Tenure and Promotion Guidelines
Department of Foreign Languages and Literatures
University of Southern Mississippi

2017

The purpose of this document is to adapt the criteria for promotion and tenure outlined in the University Faculty Handbook for the Department of Foreign Languages and Literatures (DFLL). The guidelines presented here are intended to assist the DFLL in evaluating candidates, to clarify for candidates the expectations of the DFLL, and to help those outside the DFLL understand its standards.

The reader should bear in mind that, as currently constituted, the tenured faculty of the DFLL represent diverse academic fields (Classics, French, German, Spanish, and Second Language Acquisition and Teaching, including Teaching English to Speakers of Other Languages), each with different methods of scholarly inquiry and different needs in terms of research, teaching, and service. The DFLL thus expects that some variations will be present in each candidate's record of contributions and presentation of evidence.

It is expected that candidates will have shown themselves to be supportive, cooperative, and professional in dealing with students, colleagues, and members of the university community. The DFLL expects active participation within the unit and a willingness to work with colleagues in a collaborative and cooperative manner while respecting their academic freedom. The expectation for collegiality applies equally to all members of an academic unit, tenured and untenured alike. Collegiality is a component of professional conduct and is not intended to be discriminatory, as a way of silencing individuals or avoiding controversial issues and discussions but instead, is intended to help avoid unprofessional behaviors that result in purposeful division or disruption of the unit. Coopertiveness does not always equate to pleasantness, neither does it simply imply positive relationships with administrators and senior faculty.

TENURE-TRACK FACULTY

The candidate is responsible for retaining and presenting the evidence required for his or her assessment.

I. Third Year Review

During a candidate's third year of full-time appointment in a tenure-track position, he or she will undergo a comprehensive review of his or her progress toward tenure. The purpose of this review is to enable the candidate to identify possible weaknesses in his or her teaching, research, service, and collegiality record well in advance of the tenure decision so that he or she may have the opportunity to address any deficiencies.

A negative decision indicates that the candidate has not made sufficient progress toward tenure/promotion. These cases may include a record of negligence in fulfilling his or her duties as a teacher, substantiation of unprofessional behavior, or insufficient evidence of a research agenda. However, a lack of articles accepted for publication does not in itself constitute grounds for a negative decision, provided the DFLL remains confident of the candidate's scholarly potential and the candidate continues to make demonstrable progress in high quality scholarship.

II. Tenure

Tenure represents a qualified assurance of continued employment and as such it should be granted only to candidates who have established an appropriate record of professional accomplishments and who are likely to continue to be a valuable asset to the DFLL and the university in fulfilling their respective missions. To a greater degree than in promotion decisions, tenure decisions are 1) forward-looking, in the sense that they reflect judgments about a candidate's expected future contributions, and 2) require assessing the totality of a candidate's performance to date. In light of these differences, promotion in rank does not necessarily imply that one merits tenure. Tenure decisions are based on patterns of teaching excellence, sustained research accomplishments, and service activity as well as collegiality. Therefore, all documentation provided in applications for tenure should be cumulative, covering the time period applicable toward tenure. Refer to the Provost's website at http://www.usm.edu/provost for information regarding the structure and components of a dossier for tenure.

A. Teaching

As a department with a large number of service courses, smaller classes which require constant student-teacher interaction, a wide variety of course formats (traditional, online, hybrid, study abroad, etc.), and a master's program that focuses on the teaching of languages, teaching is at the core of the department's endeavors. The DFLL thus expects clear evidence of consistently high quality instruction at all levels of a candidate's teaching responsibilities as shown by student evaluations and other institutionally recognized evidence, plus two or more of the following:

- the creation of new courses
- the redesign of existing courses
- evidence of innovation in teaching
- evidence of a wide range of courses taught
- peer teaching evaluations
- teaching awards and other forms of public recognition
- directing or participating in independent student work (such as theses and independent study courses)
- participation in teaching workshops and the accomplishments of current and former students.

