These guidelines draw from the Georgia Southern University Faculty Handbook and from the College of Liberal Arts and Social Sciences' Policy Manual. Candidates for promotion should carefully read both documents, and, if questions arise, consult the appropriate administrator for clarifications. The Faculty Handbook presents "Criteria for All Types of Faculty Evaluation" (205.01) and "Promotion Guidelines" (208). The CLASS Policy Manual also provides general guidelines for promotion to Senior Lecturer, and for the appropriate application procedure (Section 302).

General Policy
Consistent with the aforementioned documents, the Department of Writing and Linguistics has adopted criteria for promotion from Lecturer to Senior Lecturer that contribute to the mission of the department and to the university as a whole, while they also provide direction for both collective and individual decisions.

Listed below, for the information of lecturer faculty wishing eventually to present themselves for promotion to Senior Lecturer, are those criteria upon which members of the department rely when making promotion decisions. This document is neither prescriptive nor all-inclusive. Working within these guidelines, faculty members make promotion recommendations according to their own best judgments.

Promotion Criteria
Exceptional Teaching Ability
Demonstrable teaching excellence is an essential criterion for promotion to Senior Lecturer. According to the Faculty Handbook, “a demonstrated record of superior, effective teaching is the first and most important area of evaluation.” Candidates for promotion are expected to be excellent teachers at all appropriate program levels, using standards agreed upon by the tenured faculty and senior lecturers. The department also emphasizes excellence according to disciplinary best practices in classrooms, in non-classroom settings, in professional relations with students, and in innovative teaching. Lecturers are also expected to teach Composition I and II in ways that clearly support the outcomes for the first-year writing, which may be accessed from Writing & Linguistics' web page: http://class.georgiasouthern.edu/writing/.

As defined by CLASS Policy 302, “Evaluation and Promotion of Lecturers,” “exceptional teaching
ability” is demonstrated through “annual reviews [which] consistently exceed departmental norms for competency in teaching, demonstrating a clear commitment to successful and engaging interaction with students in which the focus is on student gains in skills, knowledge, understanding, and personal growth.”

In the Department of Writing and Linguistics, exceptional teaching ability will be assessed on the basis of multiple measures, including but not limited to:

- **Teaching Observations:** these should include narrative evaluations and observations of the candidate's teaching. Classroom observations, which can be performed by members of the lecturer’s advisory committee and/or other departmental faculty, will be conducted per the guidelines in the Department Constitution, By-Laws & Collected Policies.

- **Instructional Materials:** these should include syllabi, sample assignments, and other materials (for example, samples of student papers with faculty response, instructional materials used in training colleagues and fellow professionals, evidence of student learning and/or performance, or artifacts showcasing teaching excellence and/or innovations). In the teaching section of the narrative, lecturers are expected to discuss these materials, explaining how they relate to course objectives and reflect specific course outcomes (e.g., the First Year Composition outcomes currently published on the departmental Web site).

- **Student Evaluations:** the compiled mean scores on end-of-term student ratings of instruction (SRIs) are required, but are not the most effective way to evaluate excellence in teaching. Written student comments on the back of SRI’s may be included and referenced in the narrative to contextualize SRI scores. Students’ narrative reflections, testimonials, or other artifacts may also be added.

In order to help Lecturers construct an argument about the quality of their teaching, Writing and Linguistics recommends that they refer to the definition of “superior teaching,” found in Section 205.01 of the GSU Faculty Handbook: “Superior teaching is reflective, student-centered, respectful of the diversity of students, adapted to various learning styles, and focused on student learning outcomes. Teaching represents professional activity directed toward the dissemination of knowledge and the development of critical thinking skills. Such activity typically involves teaching in the classroom, laboratory, or studio, and direction of research, fulfillment of professional librarian responsibilities, mentoring, and the like. Teaching activities also include the development of new courses, programs, and other curricular materials, including the development of online courses. Judgments of the quality of teaching activities are based on measures such as examination of course syllabi and other course materials, peer evaluations when available, critical review and dissemination of teaching products, performance of students in subsequent venues, follow-up of graduates in graduate school or in their employment, and student ratings of instruction.”

