

GUIDELINES AND STANDARDS FOR
REAPPOINTMENT, TENURE AND PROMOTION OF
PROFESSORS

DEPARTMENT OF WORLD LANGUAGES, LITERATURES,
AND CULTURES

Revised August 8, 2024

These guidelines and standards for the evaluation of professors apply to reappointment review, tenure/promotion review, and post-tenure review.

A list of materials that must be included in the official dossier for reappointment, tenure and promotion can be found in UNT Policy 06.004. In addition, the College of Liberal Arts and Social Sciences requires a Statement on Multi-Authorship (1-page maximum). The university, the college, and/or the department may require additional materials.

I. Guidelines and Standards for the Evaluation of Teaching, Scholarship, and Service

The Department of World Languages, Literatures, and Cultures comprises tenure-track faculty in three languages (French, German, Japanese) with different areas of specialization (culture/civilization, linguistics, literature) in each. In view of this diversity, faculty members are evaluated according to discipline-specific criteria. Since the lists of activities to be considered in each of the three areas of evaluation below are not intended to be exhaustive, it is recognized that relevant contributions in the areas of teaching, scholarship, and service may take other forms as well. It should also be noted that the various examples are not necessarily listed in order of significance. Each contribution must be judged on its own merit.

A. Evaluation of Teaching

Evaluation of teaching must address the quality of instruction, the faculty member's interaction with students, and/or the students' learning and achievement, and must be based on student evaluations (quantitative/qualitative), peer evaluations by the committee, teaching awards, and an examination of instructional materials.

Bases for the evaluation of teaching may further include, but are not limited to, the following instructional activities:

- Level, number, and variety of courses taught, including special circumstances
- Developing Internet courses or Internet-supported courses approved by the Center for Learning Enhancement, Assessment, and Redesign (i.e., 50% or more online)
- Serving as M.A. thesis/Ph.D. dissertation committee director or member
- Teaching-related grants
- Course and curriculum development
- Teaching-related professional development

B. Evaluation of Scholarship

It is the faculty member's responsibility to provide evidence of the quality of his/her scholarship. Generally, the quality of scholarship will be determined by the following criteria:

Peer-review¹ process

1. The scholarly journal or scholarly book publisher has a peer-review process in place, and this process is clearly explained on the publisher's website, in its publications, or in some other official communication from the publisher. In general, publications, conference presentations, and other disseminated research will not count if it is determined by the review committee or the department chair that no peer-review process is used by the publisher or that the peer-review process does not include review by two or more reviewers (e.g., editor-in-chief, members of an editorial board, and/or external reviewers; see paragraph 3 below).
2. Given the variety of worthy scholarly production, some non-peer-reviewed publications may be considered, but publications that are not peer-reviewed should comprise a very small proportion of any faculty member's publications.

Publisher

1. An academic press will generally be considered an acceptable publication venue; academic presses will be evaluated by the review committee based on evidence provided by faculty members.
2. A publication venue will generally be considered acceptable if it is a scholarly journal or an academic book publisher that is recognized nationally or internationally as a source of reputable research by leading scholars in the field and/or other factors determined by the review committee.

Editorial board

1. The editor-in-chief of the scholarly journal or publisher of scholarly books has a reputation as an expert in his/her field.
2. The scholarly journal or scholarly book publisher has an editorial board composed primarily of university faculty and/or recognized non-academic professionals.
3. The editorial board of the scholarly journal or scholarly book publisher is comprised of scholars who are widely recognized as specialists in the field and/or employed at academic institutions (or top-tier corporate, government, or creative centers/organizations).

Other Indicators of Quality

We are a diverse department in terms of both languages taught and areas of specialization within those languages. Faculty in different areas know best how the quality of scholarship is assessed within their discipline; all scholarship is expected to have undergone a peer-review process. Each faculty member will supply the following indicators of quality for the assessment of his/her scholarship:

- 1) The scholarly journal or academic press is recognized by top-tier universities as a source of reputable academic research;
- 2) Leading scholars in the field publish in this journal or book series or publication venue on a regular basis;

¹ At the University of North Texas, the term refereed is often used interchangeably with peer-reviewed.

3) Additional verifiable evidence of quality/value such as book reviews and/ or citations of one's work by other scholars.

Book chapters submitted as part of the promotion/tenure file are expected to have undergone a peer-review process, and faculty members will provide evidence for their impact and value using as many of the above indicators as possible.

Role in Collaborative Work²

Faculty involved in collaborative work may receive full or partial credit depending on whether their contribution involves full or partial authorship; therefore, faculty members should explain the exact role they played in the collaborative work. Probationary faculty are generally encouraged to show evidence of independent scholarship or leadership in collaborative work. Post-tenure faculty are encouraged to work with students and peers of any rank in addition to producing independent scholarship.

