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

The College at Brockport

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STATE UNIVERSITY OF NEW YORK
THE COLLEGE AT BROCKPORT

DEPARTMENT OF MODERN LANGUAGES AND CULTURES
APPOINTMENT, PROMOTION AND TENURE
DOCUMENT

Revised June/11/2013

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.

Academic personnel recommendations are based on performance in the three faculty roles of Teaching, Service, and Scholarship. The Office of the Provost & Vice President for Academic Affairs publishes a Calendar of Personnel Processes (for each current academic year) along with Guidelines for Faculty Appointment, Renewal, Tenure, Promotion, and Performance at Rank. These documents provide College-wide guidelines regarding personnel recommendations. The other major resource for information on the guidelines and processes used in making personnel recommendations shall be this Department of Modern Languages and Cultures APT document.

II. Purpose of the document

Departmental APT documents are explicit in describing the guidelines for evaluating teaching and the expected teaching loads for the department, the kinds of scholarship considered appropriate to the discipline and the quantity and quality measures used in determining appropriate scholarship for rank, and the department's system of weighting the relative importance of teaching, scholarship and service though as a general rule, teaching must be always weighted at least 50%, and scholarship must be weighed more heavily than service. Of course, departments can only make personnel recommendations. Ultimately, only the College President (in consultation with the school deans and academic VP) makes personnel decisions. These department APT documents are reviewed and approved by the deans and the Provost and Vice President for Academic Affairs.

Accordingly, they represent the minimum guidelines agreed to by College Administration in making these decisions. *These guidelines in these departmental documents describe a set of minimal (necessary) performance expectations. They should not be construed, however, as explicating a set of criteria that are sufficient for a positive recommendation.* Minimal expectations will be taken into consideration as part of a thorough and comprehensive evaluation of the candidate's professional performance and contributions. Furthermore, the comprehensive evaluation should consider both retrospective and prospective points of view, including, for instance, the candidate's potential for achieving and/or performing at, the highest academic rank.

This document sets forth principles, criteria, and procedures for tenure-track reviews occurring during the second, fifth, and sixth years, continuing appointment (award of tenure), and promotion for faculty members with the Department of Modern Languages and Cultures at The College at Brockport.

In the case of joint appointments, departmental and college requirements 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

The Appointment, Promotion and Tenure Committee will conduct review of all materials submitted.

1. Composition:

- a. The APT committee shall consist of three tenured faculty members who hold the same rank or higher than that to which the candidate aspires. When committee composition cannot be comprised of three faculty from the candidate's home department, the Dean, after consultation with the department chair, will constitute a three-person committee with appropriate members from outside the home department.
- b. In the case of promotion to Professor, the APT committee must include at least one full professor. If a professor is not available among the members of the department, the Dean, after consulting the chair, will appoint a professor from another department.
- c. For joint appointments, at least one committee member must be a representative from the departments/programs in which the joint appointment is held. Committee members from both departments/programs must be tenured and hold the same rank or higher than that to which the candidate aspires.
- d. The APT committee shall consider the opinion of students in making recommendations for continuing appointments, reappointments, and promotions.

2. Procedures: The APT committee shall follow the procedures established in this document, the procedures established by the Dean of the School of the Arts, Humanities and Social Sciences and the procedures included in the Faculty Guide to Academic Practices and Policies.

- a. **Voting rights: all full-time tenured and non-tenured faculty members have the right to vote. Full-time qualified academic rank (QAR) faculty may be included. The candidate under consideration and adjunct and temporary faculty will not be included.**

- b. The review process will include review of the file compiled by the candidate. 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.
- c. Quorum: a quorum consists of two-thirds of eligible voters
- d. Voting in absentia: eligible members on leave or otherwise unable to attend may vote in absentia. They must cast their vote in writing.
- e. All voting members must register their agreement with the recommendation of the APT committee.
- f. Before casting their vote all voting members must review the appropriate documents. All documents will be available for review in the office of the departmental secretary. After reviewing the materials all voting members must sign a form, provided by the secretary, stating that they have reviewed the appropriate documents in advance of voting.
- g. The departmental secretary will distribute a ballot to each voting member. The voting member must choose one of the following options:
 - I support the recommendation of the APT committee
 - I do not support the recommendation of the APT committee
- h. The departmental secretary will collect all the votes, record the numerical tally and submit the record to the chair. The chair must communicate the numerical tally to the Dean.
- i. The applicant may request and receive the numerical tally.