The candidate must demonstrate that he or she takes teaching responsibilities seriously and is accessible, respectful, conscientious, and fair in working with students. Although student evaluations often are the most widely cited measure of teaching effectiveness, the DFLL recognizes that they are only part of a larger picture. Student evaluations may be affected by factors other than the quality of instruction and should be used in concert with other evidence of teaching quality cited above. In addition, candidates should display a willingness to agree to teaching assignments (to team teach, to teach specific courses, to prepare new courses, or teach in needed format) as appropriate to the faculty member's experience/expertise

B. Research

Within the Department of Foreign Languages and Literatures, it is expected that faculty members with tenure or on a tenure track appointment will engage in research and scholarly activity related to the mission of the department. Expectations in the domain of research include evidence of ongoing, sustained efforts as appropriate for the nature of the endeavor(s) and the situation of the faculty member vis-à-vis agreed upon teaching assignments and extraordinary service obligations. The DFLL does not expect a candidate for tenure to produce a monograph but it does expect a steady production of major scholarship (peer-reviewed articles or book chapters, funded grants, obtaining external funding, published translations, etc.). In tenure considerations we seek evidence that the candidate is capable of publishing work throughout his or her career, and that he or she eventually will go beyond the dissertation topic. A specific number of publications is not required for tenure, but the DFLL would expect a tenurable portfolio to include at least three substantive articles of original scholarship published in peer-reviewed academic journals or an equivalent combination of major scholarship, plus two or three professional presentations at national or international conferences. Work that has been accepted for publication at the time of tenure/promotion review does not carry the same weight as published works, since this process, in contrast with annual reviews, evaluates achievement rather than progress or potential. However, work in press at the time of review may be given equal merit if verifiable evidence of forthcoming publication can be provided (publication date, article proofs, etc.).

We recognize that DFLL faculty may contribute to scholarship in their fields in a variety of ways. Apart from peer-reviewed articles in academic journals, the DFLL recognizes other forms of major scholarship such as peer-reviewed book chapters, edited anthologies, textbooks or other published pedagogical resources, translations, and external funding. Other publications such as book reviews, encyclopedia entries, solicited publications, or non-reviewed publications may be used to further strengthen a candidate's overall record of scholarship.

In Foreign Languages and Literatures, joint authorships are usually as important as sole authorships. In most instances, there is no senior/junior or primary/secondary author relationship. Also, while academic journal articles are generally more highly regarded than published selected conference proceedings, the refereeing in the latter can be just as selective as that in journals. It is the responsibility of the candidate to demonstrate the

quality of his or her work. Quality can be indicated in a number of ways. These may include publication in a prestigious journal, blind review process, number of reviewers, journal acceptance rates, academic affiliations of peers published in the same issue, published reviews of the candidate's work, inclusion of the candidate's work as a course component outside of USM, and citations of the candidate's arguments which indicate that his or her work has played a role in shaping the course of scholarly discussion and debate. For electronic publications, documentation of the review process is particularly critical. The quality of electronic publications may additionally be judged by such factors as the reputation of the sponsoring institution and substance of manuscript. On a more subjective level, the DFLL may support a candidate's work on the basis of its originality, insight, and/or treatment of important and substantive issues.

C. Service

The DFLL has a longstanding tradition of mentorship and service. Active service on DFLL committees is an integral part of tenure-track appointments. The DFLL makes every effort to limit service demands placed on tenure-track faculty during the first two years of appointment to encourage successful research agenda. After the second year, tenure-track faculty are expected to assume a leadership role in at least one major area of service responsibility to the department. Before applying for tenure the candidate is encouraged to serve on at least one college or university committee, if possible. Service to the profession may encompass a range of activities from serving as an officer in a state, regional, or national organization to serving as a reviewer or editor for an academic journal to supporting collaborative efforts to advance language study. The DFLL recognizes that candidates can make contributions of their time and expertise in a variety of ways.
Service to the university may include supporting evidence such as:

- Regular attendance and willingness to engage in committee and sub-committee work at the following levels:
  -Program level involvement (i.e. committee member, chair)
  -Department level involvement (i.e. committee member, chair)
  -College level involvement (i.e. committee member, chair)
  -University level involvement (i.e. committee member, chair)

- Workshops/training conducted at Program level, Department level, College level, or University level
- Director of special projects or initiatives
- Other (specify).

