

# **Germanic Studies Promotion and Tenure Guidelines**

Adopted April 17, 2014

## **CRITERIA FOR PROMOTION TO ASSOCIATE PROFESSOR WITH INDEFINITE TENURE**

The University and the Department look for evidence that the applicant is developing as a publishing scholar, an effective teacher, and an active university colleague and citizen of the profession. A strong candidate will compile a record of steady productivity over a period of time and give evidence of a coherent research program. The following paragraphs are offered as examples of activities that contribute to a strong and convincing case in the areas of research, teaching, and service and discuss some of the ways in which a record of high quality in these three areas can be demonstrated and documented.

### **Research**

The centerpiece in a tenure case for an Assistant Professor is normally the publication of a scholarly monograph in the candidate's field of expertise. Most Assistant Professors choose to publish a substantially revised version of their dissertation, although this approach is certainly not a requirement. The press that publishes this book should be known for its rigorous review process and have an established reputation in scholarly publishing. German and other non-US presses are appropriate venues for publication, and it should be noted that the review process may be different from that practiced in the U.S.

The Department also looks for evidence that the candidate has engaged in scholarly activity that is not confined to the revision of all, or part, of her/his dissertation. Such evidence includes, but is not limited to, publication of refereed articles in scholarly journals, chapters in scholarly books, edited books and special issues of scholarly journals, and review essays as well as conference papers, lectures, and the development of scholarly websites and other electronic media of scholarly communication. There should be evidence that a second major research project is being developed and may even be in progress. The P & T papers submitted by the Department require a statement written by the candidate describing current and future research. Publications and other research activities of the candidate beyond the dissertation lend credibility to these plans by offering an indication that the Assistant Professor is moving forward on a viable scholarly path. The candidate should also be developing professional standing in his/her branch of the field. Evidence for such development includes, but is not limited to, book reviews; refereeing for publishing houses, for journals, and for award-granting agencies; involvement in the management or editing of a scholarly journal; and participation at professional conferences.

To recommend promotion, the Department needs to be satisfied that the candidate has made a significant contribution to knowledge within the discipline. The candidate's scholarly record is evaluated by the tenured faculty of the Department. Reports from scholars in the candidate's field selected by the Department are also considered. Also helping to demonstrate the candidate's achievements in research are evidence of scholarly discussion, citation, and review of the candidate's work, as well as fellowships and prizes awarded internally and externally and grants that have been obtained.

## **Teaching**

The Department expects its faculty members to demonstrate excellence in teaching by means of such evidence as the following:

- student evaluations
- written reports from class visits by colleagues
- teaching materials prepared for specific courses
- the development of new courses or new topics in existing courses
- a record of effective innovation in teaching methods and course design
- evidence of specific and effective efforts to improve teaching
- proven ability to teach a range of courses
- contribution to the development or revision of the Department's curriculum
- receipt of one or more of the several campus teaching awards

The teaching record includes not only courses taught at the undergraduate and graduate levels, but also membership on dissertation committees, participation in comprehensive and preliminary examinations, and student advising. Development of new courses or new topics in courses, other kinds of teaching innovations, and publications on pedagogy are also relevant to the teaching record.

## **Service**

Although less service is expected of junior faculty than of senior colleagues, all faculty members are expected to accept and to discharge effectively routine assignments to committee work, the advising of students, and other non-teaching duties essential to the operation of the Department. Service may also include participation on committees within the university, extra-curricular student support and advising, and active participation in professional organizations. Community involvement that is relevant to the candidate's expertise, as well as lectures for non-professional audiences, enhance the service record. In evaluating the service of candidates who are hired with explicit service expectations, due weight will be given to the extent to which those service expectations are fulfilled.

## **CRITERIA FOR PROMOTION TO (FULL) PROFESSOR**

Promotion to (full) professor may be expected after presentation to the Committee (composed of all [full] professors) of compelling evidence of substantial scholarly achievement since the candidate's last promotion.

### **Research**

Normally, the single most compelling evidence of such substantial scholarly achievement is a book-length monograph published by a reputable university or other scholarly press. In determining whether a book satisfies this criterion, the Committee considers the scope and contents of the book itself, including its relation to the candidate's previously published work; the reputation of the press in question, including evidence that it subjected the book manuscript to peer review. It is not normally expected that published scholarly reviews of the book will be available for the Committee's consideration, but if they are available, they should be submitted as well. German and other non-US presses are appropriate venues for publication, and it should be noted that the review process may be different from that practiced in the U.S.

In addition to the published book, the Committee expects to receive evidence of scholarly achievement in any or all of these forms: articles and book reviews published in scholarly journals; chapters published in edited scholarly collections; scholarly collections edited; outside research grants and fellowships received. It is also possible, though outside the norm, that the candidate's record may be sufficient to obviate his or her submission to the Committee of the published book specified above.

