



**College of Liberal Arts
Translation & Interpreting Programs
Annual Faculty Evaluation, Faculty Tenure and Promotion,
Post-Tenure Evaluation, and Full Professorship Policy**

I. Introduction

1. Purpose of the Guidelines
2. General Evaluation Standards

II. Annual Faculty Evaluation

1. Specific Criteria
2. Overall Evaluation for Annual Review

III. Faculty Tenure and Promotion

1. Specific Criteria
2. Overall Evaluation for Tenure

IV. Full Professorship

Criteria and Evaluation

V. Post-Tenure Evaluation

Criteria and Evaluation

I. Introduction

1. Purpose of the Guidelines

These guidelines provide information regarding the performance expected from all faculty members in the Translation & Interpreting Programs in annual evaluations (section II), tenure and promotion (section III), full professorship (section IV), and post-tenure evaluations (section V). The following document delineates the specific criteria expected in the three areas evaluated: teaching effectiveness, research/scholarship/translational activities, and service. These guidelines are provided as guidance and should not be construed as prescriptive limitations.

One terminological clarification needs to be made at this point: the terms “translational activities” and “translation” will be used all throughout these guidelines in a broad sense to refer to any professional work (including actual translations and interpreting tasks) conducted in any area of specialization within Translation (& Interpreting) Studies.

The College of Liberal Arts workload guidelines will be followed until the Translation & Interpreting Programs develop their own guidelines.

2. General Evaluation Standards

Faculty evaluations for tenure and promotion will be based on the following standards/criteria:

A. Teaching.

- i. Faculty members shall demonstrate a variety of teaching activities, e.g.:
 - 1. Classroom and laboratory instruction;
 - 2. Development of new courses, laboratories, and teaching methods;
 - 3. Publication of instructional materials by reputable editors;
 - 4. Supervision of undergraduate and/or graduate students;
 - 5. Mentoring and advising students; and
 - 6. Applications for competitive funding for instructional/pedagogical development.

- ii. Faculty members shall demonstrate effective teaching skills, as reflected in, e.g.:
 - 1. On-going pedagogical preparations;
 - 2. Peer observation of their teaching; and
 - 3. Student evaluations.
- iii. Excellence in research/scholarship/translational activities or service is insufficient grounds for tenure in the absence of effective teaching.

B. Research/Scholarship/Translational Activities

- i. Faculty members shall demonstrate the creation and dissemination of new knowledge or other translational activities (i.e. professional translations and interpretation) in the field of Translation and Interpreting Studies, e.g.:

- 1. Publications of their research; examples of such publications include:
 - a. Articles published in peer reviewed journals;
 - b. Entries in encyclopedias or similar reference works;
 - c. Chapters in scholarly books published by reputable academic presses;
 - d. Books (monographs) published by reputable academic presses;

As regards publications, please note that given the interdisciplinarity of the field of Translation Studies, faculty are permitted to publish in non-Translation-Studies journals, as appropriate, including, but not limited to, Linguistics, Rhetoric, Literary Studies, Cultural and Cross-Cultural Studies, Communication Studies, Language Planning & Policy, Media Studies, Disability Studies, Film Studies, etc.

- 2. Dissemination of research and scholarship through relevant conferences, symposia, congresses, etc.
- 3. Publication of substantial translations of works deemed to have scholarly or translational merit;
- 4. Securing of competitive, external funding for research- and curriculum-oriented funding.

- ii. Excellence in research and translational activity is defined by the quantity and quality of publications, conferences, translations, and research funding.
- iii. Tenure-track faculty must be engaged in scholarship/research or translational work beyond their dissertations by the time they apply for tenure.
- iv. Tenure-track faculty may not count work toward their Ph.D. as scholarship/research or translation work, but they may count publications derived from work done during their Ph.D. and published after successfully defending their dissertations.

v. Excellence in teaching or service is insufficient grounds for tenure in the absence of publication of research, scholarship, or substantial translations.

C. Service/Community Engagement

i. Service/community engagement activities shall include, but are not limited to:

1. Service to students, colleagues, the department, college, and UTRGV;
2. Administrative and committee service within UTRGV;
3. Service to the profession, such as active participation in relevant, state, regional, national or international associations; and
4. Professionally-related service at the community, state, nation, and international level, including translation and interpreting.

ii. Excellence in research/scholarship/translational activities or teaching is insufficient grounds for tenure in the absence of demonstrated service within the university.

