

Department of World Languages, Literatures, and Cultures
Expectations for Tenure and Promotion
July 12, 2015

The Department of World Languages, Literatures, and Cultures houses six vibrant language, literature, and culture programs, each with slightly different demands and parameters. Nevertheless, we share certain commonalities that make it possible to articulate common qualities essential to successful faculty in our programs.

Teaching and Advising:

What is true generally for liberal arts faculty – that we need to be generalists as well as specialists, wide-ranging and adaptable in our teaching and research – is perhaps doubly true for faculty in the modern foreign languages. We all function simultaneously in two languages (as we all teach one or more courses in English to the general public in addition to our courses in the target language), and essentially, in two different disciplines: second-language acquisition on the one hand, and our content area (literature, linguistics, foreign language pedagogy, or cultural studies) on the other. Successful candidates for tenure and promotion will exhibit not only the versatility necessary to teach a wide range of courses, but also a lively and continuing interest in engaging with a variety of subjects and levels.

TEACHING WITHIN THE DEPARTMENT

We expect faculty in the Department of World Languages, Literatures, and Cultures to maintain a full and dynamic relationship with the curriculum of the program in which they teach. We each have the opportunity to bring the unique contributions of our own areas of expertise to the curriculum in the form of specialized courses that we inherit or create; however, we should all also expect to contribute more broadly to our individual programs, in “service” as well as in specialized courses. Although we are a large department, our individual programs are relatively small, and so it is essential that we work closely and collaboratively together within each program. Successful candidates for tenure and promotion will have a thorough understanding of their major and/or minor program as a whole, and of the role they need to play in it – which necessarily includes knowing how to build on preceding courses and prepare students for upcoming ones. We encourage our faculty to exchange classroom visits and to share syllabi and ideas on a regular basis. Ideally this sharing will take place across the department as well as within each individual program.

Although student evaluations are of course one factor used to evaluate teaching, more important indicators for teaching within the department would point to how effective the course and instructor are in contributing to the overall health of the program. Faculty in the modern languages need to be sensitive to issues of retention without abandoning rigor. Our success in walking this admittedly fine line is easily visible to other faculty in the same program, as we share students and are able to gauge the level of preparedness, as well as the continuing interest in and commitment to the subject matter, that they bring into our classes.

The Department of World Languages, Literatures, and Cultures wishes to foster and maintain a lively culture of classroom observation, primarily in the interest of collegial exchange, but also, naturally, as a tool for evaluation and faculty development. We expect that all faculty in the department will participate to some degree in the giving and receiving of classroom visits. Untenured faculty are encouraged to actively solicit visits on a regular basis from the members of their tenure committee (all tenured members of WLLC), ideally by making their schedules and syllabi available each term as they extend an open invitation to these colleagues. They are also encouraged to visit each other's classes as well as those of their senior colleagues. Tenured faculty should expect to play a role in mentoring their junior colleagues by visiting classes and by opening their own door to classroom visits. This kind of exchange should not happen exclusively within programs, but across the department as a whole: a new faculty member working on developing an intermediate-level language course, for example, may find it more useful to visit intermediate-level courses in other languages than to visit beginning or advanced courses in her or his own program.

TEACHING OUTSIDE THE DEPARTMENT

WLLC has a history of vigorous engagement with the broader curriculum of the College, and we look to colleagues joining the department to build upon that tradition. Our faculty members have played vital roles in interdisciplinary programs such as Africana Studies, Asian Studies, Latin American Studies, and Women's and Gender Studies; they have participated in foreign terms and in on-campus Learning Communities; they have contributed to the General Education program by offering courses that carry Learning Perspectives and by teaching in the Liberal Studies First Year program. Junior faculty seeking opportunities to contribute broadly to the college curriculum may consider engaging in one or several of the following ways:

- ▶ creating and teaching an LSFY course,
- ▶ reaching out to those interdisciplinary programs appropriate to their area of expertise
- ▶ making connections with faculty across campus with whom they might form a Learning Community
- ▶ volunteering to participate in a foreign term

We expect that tenured faculty will continue to engage with the larger campus community across their career. (It is understood that faculty at all levels will respect the needs of their own program and will form these engagements in consultation with their immediate colleagues. It is also understood that different programs within our department are differently staffed, and that not all faculty will be able to make contributions beyond their program at the same level.)

ADVISING

Advising is central to the mission of the College, and it is an essential part of our relationship to the students majoring and minoring in our programs.

Because each individual program in our department has a relatively small number of faculty available to advise majors, the advising load can be fairly heavy. It is expected that all tenured faculty share in the advising of majors and minors within their program. Tenure-track faculty are encouraged to volunteer to serve as First-Year Advisors as early as possible in their career – ideally, at the beginning of their second year at Augustana – in order that they may get a fuller sense of the general education program and requirements before serving as major advisors. Furthermore, as Advising becomes an increasingly central and intentional piece of the College Mission at Augustana, faculty from our department who serve as First-Year Advisors will be an important link between the first-year advising program and our work with our majors and minors.

However, the advising role in our department goes beyond the relationship of each student to an individual advisor. We are privileged to know all of our majors and minors, and to know them well. We follow their progress across their career at Augustana – and ultimately, beyond – and we work together to help each student reach his or her full potential. The formalized relationship between a student and the advisor of record is a precious one, and we expect our faculty advisors to devote considerable time and thought to their advising sessions. In close-knit programs like ours, however, the informal advising relationship that each of us shares with each of our students is equally vital. Faculty in our department need to know and understand our students fully as well as they do the college and program requirements.