IV. Timeline for tenure-track re-appointments.

For a typical tenure-track appointment (one with no prior service credit toward tenure) the following sequence of evaluations will pertain:

- a. The initial appointment period for tenure-track faculty will normally be three years.
- b. If the new appointee has completed the terminal degree and meets all stated criteria for the position, the appointment will be at Assistant Professor rank.
- c. If the appointee is ABD, the initial appointment should be at the Instructor rank. In these case, the designation as Assistant Professor is made contingent upon conferral of the terminal degree.
- d. The appointment pattern will normally be 3-3-1, with reviews occurring during the second, fifth, and sixth years.
- e. The review in the second year will be for a three-year reappointment.
- f. The review in the fifth year will be for a one-year reappointment.
- g. The review in the sixth year will conclude with either a commitment to tenure at the beginning of the eighth year, or a notice of non-renewal at the end of the 6th year, effective at the end of the 7th year.
- h. For faculty at the Assistant Professor rank, the tenure review is concomitant with a review for promotion to the rank of Associate Professor, and a positive review for tenure will reflect a positive review for promotion as well. However, the promotion will become effective at the beginning of the seventh academic year, while tenure will not become effective until the beginning of the eighth year.

Faculty hired with prior service credit will typically be given re-appointments that bring them in line with this normal appointment timetable.

V. Criteria for Re-Appointment, Promotion and Tenure

The Department of Modern Languages and Cultures will make personnel recommendations of term renewal, continuing appointment, and promotion after a thorough evaluation of teaching, scholarship, and service.

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.

The evaluation of the candidate will follow the following recommendations:

- 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 peers (through the evaluation of a teaching portfolio) and students (IAS scores). 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 outside of the classroom, 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, Open Houses, 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. The essence of creative scholarship—whether it is discipline or teaching related—is quality and significance as assessed by peer judgment and by relevant academic publications. Scholarship may include any or all of the following peer reviewed products: books; journal articles; book chapters; book reviews. Grant development may be considered as scholarship only if it relates directly to the candidate's research field, is peer reviewed and results in the successful implementation of the proposed project.
- C. **Service.** Active and effective participation in various administrative, advisory, and other service activities are crucial elements of professional service. This includes professional service to the department, the College, and professional organizations. Community-based service will be recognized only if it has a direct relationship to the faculty member's disciplinary expertise or to the central mission of the college (e.g. projects linked with the promotion of foreign language or culture in the larger community; secondary school presentations). Faculty members should display a clear willingness to participate actively in service at any level; the service role should be commensurate with the faculty's rank and also respond to the changing needs of the department of Modern Languages and Cultures. The evaluation of

service includes the level of responsibility and leadership required to perform the activity, the faculty member's competence and integrity and the quality of the contribution.

VI. 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, appointment to the rank of Assistant Professor will occur once the Ph.D. is conferred. In addition, the candidate must demonstrate competency in teaching as evidenced by appropriate syllabi, assignments consistent with departmental student learning outcomes and assessment criteria, and reliable and regular maintenance of appropriate office hours.

Initial Reappointment as Assistant Professor (2nd year review): The candidate must demonstrate competency in the category of teaching as defined under section V-A and evidenced by a teaching portfolio (see appendix). The candidate should also demonstrate commitment to scholarly activity through presentations at academic conferences and some specific initial steps toward the development of manuscripts for eventual publication. Service to the department is an expectation within the total professional obligation.

Second Reappointment as Assistant Professor (5th year review): The candidate must demonstrate competency and effectiveness in teaching as defined under Section V-A and evidenced by a teaching portfolio, (see appendix), the ability to carry out scholarship effectively through having published, or had accepted for publication, a minimum of two articles in refereed academic journals. In addition, there should be a record of significant service at the departmental level, including some leadership roles, and some record of service at the college level. Candidates must be able to demonstrate evidence of ability to achieve tenure qualifications in one year.

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

Recommendations for continuing appointment (award of tenure) for The College at Brockport faculty are based primarily on an evaluation 1) of performance at Brockport in each category identified by the Board of Trustees: teaching, scholarship, and service 2) on the potential of the candidate for achieving the highest academic rank in the department, and 3) on programmatic considerations.

While the guidelines contained in departmental APT documents provide useful information about departmental expectations and a framework or guide for evaluation, nominal (and/or apparent) attainment of these guidelines does not ensure a favorable recommendation for the candidate. APT committees, department chairs, deans, the Provost, and the President have the responsibility to interpret a candidate's performance relative to departmental, College, and SUNY guidelines. Furthermore, decisions on continuing appointment must also consider the candidate's potential for the future as well as the present and future programmatic needs of the department or the College. Such considerations may include enrollment patterns, the need for the faculty position in degree or curricular offerings or requirements, and the addition, reduction or elimination of programs or courses at the College.

