Modern Languages and Cultures: Appointment, Promotion, and Tenure Documentation

The College at Brockport
I. Introduction

The APT document for the Department of Modern Languages and Cultures will follow the Procedural Requirements for Academic Personnel Decisions as prepared by the Deans Council, endorsed by the college president and approved by the Faculty Senate. This document represents the minimal criteria in the areas of Appointment, Promotion and Tenure.

The Department of Modern Languages and Cultures values equally work in the areas of language, language pedagogy, literature, civilization, and culture. We also value work that is engaged with the community beyond the college, as well as within, especially as it relates to (a) the overall mission of the College, and (b) those communities that represent the languages and cultures in which we offer instruction. Contributions to study abroad programs are also a critical part of our academic enterprise.

The nature of our departmental curriculum requires wide-ranging instructional skills on the part of our faculty. Since we are working on very specific language skills development, our more advanced content courses must always have components dedicated to that on-going skill development. We are a relatively small department, and so it is critical that all faculty have the talent and the ability to work across all levels of the curriculum, from beginning to advanced courses. Thus, a balance of both specialization and generalist work is valued.

II. Purpose of the document

This document sets forth principles, criteria, and procedures for promotion and the award of tenure for faculty members with the Department of Modern Languages and Cultures at SUNY-Brockport. In the case of joint appointments, departmental and/or college requirements for annual evaluation, re-appointment, and promotion/tenure apply. The joint appointment faculty member would be tenured in the Department of Modern Languages and Cultures, unless otherwise negotiated by the parties involved.

III. Procedures of Evaluation

Review of all materials submitted will normally be conducted by either (a) an ad hoc personnel committee composed of faculty members who must include at least one in the candidate's own language group, or (b) a committee-of-the-whole. For joint appointments, a committee made up of representatives from the departments/programs in which the joint appointment is held will serve as the APT committee. The composition of the committee would be determined by the departments involved but would most likely follow the proportions reflected in the joint appointment as determined by teaching load. For example,
if the candidate teaches two courses in one department/program and one course in the other, then the committee would consist of three persons, two from one department and one from the other. In all cases, committee members must hold the same rank or higher than that to which the candidate aspires. The review process will include review of the file compiled by the candidate (see Items V, VI, VII and appendix for specifics on content), class visitations, and consideration of supporting materials solicited by the committee from students and colleagues. The process will follow the sequence and timelines articulated in the official College document on Personnel Actions for the academic year in which the review takes place. The following steps at the departmental level are identified in that document: Candidate's submission of materials to the Department Review Committee, Notification to the Candidate, Recommendation to the Department Chair, Notification to the Candidate, Recommendation to the Dean, Notification to the Candidate.

IV. Criteria for Promotion, Re-Appointment and Award of Tenure

All candidates for promotion, re-appointment or award of tenure must submit copies of their Annual Reports with their documentation. In the case of joint appointments, candidates will complete one file to be reviewed by the joint appointment APT committee. The information included in the file would reflect the expectations of both departments. In addition it is required that the faculty member include a letter of not more than two pages highlighting the accomplishments that he/she feels to be most noteworthy in the period under review. This letter should be addressed to the APT committee.

In considering the criteria listed below as general guidelines for faculty promotion, re-appointment, and award of tenure, it must be emphasized that 50 percent of the weighting in personnel evaluation is given to teaching, 30 percent to scholarship and 20 percent to service.

A. Teaching. This criterion includes pedagogical approaches in the classroom, participation in academic seminars, advising, and supervising students in their academic program. Excellence in teaching connotes an objective, current, accurate, and balanced command of the subject matter of the field, and integration of knowledge, effectiveness in communication, innovation in course syllabi and the willingness to interact and exchange views with students and colleagues at the highest level of intellectual endeavor. The application of technology to teaching and keeping abreast of new and effective teaching strategies are considered evidence of excellence in teaching. Excellence in teaching also connotes an element of intellectual stimulation and inspiration, as judged by students and peers. Academic Advisement of students is regarded as an integral part of the faculty member's teaching responsibilities. Performance in this area carries the following expectations: reasonable availability to students in general, with recognition of the special attention required during registration periods; reliable and regular maintenance of appropriate office hours; and participation in events such as final registration days and SOAR sessions (Summer Orientation, Advisement, Registration).

