

**DEPARTMENT OF COMMUNICATION
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**

November 1, 2004

Lecturers must consult the College of Arts and Sciences Manual for 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.

Lecturers in the Department of Communication are an important component of the instructional program. The review and promotion process for Lecturers reflects the unique nature of the duties of that position and the special contribution that Lecturers make to the department in instruction and service.

Although promotion to Senior Lecturer is not equivalent to tenure, such a promotion reflects the sense of the faculty that the individual is an extremely valuable asset to the department, and that the individual is a professional colleague with whom we expect to have a long-term affiliation. The Senior Lecturer is expected to contribute significantly to the department's instructional effort by providing core-curriculum instruction for a wide variety of students and by contributing to the major course offerings for student majoring and minoring in the areas housed in the Department of Communication.

The candidate for promotion to Senior Lecturer will be evaluated by a departmental committee consisting of all the tenured faculty and senior lecturers in the department. The chair will make a separate assessment. Candidates seeking promotion to Senior Lecturer should refer to the College of Arts and Sciences' Manual for Promotion to Senior Lecturer in making determination about the materials (both required and optional) to be included in the dossier for promotion.

Promotion to Senior Lecturer assumes that the individual has consistently demonstrated over at least the previous five years excellence in instruction and high quality service to the department. It is incumbent upon the lecturer seeking promotion to make a persuasive case that his or her teaching and service meet the standards identified below.

Criteria For Assessment

Instruction

The candidate for promotion to senior lecturer must be judged by the committee to have an overall average of excellence in instruction. Candidates are expected to include a statement of teaching philosophy that is substantive, clear, appropriate to their academic field, and linked to their actual practice of teaching. This assessment of the committee is based on the candidate's performance as evidenced by student evaluation scores typically of a high 4 out of 5 range, suggesting extraordinary performance in the classroom; course material showing exceptional preparation; indication of a high degree of knowledge of the subject matter; and demonstration of a high level of involvement in mentoring students. Distinctive pedagogical contributions may also involve publication of a textbook or series of articles on pedagogy, creative activities that directly enhance the department's instructional mission, or receipt of one or more awards/honors.

The nature of teaching responsibilities in the Department of Communication is necessarily diverse, given the wide range of classes offered. Small seminars, writing-intensive courses, large lecture classes, studio courses, computer-intensive courses, etc.

are all part of the potential responsibilities of lecturers in the department. Candidates involved in writing-intensive courses might use demonstrated high-quality written feedback on student papers and documented significant improvement in student writing from the beginning to the ending of their courses to demonstrate their extraordinary performance. Candidates in large lectures might document their use of high quality audio-visual aids for classroom learning and the use of effective testing strategies for student learning. Candidates working in studio courses might submit videotapes that document substantial student improvement from the beginning to the end of their courses. Candidates should take into account the nature of their classroom experiences as they document the case that they have been excellent in teaching.

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.

Service responsibilities for lecturers in the Department of Communication are also quite diverse. Individual candidates will receive notice from the Chair of the Department of Communication to define the scope of their service responsibilities beyond their work with colleagues and advisement. Examples of how a candidate might demonstrate high quality service include: having documented critical acclaim for one's artistic productions (i.e. reviews by ACTF or invited critics to student performances), having a documented account of mentoring GTAs or other temporary personnel that shows an insightful initial assessment and needed followup (as displayed by the evaluations of those being mentored or by thorough written feedback to those being mentored), having a competitively successful and nationally visible debate team (including activities such as hosting national tournaments, attracting highly qualified high school students to its programs and the like). In making the case for high quality service, the candidate should specify the goals associated with their particular assignments and show definite and extensive progress toward meeting them.