DEPARTMENT OF MODERN AND CLASSICAL LANGUAGES
LECTURER REVIEW AND PROMOTION GUIDELINES

COLLEGE OF ARTS AND SCIENCES
GEORGIA STATE UNIVERSITY

Approved by the College of Arts and Sciences
Promotion and Tenure Review Board

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Lecturers must consult the College of Arts and Sciences Manual for the Review of Lecturers and Promotion of Lecturers to Senior Lecturers. In the event of a conflict between the two documents, the College Manual takes precedence.
The Department’s Lecturers are an important corps of the departmental faculty. The review and promotion process for Lecturers is intended to reflect their role in our programs, which is primarily responsibility in applied-language instruction, usually in lower-level and introductory upper-level courses. Promotion to Senior Lecturer is not equivalent to tenure, but it does show, through a careful and extensive evaluation process, that we value these colleagues and hope that they will have a long-term affiliation with the Department. The following descriptions of criteria for promotion to Senior Lecturer are intended to detail the evaluation process through which we hope to recognize and retain those Lecturers with exceptional records in instruction.

The College of Arts and Sciences Manual for the Review of Lecturers and Promotion of Lecturers to Senior Lecturers describes the details of third-year and fifth-year reviews, the process for compiling dossiers, and the review criteria. The following sections describe interpretations and implementations of the manual that are pertinent for the Department of Modern and Classical Languages.

Criteria for Promotion

Instruction

The candidate for promotion to Senior Lecturer must receive a rating of “Outstanding” or “Excellent” in instruction.

In the following discussion, “portfolio” is defined as the collection of materials submitted annually for departmental evaluation. It is to include, but is not limited to, copies of syllabi, student evaluations, handouts, and quizzes and examinations. Further additions might include copies of graded work (the candidate must obtain permission from students whose sample graded papers are included), information about the integration of technology into classroom teaching, and descriptions of in-class activities.

For promotion to Senior Lecturer, the candidate is also asked to provide a statement of teaching philosophy, and to include information about development of any new courses to which he or she may have contributed, and about any instances of student achievement to which he or she may have contributed, such as departmental awards and acceptances to graduate school. Observation forms completed by supervising departmental faculty should also be included in the dossier. The dossier should not include letters of support from students, solicited or unsolicited.

It is not required that the candidate show evidence of professional development, but if he or she decides to do so, the activities must be documented, with copies of published materials, programs showing presentations at professional meetings, letters of acceptance, and so forth. If such documentation is submitted, the candidate should show the connections between areas that he or she teaches and the professional development activity, since such activity is relevant to the extent that it has a positive bearing on the individual’s performance in instruction.
Outstanding. The candidate is clearly a master teacher who demonstrates an exceptional ability to communicate and work effectively with students. The portfolio shows throughout evidence of knowledge of recent methodologies and mastery of applying technology to classroom use as appropriate. Additional materials created for classes show a high level of creativity, accuracy and appropriateness for the course in question. Observation forms show all or nearly all ratings at the highest level. The candidate makes contributions in the department to curricular and other matters related to teaching. The candidate participates in professional organizations, workshops, or related activities.

Excellent. The candidate demonstrates strong ability to communicate and work effectively with students. The portfolio consistently shows evidence of knowledge of recent methodologies and mastery of appropriate technology. Additional materials show creativity, accuracy and appropriateness for the course in question. Observation forms consistently show high ratings. The candidate participates in professional organizations, workshops, or related activities.

Very Good. The candidate demonstrates an above-average ability to communicate and work effectively with students. The materials in the portfolio show mastery of teaching methodologies and above-average mastery of the foreign language. Observation forms show mostly high ratings.

Good. The candidate demonstrates acceptable ability to communicate and work effectively with students. The materials in the portfolio show an acceptable mastery of teaching methodologies and of the foreign language. Observation forms show an adequate level of effective classroom skills.

Fair. The candidate demonstrates minimum ability to communicate and work effectively with students. The materials in the portfolio show some mastery of teaching methodologies and/or deficiencies in the mastery of the foreign language. Observation forms show a modest level of effective classroom skills.

Poor. The candidate demonstrates little ability to communicate and work effectively with students. The materials in the portfolio show limited mastery of teaching methodologies and/or significant deficiencies in the mastery of the foreign language. There is little evidence of effective classroom skills.

Service

In addition to being rated as excellent in instruction, a candidate must also be rated as having provided high quality service.

The service of lecturers is judged with respect to degree of diligence and level of effectiveness. Lecturers who have been very diligent in meeting their assignments (e.g., who have consistently attended committee meetings required of them, who have
performed all assigned tasks thoroughly and in a timely manner) and who have also
completed their assignments thoughtfully and effectively, qualify for a rating of high
quality service.

In the Department of Modern and Classical Languages, lecturers are expected to
share in advising students, and to assume further responsibilities as arranged at the time
of appointment or at an ensuing period. Candidates should document their service
contribution by providing written evidence, consisting of the following kinds as
applicable: lists of students advised; letters from faculty, such as the Director of
Undergraduate Studies, detailing the candidate’s work as an advisor; samples of letters to
students and recommendations for them; letters from colleagues detailing the candidate’s
participation in departmental committees or other activities, such as workshops,
technology training, career information sessions, and recruitment; written evidence of
attendance at pedagogically oriented and other professional meetings; written evidence of
support to departmental colleagues and graduate students, particularly graduate teaching
assistants. Should the candidate be engaged in other kinds of service, documentation as
appropriate should be provided. If the candidate plays an administrative role in the
department, the contribution should be fully documented by a descriptive letter from the
candidate and a supporting letter from departmental colleagues.

At the time of appointment to the lectureship, the chair will state in the initial
letter of appointment the basic types of assignments for which the lecturer will be
responsible. This will include the number and possibly the levels of courses to be taught,
and will state the expectation that the lecturer will attend meetings as required and advise
students. In the event the lecturer’s teaching and service assignments change, he or she
will be informed of this by the chair, who will also indicate in the annual evaluation that
this change has been made or will be made in the future.