Documentation of professionally-related service to the community may include:

- Invited speaker
- Workshops/training conducted
- Grant reviewer/evaluator
- Program evaluator

- Consultant
- Board member
- Other (specify)

Documentation of professionally-related service to the profession may include:

- Service related to a professional conference as facilitator or session chair, paper reviewer, program committee, keynote address, Workshop/training session, or other (specify, such as committee member or committee chair)

- Service related to a professional organization as officer, board member, other active involvement, refereeing articles for publications, reviewer for scholarly journal or book, editorial board member, or other.

III. Promotion from Assistant Professor to Associate Professor

A. Teaching

The DFLL expects clear evidence of consistently high quality instruction at all levels of a candidate's teaching responsibilities as shown by student evaluations and other institutionally recognized evidence, plus two or more of the following: the creation of new courses, the redesign of existing courses, peer teaching evaluations, evidence of innovation in teaching, evidence of a wide range of courses taught, teaching awards and other forms of public recognition, directing or participating in independent student work (such as theses and independent study courses), participation in teaching workshops, and the accomplishments of current and former students. The candidate must demonstrate that he or she takes teaching responsibilities seriously and is accessible, respectful, conscientious, and fair in working with students.

B. Research

A minimum of three standard-length articles of original scholarship published in peer-reviewed academic journals or an equivalent combination of major scholarship, plus two or three presentations at national or international conferences is regarded as justifiable for promotion, provided that the work is of uniformly high quality. The scholarship should deal with substantive issues in original ways, should demonstrate an understanding of current research in the field, and should exhibit a maturity beyond what is typically achieved at the doctoral level.

C. Service

We expect the candidate to demonstrate a record of sustained, significant service to the DFLL, including at least one area in which he or she has shown leadership. The candidate must also show a willingness to contribute service to the college, university, profession, or community.

IV. Promotion from Associate Professor to Professor

A. Teaching

The DFLL expects the candidate to present a strong and sustained record of effective instruction at all levels of the candidate's teaching responsibilities as shown by student evaluations and other institutionally recognized evidence, plus two or more of the following: peer teaching evaluations, the creation of new courses, the redesign of existing courses, evidence of innovation in teaching, evidence of a wide range of courses taught, teaching awards and other forms of public recognition, directing or participating in independent student work (such as theses and independent study courses), participation in teaching workshops, and the accomplishments of current and former students. The candidate must demonstrate that he or she takes teaching responsibilities seriously and is accessible, respectful, conscientious, and fair in working with students. The candidate must be accessible, fair, and professional in dealing with students.

B. Research

The candidate's scholarly contributions post promotion to Associate professor should be at least equivalent to research expectations for promotion from Assistant to Associate Professor: a minimum of three standard-length articles of original scholarship published in peer-reviewed academic journals or an equivalent combination of major scholarship, plus two or three presentations at national or international conferences is regarded as justifiable for promotion, provided that the work is of uniformly high quality. It must be evident from the body of work submitted that the candidate represents high standards of quality in his or her profession and has had an impact on scholarly opinion in his or her field. In questions of judging the quality and/or impact of a candidate's scholarship, the DFLL will consult scholars outside the university. For this reason, candidates applying for promotion from Associate Professor to Professor must also notify the DFLL Personnel Committee of their intention to apply no later than April 30 in the year in which they apply. The Personnel Committee is charged with securing at least two evaluative letters written by external reviewers. Candidates will submit a list of qualified external referees; the Personnel Committee may also identify qualified referees other than those suggested by candidates. Chairs must inform the external reviewers that their letters are subject to examination by candidates in the event of University or Board review. The purpose of these letters is to inform the relevant decision authorities as to the impact of the candidate's scholarly pursuits upon the relevant field of inquiry or performance.

