

Department Approved: 11/09/06  
 College Approved-editorial revisions: 03/26/07  
 Dean Approved: 05/10/07  
 University Committee Approved: 05/11/07  
 Provost Approved: 05/30/07

## **Criteria for Academic Rank and Tenure**

### **Department of Foreign Languages and Anthropology**

In accordance with the provisions of the University Faculty Promotion Policy (1981), the Department of Foreign Languages and Anthropology bases its evaluation of candidates on the following criteria. In addition, the Department reaffirms the University's statement defining the cornerstones of collegiality as "professional autonomy, mutual contributions, and shared authority" (Faculty Handbook). The Department understands that collegiality requires the observance of accepted norms of professional behavior (e.g., assisting in the conceptual decision-making process, supporting the effectiveness of colleagues, and improving the working environment).

#### **Areas to be Considered:**

Evidence of Teaching Effectiveness  
 Evidence of Professional Growth  
 Evidence of Service to the University

#### **Minimum Performance Levels for Promotion and/or Tenure:**

Professor and Post-Professorial Merit	One rating of outstanding and two ratings of superior
Associate Professor and Tenure	Two ratings of superior (one of which must be Teaching Effectiveness) and one rating of good
Assistant Professor:	A rating of good in all three areas

#### **Definitions of Adjectives:**

"Sustained"	The record documents a level of performance over a period of time at least equivalent to the minimum period for progression to the applicable rank (e.g., four years for progression from associate professor to Professor).
"Compelling"	The quality and quantity of achievements is such that a lower ranking cannot be assigned in good conscience.
"Impressive"	The quality and quantity of achievements elicits admiration but is not "compelling" as defined above.
"Sound"	The quality and quantity of achievements represents an acceptable level of performance but is not "impressive" as defined above.

## **I. Evaluation of Teaching Effectiveness**

### **A. Evaluation of Teaching**

1. Self-evaluation (to include general teaching philosophy and specific classroom practices)
2. Observation by the Department Chairperson
3. Observation by peers
4. Student feedback
5. Other

### **B. Evidence of Effective Instruction and Curriculum Development**

1. Evidence of planning and preparation (e.g., material selection, syllabi).
2. Evidence of success in planning, organization and delivery of instruction in the classroom at the introductory (100), intermediate (200) and advanced (300/400) levels.
3. Evidence of continuing efforts to improve as a teacher (e.g., experimentation with innovative teaching techniques, specialized training, effective use of outcome measures such as pre-/post-testing or participation in departmental assessment programs\*).

\*The Department of Foreign Languages and Anthropology has a long-standing, successful assessment program consisting of mid-point interviews and exit assessment with oral and written tests as well as a portfolio review; the program provides measurable outcomes of instruction, curriculum and study abroad.

4. Evidence of curriculum development (e.g., new or significantly revised courses, the use of instructional technology for a course).
5. Evidence of success in other teaching-related functions outside the classroom setting, if applicable (e.g., indications of students' success, independent study, University Studies, mentoring new colleagues, honors contracts, graduate committee work, and directing of honor theses).
6. Other evidence of effective instruction

### **Performance Level:**

**Outstanding:** Sustained record of compelling teaching, as evidenced by documentation from two (or more) items from Category A (one of which must be A-4) and at least four items from Category B.

**Superior:** Sustained record of impressive teaching as evidenced by documentation of two items from Category A (one of which must be A-4) and at least three items from Category B.

Good:

Sustained record of sound teaching, as evidenced by documentation of one item from Category A (one of which must be A-4) and at least two items from Category B.

## II. Evidence of Professional Growth

### A. Scholarly Activities

For consideration for appointment or promotion to the ranks of associate professor or professor, work which has been reviewed by peers must be presented:

1. Peer-reviewed monographs or books that contribute to knowledge and understanding of the area(s) of specialization or related areas.
2. Publications, such as articles or chapters of peer-reviewed books or journals that contribute to knowledge and understanding of the area(s) of specialization or related areas.
3. Scholarly presentations of professional meetings, conferences, or workshops.
4. Professionally related travel for on-site study or research which produces demonstrable outcomes, such as collection of cultural materials, program enhancements, improvement of linguistic skills, or applied knowledge in the candidate's discipline.
5. Works in progress (as of the nature and progress of the works).
6. Other (e.g., grant writing, creative works, consultations, translations, previewing of manuscripts, or editor or referee for scholarly publications).

### B. Professional Development

1. Leadership in professional organizations, including, but not limited to, serving as an officer, chair or member of the committee.
2. Activities in professional organizations (including roles such as session chair or organizer and/or discussant at professional meetings).
3. Attendance at professional meetings and conferences.
4. Workshops or other formal study in areas related to teaching or research.
5. Other.

#### Performance Level:

- Outstanding:** Sustained record of compelling professional growth and scholarship, as evidenced by three items in Category A (including at least two peer-reviewed publications) and three items in Category B.
- Superior:** Sustained record of impressive professional growth and scholarship, as evidenced by two items in Category A (one of which must be A.1 or A.2) and two items in Category B.

Good:

Sustained record of sound professional growth and scholarship, as evidenced by one item in Category A (either A.1 or A.2) and two items in Category B.

### **III. Evidence of Service to the University**

#### **A. Service to the Department**

1. Chairing department-level committees or leadership in departmental activities.
2. Active membership on department-level committees.
3. Advising responsibilities for department majors.
4. Sponsorship or active participation in departmental student organizations or activities.
5. Active participation in departmental recruitment activities.
6. Other contributions to departmental service.

#### **B. Service to the College and University**

1. Leadership in College- or University-level committees or activities.
2. Active membership in College or University committees or activities.
3. Active participation in College or University recruitment activities.
4. Sponsorship or active participation in College or University student organizations or activities.
5. Other contributions to College or University service.

#### **C. Professionally-Related Community Service**

1. Active involvement in service to area schools and teachers related to the area(s) of professional expertise.
2. Participation in community programs or projects related to the area(s) of professional expertise.
3. Other professional service to the community.

#### **Performance Level:**

- |              |   |
|--------------|---|
| Outstanding: | Sustained record of compelling service, as evidenced by four items in Category A and four items in Categories B or C.   |
| Superior:    | Sustained record of impressive service, as evidenced by three items in Category A and three items in Categories B or C. |
| Good:        | Sustained record of compelling service, as evidenced by two items in Category A and two items in Categories B or C.     |