

Department of World Languages, Literatures, and Cultures (WLLC)
Expectations for Review, Tenure and Promotion
(Revised Spring 2024)

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

Our Work with Students

Excellence in teaching is the primary responsibility of all faculty in WLLC. 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 world languages. We all function simultaneously in two languages (as many of us 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, language pedagogy, or cultural studies) on the other. Successful candidates for review and/or 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.

We expect faculty in WLLC 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. Successful candidates for review and/or 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 at all levels 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 world languages need to be sensitive to issues of retention without abandoning rigor. Our success in walking this admittedly fine line is recognizable by 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.

Our department 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. Faculty seeking tenure and/or promotion are encouraged to actively solicit visits on a regular basis from their colleagues

and department chair(s) and, if applicable, the members of their tenure committee (all tenured members of WLLC), ideally by making their schedules and syllabi available each semester as they extend an open invitation to these colleagues. Those seeking tenure and/or promotion are also encouraged to visit the classes of others. Tenured faculty should expect to play a role in mentoring their junior colleagues by visiting classes and by extending invitations to colleagues to visit their own classrooms.

WLLC has a history of significant contributions to the broader curriculum of the College, and we look to colleagues joining the department to build upon that tradition. Our faculty members play vital roles in interdisciplinary programs such as Africana Studies, Asian Studies, Latin American and Latinx Studies, and Women, Gender, and Sexuality Studies; they have participated in off-campus programs; they have contributed to the General Education program by offering courses that carry Learning Perspectives, by teaching in J-term, in APEP, and in the First Year Inquiry, Honors, and REF programs. Faculty at all levels seeking opportunities to contribute broadly to the college curriculum may consider engaging in one or several of the aforementioned ways. 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 be cognizant of the needs of their own program and will form these engagements in consultation with their immediate colleagues and department chair(s). 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.

As instructors of world languages, we work to educate students so that they may lead and serve others in a diverse world. Our courses help Augustana students to grow in their cultural responsiveness as they come to understand a language other than their own and/or deepen their knowledge of a language, the communities where that language is spoken, and the forces that have shaped those communities and their communication. The lived and performed identities of our faculty members also serve as an embodied example of diversity within the Augustana community.

Beyond the global diversity of our faculty and our course content, we expect our faculty members to incorporate equitable and inclusive practices in their teaching, with attention to both approach (for example, accommodations and course policies) and curricula (for example, the identities of assigned authors). Faculty at all points in their career should stay abreast of best practices relating to diversity, equity, and inclusion (DEI) by participating in programming offered on our campus and beyond, reading current publications on DEI matters, and taking steps to revise their courses as needed. Through our own continued education, our faculty must strive in each class and each student interaction to dismantle structures of oppression (colonialism, racism, sexism, ableism, etc.) that plague our disciplines as well as the lives of our students. Our efforts as instructors and mentors should recognize the intersectional identities of our students, our own positionalities in systems of power and privilege, and the shared work of minimizing barriers to student success. The enactment of best practices empowers students to participate in academic life as their full selves and to reach their highest potential. As faculty in WLLC, it's imperative that we sustain meaningful engagement with developments in DEI work, and that our curricula, pedagogies, and approaches to mentorship reflect this commitment.

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. 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. Formal advising of majors and minors is primarily the responsibility of full-time continuing faculty members. Unless otherwise stipulated in their contract, part-time and contingent faculty members are not expected to serve as advisors of record. Any formal advising work that contingent faculty members elect to do will be characterized as exceeding our expectations.

The advising role in our department goes beyond the obligation to help students successfully navigate major and graduation requirements. In close-knit programs like ours, we are privileged to know all of our majors and minors and to mentor them across their career at Augustana – and ultimately, beyond.

Tenure-track faculty may choose to volunteer to serve as First-Year Advisors early in their career in order that they may get a fuller sense of the general education program and requirements before serving as major advisors. Furthermore, 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 students who decide to declare majors and minors in WLLC.

Our Work With One Another

As a diverse department with faculty on different types of contracts and with different responsibilities outside of work, our expectations relative to service work aim to be equitable in terms of obligations while also inclusive in terms of support and opportunities. In other words, we seek to empower as well as protect contingent faculty, while encouraging all of our faculty members to engage with one another and with the institution. Much of the service work described below is not expected of contingent faculty, though we do support such service where it aligns with an individual's inclinations and availability.

