The Department of Modern Languages: An Introduction

The Department of Modern Languages observes today that the nature of pedagogical activity in American language departments has changed significantly. Today, the target of instruction and program development is students’ linguistic proficiency, i.e. their ability to use other languages not only in order to study literature (an essential pillar of this liberal arts discipline), but also to understand and analyze texts from all academic disciplines and all walks of life in the non-academic world. In addition, we have welcomed the charge to prepare young people for active integration in a multi-cultural work environment. This has necessitated not only careful attention to learners’ oral linguistic proficiency but also training in the broad area of cultural studies with a particular emphasis on intercultural communication, an academic field that has blossomed by necessity in recent years and that department members are embracing. Thus, the kind of professional activity undertaken by language professionals shows a wide range, reflecting traditional scholarship as well as new emerging interests that serve our student populations in significant ways.

The above introduction provides a foundation for the guidelines we have established for tenure and promotion in the Department of Modern Languages. What follows is indebted in part to the “ADFL (Association of Departments of Foreign Languages) Statement of Good Practice: Teaching, Evaluation, and Scholarship.”

I. TEACHING EFFECTIVENESS

Engagement with our students lies at the core of our calling. Without being challenged to step beyond what they claim to know about themselves and the world, they are unlikely to realize their full potential. The following bullet lists are meant to provide a disciplinary context for measuring performance criteria for Teaching Effectiveness from the Faculty Handbook.

We aim to maintain high expectations for each student by structuring our courses with the ACTFL (American Council on the Teaching of Foreign Languages) 21st Century Skills Map in mind. The structure of our courses and

1. ADFL (Association of Departments of Foreign Languages), which operates under the auspices of the Modern Language Association, brings together the chairs of departments of languages other than English from around the country to discuss common issues. Linfield’s Department of Modern Languages has participated in the Association for the past fifteen years. [https://adfl.mla.org/Resources/Policy-Statements/ADFL-General-Guidelines-for-Departments](https://adfl.mla.org/Resources/Policy-Statements/ADFL-General-Guidelines-for-Departments)

2. ACTFL (American Council of Teachers of Foreign Languages) is the signal organization of foreign language educators in the United States. ACTFL is best known for the language proficiency guidelines and for the Oral Proficiency Interview. Linfield’s Department of Modern Languages has been associated with
the expectations for student performance are guided by the national standards for language instruction, which are undergirded by the “5 Cs” (Communication, Cultures, Connections, Comparisons, and Communities). Our ability to meet these goals is reflected in the rubrics that we use in our class visits in the Colleague Appraisal process.

In the area of Teaching Effectiveness, we charge ourselves
• to exploit connections between our teaching and our scholarship
• to promote study abroad as a bedrock experience for every student
• to promote greater understanding of the cultures we study as well as their connections with other disciplines; and
• to foster student engagement through collaborative teaching and civic engagement inside and outside the department.

We also strive to reach the program goals
• by attending carefully to different learning styles
• by assessing progress regularly and soliciting student feedback
• by maintaining generous office hours in order to foster regular one-on-one meetings with students; and
• by giving consistent and effective attention to the needs of our advisees.

Promotion to Associate Professor and Tenure
Will demonstrate proficiency in the areas above that ACTFL identifies as essential to the effective teaching of language and culture. These areas in turn reflect the nine areas of effective teaching in the Faculty Handbook (see below). Proficiency in these areas will be assessed through class observations, a careful reading of student evaluations and perusal of course materials including syllabi and Blackboard course pages, when appropriate.

Promotion to Professor
Along with successful continuation of the above, will engage in teaching-related activities worthy of special merit, such as seeking opportunities to continue improving as a teacher; designing new courses or improving existing ones; providing strong pedagogical mentorship for junior colleagues; contributing to pedagogical initiatives within and beyond the college; and collaborating across disciplinary boundaries.

Performance criteria relating to the Faculty Handbook
The Faculty Handbook IV.6.1.1 identifies nine areas of teaching effectiveness. Indicators of successful teaching include the following:

1. knowledge of and enthusiasm for the subject matter
   Teachers maintain high proficiency level in the target language
   (“Superior” and above by the ACTFL scale)\(^3\) and serve as role models

for the students. They also demonstrate expertise in the subject matter and communicate with passion the importance of the skills and knowledge students will gain in the course/program. Teachers also provide stimulating discussion topics, questions, and language-use scenarios.

2. attention to the organization of courses as it relates to the level and preparation of the students
   MDLA language curricula have clear long-term goals in the catalog, and specific course goals are clearly related to them. Courses are effectively sequenced and organized so that the students can achieve the long-term goals in an incremental, systematic fashion. Attention to the four skills (reading/writing, speaking/listening) at different levels of instruction is evident. Specific class organization includes activities to advance these skills.