Examples of Scholarship

The review committee will consider all documented peer-reviewed scholarship in accordance with the college "Guidelines" and in consultation with any other appropriate evaluation guidelines. Evaluation of scholarly work will use the same criteria whether works are published in digital or print formats and whether they are made accessible online to the public at no cost or are accessible only through individual or institutional purchase. In addition, faculty may be engaged in new approaches to understanding the humanities through technological means. Products of digital scholarship will be evaluated as equal to print or online publications so long they follow rigorous peer review process similar to those established for the latter.

Scholarship includes, but is not limited to, the following:

- Peer-reviewed book-length publications such as
 - 1) Monograph (at least 60,000 words)
 - 2) Critical edition (at least 60,000 words) must include a newly edited text based on the consultation of the manuscript(s), an introductory chapter, a critical apparatus, and glosses
 - 3) Translation (at least 60,000 words)
- Edited book: only the contributions of the faculty member will be counted
- Peer-reviewed article, essay, and book chapter
- Research-related grant

Additional professional activities that show evidence of scholarly performance but are not equivalent to a peer-reviewed article/book chapter:

- Entry in a work of reference (e.g., encyclopedia)
- Book review in a scholarly or creative journal
- Invited keynote address at a professional conference
- Presenting a peer-reviewed scholarly paper or workshop at a professional conference

² Collaborative work resulting in co-authored publications with students is encouraged as an important part of mentoring future teachers/scholars.

C. Evaluation of Service

Examples of Service

Service-related activities include, but are not limited to, the following, not listed in order of priority:

- Department chair, assistant/associate chair, or other special functions (e.g., advising, coordination, mentoring junior faculty)
- Committee participation at the level of the university, college, department, or national/international professional organization
- Officer in national or international professional organization (president, vice president, secretary, treasurer, etc.)
- Club, group, or honor society officer, organizer, or sponsor (any area noted above)
- Organizing guest lectures (any area noted above)
- Evaluation of program or department (other than self-assigned)
- Liaison with other department (other than self-assigned)
- Editorial work involving scholarly publications
- Reviewing manuscripts
- Organizer, chair, secretary, or facilitator of a session/workshop at a conference or professional meeting
- Program development, direction, and/or liaison (e.g., study abroad)
- Contests/fairs/festivals (planning, participation, attendance)
- Securing outside funding for student scholarships/fellowships/assistantships, endowments, and special projects
- Organizing professional development activities

II. Guidelines and Standards for Reappointment

The purpose of reappointment reviews during the probationary period is to determine whether or not tenure-track faculty members are making sufficient progress toward tenure. At the same time, reappointment reviews serve as a way for the RTPC and/or the department chair to provide faculty members with guidance during the probationary period. According to UNT Policy 06.004, “[a] faculty member on a tenure-track appointment may, unless otherwise specified in writing at the time of appointment, choose the unit-level tenure guidelines in effect at the time of initial appointment or the unit-level guidelines at the time when the candidate prepares the tenure dossier” (p. 6).

All professors shall be reviewed annually by the department during the probationary period. This review is forwarded to the Dean for action during the fourth year (mid-term) and the sixth year (tenure/promotion) of the probationary period. According to UNT Policy 06.004, “[t]he midterm reappointment review begins at the end of the spring semester in the third year of the tenure-track and uses the same criteria of evaluation as the sixth-year tenure and promotion review [...] minus the external letter process” (p. 7).

For details regarding a negative decision for reappointment during the probationary period, see UNT Policy 06.004 (p. 20). More details about the procedures can be found in UNT Policy 06.004.

III. Midterm Review

Candidates for midterm review should make significant progress towards excellence in teaching and have satisfactory teaching evaluations both in the annual review and peer-review processes. They should also have demonstrated a willingness to serve the needs of students and the program.

Candidates for tenure are expected to meet the scholarship requirements presented in section IV. Consequently, during the Midterm Review, they must demonstrate progress toward this benchmark in the form of published articles/book chapters, submitted articles/book chapters, and/or chapters in a book manuscript.

In service, candidates should have demonstrated willingness to serve and actively support the department.

IV. Promotion to Associate Professor and the Granting of Tenure

The guidelines, standards, and procedures provided in this document are intended to supplement those issued by the Board of Regents, the university (see pertinent sections of the UNT Policy Manual), and the College of Liberal Arts and Social Sciences (see the *Guidelines for Documentation of Promotion and/or Tenure Cases*). University and college guidelines take precedence in case of conflict.