In terms of “superior teaching,” Lecturer faculty should provide evidence of a commitment to maintaining currency in the discipline (through activities such as conference and/or workshop attendance or specialized training). Because the above definition of “superior teaching” includes the phrase “critical review and dissemination of teaching products,” Lecturer faculty may also wish to provide evidence of “exceptional teaching ability” through publication of scholarly/creative work and presentations at regional, national, and international conferences. The Department is fully cognizant that scholarship and scholarly publications are NOT criteria for promotion to Senior Lecturer, but Lecturers’ independent efforts in this regard may deserve recognition as significant
contributions to their professional development as teachers.

**Extraordinary Value to the Institution**

Extraordinary Value to the Institution is a requirement for promotion. The Department of Writing and Linguistics will gauge lecturers’ “extraordinary value” in terms of the contributions they make to the institution beyond fulfilling their teaching duties.

As defined by CLASS Policy 302, “Evaluation and Promotion of Lecturers,” “extraordinary value to the institution” is shown through “annual reviews [that] show a sustained commitment to service, demonstrating an active involvement in the operation and governance of the department, College, and/or University.” While the CLASS Policy requires service only to the department, College, and/or University, the Department of Writing and Linguistics understands that service may encompass “the application of one’s expertise in the discipline for the benefit of a professional organization, the community, or the institution” (GSU Faculty Handbook, Section 205.01). Thus, Lecturer faculty who wish to provide additional evidence of “extraordinary value to the institution” may fulfill the requirement through service to the profession or community that enhances the mission of Georgia Southern University. As with scholarly activity, the Department realizes that service to the profession and/or community is NOT a criterion for promotion to Senior Lecturer, and it should not supplant nor replace service to the institution, but Lecturers’ independent efforts in this regard may deserve recognition as significant contributions to their demonstration of “extraordinary value to the institution.”

Contributions which can provide evidence of extraordinary value include (but are not limited to)

- Service to the department, college, and/or university (required)
- Professional development as an instructor via workshops, specialized training, attendance at discipline-related conferences, etc.
- Commitment to maintaining currency in the discipline
- Service to the profession or community
- Leadership or initiative related to the discipline demonstrated on campus, in the wider profession, or in the community.

**Needs of the department**

Promotion decisions will be based on the needs of the institution and the department.

**Application Procedure**

In keeping with CLASS Policy, the “department will utilize a lecturer reappointment and promotion committee comprised of five or more tenured faculty members and senior lecturers. A majority of the committee must be tenured faculty, but the departmental review committee also shall include one or more senior lecturers if any exist in the unit. In the event that a department has fewer than five faculty members eligible to serve or vote as part of the lecturer reappointment and promotion committee, the dean will consult with the department chair and appoint additional eligible faculty members from within the College to bring the committee up to five voting members. The lecturer reappointment and promotion committee will review a candidate’s dossier and will make recommendations to the department chair for each applicant for reappointment and promotion. The review committee’s recommendation to the chair should be made in the form of a memorandum that identifies the members of the committee and reports the committee’s vote (e.g. 4 votes in favor,
Lecturer faculty applying for promotion to Senior Lecturer should submit a portfolio containing all of the following items to the chair by **September 1:***

**College requirements:**

1. A current *curriculum vitae* in standard format, highlighting the review period
2. Copies of annual performance reviews for the review period
3. A copy of third-year review documents.
4. Summary of student ratings of instruction for the review period
5. Evidence of peer evaluation of instruction
6. Evidence of service activities during the review period

**Departmental requirements:** in addition to the above documents, a candidate shall also submit:

7. A written narrative of his or her contributions in the areas of teaching, service, professional development, and overall value to the institution. The teaching section of the narrative should refer to specific syllabi, assignments, innovations, pedagogical approaches, etc.
8. Statement of teaching philosophy
9. Teaching Observations, Instructional Materials, and Student Evaluations (see above)
10. Evidence of commitment to currency in the discipline

Items 1-6 must be submitted in a single 1.5” notebook with supporting materials submitted separately. Items 7 through 10 may be included as supplemental materials (not included in the single 1.5” notebook) sent to the college at the candidate’s request. Materials should be comprehensive yet selective, representing the faculty member’s teaching and other professional activity during the review period.

**Department's Process for Review of Lecturer Promotion Materials**

By **September 15** of the review year, the Department Personnel Committee will review these materials and submit a written evaluation to the department chair. The committee may consult the department faculty as part of its review.

By October 1 of the review year, the department chair of Writing and Linguistics will forward the department chair’s written evaluation and the committee’s evaluation to the dean of CLASS and to the candidate.

The candidate is entitled to respond in writing within 10 business days of receiving material from the Chair and Dean.