

Language and Culture Studies Program Guidelines for Tenure and Promotion

The faculty of the Language and Culture Studies Program supports the Standards of the College and School of Arts and Humanities and intend for the elements of this document to further elucidate the areas of teaching, scholarship, and service from the perspective of the Language Program. Candidates for reappointment, reappointment with tenure, and promotion, need to refer to both the College and the Language and Culture Studies Program standards.

1.0 Preamble

- 1.1 The Language and Culture Studies (LANG) Program Guidelines document defines and states the requirements for candidates seeking tenure and/or promotion to associate and full professor. This document was developed by the LANG faculty in the spring of 2008. It is understood that these guidelines can be amended or modified depending on demands, changes or new expectations from the Program. The individual faculty plan will be created by new faculty in consultation with senior faculty for two reasons. First, it is important that program guidelines are in alignment with both the institution's and the school's guidelines. Second, it is imperative that clear, attainable and professional goals be established. This will ensure direction and allow LANG candidates to meet the expectations of the institution, the school and the program.
- 1.2 In general, the candidate has to fit into the unique nature of the LANG Program. In recent years, the teaching of foreign languages and cultures has undergone tremendous changes in what pertains to research, pedagogy and methodologies. Furthermore, the Program values candidates who continue his/her professional development as an educator in order to incorporate modern approaches to the teaching of second language acquisition, cultures and literature. The LANG Program works in collaboration with professional associations in the nation, such as The American Council on the Teaching of Foreign Languages (ACTFL), the Modern Language Association (MLA), and the American Philological Association (APA).
- 1.3 The LANG Program seeks candidates who can strengthen and fulfill our mission to prepare students for an ever-present multicultural global community. We believe that in the process of learning languages and cultures, students become more attuned to different cultural practices and perspectives. This cultural sensitivity is central to the mission of the division of Arts and Humanities (ARHU). By exposing and immersing students in different languages and cultures at Stockton or abroad, we form individuals who will be able to communicate better both in a highly diversified and pluralistic world. Our primary objective is to enable

students to attain an international outlook, paving their way to bridge the gaps between peoples and cultures.

- 1.4 The Program endorses candidates who can support or add to the deeply inherent interdisciplinary nature of the Program and its wide scope of knowledge. Professors already teach Latin, French, Spanish, Greek, and Hebrew language courses, from the novice to the advanced levels. We hope to expand our Program by adding more language offerings in the near future. Moreover, the teaching of a given language is also the teaching of a culture. The concept of culture is defined broadly as the historical, social (social classes, economy, race, ethnicity, inter/cultural exchanges), political, artistic and literary knowledge of a region or people. Professors draw knowledge from their varied experiences and avid interests in Peninsular, Latin American and Caribbean Studies, Hemispheric Studies, French and Francophone Studies, Greco-Roman Studies and Comparative Literature.
- 1.5 Criteria for tenure and/or promotion involve a balance of teaching, scholarly and creative activity, and service.

6.1 Teaching Standards for the LANG Program

- 6.1.1 Faculty shall be well-versed in the subject matter being taught, including any recent developments in the area. This may involve research and/or travel directly related to course development
- 6.1.2 Faculty shall have a clear vision of what s/he hopes to accomplish in the course and be clear and open with students about these objectives on the course syllabus.
- 6.1.3 Faculty shall provide thoughtful and constructive feedback to their students about their progress in the course, and do so in a timely fashion.
- 6.1.4 Faculty shall employ methods of evaluation that are sensibly related to the objectives of the course.
 - 6.1.4.1 IDEA forms will be the main method for evaluation for each class.
 - 6.1.4.2 Evaluation of LANG course by other member of LANG faculty.
 - 6.1.4.3 Evaluation of LITT or G-course by other member of ARHU faculty.
- 6.1.5 Faculty shall construct classes that meet the overall program goals for language majors/minors as well as non-majors/minors. This may include creating, teaching, and leading courses abroad during the summer.

6.1.5.1 Faculty might also be called upon to teach Independent Studies to majors/minors and non-majors/minors as needed.

6.1.5.2 Academic year study tours and/or summer study abroad presents a number of non-traditional teaching expectations (writing letters to parents, establishing a relationship between students and the Financial Aid Office, solving passports or visa concerns, offering orientation meetings, establishing connections with travel agencies, marketing the study tour, confirming appointments with museums and other cultural activities, etc.) and should be duly noted. Additionally, the planning and preparation for an academic year study tour and/or a summer study abroad program begins far in advance of the academic term it is taught.

6.1.6 Faculty shall incorporate writing into a significant portion of courses being taught.

6.1.7 Faculty shall teach content (historical, socio-political, cultural, artistic and literary information) through listening, reading, and speaking exercises in a linguistic medium other than English.

6.1.8 Faculty shall be willing to offer new courses or significantly revise existing courses in areas that the Program deems necessary.

6.1.9 Faculty shall be responsive to concerns about areas where the professor might need improvement in his/her pedagogy. This may involve teaching methodologies and/or instructional technology workshops.

6.1.10 The LANG Program offers an extremely valuable contribution to other programs, such as Historical Studies and Literature, among others. LANG professors often fulfill additional teaching responsibilities by promoting language instruction to students in related academic fields of study. Working alongside these programs also promotes interdisciplinary ties. It enables academic programs to remain connected as they incorporate language study into their disciplines, allowing students to meet their program's graduation requirements. Our collaboration with other programs entails great amounts of time and dedication, as LANG faculty must work in conjunction with the academic expectations of other disciplines. This additional responsibility increases the teaching load for LANG faculty because many of the course offerings must be scheduled during the summer sessions, ensuring that students from other programs as well as our own LANG students graduate in a timely fashion. Teaching summer courses on a regular basis will be recognized as an invaluable part of program building. It can significantly alter a faculty member's

individual plan, especially with regard to the timely production of scholarly and creative work.

