I. General Expectations

As part of the College of Arts and Sciences, the Department subscribes to the scholar-
teacher-participant model of faculty responsibility described in the College’s Guidelines on Promotion and Tenure. Like the College, the Department expects faculty to demonstrate achievement in three areas—teaching, scholarly or creative work, and service—and to attain the different degrees of achievement in these areas that are appropriate for each level of reappointment and promotion, as described in the College’s guidelines. These are the criteria by which decisions about reappointment, tenure, promotion, post-tenure review, and merit salary increases will be made.

The criteria and procedures described below conform to the current College of Arts and Sciences Guidelines and Regulations on Reappointment, Tenure, and Promotion, which in turn conforms to the University Guidelines and Regulations and other governing documents, as indicated in the College documents (available on the College website). In the case of any unforeseen conflict of the Department of Languages, Literatures, and Cultures "Guidelines" with any of the College, University, or North Carolina governing documents, the provisions of those governing documents will supersede these department "Guidelines."

II. Categories of Evaluation

II. A. Teaching

As an integral part of their responsibilities, all department faculty are expected to be good teachers. “Good teaching” has a variety of meanings, but it may well include, among other things: effective transmission of knowledge, organization of course material in an understandable, comprehensive fashion, stimulation of students’ intellectual curiosity, sensitivity to student needs and accessibility inside and outside the classroom, instruction in a range of courses at both elementary and advanced levels, contributions to curriculum design and development, such as the development of new courses, contributions to teaching beyond the classroom, including thesis direction, advising, and pertinent faculty development activities, contributions to interdisciplinary teaching, collaborative teaching, innovative pedagogical strategies, community engaged teaching, and effective use of instructional technology. Good teaching can also include advising and supervising students, leadership in curriculum development initiatives, participating in workshops and institutes (both internal and external), productive participation in interdisciplinary and/or multidisciplinary programs, and development of instructional technology and innovative pedagogies. Assessment of interdisciplinary, multi-disciplinary, and collaborative work in teaching will include evaluations from qualified UNCG faculty in relevant departments and programs as well from qualified external reviewers.

The Department expects its faculty to make effective teaching a priority and assesses performance in this area according to knowledge of subject matter, ability to convey disciplinary
knowledge effectively to students, efforts to contribute to curriculum development and innovation, consistent maintenance of high academic standards, and efforts to motivate students to be critical thinkers and active learners. Teaching accomplishments are best documented by maintaining a Teaching Portfolio. A teaching portfolio in the tenure and promotion to Associate Professor dossier should provide evidence of a faculty member’s instructional accomplishments. The teaching portfolio should consist of such materials as a statement of teaching philosophy; course syllabi, assignments and sample rubrics; student papers with teacher comments; peer and self evaluations. Teaching awards given to faculty either within the university or from professional organizations provide further validation of overall instructional effectiveness. For promotion to Full Professor, faculty must demonstrate continued teaching effectiveness; it is also expected that senior faculty will contribute to the teaching mission of the department through curriculum development, active mentoring of students and other initiatives.

Teaching performance will be measured by 1) regular peer evaluation and periodic classroom observation; 2) written student evaluations; 3) solicited and unsolicited letters of review and recommendation by students and colleagues; 4) a documented record of significant course development, innovation and curriculum design.

II. B. Scholarship and Creative Activity

The Department expects all faculty except those exempted by contractual agreement to be actively engaged in the world of scholarship and/or creative activity with results that are original, significant, recognized, and sustained. The Department believes that such professional pursuits, which may vary from field to field, should bring distinction to the faculty member as well as to the Department and the University. Consequently, it is important that faculty be engaged in a continuing program of research/creative activity leading to the public dissemination of their work. The Department recognizes that significant publication of books, articles, creative pieces and collaborative efforts can represent evidence of excellence in scholarship/creative activity. It further recognizes that journals and presses frequently build up a backlog, delaying publication of accepted submissions. A scholarly contribution does not need to appear in print to be considered as completed scholarship, but needs to be formally accepted.

