

## Promotion and Tenure Criteria Department of Romance Languages

### PREAMBLE

In all matters related to the third-year review, promotion and tenure, the Department of Romance Languages will follow and adhere to the *University of Georgia Guidelines for Appointment, Promotion and Tenure*. The guidelines and criteria that follow provide specific information on how the third-year review, promotion and tenure will be handled in the Department of Romance Languages, and on the criteria approved by the faculty for promotion and tenure in the Department. Issues not addressed in this document can be answered by resorting to the *Guidelines*.

The responsibilities of faculty in the Department of Romance Languages are assigned in three areas: 1) research and scholarship, 2) teaching, and 3) service to the department, the university, the profession and society.

At the time of appointment, new faculty members will be given a copy of both this document and of the *University of Georgia Guidelines for Appointment, Promotion and Tenure*. They will sign a letter acknowledging the receipt and understanding of these guidelines.

The Department Head will assign to each new faculty member a mentor from among the tenured faculty who will advise on matters related to teaching, research, service, departmental issues in general, and promotion and tenure.

In the written annual faculty evaluation, the Department Head will provide written advice to faculty below the rank of Professor on their progress towards promotion, with specific suggestions as to what the faculty member must do in the areas of teaching, research and service for promotion to the next rank and for tenure (if appropriate).

### THIRD-YEAR REVIEW

In the fall of the third year, each Assistant Professor will submit a CV in the same format as sections IV and V of the promotion dossier as described in the Administrative Guidelines on the Provost's website: [http://provost.uga.edu/index.php/policies/appointment-promotion-and-tenure/admin\\_guidelines](http://provost.uga.edu/index.php/policies/appointment-promotion-and-tenure/admin_guidelines). The Department Head, or an assigned faculty mentor, will advise the faculty member on the contents of the dossier. At the same time, the Department Head, in consultation with the review candidate, will appoint a three-member committee to review the faculty member's dossier and performance. For Assistant Professors, the faculty mentor will serve as a member of this committee. The three committee members will review publications and works in progress, visit several classes, and read teaching evaluations as well as other evidence of performance in instruction. On the basis of this review, the committee will write a report that details its findings and which provides specific recommendations to the candidate concerning his or her progress towards promotion and tenure. In particular, the report will address the question of whether or not the candidate is progressing satisfactorily towards meeting the departmental criteria for promotion and tenure. A copy of the report will be given to both the candidate and to the Department Head. The candidate will have an opportunity to provide a written response to the review within seven business days following receipt of the document. The report, along with the candidate's response if there is one, will be made available to eligible faculty at least one week before a Departmental Committee (tenured and tenure-track faculty) meeting is scheduled. At that

meeting, with a quorum of eligible faculty present, the Head will present the report and the candidate's response (if there is one) to the faculty, who will then discuss and vote "yes" or "no" on the following question:

"[Candidate's name] has made sufficient progress toward promotion and/or tenure to Associate Professor."

The *Guidelines for Appointment, Promotion and Tenure* (pp. 25-26; sections VI.C and VI.D) suggest that the third-year review is separate and distinct from the renewal vote. Whereas the third-year review and vote exclusively address the candidate's satisfactory or unsatisfactory progress towards promotion and tenure, the renewal vote for the fourth year is broader in the sense that a fourth-year renewal may afford the candidate the opportunity to make the necessary progress towards promotion and tenure which was lacking at the time of the third-year review vote. At the same meeting, the faculty will take a second "yes" or "no" vote on the following question:

"[Candidate's name] should be renewed for the fourth year."

Following the meeting, the Head will communicate to the candidate in writing the results of the two votes.

#### **PRELIMINARY CONSIDERATION**

As a university that strives to be a premier research institution, it is important that the significance of our scholarship be acknowledged beyond local and regional disciplinary communities and publication venues. Therefore, candidates for promotion and/or tenure should provide convincing evidence that their scholarship is considered to be of national and/or international importance.