II. Annual Faculty Evaluation

1. Specific criteria:

Faculty evaluations during annual review will be based on the following specific criteria:

A. Teaching:

Faculty members will **meet** annual review expectations when:

- 1) Their teaching load conforms with that which is expected from their rank; AND
- 2) They are actively involved in the Translation and Interpreting (T&I) curricula development by enhancing existing courses at the undergraduate and graduate levels (when needed) OR are actively involved in the T&I curricula development by designing new courses at the undergraduate and/or graduate levels (when needed); AND
- 3) They mentor, supervise, or advise graduate and/or undergraduate students; AND
- 4) Their teaching receives consistently positive evaluations by peer observers; AND
- 5) Their teaching receives consistently positive evaluations by students. This will be objectively measured by considering the Average Overall Rating (AOR) for all the courses taught by the faculty member in annual review. In order to meet expectations, the AOR must be above 4.0 points on a 5-point scale where 5 is the maximum score.

Faculty members will **exceed** expectations for tenure when, in addition to the above:

- 1) They exceed the teaching load that is expected from their rank; OR
- 2) Their teaching receives consistently positive evaluations by peer observers and students. Student observations will be objectively measured by considering the AOR for all the courses taught by the faculty member in annual review. In order to exceed expectations, the AOR must be above 4.5 points on a 5-point scale where 5 is the maximum score; OR
- 3) They engage in two or more new course preparations/formats per year after their first year at UTRGV; OR
- 4) They engage in teaching for different venues, college-level or graduate seminars, workshops, talks, doctoral summer schools or specialized short courses nationally or internationally, including courses during study abroad programs, etc.

B. Research/Scholarship/Translational Activities

Faculty members will **meet** annual review expectations when they have produced **one** item from the following list during the review year **plus one** more item from the same list **in the previous two years**:

- 1) 1 article in a peer-reviewed journal¹
- 2) 1 chapter included in a book published by a reputable academic press
- 3) 1 chapter-length translation published by reputable publishers
- 4) 1 successful application that secures substantial research funding
- 5) 1 presentation in a professional conference
- 6) 1 poster presentation in an academic conference
- 7) 1 presentation in an academic conference at an international, national, state, or regional level
- 8) demonstrated progress toward the publication of 2 articles or chapters or 1 book in reputable academic journals, books, publishers, etc.

Faculty members will **exceed** annual review expectations when they have produced **two** items from 1) to 8) in the list above during the review year. One of the items need to belong to categories **1) through 4)**. Additionally, the publication of one book through a reputable publisher during the review year will be considered as exceeding expectations for that year.

¹ If, by the time the faculty member is evaluated, some of the publications are in press, proof of acceptance for publication will be required. If an article or other piece of writing is counted while in press during one annual review, it may not be counted for the next annual review.

C. Service/Community Engagement

Faculty members will **meet** annual review expectations when they have engaged in **two** activities from the following list:

- 1) They serve as members of T&I Curriculum Committees (Undergraduate or Graduate Committees) OR as members of Department Committees (e.g., search committee); AND
- 2) They participate in Departmental Committees (if needed); AND
- 3) They engage in the promotion of **T&I** Programs by participating in promotional events on and off campus, such as recruitment fairs, academic-related events and language festivals; AND
- 4) They serve the university's bilingual mission by providing professional service to UTRGV's T&I Office, by, e.g., volunteering to translate or participate in interpreting sessions, acting as consultants on specific areas or topics, providing service as proofreaders of texts; AND
- 5) They actively engage in program-coordination related tasks, such as academic program coordination, academic programs directorship, program assessment, curriculum design and action, social media, website design, organization of program-related events, etc.; AND
- 6) They actively engage in the organization of a conference on the discipline; AND
- 7) They serve in professional associations in the field as board members or in another relevant capacity; AND
- 8) They produce a significant amount of professional translations on a pro-bono basis, either for institutional needs or for community service.

Faculty members will **exceed** annual review expectations they have produced **three** items from the list above.

The following exceptions apply to the aforementioned Annual Review criteria:

1. Non-tenure-track assistant professors and lecturers will not be required to undertake research activities.
2. Associate professors will have specific requirements (see section II.2).

2. Overall Evaluation for Annual Review:

In order to **meet** expectations, faculty members must:

Meet expectations in the **three** categories of evaluation OR

Meet expectations in **two** categories of evaluation and **exceed** expectations in **one** category.

In order to **exceed** expectations, faculty members must:

Exceed expectations in the **three** categories of evaluation OR

Exceed expectations in **two** categories of evaluation and **meet** expectations in **one** category.

