

PROMOTION AND TENURE GUIDELINES
College of Humanities and Social Sciences

1 Approved by DFL faculty, August 12, 2014, September 30, 2014, April 28, 2015

2 **Table of Contents**

3	I. DISTINGUISHING DEPARTMENTAL CHARACTERISTICS.....	2
4	II. MISSION STATEMENT.....	3
5	III. THIRD-YEAR REVIEW TOWARD PROMOTION AND TENURE: PROCEDURES....	3
6	IV. TIMETABLES FOR REVIEW OF FACULTY (lecturers, senior lecturers, tenure-track	
7	faculty)	3
8	V. ADHERENCE TO UNIVERSITY AND CHSS GUIDELINES	4
9	VI. PRIMACY OF DFL T&P GUIDELINES.....	4
10	VII. WORKLOAD MODELS AND EXPECTATIONS.....	4
11	VIII. COMMUNITY-BASED WORK AND CIVIC ENGAGEMENT.....	5
12	IX. LECTURERS AND SENIOR LECTURERS: SPECIFIC EXPECTATIONS	5
13	X. CLINICAL FACULTY	6
14	XI. EXPECTATIONS FOR TEACHING, SUPERVISION, AND MENTORING.....	7
15	1. Appropriate activities at all ranks may include:.....	7
16	2. A Lecturer	7
17	3. A Senior Lecturer	8
18	4. An Assistant Professor / A Clinical Assistant Professor	7
19	5. An Associate Professor A Clinical Associate Professor.....	8
20	6. A Full Professor / A Clinical Professor.....	8
21	XII. EXPECTATIONS IN PROFESSIONAL SERVICE	8
22	1. Appropriate activities at all ranks may include:.....	9
23	2. A Lecturer:	9
24	3. A Senior Lecturer	9
25	4. An Assistant Professor.....	9
26	5. A Clinical Assistant Professor	10
27	6. An Associate Professor.....	9
28	7. A Clinical Associate Professor	10
29	8. A Full Professor	10
30	9. A Clinical Full Professor	10
31	XIII. EXPECTATIONS IN RESEARCH AND CREATIVE ACTIVITY	10
32	1. Appropriate activities at all ranks may include:.....	11
33	2. An Assistant Professor.....	11
34	3. A Clinical Assistant Professor.....	11
35	4. An Associate Professor.....	11
36	5. A Clinical Associate Professor.....	12
37	6. A Full Professor	12
38	7. A Clinical Full Professor	12
39	XIV. EXPECTATIONS IN ADMINISTRATION AND LEADERSHIP	12
40	XV. POST-TENURE REVIEW.....	12
41	XVI. AMENDING THE T&P DOCUMENT	13
42		

43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88

I. DISTINGUISHING DEPARTMENTAL CHARACTERISTICS

The Department of Foreign Languages (DFL) is a place diverse in both its program offerings and faculty areas of specialty and interest. The activities of the DFL place it at the very center of the University’s efforts to ensure that all KSU students are able to participate effectively in the international community. The Department prides itself on its excellence in teaching; faculty research and creative activities, including the development of undergraduate research; engagement with local, national, and international communities; and service to the college and the university.

The Department has a strong commitment to:

- Preparing students to be linguistically and culturally proficient in a second or third language to use in related professional careers.
- Fostering a comprehensive, interdisciplinary research agenda, with a highly diverse international focus, including foreign language education, cultural studies, literary theory, intercultural competence, linguistics, translation studies, and film studies.
- Internationalizing the University and the community through the faculty members’ diverse expertise within the areas of professional service, community engagement, and participation in interdisciplinary programs.

The Department serves thousands of Kennesaw State University students interested in studying Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Latin, Portuguese, Russian, and Spanish. In all courses, faculty members make available content knowledge in the target languages, literatures and cultures, as well as opportunities for students to develop the skills needed to live and work in an increasingly diverse and multicultural world.

