

Lecturer Promotion Criteria: Department of Religion

I. Status of Full-Time Lecturers in the Department of Religion

It is important to recognize that the Department does not customarily assign introductory-level courses to instructors; indeed, the department is committed to covering introductory-level courses with tenure-track and tenured faculty.

Thus lecturer needs and assignments in the Department of Religion are dependent on (a) faculty absences (research leaves) and (b) curricular needs beyond such absences (e.g., providing certain types of courses while awaiting a tenure-track line). In the past, lecturers were chosen and hired by the Chair according to these needs, in consultation with the Director of Undergraduate Studies and, if relevant, the Director of the Jewish Studies Program. Henceforth the Department will be developing a more representative process. In any case, it has always been expected that the lecturer would have training in the academic study of religion, quite likely involving two or more areas in the history of religions, and most likely a Ph.D. in the study of Religion.

Due to the vicissitudes of faculty leaves and curricular needs, it is almost impossible for any lecturer to get more than four courses per year from the Religion Department; more typical is three. This means that any lecturer teaching regularly for the Religion Department who seeks a full-time load (5 courses a year) must make arrangements with another department (like Core) to secure additional courses.

II. Basic Criteria for Promotion of Full-Time Lecturers to Senior Lecturer

The most important criterion for promotion for Lecturers in the Religion Department is teaching excellence. A lecturer's primary responsibility is to teach undergraduate courses at the highest possible level of effectiveness and quality. Promotion to the rank of Senior Lecturer depends not only on exceptional teaching already accomplished but also on the Candidate's potential to make significant contributions through teaching in the future, taking into account accomplishments and contributions beyond the classroom. Promotion to the rank of Master Lecturer will also be based primarily on teaching excellence and potential, but will also require significant contributions beyond the classroom, which can take a variety of forms as outlined below.

III. Teaching Excellence

- A strong Candidate will demonstrate consistent excellence in teaching through a range of evidence that will include student course evaluations, peer teaching evaluations based on classroom observations by departmental colleagues, a departmental report, the Candidate's statement about teaching goals and experience, and teaching materials from courses taught.
- Other relevant supporting materials may include, but are not limited to, letters from students, coursework from students, evidence of a Candidate's efforts to improve teaching, and evidence of the Candidate's work to revise and improve existing course materials, to develop new courses or new approaches to courses, to develop and improve effective pedagogical strategies and to contribute to the department's curricular goals.

IV. Institutional service and leadership

- **Nota bene:** Unlike most departments and programs that employ many Lecturers (e.g. CAS Writing Program, Romance Languages), the Religion Department does *not expect* Lecturers to

contribute service to the department or to the university as part of their job responsibilities. Because the ratio of tenure-track faculty to Lecturers is so high, Religion Department Lecturers do not currently serve on search committees, mentor teachers within the department, admit, teach or mentor graduate students, or typically serve on PhD orals committees or dissertation committees.

- A record of service to the department, college and university beyond teaching will count favorably toward promotion, *but an absence of significant service will not count against the Candidate in being considered for promotion to Senior Lecturer.*
- Such contributions may take many forms, including but not limited to: developing new courses or revising existing courses when appropriate, contributing to undergraduate (or graduate) student life and the culture of the major, serving on committees at any level according to departmental invitations/opportunities, supervising/mentoring assigned Teaching Fellows, supervising undergraduate work for distinction projects or directed study courses, participating in department meetings, participating in PhD orals or advising or working in any way with graduate students, and developing new areas of scholarly expertise that have been integrated into new or existing classes.
- For promotion to Master Lecturer a substantive contribution to the department, college and university in the ways listed above is expected.

V. Academic expertise, scholarship, academic presentations, and other contributions to the field and to the profession

- Lecturers in Religion are expected to have, and to work to increase and develop, a deep level of scholarly expertise in the subject fields that they teach. Therefore, Candidates who research, study, and develop new or expanded areas of scholarly expertise will be viewed favorably, especially when such expertise contributes to the development and teaching of new courses or new approaches to existing courses.
- This criterion covers the Candidate's scholarly publications in all forms; scholarly activities, including participation in academic conferences or other contributions to the Candidate's field of study; communication to the public or scholarly community through media, interviews, or other forms of writing or presentation; service as a reviewer or evaluator of manuscripts or proposals, service on Editorial Boards or participation in professional organizations; development of new pedagogies and approaches and the communication of such knowledge through presentations or publications. Strong evidence of significant ongoing scholarly work in progress will also be considered favorably, even if the project has not yet resulted in publication or presentation.
- To be promoted to Master Lecturer, Candidates will ordinarily present evidence of substantive contributions to the field or to the profession.