III. Faculty Tenure and Promotion

1. Specific Criteria:

The specific criteria that will qualify T&I faculty for tenure are the following:

A. Teaching

Faculty members will **meet** expectations for tenure when, in a consistent manner through their probationary period:

- 1) Their teaching load conforms with that which is expected from their rank; AND
- 2) They are actively involved in the T&I curricula development by enhancing existing courses at the undergraduate and graduate levels (when needed) OR are actively involved in the T&I curricula development by designing new courses at the undergraduate and graduate levels (when needed); AND
- 3) They mentor, supervise, or advise graduate and/or undergraduate students; AND
- 4) Their teaching receives consistently positive evaluations by peer observers; AND
- 5) Their teaching receives consistently positive evaluations by students. This will be objectively measured by considering the AOR for all the courses taught by the faculty member in the designated period (normally, 6 years). In order to meet expectations, the AOR must be above 4.0 points on a 5-point scale where 5 is the maximum score.

Faculty members will **exceed** expectations for tenure when, in addition to the above:

- 1) They exceed the teaching load that is expected from their rank; OR
- 2) Their teaching receives consistently positive evaluations by peer observers and students. Student observations will be objectively measured by considering the AOR for all the courses taught by the faculty member in the designated period (normally, 6 years). In order to exceed expectations, the AOR must be above 4.5 points on a 5-point scale where 5 is the maximum score; OR
- 3) They engage in abundant new course preparations or change in delivery methods during the period reviewed; OR
- 4) They engage in teaching for different venues, college-level or graduate seminars, workshops, talks, doctoral summer schools or specialized short courses nationally or internationally, including courses during study abroad programs, etc.

B. Research/Scholarship/Translational Activities

As a general rule, faculty members will **meet** expectations for tenure when:

- 1) They have published²:
3 articles in peer-reviewed journals OR
1 book in a reputable academic press; AND
- 2) They have delivered:
2 presentations in international or national conferences; AND
- 3) They have produced 2 additional pieces of research, including but not limited to, the following:
 - Articles published in peer-reviewed journals
 - Chapters included in books published by reputable academic presses
 - Presentations in international, national, state, or regional conferences
 - Presentations in professional conferences
 - Poster presentations in scholarly conferences
 - Chapter-length translations published by reputable publishers
 - Organization of conferences
 - Successful applications that secure substantial research funding; OR
 - They have produced a book-length translation published by reputable presses (the publication of a book-length translation counts as TWO of the above items of the list)

Some reasonable variations to the general rule for meeting expectations will be accepted. Those variations include, but are not limited to, the following:

- a. A maximum of ONE article published in a peer-reviewed journal can be substituted by:
 - ONE chapter included in a book published by a reputable academic press; OR
 - TWO chapter-length translations published by a reputable publisher; OR
 - ONE successful application to obtain substantial research funding.

² If, by the time the faculty member is evaluated, some of the publications are in press, proof of acceptance for publication will be required.

- b. A maximum of ONE presentation at a national or international conference can be substituted by TWO presentations at state or local conferences.

As a general rule, faculty members will **exceed** expectations for tenure when:

- 1) They have published³:
4 articles in peer-reviewed journals OR
1 book in a reputable academic press; AND
- 2) They have delivered:
3 presentations at international or national conferences; AND
- 3) They have produced 2 additional pieces of research, including but not limited to, the following:
 - Articles published in peer-reviewed journals
 - Chapters included in books published by reputable academic presses
 - Presentations in international, national, state, or regional conferences
 - Presentations in professional conferences
 - Poster presentations in scholarly conferences
 - Chapter-length translations published by reputable publishers
 - Organization of conferences
 - Successful applications that secure substantial research funding; OR
 - They have produced a book-length translation published by reputable presses (the publication of a book-length translation or set of translations counts as TWO of the above items of the list).

³ If, by the time the faculty member is evaluated, some of the publications are in press, proof of acceptance for publication will be required.

C. Service/Community Engagement

Faculty members will **meet** expectations for tenure when, in a consistent manner throughout their probationary period:

- 1) They serve in a sustained manner as members of T&I Curriculum Committees (Undergraduate or Graduate Committees) OR as members of Department Committees (e.g., search committee) AND
- 2) They participate in Departmental Committees (if needed); AND
- 3) They engage in the promotion of T&I Programs by participating in promotional events on and off campus, such as recruitment fairs, academic-related events and language festivals; AND
- 4) They serve the university's bilingual mission by providing professional service to UTRGV's T&I Office, by, e.g., volunteering to translate or participate in interpreting sessions, acting as consultants on specific areas or topics, providing service as proofreaders of texts; AND
- 5) They actively engage in program-coordination related tasks, such as academic program coordination, academic programs directorship, program assessment, curriculum design and action, social media, website design or the organization of program-related events, etc.