C. Service

The DFLL expects the candidate to present a record of sustained service to the DFLL and to two or more of the following: the college, university, community, or profession.

Candidates for promotion to Full Professor must provide evidence of at least one clearly defined area of leadership in service to the department, college, or university.

NON-TENURE TRACK FACULTY

I. Promotion from Instructor to Lecturer

A. Teaching

After a period of at least five years from their initial date of hire, instructors who possess a Master's Degree in Foreign Languages or a related field may seek a promotion from instructor to lecturer. The DFLL expects clear evidence of consistently high quality instruction at all levels of a candidate's teaching responsibilities as shown by student evaluations and other institutionally recognized evidence, plus two or more of the following: the redesign of existing courses, positive peer teaching evaluations, evidence of innovation in teaching, evidence of a wide range of courses taught, teaching awards and other forms of public recognition, directing or participating in independent student work (such as independent study courses), participation in teaching workshops, and the accomplishments of current and former students. The candidate must demonstrate that he or she takes teaching responsibilities seriously and is accessible, respectful, conscientious, and fair in working with students.

B. Service and/or Scholarly Activity

We expect the candidate to demonstrate a record of sustained, significant service to the DFLL, including at least one area in which he or she has shown leadership. The candidate must also show a willingness to contribute service to the college, university, profession, or community.
Service to the profession may encompass a range of activities from serving as an officer in a state, regional, or national organization to serving as a reviewer or editor for an academic journal to supporting collaborative efforts to advance language study. The DFLL recognizes that candidates can make contributions of their time and expertise in a variety of ways.
Service to the university may include supporting evidence such as:

- Regular attendance and willingness to engage in committee and sub-committee work at the following levels:
  - -Program level involvement (i.e. committee member, chair)
  - -Department level involvement (i.e. committee member, chair)
  - -College level involvement (i.e. committee member, chair)
- Workshops/training conducted at Program level, Department level, College level, or University level
- Director of study abroad, special projects or initiatives
- Other (specify).

Documentation of professionally-related service to the community may include:

- Invited speaker
- Workshops/training conducted
- Grant reviewer/evaluator
- Program evaluator
- Consultant
- Board member
- Other (specify)

Documentation of professionally-related service to the profession may include:

- Service related to a professional conference as facilitator or session chair, paper reviewer, program committee, keynote address, Workshop/training session, or other (specify, such as committee member or committee chair)

- Service related to a professional organization as officer, board member, other active involvement, refereeing articles for publications, conference presentations, reviewer for scholarly journal or book, editorial board member, or other.

II. Promotion from Lecturer to Senior Lecturer

A. Teaching

After a period of ten years from their initial date of hire lecturers may seek promotion to the rank of senior lecturer. The DFLL expects the candidate to present a strong and sustained record of effective instruction at all levels of the candidate's teaching responsibilities as shown by student evaluations and other institutionally recognized evidence, plus two or more of the following: positive peer teaching evaluations, the creation of new courses, the redesign of existing courses, evidence of innovation in teaching, evidence of a wide range of courses taught, teaching awards and other forms of public recognition, directing or participating in independent student work (such as theses and independent study courses), participation in teaching workshops, and the accomplishments of current and former students. The candidate must demonstrate that he or she takes teaching responsibilities seriously and is accessible, respectful, conscientious, and fair in working with students.

B. Service and Scholarly Activity

The DFLL expects the candidate to present a record of sustained service to the DFLL and to two or more of the following: the college, university, community, or profession. Candidates for promotion to Senior Lecturer must provide evidence of at least one clearly defined area of leadership in service to the department, college, or university and

demonstrate a notable contribution to the profession through at least two conference presentations or the publication of a scholarly article.