For Promotion to Associate Professor with Tenure:

The Department expects its faculty to establish and sustain a program of research and publication that is original, significant, peer-reviewed, and recognized by professional colleagues beyond UNCG.

Primary forms and venues for publication and dissemination of research include scholarly books and edited anthologies, journal articles, book chapters, encyclopedia entries, and published conference proceedings. Generally, the publication of a substantial single-authored book by a reputable scholarly press*, when accompanied by sufficient secondary scholarly activity and dissemination, shall satisfy the research expectations for tenure.
Nonetheless, a book is not considered a uniform requirement for tenure and promotion. Other work may be submitted as evidence of research activity if the work is equivalent to a monograph in substance and quality, has been peer-reviewed, and its publication or presentation venue or venues have been judged important by outside reviewers and by the tenured faculty. Such work may include a co-authored book, a critical edition, a sustained series of articles/academic essays that reflects a cohesive research agenda, or a scholarly translation, including extensive critical apparatus, of a significant or influential work of literature, theory, or criticism (equivalent in length to a monograph) that contributes substantively to intellectual development in the candidate's field. Secondary, but not alternative, forms and venues for research include book reviews, review essays, other editing, compiling, translation, bibliography that represent contributions to the profession, and unpublished conference papers or presentations (particularly those presented at high-profile national or international meetings). A record of research or creative activity may also comprise ongoing editing of professional journals, as well as textbooks, digital archives and editions, other types of electronic publications, and external grants and awards related to scholarly or creative activity. Other valid professional activities include editorial work for professional journals, refereeing journal submissions and grant applications, applying for grants or fellowships, both internal and external, program development following from research/creative activity, editorship, guest editorship, and editorial consultations, organizing/sponsoring/participating in conferences, workshops, symposia, lecture series, festivals, exhibitions, public readings or performances, and other professional events, and leadership in professional organizations.

Regarding external funding, the Department expects faculty to make reasonable efforts to secure external grants, but acknowledges the scarcity of funding in the humanities, especially in the fields of languages and literatures, and therefore does not require successful funding for tenure and promotion. The validity, merit, and sufficiency of individual scholarship/research for promotion and tenure shall be decided by tenured Department faculty and sanctioned external evaluators.

In addition, scholarly activity may be undertaken through a variety of methods, which may be interdisciplinary, collaborative, or community-engaged. A candidate who expects to present Community-Engaged Research as a significant component of his/her dossier should consult with the department head about how it should be documented. Scholarly or creative activity, toward tenure, is expected to be primarily in the field in which the candidate was hired. The candidate’s overall scholarly agenda and accomplishments must show promise for a successful full professorship review.

*Candidates should work closely with their the candidate’s departmental promotion and tenure committee to identify the best presses for their books; candidates should also gather information that documents the standing of series/press—this is especially important in the case of international or lesser known presses.

*In general, high quality, originality, and significance of the published research are considered more important than either quantity or type of scholarship.
For Promotion to Full Professor

The Department requires that candidates for promotion to Professor publish, by the beginning of the academic year in which they are reviewed, a second monograph or the equivalent, as described above (in the section that defines research expectations for Promotion to Associate Professor with Tenure); it is expected that candidates for promotion to full professor will have published at least one monograph during their academic careers. Promotion to full professor will be based primarily on new material subsequent to the material reviewed for the last promotion. Candidates at this level are expected to demonstrate significant and sustained contributions in their fields and enjoy national reputations. The significance of the candidate’s work can be demonstrated by means that include reviews of the candidate’s scholarship or creative activity, external letters of evaluation, and invitations for lectures and readings.

II. C. Service

The Department, like the University, recognizes the primary importance of teaching and scholarship/creative activity. Nonetheless, departmental faculty, as part of their professional responsibilities, are expected to perform regular service to the department and university at large. The Department expects faculty to perform regular service to the Department, the College of Arts and Sciences, and the University at levels that are consistent with but not detrimental to teaching duties and research programs. For tenure candidates, the Department expects primary emphasis on contributions to departmental service, and encourages contributions to College and University service. The Department encourages faculty to contribute service to professional organizations and to the community, particularly when such service involves applications of the faculty member’s professional expertise. For promotion to Full Professor, the Department encourages tenured faculty to assume leadership roles in the Department, the College, the University, the profession at large, national and internationally, and/or in the community at levels that are consistent with but not detrimental to teaching commitments and research and publication.