3. organization and effective use of class time
   In lower-level language courses, instructors provide clear information about daily class activities in the syllabi and course schedules; design structured and effective in-class activities (pair work, group discussions, etc.); and provide resources for self-study outside the class. The target language should be used as much as possible in simulated contexts (role-play, etc). Other levels of language instruction show level-appropriate materials and distribution of activities to reflect proficiency goals. Advanced content courses provide opportunities to use the language in various contexts, and emphasize integrative learning. The motto “Culture from the beginning, language to the end” expresses the need to maintain focus on our target cultures. This criterion applies to all departmental courses.

4. high expectations for each student
   We challenge students by maintaining high standards of linguistic accuracy and expression while recognizing language limitations at the beginning and intermediate levels.

5. respect for students' viewpoints
   In upper-level language / content courses in English, there are ample opportunities in and outside class for students to express themselves and engage in discussions. Different viewpoints are respected and encouraged

6. use of effective and fair grading methods
   Instructors establish clear grading criteria and provide effective formative and summative assessments that reflect course goals.

7. what students take from their courses
Instructor makes clear how courses reflect the Linfield Curriculum goals when such designations are attached to courses. They are encouraged to make crucial interdisciplinary connections in order to engage life beyond Linfield more successfully.

8. availability for consultation with students

MDLA facilities are arranged to maximize contact between students and faculty. Generous office hours foster one-on-one meetings and help students overcome inhibitions when challenged by one-on-one oral midterm and final examinations.

9. consistent and effective attention to the needs of advisees

The opportunity for study abroad at Linfield requires close consultation between advisors and advisees so that overseas programs can be effectively integrated into students’ four-year plans. All members of the department are informal “language advisors” to their students, who thus cannot fail to understand the importance of assiduous study as a path to study abroad.

Role of Colleague Evaluation of Class Sessions

Colleagues will visit courses of the candidate to be evaluated and will assess the candidate’s knowledge and enthusiasm for material, as well as disciplinary specific expectations for teaching (see below), effective organization and use of class time, and capacity to respond sensitively to students and to create and to maintain a comfortable learning environment. Those observing the class will utilize one of two rubrics designed by the department for assessment of colleagues (See Appendix A). All observing colleagues will concentrate on elements of instruction not dealing directly with the language, since we may not always be proficient in the language of instruction. Whenever appropriate, consultation with other colleagues from the language section proficient in the language of instruction will take place. In order to assess the organization of the course and of the fairness of the instructor’s grading, we will look at the course syllabus and Blackboard course page (if appropriate) of the class that we are observing.

A. In Class Observations of language classes, colleagues will assess performance according to ACTFL’s Core Practices in the “Role of Colleague Evaluation of Class Sessions” section using the departmental rubric for language courses (Appendix A):

Core Practice 1: Use the target language (TL) as the vehicle and content of instruction 90%+ of the time.
Core Practice 2: Design and carry out Interpersonal Communication Tasks for pairs, small groups, and whole class instruction.
Core Practice 3: Design lessons with Functional Goals and Objectives using the Backward Design model.
Core Practice 4: Teach grammar as a concept and use in context.
Core Practice 5: Implement Interactive Reading and Listening comprehension tasks using authentic cultural texts of various kinds while scaffolding to promote
interpretation.

**Core Practice 6**: Provide Appropriate Feedback in speech and writing on various learning tasks.

B. In Class Observations of content classes, colleagues will assess performance according to the elements of teaching effectiveness included in The Faculty Handbook IV.6.1.1. using the departmental rubric for content courses (Appendix A).

**II. PROFESSIONAL ACHIEVEMENT**

The following are professional activities in which Modern Languages faculty engage. In order to recognize the diversity of our professional activities (linguistics or culture/literature), we present various scenarios of what is deemed valuable professional work. This list is not exhaustive, but presents many of the forms of professional work that are considered important in our disciplines. Please note that the professional achievements below can reflect a single discipline or can be interdisciplinary in nature: the department assigns equal weight to disciplinary and interdisciplinary work. The department, moreover, values collaboration with both colleagues and students and agrees in principle with ACTFL’s position that jointly-produced publications and presentations “should be valued in decisions measuring scholarly production.” Please see ACTFL’s statement on collaborative work:

1. Professional activities are presented in a hierarchy of tiers, with items within a given tier assigned equal value.

A candidate for **tenure and promotion to Associate Professor** who presents one book or textbook will need at least 2 additional items from Tier One (at least one must be a peer-presentation). In the absence of a book or textbook, faculty will present 4 items from Tier One (including at least 2 peer-reviewed publications and at least one peer-reviewed presentation). The expectation is that a candidate’s files will be comprised of items from Tiers 2 and 3 as well, but the department has no required minimum number of items from Tiers 2 and 3.