### **Teaching**

It is expected that his or her teaching performance meet or exceed applicable UIC, LAS and Departmental standards. The Department expects its faculty members to demonstrate excellence in teaching by means of such evidence as the following:

- student evaluations
- written reports from class visits by colleagues at the rank of Full Professor
- teaching materials prepared for specific courses
- the development of new courses or new topics in existing courses
- a record of effective innovation in teaching methods and course design
- evidence of specific and effective efforts to improve teaching
- proven ability to teach a range of courses

- contribution to the development or revision of the Department's curriculum
- receipt of one or more of the several campus teaching awards

The teaching record includes not only courses taught at the undergraduate and graduate levels, but also membership on dissertation committees, participation in comprehensive and preliminary examinations, and student advising. Development of new courses or new topics in courses, other kinds of teaching innovations, and publications on pedagogy are also relevant to the teaching record.

### **Service**

With respect to service, the Committee expects to receive evidence of the candidate's active participation in Departmental, LAS and University committees and/or administration. Evidence of off-campus public service, in the form of speaking, publishing, or other activities that draw on the candidate's status and expertise as a member of the faculty of UIC, is also considered here. Evidence of engagement and service in the profession at large is also expected.

### **CRITERIA FOR PROMOTION IN CLINICAL RANKS**

For promotion to Clinical Associate Professor, candidates will be expected to have experience at the Clinical Assistant Professor rank or equivalent; to have made effective contributions in the area of teaching, the development of new courses/curricula, and the training or supervision of graders and teaching assistants; to have shown some participation in service; and to have made substantive contributions to relevant scholarship.

For promotion to Clinical (Full) Professor, candidates will be expected to have experience at the Clinical Associate Professor rank or equivalent; to have made effective contributions in the area of teaching, the development of new courses/curricula, and the training or supervision of graders and teaching assistants; to have shown some participation in service; and to have made externally recognized contributions to relevant scholarship.

### **PROMOTION IN THE NON-TENURE LECTURER TRACK<sup>1</sup>**

Promotion in the Non-Tenure Lecturer track procedures follow those of the College: (paste link here; not yet available). For the promotion to Senior Lecturer, candidates need to inform the department head about their interest in being promoted as early as possible to ensure that annual reviews and required observations are completed. As per LAS guidelines lecturers become eligible to be considered for promotion after 3.5 academic years of 100% appointment as a lecturer occurring within a five-year span.

**Annual Review:** Lecturers who wish to be promoted will be reviewed annually by the Department Head or an ad hoc committee, which will include the lecturer's supervisor. The

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<sup>1</sup> Amended March 11, 2015 by a vote of 7-0.

annual review should minimally be based on SIT evaluations and the teaching observations. The candidate should provide the reviewer(s) with the required information. The candidate should be informed about the outcome of the review in writing.

**Unit Review:** Lecturers who wish to be promoted will be reviewed by a standing or an ad hoc committee of at least three members at the senior lecturer level or above and with at least one tenure-line faculty member. If the lecturer works in a coordinated program under a Language Program Director or course coordinator, the Director or course coordinator should be a member of the committee. The unit review should minimally be based on SIT evaluations and the teaching observations. The candidate should provide the committee with the required information. The candidate should be informed about the outcome of the review in writing.

**Observations:** Lecturers who wish to be promoted should be observed at least three times during the first two years of teaching, and at least once a year thereafter. Observations can be conducted by members of the department at the senior lecturer level and above (senior lecturers, clinical, and tenure-line faculty). The teaching observation schedule is arranged by the department head, who ensures that at least one observation has to be completed by a tenure-line faculty member. If it is reasonable, observations can be done across departments within the School. Observations should follow the observation template of the School and should be shared with the candidate. The candidate has the right to respond to the teaching observation in writing. The response should be submitted directly to the department head.

**Promotion process:** At the end of the fall semester the department head appoints a committee of at least three people to review the candidate's dossier and decide whether the candidate has fulfilled all requirements for promotion. At least one of the members must be tenure-line faculty and the committee can include lecturers who have worked full time at UIC for more than five years, senior lecturers and clinical faculty. If the lecturer has worked in a coordinated program under a Language Program Director or course coordinator, the Director or course coordinator should be a member of the committee.

The candidate is responsible for providing all required materials for the promotion package as well as an evaluation portfolio to demonstrate excellence in teaching (items 4 and 7 outlined in the LAS guidelines). All materials need to be submitted to the committee by the end of the first week of classes in the spring semester. In addition to the portfolio items outlined by LAS, materials could include and are not limited to: unsolicited emails from students, evidence of student participation in the School's In/Between poster session and UIC's research forum, lecturer participation in teaching related workshops (e.g., at the LCLC or NOIAATG) and conferences (e.g., Language Symposium), outreach efforts, and the organization of and participation in extracurricular activities for students. If the lecturer has contractually defined non-teaching duties, evidence of excellence in these areas should also be addressed in the promotion packet.

All senior lecturers, clinical and tenure-line faculty in the department are eligible to vote.

All materials that are part of the promotion packet should be made available to voting members two weeks prior to the vote. In order to vote members must be physically present in the room or on Skype. The candidate must be notified of the outcome of the vote within one week.

The department head and the assistant director of academic and faculty affairs of the School complete all forms required by the college. The candidate must be notified of the outcome of the vote within one week. If the vote is positive the department head will add a letter of endorsement to the packet and forward it to the Director of the School. If the Director supports the promotion he or she will add a letter of endorsement and forward the materials to LAS for review.

**Criteria:** Criteria for promotion are sustained excellence in teaching and in any contractually defined non-teaching duties.