Department of Writing and Linguistics

Georgia Southern University

Policy on Promotion to Principal Lecturer Faculty

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These guidelines draw from the Georgia Southern University *Faculty Handbook*, Georgia Southern University's *Lecturers, Senior Lecturers, and Principal Lecturers Policy* (Policy Number 315.01, 315.02, 315.03, 315.04), section 8.3.8.3 of the *Board of Regents Policy Manual*, and applicable College of Arts and Humanities policies. Candidates for promotion should carefully read all relevant documents, and, if questions arise, consult the appropriate administrator for clarifications. Relevant sections of the Faculty Handbook include "Faculty Evaluation" (305) and "Promotion Guidelines" (311). Department guidelines must be consistent with applicable College of Arts and Humanities guidelines. In the absence of department policy, college and university guidelines will be followed.

General Policy

Consistent with the aforementioned documents, the Department of Writing and Linguistics has adopted criteria for promotion from senior lecturer to principal 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 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.

Senior lecturers may seek promotion to the rank of principal lecturer after they become eligible, but they are not obligated to seek the promotion. A senior lecturer may apply for promotion to principal lecturer no earlier than the sixth year of service as a senior lecturer. Early promotion to principal lecturer is not allowed (see "Promotion Guidelines" in section 311 of the Faculty Handbook).

The following requirements are stated in Georgia Southern University's *Lecturers, Senior Lecturers, and Principal Lecturers Policy,* policy number 315.01, 315.02, 315.03, 315.04)

To be promoted to principal lecturer, a senior lecturer must have served in rank for a minimum of six years and have demonstrated through annual performance reviews and other credible evidence both noteworthy achievement in teaching and noteworthy achievement in at least one of the following areas: (1) service; (2) professional growth and development. Recommendations for promotion to principal lecturer follow "Promotion Guidelines" in section 311 of the Faculty Handbook.

In keeping with Board of Regents' policy, promotion to principal lecturer requires approval by the president. Reappointment procedures for principal lecturers follow the same reappointment procedures as those for lecturers.

Promotion Criteria

Senior lecturers seeking promotion to principal lecturer must demonstrate noteworthy achievement in teaching and noteworthy achievement in other areas as described below.

Because teaching is a senior lecturer's primary responsibility, it is expected that their work in other areas may relate closely to their teaching. At the same time, candidates for promotion should try to describe their activities in ways that avoid counting the same activity in two areas. For example, a senior lecturer who has done noteworthy work in leading professional development on teaching methods would be well served to describe the professional development as noteworthy achievement in its own vein while providing other forms of evidence (SRIs, teaching observations, instructional materials, awards, and so on) for noteworthy achievement in teaching.

Noteworthy Achievement in Teaching

Demonstrable teaching excellence is an essential criterion for promotion to principal 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. Lecturer faculty are also expected to teach Composition I and II in ways that clearly support the outcomes for the First-Year Writing Program. Consistent with previous college policy, "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, such as these:

- 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 department guidelines and 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 Writing Program outcomes currently published on the department website).
- 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 senior 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 305.01 of the *Faculty Handbook*:

> Superior teaching is reflective, student-centered, respectful of the diversity of students, multimodal, 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 evaluation procedures should include both formative and summative elements. All teaching evaluation procedures should include student ratings of instruction and a narrative or self-evaluation that includes reflections of how professional pedagogical development (e.g., conferences/workshops on teaching and learning, course development) is applied. Further evidence of excellence in teaching can be found in classroom evaluations by peers and/or the department chair, examination of student work, as well as other evaluation methods not listed here.
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> Student ratings of instruction shall not be the sole measure of teaching effectiveness for any review, nor shall instructors be ranked according to student ratings for evaluation; rather, a complete picture should be obtained through multiple sources. Documentation of teaching effectiveness is the responsibility of the faculty member.

In terms of "superior teaching," senior 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," senior lecturer faculty may also wish to provide evidence of "noteworthy achievement in teaching" 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 principal lecturer. But a senior lecturer's independent efforts in this regard may deserve recognition as significant contributions to noteworthy achievement in teaching.