The Department will follow the procedures for initial consideration presented in the *Guidelines*. No later than March 15 of the appropriate year, candidates who wish to undergo initial consideration for promotion and/or tenure, must communicate this in a letter or by email, to the Department Head. By April 1, the candidate will present a CV, a statement of achievements in teaching, research and service, copies of all publications, all teaching evaluations, and all course syllabi, to the Department Head. Those faculty members eligible to vote on the candidate will have access to these materials at least one week before a meeting is scheduled, which is to be no later than the first week in May. At that meeting, the faculty will discuss the merits of the case for promotion and/or tenure and then will vote "yes" or "no" on the following question:

"[Candidate's name] should be formally reviewed for promotion to [the next rank] and/or for tenure."

The results will be communicated to the candidate in writing within three business days of the vote.

In accordance with the *Guidelines*, candidates who receive a majority of "yes" votes and who wish to go forward with the formal review process for promotion and/or tenure, will work with the Department Head or, if the candidate so chooses, with another Full Professor—preferably one who has served on the college and/or university promotion and tenure committee(s)—in the preparation of the dossier. Ultimately though, it is the Head who has final responsibility for the dossier and for working with the candidate on the correctness of its preparation.

## FORMAL REVIEW

In all matters pertaining to the formal review, the Department will follow the *Guidelines*.

In addition to the materials required for preliminary consideration, publications that have been accepted, but not yet published, may be submitted if accompanied by a letter of formal acceptance, a contract, and readers' reports (if available). Unaccepted books or articles may not be submitted or included in the CV. Copies of all published items listed in the CV, along with other materials prepared for the dossier—including the external letters of evaluation—must be made available to eligible voting faculty members no later than the end of the first week of classes in the fall semester.

Prior to the stipulated deadline for submission of promotion and tenure dossiers, eligible faculty members will meet to discuss the candidate's credentials and vote "yes" or "no" on a recommendation for promotion and/or tenure. Before the faculty cast their vote by secret ballot, the Head will announce his or her vote. If more than one candidate is being considered for tenure and/or promotion, the vote on each candidate will take place at separate meetings.

## CRITERIA FOR THE RANKS

### *For Tenure and Promotion to Associate Professor:*

For tenure and promotion to Associate Professor, candidates must show clear and convincing evidence of emerging stature as national and/or international authorities in their academic discipline. This evidence will consist of a range of documentation that includes recognition by national and international experts in the discipline, i.e. tenured Associate Professors and Full Professors with distinguished records of scholarship, in the form of reader reports and/or reviews and/or citations.

In general, the Department of Romance Languages will place the greatest weight on proof of effective teaching and mentoring at both the undergraduate and graduate levels, and on rigorously peer-reviewed publications. With respect to a scholarly monograph or book, preference will be given to a peer-reviewed university, academic, or commercial press with a proven record of stringent publication standards. Where there is uncertainty about the academic rigor of a press—as is often the case with international presses—it will be the candidate's responsibility to provide concrete evidence of the quality of its publication standards and its national and/or international reputation within his or her discipline. The same expectation of demonstrable academic rigor will apply to the journals, books, and edited volumes in which the candidate's scholarly articles, chapters, and essays are published, regardless of whether they appear in printed or online publication venues.

### **1) Research and Scholarship**

The Department of Romance Languages encompasses numerous languages and disciplines, each with its own unique research and publication norms and practices. For promotion to Associate Professor in the field of literature/culture and in the field of online learning, education and pedagogy, the normal expectation is one single-authored book-length study—which may be a published version of the candidate's doctoral dissertation—in addition to a range of 4-6 rigorously refereed journal articles and/or book chapters and/or essays in edited volumes, none of which may replicate the contents of the book-length study. In fields such as the Middle Ages and the Renaissance, a rigorously annotated critical edition of a text is a common practice and will carry the same weight as a purely analytical literary study.