A candidate for **promotion to Professor** will, in addition to the items mentioned above for the first promotion, present one book or textbook and 2 additional items (one of which must be a peer-reviewed presentation and another of which must be from Tier Two); or 5 items from Tier One, at least 3 of which are peer reviewed publications. The expectation is that a candidate’s files will be comprised of items from Tiers 2 and 3 as well, but the department has no required minimum number of items from Tiers 2 and 3.

**Tier One**

- publishing a book of original scholarship or a textbook (see above)
- publishing papers in refereed print or online journals
- becoming a certified ACTFL OPI (Oral Proficiency Interview) tester or administrator of a widely recognized instrument such as the IDI (Intercultural Development Inventory)

• organizing a regional, national or international language conference
• presenting at (inter)national and regional conferences, seminars, or workshops (refereed)
• receiving and participating to completion in a Fulbright grant or other international fellowship
• contributing an introduction or a chapter to an edited anthology
• publishing teacher-reference handbooks, manuals or other specialized pedagogical publications
• serving as the editor or compiler of a book-length collection
• translating scholarly or literary works
• publishing pedagogical tools with technology
• conducting an extended language-teacher training program

Tier Two

• Participating in round-table discussions in national and international venues (by invitation)
• Giving invited lectures
• Presenting in seminars/workshops on language, literature and cultural issues at national and international level (non-refereed)
• Publishing book reviews and interviews in peer-reviewed journals
• Presenting at state-level conferences e.g. COFLT (Confederation of Teachers of Foreign Languages)
• Publications of newspaper articles, prologues, an annotated bibliography or other short publications in newsletters

Tier Three

• Participating in a workshop related to language and culture at the national or international level and reporting to colleagues at home
• Participating in a series of technology-related workshops with demonstrable application to teaching or research
• Moderating or serving as a discussant on national, international, or regional conference panels
• Serving as the primary writer on a funded external grant
• Publishing articles in regional language organizations’ newsletters or other edited publications
• Collaborating with a student on research that results in dissemination

III. SERVICE

Service to the Institution and to the Community

Opportunities for service to the department, the college, the community, and the profession abound. These include but are not limited to:

• Departmental Chair
• faculty standing committees
• faculty ad-hoc committees
• search committees
• Freshman Colloquium
• study abroad advising/recruitment/mentorship
• program directorship of LiM (Language in Motion) or similar, funded initiative
• recruitment/competitive scholarship
• study-abroad recruitment, orientation, interviews
• LIM
• student club advisor
• organizing speaker presentation
• invited lectures in other classes
• leadership in college initiatives, e.g., PLACE
• moderator of faculty assembly
• mentoring language assistants
• department webmaster
• service club speaker
• school board service
• lectures/performances in community

Service to the Profession

• reviewing articles for professional journals
• serving on the board of a national, regional entity/bodies/organizations
• participation in National Advanced Language Placement Examination (reader, table leader, examination item author, chair of test committee)
• Organizing language, culture and literature conferences (See Tiers 1&2 above)
• LIM NW consortium activities
• Serving as outside evaluator for promotion and tenure
• Consultancy
• Department Program Evaluator
• Representative of honor society—chapter advisor

Promotion to Associate Professor and Tenure requires at least three of the above activities with at least one coming from Service to the Institution/Community and one coming from Service to the Profession.

Promotion to Professor requires not only a greater number of forms of service, but clear examples of positions of leadership with at least one form of service involving a leadership position.

MDLA Guidelines and the Strategic Plan:
These guidelines have attempted to highlight the work of the Department of Modern Languages, which aligns with the Linfield College 2012-18 Strategic Plan in the following ways:

Goal 2. Enhance Linfield’s Regional, National, and Global Connections
Goal 2, A. Increase our commitment and strength in international education and global awareness for all students.
• The department’s course and the majors and minors it offers are designed to extend and deepen global awareness through the study of languages and cultures and by encouraging study abroad.

Goal 2, E. Build on global partnerships.
• The language-specific study abroad programs and partnerships with overseas institutions maintained by IPO with curricular oversight by the Department of
Modern Languages are at the heart of the college’s commitment to global partnerships.

