

**Department of World Languages and Literatures**  
**Guidelines for Promotion, Tenure and Merit Increases**

**Spring 1997**

**Revised 2007; 2013**

*"Policies and procedures for the evaluation of faculty are established to provide the means whereby the performance of individual faculty members and their contributions to collective university goals may be equitably assessed and documented. In the development of these policies and procedures, the university recognizes the uniqueness of individual faculty members, of the departments of which they are a part, and of their specific disciplines; and, because of that uniqueness, the main responsibility for implementation of formative and evaluative procedures has been placed in the departments."<sup>1</sup>*

*"The department as a whole shall establish its general guidelines, including the criteria to be used for recommendations for promotion and tenure, and shall ensure that these guidelines fulfill the minimum standards of the University guidelines, which have priority."<sup>2</sup>*

**DEPARTMENTAL ORGANIZATION**

The faculty of the Department of World Languages and Literatures are divided among four Sections: French & Italian, German & Russian, Spanish & Portuguese, East Asian & Middle East. In the context of these guidelines, however, for the lesser-taught languages "Section" should usually be understood to mean "language program."

**FACULTY RESPONSIBILITIES**

**Scholarly agenda**—The WLL Department regards the individual scholarly agenda as a powerful tool in the promotion and tenure process. All faculty members will develop one in consultation with the Chair and with members of their own language section. The scholarly agenda should address as explicitly as possible such issues as the number and kinds of courses to be taught, the number and kinds of desired publications,<sup>3</sup> and acceptable venues for publication. If desired, the scholarly agenda might also contain a statement regarding nontraditional types of scholarship that are of value both to the individual and to the Department. The scholarly agenda should not be regarded as a contract, but as a vehicle for clarifying goals and expectations both on the part of the Department and on the part of the faculty member. The Department expects the scholarly agenda to be reviewed and revised whenever appropriate and certainly at major intersections in the faculty member's career (three-year review, tenure, promotion to associate professor, promotion to full professor, peer review).

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<sup>1</sup> PSU "Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion and Merit Increases," adopted by the Faculty Senate June 12, 1996, p.3 and amended July 2009 to incorporate new guidelines for promotion within select research ranks, adopted by PSU Faculty Senate June 8, 2009.

<sup>2</sup> PSU "Policies and Procedures..." p. 16: Underlining added.

<sup>3</sup> The word "publication" in this document refers to both printed and electronic texts.

**Expectations** —The Department expects all faculty to be active to some extent in each of four areas: 1) teaching; 2) research; 3) community outreach; 4) service. In addition, candidates for tenure, promotion, and merit increases are expected to demonstrate considerable strengths in one or more of the scholarship areas of teaching, research, and/or outreach.

**1) Teaching**—Most WLL faculty teach both language courses and courses related to their own research interests, usually literature, linguistics, or second language acquisition. The Department recognizes that the teaching assignments of individual faculty members will reflect a combination of their own personal interests (e.g., 12th-Century Albanian Love Lyrics), sectional needs (e.g., Albanian 101), Departmental needs (e.g., WLL Research Methods for Majors), and University needs (e.g., UNST Love Amid the Ruins of Central Europe). As a rule, section needs take precedence over others. At the same time, however, the Department values innovative teaching that supports the faculty member's personal research interests and participation in collaborative ventures that meet Departmental and University needs on a broader scale.

The Department regards advising as a crucial part of good teaching. All WLL faculty are responsible for an equitable number of advisees within their own language program. Faculty are expected to be knowledgeable about University procedures and requirements for graduation, to make themselves available to their advisees on a regular basis, and to keep adequate records in accord with Departmental policies. In addition, some WLL faculty members perform advising functions in other Schools (e.g., Education) and other Programs (e.g., International Studies).

The Department particularly values its members' contributions to graduate studies. Faculty members who teach graduate-level courses, supervise graduate theses, supervise teaching assistants, and serve as Graduate School Representatives for other departments should document these activities in their annual continuation sheets and curricula vitae.