The Modern Language and Culture major encompasses programs in French, German, Italian, and Spanish with concentrations in Second Language and Culture, Teacher Certification in Foreign Language, Applied Business, and Cross-disciplinary Perspectives. The ML&C major is distinguished regionally and nationally through the requirement of student participation in a significant study abroad experience in the target language to enhance the authenticity of linguistic and cultural education. Our minor programs in Chinese Studies, Classical Studies, European Studies, French and Francophone Studies, German Studies, Italian Studies, Lusophone Studies, and Spanish enrich students through a variety of foci and disciplinary approaches. Our Master of Arts in Teaching Foreign Languages, with programs in Chinese and Spanish, helps to educate a new generation of teachers for the state of Georgia. Another certification option, the Alternative Teacher Preparation Program, is designed specifically for in-service teachers of Chinese, French, German, Japanese, Latin, and Spanish. All teacher certification programs are nationally accredited, and are committed to the collaborative model adopted by KSU’s Educator Preparation Provider (EPP) and the Bagwell College of Education. In

89 addition, the Critical Languages Program provides access to language courses, such as
90 Arabic, Hindi, Russian, Turkish, and others as needed, which are not offered through the
91 department's core programs.

92 The Department is the home of the Foreign Language Resource Collection, which is an
93 integral part of language teaching at KSU. The Foreign Language Resource Collection
94 supports and promotes foreign language learning and instruction by providing guidance
95 with the creation and dissemination of innovations with respect to foreign language
96 pedagogy, intercultural competency, and instructional technology.

97

98 **II. MISSION STATEMENT**

99

100 The DFL's highly diverse, international community is committed to collaborating in
101 innovative work that crosses both national and disciplinary boundaries. Faculty members'
102 diverse fields of expertise range from foreign language education to cultural studies,
103 literary theory, intercultural competence, linguistics, and film studies. In addition, each
104 faculty member is an experienced and committed foreign language teacher. The
105 Department contributes significantly to the College mission of facilitating an
106 understanding of human interaction across world cultures and time, enhancing awareness
107 of global perspectives, and fostering in students the knowledge, skills, and versatility
108 needed to succeed personally, academically, and professionally in an ever-changing
109 society.

110

111 **III. THIRD-YEAR REVIEW TOWARD PROMOTION AND TENURE:** 112 **PROCEDURES**

113

114 A successful third-year review requires that the faculty member demonstrate that s/he is
115 developing a significant role in the Department through teaching, professional service,
116 and research and creative activity as appropriate. The DFL follows the current KSU
117 *Faculty Handbook* (110-111), which states the following regarding third-year reviews:
118 "For non-administrative faculty, the review of third-year portfolios begins with the
119 Department Review Committee, proceeding in turn to the department chair and the dean.
120 The third-year review portfolio of a department chair is reviewed by the Department
121 Review Committee, followed by the College Review Committee, and then the dean. The
122 third-year review for other academic administrators (deans, other college-level
123 administrators, and administrators above the level of dean) will mirror the first three levels
124 of review for the promotion and tenure process. At each level, review committees and
125 administrators consider the progress of the candidate toward tenure or, in the case of
126 instructors, toward promotion. A letter is written at each level of review outlining the
127 strengths and weaknesses of the candidate with respect to this question. A copy of each
128 review letter is sent to the candidate and a copy is placed in the portfolio" (Section 3.7.B).

129

130 **IV. TIMETABLES FOR REVIEW OF FACULTY (lecturers, senior lecturers,** 131 **clinical faculty, tenure-track faculty)**

132

133 Annual reviews in the DFL will be conducted according to the following schedule. The
134 exact dates for all reviews are posted in the spring of each year on the Academic Affairs
135 webpage.

- 136 • For Lecturers, Senior Lecturers, clinical faculty, and tenure-track faculty in their
137 first year of service to KSU, the DFL Chair conducts a mid-year review in
138 January for the period of mid-August to December. In October, the DFL Chair
139 conducts a one-year review based on the faculty member’s activity (provided in
140 the ARD) in relation to the FPA goals for January to September.
- 141 • For Lecturers, Senior Lecturers, clinical faculty, and tenure-track faculty beyond
142 their second year of service to KSU, the annual reviews are conducted in January
143 for the period of January to December of the previous year.
- 144 • Dates for multi-year review schedules are published yearly by the Office of the
145 Provost. Faculty members are responsible for meeting exact deadlines.
 - 146 ○ Promotion and tenure reviews: portfolios are due to the DFL office in mid-
147 August (usually one week after the beginning of the fall term);
 - 148 ○ Third-year reviews: portfolios are due to the DFL office in early
149 September (usually during the first full week of September);
 - 150 ○ Post-tenure reviews: portfolios are due to the DFL office in early October
151 (usually during the first full week of October).