B. Scholarship. Scholarship may include the generation of original and creative knowledge, as well as discovery, analysis, integration, and application of knowledge. In order for the knowledge to be useful and influential, it is necessary that the information be
communicated to others in the field of study, usually in written form. There should be a good balance between the number and the quality of the candidate's publications. The essence of creative scholarship is quality and significance as assessed by peer judgment and by relevant publications. Scholarship may include any or all of the following products: book (authored or edited including textbooks); journal articles; book chapters; book reviews; annotated bibliographies; and published media or software materials. Grant development may be considered as scholarship if it relates directly to the candidate’s research field and results in the successful implementation of the proposed project. Conference presentations do not count for the minimal expectation unless they are published in a refereed journal of the sponsoring organization. Faculty are expected to maintain an active program of scholarship in order to keep a teaching load of three courses per semester, otherwise, they must teach an extra course per semester.

C. Service. This criterion includes professional service to the department, the College, the community, and professional organizations. For joint appointments, service contributions should be divided between the two departments/programs according to the proportions reflected in the joint appointment. For example, if the candidate teaches two courses in one department/program and one course in the other, then the candidate’s service obligations should be balanced accordingly. Evaluation of service includes the faculty member's competence and integrity, national and international reputation as a consultant and advisor, election or appointment to office in professional societies in his/her field, receipt of honors/awards from professional societies, membership on editorial boards and appointment to professional societies. Active and effective participation in various administrative, advisory, and other service activities are crucial elements of professional service. Examples of service to the community include: translations for non-profit organizations or individuals; recommendations related to language learning software or any related questions; participation in community outreach projects or organizations; service related to projects linked with the promotion of foreign language or culture in the larger community; secondary school presentations. Individuals should display a clear willingness to participate actively in service at any level.

V. Promotion to Rank of Assistant Professor

The Department prefers to have faculty with Ph.D. in hand at the time of appointment and at the rank of Assistant Professor. In the event that faculty are hired at a lower rank, promotion to the rank of Assistant Professor will be considered once the Ph.D. is conferred. In addition, the candidate must demonstrate competency in teaching as evidenced by logical syllabi, sufficient office hours, creative assignments, examinations and or term papers consistent with expressed learning objectives, departmental assessment criteria, use of technology, and the judicious employment of modern learning strategies appropriate for varied learning styles.

APPOINTMENTS AT THE RANK OF ASSISTANT PROFESSOR

Initial Reappointment as Assistant Professor (2nd year review): The candidate must demonstrate competency in the category of teaching as evidenced by the minimal criteria listed in the previous paragraph. Candidates will provide a teaching portfolio (Please see the appendix for a
list of the documentation that should be included). The candidate should also demonstrate commitment to scholarly activity through conference presentations, participation on panels, and some specific initial steps toward development of manuscripts for eventual publication.

2nd Reappointment as Assistant Professor (5th year review): The candidate must demonstrate competency in teaching as defined under Section IV-A, the ability to carry out scholarship effectively through having published, or had accepted for publication, a minimum of two articles in refereed journals. In addition, there should be a record of significant service at the departmental level, according to the stipulations specified above. Must demonstrate evidence of ability to achieve tenure qualifications in one year.

VI. Promotion to the Rank of Associate Professor/Award of Tenure

A candidate seeking promotion to the rank of Associate Professor will have demonstrated, as minimum criteria, competency in teaching as defined in the re-appointment review in the rank of Assistant Professor and significant progress in the areas of Scholarship and Service. There must be evidence that the candidate has made sustained high quality contributions to the Department and the College as an Assistant Professor in the areas of Teaching, Scholarship and Service. The candidate will have established a commendable reputation beyond the campus for scholarly work in the field. In addition, the candidate will have made discernible progress toward achieving excellence in the discipline/profession and for attaining the highest rank in the department. It is expected that the candidate must demonstrate continuity of performance, throughout his or her career in all three areas of scholarship, teaching, and service.

Individuals being considered for promotion to Associate Professor and Award of Tenure are expected to:

A. Display evidence of excellence in teaching by communicating effectively and concisely with students. Evidence of teaching and instructional skills must be present. The candidate should provide a teaching portfolio that documents the areas of assessment detailed in the appendix.

