



Department of Modern Languages

Promotion & Tenure Guidelines

Adopted November 12, 2013, by the tenured faculty of the department, to be binding for all present and future tenure-track and tenured Modern Language faculty, effective as of this date.

The following statements are a general interpretation of University policy and are intended to be consistent with other statements on continuance, tenure, and promotion in the Faculty Handbook and in accord with Potter College policies and procedures.

I. CONTINUANCE POLICY AND PROCEDURES

Continuance toward tenure is granted on the basis of faculty accomplishments in each of three university-approved criteria: teaching effectiveness, scholarship, and service, without exclusions. Evaluation will take into consideration both quantity and quality of activities in each area, as well as the promise of future achievement likely to gain the candidate tenure and promotion. The department will have the opportunity to offer feedback to chart a career path that will positively benefit untenured faculty members and colleagues.

Candidates for tenure and/or promotion should consult the pertinent sections of the Faculty Handbook http://www.wku.edu/academicaffairs/documents/wku_faculty_handbook_19th_ed.pdf as well as the Potter College Promotion and Tenure Guidelines available on the college website http://www.wku.edu/pcal/faculty/pcal_faculty.php. In considering continuance, tenure, and promotion, the department follows the procedures described in the pertinent sections of the Faculty Handbook.

It is the responsibility of the candidate to provide reviewers with sufficient materials and documentation on which to base a decision. The Activities Report for continuance toward tenure must include, at a minimum, the following

- a current vita –including membership in professional organizations, bibliographic citations for publications and works in progress or under review, & grants and awards;
- a statement of teaching philosophy (limited to one page)
- adequate and appropriate documentation to support teaching effectiveness. Documentation should include syllabi and teaching evaluations, and may include samples of course handouts, sample exams, samples of student work, letters from students, & professional development activities related to teaching effectiveness.
- hard copies of paper or electronic publications, conference presentations, manuscripts in progress or under review, along with any comments, reviews, or evaluations if available.
- brief descriptions of professional service activities, including dates, names of events, & level of activity (documentation may include thank-you letters, etc.).

II. TENURE AND PROMOTION POLICY AND PROCEDURES

A full description of the University's procedures for promotion and for tenure may be found in the current edition of the Faculty Handbook.

Tenure and promotion in rank are granted on the basis of faculty accomplishments in each of three university-approved criteria: teaching effectiveness, scholarship, and service, without exclusions. Evaluation will take into consideration both quantity and quality of activities in each area. Only accomplishments since the appointment at the current rank or the last promotion will be considered.

The candidate for tenure and/or promotion will submit a dossier and supporting documentation to the Department Head by the date specified by the University, according to the guidelines specified in Appendix I of the Potter College Tenure and Promotion Policies. It is the responsibility of the candidate to provide reviewers with sufficient materials and documentation on which to base a decision. The dossier for tenure and/or promotion must include, at a minimum, the following

- a letter addressed to the Department Head and departmental review committee stating the candidate's request for evaluation for tenure and/or promotion
- a current vita –including membership in professional organizations, bibliographic citations for publications and works in progress or under review, & summary of grants and awards
- a statement of teaching philosophy
- a narrative summary of accomplishments for the period of review for each of the three university-approved criteria.
- course evaluations, with commentary by the candidate if deemed appropriate
- appropriate documentation to support each area of review. Documentation may include selected syllabi, course handouts, exams or other assessment instruments, student work, letters from students, professional development activities related to teaching effectiveness, etc.
- hard copies of paper or electronic publications, conference presentations, and manuscripts in progress or under review, along with any comments, reviews, or evaluations if available.

The following departmental guidelines on achievement in the three areas of review are a general interpretation of university policy and are intended to be consistent with other statements on tenure and promotion in the Faculty Handbook and in the Potter College Tenure and Promotion Policies document.