In the field of Digital Humanities, the development of a major grant-funded project, such as an online thematic resource, critical edition, research tool, or archive of born-digital material, has the same importance as a book-length study provided that the candidate is Principal Investigator. In the fields of Theoretical and Applied Linguistics, collaborative research is a common practice and the normal publication venue is refereed journals, refereed edited volumes, and refereed conference proceedings, with the latter usually implying that the manuscript has undergone a double-refereed process, first as a conference paper, and then as a publication. In the absence of a book, a linguistics candidate will be expected to publish within a range of 6-8 stringently refereed articles and/or book chapters, and/or essays appearing in edited volumes. In cases where the candidate presents a published book or an accepted book-length manuscript accompanied by a publishing contract with a recognized university, scholarly or commercial press, a range of 3-5 refereed articles and/or book chapters and/or essays in edited volumes which do not replicate the contents of the book or book-manuscript, also will be required. In the case of co-authored publications in the fields of literature/culture, online learning or linguistics, the candidate will be required to explain, as specifically as possible, the nature of his or her contribution to the publication. It is recommended that linguistics candidates refrain from publishing exclusively co-authored studies; a preponderance of the candidate's published research should be single-authored.

As further evidence of a sustained record of scholarship and continuing professional growth, a candidate in any of the disciplines represented in the Department of Romance Languages will be expected to present an annual average minimum of one scholarly paper at regional, national, and/or international conferences.

In cases where the candidate is given years of prior credit toward promotion and tenure at UGA, publications from those years of credit from a prior institution should count toward promotion and tenure at UGA.

Quality will always take precedence over quantity in the evaluation of all research endeavors. When assessing the quality of a candidate's research, voting faculty will take into account such factors as:

Readers' reports, published reviews, citations, awards, and outside letters of evaluation

The originality of the candidate's ideas, the breadth and solidity of the background and documentation, and the convincing nature of the conclusions

The reputation of the press(es) or journal(s) where the candidate's research is published

Documentation of excellence in the area of research may also include, but is not limited to, the following endeavors:

Peer reviewed scholarly publications, to include books, collaborative publications, parts of books, reviews, book reviews, monographs, bulletins, articles, and other scholarly works published in refereed journals, articles published in professional publications, research reports to sponsors, accepted manuscripts, research notes and bulletins, edited volumes, and translations. No distinction will be made between online publications and printed publications provided that they appear in recognized and professionally refereed venues.

In accordance with the resolution passed by the Linguistics Society of America (LSA) members present at the Annual Business Meeting of the LSA held in Baltimore, MD on January 8, 2010, the range of scholarly work in the linguistics field should include “not only grammars, dictionaries, and text collections, but also archives of primary data, electronic databases, corpora, critical editions of legacy materials, pedagogical works designed for the use of speech communities, software, websites, or other digital media [which] . . . are fundamental and permanent contributions to the foundation of linguistics, and are intellectual achievements which require sophisticated analytical skills, deep theoretical knowledge, and broad linguistic expertise . . . to be given weight in the awarding of advanced degrees and in decisions on hiring, tenure, and promotion of faculty.” See <http://www.linguisticsociety.org/resources/resolution-recognizing-scholarly-merit-language-documentation>

Membership on editorial boards reviewing publications

Scholarly reviews of the candidate’s research publications

Funded projects, grants, commissions, and contracts completed or in progress

Presentation of research papers at regional, national, and international professional meetings

Participation in seminars and workshops

Outreach or other activities in which there was significant use of the candidate’s expertise (e.g. consultant, journal editor, reviewer for a refereed journal, peer reviewer of grants, speaker, service to government agencies, professional associations, and educational institutions)

Honors or awards for scholarship

Application of research scholarship in the field, including new applications developed and tested; new or enhanced systems and procedures demonstrated or evaluated for government agencies, professional associations, or educational institutions

Technology transferred or adapted in the field

Other evidence of the impact on society of research scholarship

Research affiliated activities in professional associations and learned societies, such as editorial work and the peer review of manuscripts

Unless specifically noted in the candidate’s original letter of offer, creative writing projects and publications may complement a candidate’s research agenda, but they cannot substitute for this agenda.

In the event that the Department hires a faculty member whose research will result in different kinds of research productivity that are not included above, the Department and the candidate must agree at the time of the appointment, and the Head must put in writing in the Memorandum of Understanding that will accompany the offer letter, the specific requirements that the candidate must satisfy in order to achieve tenure and promotion. The Dean must approve the agreement.