152

153 **V. ADHERENCE TO UNIVERSITY AND CHSS GUIDELINES**

154

155 The DFL T&P guidelines adhere to the guidelines established by the University and
156 appearing in the *Faculty Handbook* (Section 3: “Review and Evaluation of Faculty
157 Performance”) and by the College of Humanities and Social Sciences as stated in the
158 “Faculty Expectations, Evaluation, and Review Guidelines.”

159

160 **VI. PRIMACY OF DFL T&P GUIDELINES**

161

162 While the DFL subscribes to University and CHSS Promotion and Tenure and
163 Guidelines, the Departmental guidelines are understood to be the primary basis for T&P
164 decisions within the DFL, as confirmed by the *Faculty Handbook*.

165

166 **VII. WORKLOAD MODELS AND EXPECTATIONS**

167

168 Faculty workload is determined primarily by the situational context of the individual,
169 which is determined by her/his responsibilities in the three areas in which full-time
170 teaching faculty are evaluated: teaching, supervising, and mentoring of students; research
171 and creative activity; professional service. In establishing a faculty member’s situational
172 context, the DFL Chair and the faculty member take into consideration the faculty
173 member’s teaching, research and professional service commitments, the number of
174 students supervised in internships or in educational field experiences, special projects
175 assigned by the Chair, and other activities that advance the mission of the Department
176 and/or the University.

177 The DFL follows the distribution of faculty members’ workload as described in the
178 *Faculty Handbook* Section 2.2.2. The four basic performance areas in which faculty

179 members may be evaluated are teaching, supervising, and mentoring of students; research
180 and creative activity; professional service; and administration and leadership.
181 Administrative faculty members are those for whom 50% or more of their workload is
182 administrative in function. Teaching faculty members are all others with faculty rank and
183 status.

184

185 **VIII. COMMUNITY-BASED WORK AND CIVIC ENGAGEMENT**

186

187 Congruent with DFL distinguishing characteristics, and the mission of the institution,
188 CHSS, and the DFL, faculty engagement in community-based work will be recognized
189 and supported. Community-based work by faculty may include work in schools, in
190 government agencies, in not-for-profit and for-profit organizations, and at the local and
191 global level. As appropriate, such efforts may be connected to curricular, co-curricular,
192 and extra-curricular activities in the form of students' coursework, field-based teaching
193 experiences, volunteer initiatives, service-learning projects, internship and study abroad
194 experiences.

195 As approved by the Board of Regents of the University System of Georgia, faculty
196 members' collaborative efforts in teacher preparation and school improvement with
197 teachers and administrators in K-12 schools will be recognized and supported by the
198 DFL. Participation in teacher preparation and in school improvement may include
199 documented efforts of the faculty in:

- 200 1. Improving their own teaching so as to model effective teaching practices in
201 courses taken by prospective teachers;
- 202 2. Contributing scholarship that promotes and improves student learning and
203 achievement in the schools and in the university;
- 204 3. Collaborating with public schools to strengthen teaching quality and to increase
205 student learning.

206 In consultation with the DFL Chair and HSS Dean, faculty members must negotiate
207 community-based work in their FPA and ARD documents and document the scope and
208 significance of their work in relation to a performance area (i.e. teaching, supervising,
209 and mentoring; professional service, research and creative activity; administration and
210 leadership). Thus, the faculty members' community-based work must benefit either their
211 own professional development in the performance areas, or student learning, or the work
212 and services provided by stakeholders in the community. Properly documented and peer-
213 reviewed faculty engagement in community-based work is eligible for consideration in
214 the promotion and tenure process.

