

## **Departmental Promotion and Tenure Policies**

Promotion and Tenure within the Department of Foreign Languages and Literatures are governed by the criteria and guidelines stated in the Auburn University Faculty Handbook. The standards detailed below are those established by the Department of Foreign Languages and Literatures as discipline-specific guidelines for receiving a favorable recommendation from the appropriate departmental faculty for promotion and tenure. For additional details concerning the procedure for promotion and tenure, faculty members should refer to the Faculty Handbook, and any additional procedures detailed by the Office of the Provost and the Office of the Dean of the College of Liberal Arts.

### **I. PROMOTION TO ASSOCIATE PROFESSOR AND TENURE**

A. Except in extraordinary circumstances candidates must be considered for both promotion and tenure at the same time. According to the Faculty Handbook, "there is no fixed requirement for years of service at a given rank before a faculty member can be promoted or tenured. However, the qualifications for tenure or for each professorial rank generally cannot be demonstrated fully in less than five complete years of service. Only in exceptional and well-documented cases, in which a faculty member has met all requirements for promotion and/or tenure in a shorter time, should he or she be recommended for promotion and/or tenure before completing five years in rank." Thus, candidates are normally considered for promotion and tenure in the fall of their sixth year of full-time service. Faculty members with prior experience in a full-time position at the rank of instructor or higher must establish in writing the number of years, not to exceed three, which may count toward tenure at the time of initial appointment in a probationary (tenure-track) position. This agreement between the individual faculty member and the institution is binding and, therefore, should be considered carefully in view of the following criteria for promotion and tenure. Please consult the Faculty Handbook for policies related to the options available for special cases: Chapter 3, 3.62 "Tenure Criteria and Considerations", and 3.64 "Eligibility for Promotion and Tenure."

B. As detailed in the Faculty Handbook, the following are the general, overall University principles concerning promotion and tenure: "Promotion and Tenure are based on a faculty member's meritorious performance, over a sustained period, of the duties and functions to which he or she has been assigned along with significant contributions to other recognized activities of the University." Although all candidates for promotion and tenure must be engaged in 1) teaching, 2) research, 3) service, and 4) outreach (where applicable), they are expected to demonstrate, over a sustained period, substantial achievements especially in teaching and research. Additionally, a candidate for tenure must also demonstrate that he or she contributes as a productive and collegial member of the department in the relevant areas.

C. Since a favorable recommendation for tenure normally presumes fulfillment of the criteria for promotion to the rank of associate professor, the vote on promotion is taken prior to the vote on tenure.

D. Terminal Degree: All candidates for Tenure and Promotion must hold the Ph.D. degree in the language(s) or discipline(s) taught.

#### E. Teaching

1. Teaching is a primary activity of our department. Thus, for the evaluation of teaching towards promotion and tenure, faculty members should demonstrate consistent superior classroom performance. Given the difficulty in reducing teaching effectiveness to one criterion, candidates are urged to document teaching activities, as fully as possible, and as detailed in the Faculty Handbook. Evidence of teaching effectiveness may include the following; the quality of the candidate's teaching as indicated by peer and student evaluations in various classes; the candidate's development of new courses and curricula; the candidate's direction of dissertations, theses, independent study projects, etc.; the quality of pedagogical material published by the candidate; the candidate's contributions to the academic advising of students, where applicable.

2. According to the Faculty Handbook, the department chair provides the following information as evidence of teaching effectiveness: student evaluations, peer evaluations and letters from students. Peer evaluation should include consideration of the following factors: knowledge and presentation of the subject matter; syllabi, handouts, and exams as well as the candidate's conduct of classes.

3. Candidates for tenure must also demonstrate the ability to work collaboratively and cooperatively with other faculty in the area of teaching to advance the mission of the department, college, and university.

#### F. Research and Publications

Since research and publication are significant indicators of continuing competence and development, faculty members under review for promotion and tenure must show strong evidence of a significant and continuous publication record and potential for sustaining this activity into the future. Given the diversity of programs and teaching assignments for faculty within the Department of Foreign Languages and Literatures, there is no prescribed field of research or simple formula for the evaluation of a faculty member's publication and research record for promotion and tenure. Each candidate's record will be evaluated with consideration given to his or her assigned duties. The following factors will be considered regardless of assigned duties:

1. In terms of the fields of research that are acceptable, the Auburn University Department of Foreign Languages and Literatures complies with the ADFL Guidelines for Evaluation of Nontraditional Fields (revised 2012), which reads as follows:

“The curricula of departments of foreign languages continue to change and expand. The thrust toward interdisciplinary work and the study of new technological advances, broaden the legitimate areas of both teaching and

research within a foreign language department. Department members may be involved in disciplines not traditionally considered integral parts of a foreign language department, such as area studies, creative writing, film studies, foreign language acquisition research, foreign language pedagogy, gender studies, and literary and technical translation.

