

Department of World Languages and Cultures
Criteria for Tenure and Promotion
(Scholarship, Teaching, and Service)
September, 2017

The Department of World Languages and Cultures is committed to tenuring and promoting faculty who engage in excellent scholarship, are dedicated and successful teachers, and contribute to the administrative success of the department, the College, and the university. We look for clear evidence of strong future potential for continued scholarly publications.

As a multi-disciplinary Department, World Languages and Cultures recognizes multiple paths to tenure. The multi-disciplinarity within World Languages and Cultures is characterized by multiple vectors of diversity. Faculty in the Department represent faculty from both traditional book fields and traditional article fields. Faculty are appointed in different language areas, with each area having distinct intellectual traditions and field-appropriate publishing venues, and in many cases, publication in both English language and non-English language publications is necessary for the engagement of faculty in World Languages and Cultures with scholars and scholarly outlets with their academic fields.

To this end, we build upon the base-line criteria for tenure and promotion that are articulated by American University's *Faculty Manual* by setting up criteria that specifically apply to the Department of World Languages and Cultures in the areas of scholarship, teaching, and service.

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Scholarship:

The Department of World Languages and Cultures specifies that, by the sixth pre-tenure year, a faculty member must demonstrate solid, consistent evidence of significant scholarly contribution to his or her field. Emphasis is given in reviewing a file for action to work completed while at American University. For faculty bringing substantial credit toward tenure, the balance can be adjusted accordingly. For non-linguistics faculty in the Department, the usual form of that demonstration is a completed, single-authored book that has been published (or for which there is a completed manuscript fully accepted to be published, with an editor's letter confirming acceptance) by a respected press in the faculty member's field. By respected press, we refer to academic book publishers widely known for rigorous peer review processes and who publish field-relevant work by researchers in other research intensive, peer institutions. Generally speaking, such presses are expected to be university presses,

although the Department recognizes that in some academic areas, there are commercial academic publishers with highly rigorous review processes that are also among the top venues for publishing. As noted above, given the range of fields represented in World Languages and Cultures, the most appropriate academic presses will necessarily vary by language and disciplinary area. In addition book publication will be accompanied by other scholarly publications, with most importance given to articles in refereed journals that are highly selective, with competitive acceptance rates, along with value placed on book chapters in strong volumes. In such cases, the Department will assess factors such as the co-contributors of edited volumes and the reputation of volume editors. Except in extraordinary circumstances, which can only be determined on a case by case basis, a co-authored or co-edited book does not substitute for a single-authored book.

For faculty working in linguistics, the department considers acceptable a substantial number of articles in important refereed journals in lieu of a book. Assessment of the strength of journals again requires a consideration of the particular area of linguistics in which the work is situated and will include factors such as generally accepted reputation of the journal, the composition of the editorial board, and the presence of work by scholars at peer research intensive institutions in the journal, as well as indicators such as impact factor when relevant. It is expected that the majority of the volume chapters and / or articles will appear in prestigious peer-reviewed venues, where prestigious again refers to an assessment of publishing outlet, the volume editor, and the co-contributors to the volume. The department also recognizes that in many areas of linguistics, collaboration (and co-authorship) is common for journal articles and book chapters. In co-authored work, candidates must articulate the precise nature of their contribution to the collaborative work. In linguistics areas in which collaboration is the norm for journal articles, WLC anticipates that the candidate will be the first author on at least some of the co-authored publications.

For all candidates, in addition to the publication expectations outlined above, junior faculty members are expected to demonstrate a record of other scholarly activity, including preparing their own grant and/or fellowship applications, as well as actively participating in professional conferences, as evidenced by authoring talks or poster presentations related to their fields, by scholarly involvement in national and/or international venues such as invited lectures or refereeing manuscripts or grant applications, and/or by the receipt of fellowships that support scholarship. When submitting a file for action, submission of the file for action to the first-level reviewer is the last date for placement of scholarship material in the file, with updates allowed for reporting publication acceptance(s) of material already referenced in the file.

