogical approaches
- Provided reflective teaching feedback to other members of the department by classroom observations and mentoring
- Created new course that met a potential departmental need. The course may be developed and need not be taught for credit here.
- Informally advised and mentored students
- Organizing and facilitating department seminars on effective teaching, attending University-sponsored teaching workshops, and presenting at a teaching-related conference.
- Etc.

III. Scholarship and Service

We recognize that the Faculty Manual and the College's elaborations entail that Lecturers should be evaluated only on teaching and activities related to one's 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 the evaluation of Lecturers and Senior Lecturers.

We also recognize that research and service activity are not obligatory for Lecturers and Senior Lecturers. Lecturers can receive satisfactory and outstanding annual reviews, favorable third-year reviews, and be promotion to Senior Lecturer on the strength of their teaching alone. Senior Lecturers can receive satisfactory and outstanding annual reviews on the strength of their teaching alone. Still, some kinds of scholarly and service activities in direct relation to the department, college, university or profession can be further evidence of satisfactory and outstanding performance. The Department will support such scholarship and make service opportunities available where possible. The nature of the position entails that the evidence such activities provide is outweighed by the teaching-related indicators in section II. Scholarly and service activities cannot outweigh significant difficulties in teaching one's courses effectively.

Scholarly activity may include, but is not limited to, the scholarship of teaching and learning, evidenced by publications, 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 the evaluation of Lecturers and Senior Lecturers. Indicators include:

- Scholarship of teaching and learning
- General scholarship in the profession
- Scholarship directly related to maintaining content currency in one's courses
- Presenting work at regional and national conferences
- Etc.

Service activity related 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
- Informally advising students on matters related to departmental majors and post-baccalaureate opportunities
- Serving as an officer or committee member for a national organization
- Advising department-related student clubs and organizations
- Judging CCU-organized student competitions
- Promoting philosophy to the public through podcasts, interviews, public lectures
- Teaching OLLI@CCU courses
- Outreach to high school students or underrepresented groups
- Presentations to student groups
- Etc.

IV. Promotion to Senior Lecturer

According to the Faculty Manual (section 6.7),

A Lecturer is eligible to become a candidate for Senior Lecturer after five years of service at the title of Lecturer or higher. The Dean/University Librarian will notify the Lecturers of their eligibility by the first Friday in September each year. The Department Chair and Dean/University Librarian will provide all eligible candidates with copies of the College and/or Departmental criteria and guidelines for promotion when the Lecturer is notified of their eligibility. A letter of expectations including any changes in teaching load and service requirements will be drafted by the Dean/University Librarian and Department Chair and provided to the candidate by the first Friday in September each year. The Lecturer must specify in writing that she/he intends to seek promotion by the third Friday of September.

So, application for Senior Lecturer begins in one's sixth year. For a Lecturer to be successfully promoted to Senior Lecturer, the candidate's application file should demonstrate a record of consistently satisfactory teaching over the preceding five years.

This may be supported with the indicators in section IV and also in the Rubric for Annual Evaluation of Lecturers and Senior Lecturers. 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 as well as those listed in the Rubric for Annual Evaluation of Lecturers and Senior Lecturers

IV. 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 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 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 Lecturers undergoing post-promotion review should demonstrate effective performance with the same indicators for *satisfactory* and *outstanding* as elaborated in earlier sections. Those rankings feed into the rankings below that are used for post-promotion review. The post-promotion review rankings are below, with yearly ratings being the annual evaluations from the department chair.

- 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