Areas of Review

Effective Teaching and Advising

Teaching effectiveness involves the successful meshing of the faculty member's field of knowledge and expertise with the student's desire and need to learn. The measure of an individual's teaching effectiveness is to be sought from as many sources as possible. The following factors, in no particular order of importance, will be given serious consideration in the departmental tenure and promotion process:

- Course descriptions, syllabi, exams and other performance measures, and other relevant documents that provide information on the content and conduct of a course
- Classroom observations by the department head or other colleagues (which may be included in review materials at the discretion of the candidate)
- Evidence of recent or innovative techniques and materials, including those that reflect up-to-date scholarship and methodologies, such as multimedia technology
- Documentation and self-evaluation of new courses designed and offered
- College, university, state, or national awards for teaching

- Participation in or conduct of teaching seminars or workshops that improve teaching or learning
- Student honors and publications resulting from classroom instruction or directed study
- Evidence of collaboration with students in research, presentations, or publications
- Teaching-related grant activity
- University/departmental/individual course evaluations by students
- Participation in and direction of student theses, directed studies, and internships
- Academic advisement
- Significant work in student recruitment and retention

Scholarship

Scholarship—defined as research and creative activity, is an essential part of the University's mission and the Department's criteria for tenure and promotion in rank. Each candidate for promotion and/or tenure must document a record of ongoing scholarly achievement presented in appropriate, peer-reviewed, and professionally recognized forms. Productivity in research and creative activity is not sufficient justification for advancement and must be complemented by the two other areas of review, effective teaching and professional service.

The following schema is offered to aid in the departmental review process. The plan identifies evidence of research and creative activity at four levels in descending order of significance. Items not specified may be included with appropriate justification. Co-authored and co-edited material will be evaluated on the basis of documented contributions to the work (e.g., letter from co-author/co-editor). Candidates with publications in non-print journals should provide evidence of referee process and significance of the journal.

Candidates for tenure and promotion to associate professor should have a minimum of either one activity in Level 1 or three activities in Levels 2 or 3. Candidates for full professor should have a minimum of one activity in Level 1 or three activities in level 2.

Level One

- Peer-reviewed single-author or co-authored book based on original research Translation of major book for publication, including works of fiction and poetry

Level Two

- Textbook incorporating new pedagogy
- Edited volume
- Exhibit, website, or media product that has wide academic recognition within the discipline
- Translation acclaimed within the discipline but of lesser magnitude than a book
- Editorship of a major journal within the discipline
- Editorship or compilation of a special issue of a major journal within the discipline
- Published monograph based on original research
- Consulting in the discipline resulting in reports or similar documentation of monograph length
- National publication of a book-length bibliography or index
- Article published in a refereed journal in the discipline
- Chapter or article published in a book in the discipline

Level Three

- Editorship of a non-refereed journal within the discipline
- Review editorship for refereed journal within the discipline
- Significant, funded research for which an end-of-project report is written

- Exhibit, website, or media product that serves a professional audience outside the department

Other Professional Activities

Although important, these activities are not sufficient for either promotion or tenure.

- Paper presented at a professional meeting in the discipline
- Review editorship for non-refereed journal within the discipline
- Article in a non-refereed journal or serial publication within the discipline
- Review in scholarly journal or newsletter
- Exhibit, website, or media product with an in-house function
- Encyclopedia entries, notes, and other short publications in professional journals

Service

University or public service includes both on-campus and off-campus activities that effectively represent the Department, the College, and the University. A reasonable degree of participation in university and public service both on-campus and off-campus is expected of all faculty members. Evidence of such participation is suggested by but not limited to the following:

- Service on departmental, college and university committees, councils, and senates
- Organization and direction of a major conference related to the discipline
- Major elective or appointive office within the discipline at the national level
- Service on a committee or board at the national, regional, or state level by virtue of academic/professional expertise
- Leader of a section or panel discussion at significant scholarly meetings
- Publication of an article or review in a non-competitive journal or newspaper.
- Receipt of or collaboration on externally-funded grant or contract
- Consulting on a discipline-related project
- Service on international projects in all areas of public service, including education, business, and industry
- Service in appropriate professional organizations, including service as editor or referee
- Service at public venues related to the discipline, such as festivals, concerts, and radio shows
- Community activities in which the faculty member is acting as an academic professional
- Service to local, state, or national government boards, agencies or commissions, or to business or industry related to the candidate's discipline or academic expertise
- Work with schools through contacts with teachers, students, or administrators, such as lectures, conferences, and festivals
- Academic advisement
- Extracurricular advisement to student groups