

Portland State University  
Department of Foreign Languages and Literatures  
Guidelines for Promotion, Tenure, and Merit Increases  
Spring, 1997

*"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>

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#### DEPARTMENTAL ORGANIZATION

The faculty of the Department of Foreign 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 FLL 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 non-traditional 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

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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.

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

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

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).

**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 FLL 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 loads of individual faculty members will reflect a combination of their own personal interests (12th-Century Albanian Love Lyrics), sectional needs (Albanian 101), Departmental needs (FLL Research Methods for Majors), and University needs (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 FLL 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 FLL 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 FLL 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 on-going 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 FLL 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 refereed 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.

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<sup>4</sup> For purposes of tenure, promotion, and merit increase "research" also includes creative activities, such as 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 quality and documentation as the rest of their colleagues.

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Because of their linguistic expertise and unique cultural perspectives, almost all FLL 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 FLL 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 FLL 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 relatively few grants available for this kind of scholarly activity. Other indicators of a 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 Foreign 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.

FLL faculty routinely take part in the governance of the College, the University, and the Oregon State System of Higher Education. 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

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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

Promotion, tenure, and merit increase recommendations will be made by a PTMI committee of four tenured faculty members (elected by the voting members of the FLL department<sup>5</sup> in the eighth week of spring term for the coming academic year) and one voting graduate student (chosen by GTAs in the fall term). Faculty members who are candidates for promotion are not eligible for service on this committee. The Chair will substitute for committee members who are being considered for merit increases.

*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 their own section, which, in turn, will forward them to PTMI with a written statement of recommended action. In accordance with the University Guidelines the supporting materials should include 1) a scholarly agenda (optional), 2) a curriculum vitae, 3) a narrative self-evaluation reflecting on the candidate's goals, accomplishments and plans in the areas of teaching, research, outreach, and service, 4) internal and external letters of peer evaluation, 5) student evaluations, and 6) other supporting material that the candidate deems significant.

The PTMI 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.

*Merit increases:* Decisions regarding merit increases will be made by the four elected faculty members of the PTMI working together with the Chair.<sup>6</sup> Recommendations will be made on the basis of an annual continuation sheet and an updated curriculum vitae which are submitted directly to the PTMI.

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*approved by CLAS 9-8-97*

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<sup>5</sup> Eligible voting members are all those currently under contract to teach in the department at 0.5 FTE or more.

<sup>6</sup> See "Policies and Procedures. . ." p. 20.