The Department expects all candidates for tenure and promotion to demonstrate good teaching. Demonstration of good teaching for the period under review normally consists of 1) a curriculum vitae containing a list of courses taught, advising duties, and graduate theses supervised; 2) student evaluations; 3) peer evaluations provided by the section; and 4) a reflective statement by the faculty member. Junior faculty are encouraged to chronicle at least one course in a reflective journal and to submit that journal for discussion to the PTMI Committee prior to the Third-Year Review. In evidence of good teaching, faculty members might also submit course syllabi, original teaching materials, external evaluations, evidence of participation in teaching-improvement activities (workshops), and teaching awards.

**The Scholarship of Teaching**—Some WLL faculty members, especially those who specialize in second language acquisition, may choose to emphasize the scholarship of teaching as one of their major areas of strength. It is expected that scholars with this area of expertise will engage in original research and will disseminate the results of their research in appropriate vehicles, such as refereed journals, conferences, and workshops. The publication of original instructional materials is highly appropriate for faculty members with this profile. Strength in the professional area of teaching is also to be documented through external evaluations. The Department regards grant applications as evidence of seriousness of purpose, although it does realize that there are relatively few grants available for this kind of scholarly activity. Other indicators of a scholar's stature in the field might include evaluating external programs, advising external testing and

research groups, and participating in regional and national educational policy-making bodies, and honors awarded.

**2) Research<sup>4</sup>**—The Department expects all faculty members to maintain an ongoing and active relationship with their professional field. Documentation of a viable relationship with one's professional field normally takes the form of 1) a curriculum vitae and 2) a reflective statement by the faculty member. Evidence of engagement with professional activities might include membership in professional organizations, attendance at professional conferences, submissions to professional newsletters, and book reviews.

**The Scholarship of Research**—Most WLL faculty, especially those who specialize in literature and linguistics, regard research as one of their main areas of strength. Strength in research is traditionally documented with referred publications and external evaluations. The Department recognizes that the amount of publication will vary with each sub-discipline and in consequence appraises the quality and significance of each candidate's publications rather than quantity alone. The Department regards grant applications as evidence of seriousness of purpose, although it does realize that there are relatively few grants available for this kind of scholarly activity. Other evidence of a scholar's stature in the field might include presentations at conferences, invited lectures, citations of and reviews by other members of the profession, and honors awarded.

**3) Community Outreach**—The Department understands community outreach to mean any public service activity in which a faculty member engages in a professional capacity. Because of their linguistic expertise and unique cultural perspectives, almost all WLL faculty routinely provide such service to the community. There is no minimum level of outreach required, but faculty members are encouraged to keep a record of such activities as volunteer translating and interpreting, volunteer review of public documents, public service appearances, participation in sister-city and other service organizations, and so forth. Many WLL members engage in community outreach on an international level, and their efforts are particularly valued by the Department. Documentation of community outreach will normally take the form of 1) a curriculum vitae, 2) a reflective statement by the faculty member and 3) letters from the community.

**The Scholarship of Community Outreach**—Some WLL faculty members may choose to emphasize the scholarship of community outreach as one of the major areas of strength. As always, the Department expects that scholars with this area of expertise will engage in original research and will disseminate the results of their research in appropriate vehicles, such as refereed journals, conferences, and workshops. The scholarship of community outreach may be intertwined with the faculty member's teaching activities. In that case, documentation of scholarly involvement should include curricula, syllabi, instructional materials, and reflective statements. Documentation of scholarship for this type of activity should also include external reviews, with statements from relevant members of the community. The Department regards grant applications as evidence of seriousness of purpose, although it does realize that there are

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<sup>4</sup> For purpose of tenure, promotion and merit increase, "research" also includes creative activities such as scholarly translation, creative writing, or performances of verse, drama, or music from the target culture. Faculty members whose scholarly agendas include creative endeavors are held to the same standards of

relatively few grants available for this kind of scholarly activity. Other indicators of scholar's stature in the field might include service on external boards, participation in regional and national policy-making bodies, and honors awarded.

