

**Statement on Expectations for Promotion to Associate Professor with Tenure
Department of Romance Languages & Literatures**

Adopted 9/8/03

Approved by the Advisory Committee 1/23/2015

All candidates should consult the Faculty Handbook for policies and procedures bearing on tenure and promotion decisions.

In reviewing candidates for promotion, the Department of Romance Languages & Literatures bases its evaluation on three factors: evidence of intellectual growth and promise that such growth will be sustained; first-rate teaching; and a demonstrated commitment to serving the department and university. The department resists being overly rigid in quantifying its expectations since the issue of quality is the crucial factor in all three areas of evaluation. It should be emphasized that the department reserves the right to make its own determination as to the quality of work submitted for review. The department recognizes, however, that junior faculty will want to coordinate their work with departmental and institutional expectations and will want to pace themselves in order to meet those expectations in a timely fashion. In the spirit of mentorship, we have therefore extrapolated from past departmental and institutional practice in this regard to prepare the following set of general guidelines. We encourage our junior faculty to keep these guidelines in mind as they plan ahead.

Scholarship

Minimal expectations for tenure customarily include a completed book-length work of original scholarship that will, in the department's judgment, make a lasting contribution to the candidate's field, plus a few articles (2-4) published, or accepted for publication, in reputable, refereed journals. The department prefers that the book-length work of original scholarship be accepted for publication by a reputable press at the time of review for tenure and urges the junior faculty member to work diligently to that end. Understanding that feedback is profitable for the development of our ideas, we encourage our junior faculty to present their research at scholarly conferences and meetings of learned societies and to share their work with both junior and senior colleagues within and beyond the department. The department also strongly encourages junior faculty to establish a record of scholarship, through articles and presentations of their research at conferences and meetings, at the same time as they bring their major research project to completion. Since our department asks all senior and junior colleagues to meet regularly to discuss the pace, quality, and quantity of the scholarly record, we recommend that the candidate be in regular communication with all mentors (senior colleagues).

Scholarship published in the early stages of one's career usually develops out of the doctoral dissertation. In assessing candidates for promotion, however, the department expects to find evidence of substantial progress beyond the dissertation and signs of new thinking and growth while at Wesleyan. Such progress may be demonstrated in the book-length work or articles mentioned above, or, for example, by lectures, articles, grant applications, new courses, or work in progress that can be evaluated in written form.

We understand that our junior colleagues may choose to publish or present their scholarship outside of North America, and encourage them to do so when appropriate, but we also remind them that most of the experts whose opinion the department will solicit in evaluating them for promotion will work within the United States. They should be aware that the department's evaluation of their scholarship will take into account the assessments of these outside experts.

Teaching

As we have indicated in our Mission Statement, we view ourselves as “a community of teacher-scholars committed to promoting greater understanding of the languages, literatures and cultures of the French, Italian, and Spanish-speaking worlds.” We thus expect our junior colleagues to be first-rate teachers of French, Italian, or Spanish language, and of the literature and culture of the French, Italian, or Spanish-speaking worlds, in both the original language and in translation. In our assessment of teaching, we take into consideration student evaluations, comments from colleagues who have co-taught with the candidate or had a significant opportunity to observe the products of his or her courses, reports on classroom observation by department members (when possible and requested by the candidate), and evidence of improvement.

Collegueship

We expect our junior colleagues to demonstrate their willingness and ability to contribute to our common enterprise within the department and as members of the Wesleyan faculty. Such collegueship is most obviously demonstrated by participation in departmental and university meetings, service on departmental and university committees, advising majors and foreign language teachings assistants, directing senior projects and tutorials and coordinating multi-section courses. It also includes less formal contributions to the intellectual life of the department and the university beyond the classroom and beyond special research interests, including one's effectiveness in stimulating the thinking of colleagues, and encouragement and constructive criticism of their work.

As mentioned, these are general guidelines. We offer them as a way of helping our junior colleagues plan ahead, but we emphasize that the contributions each of us makes to our department, institution, and field are unique. In assessments leading to promotion, we judge each case on its own merits.

**Statement on Expectations for Promotion to Full Professor
Department of Romance Languages & Literatures**

Adopted 6/15/2020

Approved by the Advisory Committee 10/8/2021

In reviewing candidates for promotion, the Department of Romance Languages & Literatures bases its evaluation on three factors: evidence of intellectual growth and productivity; success in teaching that is at least on par with what was achieved prior to tenure; and a demonstrated commitment to serving the department and university. The department resists being overly rigid in quantifying its expectations. Excellence is the crucial factor in all three areas of evaluation, and the department reserves the right to make its own determination regarding our colleagues' performance. In assessing the candidate's continued development in the canonical areas, the department acknowledges that variations in year-to-year performance may be concomitant with learning new skills or pursuing new areas of inquiry. The department recommends that colleagues calibrate their work with departmental and institutional expectations and establish a pace that will help them meet those expectations. In the spirit of mentorship, we have therefore extrapolated from the past departmental and institutional practice in this regard to prepare the following set of general guidelines. We encourage our colleagues to keep these guidelines in mind as they carry out their research agendas.

