



Provost and Academic Vice President

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April 17, 2023

Dr. Julia Karolle-Berg
Chair, Department of Classical and Modern Languages and Cultures
John Carroll University

Dear Dr. Karolle-Berg,

I have received the department's updated Criteria for Tenure and Promotion and I am in agreement with Dr. Bonnie Gunzenhauser and the University Tenure and Promotion Committee (UTPC) that the department has responded carefully to all issues. This document, despite the fact that it is dated as May 29, 2022, has been through several reviews by the department, the Dean of CAS, the Provost's Office, and the UTPC. The final version was approved by the department and sent to me on April 4, 2023.

I hereby approve the attached version of the Department of Classical and Modern Languages and Cultures Tenure and Promotion Criteria (copy attached.)

Thank you for your careful attention to this matter.

Sincerely,

A handwritten signature in blue ink that reads "Steve T. Herbert".

Steven T. Herbert, Ph.D.

Provost and Academic Vice President

Attachment

cc: Dr. Bonnie Gunzenhauser, Dean
Dr. James Krukones, Vice Provost
Dr. Santa Casciani, Chair of CMLC T&P
Dr. Rodney Hessinger, Associate Dean
Dr. Gwendolyn Compton-Engle, Chair of UTPC

**DEPARTMENT OF CLASSICAL AND MODERN LANGUAGES AND CULTURES
PROCEDURES, CRITERIA AND REQUIRED MATERIALS FOR TENURE AND
PROMOTION TO ASSOCIATE AND PROFESSOR**

[APPROVAL DATE: May 29, 2022]

SECTION A. GENERAL GUIDELINES

Specific departmental guidelines concerning how teaching observations are conducted, what materials the candidate will submit, and the forms on which the candidate will be evaluated are provided in the appendices.

The processes for evaluating candidates' qualifications for tenure and promotion should aid them in developing into the type of faculty that John Carroll University wishes to promote, a teacher-scholar who implements the University mission to inspire students to excel in learning, leadership, and service. As such, the Department of Classical and Modern Languages and Cultures is committed to a process that is open and candid. Candidates should be made aware of the criteria for promotion, the type of evidence that is to be used, and the evidence they are expected to supply. Evaluations and decisions are to be in writing. The candidate and Committee will follow the most recent procedures published by the Provost's Office related to the general preparation of materials and review of the candidate. Specific departmental guidelines are outlined in Appendix A "Materials Required for Review Processes toward Tenure and Promotion."

SECTION B. DEPARTMENTAL PROCEDURES FOR TENURE AND PROMOTION

I. DOCUMENTS GIVEN TO CANDIDATE: At the time of hiring, this document will be given to each faculty member who is on the tenure track. The department chair will discuss these materials as well as the procedure to be followed in the department with the new faculty member.

II. FALL MEETING OF THE COMMITTEE ON TENURE AND PROMOTION: No later than the second week of the fall semester, the department chair will call a meeting of the Committee on Tenure and Promotion (hereafter: CTP), consisting of all the tenured members of the department. At this meeting, the committee chair for the academic year will be elected, and the nature of candidates' reviews and timelines confirmed.

The department chair may be on the committee as a faculty member but not as chair of the CTP. The Committee will review and discuss any correspondence received from the dean or COAD since the last meeting. Relevant evaluation forms will be distributed at this time to each tenured department member. These forms are to be filled out **by March 10**, and returned to the chair of the CTP.

III. PEER OBSERVATIONS: Teaching observations by members of this committee will occur each academic year during the period of review, excepting the tenure year if the dossier is submitted in the fall semester. Please see Appendix B "Procedures for Teaching Observations" and Appendix C "Classroom Observation Form" for more information on the protocol related to this component. An

annual written report on the faculty member's performance should be made available to the faculty member and to all members of the CTP at the rank of Associate Professor or Professor.

The remainder of the tenure process will follow the procedures outlined in the most recent version of the Faculty Handbook and by the Provost's Office.

SECTION C. CRITERIA FOR TENURE AND PROMOTION TO ASSOCIATE

1. TEACHING AND ADVISING

Excellent teaching and student advising are paramount to the success of the University. In the Department of Classical and Modern Languages and Cultures, it is expected that demonstrably excellent teaching will be a priority of each candidate for tenure and promotion.