**APPENDICES**
Corroboration for the Department of Modern Language’s standards for tenure and promotion in each of the three areas takes the form of statements from professional bodies, ACTFL and ADFL, hyperlinked above and from departmental statements included in separate appendices from the following institutions: Rollins College, Lafayette College, Siena College, and Ithaca College (See Appendices B1-4). A perusal of the departmental statements from the institutions included in the appendices confirms that our departmental standards in each of the three areas, including professional achievement, are commensurate with those at other comparable institutions and that the distinctions that we draw between promotion to associate professor and promotion to professor are also in line with those institutions.
Appendix A

MDLA: Rubric for Colleague Appraisals in **Language Class** Observations

Candidate’s Name: ________________________________

Date of Evaluation: ______________________________

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<th>Needs work</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
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<tbody>
<tr>
<td>1. Consistent Use of Target language</td>
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<tr>
<td>2. Communication tasks include: pairs, small groups, whole class</td>
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<td>3. Grammar taught in context</td>
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<td>4. Reading and listening incorporate authentic cultural materials and employ scaffolding</td>
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<td>5. Appropriate corrective feedback depending on accuracy/fluency goals</td>
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<td>6. Knowledge and Enthusiasm for subject matter</td>
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<tr>
<td>7. Organization and effective use of class time</td>
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<td>8. High expectations for each student</td>
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<td>9. Respect for students’ viewpoints</td>
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*Instructional model developed by Wiggins and McTighe that suggests that learning experiences should be planned with the final learning goals in mind and activities chosen to meet those learning goals.

N.B. The above may not always be evident in an individual class. The observer should also look at the course syllabus and blackboard course page before completing the appraisal.

Comments:
**MDLA: Rubric for Colleague Appraisals in Content Class Observations**

Candidate’s Name: ________________________________

Date of Evaluation: ________________________________

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<td>5. Respect for students’ viewpoints</td>
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<tr>
<td>6. Interprets and synthesizes critical issues from literary and other cultural texts.</td>
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<td>7. Connections made to other courses and disciplines</td>
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*Instructional model developed by Wiggins and McTighe that suggests that learning experiences should be planned with the final learning goals in mind and activities chosen to meet those learning goals. N.B. The above may not always be evident in an individual class. The observer should also look at the course syllabus and blackboard course page before completing the appraisal.*

Comments:
EVALUATION CRITERIA OF THE DEPARTMENT OF MODERN LANGUAGES AND LITERATURES FOR TENURE AND PROMOTION
Revised Spring 2012
Approved by FEC Spring 2012

The Department of Modern Languages and Literatures adheres to Article VIII (Faculty Evaluations) of the Bylaws of the Faculty of Arts and Sciences of Rollins College. Neither promotion nor tenure are to be regarded as automatic, but must be earned by merit as demonstrated by all applicable activities.

TEACHING
Given the diversity of a department such as Modern Languages and Literatures, wherein teaching methods vary from the direct method for modern languages to the traditional translation method, teaching must be judged individually, adhering to no set standard approach for modern language pedagogy. Nevertheless, this criterion is evaluated objectively for each candidate for tenure or promotion. All faculty members in the department, from adjunct instructors to professors, must have already demonstrated their effectiveness in teaching before they are considered for a position at the college. Moreover, this criterion is judged continually throughout one’s tenure at Rollins, and is deliberated at each stage for reappointment. The fulfillment of this criterion is an ongoing process to which all faculty members adhere.

Candidates for tenure or promotion must demonstrate excellence in teaching. Means of evaluation in this area may include but are not limited to, Course and Instructor Evaluations; classroom visits and observations by colleagues; course syllabi, exams, and assignments; writings or conversations with colleagues and/or students that demonstrate the candidate’s teaching ability, intellectual ability and communication skills; teaching awards presented to the candidate. All candidates are expected to contribute to departmental and section curriculum and program development.

Candidates for promotion to full professor can demonstrate excellence in teaching through not only an established record of excellent teaching as outlined above but also through contributions to the general improvement of instruction at Rollins or in the discipline. Such a record might include indications such as:

a. continued professional development in pedagogy and teaching
b. engagement in the scholarship of teaching and learning
c. the development and teaching of new courses for the department and across disciplines (RCC, RPlan, Honors Program, Holt School)
d. high-impact teaching practices, such as internationalization, experiential learning, community engagement and service-learning, technology, collaborative teaching
e. leadership role in fostering excellence in teaching among lecturers and the junior members of the department.

RESEARCH AND SCHOLARSHIP
Candidates for tenure and/or promotion must establish a clear and significant pattern of written scholarly work and make copies of such work available to the committee for
review prior to evaluation. Scholarly work published prior to acceptance of a contract at Rollins College cannot be considered for fulfillment of these criteria unless the tenured members of the department agree to do so in writing at the time of the appointment. Contracts for publication and letters of acceptance may be submitted for tenure candidates.