## 2) Teaching

Candidates for promotion and tenure must demonstrate effective undergraduate and graduate teaching and mentoring, as reflected by student learning as well as improvements in the learning environment and curriculum. Effectiveness is demonstrated by such factors as:

Evaluations by students and peers

The candidate's Third-Year Review Report

Awards or fellowships for excellence in teaching

Presentations and publications related to teaching

Other factors that may serve to enhance the candidate's teaching record include, but are not limited to, the following:

Enrollments

Placement of former students (especially graduate students) in jobs or graduate programs

The absolute number of courses taught

The absolute number of different courses taught

The number of different levels (1000, 2000, 3000, etc.) of courses taught

The absolute number of students taught

The relative number of students per class

The mentoring and supervision of undergraduate and graduate student research projects

Serving as major professor for M.A. and Ph.D. students

Active participation on M.A. and Ph.D. examination and advisory committees

Design and implementation of new courses, including online, hybrid, and traditional face-to-face classes, as well as service-learning and outreach courses at home or abroad, where research and new knowledge are integrated

Securing grants and contracts for instructional improvement, with an indication of the candidate's role in preparing and administering grants and contracts

The development of new computer software, video, or multi-media programs

The effective teaching of large classes (40+ students)

Supervision of multiple-section courses

Design and implementation of study abroad programs

Supervising students in study abroad programs

Supervising students in community outreach programs

Collaboration with students in the Language Communities

Advising undergraduate majors and minors, to include advisement to student associations

Evidence of advising undergraduate, graduate, and post-doctoral students in their scholarly achievements (e.g. publications, awards and grants)

Candidates whose record reflects difficulty in teaching must also be able to document steps they have taken to correct these problems, and the record must reflect, in the form of student evaluations, peer evaluations, and other means, that significant improvement has occurred by the time of promotion and tenure.

### **3) Service**

All faculty members are expected to participate actively in the area of service. Service contributions, even though they may be outstanding, cannot compensate for the lack of productivity in the areas of teaching and research.

The following are examples of service that will be considered:

Service to the University includes, but is not limited to: participating in standing and *ad hoc* departmental, college and university committees, contributing to administrative support work (such as serving as a college representative on a major University committee or task force), and developing, implementing or managing academic programs or projects.

Service to the profession includes, but is not limited to: offices held and committee assignments performed for professional associations and learned societies, the development and organization of professional conferences, editorships, the review of manuscripts in professional associations and learned societies, and the review of grant applications.

Service to society refers to the practice of applying academic expertise for the direct benefit of external audiences in support of unit and University missions. It may include: applied research, service-based instruction, program and project management, and technical assistance.

### ***For Promotion to Professor***

For promotion to Full Professor, candidates must show clear and convincing evidence of high levels of achievement in the criteria appropriate to their work assignments and the missions of their unit. This evidence will consist of a range of documentation evaluated positively by the voting faculty and by national and international experts in the discipline, i.e. Full Professors with distinguished records of scholarship. In the Department of Romance Languages, candidates will be evaluated in three areas: 1) research and scholarship, 2) teaching, and 3) service to the department, to the university, to the profession, and to society. Candidates should also provide evidence of having attained national and/or international recognition in their fields, as measured by reader reports and/or reviews and/or citations. Candidates will be judged on the increased visibility and impact of their work since the last promotion, and the likelihood of maintaining that stature, as measured by a record of sustained contributions and concrete evidence of current and ongoing research projects.

The case for promotion to Full Professor is based on achievements and work not included in the dossier for promotion to Associate Professor.