Excellent teaching is achieved through an ongoing engagement in the various activities that contribute to student learning and, more broadly, to *cura personalis* (care for the whole person). These activities include a commitment to professional development and improvement, to implementing best practices in teaching and learning, contributing meaningfully to the curricula of the department and the broader University, and engaging in student advising.

A. Professional Development and Improvement

The successful candidate for tenure and promotion will maintain a current knowledge base in his or her discipline (or, where relevant, will purposefully expand this knowledge base to new areas of interest), and will demonstrate currency in best practices in teaching and learning. In consultation with the committee, the candidate will set goals with respect to professional development, articulate how she or he wishes to meet them, and document her or his progress in meeting this plan. While the assistant professor shows potential for attaining teaching excellence, the successful candidate for tenure and promotion to associate professor will show evidence for having achieved it.

B. Implementing Best Practices in Teaching and Learning

Candidates will engage in meaningful and consistent assessment of student learning. Faculty are expected to align their teaching to articulated course learning outcomes, departmental learning goals, the University's Academic Learning Goals, and professional standards. Consistent with these standards, candidates will collect evidence of student learning, process feedback, reflect on findings, and demonstrate how they have implemented change informed by these data and best practices.

C. Contributing to the Academic Life of the Section, Department, and the university

The candidate for tenure and promotion will contribute to the curriculum (or, where relevant, the co-curriculum) using methods and materials that reflect best practices in teaching and

learning.

Candidates may demonstrate the significance of their contribution to the Department and University by providing evidence that may include but need not be limited to: evidence of sustaining or building programs, a willingness and ability to teach new courses, experience in teaching a variety of course levels and types, contributing to language placement and assessment, or participation in the University's Core beyond the language requirement, or in other curricula (for example, teaching in the Honors Program).

D. Academic Advising

Advising and mentoring students can enable close attention to student learning, advance students' discernment process and thus contribute to *cura personalis*. Advising may be formal or informal and may take many forms depending on the current needs of the Language Sections, Department, and University. Relative to these needs and commensurate with other obligations, candidates for tenure and promotion are expected to be accessible to students and be knowledgeable about the Department's programs, the policies and procedures of the university, and services or opportunities available to students. Candidates may demonstrate their advising credentials through commitment to student's academic and personal success by providing evidence that may include but need not be limited to: providing numbers of formal advisees; participating in advising workshops; thesis advising; advising for study abroad, internships, or other experiential learning; providing outcomes of graduating majors or minors; or engaging in other forms of student mentorship.

2. RESEARCH, SCHOLARSHIP, AND PUBLICATION

The Department of Classical and Modern Languages and Cultures recognizes active research, scholarship, and publication as essential criteria for granting tenure and promotion. Successful candidates will demonstrate an ongoing program of research that aligns with their area(s) of expertise, makes meaningful contributions to their discipline(s), and that fits into a coherent agenda. Given the prominent role that scholarship on teaching and learning plays in the disciplinary fields of the Department, such scholarship may also serve as evidence of an ongoing research agenda. In all cases, the successful candidate should aim for publication at an early date, and the Committee on Tenure and Promotion must be convinced that the candidate's research agenda has been and will continue to be productive and significant.

In consultation with the departmental Committee on Tenure and Promotion, candidates are responsible for developing a coherent research agenda and for presenting evidence of the quality and significance of their work in fulfilling this agenda.

Time and support are crucial for establishing such a coherent and successful research agenda. The standards articulated here presume that the candidate will have benefited from access to research support during the probationary period, such as the usual course releases granted for research and/or eligibility

to apply for university-sponsored research funding. In cases where candidates' positions may not have consistently afforded them access to these resources, the standards for research, scholarship, and publication will be evaluated commensurate with years of support.

The following categories represent the Department's expectations related to scholarship. Candidates for tenure and promotion are expected to concentrate their scholarly work primarily on the first category, publications.