In order to be recommended for tenure, a candidate must fulfill the following components
1) The candidate must have at least two articles or essay length works of scholarly quality published in a peer-reviewed publication, a book or a textbook.
2) In addition to the two articles / essays, the candidate must offer evidence of other kinds of scholarly contributions. These activities must represent a pattern of professional development, suggesting that the candidate's intellectual and scholarly development will continue after the awarding of tenure. Evidence of this continuing development may consist of any combination of the following: participating in professional organizations, presenting papers at meetings, editing books or journals, creating scholarly and peer-reviewed web pages, web reviews, and web materials, serving as a professional translator or interpreter, refereeing journal submissions, writing reviews or dictionary entries, organizing conference panels, giving readings and presentations, and engaging in various other types of professional activities. In case of doubt whether the given activity contributes to the pattern of professional development or not, the candidate should consult with the Chair, who will then consult with the tenured members of the Department.

In order to be recommended for promotion to professor, a candidate needs to provide evidence of continuing scholarly output in the following areas:
1) The candidate must have a peer-reviewed book or four articles or essays of scholarly quality published in a peer-reviewed publication since the awarding of tenure.
2) In addition, the department expects candidates to have engaged in a pattern of continuing scholarly activity described above as obligatory for tenure. However, these activities must have occurred after the awarding of tenure and/or appointment to the position of associate professor.

COLLEGE SERVICE
Each candidate for tenure or promotion must show a pattern of service to the college community beyond his or her classroom and research efforts. Service can be evaluated in a variety of ways including but not exclusively:

A. Advising
The department considers advising an essential requirement for all candidates for tenure and/or promotion, and will evaluate fulfillment of this criterion through the following:
   o Acceptance of a fair share of work and availability to advisees.
   o Advising majors in their selection of appropriate courses, discussing graduate school and career opportunities, and writing recommendations, etc.
B. All College Service
Assessment of a candidate's contribution to the college may include but is not limited to the following:

- Membership on a Standing Committee of the College.
- Membership on an all-College search committee.
- Membership on a College task force or ad-hoc committee.
- Service rendered to the committee, and amount of work undertaken by the committee based on such evidence as committee minutes and statements by the committee chair regarding attendance and contributions.

C. Department Service
We expect all candidates to adhere to professional standards, as well as to demonstrate the commitment to rational dialogue that is required for cooperative relations between colleagues and the promotion of knowledge and understanding among students. Such service includes but is not limited to

- Curricular development
- Organization of departmental activities and programs
- Active participation in departmental activities and programs

D. External Service
The department will consider in assessing the candidate his/her service to the broader community which enhances the College's mission.

As stipulated in Article VIII, the department requires all candidates for promotion to full professor to demonstrate continued contribution to the College's educational mission in spirit as well as substance. In addition, the candidate should endeavor to take on leadership roles within those committees/organizations whenever possible commensurate with the years of service.
Scholarship Guidelines for Tenure and Promotion

Lafayette College | Department of Foreign Languages & Literatures

In considering candidates for promotion, the Department of Foreign Languages and Literatures (FLL) recognizes the diversity of fields represented in the Department and acknowledges that scholarship comes in many forms and employs a variety of methods. A candidate’s academic work is expected to be in or connected to the scholarship on languages and cultural production or in creative cultural production itself. We also recognize that interdisciplinary research contributes to the vitality of scholarship, curricular development and teaching in the discipline.

Scholarship Guidelines for Tenure/Tenure and Promotion to Associate Professor in FLL

By the time they declare their candidacy for tenure, or tenure and promotion to Associate Professor, faculty in the Department of Foreign Languages and Literatures are expected to have established an active record of scholarly engagement that is recognized by both scholars in their field(s) and within the Department. The candidate’s scholarship must be substantial in quantity, quality, and trajectory as well as commensurate with the length of employment at Lafayette College. In the case of tenure and promotion to Associate Professor, trajectory of scholarly activity will be assessed on the basis of progress on research project(s) beyond the doctoral dissertation as evidenced by publications, conference papers, and grant applications (both funded and unfunded).

It is normally expected that the successful candidate for tenure or tenure and promotion should have significant scholarly achievements in the form of a published book or contracted book manuscript and/or several articles in peer-reviewed journals and/or chapters in edited volumes. In addition, FLL welcomes a record of active engagement in the candidate’s field(s), such as participation at academic conferences (as presenter, discussant, or panel organizer), delivery of guest lectures at other academic institutions, and authorship of grant proposals.

In recognition of the academic value and merit of creative work, FLL considers substantial and serious creative work in the candidate’s target language(s) and/or culture(s) as equal in validity to substantial and serious scholarship in the candidate’s target language(s) and/or culture(s) as a qualification for tenure and promotion. Examples are authorship of a book of creative work published or accepted for publication by an academic, commercial, or respected independent press, or authorship of smaller forms of creative work (short stories, screenplays, creative nonfiction, or poems) published or accepted for publication in journals or edited collections.