Faculty members will **exceed** expectations for tenure when, in addition to the above:

- II. They serve in a sustained manner as chairs of one of the T&I Curriculum Committees (Undergraduate or Graduate Committees) or Department Committees; OR
- III. They serve as members of other college- or university-level committees; OR
- IV. They hold administrative or program coordination responsibilities at the department, college, or university level.

2. Overall Evaluation for Tenure:

In order to **meet** expectations, faculty members must:

Meet expectations in the **three** categories of evaluation OR

Meet expectations in **two** categories of evaluation and **exceed** expectations in **one** category.

In order to **exceed** expectations, faculty members must:

Exceed expectations in the **three** categories of evaluation OR

Exceed expectations in **two** categories of evaluation and **meet** expectations in **one** category.

V. Full Professorship

Criteria and Evaluation:

The specific criteria for obtaining full professorship are detailed below:

A. Teaching

Faculty members will **meet** expectations for full-professorship when they fulfil the same requirements needed to meet expectations for tenure review by when they submit their application for promotion to Full Professor.

B. Research/Scholarship/Translational Activities

Faculty members will **meet** expectations for full-professorship when they fulfil the same requirements needed to meet expectations for tenure review by when they submit their application for promotion to Full Professor.

C. Service/Community Engagement

Faculty members will **meet** expectations for full-professorship when their service to the T&I programs, department, college or university is equivalent to that required to meet the same expectations for tenure review by when they submit their application for promotion to Full Professor. However, Associate Professors requesting promotion to the rank of Full Professor should show increased service in contexts that entail leadership roles.

VI. Post-Tenure Evaluation

Criteria and Evaluation:

Associate or full professors in the T&I programs can follow a teaching-track or a research track. Faculty members following the teaching track will have a heavier teaching load than faculty following the research track. However, the latter will be expected to be more active in their research production. The specific criteria for each track are detailed below:

A. Teaching

- 1) Faculty following the **teaching track** will be required to carry a **4/4 teaching load** and they will meet or exceed expectations in their Post-Tenure Review when they respectively meet or exceed Teaching requirements as outlined in Annual Review guidelines in a consistent manner during the entire post-tenure review period.
- 2) Faculty following the **research track** will be required to carry a **3/3 teaching load** and they will meet or exceed expectations in their Post-Tenure Review when they respectively meet or exceed Teaching requirements as outlined in Annual Review guidelines in a consistent manner during the entire post-tenure review period.

B. Research/Scholarship/Translational Activities

- 1) Faculty following the **teaching track** will **meet** expectations for post-tenure review when they produce:
 - Any 2 pieces of research/translational activities from the following list:
 - Articles published in peer-reviewed journals
 - Chapters included in books published by reputable academic presses
 - Presentations in international, national, state or regional conferences
 - Presentations in professional conferences
 - Poster presentations in scholarly conferences
 - Chapter-length translations published by reputable publishers
 - Organization of conferences
 - Successful applications that secure substantial research funding; OR
 - 1 book-length translation or set of translations published by reputable presses (the publication of a book-length translation or set of translations counts as TWO of the above items of the list).

- 2) Faculty following the **teaching track** will **exceed** expectations for post-tenure review when they produce three or more items in the above list. In that case, they will qualify to gain research-track status.
- 3) Faculty following the **research track** will **meet** expectations for post-tenure review when they produce:
- Any 3 pieces of research/translational activities from the following list, **two** of which need to be publications:
 - Articles published in peer-reviewed journals
 - Chapters included in books published by reputable academic presses
 - Chapter-length translations of scholarly, literary or cultural relevance published by reputable publishers
 - Presentations in international, national, state or regional conferences
 - Presentations in professional conferences
 - Poster presentations in scholarly conferences
 - Organization of conferences
 - Successful applications that secure substantial research funding; OR
 - 1 book in a reputable academic press (the publication of a book counts as THREE of the above items of the list).

Alternatively, 1 book-length translation or set of translations published by reputable presses may count as two pieces of research/translation activities from the above list.

- 4) Faculty following the **research track** will **exceed** expectations for post-tenure review when they produce four or more items in the above list, **two** of which need to be publications.

C. Service/Community Engagement

All faculty, regardless of the track they have chosen to follow (research or teaching) will **meet** or **exceed** expectations for post-tenure review when their service to the T&I programs, department, college or university consistently meets or exceeds Service/Community requirements as outlined in Annual Review guidelines for their Post-Tenure Review period.