A. Publications

Three peer-reviewed, preferably double-blind, journal articles or their equivalent that have been accepted for publication are normally required for tenure and promotion. The reputation of the journal, its review process, and its acceptance rate are important factors for evaluation of such publications. The publication of a book chapter in an edited volume may reflect an acceptable equivalent of a journal article, provided that this work fulfills standards of peer review and that it appears in a respected academic press. Alternatively, a single-authored academic monograph may reflect an acceptable publication for tenure and promotion. In cases where candidates elect to revise a dissertation for publication as a monograph, they must demonstrate that such work involves substantive revision of previous work, and that the publication will appear through a respected academic press.

Alternative forms for disseminating research, scholarship or publication may also qualify as evidence of a coherent and meaningful program of research. To be considered, such products must be peer-reviewed, demonstrably aligned with the candidate's area(s) of expertise, make meaningful contributions to their discipline(s), and reflect part of the candidate's larger research agenda.

Other forms of publication, such as book reviews or conference proceedings, may provide additional evidence of scholarly activity, but will not be considered equivalent to publishing peer-reviewed journal articles.

B. Presentations

Conference presentations that have been accepted following peer review may offer a valuable venue for receiving feedback from peers and for disseminating scholarship to one's professional community. To support these benefits and to encourage the development of a professional network, candidates for tenure and promotion are encouraged to participate regularly in national or regional conferences. Attendance and participation at professional conferences may provide additional evidence of scholarly activity but will not be considered equivalent to publishing peer-reviewed journal articles.

3. SERVICE

The Department of Classical and Modern Languages and Cultures values committed citizenship to the

Department and University. Successful candidates for tenure and promotion will therefore contribute their share of the standing (and, where relevant, *ad hoc*) departmental and university committees essential for day-to-day operations. While service may take various forms based on individuals' professional interests and goals, all candidates are expected to:

- attend all departmental meetings and other regular departmental activities
- serve on the department's *ad hoc* committees where relevant
- share responsibilities for section coordination, where relevant, and
- attend University meetings (i.e., General Faculty, CAS, and University-wide).

In order to build the candidate's standing within the profession, membership and active involvement in at least one national and/or regional organization of the profession (such as MLA, ACTFL, language specific professional organizations, etc.) are strongly encouraged.

The candidate is advised to consult with the chair of the departmental Committee on Tenure and Promotion regarding appropriate amounts and types of additional service. Appropriate activity may include membership on University committees, leadership in professional organizations, or engagement in professionally related service to the Cleveland community. In all cases, the candidate should provide reflection on his or her progress in service, contextualizing it with respect to the University's mission, improving the visibility of the University of the Department, contributing to the profession, and/or advancing professional development goals.

It is not reasonable to expect that any faculty member will exceed expectations in every category of professional endeavor every year. A commitment to departmental and/or university responsibilities, for example, or a heavier than normal teaching load, might preclude the preparation of a new course or the completion of an essay intended for publication. However, the overall portfolio of accomplishment should demonstrate excellence in all three domains of faculty work.

SECTION D: GUIDELINES FOR PROMOTION TO RANK OF PROFESSOR Candidates should refer to the guidelines for promotion outlined in materials provided by the Provost's Office. Beginning in the sixth year of service in rank, an Associate Professor may apply for promotion to Professor during any Fall semester. (Extraordinary accomplishments may justify early application.) The candidate for promotion will initiate the process by notifying the chair of the Promotion Committee and assembling a promotion packet in accordance with the current University regulations specified on the Principal's page titled "Tenure and Promotion Procedures and Forms." For the promotion to Professor, the Promotion Committee will consist of those tenured department members who are themselves Professors, or, in the absence of such members, the department chair.

Appointment to the rank of Professor recognizes a record of outstanding accomplishment in teaching, scholarship, and service. In general, the professorship is reserved for those persons who have attained the stature of leaders in the academic community and whose presence on the faculty adds to the prestige

of the University. It presupposes normally a minimum of five years' experience as an associate professor at this University. For sufficient reason an appointment as Professor may be tendered to a new Faculty member transferring with a record of distinguished service from another institution.

The Committee considering promotion to Professor will be composed only of those at the rank of Professor. A 50% vote in favor is needed for promotion. Copies of the candidate's promotion dossier and the department Promotion Committee's recommendation and report are forwarded to the University Tenure & Promotion Committee (UTPC) and to the respective dean, who shares them with the Committee of Academic Deans (COAD).

