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

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,

(for example, teaching in the Honors Program).

D. Academic Advising

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 and procedures of the university, and services or opportunities available to students. Candidates may demonstrate their advising credentials

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

Department and University. Successful candidates for tenure and promotion will therefore contribute

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 dossier and 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 Committ
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 t

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

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 <u>all</u> tenure reviews (annual, midterm, and final):

current *curriculum vitae*

-evaluation data (quantitative and qualitative) from all courses taught during the period of the review

, 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) o

  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

APPENDIX B: PROCEDURES FOR TEACHING OBSERVATIONS

Purpose of classroom observations:

Post-observation:

teaching session in preparation for the post-observation conference.

-observation conference, the observer asks the instructor to think about goals for the class and the specific class session(s) observed.

- ¶ what went well in the session
- ¶ changes for future sessions and rationale
- ¶ what was typical or atypical about the session [e.g., structure, activity]
- ¶ plan

suggestions

of the Committee of Tenure and Promotion for inclusion in the tenure file and dossier, and another copy to the candidate

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

:

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: _____

_____