II. D. Directed Professional Activity

In accordance with the University Promotion and Tenure Guidelines, the Department recognizes the value of directed professional activity. The Department will, where appropriate, recognize and support the following contributions in the evaluation of faculty for merit, tenure, and promotion: serving as department head, leadership and significant involvement in interdisciplinary programs/ventures, the coordination of language programs/sequences, the training/mentoring of teaching assistants and part-time faculty, editorial supervision, the development and maintenance of Department programs such as Study Abroad. Achievements in this category supplement but do not replace the expected achievements in teaching, scholarship and service.
III. Reappointment

Assistant Professors are initially hired for a four year appointment; they present their dossiers for consideration for reappointment to a three-year term during their third year of service.

1. By November of the candidate's third year, the candidate, consulting with his or her departmental promotion and tenure committee, submits the dossier to the tenured faculty.

The tenured faculty will meet to discuss the candidacy. The Department Head will chair the meeting and will appoint a tenured faculty member to take notes. The Department Head reports any other evidence from the personnel file - germane to teaching, scholarship and creative activity, service and directed and other professional activities - apposite to an evaluation of the candidate’s performance and indicates the candidate’s response to any expressed concerns. The Head is then excused and the final deliberations on the candidate’s record take place. At the end of their deliberations, the tenured faculty will vote, by secret ballot, to recommend or not recommend the candidate for reappointment. After the meeting has adjourned, the faculty member selected to chair the meeting and take notes will circulate a summary for comments from the other faculty. The chair will prepare a brief written report of the meeting that includes a summary of the deliberations and a list of substantive recommendations for the candidate. The Head will meet with the chair to discuss the summary.

2. The Department Head will inform the candidate in writing of the decision about recommendation for reappointment, including the faculty vote, as soon as possible after those decisions are taken. (The Head may more immediately give the candidate verbal notification of the results, but this must be followed by the formal written notice.)

3. If the candidate has been recommended for reappointment, the Department Head will meet with the candidate to discuss the tenured faculty's recommendations about the candidate's progress toward tenure, and to address any questions or concerns the candidate may have. The Head will provide the candidate with the results of the vote, and a copy of the chair's report of the meeting, including the tenured faculty's substantive recommendations about the progress toward tenure (for instance, if the candidate is advised to reduce service commitments, achieve certain publication goals, improve classroom teaching, etc.), and a copy of the Department Head’s evaluation.

IV. Process for Promotion to Associate Professor with Tenure

The Department initiates procedures for promotion/tenure well in advance of the fall semester deadline to allow ample time for what is often a lengthy process.

1. During the candidate’s first year, the head in consultation with the candidate appoints a departmental promotion and tenure committee made up of three senior faculty. The committee for an Assistant Professor will ordinarily be appointed in the spring. The committee members will act as resources for the new faculty member in their respective areas of responsibility. If faculty members
wish to make a change in the membership of their departmental promotion and tenure committee, they may make this request to the Department Head, explaining their reasons.

When a candidate comes up for promotion and tenure, the candidate's departmental promotion and tenure committee collects materials relevant to teaching, scholarship and/or creative activity, service, and directed professional activity (where applicable) and makes them available to the other appropriate Department members at least ten work days before the vote on promotion/tenure is to be taken. Publications and manuscripts under review are to be submitted to three or more outside referees, selected in accordance with the College of Arts and Sciences Guidelines Governing the Use of External Referees in P&T Review, during the spring semester preceding the formal review.