1. TEACHING AND ADVISING

Excellent teaching is paramount to the success of a university such as John Carroll. Consistent with the rank of Professor, the outstanding teacher-scholar has engaged in sustained and demonstrable growth in teaching through an ongoing engagement in the various activities that contribute to student learning and, more broadly, to *cura personalis*. Consistent with current standards of the profession and the guiding principles of the Department of Classical and Modern Languages and Cultures, these activities include a commitment to professional development and improvement, to implementing best practices in teaching and learning, contributing meaningfully to the curricula of the department and the broader University, and engaging in student advising. Such accomplishment may include but is not limited to incorporation of scholarship into the classroom; refinement of or innovation in teaching techniques; participation in teaching workshops, mentoring programs, or other teaching enhancement activities; participation in student advising; the development of new courses; commitment to teaching courses within the University core curriculum; thoughtful assessment of one's student evaluations; deliberate integration of assessment techniques in one's courses and candidates' considered reflection on outcomes; and participation in peer observations. The Promotion Committee will assess the candidate's work in light of the department's learning goals and best practices.

2. RESEARCH, SCHOLARSHIP, AND PUBLICATION

The successful candidate for promotion to Professor will demonstrate outstanding accomplishment in the realm of scholarship, showing that the program of scholarly activity continues to advance knowledge in the discipline, is appropriately disseminated, and enhances the reputation of the University. Accomplishment will take the form of refereed scholarship that establishes the candidate as an authority in the field of specialization. Examples of suitable forms of scholarship may include but need not be limited to: the publication of articles in significant refereed journals, chapters in peer-reviewed edited volumes, the publication of one or more monographs that are subsequently reviewed in scholarly venues, and/or receipt of grants that involve a referee process. In the period after tenure, the candidate will meet or exceed the level of productivity expected for tenure and promotion to associate professor, namely three peer-reviewed journal articles or their equivalent as described in Section C.2. above. Evidence of accomplishment in research commensurate with the rank of Professor must include letters by scholars in the appropriate discipline attesting to the contribution of the candidate's work to the field.

3. LEADERSHIP AND SERVICE

As a leader of the academic community, the successful candidate for promotion will be expected to demonstrate leadership and a continuing commitment of service to the department, to the University, and to the community or professional organizations. Service and leadership may be demonstrated in many forms. Examples may include but need not be limited to service to departmental committee work, participation in departmental functions, University committee work, University student recruitment, and involvement in organizing campus events or directing student organizations. Examples of leadership include serving on Faculty Council and chairing Council committees; being elected to important committees and serving as chairs or subcommittee chairs, chairing departmental and University committees; serving as department chair or program director. Candidates for promotion must indicate the projects or initiatives in which these committees or subcommittees engaged, discuss outcomes, and how the results of the work contributed to the vitality of the University. Additionally, it is expected that the successful candidate for promotion to Professor will have taken a leadership position within the profession. Activities may include but need not be limited to: reviewing books; refereeing articles; reviewing grant applications; editing journals, book proposals, and book manuscripts for journals and publishers; organizing conference panels; and serving on the boards and/or committees of professional organizations; or by other activities important to the scholarship of the profession.

SECTION E: APPENDICES

APPENDIX A: MATERIALS REQUIRED FOR REVIEW PROCESSES TOWARD TENURE AND PROMOTION

The following account is intended to clarify for candidates what materials should be submitted for the annual tenure review, the midterm (usually third year) review, and the final tenure review. By putting these instructions in writing, we aim for clearer communication with the candidate in advance of the submission of the dossier, and more consistent expectations from year to year as the Committee on Tenure and Promotion changes membership and/or chairmanship.

For the midterm review and the final tenure review, the candidate will also receive instructions from the Office of the Academic Vice President about the submission of the dossier. These departmental instructions are intended to supplement, not supersede, the instructions from the Academic Vice President.

The overarching goal is that the candidate put forth the strongest possible case for candidacy; that is, a case that is based on evidence and shows thoughtful reflection about one's professional growth. Candidates should aim to demonstrate how they meet or are progressing towards meeting professional standards, institutional expectations, and departmental standards for tenure and/or promotion.