In questions of promotion, tenure, and salary, colleagues working in these fields should be evaluated using the same procedures and standards as those used for the more traditional fields but with proper consideration for the particular standards each discipline requires.”

Furthermore, the Department of Foreign Languages and Literatures embraces the MLA Statement on Electronic Publication <https://www.mla.org/About-Us/Governance/Committees/Committee-Listings/Professional-Issues/Committee-on-Information-Technology/Statement-on-Electronic-Publication>:

“The MLA believes that electronic publishing in the humanities is a rich medium for the dissemination of scholarly work and that its continuing development offers exciting possibilities.

Scholarly journals have published electronically for decades, and this format has become a standard for scholarly communication. While some electronic journals were initially published in print form and have since migrated to electronic forms, other highly respected titles have always existed only in a digital format. Indeed, for some disciplines the leading journals are exclusively digital. More recently, presses have begun to release scholarly monographs and long-form scholarship in digital form. Electronic publishing has become increasingly commonplace; therefore, scholars at all levels publish their research in electronic formats because of comparative advantages in distribution, discovery, and retrieval. Furthermore, scholarly publications in electronic form allow for the incorporation of multimedia features, the inclusion of a fuller set of source materials in support of the primary text, the provision of underlying data sets for readers to review, or the use of dynamic presentation tools to convey their arguments.

Electronically published journal articles, monographs, and long-form scholarship are viable and credible modes of scholarly publication. For the purposes of hiring, reappointment, tenure, and promotion, departments evaluating scholarly publications should judge journals, monographs, or other substantial scholarly works according to the same criteria, whether they are published in digital or print formats. For electronically published scholarship, these criteria may include a journal's peer-review policy, its rate of acceptance, the nature of its editorial board and publisher, a press's rigor in editorial process, and the general profile of the journal or press in the field it covers. Electronic publications should receive credit comparable to that given to print publications.” (2015)

Dissemination of the candidate's research is essential to the advancement of knowledge, as scholars learn and are inspired not only by reading publications in their areas, but also by listening to and communicating with specialists in their fields. Therefore, candidates for promotion should present their research findings at various regional, national, and international professional meetings and conferences, especially those most appropriate for their field(s) of research. Participation in one or two relevant professional conferences per year on average is strongly advised, as it strengthens the reputation of candidates among their peers.

2. The primary way to demonstrate a significant body of research for Tenure and Promotion is through an established record of peer-reviewed publications consistent with assigned duties and appropriate to the nominee's field. In order to ensure continuous productivity in the area of research, the faculty member's dossier for Tenure and Promotion should preferably include a book and two peer-reviewed articles. With respect to an edited book, such as a collection of essays on a given theme by a group of authors, this sort of publication will not carry the weight of a book in tenure considerations. In some cases, the book may be replaced by an equivalent number of articles, which for the purpose of T & P review is understood to be three. Thus, in the absence of a book, the candidate's dossier should include a minimum of five peer-reviewed articles, at least four of which should be in scholarly journals. Non-refereed publications may enhance the faculty member's record, but will not substitute for articles published in refereed journals, peer-reviewed books<sup>1</sup>, and select proceedings. If joint authorship is involved, those publications for which the faculty member appears as first author will carry significantly more weight.

As a matter of common practice for the American Association for Applied Linguistics, the majority of linguistic research publications are multi-author works. Given the collaborative nature of the field of linguistics, joint authorship is both encouraged and expected for scholars in this area. In order to demonstrate the ability to play a lead role in research projects, candidates for promotion and tenure are expected to have sole or lead authorship on at least three out of the five articles in the candidate's dossier. Faculty listed in later authorship positions are expected to indicate the degree of their contribution to the article in their tenure application.

In all cases, the publications shall not be a duplication of each other. Variances in length, substance, and venue may be taken into consideration.