Candidates should have demonstrated sustained capacity at the level of Assistant Professor in the category of Teaching as specified in section IV-A of the present document, as well as future potential to contribute substantively and meaningfully to teaching excellence.

B. Conduct collaborative and/or independent original research that leads to publication. The candidate must show significant advancement in the area of scholarship. The scholarship may grow out of, or be an extension of, the seminal work of the doctoral dissertation, but it should go beyond the dissertation per se. The criteria for Scholarship are set forth in section IV-B of the present document. A book or a minimum four (4) peer-reviewed publications, in print or accepted for publication, of which at least two must be since the initial appointment at SUNY Brockport, is currently accepted as appropriate for
promotion to Associate Professor. In the case of joint appointments, the number of publications expected is the same as that for all other candidates in the Department of Modern Languages and Cultures. As for all faculty, the candidate is expected to contribute primarily to his or her field of specialization. However, scholarship that is inspired by work done in the other department will also be considered. The candidate will also prepare a Scholarship Focus and Summary statement which will include the following components: a) an overview of the area of scholarship; b) a list of each scholarly product with a brief description of the peer review process and reputation of each product/piece; and c) a brief reflective critique. Additionally, the candidate’s scholarship will undergo an external review. The APT committee will ask the candidate for the names of three tenured professors who are familiar with the candidate’s area of research. From those professors, the committee will choose two and secure their participation in the process. A sample of the candidate’s publications will then be submitted for their evaluation. Should more than two people refuse, the candidate will be asked to supply additional names.

C. Be active participants in the diverse professional service activities of the department, the College, and the academic world. The criteria for Service are specified in Section IV-C of the present document. The level and impact of service should have expanded significantly in at least one area, i.e., campus, community, or profession. The candidate should prepare a summary of service activities including specific responsibilities and leadership roles assumed. Evidence of participation and leadership may be provided through several types of evaluation, i.e., peer review, letters from committee chairs citing specific contributions to the work of the committee, substantive letters of recommendation from colleagues and/or community agencies that cite contributions and successful initiatives, etc.

Evidence of sustained and increasing potential in each of these three areas of teaching, scholarship and service should be clear. Note, however, that the primary emphasis for academics at Brockport is teaching and that faculty must be effective teachers.

VII. Promotion to the Rank of Professor

The evaluation criteria described in Section IV for promotion, re-appointment and award of tenure are also relevant for the rank of Professor.

The evidence must clearly support the candidate's role as an established leader in the department and in the College and that his/her contributions are of high quality and have been sustained over a reasonable period of time as an Associate Professor. The following criteria should be met to warrant favorable consideration for promotion to the rank of professor:

A. The candidate should present a teaching portfolio that demonstrates growth and continued excellence in the category of teaching as specified in Section IV-A. See appendix for all relevant information.

B. There should be evidence of sustained contributions in the category of scholarship as
specified in section IV-B of the present document. Accomplishments expected, beyond those presented for promotion to Associate Professor) are either a minimum of 4 additional articles, or a book, or the equivalent, since last appointment or promotion. The significance of the candidate's accomplishments will be attested to through an external evaluation according to the guidelines stipulated above. Recognition of the quality of the work should be made evident and available in the form of reviews, comments and citations in the works of others, or direct letters of assessment by recognized authorities. The reputation of the journal, or other relevant venue, will be an important consideration, as will the reputation of the publishers, distributors, or sponsors. Honors or awards that serve to recognize the person's contributions for long term work in the field and/or new interpretations and applications of scholarship will also be considered.

C. The candidate should have assumed at this level a leadership role in the category of Service as specified in section IV-C of the present document. This may be demonstrated by providing the following evidence:

- Increased complexity in administrative duties (for example, the person has chaired a variety of committees both inside and outside the department);
- The excellence of his or her contributions to the committees is testified to by colleagues and can be illustrated in tangible ways; and
- The work/product of the committees is exemplary and significant to the College or organization.