The candidate for tenure or tenure and promotion should aim for high quality of scholarship and/or creative work. Assessment of quality will be based on reports from external evaluators, internal departmental reviews, and publication venues. Highly valued venues include academic and similarly reputable presses (for monographs, edited volumes, critical editions, translations, essays, book chapters, etc.) and peer-reviewed print and electronic journals. FLL recognizes that venues of publications may vary depending on the candidate’s specific area(s) of specialization.

FLL Scholarship Guidelines

February 24, 2014
FLL also recognizes the value of activities related to curricular development although these activities in and of themselves are not considered sufficient for tenure or tenure and promotion. Nevertheless, FLL recognizes that a candidate who is also the sole full-time faculty of a language section may have substantial program building responsibilities. In such cases, special achievements in curricular development and program building may be weighed to an appropriate extent against the Department's research and publication expectations.

**Scholarship Guidelines for Promotion to Professor in FLL**

Candidates for promotion to full professor must have made additional, substantive contributions on a sustained basis in their area(s) of research and/or creative work beyond the level of tenure or equivalent review. Assessment of quality of scholarship and/or creative work will be made in the same way as that employed for candidates for tenure and promotion to Associate Professor.

Departmental assessment of the candidate's scholarly record will be framed by Lafayette College's own "Conditions and Criteria for Appointment" as outlined in the Faculty Handbook, section 4.3.5.
Department of Modern Languages and Classics

Standards for Tenure and Promotion

Effective 1 September 2013

General Guiding Principles

The Department of Modern Languages and Classics offers the following criteria for recommending tenure and/or promotion to its faculty members. The standard areas that will be used for evaluation are: teaching, scholarship/professional development, and service. Teaching has been and continues to be a priority. The department also recognizes that Siena is a community of teacher-scholars who are dedicated to the principle of service and requires that a candidate present consistent evidence of high-quality teaching, scholarship/professional development, and service. Candidates for Tenure, Associate Professor and Full Professor must have a Ph.D. in their field.

Voting Procedure for Tenure and/or Promotion (in accordance with the Faculty Handbook)

1. All full-time members of the department (tenure-track and tenured faculty) are eligible to vote on tenure and promotion.

2. All full-time faculty must participate in the departmental meeting in person, by phone or by other electronic means in order to vote. Voting on an application will be yes, no, or abstain. We strongly recommend against abstentions.

3. All votes will be recorded in the departmental letter. Votes will be cast either by anonymous paper ballot, or if faculty are participating electronically, they will convey their vote only to the department chair, who will maintain the confidentiality of their vote.

4. At least three votes must be recorded for each decision. If there are not three eligible faculty members in the department, one or more other faculty members from the same School will be recommended for participation by the faculty member under consideration, subject to the approval of the department chair.
Standards for Tenure

Teaching

All faculty members are expected to maintain consistently high standards of teaching. The department reaffirms the Handbook statement that “the primary function of faculty at Siena College is to teach” and refers candidates to the teaching evaluation section of the Handbook III.A.1.a.

A. Criteria. Evidence of excellence in teaching must be supported by:

- thorough knowledge of the discipline
- continuing development of effective pedagogical techniques and activities through workshops on and off campus
- appropriate use of technology for instruction
- mentoring and motivating students in and outside the classroom
- effective student advising

B. Methods of evaluation:

- candidates’ statement of teaching philosophy
- summary of student evaluations. All candidates must be evaluated by students in each course taught in load during the regular academic year. Results should be summarized for departmental committee review. The candidates may include a self-evaluation of teaching, based in part on their reading and interpretation of the evaluations
- departmental and dean’s (or associate dean’s) evaluations, as outlined in the Faculty Handbook
- other methods of teaching evaluations may be included at the candidates’ discretion (e.g., observation by peers outside the department and/or college, sample syllabi, and teaching materials)
other methods of pedagogical and/or curricular development such as, but not limited to:
student film and radio presentations, development of assessment tools, education of faculty peers in web-based or other instructional technologies, facilitation of students’ presentations/exhibits

Scholarship and Professional Development

All faculty members are expected to maintain consistently high standards of scholarship and professional development.

A. Criteria: Excellence in scholarship will be evaluated according to the quality and degree in which the candidates synthesize, integrate, and apply knowledge in their field.

B. Methods of evaluation:

Consistent with standards of the college, the methods of evaluation will be a minimum of two (2) peer-reviewed (refereed) scholarly articles or the equivalent, as defined and determined by the department, and achieved during the candidates’ employment at Siena. It is also required that candidates show consistent, substantial development in other areas designated as Supplementary Contributions i.e., contributions not included under peer-review work or its equivalent (see below.) The departmental review committee may need to determine equivalency to peer-reviewed publication based on the portfolio’s significance in the field of study and the comments of external reviewers. It is required that all submissions for tenure and/or promotion include an external review. For information on external reviews, see p. 7 External Review of Scholarship.