2. At a meeting of the tenured faculty members of the Department:

a) Members of the candidate’s departmental promotion and tenure committee (hereafter “Committee”) make an oral evaluative summary of the candidate's record in the three or four areas of review. In preparing his/her summary, the member of the Committee responsible for teaching evaluation will have had access to all documents germane to the candidates’ teaching performance, to include peer and student evaluations. In its report to the faculty during the meeting to discuss candidates, the Committee shall provide a summary statement in each area (research, teaching, service and directed professional activity, if applicable) indicating that the Committee finds that the candidate has exceeded/ met/not met departmental expectations in that area. Committee members vote on the case as a whole when the vote is taken by all eligible tenured faculty of the department.

b) At the beginning of the fall semester, in advance of the meeting to discuss the candidate’s dossier, the chair of the candidate’s Promotion and Tenure Committee will contact all the eligible voting faculty to elect a faculty member who did not serve on the Committee to chair the meeting. At the meeting, the Committee presents its report; after the Committee concludes its report, but before the final vote, the Department Head reports any other evidence from the personnel file germane to the evaluation of the candidate’s performance in teaching, scholarship and creative activity, service and directed professional activities. The Head also indicates the candidate’s response to any expressed concerns. The Head is then excused and the final deliberations on the candidate’s record take place.

b) Deliberations are conducted by motions and open discussion; action is taken by secret ballot.

c) The elected chair of the discussion will draft a confidential, written summary of the final deliberations with recommendations from the tenured faculty to the department Head. The summary should reflect the discussion of all the faculty. This summary is reviewed by tenured faculty before submission to the Head.

d) Before the promotion package leaves the department, it will be shared with the candidate who will have the option to respond to its contents in writing. The response, if any, will accompany the package throughout the higher levels of review.

f) Regardless of the outcome of the department review, whether or not the recommendation for promotion is supported by the senior faculty or the Head, the case will proceed to the next level
of review.

V. Process for the Promotion of Full Professor

By March, before semester break, Associate Professors who wish to be considered for promotion may make their request in writing to the Head. A written response will be requested, to be received by the end of the month. At any time, the senior faculty may recommend that faculty members stand for promotion. If, by the seventh year at rank, the faculty member has not been selected to stand for promotion by the senior faculty, s/he can go forward anyway.

In the case of those who do not wish to be considered for promotion, no further steps will generally be taken that academic year. If an Associate Professor wishes to be considered, then the Head will meet with the faculty member to discuss the intended case for promotion, along with any perceived strengths and weaknesses, and any other circumstances that should be taken under consideration within one month of receiving the request.

If after this discussion the Associate Professor wishes to proceed with the promotional bid, the Head will call a meeting of the department members at the rank of Professor to discuss the matter and apportion among them the responsibilities of gathering evidence of effectiveness in teaching, scholarship/creative activity, service and directed professional activity for the purposes of a discussion and preliminary vote on the advisability of a promotional bid. The evidence gathered at this stage of the process will not include solicited letters from students or outside evaluators of scholarship/creative activity but rather materials more easily collected such as the Associate Professor’s updated vita and personal statements highlighting accomplishments in teaching, research/creative activity and service, a summary of student evaluations, and copies of scholarly/creative work accomplished, published or accepted for publication since promotion to Associate. The discussion of these materials and the preliminary vote (the head abstaining) will take place that spring semester before the end of April, upon which the following will obtain:

a. If the vote is negative or evenly divided and the Head decides against going forward, the Associate Professor will be notified and furnished advice for possible ways to strengthen the case for the future; otherwise no further steps will be taken that academic year unless the Associate Professor exercises his/her right to go forward after seven years even without departmental support.

b. If the vote is negative or evenly divided but the Head is willing to proceed and the Associate Professor in question wishes it as well, the Head will appeal, if necessary due to a reduced number of [Full] Professors in the Department, to the Dean of the College of Arts and Sciences to permit recruitment of professors from outside the Department for the purpose of preparing the promotional package.

c. If the vote is affirmative but the Head demurs, or if the Head concurs but does not him/herself hold the rank of [Full] Professor, the preparation of the promotional package will fall to the professors who favor the move for promotion; in turn, they will appeal, if necessary (due to a reduced number of [full] professors in the Department), to the Dean of the College of Arts and Sciences to permit recruitment of professors from outside the home department for the purpose of preparing the promotional package.
d. If the vote is affirmative and the Head concurs, or in any of the cases outlined above where the promotional bid is to continue beyond the department, the gathering of the materials necessary for preparation of the package will be completed during the spring semester. If necessary, this evidence-gathering period may be extended through the summer, but must be completed in time for the package to be ready for inspection and a final vote by the end of the third week of September (or earlier as necessitated by deadlines from the upper administration).

e. Regardless of the outcome of the department review, whether or not the recommendation for promotion is supported by the senior faculty or the Head, the case may proceed to the next level of review.