**4) Service**—The Department of World Languages and Literatures expects its faculty members to be good citizens of their sections, the Department, the University, and their profession. In a Department comprised of many smaller units, collegiality is an especially important attribute. In evaluating the performance of a faculty member the Department will look for evidence of a willingness to cooperate with colleagues and to share responsibility for mutually agreed upon goals and objectives. Faculty members should document such activities as serving as section head, library representative, faculty advisor for language clubs and honor societies, service on Departmental committees, participation in Departmental outreach activities, arranging for guest speakers, and so on.

WLL faculty routinely take part in the governance of the College, the University, and the Oregon University System. Faculty members should document service on College and University Committees, Faculty Senate, special task forces, advisory boards, and the like.

Service to the profession is particularly valued by the Department. Faculty members who provide this kind of service should document offices held in professional organizations, editorships, conference organization, refereeing manuscripts, and other activities that the faculty members themselves deem significant contributions to their own sub-disciplines.

Documentation of service should be provided in 1) the curriculum vitae and 2) a reflective statement.

## **PROCEDURES**

This section will address the procedures for review, promotion, and tenure of tenure-track faculty only. For procedures for promotion of fixed-term faculty, please refer to the appropriate WLL governance documents.

Reviews and recommendations for promotion and tenure will be made by WLL's PTMI committee constituted in accordance with the departmental by-laws.

**Annual Review:** Faculty undergoing annual review will submit a narrative and a C.V. to the PTMI committee. They will then meet with the committee for a discussion relative to their scholarly agenda, teaching and service. The resulting annual review report will become part of the candidate's personnel file and will be included in the candidate's third-year and tenure-review dossier.

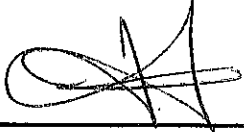
**Third-year Review:** Faculty eligible for third-year review will submit their C.V., narrative self-evaluation, student evaluations, and other supporting material the candidate deems appropriate to the Chair who will then share the dossier including the candidate's annual review letters with the PTMI committee. The committee will submit its review to the Chair who will also review the candidate. The Chair then shares these letters and the candidate's dossier with the Dean who conducts his or her own review of the candidate. The candidate will receive a letter from each of the following: the PTMI committee, the Chair, and the Dean.

**Promotion and Tenure:** Each year, the Chair will notify those faculty members eligible for tenure, promotion and merit increases and will, at the same time, inform the PTMI of those eligible. The faculty members being considered for tenure or promotion will initially submit their materials to the Chair who, in turn, will forward them to PTMI. In accordance with the University Guidelines, the supporting materials should include 1) a C.V., 2) a narrative self-evaluation reflecting on the candidate's goals, accomplishments, and plans in the areas of teaching, research, outreach, and service, 3) student evaluations, 4) at least four names of potential external reviewers (if applicable), and 5) other supporting material that the candidate deems significant. The Chair will solicit letters from external reviewers, if applicable. In those instances in which a candidate is a member of a language section with tenured faculty, the tenured section members, excluding the candidate, may choose to write a letter that will become part of the candidate's dossier. In addition, the candidate's annual review and third-year review letters are included in the dossier.

The PTMI committee will review the supporting materials of all candidates and submit a written recommendation to the department Chair for each case. The Chair will make a separate recommendation, adding a written narrative to the committee's before forwarding it to the Dean who will then make his or her recommendation to the Provost who makes his or hers to the President of the university. The candidate will receive a letter from each of the following: the PTMI committee, the Chair, the Dean, the Provost, and the President.

**Merit increases:** Decisions regarding merit increases will be made by the PTMI committee working together with the Chair according to the procedures and policy indicated in the document "Merit Increase Policy."

Guidelines for Promotion, Tenure, and Merit Increases  
Department of World Languages and Literatures  
Revised February 4, 2013



Department/Division Chair

2/4/13

Date

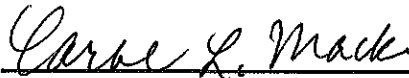


Dean

2/18/13

Date

**Academic Affairs Approval:**



Vice Provost for Academic Personnel and Leadership Development

4/3/13

Date