215

216 **IX. LECTURERS AND SENIOR LECTURERS: SPECIFIC EXPECTATIONS**

217

218 Lecturers and Senior Lecturers in the DFL are reviewed annually for contract renewal
219 and are not eligible for permanent tenure. Lecturers and Senior Lecturers have as their
220 primary responsibility the teaching, supervising, and mentoring of students and therefore
221 are expected to be highly effective in these areas. Unless otherwise set forth in the DFL
222 Faculty Performance Agreement (FPA), there are no expectations for scholarship by
223 Lecturers or Senior Lecturers. Professional service responsibilities may be limited to the
224 minimum necessary to teach assigned courses successfully. These responsibilities include

225 attendance at regularly scheduled DFL faculty meetings and participation on appropriate
226 DFL committees. The *Faculty Handbook* states that “A lecturer’s and senior lecturer’s
227 portfolio will be evaluated based on a highly effective accomplishments in two
228 performance areas: 1) teaching, supervising, and mentoring of students; and 2)
229 professional service (related to teaching assignments). For lecturers/senior lecturers with
230 primary responsibilities in professional service and/or administration and leadership, their
231 portfolios will be evaluated based on highly effective performance in those areas”
232 (Section 3.6.B.1). The teaching load for Lecturers and Senior Lecturers is 5/4. The
233 *Faculty Handbook* and the “CHSS Faculty Expectations, Evaluation, and Review
234 Guidelines” provide guidelines and deadlines for submission of materials for review.
235

236 **X. CLINICAL FACULTY**

237
238 Per KSU guidelines, clinical faculty are educators-practitioners who have a background
239 in their disciplinary area and who practice the discipline in the work setting. The
240 following clinical ranks are recognized at KSU: Clinical Assistant Professor, Clinical
241 Associate Professor, and Clinical Professor. The clinical faculty position is non-tenure
242 track, and the holder is not eligible for tenure or probationary credit toward tenure.
243 According to Board of Regents policy ([8.6.3](#)), “promotion to the rank of professor
244 requires the earned doctorate or its equivalent in training, ability, and/or experience”
245 Clinical faculty must maintain a balance that is different from the workload of tenure
246 track faculty. Unless otherwise set forth in the Faculty Performance Agreement (FPA),
247 clinical faculty generally spend less time engaged in research and creative activity.
248 Typically, the primary responsibilities of Department of Foreign Languages clinical
249 faculty shall emphasize their applied experience. Such responsibilities include, but are
250 not limited to, student supervision (e.g., supervision of field, practicum, internship, or
251 clinical experiences), applied instruction (e.g., teaching a course on news reporting or
252 psychological assessment), or other applied activities that contribute to the department or
253 college (e.g., advising or grants and contracts).
254

255 In addition to annual reviews, clinical faculty will be reviewed during their third year and
256 every six years of employment in the position. Clinical faculty may apply for an optional
257 promotion review.
258
259

260 **XI. EXPECTATIONS FOR TEACHING, SUPERVISION, AND MENTORING**

261
262 The distinctions expected to be found among faculty members’ performance at the
263 various ranks relate to an evolving philosophy of teaching and practice (i.e. classroom
264 practice and approaches to the discipline). As the individual moves through the ranks,
265 s/he is expected to demonstrate an increasing ability to put theory into practice, to assess
266 the effectiveness of these practices, and to pursue either greater depth or broader range of
267 activities.
268

269 The following lists of activities in the area of Teaching, Supervision, and Mentoring are
270 neither exhaustive nor a checklist. Quantity of activities does not necessarily indicate

271 quality and significance. It is the faculty member's responsibility to document the depth,
272 breadth, and/or impact of the activities s/he pursues.

273

274 **1. Appropriate activities at all ranks may include:**

- 275 • Teaching groups, classes, seminars, or conducting workshops as appropriate;
- 276 • Developing and revising instructional programs, courses, curriculum
277 materials, tests, and other assignments;
- 278 • Utilizing multiple methods for assessment of teaching effectiveness, e.g.
279 interim student comments and student self-evaluations, multiple approaches to
280 teaching and analysis of results over time;
- 281 • Engaging in pedagogical innovation and pedagogy-based research;
- 282 • Earning recognition and awards for distinguished teaching, supervision,
283 and/or mentoring;
- 284 • Documenting student learning through student self-evaluations, portfolios,
285 standardized or other externally administered examinations, etc.
- 286 • Supervising students and others in field placements, internships, community
287 engagement, student teaching, and other related activities as appropriate;
- 288 • Advising and mentoring students;
- 289 • Demonstrating evidence of research and creative activity in the discipline that
290 enhances and invigorates teaching;
- 291 • Supervising student research projects and directed studies;
- 292 • Attending and/or participating in workshops dealing with teaching.

