

Department of Modern and Classical Languages
Guidelines for Promotion in Rank of Instructional Faculty
(Instructional Assistant Professor to Instructional Associate Professor and
Instructional Associate Professor to Instructional Professor)

Given that instructional (non-tenure-track promotion-eligible) faculty belonging to different programs within the department perform widely different tasks and that they are hired for a variety of purposes, it is difficult to define precise guidelines for promotion. It is necessary, however, to set some general standards to assure that faculty under review are judged fairly. These guidelines for professional evaluation of instructional faculty do not prescribe a uniform roster of accomplishments that must be achieved by all candidates for promotion. Rather, they suggest ways of evaluating accomplishments in teaching, research, and service by allowing flexibility in assigning relative weights to these three activities.

It is assumed that 80% of the workload for NTT faculty will be teaching and 20% will be service and/or research unless otherwise specified at the time of appointment.

- Criteria for promotion to associate
Candidates should have sustained, superior contributions in teaching and service and/or research such as fulfill program and/or department requirements.
- Criteria for promotion to full
Teaching and service and/or research need to have had a significant impact on the program and department (appropriate to experience and area/level of expertise). Preference would be also for the candidate to have contributed significantly at a university, community, or professional level.

BREAKDOWN OF TEACHING, SERVICE, AND RESEARCH CRITERIA

Teaching

Instructional faculty are primarily engaged to teach full-time. To merit the strongest consideration, candidates must have demonstrated superior teaching skills. Areas of important interest in this category include, but are not limited to,

- Clarity in the organization and presentation of course content.
- Success in bringing students to a level of attainment appropriate for the courses taught by the candidate.
- Fairness in dealings with students. This includes making oneself available for consultation and establishing clear and reasonable measures for gauging student progress.

Candidates are also expected to contribute to the department's continuing improvement of teaching methods, techniques, and materials. Here are some examples of ways to contribute (it is assumed that each individual will contribute to several of these activities):

- Design of new courses.
- Modification or revision of course content.
- Technology and pedagogical innovation that enhance course delivery and student engagement.
- Creation or modification of course modules.
- Consideration and possible adoption of new textbooks (as needed).
- Design or modification of resources for students.
- Project building with material from university resources.
- Peer classroom observation (observing and being observed).
- Presentation/attendance at professional development workshops/webinars.
- Development of instructional/training materials for the department.
- Development of and participation in co-curricular activities that enrich the classroom experience.
- Mentorship of undergraduate research.
- Teaching-related community outreach.
- Coordination of oral exams for multiple sections.

Evaluation of the candidates' skills in the area of teaching will be assessed on the basis of the following:

- Classroom observation by peers or program directors.
- Assessment of student evaluations.
- Grade distributions.
- Evaluation of sample syllabi, assignments, lesson plans, grading rubrics, etc.
- Nomination for or conferral of teaching awards on the candidate.
- Conferral of teaching-related grant.

Service

The service component will vary according to position and program; candidates will coordinate major service assignments with program director and/or chair. What the voting faculty will look for in this category is a willingness on the part of the candidate to participate constructively in the operation of the candidate's program, of the Department as a whole, and possibly of the university or the profession. Areas of service contributions include, but are not limited to,

- Language course coordination.
- Language assessment in conjunction with student fellowship (and other) applications.
- Committee service (department, college, or university).
- Service on scholarship selection committee (program, department, college, university).
- Active membership in professional organizations.
- Participation in community organizations related to department or program mission.

- Professional service to the community.
- Student academic and professional advising.
- Student mentorships.
- Coordination of cultural events (program, department, college, university).
- Co-curricular events and opportunities.
- Study abroad advising, planning, marketing, coordination, and/or implementation.
- Fundraising.

Research: Scholarship and Discipline-related Creative Work

Some instructional faculty may choose to engage in scholarship and/or to produce creative work. Scholarship and creative work are supported by the department and will contribute favorably to a candidate's evaluation, but they are not required. Examples of scholarship or creative work contributions may include, but are not limited to,

- Participation in roundtable discussions or presentation of papers/posters at academic conferences.
- Publication of academic article or book (these publications may or may not be related to pedagogy).
- Production and publication of translations.
- Production and publication (or diffusion) of creative work that relates to the field in which the candidate teaches.

The candidate's scholarship and/or creative work will be evaluated by the FEC, but the committee may call on other evaluators (from within the department, college, or university) in the event that its members are not qualified to assess the products in question.

