

Qualifications for Appointment and Promotion to the Ranks of Lector, Senior Lector I and Senior Lector II

Lector

Qualifications:

- (a) native or near-native proficiency in the language of instruction
- (b) proficiency in English
- (c) bachelor's degree or equivalent
- (d) some teaching experience at the appropriate level, with strong recommendations
- (e) preferably some training in language pedagogy

Senior Lector I

Qualifications:

- (a) native or near-native proficiency in the language of instruction
- (b) proficiency in English
- (c) bachelor's degree or equivalent, with continued study relevant to teaching responsibilities and program needs
- (d) extensive teaching experience, with documentation of excellence, whether at Yale or elsewhere
- (e) training in language pedagogy
- (f) demonstrated capacity for substantive contribution to a language program, e.g., cooperation in multi-section courses, demonstrated initiative in the development of materials, independent work with students, advising responsibilities, development of new courses, ability to take on course or program coordination (shown by general administrative skills, experience in training and methodology, experience in training graduate student teachers or in the development of materials, curricula, or tests)
- (g) participation in professional activities, e.g., workshops, seminars, training activities, conferences

Senior Lector II

Qualifications:

- (a) native or near-native proficiency in the language of instruction
- (b) proficiency in English
- (c) bachelor's degree or equivalent, with record of achievement in studies relevant to teaching responsibilities and program needs
- (d) extensive teaching experience, with documentation of excellence, whether at Yale or elsewhere
- (e) training in language pedagogy
- (f) extensive contributions to a language program, e.g., supervision of multi-section courses, demonstrated initiative in the development of materials, independent work with students, advising responsibilities, development of new courses, ability to take on course or program coordination (shown by general administrative skills, experience in training and methodology, experience in training graduate student teachers or in the development of materials, curricula, or tests)

(g) substantive participation in campus-based or national professional activities, e.g., not only attending but also generating workshops, seminars, training activities, or conference presentations; reviewing manuscripts for refereed journals or textbook publishers; participating in professional organizations or on national advisory committees; consulting and speaking by invitation

(h) documentation of pedagogical innovations or research relevant to the language program, successful grant application and project completion at campus, local, or national level, publication of teaching materials, including 3-5 samples of such contributions.

Nota Bene: Rank is determined by the stated qualifications, not by program responsibilities or length of service. For example, a Language Program Director may hold either senior lector rank.

4/30/09