#### **1) Research and Scholarship**

The Department of Romance Languages encompasses numerous languages and disciplines, each with its own unique research and publication norms and practices. For promotion to Full Professor, a second individually authored book-length study either published by, or under contract with, a well-recognized university, academic or commercial press, is the normal expectation in the fields of literature/culture and online instruction. In addition to the book, a range of 4-6 rigorously refereed journal articles and/or book chapters and/or essays in edited volumes, which may not replicate the contents of the book, are normally the required minimums in the fields of literature/culture and online instruction. In fields such as, but not limited to, the Middle Ages and the Renaissance, a rigorously annotated critical edition of a text is a common practice and will carry the same weight as a purely analytical study. In the field of Digital Humanities, the development of a major grant-funded project, such as an online thematic resource, critical edition, research tool, or archive of born-digital material, has the same importance as a book-length study provided that the candidate is Principal Investigator. In the fields of Theoretical and Applied Linguistics, collaborative research is a common practice and the normal publication venues are: refereed journals, refereed edited volumes, and refereed conference proceedings, with the latter usually implying that the manuscript has undergone a double-refereed process, first as a conference paper, and then as a publication. In the absence of a book, a linguistics candidate will be expected to publish 6-8 stringently refereed articles and/or book chapters, and/or essays appearing in edited volumes. In cases where the candidate presents a published book, or an accepted book-length manuscript accompanied by a publishing contract with a recognized university, scholarly or commercial press, a range of 3-5 refereed articles and/or book chapters and/or essays in edited volumes, which do not replicate the contents of the published book or book-manuscript, also will be required. In the case of co-authored publications in the fields of literature/culture, online learning, or linguistics, the candidate will be required to explain, as specifically as possible, the nature of his or her contribution to the publication. If he or she has played a proven role of scholarly importance in a multi-authored research publication, then the publication will be given the same weight as a single-authored publication. It is recommended that linguistics candidates refrain from publishing exclusively co-authored studies; a preponderance of the candidate's published research under consideration should be single-authored.

As further evidence of a sustained record of scholarship and continuing professional growth, a candidate in any of the disciplines represented in the Department of Romance Languages will be expected to present an annual average minimum of one scholarly paper (beyond those presented in the dossier for promotion to Associate Professor) at regional, national, and/or international conferences. For promotion to Full Professor, greater importance will be given to national and international conferences than to regional ones.

Quality will always take precedence over quantity in the evaluation of all research endeavors. When assessing the quality of a candidate's research, voting faculty will take into account such factors as:

Readers' reports, published reviews, citations, awards, and outside letters of evaluation

The originality of the candidate's ideas, the breadth and solidity of the background and documentation, and the convincing nature of the conclusions

The reputation of the press(es) or journal(s) where the candidate's research is published

Documentation of excellence in the area of research may also include, but is not limited to, the following endeavors, with the understanding that these should be items that do not appear in the dossier used for promotion to Associate Professor:

Peer reviewed scholarly publications, to include books, collaborative publications, parts of books, reviews, book reviews, monographs, bulletins, articles, and other scholarly works published in refereed journals, articles published in professional publications, research reports to sponsors, accepted manuscripts, research notes and bulletins, edited volumes, and translations. No distinction will be made between online publications and printed publications provided that they appear in recognized and professionally refereed venues.

In accordance with the resolution passed by the Linguistics Society of America (LSA) members present at the Annual Business Meeting of the LSA held in Baltimore, MD on January 8, 2010, the range of scholarly work in the linguistics field should include "not only grammars, dictionaries, and text collections, but also archives of primary data, electronic databases, corpora, critical editions of legacy materials, pedagogical works designed for the use of speech communities, software, websites, or other digital media [which] . . . are fundamental and permanent contributions to the foundation of linguistics, and are intellectual achievements which require sophisticated analytical skills, deep theoretical knowledge, and broad linguistic expertise . . . to be given weight in the awarding of advanced degrees and in decisions on hiring, tenure, and promotion of faculty." See <http://www.linguisticsociety.org/resources/resolution-recognizing-scholarly-merit-language-documentation>

Membership on editorial boards reviewing publications

Scholarly reviews of the candidate's research publications

Funded projects, grants, commissions, and contracts completed or in progress

Presentation of research papers at regional, national, and international professional meetings