Examples of Equivalence, referred to above, are the following: (This list is not exhaustive.)

1. Publications, in print and/or online: books, book chapters, edited anthologies, scholarly articles, creative/artistic expressions, refereed conference proceedings and translations. These must be substantial contributions, and some of them may be peer-reviewed, though not necessarily articles.
2. Textbooks, translations, creative/artistic expressions, entries in reference works, articles in popular magazines and newspapers with national circulation, exhibitions, book/film reviews, film, video, or other juried electronic media production, or other media contributions. These must be substantial contributions, and some of them may be peer-reviewed, though not necessarily articles.
Supplementary Contributions (This list is not exhaustive.)

- presentations, lectures, or other active participation in regional, national, or international professional conferences and invited panels, and substantial contributions to the organization of a panel

- serving as peer reviewer, editor, and/or reader for professional organizations, serving on dissertation or final project committees, and collaboration with other institutions and groups

- membership and substantial scholarly activity in professional associations

- additional training in methodology and technology that leads to relevant contributions to pedagogical and/or scholarly development, such as the Oral Proficiency Interview (OPI) workshop

- professional and scholarly activities abroad, in international institutions or associations

- grants, fellowships, and/or awards

Service

Tenure-track faculty should focus primarily on developing teaching and scholarship in their first two years in the tenure track, while participating fully in departmental business and service activities. Thereafter, service to the college and the wider community is encouraged. Faculty should consult with their department chair and dean to choose committees in which they can best contribute their expertise to the campus. In general, the department recommends gradual introduction to more complex levels of service. Faculty members are encouraged to contribute service to their professional disciplines and to their communities.

A. Criteria: All candidates for tenure will present a record of their contributions of service. This includes service to the department, the school, the college, the larger community (local, state, national, or international), and their profession.
B. Methods of evaluation: The department will evaluate the candidates' service to the college in terms of the responsibilities involved, the challenges faced, the expertise required, and the amount of time devoted to the service in several of the following areas:

- service to the department, interdepartmental committees, and search committees
- service on college-wide committees for which untenured faculty are eligible
- presentations, lectures, activities, and events, departmental or campus wide
- presentations or outreach activities within the larger community in which the faculty member is representing the department as well as the college
- advising and/or mentoring students beyond the advisor’s expected responsibilities
- engagement in or contribution to student projects and/or activities
- other service that goes beyond that expected of any and all department members

Promotion to Associate Professor

Candidates who have been recommended for tenure by the department based on their strong record of consistent achievement in teaching, scholarship and professional development, and service, as stated in the above criteria, will be recommended for promotion to the rank of Associate Professor.

Promotion to Full Professor

The following section addresses the standards for promotion to Full Professor. Candidates who have previously fulfilled the requirements for Tenure and/or promotion to Associate Professor, or who come to Siena at the rank of Associate Professor must demonstrate consistent outstanding advancement in contributions to teaching, scholarship/professional development, and service. Faculty hired at the rank of Associate Professor and seeking tenure at Siena College should refer to the section entitled “Standards for Tenure.”

Teaching
Expectations remain the same as for tenure (see above), that is, positive assessments by students, peers, department chairs, and dean, with evidence of ongoing accomplishment since the date of hire or last promotion at Siena. Faculty applying for promotion must include at least two peer classroom observations conducted within two years prior to application for promotion. Additionally, the rank of Professor should be awarded to those faculty whose teaching and advising continues to expand the horizons of our majors and who serve as a role model and mentor for other teaching faculty.

Scholarship and Professional Development

Professors are expected to have published a minimum of an additional four (4) peer-reviewed (referred) journal articles or the equivalent (see above) since the time of promotion to Associate Professor (i.e. double the level of scholarly activity expected for promotion to Associate). In addition we expect the candidate to demonstrate consistent, substantial development in the areas of Supplementary Contributions (see above.)

Service

In addition to a continued commitment to service as outlined above under the requirements for Tenure, senior faculty should demonstrate leadership in service. Evidence of service should be provided by written recommendations from the chairs or members of committees on which candidates served at Siena and by written recommendations of individuals outside the college with whom the candidates have worked.

External review of scholarship

External review is required when faculty members submit an application for tenure and/or promotion. Faculty may solicit their own external reviews for their 2-year/4-year reviews, if they
wish. Faculty should complete their dossiers in a timely fashion to ensure that the external review is completed before the departmental review deadline. The process for the selection of two outside reviews follows: 1.) the candidates submit a list of five (5) names and contact information of potential reviewers, with a brief rationale for the list; 2.) the dean and the department chair will ensure the absence of conflict of interest and then each will select one reviewer from the list; 3.) the dean will then contact the reviewers to request their participation and upon agreement, the dean will send the reviewers the departmental standards.