A candidate seeking promotion to the rank of Associate Professor must provide clear evidence of sustained and increasing high quality contributions to the Department and the College as an

Assistant Professor in the areas of Teaching, Scholarship and Service. A positive recommendation for continuing appointment reflects the expectation that the person has the potential for attaining the highest academic rank in the department and that the person's contribution to the program will be significant and necessary in the future.

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

- A. Have demonstrated sustained capacity at the level of Assistant Professor in the category of Teaching as specified in section V-A of the present document, as well as future potential to contribute substantively and meaningfully to teaching excellence. Candidates must provide evidence of excellence in teaching through a portfolio of teaching materials that addresses the multiple aspects of the instructional role (see appendix). This includes demonstration of knowledge of the discipline; the use of contemporary sources and good correlation of content, method, and student interest and need; skills of pedagogy, including clear and precise communication and methods of instruction and the ability to communicate effectively and concisely with students.
- B. Conduct collaborative and/or independent original research that leads to publication. The candidate must show significant advancement in the area of scholarship beyond the level of Assistant Professor. 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 V-B of the present document. A book or a minimum of four (4) peer-reviewed academic publications, in print or accepted for publication, of which at least three (3) must be since the initial appointment at The College at 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. The candidate must 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 the reputation of the journal and c) a brief reflective critique.
- C. Service has an important role in the academic community and is an expectation within the total professional obligation. Candidates should be active participants in the diverse professional service activities of the department and the College. The criteria for Service are specified in Section V-C of the present document. At the Assistant Professor level, the faculty member's expected role is that of an informed and effective academic advisor to students, and an active participant on departmental committees. Initial involvement in College and/or professional service must be evident at this level. The candidate will have demonstrated excellence on a continuous basis in the area of service during the period of tenure as Assistant Professor. For promotion to Associate Professor, the level and impact of service should have expanded significantly within the department and in at least one area, i.e., campus or profession. Demonstration of service contributions should come from among the following:
 - Development into a competent academic advisor
 - Leadership roles in departmental service activities
 - Participation in service activities at the College level

The candidate will prepare a statement of all relevant service activities with a brief description of her/his responsibilities, level of participation, and any product developed. Evidence of participation and leadership should be provided through letters from committee chairs citing the specific contributions of the candidate to the work of the committee.

VIII. Promotion to the Rank of Professor

A person promoted to the rank of Professor has demonstrated professional growth and excellence on a continuous basis in the rank of Associate Professor in all performance areas: Teaching, Scholarship, and Service. The evaluation criteria described in Section V for re-appointment, promotion and the 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 and suggests likelihood of continued productivity. The faculty member is now an effective teacher, an established scholar, and a recognized leader at the departmental and College level.

The following criteria should be met to warrant favorable consideration for promotion to the rank of professor:

- A. Teaching: The candidate should present a teaching portfolio that demonstrates growth and continued excellence in the category of teaching as specified in Section VI-A. See appendix for all relevant information
- B. Scholarship: There should be evidence of new and more sophisticated levels of achievement. The significance of the person's accomplishment is attested to by peers and reputable figures in the field away from campus as evidenced by the external review process (see section VI-B). Accomplishments expected, beyond those presented for promotion to Associate Professor, are at least 4 additional articles, or a book, or the equivalent, since last appointment or promotion. The impact of the contribution and the selectivity of the journal and publisher will be taken into consideration
- C. Service. Accomplishment in this area should be significantly greater than was expected to achieve the rank of Associate Professor. Not only has the person consistently played a constructive role in departmental meetings, committees, academic advisement and College-wide faculty governance since the last promotion, s/he is now an acknowledged leader in the Department, the College, and/or the profession as specified in section VI-C of the present document. This may be demonstrated by providing the following evidence:
 - Development into a highly competent and effective academic advisor and mentor of students
 - 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
 - The work/product of the committees is exemplary and significant to the College or organization

IX. The Personnel Review File

Candidates for renewal of contract, continuing appointment, and promotion must prepare and submit materials to their home department to initiate the review process. The candidate is responsible for selecting and organizing materials that demonstrate productivity in the three areas under review: Teaching, Scholarship and Service.