Scholarly Activity:

In recent years the College has placed increasing emphasis on peer-reviewed publication as a measure of scholarly achievement, and has undertaken a number of initiatives to foster and support scholarly work, particularly in regard to junior faculty. We support this expanded scholarly agenda and are happy to see young colleagues able to further their research

through programs that were not offered to earlier generations. We encourage untenured faculty to take advantage of opportunities like the pre-tenure sabbatical and summer research stipends available to them. Faculty who apply for and receive research monies of various kinds are, of course, expected to follow through on their projects and pursue publication in a peer-reviewed journal. We maintain, however, an openness to other career trajectories, and note that there are multiple venues for continuing professional development and expression.

The Department of World Languages, Literatures, and Cultures supports the contention that ongoing learning is essential to excellent teaching, and we believe that engagement with our disciplines is central to the vitality of our programs. We also acknowledge certain constraints under which our faculty operate. As noted above, most modern language faculty have a demanding teaching load, involving multiple subject areas and few if any repeat preparations, either within a given term or across a year. It is necessary that we devote a great deal of time and energy to teaching and advising, and it is also necessary that we be generalists as well as specialists.

Because of the high demand for intellectual adaptability and diversification that is inherent in our courseload, we place a high value on those forms of professional activity that foster these qualities:

- ▶ regular attendance at local and national academic conferences
- ▶ public presentations, which may include presentations given within the campus community, but which should also include conference papers
- ▶ continued attention to the ongoing scholarship in one's area of specialization
- ▶ a pattern of engagement (through attendance at conferences, reading, and perhaps scholarly production) with areas of study beyond the original focus of the dissertation; a demonstrated commitment to breadth as well as depth of lifelong learning
- ▶ participation in workshops, seminars, and other venues for faculty development
- ▶ regular study and travel in the target country or countries of specialization
- ▶ engagement with the Scholarship of Teaching and Learning (SOTL)

Given the structure of our program and the nature of our role in the College, we especially seek faculty whose commitment to learning is wide-ranging and flexible, rather than narrowly focused. The successful tenure candidate will give evidence of engagement with scholarship of various kinds and in multiple venues. Some of the scholarly activity should take the form of professional development; some must necessarily involve active production, in the form of presentations and/or publication. Because we are most concerned with the breadth and quality of the professional activity of our faculty, we prefer to characterize rather than quantify the kind of scholarship that we seek.

Service:

SERVICE TO THE DEPARTMENT

It is essential that faculty at all stages of their career maintain a pattern of active service within the Department. We are small and intense programs with program-specific needs to which we must all attend. Certain kinds of service (for example, sponsoring the various language clubs) may fall more naturally to early-career faculty; others (for example, serving as a “foreign language consultant” for faculty advisors from other departments) may be more easily done by established members of the Department. However, all members of WLLC should expect to participate to some degree in the following activities:

- ▶ serving as a representative and consultant for their language at the Foreign Language Session during the Summer Registration days
- ▶ helping to staff a table at the Saturday “Academic Fairs” during the High School Visit Days
- ▶ opening their classrooms to visits from prospective students
- ▶ aiding in leading, serving in, or designing study-abroad programs specific to their language

It should be noted also that there are duties specific to the different languages that incoming faculty may be expected to assume: faculty in Swedish need to be prepared to participate in the annual Santa Lucia production; faculty in French and Spanish may be asked to work with the yearly Film Festival; in German and Chinese, the language tables are staffed by faculty rather than by students.

SERVICE TO THE COLLEGE

All members of the Department of World Languages, Literatures, and Cultures should expect to serve the campus community in various ways across their career. Examples of active service include, but are not limited to:

- ▶ serving as divisional representative or as faculty-at-large on campus committees, task forces, and working groups
- ▶ participating in recruitment activities
- ▶ contributing to Symposium Day by organizing a session, offering a presentation, or facilitating student presentations
- ▶ serving as faculty sponsor to a student organization
- ▶ sharing one’s scholarship with the campus community

Active service to the College is easily visible and relatively quantifiable. Less concrete

perhaps but equally important is what we might call *passive service*. We believe that full collegiality entails not only initiating one's own endeavors, but supporting those of others. We expect our faculty, at a minimum, to support the College Mission by regular attendance at meetings of the Department, the Division, and the Full Faculty; at the Fall Faculty Retreat; and at Commencement. Beyond this, we hope that our faculty will engage with the campus community by supporting other campus events such as lectures, concerts, plays, Friday Conversations, and Faculty Fora. We encourage all faculty to support Symposium Day by their own attendance and by ensuring the participation of their students.

SERVICE TO THE COMMUNITY

Recognizing that not all academic expertise will necessarily meet a felt need in the larger community, we choose not to be prescriptive regarding community service. However, we encourage our faculty to become involved in the larger community of the Quad Cities in the ways most natural to them, and to serve as the occasion arises.

Conclusion:

Augustana has a long tradition of celebrating a wide variety of gifts and contributions from its faculty, and the Department of World Languages, Literatures, and Cultures embraces this tradition. We recognize that the way in which faculty members negotiate and express their contributions in these areas will be slightly different for every individual. We note only that no category should be neglected, and that an ongoing and vigorous engagement with teaching is of paramount importance in all cases. Beyond that, we rejoice in the variety of talents and commitments that our colleagues bring to the table.