293

294 **2. A Lecturer**

- 295 • Analyzes teaching practices and refines her/his teaching philosophy;
- 296 • Assesses and adjusts teaching practices and teaching philosophy in response
297 to a variety of indicators such as student comments, peer mentoring,
298 assessment of student learning outcomes;
- 299 • Develops activities that reflect the teaching philosophy;
- 300 • Attends and/or participates in workshops dealing with teaching;
- 301 • Demonstrates a commitment to continued development as a teacher.

302

303 **3. A Senior Lecturer**

- 304 • Communicates successfully her/his teaching philosophy to colleagues and
305 students;
- 306 • Implements methods and pedagogical practices and activities that reflect the
307 teaching philosophy;
- 308 • Institutes assessment tools that effectively measure teaching practices;
- 309 • Seeks collaborative venues in which to discuss teaching practices in order to
310 continue to refine both philosophy and the implementation of that philosophy;
- 311 • Takes an active role in revision of curricula.

312

313 **4. An Assistant Professor / A Clinical Assistant Professor**

- 314 • Analyzes teaching practices and refines her/his teaching philosophy;

- 315 • Assesses and adjusts teaching practices and teaching philosophy in response
316 to a variety of indicators such as student comments, peer mentoring,
317 assessment of student learning outcomes;
318 • Develops activities that reflect upon the teaching philosophy;
319 • Attends and/or participates in workshops dealing with teaching;
320 • Demonstrates a commitment to continued development as a teacher;
321 • Supervises field experiences, directed studies, student research projects,
322 internships, etc.
323

324 **5. An Associate Professor / A Clinical Associate Professor**

- 325 • Communicates successfully her/his teaching philosophy to colleagues and
326 students;
327 • Implements methods and pedagogical practices and activities that reflect the
328 teaching philosophy;
329 • Institutes assessment tools that effectively measure teaching practices;
330 • Seeks collaborative venues in which to discuss teaching practices in order to
331 continue to refine both philosophy and the implementation of that philosophy;
332 • Takes an active role in revision of curricula;
333 • Devotes increased attention to mentoring students and advisement, both
334 formal and informal.
335

336 **6. A Full Professor / A Clinical Professor**

- 337 • Demonstrates leadership in teaching, advising students, mentoring colleagues
338 of the other ranks;
339 • Demonstrates leadership in teaching by conducting workshops and leading
340 discussions on teaching;
341 • Leads the revision of curricula and/or program assessment;
342 • Leads and/or participates in discussions about national trends in content area.
343

344 **XII. EXPECTATIONS IN PROFESSIONAL SERVICE**

345
346 All members of the Department must engage in professional service activities.
347 Expectations in this area will differ according to the Faculty Performance
348 Agreement developed by the faculty member in consultation with the DFL Chair.
349 As the individual moves through the ranks, s/he is expected to demonstrate an
350 increasing ability to pursue either greater depth or broader range of activities of
351 professional service. Professional service activities must be related to the field or
352 fields of the faculty member's professional expertise to be eligible for
353 consideration in the promotion and tenure process.
354

355 The following lists of activities in the area of Professional Service are neither
356 exhaustive nor a checklist. Quantity of activities does not necessarily indicate
357 quality and significance. It is the faculty member's responsibility to document the
358 depth, breadth, and/or impact of the activities s/he pursues. The amount of time
359 dedicated to Professional Service activities will be negotiated on a yearly basis

360 with the DFL Chair; course reassignments/reductions for Professional Service
361 activities may also be negotiated with the DFL Chair on a yearly basis.

362

363 **1. Appropriate activities at all ranks may include:**

- 364 • Contributing actively as a member or leader of committees and task forces at
365 the departmental, college, institutional, university system, professional, and
366 local community levels, and boards external to the college or university that
367 are related to the faculty member professional expertise;
- 368 • Fulfilling responsibilities in shared faculty governance;
- 369 • Administering or coordinating programs;
- 370 • Organizing or chairing panels at professional conferences/meetings;
- 371 • Serving as an officer in professional organizations or civic organizations
372 related to the discipline;
- 373 • Organizing symposia or professional meetings at the university level;
- 374 • Developing and supervising community engagement activities related to the
375 discipline;
- 376 • Engaging in professional practice (e.g. consulting, interpreting);
- 377 • Conducting professional development and continuing education programs in
378 the discipline;
- 379 • Serving on visiting committees for the purposes of accreditation;
- 380 • Promoting the program, department, or a professional organization;
- 381 • Earning community recognition or awards for distinguished service
382 contributions;
- 383 • Developing and/or administering study abroad programs or internships.
- 384 • Coordinating/supervising events within the Department, at the
385 college/university level or in the community.