The review file must include:

- a. A letter addressed to the APT Committee of not more than two pages highlighting the accomplishments that the candidate considers to be most noteworthy in the period under review
- b. An updated vita prepared and signed by the candidate
- c. A personal statement on each of the categories under review: teaching, scholarship, service. Each statement must include an objective description of the accomplishments in each area under review as well as a reflective assessment of the accomplishments
- d. A copy of the APT review letter and Chair review letter for the 2nd and 5th year renewals as applicable
- e. Annual Faculty Reports including chair's comments
- f. A teaching portfolio (see appendix)
- g. Evidence of scholarly activity (products such as published articles, conference papers, etc.).
- h. Materials that directly assess the candidate's scholarly work or provide evaluative judgments (a review of the candidate's book or creative work or an outside evaluator's report, etc.).
- i. Evidence of service activity (including a description of contributions and/or accomplishments and leadership roles)
- j. Supplemental materials provide evidence of productivity, offer a context for the reviewers, and include evaluative comments on the candidate's work (these should not be solicited by the candidates).
- k. Handwritten thank you notes should not be included

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 scores for all courses taught during the period under review*
- Written comments and/or personal assessment of IAS scores
- 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 into 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:

- Description of pedagogical innovations that are a direct result of 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 for the period under review*
- Class observation*
- 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 document teaching excellence and commitment that extends beyond that demonstrated at the rank of Assistant Professor. For this purpose, in addition to the information described above, the teaching portfolio should include evidence of achievement in two or more of the following areas:

- Active mentoring of a new faculty member through a delineated program of activities, if applicable
- Course revisions that assure a continuous state of development and use of extensive and current resources
- Successful design of new courses (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)
- Consistent, successful involvement with independent studies, research projects, final major student works, and/or theses.

III. For promotion to the rank of Professor, teaching excellence and commitment should extend beyond that demonstrated at the rank of Associate Professor. The teaching portfolio submitted for consideration for promotion to the rank of Professor should include two or more additional items from the following:

- Demonstration that the courses taught are in a continuous state of development and provide students with extensive resources;
- Design, development, and successful teaching of new courses
- 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 or creative works 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.

**AT RANK ACADEMIC ACTIVITIES
MODERN LANGUAGES AND CULTURES
March 11, 2013**

	TEACHING *	SCHOLARSHIP	SERVICE
Assistant Professor (1 – 3 year)	At rank	At rank	At rank
	<ul style="list-style-type: none"> •Teach lower and upper level courses •IAS scores between 1 and 1.5 • Advise students 	<ul style="list-style-type: none"> •Present a paper at an academic conference •Prepare 2 manuscripts for submission •Submit one article for publication 	<ul style="list-style-type: none"> •Member of curriculum, search or DSI committee •Departmental representative at Open House, SOAR, or other recruitment or registration events; attend Commencement & Convocation •Observe adjunct faculty •Contribute to departmental initiatives and participate in maintenance of important governance documents such as APT procedures; Constitution; Assessment; Catalog, etc.
Assistant Professor (1 – 3 year)	Above rank	Above rank	Above rank
	<ul style="list-style-type: none"> •Create new course(s) •Independent Studies •Direct Honor's Thesis •Chair session at scholar's day •Coordinate multiple sections of 111/112 •IAS scores between 0-0.9 	<ul style="list-style-type: none"> •1 article in print since time of appointment •Article(s) accepted for publication (forthcoming) or submitted OR •Book manuscript submitted for publication •Book reviews •Successful grant applications* •Textbooks or ancillary materials for commercial use 	<ul style="list-style-type: none"> •Significant contribution to service-learning or community-based outreach project •Significant contribution to a professional organization whose work has a direct impact on MLC learning outcomes or development •Contribution to a college-wide committee •Contributions to multiple departmental endeavors (such as language club; study abroad; conversation tables; living and learning communities; experiential learning activities; and other student-centered activities) that have measurable outcomes •Serving as a reader on a Master's Thesis committee
Assistant Professor	At rank	¹¹ At rank	At rank