For tenure and/or promotion, the Department of World Languages, Literatures, and Cultures requires evidence of sustained excellence in the domains of teaching and scholarship along with evidence of sustained effectiveness in the domain of service. In addition, especially praise-worthy contributions are required in at least one of the first two areas. (It should be noted that quality of accomplishment is of paramount significance. Sterling performance in a relatively limited number of activities will ordinarily be regarded as more meritorious than mediocre contributions in a broader spectrum of endeavors).

Sustained excellence or extraordinary quality in any one domain does not compensate for lack of sustained excellence and/or sustained effectiveness in other domains, as explained in Chapter 6 (Faculty Affairs) of the UNT Policy Manual.

Faculty members in the Department of World Languages, Literatures, and Cultures must remain current in their area(s) of expertise, must demonstrate high standards of quality of instruction, and must be willing to assume a fair share of particularly demanding teaching assignments. As stated in the section on “Defining Good Teaching” of the ADFL Statement of Good Practice: “A good teacher recognizes that students learn by hearing the foreign language spoken well and by reading authentic texts, as well as by communicating with others in the foreign language, both orally and in writing. Practice in using the productive and receptive skills should be an integral part of every course taught in a foreign language, including those that focus on literature or culture” (<https://www.maps.mla.org/Resources/Policy-Statements/ADFL-Statement-of-Good-Practice-Teaching-Evaluation-and-Scholarship>).

Per UNT Policy 06.004, the dossier for midterm reappointment, sixth-year tenure and promotion, and promotion-to-full-professor reviews must contain "a summary table of the candidate's

quantitative, university approved student evaluations of teaching scores for the specified timeframe” (p. 13) provided by the Office of Academic Affairs. Since scores from student evaluations are not direct evidence of the quality of teaching, the probationary faculty member must prepare a teaching portfolio that will include, among other things, peer observations of the probationary faculty member's teaching, course syllabi (uploaded in the Faculty Information System), and at least one sample/report of direct evidence of student learning. The probationary faculty member will develop the teaching portfolio based on advice and written guidance from the department chair and the Reappointment, Tenure, and Promotion Committee.

The Department of World Languages, Literatures, and Cultures expects a candidate for tenure and/or promotion to have demonstrated excellent scholarly and professional growth throughout the probationary period. These accomplishments must represent significant research and professional involvement of sufficient quality and quantity to indicate the faculty member's commitment to scholarly pursuit. Assistant professors are advised to seek as one of their career goals a book-length scholarly or creative work; edited books are discouraged. However, like most institutions nationally, the Department of World Languages, Literatures, and Cultures accepts, as partial justification for promotion to Associate Professor, a collection of substantial peer-reviewed creative or scholarly published articles in recognized and refereed professional journals in lieu of a book-length publication. It should be noted that one book alone, especially if it is based on a doctoral dissertation, will not suffice for the awarding of promotion/tenure.

Candidates for tenure and promotion to Associate Professor are normally expected to meet the following requirements in the area of scholarship:

- One peer-reviewed book-length monograph of at least 60,000 words plus two peer-reviewed articles, OR
- 6–8 or more refereed article- or chapter-length publications (e.g. a peer-reviewed journal article, book chapter, or an equivalent refereed publication), OR
- Some other combination of different types of peer-reviewed publications (e.g., peer-reviewed articles and editing a peer-reviewed book-length publication or preparing a peer-reviewed critical or modern edition). In the case of editions, their merit is determined by the amount of original textual, scholarly, and interpretive work.

Over the course of the probationary period, the RTPC and the department chair will meet with the candidate at the beginning of each academic year. During the meeting, the candidate will present his/her scholarly projects (publications and conferences). The RTPC will make suggestions about these venues and their alignment with the candidate's field of research. The chair will issue a memo to the candidate after the meeting.

Over the course of the probationary period, peer-reviewed publications are expected to demonstrate increasing quality and/or scope of publication outlets. These requirements are, however, flexible depending on other factors taken into consideration by the RTPC and the department chair.

A candidate for tenure and/or promotion must explain his or her role in collaborative work that has resulted in multi-authored work so that such work may be evaluated within the context of the candidate's scholarly production as a whole.

A candidate for tenure and/or promotion in the Department of World Languages, Literatures, and Cultures must demonstrate a willingness to accept service assignments. Relevant service activities may occur in any one or any combination of the following areas: the profession, the discipline, the university, the college, the department, or the community. (In the latter case, only service clearly related to the profession, the discipline, the university, the college, or the department will be considered). The candidate must also demonstrate the ability to perform assigned activities expeditiously and correctly, and to work harmoniously with others involved in the task at hand.