386

387 **2. A Lecturer:**

- 388 • Engages in professional service related to her/his teaching assignments, as
389 appropriate for her/his situational context.

390

391 **3. A Senior Lecturer:**

- 392 • Represents the Department as a contributing member on departmental,
393 college, or university committees, as the Department deems necessary;
- 394 • Takes an active role in mentoring lecturers and/or part-time instructors.

395

396 **4. An Assistant Professor**

- 397 • Represents the Department as a contributing member on departmental,
398 college, or university committees as appropriate to her/his situational context;
- 399 • Begins to establish a strong professional service record in fields appropriate to
400 her/his expertise.

401

402 **5. A Clinical Assistant Professor**

- 403 • Represents the Department as a contributing member on departmental, college, or
404 university committees as appropriate to her/his situational context;

- 405 • Begins to establish a strong professional service record in fields appropriate to
406 her/his expertise, such as seminars and training workshops, grant-writing, applied
407 research, assessment at program and departmental levels.
408

409 **6. An Associate Professor**

- 410 • Establishes a record of leadership in professional service in the Department,
411 college, university, or the profession;
412 • Takes a leadership role on departmental, college, and/or university
413 committees or initiatives.
414

415 **7. A Clinical Associate Professor**

- 416 • Represents the Department as a contributing member on departmental,
417 college, or university committees as appropriate to her/his situational context;
418 • Begins to establish a strong professional service record in fields appropriate to
419 her/his expertise, such as seminars and training workshops, grant-writing,
420 applied research, assessment at college and university levels.
421

422 **8. A Full Professor**

- 423 • Demonstrates a sustained record of leadership in professional service to the
424 Department, college, university and beyond.
425

426 **9. A Clinical Professor**

- 427 • Represents the Department as a contributing member on departmental, college, or
428 university committees as appropriate to her/his situational context;
429 • Begins to establish a strong professional service record in fields appropriate to
430 her/his expertise, such as seminars and training workshops, grant-writing, applied
431 research, assessment beyond the institution at community, national, and
432 international levels.
433

434 **XIII. EXPECTATIONS IN RESEARCH AND CREATIVE ACTIVITY**
435

436 All tenure-track faculty of the Department of Foreign Languages are expected to
437 produce peer-reviewed scholarship. Research products must be related to the field
438 or fields of the faculty member's professional expertise and be reviewed by
439 professionals in the field to be eligible for consideration in the promotion and
440 tenure process. This scholarship and its peer-review process must be sufficiently
441 documented to permit review parties beyond the DFL to evaluate its quality and
442 significance. The amount of time dedicated to Research/Creative Activities will
443 be negotiated on a yearly basis with the DFL Chair; course
444 reassignments/reductions for Research/Creative Activities may also be negotiated
445 with the DFL Chair on a yearly basis.
446

447 The following lists of activities in the area of Research and Creative Activity are neither
448 exhaustive nor a checklist. Quantity of activities does not necessarily indicate quality and
449 significance. It is the faculty member's responsibility to document the depth, breadth,
450 and/or impact of the scholarship s/he produces by, for example, indicating the type of

451 peer review of each work, quoting rating sources, and/or documenting impact,
452 contribution to the specific discipline, or the like.

453

454 **1. Appropriate activities at all ranks may include:**

- 455 • Publishing peer-reviewed scholarly works (online or in print), such as articles,
456 books, textbooks, edited collections, book chapters, and translations;
- 457 • Publishing book reviews;
- 458 • Presenting one’s research at professional conferences;
- 459 • Delivering invited lectures;
- 460 • Developing specialized workshops and conducting them before a professional
461 audience;
- 462 • Earning recognition or awards for distinguished research or scholarship
463 contributions;
- 464 • Writing grant applications;
- 465 • Writing and disseminating professional reports of significant import that are
466 reviewed by professionals beyond the departmental level;
- 467 • Publishing creative endeavors, such as fiction, drama, or poetry.