Teaching:

The Department of World Languages and Cultures specifies that, by the sixth pre-tenure year, a faculty member must have demonstrated his/her excellence as a teacher,

evidenced by student evaluations of teaching that generally are in line with the department's averages; comprehensive syllabi along with other effective teaching materials; willingness and ability to propose and develop new courses; availability to students through regular office hours, and willingness to mentor students. Faculty shall provide timely, fair, and objective assessment of student performance. The Department will examine comprehensively all questions and responses in the students' SET scores. The Department anticipates that tenure candidates will enrich the pedagogical mission of WLC through such activities as engagement with student research (e.g., by mentoring student research activities and by nurturing student participation in research conferences), participation in departmental assessment activities, experimentation with pedagogy, and appropriate use of technology in their courses.

Service:

The Department of World Languages and Cultures specifies that, by the sixth pre-tenure year, a faculty member must have demonstrated continuing and substantive participation in the department's and the university's collective work, ranging from service on departmental, college, and/or university committees to other forms of service. Depending on the area of WLC, such service can take numerous forms, such as participation on graduate thesis and comprehensive exam committees; reading graduate applications; participating in freshman visiting days; advising graduate and/or undergraduate students; participating in recruitment efforts at the program, department and college levels; serving on search committees; providing Fulbright language assessments; serving on Fulbright, Truman, or Boren advisory panels; or conducting language evaluations for study abroad.

It is anticipated that the majority of service by pre-tenure faculty will be at the departmental level. However, candidates are encouraged to begin engaging with the college and the university regarding service contributions, as well as to begin laying the groundwork for subsequent significant contribution to service within the profession. At the pre-tenure level, such activities might include, for example, participating in the work of scholarly organizations.

PROMOTION TO PROFESSOR

The Department of World Languages and Cultures specifies that the faculty member must demonstrate solid evidence of continuing scholarly or creative achievement and academic distinction in his or her field beyond the work presented for promotion to Associate Professor. For non-linguistics faculty, although other evidence of scholarly activity is expected and valued (e.g., peer-reviewed journal articles and/or book chapters, review articles, co-authored or co-edited books), these activities will not usually be considered adequate for promotion to the rank of Professor in the absence of a sole-authored published book or an accepted book-length manuscript appearing in a

respected press in the faculty member's field. As an additional indicator of achievement, scholarly articles published in highly selective refereed journals, with competitive acceptance rates and/or book chapters in highly respected collections will normally accompany the book.

For faculty members working in linguistics in non-book areas, the expectations regarding publications for promotion to Professor continue to be that the faculty member should exhibit a record of publication of original research in strong, peer reviewed venues, with a priority on peer reviewed journals and with value also given to chapters in high visibility volumes. As in the case of promotion to Associate Professor, assessment of the strength of journals requires a consideration of the particular area of linguistics in which the work is situated and will include factors such as generally accepted reputation of the journal, the composition of the editorial board, and the presence of work by scholars at peer research intensive institutions in the journal, as well as indicators such as impact factor when relevant.

As in the case of pre-tenure faculty being considered for tenure, WLC recognizes that in some fields within our department (especially in some areas of linguistics), collaboration (and co-authorship) is common and often the norm, particularly in the case of journal articles and book chapters. Again, candidates must articulate the precise nature of their contribution to the collaborative work in order for the Rank and Tenure Committee to be able to assess the weight of the candidate's contributions to the co-authored work. WLC anticipates that for candidates working in areas that are by norm collaborative, they will be the first author on some co-authored publications.

In addition, for promotion to Professor, the Department also requires clear evidence of continued excellence in teaching, as measured both by success in the classroom and by additional ongoing pedagogical involvement such as creating new courses, engagement with student research (e.g., by mentoring student research activities and by nurturing student participation in research conferences), participation in departmental assessment activities, experimentation with pedagogy, and appropriate use of technology in their courses, and active participation in the curricular evolution of the faculty member's area within the Department.

Successful candidates for Professor will also demonstrate substantial contributions to the faculty member's WLC program (i.e., language area or TESOL program) and to WLC as a whole (e.g., serving as program director or departmental chair), mentoring of junior faculty, and significant service on College and/or university committees. Moreover, WLC considers the candidate's contributions to the profession beyond the university. While such contributions will vary from candidate to candidate, contributions might include being elected to office of a professional organization, serving on national or international grant review panels, serving on editorial boards of scholarly journals, refereeing scholarly manuscripts, organizing conferences, invitations to deliver keynote

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addresses at conferences or to speak at other scholarly institutions, or appearing in media venues.

In sum, for promotion to the rank of Professor, WLC expects both continued excellence in research and teaching, together with evidence of strong leadership through service.