Papers or manuscripts accepted but not yet published may be used to meet these requirements upon proof that the work has been accepted for publication, but these must not represent the entirety of the Publication & Research component of the dossier. Since peer review of publications is essential to a fair evaluation of tenure and promotion materials, only those books and articles published or accepted for

---

<sup>1</sup> A book chapter may be considered to be peer-reviewed if the essay is subject to a two-tiered review process that can be documented.

publication and available for review by the FLL faculty prior to their fall meeting on T & P shall be considered in the T & P process.

3. Given the diversity of language disciplines housed in the Department of Foreign Languages and Literatures, the faculty member's publications will be sent out for review to at least three professors in their own discipline at peer institutions (as provided by the CLA Promotion and Tenure Handbook, Section 3 and the Office of the Provost's publication of the Faculty Handbook, Section 3.6.5.E). The selection process of the Reviewers will follow the guidelines provided by the Office of the Dean of the CLA. Reviewers will be asked to evaluate the quality of the books and articles as well as the reputation of the presses and scholarly journals in which the articles appeared or are about to appear. This report will be addressed to the Chair and shared with the tenured faculty before the meeting concerning tenure and promotion review.

4. Extramural Professional Activities: Faculty members under review must demonstrate evidence of participation in professional activities, e.g. presentations of papers at conferences and meetings at the state, regional, national, or international levels. They should strive for excellence in those activities, which would be evidenced by appointments to positions of responsibility, honors, awards, grants, visiting lectureships, etc.

5. Candidates for reappointment, tenure and promotion shall exhibit appropriate professional qualities that contribute to cooperation and productivity in the university community and to carrying out the department's mission in teaching, research, service and outreach. These characteristics include fairness towards students, professional integrity, and dependability in meeting professional commitments. Candidates are also expected to carry out duties and meet professional responsibilities in a spirit of collaboration across program, departmental, and college lines.

#### G. Outreach

1. The commitment of faculty time to outreach is a decision to be made by the faculty member with the approval of the Chair. If Outreach is used as part of the Promotion & Tenure dossier, then it needs to be reflected in the assigned duties of the faculty member and should result in documentable scholarly activity.

2. Consult the appropriate sections of the Faculty Handbook as well as the CLA Guidelines regarding Outreach evaluation.

#### H. Service

Given that all full-time faculty in the department, regardless of rank, are expected to participate in the implementation and advancement of the missions of the department, college, university, and profession, candidates for Promotion and Tenure should maintain an active and consistent record of service to the Department, the University and to their professional field. Service contributions

include, but are not limited to, serving on department, college, and university committees; assisting in student activities, performing community service as related to a faculty member's training and professional activities (where applicable), as well as serving one's profession as committee member or officer of regional, national, and international associations.

#### I. Assessment of Progress towards Tenure and Promotion

For a description of the departmental evaluation procedure for progress toward tenure, please see Appendix 6 concerning the procedure for third-year review as required by the Faculty Handbook.

## **II. PROMOTION TO THE RANK OF PROFESSOR**

Promotion to the rank of Professor requires evidence of sustained and continued excellence in the three missions of Auburn University: teaching, research, and service/outreach. Individuals seeking to be promoted to the rank of Professor should have a national reputation and be recognized as authorities in their fields by peers within and outside Auburn University. Outstanding and exceptional performance in one or two areas does not compensate for inadequate contribution to another.

#### A. Time in Rank

1. Normally, faculty members must serve at least four years on full-time appointment at the rank of Associate Professor before requesting to be nominated for promotion to Professor in the fifth year. Faculty members generally need longer than four or five years before meeting all the requirements for promotion to the rank of Professor.

2. Years of service at the rank of Associate Professor at other institutions may be counted. However, faculty members who are appointed at the rank of Associate Professor must meet all the departmental requirements for promotion to the rank of Professor. (See Academic Rank and Promotion section 3.34 in the AU Faculty Handbook.)

#### B. Teaching.

1. Evidence of excellence in teaching will be documented by superior student and peer evaluations that attest to the faculty member's instructional effectiveness. It can be further enhanced by nomination for special teaching honors, or receipt of teaching awards. All teaching evaluations for classes taught during the three years prior to requesting review to promotion to Full Professor will be made available to the full professors in the Department and summarized by the Chair during discussion of the candidate's dossier with the faculty who will vote on the candidate's application.