It is essential that full-time faculty at all stages of their career maintain a pattern of active service within the department and within their particular language program. All full-time faculty members of WLLC should expect to participate, to some degree, in activities such as: serving as a program representative during Advising or Admissions events throughout the calendar year, opening their classrooms to visits from prospective students, and becoming involved with relevant off-campus programs. It should be noted also that there are duties specific to the different languages that incoming faculty may be expected to assume: the annual Sankta Lucia production for faculty in Swedish; the yearly Film Festivals for faculty in French and Spanish; the language tables for faculty in Chinese, German and Japanese.

Beyond service within our department, all tenured and tenure-track members of WLLC 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 representative on campus committees, task forces, and working groups; contributing to Symposium Day and other

scholarly initiatives on campus by organizing a session, offering a presentation, or facilitating student presentations; serving as faculty sponsor to a student organization. The faculty handbook further stipulates that promotion to full professor requires campus-wide leadership.

Active service to the College is easily visible and relatively quantifiable; however, we believe that full collegiality entails not only initiating one's own endeavors, but supporting those of others. We expect our full-time faculty to support the College Mission by regular attendance at meetings of the Department and of the Division, and of the Full Faculty for those with voting rights; at the Fall Faculty Retreat and at Commencement whenever possible. We hope that our faculty will engage with the campus community by supporting other campus events such as lectures, performances, professional development sessions, Faculty Fora and the like. We encourage all faculty to support Symposium Day and Celebration of Learning by their own attendance and by ensuring the participation of their students.

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. However, 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. At the same time, community service is a vital form of engagement for some faculty, and the department recognizes this service as also contributing to the mission of the college.

Our Work Beyond Augustana

WLLC supports the contention that ongoing learning and scholarship are essential to excellent teaching, and we believe that engagement with our disciplines is central to the vitality of our programs. We support and encourage the continued professional development of all our faculty members, even as we recognize that contingent faculty are not provided the same time and support to pursue active research agendas due to the nature of their contracts. In recognition of diverse contract types, WLLC seeks to be inclusive in our characterization and appreciation for an array of professional activities. Faculty members of all contract types are expected to engage in professional development related to best practices in DEI and in pedagogy; however, any formal scholarly production undertaken by contingent faculty members will be understood as exceeding our expectations.

For our tenured and tenure-track faculty members, peer-reviewed publications, conference presentations, and invited talks are valued as meaningful measures of scholarly achievement, both in our disciplines and by the College. We maintain, however, an openness to other career trajectories, and note that there are multiple venues for continuing professional development and expression. We also acknowledge certain constraints under which our faculty operate, particularly the demands of effective teaching and advising. Because of the need for intellectual adaptability and diversification that is inherent in our course load, we place a high value on those forms of professional activity that foster these qualities, such as:

- regular attendance at local, national, and international 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 one's dissertation; a demonstrated commitment to breadth as well as depth of lifelong learning
- participation in workshops, seminars, and other venues for faculty development
- community-based scholarship
- continued study of and/or engagement with contemporary realities in the target country/countries or culture(s) of specialization
- engagement with the Scholarship of Teaching and Learning (SOTL)

The successful candidate for tenure and/or promotion will give evidence of engagement with scholarship, at least some of which producing results that can be shared with or used by others in written, oral, or visual form and that is subject to review or evaluation. 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. We encourage tenured and tenure-track untenured faculty to take advantage of opportunities like the pre-tenure and sabbatical leave and summer research stipends available to them. Faculty who apply for and receive research monies and leaves of various kinds are expected to follow through on their projects and share their insights, for example through a public presentation or publication.

Conclusion

WLLC embraces the long tradition at Augustana College of celebrating a wide variety of gifts and contributions from its faculty. We recognize that the way in which faculty members negotiate and express their contributions in these areas will be slightly different for every individual. The faculty handbook stipulates that promotion to full professor requires "meritorious" achievement in at least one area of one's work, which could include an integrated approach to the meaningful enactment of DEI best practices across all areas. We note only that no category should be neglected, and that an ongoing and vigorous engagement with teaching and attention to DEI in our work with students 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.