The procedure to be followed for the taking of the final vote will be the same as that outlined for the promotion and tenure of Assistant Professors.

VI. TEACHING EVALUATION PROCEDURES

Evaluation of teaching effectiveness is intended to improve the quality of instruction in the Department and to provide evidence for personnel reviews. Department faculty are encouraged to include material related to their teaching in the Department files or their personal files; peer evaluation is also encouraged. Departmental guidelines are available for recording and reporting this information.

A. Department policy requires all teaching members of the department to have students evaluate all courses each semester and to enter the results on annual reports and elsewhere as appropriate (e.g., in documentation for promotion and tenure reviews, applications for teaching excellence awards, etc.) It is understood exceptions may be made if faculty find it impossible to collect student evaluations, such as in the case of study abroad programs; however, due diligence must be exercised in attempting to secure course evaluations independent of course delivery platform. Students should be repeatedly reminded to fill out the online teaching evaluation form posted on Blackboard toward the end of the semester; alternatively, faculty may schedule class in a computer lab and allow class time for the completion of the evaluations (absenting themselves from the room until students have completed the task). Faculty may not review student evaluations until final class grades have been turned in.

Evaluations collected on paper questionnaires are confidential and will be kept in a safe place. Faculty members are requested to sign in and out when borrowing and returning student evaluations. The completed forms will remain on file in the Department for a period of at least three years. Online evaluations (that replaced the paper questionnaires) will be stored electronically, and are also confidential. In cases where faculty are eligible for promotion, evaluations may be held indefinitely. The senior faculty involved in the evaluation of the candidate’s teaching, including the departmental promotion and tenure committee member responsible for teaching and the Department Head, will have access to the evaluations as appropriate.
**B. Classroom Observations:** With the exception of emeritus faculty who are teaching part-time and faculty on phased retirement, all untenured instructors are subject to classroom observation, according to the indications below. Visitations should take place during the first half of the semester whenever possible. All classroom observations will be announced to and arranged in consultation with the instructor to be observed. Faculty members at all ranks will approach the discussion before and after visitation as an opportunity to learn and to exchange ideas. This is an opportunity for senior faculty to observe, answer questions and advise other faculty and is very useful for formative purposes. Reports of each visitation, to be submitted to the Head, will be reviewed by the instructor, who may choose to write an accompanying formal response.

In the case of non-tenure-track faculty, these documents will be shared with appropriate faculty for purposes of annual review and reappointment. In the case of probationary tenure-track faculty, copies of reports and responses will be provided to the departmental promotion and tenure committee member assigned to monitor and guide the new colleague’s development in teaching.

Associate Professors must have their classes observed periodically by a colleague of equal or higher rank, including peers from other departments, in order to gather evidence of good teaching for his/her portfolio for promotion to Full Professor.

**C. Evaluation Procedures for Tenure-Track Faculty:** The teaching member of the candidate’s departmental promotion and tenure committee will consult with the Head regarding classroom observations for the tenure-track faculty in order to ensure that a number of tenured faculty members have the opportunity to observe the tenure-track faculty member and to provide constructive feedback on a variety of courses. The faculty member should be observed on a regular basis.

**VII. IMPLEMENTATION FOR NEW AND PROBATIONARY FACULTY**

A. This document will be presented to and discussed with each new and probationary faculty member at the beginning of the first term of employment.

B. The Head will review the criteria contained in this document with each faculty member at the beginning of the year in which evaluation for reappointment or tenure is scheduled.

C. Written documentation of these discussions will be placed in the department member’s personnel file and written confirmation that such discussions have taken place will be sent to the Dean.