Reviewers will be asked to comment on the candidates' scholarship as submitted to the department. Auxiliary materials sent to external reviewers, if any, should be kept to a small number of representative samples. If the two reviewers differ significantly in their assessment, the dean will select a third reviewer from the original list of five potential reviewers submitted by the candidates. This administrative function of the dean's office ensures anonymity.

Amendment of Tenure and Promotion Documents

The departmental promotion and tenure documents will be revisited at least every five years. Any full-time tenured or tenure-track faculty member may propose changes to the documents, which must be approved by a majority vote of the faculty and approved by the dean and the VPAA. Tenure decisions must be guided by the standards in place at the time of the faculty member's hire; promotion decisions are guided by the standards in place at the time of the application (Faculty Handbook p. III-3).
Scholarship Statement: Department of Modern Languages and Literatures

The Department of Modern Languages and Literatures recognizes that scholarship constellates in three main activities: research, interpretation, and reflection.¹ We agree with the "Report of the MLA Task Force on Evaluating Tenure and Promotion" that "scholarship in our field requires (re)interpretation, an analysis or critique that calls for a revision or reconfiguring of what has been previously thought [...] and that enters into conversation with those other scholars and interpretations" (26). We expect consistent contributions to the field — that is, faculty members should regularly be engaged with some aspect of scholarship throughout their career — and value quality of scholarship and promise for future scholarly activities over quantitative measures of productivity.

The assessment of an overall quality of scholarship depends on a variety of factors. In the fields of literature and language, peer-review is seen as the standard measure for scholarship. Scholarly work is evaluated for publication by referees based on the following evidence: contribution to the field, quality of scholarship, including knowledge and acknowledgement of previous scholarship, carefulness of research, originality or innovation, and excellence of writing. While we recognize the peer-reviewed article as a standard measure of scholarship in our field, we also acknowledge a more capacious understanding of scholarship as it relates to our three activities of research, (re)interpretation, and reflection.² Thus, in our internal evaluations of a faculty member's scholarship, we take into consideration a range of criteria: the prestige of a venue of publication (for peer-reviewed works); the overall originality of the work, the range of knowledge demonstrated, the significance and impact of such scholarly work, the potential impact of such work on the faculty member's teaching.

Criteria for Tenure and Promotion to Associate Professor

In order to demonstrate evidence of significant scholarly attainment or appropriate professional development, we place most emphasis on peer-reviewed publications in the form of books, journal articles, textbooks, scholarly editions (edited editions of literary works or edited anthologies of essays), translations, and digital


² We emphasize the philosophy behind the MLA Task Force’s statement on the evaluation of scholarship: "Scholarship should not be equated with publication, which is, at bottom, a means to make scholarship public, just as teaching, service, and other activities are directed toward difference audiences. Publication is not the raison d'être of scholarship; scholarship should be the raison d'être of publication" (Stanton 26).
publications (i.e., e-books or contributions to online journals). However, we also consider conference papers and presentations, book reviews, and creative works (such as poems, novels, short stories, theatrical performance) and in certain cases, extensive research-based projects (such as peer-reviewed national re-accreditation reports) as evidence of scholarly activity. While this list is by no means exhaustive, it represents the bulk of scholarship done in our field. Joint publications are valued fully. Because authors are usually listed alphabetically, order of contributor is not generally a factor in our evaluation of a candidate’s contribution to a co-authored article, book, or scholarly edition.

It must be stressed that when making an assessment of the significance of a candidate’s scholarly attainment, the Department employs a decidedly holistic approach. That is, it not only views individual works of scholarship, but it assesses how these individual works, taken as a whole, reflect on a candidate.

Additionally, given that our department, more so than others, consists of multiple, though related disciplines, we rely on external reviewers to contextualize the candidate’s work for us when assessing the impact of a candidate’s scholarship on as well as its engagement with the existing scholarship of the field.

In addition to the examples of scholarship listed above, works in progress may also be considered in making the determination regarding the promise of continued scholarly or appropriate professional development.

**Criteria for Promotion to Full Professor**
The overall process of assessing the scholarship of a candidate for promotion is the same as the one described above for the evaluation of candidate’s seeking tenure and promotion. In order to satisfy the criteria for promotion to or appointment as a full professor, a faculty member must possess “a sustained record of significant scholarly or appropriate professional attainment.” The Department recognizes a sustained record of scholarship as one that exhibits no unusually large gaps in the candidate’s scholarly activity. That is, the expectation is that, during the post-tenure period, the candidate continues to engage in some form of scholarship (as defined above) with the same regularity with which such scholarship was conducted during the original probationary period. The determination of whether or not a candidate’s scholarly attainment can be called significant employs the same criteria listed above for evaluating a candidate who is being tenured and promoted to the level of Associate Professor.