Faculty members considering promotion to the rank of Professor should maintain a departmental dossier on their teaching activities, with sample course syllabi, tests,

supplementary materials developed, additional resources used, final exams, etc. Unsolicited notes of appreciation from current or former students should be kept in that file, as evidence of excellent teaching and effective communication with students.

2. Teaching records of all faculty members will be assessed in light of their assigned duties and the variety of courses taught. For example, faculty members teaching in language programs with limited offerings will be evaluated on the basis of their teaching duties within that language program. On the other hand, faculty members teaching in languages with graduate offerings must maintain their full membership on the Graduate Faculty and provide evidence of excellence in teaching at both the undergraduate and graduate levels.

### C. Research

As stated above, candidates for promotion to the rank of Professor should present their research findings at various regional, national, and international professional meetings and conferences, especially those most appropriate for their field/s of research. Participation in an average of one or two relevant professional conferences per year is strongly advised, as it strengthens the reputation of candidates among their peers.

Additionally, candidates for promotion to the rank of Professor must demonstrate active involvement in research, as evidenced by a substantial and sustained record of refereed publications. The statement above on electronic publications is equally valid for the promotion to Professor. Publications to be taken into consideration are those not used in support of the application for tenure and promotion to Associate Professor.

A substantial record of publication after the candidate's promotion to Associate Professor is achieved by the following means: the publication of a book-length study by a university press or other reputable publisher on a subject of major importance to the candidate's field(s). With respect to an edited book, such as a collection of essays on a given theme by a group of authors, this sort of publication will not carry the weight of a book in considerations for promotion to full professor.

In addition to the book in the candidate's dossier for promotion to full professor, there should be a minimum of three full-length refereed journal articles or peer-reviewed book chapters, published in the United States, or in the United States and abroad. In some cases, the book may be replaced by an equivalent number of articles, which for the purpose of T & P review is understood to be three. Thus, in the absence of a book, the candidate for promotion to Professor should present a dossier that includes a minimum of six peer-reviewed articles that were not considered for his or her promotion to Associate Professor, at least four of which should be in scholarly journals. Non-refereed publications may enhance the faculty member's record, but will not substitute for articles published in refereed

journals, peer-reviewed books<sup>2</sup>, and select proceedings. If joint authorship is involved, those publications for which the faculty member appears as first author will carry significantly more weight.

As a matter of common practice for the American Association for Applied Linguistics, the majority of linguistic research publications are multi-author works. Given the collaborative nature of the field of linguistics, joint authorship is both encouraged and expected for scholars in this area. In order to demonstrate the ability to play a lead role in research projects, candidates for promotion and tenure are expected to have sole or lead authorship on at least four out of the six articles in the candidate's dossier. Faculty listed in later authorship positions are expected to indicate the degree of their contribution to the article in their evaluation or application for promotion.

In all cases, the publications shall not be a duplication of each other. Variances in length, substance, and venue may be taken into consideration.

#### D. Outreach

The commitment of faculty time to outreach is a decision to be made by the faculty member with the approval of the Chair. If Outreach is used as part of the Promotion dossier, then it needs to be reflected in the assigned duties of the faculty member and should result in documentable scholarly activity. (Consult the appropriate sections of the Auburn University Faculty Handbook regarding Outreach evaluation.)

#### E. Service

Excellence in this area also contributes to the faculty's professional reputation within and outside Auburn University and reflects their commitment to the advancement of knowledge within their field(s). It is demonstrated through significant involvement in a combination of activities (outlined below) as well as letters from their peers documenting achievement and the impact of the service provided.

1. Service at the department, college and university levels is essential and required.
2. Appointment to positions of responsibility in state, regional, national, or international organizations.
3. Service on editorial boards, or as reviewers for university presses or reputable publishers.
4. Receipt of extramural grants designed to improve the candidate's teaching skills, advance the state of knowledge in the candidate's field(s), or to enhance the department and university missions.

---

<sup>2</sup> As stated above, a book chapter may be considered to be peer-reviewed if the essay is subject to a two-tiered review process that can be documented.

5. Sponsorship of professional conferences on campus.
6. Inviting well-known national or international guest speakers on campus.
7. Other significant professional contributions appropriate for foreign language educators.

Written evidence from appropriate sources confirming receipt of grants, appointments on such committees or editorial boards, organization of conferences, or request to evaluate manuscripts for publishers or professional journals should also be included in the candidate's file for the period in question.