- 6.1.11 Faculty will be expected to support students outside of the classroom by advising students to apply to study abroad programs and to present their research at Stockton and other appropriate venues, to correspond with matriculated majors/minors, and to write letters of recommendation as needed or where appropriate.

6.2 Scholarly and Creative Activity

- 6.2.1 The faculty of the LANG Program embraces the idea that scholarship, written in English, Latin, French, Spanish, Greek, Hebrew, and in other world languages enhances creative classroom activity and a service to the profession. Furthermore, the members view a continuing commitment to these activities, in national and international contexts, as not only part of an academic career but enjoyable and worthy in their own right. Scholarly and creative work grows out of the life of the mind we all cherish. It stimulates intellectual growth and cross-cultural understanding.
- 6.2.2 Candidates must have made contributions to their field of study commensurate with academic standards of their fields and disciplines for tenure and/or promotion to associate and full professor. Quantity alone is an insufficient measure of scholarship and creative activity. Therefore, the Program will not list any specific quantitative measure that candidates for tenure and/or promotion must meet. The faculty will address such issues in their individual faculty plans.
- 6.2.3 LANG faculty must oftentimes be generalists who, in addition to constantly demonstrating their expertise of the subject matter through course work and research, simultaneously prove to be linguists, historians, translators, literature and philosophy professors.
- 6.2.4 Student involvement in one's research is encouraged within Program and General Studies courses.
- 6.2.5 The Program recognizes a wide variety of scholarly and creative activities for tenure and/or promotion. These may take many forms and be directed at the academic and/or wider community. We welcome traditional scholarly activity in Latin, French, Spanish, Greek, Hebrew, and in other world languages. Language teachers are also by nature advocates of that language and its culture. Therefore, new translations, new editions, study abroad, or exhibitions as well as other activities that introduce international authors and their works to a new audience are an integral part of our mission. The candidate, in consultation with other program faculty,

will decide how and in what manner s/he wants to meet the goals for scholarly and creative activity in the individual faculty plan.

6.2.6 A candidate is encouraged to present scholarly work at academic conferences or other appropriate venues. The Program expects faculty members to pursue various scholarly interests, even projects outside one's area of specialization. The Program and candidate for tenure and/or promotion will work together to determine the significance and impact of their work and of the venues in which their work should appear.

6.2.7 The College guidelines state "it is always the case that the burden is on the candidate to document the excellence of one's work." Because the LANG faculty must evaluate this work, the Program will share the responsibility of documenting its quality. The Program is best suited to make such judgments and will render them when aiding candidates in the composition of their individual plans and when recommending a candidate for tenure and/or promotion.

6.3 Service

6.3.1 Stockton recognizes three levels of service: service to the Program, service to the College, and service to the community. The LANG Program stipulates that candidates must contribute on the first two levels and that the candidates will determine the degree to which they can contribute on the third level. Furthermore, service for LANG faculty should include student engagement and program assessment of student learning. The candidates, in consultation with the LANG Program, will spell out in their individual faculty plan the contributions they intend to make in each area.

6.3.2 Program Level: The following activities are examples of acceptable general requirements for service to the Program:

- leading language-specific clubs, trips, or other activities
- creating or managing a study abroad program
- contributing to program assessment and planning
- contributing to program reports and other program documents
- acting as a liaison to other programs and divisions
- working in a collegial fashion with fellow program faculty
- participating in oral, reading, and writing proficiency activities in the modern languages
- representing the Program in recruiting activities
- creating and offering independent study courses

6.3.3 College Level: The following activities are examples of acceptable general requirements for service to the College:

- contributing to or chairing ARHU committees
- contributing to or chairing college-wide committees

- serving as a Faculty Assembly officer
- serving as a Stockton Federation of Teachers officer
- attending various college functions
- making scholarly presentations to the college community
- writing reports or other documents for the College
- mentoring new faculty members
- being active in Hellenic Studies
- contributing to the Stockton artistic community
- contributing to a Board of Trustees committee
- guest lecturing in other programs or divisions
- team teaching a course
- organizing conferences, symposia, and guest lectures at the College
- organizing student events
- assisting in the monitoring and the documentation of program assessment

6.3.4 Community Level: Service to the community may include, but not be limited to the following activities:

- contributing to or chairing local, state-wide, or national entities such as charitable organizations; civic and advocacy groups and institutions
- acting as a consultant to charities, institutions, civic or advocacy groups
- volunteering to perform outreach to the local community.
- organizing or planning conferences outside of academic settings
- conducting in-service or lectures at local schools
- lecturing at local, state, or national gatherings

6.3.5 Additional Evaluation Criteria

Where the Program believes the candidate has met these guidelines, it will state so in the annual program letter. The individual faculty plan will also indicate sufficient progress toward such goals. If the Program believes that the candidate has not performed sufficient service, it will indicate in the program letter specific recommendations for improving the candidate's performance. For service in other categories, the following will serve as assessment:

- letters from committee chairs detailing the candidate's contribution
- letters from fellow committee members detailing the candidate's contribution
- letters from outside evaluators
- letters from staff recognizing the candidate's contribution
- awards or other types of public recognition
- event programs indicating the candidate's contribution
- membership listings