

Lecturer Promotion Criteria

The most important criterion for promotion for Lecturers in the English 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 Senior Lecturer, Master level 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.

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.

Institutional service and leadership:

- Unlike most departments and programs that employ many Lecturers (e.g. CAS Writing Program, Romance Languages), the English 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, English 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.

- For promotion to Senior Lecturer, Master Level, a substantive contribution to the department, college and university beyond classroom teaching is expected. Such contributions may take many forms, including but not limited to developing new courses

or revising existing courses, serving on committees at any level, supervising 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.

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

- Lecturers in English 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.

- To be promoted to Senior Lecturer, Master Level, Candidates will ordinarily present evidence of substantive contributions to the field or to the profession. Such contributions may take many forms, including but not limited to: a 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.

Excellence in teaching includes active efforts to create inclusive courses and learning environments. Best practices in advising and mentoring include respectfully making space to explore and responding to academic challenges connected to a student's background, experience, or identity.