Consideration of promotion to the rank of Associate Professor and a decision regarding tenure, except in unusual cases, will be made concurrently. Therefore, the criteria for promotion regarding teaching/teaching-related activities, scholarship/professional activities, and service are the same as those for tenure decisions. Standards for documentation and evidence to support promotion are the same as those to support tenure.

For tenure and promotion to Associate Professor, a candidate's scholarly accomplishments must be recognized beyond the local level.

For details regarding a negative decision for the granting of tenure and promotion to Associate Professor, see UNT Policy 06.004 (pp. 20–21). More details about the procedures can be found in UNT Policy 06.004.

V. Promotion to Professor

Promotion to the rank of Professor is based primarily on the work and achievements of the faculty member since promotion or appointment to the rank of Associate Professor. Associate Professors are expected to continue the quality and quantity of scholarship that warranted promotion to Associate Professor; promotion to Professor requires that an Associate Professor exceed these scholarship expectations. Moreover, the candidate for promotion to the rank of Professor must demonstrate a continuous, productive program of scholarship that is recognized and respected by leading scholars in the field. For promotion to Professor, the candidate's scholarship should have achieved a national or international reputation.

Although the department places a high value on scholarship for promotion to Professor, it expects sustained excellence in teaching and major service activities since promotion to Associate Professor, i.e., leadership roles within the institution as well as sustained professional engagement beyond the institution. Standards for documentation and evidence to support promotion are the same as those to support tenure.

According to UNT Policy 06.004, "[a]n associate professor may undergo the promotion process when, in consultation with the chair and/or unit review committee chair, the faculty member believes their record warrants consideration for promotion. If unsuccessful, the candidate may repeat the process without prejudice" (p. 11). These Guidelines will apply to all Associate Professors seeking promotion to full professor three academic years after adoption by the departmental faculty.

VI. Procedures for the Tenure/Promotion Process

1. Early in the fall semester of a tenured or tenure-track faculty member's first year, the department chair will direct the faculty member toward the websites containing documents that are pertinent to the tenure and promotion process. These documents include:

- *Policy Manual* of the University of North Texas;
- *Guidelines for Documentation of Promotion and/or Tenure Cases* of the College of Liberal Arts and Social Sciences;
- *Guidelines and Standards for Reappointment, Review, Tenure, and Promotion* of the Department of World Languages, Literatures, and Cultures;
- Form VPAA-160, *Faculty Annual Review*;
- The most recent version of the College of Liberal Arts and Social Sciences Calendar;
- Form VPAA-170, *Reappointment, Promotion, and Tenure Checklist*; and
- Form VPAA-174, *University Information Form for Reappointments, Promotion and Tenure*.

The faculty member will sign a form (Appendix) acknowledging receipt of the documents listed above and/or website addresses for the documents listed above.

2. The candidate for tenure and/or promotion is responsible for submitting the dossier and any other requested documentation or information to the department chair in accordance with the annual College of Liberal Arts and Social Sciences Calendar and in the format required.

3. Candidates for tenure and/or promotion are strongly encouraged to attend—as often as possible—the workshops for tenure and/or promotion candidates organized by the department, the Office of the Dean, and the Office of the Provost and Vice President for Academic Affairs. This is especially important during the academic year preceding the year when the dossier will be reviewed in order to have the most current information about guidelines, standards, and procedures.

4. The departmental RTPC and the department chair will follow the annual College of Liberal Arts and Social Sciences Calendar regarding deadlines related to tenure and/or promotion cases. For details regarding the review process, including the timeline, consult UNT Policy 06.004.

5. For details regarding the review process, including the timeline, consult UNT Policy 06.004.

VII. Review of Tenured Faculty

Effective May 2018, a faculty member who receives an unsatisfactory annual review by the unit review committee must be placed on a Professional Development Plan (PDP) and has up to two calendar years to achieve the outcomes identified in the PDP. See UNT Policy 06.052.

Acknowledgment of Receipt of Review, Promotion, and Tenure Documents and/or Website Addresses for Such Documents

By my signature, I acknowledge receipt of the following documents and/or the website addresses for the following documents:

- a. Policy Manual of the University of North Texas;
- b. Guidelines for Documentation of Promotion and/or Tenure Cases of the College of Liberal Arts and Social Sciences;
- c. Form VPAA-160, Faculty Annual Review;
- d. Guidelines and Standards for Reappointment, Tenure, and Promotion of Professors of the Department of World Languages, Literatures, and Cultures;
- e. The most recent version of the College of Liberal Arts and Social Sciences Calendar;
- f. Form VPAA-170, Reappointment, Promotion, and Tenure Checklist; and
- g. Form VPAA-174, University Information Form for Reappointments, Promotion, and Tenure.

Printed Name

Signature

Date

Original: faculty member's
departmental personnel file
Photocopy: faculty member