Materials to be submitted for all tenure reviews (annual, midterm, and final):

- current *curriculum vitae*
- syllabi for all courses taught during the period covered by the review
- summaries of student course-evaluation data (quantitative and qualitative) from all courses taught during the period of the review
- copies of all publications (in print or accepted for publication) from the period of the review
- **reflective analysis of one's progress in teaching**, including:
 - a plan for professional development
 - statement of how course goals align with professional standards, departmental learning goals, and university academic learning goals
 - evidence of how students have met the stated course goals (direct and indirect measures) or discussion of how one's teaching has been adjusted in response to assessment data, feedback from students, and/or feedback from peers
 - other evidence of growth (e.g. new courses taught, workshops attended, new program development)
 - where relevant, interdisciplinary teaching or teaching for other programs
 - evidence of participation in advising (such as participation in freshman/sophomore or major

advising, thesis advising, advising for study abroad, or other forms of student mentorship) or evidence of development and effectiveness in advising (such as workshop participation or activities that meet the university's goals regarding academic advising)

● **reflective analysis of one's progress in research**, including:

- an overview of research completed, in progress, planned (i.e., an annually updated research table)
- information about the review process, circulation, and acceptance rates of any journals in which articles have been submitted or accepted
- discussion of how individual publications or presentations fit into a broader program of research
- anticipated timeline for future work

● **reflective analysis of one's progress in service**, including service to the department, the university, and the broader profession or community

● **response to suggestions made or issues raised** by the Committee or the dean in previous reviews; this response may be incorporated into the statements on teaching, research, and service.

Additional Materials to be Submitted for Midterm and Final Tenure Review:

- copies of all course evaluations from the period covered by the review
- copies of all classroom observation reports from the period covered by the review
- copies of all previous tenure review letters from the committee and the dean

APPENDIX B: PROCEDURES FOR TEACHING OBSERVATIONS

Purpose of classroom observations: Candid and constructive feedback is essential to the ongoing improvement of teaching. As the ADFL states in its “Guidelines on the Administration of Foreign Language Departments” (p. 3), “Departments need to create environments where teaching is a subject of ongoing formal and informal discussions. The review of teaching should be approached with the same care and conscientiousness used to evaluate scholarly work.” The procedure below is intended to ensure that each tenure-track faculty member receives constructive, regular feedback on her or his classroom teaching, and an opportunity to engage in conversation about teaching effectiveness. The procedure also ensures that evaluations of classroom performance are informed by knowledge of the instructor’s goals for the course and the class period.

1. Designation of observers. At its Fall meeting, the Committee on Tenure and Promotion will designate a minimum of **two** observers per semester for each candidate. The candidate may ask additional members to observe, and additional members may ask to observe. The expectation is that every Committee member will observe the candidate at least once during the probationary period. Spring-semester observations should be completed before March 10.

2. Observation procedure

Pre-observation:

The faculty observer schedules a conference with the faculty member who will be observed, to gather information about the course generally and about the class session to be observed specifically. The discussion should address the following points:

- Purpose of the observation
- Goals for the course
- Specific learning objectives for the class
- Plan for the class session
- Focus of the observation
- Logistics: where the observer should sit, observer’s participation in the class, time and location of the class, observer’s activity
- Schedule for post-observation conference

During Observation:

- Faculty member introduces the observer to the class and explains the purpose of the observation and the observer’s role to the students.

- Observer records notes.
- Observer participates only at the instructor's invitation.

Post-observation:

- Soon after the class, both the instructor and the observer record reflections about the observed teaching session in preparation for the post-observation conference.
- Each observer meets with the candidate. During the post-observation conference, the observer asks the instructor to think about goals for the class and the specific class session(s) observed.
- Observer and instructor discuss:
 - what went well in the session
 - changes for future sessions and rationale
 - what was typical or atypical about the session [e.g., structure, activity]
 - how the observation may help inform the instructor's teaching improvement plan
- Observer offers specific feedback based on the observation notes and provides constructive suggestions
- Each observer completes "Classroom Observation Feedback" form and supplies one copy to the chair of the Committee of Tenure and Promotion for inclusion in the tenure file and dossier, and another copy to the candidate