	<p>Fulfills above <i>at rank</i> criteria.</p> <ul style="list-style-type: none"> •Serve as mentor for new hire/adjuncts •Coordinate multiple sections of 111/112 •Create new courses •Chair session at scholar's day 	<ul style="list-style-type: none"> •2 articles in print and 2 manuscripts submitted or in progress for submission •Present paper at academic conference 	<p>Fulfills above <i>at rank</i> criteria and demonstrates leadership at the departmental level and presence at a college-wide level.</p> <ul style="list-style-type: none"> •Chair of curriculum, search, or DSI committee •Contribution to a college-wide committee •Faculty Senator
Assistant Professor (4-7 year)	Above rank	Above rank	Above rank
	<ul style="list-style-type: none"> •Independent Studies •Direct Honor's Thesis •IAS scores between 0-0.9 	<ul style="list-style-type: none"> •3 articles in print and 1 or more forthcoming or submitted for publication OR book manuscript accepted for publication •Book reviews •Successful grant applications •Textbooks or ancillary materials for commercial use 	<ul style="list-style-type: none"> •Significant contribution to service-learning or community-based outreach project •Significant contribution to a professional organization whose work has a direct impact on MLC learning outcomes or development •Contributions to multiple departmental endeavors (such as language club; study abroad; conversation tables; and other student-centered activities) that have measurable outcomes •Serving as a reader on a Master's Thesis committee
Associate Professor*	At rank	At rank	At rank
	<ul style="list-style-type: none"> •Maintain updated teaching portfolio •Engage in teaching development activities such as workshops; conferences; etc. •IAS scores between 1-1.5 •Advise students •Coordinate lower levels 	<p>Has achieved appropriate publications for tenure.</p> <ul style="list-style-type: none"> •Prepare manuscripts for submission •Submit article for publication every other year •Present paper at academic conference 	<p>Fulfills above <i>at rank</i> criteria.</p> <ul style="list-style-type: none"> •Significant contribution to PPR reviews (see relevant documentation); accreditation reviews; APT committee •Faculty Senator
Associate Professor*	Above rank	Above rank	Above rank
	<ul style="list-style-type: none"> •IAS scores between 0-0.9 •Direct Honor's thesis 	<ul style="list-style-type: none"> •1 article in print every year OR 1 article in print every 	<ul style="list-style-type: none"> •Chair assessment committee •Chair multiple departmental

	<ul style="list-style-type: none"> •Mentor multiple adjunct faculty beyond coordinator role •Independent studies 	<p>two years and 1 article submitted every year</p> <ul style="list-style-type: none"> •Book reviews •Successful grant applications •Textbooks or ancillary materials for commercial use 	<p>committees with measurable outcomes</p> <ul style="list-style-type: none"> •Serve as departmental liaison to college community for matters related to assessment; placement; and general education policies [liaison with Academic Advisement; College Testing Coordinator; First-year and Summer Orientation teams] •Serve as summer chair •Significant contribution to service-learning or community-based outreach project •Significant contribution to a professional organization whose work has a direct impact on MLC learning outcomes or development •Contributions to multiple departmental endeavors (such as language club; study abroad; conversation tables; experiential learning activities; and other student-centered activities) that have measurable outcomes •Serving as a reader on a Master's Thesis committee
Professor	At rank	At rank	At rank
	Fulfills above at rank criteria for Associate.	<p>Has achieved appropriate publications for promotion to Full Professor.</p> <ul style="list-style-type: none"> •Prepare manuscripts for submission •Submit article for publication every other year •Present paper at academic conference 	<p>Fulfills above at rank criteria for Associate.</p> <ul style="list-style-type: none"> •Serving as a reader on a Master's Thesis committee
Professor	Above rank	Above rank	Above rank
	<ul style="list-style-type: none"> •IAS scores between 0-0.9 •Direct Honor's thesis •Mentor multiple adjunct 	<ul style="list-style-type: none"> •1 article in print every year OR 1 article in print every two years and 1 article 	<ul style="list-style-type: none"> •Chair multiple departmental committees with measurable outcomes

	<p>faculty beyond coordinator role</p>	<p>submitted every year</p> <ul style="list-style-type: none"> •Book reviews •Successful grant applications •Textbooks or ancillary materials for commercial use 	<ul style="list-style-type: none"> •Serve as departmental liaison to college community for matters related to assessment; placement; and general education policies [liaison with Academic Advisement; College Testing Coordinator; First-year and Summer Orientation teams] •Serve as summer chair •Significant contribution to service-learning or community-based outreach project •Significant contribution to a professional organization whose work has a direct impact on MLC learning outcomes or development •Contributions to multiple departmental endeavors (such as language club; study abroad; conversation tables; experiential learning-activities; and other student-centered activities) that have measurable outcomes
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- * MLC faculty teach APS sections on an alphabetic rotation and this will be considered an at-rank activity
- * Peer-reviewed grant applications that result in the successful implementation of the proposed project will be considered scholarly products on a case-by-case basis.
- * There may be instances where an Associate Professor or a Professor must maintain extraordinary service commitments (i.e. multiple high-impact obligations that require on-going attention). In such cases, the chair will determine if such obligations warrant consideration in the ranking of the candidate for other categories. In the event Associate Professor or Professor faculty are chairing the department, the requirements of this position will supersede at rank criteria when considering performance.