468

469 **2. An Assistant Professor**

- 470 • Establishes a balanced record in research and creative activity, which must
471 include peer-reviewed publications;
- 472 • Develops research and creative activity interests by presenting at
473 conferences/workshops and establishing professional relations with other
474 scholars in her/his discipline.

475

476 **3. A Clinical Assistant Professor**

- 477 • Establishes research and creative activity interests, if applicable as set forth in
478 the Faculty Performance Agreement (FPA).
- 479 • Develops research and creative activity interests, if applicable, linked to the
480 faculty member’s disciplinary area and specific practice of the discipline in
481 the local work setting.

482

483 **4. An Associate Professor**

- 484 • Maintains and strengthens a balanced record in research and creative activity,
485 which must include peer-reviewed publications;
- 486 • Strengthens and consolidates professional relations with other scholars in
487 her/his discipline.

488

489 **5. A Clinical Associate Professor**

- 490 • Maintains research and creative activity, if applicable as set forth in the
491 Faculty Performance Agreement (FPA).
- 492 • Strengthens research and creative activity, if applicable, linked to the faculty
493 member’s disciplinary area and specific practice of the discipline within and
494 beyond the University.

495

496
497
498
499
500
501
502
503
504
505
506
507
508
509
510
511
512
513
514
515
516
517
518
519
520
521
522
523
524
525
526
527
528
529
530
531
532
533
534
535
536
537
538
539
540
541

6. A Full Professor

- Demonstrates a sustained record in research and creative activity, including peer-reviewed publications;
- Achieves recognition for research and creative activity by colleagues in her/his discipline;
- Leads and/or participates in discussions about national trends in content area.

7. A Clinical Professor

- Demonstrates sustained record of research and creative activity, if applicable as set forth in the Faculty Performance Agreement (FPA).
- Expands research and creative activity, if applicable, linked to the faculty member's disciplinary area and specific practice of the discipline in regional, national, or international settings.

XIV. EXPECTATIONS IN ADMINISTRATION AND LEADERSHIP

1. The category of administration and leadership covers those scholarly and non-scholarly activities that some faculty members and most administrators carry out. Such activities include faculty development, fundraising, fiscal management, personnel management, public relations, and other activities that are not traditionally captured in one of the other three performance areas.
2. This area applies primarily to administrative faculty members, but it is available to teaching faculty members who spend at least 50% of their time on administrative tasks (e.g. program directors or grant oversight).
3. Faculty members evaluated in this area must clearly articulate their goals and document the quality and significance of their activities and achievements in the same manner as in any of the other areas.

Faculty members in administrative and leadership positions are often not directly engaged in teaching, research and creative activity, and professional service in the same way as other faculty members. As such, these faculty members should demonstrate the quality and significance of their leadership and administration, especially how effectively they foster the requisite fiscal, physical, interpersonal, and intellectual environment for faculty members and staff achievement.

XV. POST-TENURE REVIEW

To complete a successful post-tenure review, a faculty member must demonstrate a sustained level of activity appropriate to her/his rank in the area of teaching, mentoring, and supervision; professional service; and research and creative activity, as outlined above.

XVI. AMENDING THE T&P DOCUMENT

This document is subject to change upon vote of the full-time members of the DFL and approval by the Dean of the College of Humanities and Social Sciences and the Provost.

542 To amend this document, a 2/3 votes of the voting body as defined in the DFL
543 Governance Document is required.

544
545 **This document was voted on and approved by the faculty of the DFL on April 28,**
546 **2015.**

547
548 Approved by:

549
550 _____
551 _____

552
553 Chair, Department of Foreign Languages Date:

554
555
556
557 _____
558 _____

559 Chair, Department Faculty Council Date

560
561
562
563 _____
564 _____

565 Dean, College of Humanities & Social Sciences Date:

566
567
568
569 _____
570 _____

571 Provost and Vice President for Academic Affairs Date:

572
573
574
575 _____
576 _____

577
578
579
580 _____
581 _____

582
583
584
585 _____
586 _____

587
588
589
590 _____
591 _____

592
593
594
595 _____
596 _____

597
598
599
600 _____
601 _____

602
603
604
605 _____
606 _____

607
608
609
610 _____
611 _____

612
613
614
615 _____
616 _____

617
618
619
620 _____
621 _____

622
623
624
625 _____
626 _____

627
628
629
630 _____
631 _____