

March 1986 (Revised August 1987)

Statement of the Department of Foreign Languages and Literatures with Regard to Criteria for Promotion and Tenure. Required by Section 7.12 of the Regulations Concerning Faculty Tenure.

I. Introductory Statement

This document describes with more specificity the indices and standards which will be used to evaluate whether candidates meet the general criteria in Section 7.11 of the Regulations. For a complete perspective, the reader is advised to review Sections 7.11 and 7.12 in their entirety.

II. Departmental Mission Statement

The Mission of the Department of Foreign Languages and Literatures includes teaching, research and discipline-related professional service as defined in Section 7.2 of the Regulations Concerning Faculty Tenure. The emphasis may vary among these areas but excellence in teaching and research must be included. It is important that any candidate for tenure demonstrate a capacity to deal effectively with several areas at the upper division level, and at least one special area at the graduate level.

III. Criteria for Tenure

A. Teaching

Evidence of strong teaching is essential for being recommended for tenure in this department. Standards that may be applied include the following:

1. Student evaluations. The candidate should have consistently strong student evaluations.
2. Student letters. Letters concerning the candidate's teaching performance will be solicited by the department head from students who have since graduated.
3. Peer evaluations. These may take the following form:
 - a. Detailed critiques following at least two class visitations.

- b. Subsequent performance. Because the department deals with many graduated skills sequence-type courses, colleagues can well determine later in a sequence if the students have been well prepared by a candidate in a previous course.
4. Self-evaluation. A brief statement concerning what the candidate attempted to achieve in a particular course along with an analysis of the results.
5. Consistently extraordinary teaching loads of eight or more classes per year. Consistently varied preparations (i.e., over five preparations per year).
6. Development of new courses.
7. Teaching awards.
8. Innovations in teaching resulting in grants, papers given, or publications.
9. Class miscellanea (e.g., syllabi, statement of course expectations, handouts, etc.)
10. Grants applied for and/or received to improve quality of education at UMD,

B. Scholarship

While it is assumed that each member will have a scholarly specialty, it is also self-evident that a small department operating at critical mass in each language must expect each of its members to be a generalist.

1. Articles accepted for publication in refereed journals recognized either nationally or internationally.
2. Paper delivered at national or international conference (e.g., AATSP, MLAK, MMLA, etc.) Papers vary tremendously in quality, and an outside evaluation will generally be required.
3. Papers given at regional conference or at another university.
4. Article accepted for publication in organ of state language organization (e.g. AATG, MCTFL)

5. Review essay accepted in refereed scholarly journal.
6. Book review accepted in refereed scholarly journal.
8. Scholarly monograph (75-125 pp.)
9. Scholarly book.
10. Textbook
11. Original creative work (published novel, collection of poetry, etc. in the foreign language taught.)
12. Grants applied for/received.

Most weight will be given to scholarly and creative books and scholarly articles, then scholarly papers. Outside evaluations, citations, etc. will be sought.

C. Service

The service component will be weighted considerably less than teaching and scholarship. Standard governance activities under university service will count comparatively little in comparison to service activities to the profession (primary importance) or to the community (secondary importance).

1. University Service

Service to the university will be identified and evaluated, but if it is quasi-administrative, it is unlikely to strengthen a recommendation for tenure and/or promotion.

2. Professional Service

- a. Scholarly - Service on editorial board of scholarly journal
- Participation in arranging professional conference or section thereof, chairing a section, etc.

b. Community - Preparing and giving speech related to discipline for local, civic, religious, educational groups.

- Interpreting, translating etc. for municipal, county, state, and federal organizations.

c. Teaching Profession. - Workshops for local teachers, consulting with teachers in professional capacity, participating in state and regional language organizations.

IV. Promotion

A. to Assistant Professor. NA

B. To Associate Professor (Since promotion to this rank is usually associated with a decision concerning tenure, such a promotion must meet tenure standards.)

Letters from authorities in the candidate's assessing scholarship level.

C. to Professor

a. A national or international reputation, as shown, for instance, by invitations to international symposia, election to prestigious organizations, holding of offices in national or international societies.

b. Letters from authorities attesting to the candidate's scholarly contributions, particularly to determine whether or not the candidate is among the leaders in his/her field.

V. Procedures

The Department complies with the procedures for promotion and conferral of indefinite tenure set forth in Section 201.000 of the collective bargaining agreement between the Regents of the University of Minnesota and the University Education Association.

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