Noteworthy Achievement in Other Areas

Noteworthy achievement in service or in professional growth and development is a second requirement for promotion. The Department of Writing and Linguistics will gauge senior lecturers' "noteworthy achievement" in terms of the contributions they make to the institution beyond fulfilling their teaching duties.

Consistent with prior college policy, noteworthy achievement 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 college policy has required 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" (*Faculty Handbook*, Section 305.01). Thus, senior lecturer faculty who wish to provide additional evidence of "noteworthy achievement" may fulfill the requirement through service to the profession or community that enhances the mission of Georgia Southern University and applies skills reflecting their disciplinary expertise. The department realizes that service to the profession and/or community is NOT a criterion for promotion to principal lecturer, and it should not supplant nor replace service to the institution. But a senior lecturer's efforts in this regard may deserve recognition as significant contributions to demonstration of

noteworthy achievement. Similarly, scholarly or creative publications are not a requirement, but senior lecturers may demonstrate professional growth and development through them.

Contributions which can provide evidence of noteworthy achievement are represented in these examples:

- Service or leadership within the department, college, and/or university that exceeds department expectations
- Professional development through workshops, specialized training, presentations at discipline-related conferences, etc., that exceeds department expectations
- Commitment to maintaining currency in the discipline that exceeds department expectations
- Service to the profession or community that exceeds department expectations
- Service or leadership related to the discipline demonstrated on campus, in the wider profession, or in the community that exceeds department expectations
- Significant scholarly or creative publication(s) appropriate to the discipline.

Evidence of exceeding department expectations may come from annual faculty reviews, awards or other external recognition, or other relevant sources.

Application Procedure

Notification Deadline

Senior lecturers who wish to apply for promotion to principal lecturer must notify the department chair in writing of their intent; an email is sufficient. This notice is due to the department chair by April 1 or by the college's posted deadline, whichever is earlier.

Portfolio

Senior lecturer faculty applying for promotion to principal lecturer should submit a portfolio of documents by September 1 in the review year. The college office will provide folders on Google Drive for each applicant's portfolio. This single portfolio serves both the department and college. Table 1 lists the folders.

FOLDER NAME	CONTENTS
Chair Evaluation	Added by the department chair.
Committee Evaluation	Added by the department chair.
Curriculum Vitae	Added by the candidate.
Personal Narrative	Added by the candidate.
Annual Performance	Added by the candidate. Get copies from the office as needed.
Major Reviews	Added by the candidate. Get copies from the office as needed. These include the promotion review to senior lecturer and fifth-year review.
Peer Reviews	Added by the candidate. Peer observations/evaluations of teaching go here.
SRI Analysis	Added by the candidate. Provide the SRI files for each section; the department chair will provide an analysis.
External Reviews	N/A for lecturer faculty.
Supplemental	Added by the candidate. Arrange material in subfolders. Add examples of teaching materials, documentation of service, etc.
Policy	Added by the candidate. Download a copy of the policy under which you are applying for promotion.

Table 1: Folders in the online portfolio for applications for promotion to principal lecturer.

Materials should be comprehensive yet selective, representing the faculty member's teaching and other professional activity during the review period.

The deadline for submission of the portfolio is September 1. After the deadline, the applicant will not have access to the Google Drive folders.

Review Committee

In keeping with prior college policy, the department will use a committee of five or more faculty. A majority of the committee must be tenured faculty, but the departmental review committee also shall include one or more senior lecturers or principal lecturers. 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 committee will review a candidate's portfolio 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, 2 against) and the rationale for the committee's recommendation. The rationale for the committee's recommendation should state how the candidate has demonstrated noteworthy achievement in teaching and noteworthy achievement in service or professional growth and development after promotion to senior lecturer.

Department's Process for Review of Lecturer Promotion Portfolios

The candidate should submit the promotion portfolio by September 1 in the review year. By September 15, 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 chair's written evaluation and the committee's written evaluation to the dean of the college and to the candidate. The candidate is entitled to respond in writing within 10 business days of receiving material from the Chair and Dean.