APPENDIX C: CLASSROOM OBSERVATION FORM

Observer Name: _____

Instructor Name: _____

Class Observed: _____

Pre-Observation Conference Date: _____

Observation Date: _____

Post-Observation Conference Date: _____

Pre-Observation Conference Notes

Goals for the course and class period: _____

Focus of observation: _____

Observation Notes

“+” = outstanding “√” = good “-” = needs attention “NA” = no basis for judgement

Organization

_____ Preparation of Instructor

_____ Balance and variety of activities

Class Activities

_____ Explanations of grammar, etc., were clear, brief, and accurate

_____ Effectiveness of exercises and activities

_____ Effectiveness of group work

_____ Effectiveness of instructor's questions (stimulated intelligent responses)

_____ Active involvement of all students

_____ Activities were interesting

Time Management

_____ Class moved at a consistent and reasonable pace

_____ Smooth transitions between activities

Language Use

_____ Amount and accuracy of the target language used by instructor

_____ Students' use of the target language appropriate to the level of the class

_____ Ratio of student talk to instructor talk

Atmosphere

_____ Interaction between students facilitated by instructor

_____ Students comfortable asking questions

_____ Students aware of what was expected of them (clear instructions and models)

_____ Reasonable amount of persistence and patience working with slower students

_____ Errors in grammar, pronunciation etc. corrected constructively and politely

_____ Enthusiasm projected by instructor

Post-Observation Notes

Constructive Suggestions for Further Improvement

APPENDIX D: DEPARTMENT OF CLASSICAL AND MODERN LANGUAGES AND CULTURES. EVALUATION OF NON-TENURED FACULTY MEMBERS

Name of candidate: _____ Date: _____

1 unsatisfactory 2 fair 3 good 4 very good 5 excellent

1. EFFECTIVENESS AS TEACHER & ADVISOR

1. Current knowledge of discipline 1 2 3 4 5 NA

comments and evidence: _____

2. Adaptation of courses based on feedback 1 2 3 4 5 NA

comments and evidence: _____

3. Use of course learning outcomes and goals 1 2 3 4 5 NA

comments and evidence: _____

4. Effectiveness in teaching skills-based courses beyond Core requirements 1 2 3 4 5 NA

comments and evidence: _____

5. Effectiveness in teaching literature-based courses beyond Core requirements 1 2 3 4 5 NA

comments and evidence: _____

6. Effectiveness in teaching culture-based courses beyond Core requirements 1 2 3 4 5 NA

comments and evidence: _____

7. Willingness and ability to teach new courses beyond Core language requirements 1 2 3 4 5 NA

comments and evidence: _____

8. Effectiveness in advising of students 1 2 3 4 5 NA

comments and evidence: _____

2. PROGRAM OF ONGOING RESEARCH

9. On-going research agenda 1 2 3 4 5 NA

comments and evidence: _____

10. Peer-reviewed essays/articles 1 2 3 4 5 NA

☐ submitted: ☐ accepted ☐ published

comments and evidence: _____

11. Book(s) 1 2 3 4 5 NA

☐ proposal submitted ☐ under contract ☐ final ms. accepted ☐ published

comments and evidence: _____

12. Other scholarly publications or research 1 2 3 4 5 NA

☐ submitted ☐ accepted ☐ published

comments and evidence: _____

13. Conference presentations 1 2 3 4 5 NA

comments and evidence: _____

3. SERVICE

14. Appropriate share in departmental committees 1 2 3 4 5 NA

comments and evidence: _____

15. Appropriate share in University committees 1 2 3 4 5 NA

comments and evidence: _____

16. Involvement/leadership in professional organizations 1 2 3 4 5 NA

comments and evidence: _____

17. Engagement in related and professional service to the Cleveland community 1 2 3 4 5 NA

comments and evidence: _____

18. Other 1 2 3 4 5 NA

comments and evidence: _____

4. VALUE TO THE DEPARTMENT NOW AND IN THE FUTURE 1 2 3 4 5 NA

comments and evidence: _____

5. SUGGESTIONS FOR IMPROVEMENT

Signature: _____