Participation in seminars and workshops

Outreach or other activities in which there was significant use of the candidate's expertise (e.g. consultant, journal editor, reviewer for a refereed journal, peer reviewer of grants, speaker, service to government agencies, professional associations, and educational institutions)

Honors or awards for scholarship

Application of research scholarship in the field, including new applications developed and tested; new or enhanced systems and procedures demonstrated or evaluated for government agencies, professional associations, or educational institutions

Technology transferred or adapted in the field

Other evidence of the impact on society of research scholarship

Research affiliated activities in professional associations and learned societies, such as editorial work and the peer review of manuscripts

Unless specifically noted in the candidate's original letter of offer, creative writing projects and publications may complement a candidate's research agenda, but they cannot substitute for this agenda.

In the event that the Department hires a faculty member whose research will result in different kinds of research productivity that are not included above, the Department and the candidate must agree at the time of the appointment, and the Head must put in writing in the Memorandum of Understanding that will accompany the offer letter, the specific requirements that the candidate must satisfy in order to achieve tenure and promotion. The Dean must approve the agreement.

## **2) Teaching**

Candidates for promotion to Full Professor must demonstrate effective undergraduate and graduate teaching and mentoring, as reflected by student learning as well as improvements in the learning environment and curriculum. Effectiveness is demonstrated by such factors as:

Evaluations by students and peers

Awards or fellowships for excellence in teaching

Presentations and publications related to teaching

Other factors that may serve to enhance the candidate's teaching record include, but are not limited to, the following:

Enrollments

Placement of former students (especially graduate students) in jobs or graduate programs

The absolute number of courses taught

The absolute number of different courses taught

The number of different levels (1000, 2000, 3000, etc.) of courses taught

The absolute number of students taught

The relative number of students per class

Active participation on M.A. and Ph.D. examination and advisory committees

Design and implementation of new courses, including online, hybrid, and traditional face-to-face classes, as well as service-learning and outreach courses at home or abroad, where research and new knowledge are integrated

Securing grants and contracts for instructional improvement, with an indication of the candidate's role in preparing and administering grants and contracts

The development of new computer software, video, or multi-media programs

The effective teaching of large classes (40+ students)

Supervision of multiple-section courses

Design and implementation of study abroad programs

Supervising students in study abroad programs

Supervising students in community outreach programs

Collaboration with students in the Language Communities

Advising undergraduate majors and minors, to include advisement to student associations

Evidence of advising undergraduate, graduate, and post-doctoral students' in their scholarly achievements (e.g. publications, awards and grants)

The supervision and mentoring of doctoral students assigned to teach an upper-division literature/culture or linguistics class

Candidates whose record reflects difficulty in teaching must also be able to document steps they have taken to correct these problems, and the record must reflect, in the form of student evaluations, peer evaluations, and other means, that significant improvement has occurred by the time of promotion to Full Professor.

### **3) Service**

All faculty members are expected to participate actively in the area of service. Service contributions, even though they may be outstanding, cannot compensate for the lack of productivity in the areas of teaching and research.

The following are examples of service that will be considered:

Service to the University includes, but is not limited to: participating in standing and *ad hoc* departmental, college and university committees, contributing to administrative support work (such as serving as a college representative on a major University committee or task force), and developing, implementing or managing academic programs or projects

Service to the profession includes, but is not limited to: offices held and committee assignments performed for professional associations and learned societies, the development and organization of professional conferences, editorships, the review of manuscripts in professional associations and learned societies, and the review of grant applications.

Service to society refers to the practice of applying academic expertise for the direct benefit of external audiences in support of unit and University missions. It may include: applied research, service-based instruction, program and project management, and technical assistance.

### **Development and Use of Promotion and Tenure Criteria**

This document and discipline-specific criteria must be accepted by the faculty within the Department of Romance Languages, and must be reviewed and approved by the dean of the College and the Senior Vice President for Academic Affairs and Provost. New faculty members must be provided with this PTU document and University Guidelines. In additions, any changes or updates to this PTU document must be approved by the faculty, dean and the Provost. All revisions and approval dates must be listed in the PTU document.

Revised April 29, 2015

Approved by the University, June 8, 2015