III. Promotion from Assistant Teaching Professor to Associate Teaching Professor

A. Teaching

After a period of at least five years from their initial date of hire, Assistant Teaching Professors who possess a doctorate in Foreign Languages or a related field may seek a promotion to Associate Teaching Professor. The DFLL expects clear evidence of consistently high quality instruction at all levels of a candidate's teaching responsibilities as shown by student evaluations and other institutionally recognized evidence, plus two or more of the following: the redesign of existing courses, positive peer teaching evaluations, evidence of innovation in teaching, evidence of a wide range of courses taught, teaching awards and other forms of public recognition, directing or participating in independent student work (such as independent study courses), participation in teaching workshops, and the accomplishments of current and former students. The candidate must demonstrate that he or she takes teaching responsibilities seriously and is accessible, respectful, conscientious, and fair in working with students.

B. Service and/or Scholarly Activity

We expect the candidate to demonstrate a record of sustained, significant service to the DFLL, including at least one area in which he or she has shown leadership. The candidate must also show a willingness to contribute service to the college, university, profession, or community.
Service to the profession may encompass a range of activities from serving as an officer in a state, regional, or national organization to serving as a reviewer or editor for an academic journal to supporting collaborative efforts to advance language study. The DFLL recognizes that candidates can make contributions of their time and expertise in a variety of ways.
Service to the university may include supporting evidence such as:

- Regular attendance and <u>willingness</u> to engage in committee and sub-committee work at the following levels:
  - -Program level involvement (i.e. committee member, chair)
  - -Department level involvement (i.e. committee member, chair)
  - -College level involvement (i.e. committee member, chair)
- Workshops/training conducted at Program level, Department level, College level, or University level
- Director of study abroad, special projects or initiatives

- Other (specify).

Documentation of professionally-related service to the community may include:

- Invited speaker
- Workshops/training conducted
- Grant reviewer/evaluator
- Program evaluator
- Consultant
- Board member
- Other (specify)

Documentation of professionally-related service to the profession may include:

- Service related to a professional conference as facilitator or session chair, presenter in at least two regional or national conferences, paper reviewer, program committee, keynote address, Workshop/training session, or other (specify, such as committee member or committee chair)

- Service related to a professional organization as officer, board member, other active involvement, refereeing articles for publications, reviewer for scholarly journal or book, editorial board member
- Publication of at least one scholarly article

IV. Promotion from Associate Teaching Professor to Teaching Professor

A. Teaching

After a period of ten years from their initial date of hire Associate Teaching Professors may seek promotion to the rank of Teaching Professors. The DFLL expects the candidate to present a strong and sustained record of effective instruction at all levels of the candidate's teaching responsibilities as shown by student evaluations and other institutionally recognized evidence, plus two or more of the following: positive peer teaching evaluations, the creation of new courses, the redesign of existing courses, evidence of innovation in teaching, evidence of a wide range of courses taught, teaching awards and other forms of public recognition, directing or participating in independent student work (such as theses and independent study courses), participation in teaching workshops, and the accomplishments of current and former students. The candidate must demonstrate that he or she takes teaching responsibilities seriously and is accessible, respectful, conscientious, and fair in working with students.

B. Service

The DFLL expects the candidate to present a record of sustained service to the DFLL and to two or more of the following: the college, university, community, or profession.

Candidates for promotion to Teaching Professor must provide evidence of at least one clearly defined area of leadership in service to the department, college, or university.

C. Scholarly Activity

Candidates seeking promotion from Associate Teaching Professor to Teaching Professor must demonstrate a notable contribution to the profession through at least five conference presentations at the regional, national, or international level and the publication of a scholarly or pedagogically-oriented article in a recognized, peer-reviewed journal of language or teaching.