

DEPARTMENT OF LANGUAGES AND LITERATURE OFFICIAL GUIDELINES
FOR TENURE, PROMOTION, AND TENURE REVIEW (adopted by the faculty of the
Languages and Literature Department in February 2004; revised September 2008;
Revised Fall 2011)

This document presupposes the University's general guidelines for tenure and promotion review, and serves as the department of Languages and Literatures adaptation.

All evaluations for tenure and/or promotion shall address whether each candidate has achieved excellence in:

- I. Effective Classroom Teaching
- II. Scholarly Activities
- III. Contributions to the Institution and Profession (*University & Professional Service*), including if applicable, Performance of Non-teaching Semi-administrative or Administrative Duties.

I. EFFECTIVE CLASSROOM TEACHING

This section is a comprehensive overview of your record and accomplishments in teaching. In addition to information on classes taught and teaching load, it should include your own self-assessments, external assessments such as peer evaluations and summaries of formal student evaluations, and any relevant outcomes assessment data that may be available. As is made clear by the following list, teaching involves not only classroom instruction, but also a variety of activities that take place outside the classroom.

Examples of Effective Classroom Teaching:

This includes but is not limited to general teaching load (teaching load by semester (*course, credit hours, lecture/lab/clinical, number of students, campus where taught, student assistance, graduate/undergraduate credit*); undergraduate research/development projects supervised by semester; graduate research/development projects supervised by semester; workshops, institutes, and short courses taught if not a part of regular load; self-evaluation of teaching including methodology and/or philosophy of teaching, theories of learning process, et cetera; student evaluations (*summary sheets with dates, semester, course title and number*); faculty (peer) evaluations; departmental/Dean evaluations

II. SCHOLARLY ACTIVITIES

All members of the faculty at Northeastern State University are expected to be involved in scholarly activities which contribute to the multifaceted mission of a community of scholars whose primary responsibility is teaching. Scholarship can be viewed as the ongoing search for knowledge in one's field of study and the effective oral and written exchange of that knowledge within and across disciplines. At its core, scholarship contributes to the effectiveness of the University by ensuring that faculty members

remain intellectually engaged and actively involved in their respective fields of study. Scholarship embraces a variety of activities which have in common this dimension of intellectual engagement.

Four types of scholarship are defined under scholarly and creative accomplishment below. These categories are designed to present a useful paradigm that will help faculty members recognize and develop the scholarly dimension of their work. The nature and manner of presentation of scholarship can vary dramatically across disciplines; therefore, the examples given are not intended to be exclusive. The following categories and examples are taken from and/or based on the work of Boyer (1990) and Glassick, Huber, and Maeroff (1997).

II.a. The Scholarship of Teaching

When viewed as scholarship, teaching moves beyond the realm of transmitting knowledge into the broader area of transforming and extending knowledge as well. The scholarly teacher both educates and entices future scholars by stimulating active learning and encouraging students to be critical, creative thinkers, with the ability to be lifelong learners. Examples of the Scholarship of Teaching:

This includes but is not limited to new courses and laboratories developed or major changes in such materials (courses and dates); course bibliographies; advising and counseling students regarding course content (number of students, time involved); experimental or innovative teaching (description and evaluation), preparation of instructional media (type, description date); supervision of theses or other student projects; honors courses taught; grants for teaching improvement of curriculum development; letters of support, internal and external.

II.b. The Scholarship of Discovery

This area of activity most closely conforms to traditional academic conceptions of scholarship. It involves original research which is designed to add to the current state of knowledge in a particular discipline. Original research may be used in creative writing, in scholarly or academic writing, in writing for a wider audience outside of the Academy. Examples of the Scholarship of Discovery:

This includes but is not limited to book publication; work as editor; publication of original work such as a novel, short story, poetry, or essay; publication of an article, paper, or creative writing by a professionally recognized journal, conference proceeding, or edited publication; grant proposal; classroom presentation of research; publication or performance of a creative writing such as a play; presentation at a conference.

II.c. The Scholarship of Integration

This second area of scholarship involves the interpretation and synthesis of information within and between disciplines. It involves making complex ideas understandable to an audience of non-specialists. Examples of the Scholarship of Integration:

This includes but is not limited to lecture outside normal class either on or off campus; active participation in professional workshop, conference, or seminar; team teaching instruction; workshops with high school programs; sponsorship of events and clubs which show scholarship application; integration of community service with academic discipline.

II.d. The Scholarship of Application

The Scholarship of application is characterized by the dynamic interaction of theory and practice which results in new understanding. Consequently, the lessons learned from the application of knowledge should inform and enrich teaching. Examples of the Scholarship of Application:

This includes but is not limited to community service functions that relate directly to the intellectual area of the professor; guest lectures in the classrooms of colleagues; participation on community boards; participation in community groups that relate directly to the intellectual area of the professor; new course development; pedagogical innovation which may be technological. This also includes work with national, state and local organizations that relate to the discipline.

III. CONTRIBUTIONS TO THE INSTITUTION AND PROFESSION, INCLUDING PERFORMANCE OF NON-TEACHING, SEMI-ADMINISTRATIVE, OR ADMINISTRATIVE DUTIES

In accordance with NSU's core values, the department also recognizes contributions that may fall outside the realm of the classroom or traditional scholarly pursuits. While not intended to supplant either effective classroom teaching or scholarship, these contributions serve to enhance the institution by furthering the completion of internal goals, fostering a healthier and more varied community, or connecting the institution to the larger world.

This includes but is not limited to mentoring of intern teachers and/or first year teachers or Graduate Assistants; supervision of capstones; serving on M.A. Thesis committee; administration of university, state, or regional contests, workshops, competitions, festivals; serving on a search committee; serving on a university, college, or departmental committee; establishing links with other academic institutions; advising and/or recruiting students; sponsoring or supervision extracurricular activities with students; serving as department chair; serving as chair of M.A. program; serving as supervisor of graduate assistants.

NOTA BENE:

REQUIREMENTS FOR PORTFOLIO AS APPLIED TO PROMOTION, TENURE,
AND TENURE REVIEW:

Documented products are required from each of the three major categories; each category must have at least one documented product, and there must be documented evidence of at least 6 products. This can be construed as two products per category, or other configurations, but six must be attained per year, and each category must have a minimum of one document.

From Assistant to Associate: the total of documented products over a four year period is 24, that is, an average of 6 documented products per year

From Associate Professor to Professor: the total of documented products over a six year period is 36, that is, an average of 6 documented products per year

For Tenure Application: the requirements per year of service are the same as the requirements for promotion.

For Tenure Review: the required number of documented products on a yearly basis is the same as the requirements for promotion and tenure, that is, an average of 6 per year of service leading up to tenure review (18 documented products for a three year period).