

Department of Linguistics Promotion Criteria for Lecturers
Approved April 2019

Given the broad range of assignments possible for those with lecturer appointments, candidates should be **evaluated based upon the proportion of assigned responsibilities in each of the categories below**. A candidate with no assigned duties in a given category should not be evaluated with respect to those criteria. For example, candidates who do not have a Research component to their assigned duties should not be evaluated under the Research criteria. Not all lecturers will have comparable assignments and duties, and thus, candidates must make the responsibilities of their appointment (Teaching, Service, and Research percentages and specific duties) clear. Candidates must demonstrate excellence in their primary duties.

Teaching

From Lecturer to Senior Lecturer

Candidates must demonstrate a sustained commitment to excellence in teaching.

Teaching effectiveness will be evaluated in a number of ways, which could include peer evaluations of classroom performance (at least one per academic year); instructional materials reflecting the candidate's teaching philosophy (e.g., syllabi, exams); student evaluation; supervision of interns, TA's or others in the classrooms; and course and curriculum development. Other pertinent measures of teaching effectiveness will enhance the candidate's teaching portfolio.

Candidates may demonstrate engagement with the profession through participation in professional development seminars and/or workshop and conference presentations.

We expect all candidates to show evidence of having begun to take part in committee service in areas such as program curriculum review, program assessment, M.A. and Ph.D. committees, and/or standing program and department committees directly related to teaching (e.g., scholarship committee, awards committee).

From Senior Lecturer to Master Lecturer

All of the above apply. In addition, we expect candidates to show evidence of curriculum development, and development of theoretically sound instructional techniques and technologies. Other pertinent measures such as demonstrated leadership in conducting teaching workshops or seminars, professional development sessions, presentations in ELI skills meetings, or departmental colloquia will enhance the candidate's teaching portfolio. Candidates may also demonstrate excellence in teaching through nomination or receipt of teaching awards, grants, or other such forms of recognition of superior performance. Research and publication relating to the candidate's teaching specialization, while not expected, may also enhance the portfolio.

Research completed, including while pursuing an additional advanced degree, on a topic related to a candidate's field/position can enhance a candidate's portfolio but must not substitute for excellence in teaching as described above.

Research

From Lecturer to Senior Lecturer

Candidates must show independent scholarship that makes a meaningful intellectual impact recognized by practitioners and/or scholars in their chosen field.

Presentations at scholarly/educational meetings will enhance the candidate's qualifications.

From Senior Lecturer to Master Lecturer

Candidates must show independent scholarship and have established a sustained and coherent program of research valued by practitioners and/or researchers, nationally and possibly internationally, in their chosen field.

Presentations at appropriate scholarly/educational meetings are expected, while invitations to conferences as a panel speaker will enhance the candidate's qualifications.

Service

UF effort reporting indicates that categories of service can include university, college, and department administration; and university governance. Service can also include contributions to the profession and community. The service contributions of lecturers can include service in professional organizations, and service on departmental, program, and university committees, as well as administrative and support services benefiting common departmental activities.

From Lecturer to Senior Lecturer

Candidates must have demonstrated a commitment to enhancing the life of the department.

Department/Program

Service on department committees is expected, as is regular attendance at department/program meetings. Chairing a department/program committee will enhance the candidate's portfolio.

Candidates serving in administrative roles must demonstrate a sustained commitment to excellence in administering the department/program as reflected in student program evaluations and positive evaluations from their direct supervisor. Candidates may also demonstrate meritorious achievement through program development in the areas of academics, student services, and/or department/program administration.

Service may also include supervision of teaching assistants and of other personnel. Serving as ELI level leaders, publication specialist, special program specialist, or other program or departmental responsibilities will enhance the portfolio.

Service to the college or university can enhance the candidate's portfolio.

From Senior Lecturer to Master Lecturer

Promotion to Master Lecturer requires service to the department, as well as other on-campus service/service to the profession. The candidate should demonstrate a history of substantial and sustained service on department/program committees, along with service on college and/or university Committees, as well as service to the profession.

Department/Program

Candidates serving in administrative roles must continue to demonstrate a sustained commitment to excellence in administering the department/program as reflected in student program evaluations and positive evaluations from their direct supervisor. Candidates can also demonstrate meritorious achievement through department/program development in the areas of academics, student services, and/or program administration. Candidates can demonstrate engagement with the profession through participation in professional development seminars, and/or conference presentations.

The candidate can show evidence of service by chairing department/program committees and/or search committees, and/or serving as a departmental or program officer. Examples of such service may include the following: undergraduate coordination, graduate coordination, coordination of Linguistics' ESL programs, and coordination of multi-section introductory programs. Other pertinent examples of excellent service or administration will enhance the candidate's portfolio.

Demonstrated leadership in program development and/or conducting workshops or seminars in their administrative area can enhance a candidate's portfolio, as can nomination or receipt of awards, grants, or other such forms of recognition of superior performance.

College and University

Service to the college or university is recommended, as it facilitates interdisciplinary connections and enhances understanding of our collective mission.

Examples could include innovative communications outreach to departments/colleges (i.e., contributing to formulating best practices in TA training at UF, contributing to programming supporting internationalization efforts), and/or service on college-wide and/or university committees. Standing for election to such committees may enhance the candidate's qualifications.

The Profession and the Public

Service to the profession may enhance the candidate's portfolio and may be evidenced by one or more of the following: Involvement and leadership in organizing meetings, symposia, conferences, and workshops; membership on editorial boards; service as reviewer to university and other presses; office-holder in professional organizations; and serving as a site-reviewer for universities, accrediting bodies, or other professional organizations.

Professional service to the public may enhance a candidate's qualifications and may be evidenced by service to schools or the community in a professional capacity. While not expected, membership on local, state, national, and international government boards, agencies, and commissions may enhance the portfolio.

Research completed, including while pursuing an additional advanced degree, on a topic related to a candidate's field/position can enhance a candidate's portfolio but must not substitute for excellence in administration as described above.