APPENDIX: TEACHING PORTFOLIO

I. All candidates eligible for promotion, re-appointment, or award of tenure should provide a portfolio of teaching materials that addresses the multiple aspects of the instructional role. This includes demonstration of knowledge of the discipline/profession, skills of pedagogy, including clear and precise communication and methods of instruction, and interest in the educational achievements of students. Documentation should include course syllabi and materials. Reviewers of these materials will look for demonstration of the use of contemporary sources and good correlation of content, method, and student interest and need as well as the relationship to the academic standards of the institution. Asterisks (*) mark required documentation; other information should be included if available.

A. Statement of Teaching Philosophy and Focus* should begin the section on teaching. This statement should address the candidate's educational values, ideals, and goals. The statement should also include self-evaluation of successes in teaching, efforts to improve teaching in general as well as in specific courses, assessment and achievement of student learning outcomes, and general and specific course effectiveness. This section should also:

- List courses taught including contact hours and the number of students enrolled in each*
- Include any other pertinent information directly related to teaching and advisement

B. Student Evaluation is one aspect of teaching evaluation. The portfolio should include:
• Summary table of IAS ratings on the four core items for all courses taught during the period under review*
• Written comments and/or personal assessment of ratings on other items
• Instructor-developed feedback, if used
• Department-solicited letters of support or comment from students about teaching
• Information gained from interviews conducted by members of the review committee with randomly selected students.
• Instructor reflections on student feedback and IAS scores

C. Student Outcomes and Accomplishments are a reflection of one aspect of instructor effectiveness. The portfolio should include:

• Table of grade distributions for each course/section including personal interpretation of distributions in light of teaching philosophy*
• Student performance on standardized tests related to instructor’s expertise, if applicable
• Student entrance in to graduate school
• Student employment rates in the field and success in the workplace
• Student accomplishments, e.g., conference presentations, published papers, awards, performances, exhibitions, student faculty research projects

D. Improvement of Teaching is an ongoing and individualized process for every teacher. Documentation should include:

• Professional development as a teacher (workshops, conferences, etc.)*
• Efforts to remain current in the field*
• New applications of technology to teaching
• Revision of course instructional approach

E. Teaching-Related Activity Beyond the Classroom may vary by individual faculty load. Documentation presented should include:

• Number of advisees (undergraduate, graduate)*
• Evidence of advising quality (surveys, letters, etc.) Independent study and/ or thesis supervision
• Mentoring of students
• Student involvement in scholarship, publication, and/or presentations resulting from student-faculty collaboration
• Service on student organization and/or advisory committees.

F. Peer Evaluation shall include the following:

• Review of course syllabi, assignments, and examinations*
• Observation or videotape review*
• Comment on appropriate integration of technology
• Contributions to curriculum and course development or revision*
• Interviews of current students and/ or alumni
• Awards or recognition related to teaching

II. The teaching portfolio submitted for consideration for promotion to the rank of Associate Professor should include evidence of achievement in two or more of the following areas:

• Providing active mentoring of a new faculty member through a delineated program of activities, if applicable
• Revising courses to assure a continuous state of development and use of extensive and current resources
• Undertaking new course assignments successfully (e.g. providing team or course leadership by designing, developing, and successfully teaching new courses not previously part of a department's offerings, and/or by participating successfully in college-wide instructional programs)
• Providing whole-class student evaluations of teaching effectiveness in a variety of courses over a reasonable period of time since appointment or promotion to the rank of Assistant Professor
• Confirming teaching excellence by departmental colleagues, e.g., peer review of class or videotape
• Demonstrating consistent, successful involvement with independent studies, research projects, final major student works, and/or theses.

III. The teaching portfolio submitted for consideration for promotion to the rank of Professor should include two or more additional items from the following:

• Demonstrating that the courses taught are in a continuous state of development and provide students with extensive resources; designing, developing, and successfully teaching new courses not previously part of the curricular offerings;
• Providing whole class evaluations in a variety of courses since promotion to the rank of Associate Professor;
• Confirmation of teaching excellence by departmental colleagues who are directly familiar with the person's work; evidence of a major contribution to the department or college wide instructional program; and
• External assessment or reviews of student and graduate accomplishments that have a direct link to the faculty member

Note that all candidates should also consult the document outlining University Guidelines for Faculty Appointment, Renewal, Tenure, Promotion, and Performance at Rank, which is updated on a yearly basis.