The expectation for promotion to Professor is a substantial body of publications that will, in the department's judgment, make a lasting contribution to the candidate's field. These publications may include monographs, articles, essays, critical editions, literary or scholarly translations, and, under the conditions specified below, creative writing.

In addition, the department expects that candidates will also have participated in professional events and contributed activities appropriate to these ventures. These may include readings, conferences, symposia, invited lectures, editing, and other relevant pursuits.

All candidates for promotion to Professor should complete a body of work whose scope and importance are the equivalent of what was expected at tenure (e.g., a book and two to four articles). If a second monograph is not included in the dossier, the dossier should contain a series that reflects comparable effort and achievement.

Besides books and/or articles, a dossier presented for promotion may include other important contributions to the candidate's field, such as an equivalent amount of work in scholarly or critical edition(s) or scholarly or literary translation(s); the latter should be accompanied by a substantive and significant critical and historical introduction.

The department also recognizes that in certain, very specific cases, faculty may want to present a dossier that includes creative writing for promotion.

In cases where candidates choose to present only creative works, the department will expect to review the equivalent of a scholarly book and two to four articles. This could be, for example, a novel and two to four short form pieces. In some circumstances, candidates for promotion to

Professor may choose to submit a significant set of shorter creative works (e.g., stories, creative non-fiction pieces, poems). Once again, the material presented in such cases should be comparable to the amount of work described above (e.g., a book and two to four articles). Regardless of the type of work presented, in all cases it should be published or accepted for publication by reputable magazines, journals, or presses.

In all dossiers presented for promotion to Professor, the department expects to find evidence of sustained academic and intellectual growth and the basis for future productivity. The department will judge the quality of the dossier, first and foremost, according to its own independent judgment; second, by its reading of the assessments of the outside evaluators; and third, by the publication status of the work.

We understand that our colleagues may choose to publish or present their scholarship outside of the United States and in languages other than English, and we encourage them to do so when appropriate. We nevertheless remind them that the department's evaluation of their scholarship will rely to a considerable degree on the assessment of experts who work within the U.S.

Understanding that feedback is profitable for the development of our ideas, we encourage our colleagues to seek out peer review by presenting their scholarship at meetings of learned societies and at other universities, for instance, by sharing their work with both junior and senior colleagues within and beyond the department, and by submitting work for blind and double-blind review. Since our department asks all senior and junior colleagues to discuss regularly the progress of faculty who are up for promotion, we recommend that Associate Professors and their mentors (senior colleagues) maintain regular communication throughout the time leading up to their review for promotion to Professor.

Teaching

As we have indicated in our Mission Statement, we view ourselves as “a community of teacher-scholars committed to promoting greater understanding of the languages, literatures and cultures of the French, Italian, and Spanish-speaking worlds.” We thus expect our tenured colleagues to be first-rate teachers of the French, Italian, or Spanish language, and of the literatures and cultures of the French-, Italian-, or Spanish-speaking worlds, in both the original language and in translation. In our assessment of teaching, we take into consideration student evaluations (especially evidence of consistency; of strong teaching at all levels of the curriculum; of a high percentage in the top two categories; of remarks in the narrative sections that suggest students learned from and appreciated the candidates' courses; and of remarks that the candidate showed an effort to address any significant student concerns), comments from colleagues who have co-taught with candidates or had a significant opportunity to observe the results of their courses, reports on classroom observation by members of our department (when possible and as requested by the candidate), and evidence of a sustained high standard or improvement. In the interest of encouraging pedagogical innovation and creativity, we accept some variation in teaching evaluations of a new or thoroughly overhauled course.

Collegueship

We expect our tenured colleagues to demonstrate their willingness and ability to contribute to our

common enterprise within the department and as members of the Wesleyan faculty. Such collegueship is most obviously demonstrated by participation in departmental and university meetings, service on departmental and university committees, service in support of Wesleyan study abroad programs, advising majors and foreign-language teachings assistants, directing senior projects and tutorials, coordinating multi-section courses, and university service more broadly. We value initiative and outreach that help both the department and university advance their missions. Collegueship also includes less formal contributions to the intellectual life of the department and the university beyond the classroom and beyond special research interests, including one's effectiveness in stimulating the thinking of colleagues, and encouragement and constructive criticism of their work.

As mentioned, these are general guidelines. We offer them as a way of helping our tenured colleagues plan ahead. We understand that the contributions each of us makes to our department, institution, and field are unique, and we therefore judge each case on its own merits.