

DEPARTMENT OF FRENCH, FRANCOPHONE AND ITALIAN STUDIES

DEPARTMENT GUIDELINES FOR THIRD-YEAR REVIEW AND TENURE & PROMOTION

Revised and Adopted, August, 18th, 2016

These guidelines serve as a supplement to the *Faculty/Administration Manual (FAM)* which is the ultimate guide in third-year review, tenure and promotion matters. In addition to guiding candidates as they prepare materials for review, they are expected to be followed by the evaluation panel in conducting the review. Although extremely important in the governance of the department, and in the overall functioning of the shared governance system, service is omitted in this document at this time.

The guiding principle in the consideration and assessment of every document submitted by candidates is **quality**. It is the responsibility of the colleague being evaluated to document that the dossier presented meets the minimum criteria of quality.

TEACHING EFFECTIVENESS:

The criteria and standards outlined in the *FAM* are specific enough in this category. In assessing teaching effectiveness, the department will in addition take into consideration duties such as directing our semester-long program in La Rochelle, teaching in the Honors College, First Year Seminars, Capstone Seminar, Distance Education and participating in a Learning Community. In either case, student evaluation will be required. How the candidate's student evaluation summary ranks with the departmental average will be an important consideration in assessing teaching effectiveness. The department requires that all student comments in every class be included in the report that is a part of the evaluation packet.

Technological innovation is to be given credit especially when it is demonstrated that it improves teaching and learning. Although the department strongly encourages technological and other forms of teaching innovation, innovation should not be an end in itself but should actually produce an active learning environment resulting in the improvement of the delivery process and the effective development of students' skills. Disposition to disseminate and share innovative ideas will also be given credit.

If relatively low student evaluation scores and/or comments appear to reflect a reaction to a teacher's insistence on high quality, other factors will be taken into consideration, including students' preparedness at the next level of instruction coupled with peer class observations. Maintaining higher standards and at the same time motivating students sufficiently to develop interest in the language is our goal.

RESEARCH AND PROFESSIONAL DEVELOPMENT:

Faculty members in the department are expected to make intellectual contributions to the discipline consistent with their area of specialization and/or new areas of interest. On the

evaluation of each work of scholarly activity, the *Faculty/Administration Manual (FAM)* stresses the importance of the “overall quality and substance.” The publication types acceptable to the department include but are not limited to: a book or monograph, an article in a peer-reviewed scholarly journal, a chapter in a book, co-authored publications, translations, pedagogical research in second language acquisition (when that is the candidate’s area of expertise), and conference proceedings.

For all types of research and publication, the department will consider only work that is **anonymously peer-reviewed** and that was **conducted in rank** at the College of Charleston.

It is the candidate’s responsibility to include incontrovertible evidence from the publisher that the work was anonymously peer-reviewed.

It is also the candidate’s responsibility to include incontrovertible evidence from the publisher of the submission and rejection rate and other considerations that prove the quality of the publication.

Creative writing will not count as evidence of scholarship in the T&P review.

Doctoral work resulting in a book or monograph is acceptable as long as the conditions stated above are met. In addition, the candidate must document the extent to which the published work was revised, researched, developed and expanded while the candidate was *in rank* at the College of Charleston. The candidate is required to submit both the dissertation and the published work. A book consisting of a doctoral dissertation will not constitute major evidence of scholarship.

Co-authorship is generally an accepted practice in our discipline. The candidate will be required to comment on the collaboration and document the nature and extent of his/her own contribution to the published work. A candidate who presents only co-authored work will not have established proof of ability for sustained scholarly work.

Encyclopedia entries do not have the same weight as peer-reviewed publications. These will count as professional development activities and not evidence of research.

SUMMARY:

Teaching: In addition to the conditions stated above, a successful candidate in the department is expected to be or have been actively involved in at least **four** of the following activities:

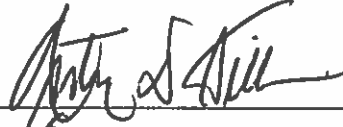
- Student advisement and mentoring
- Directorship of semester abroad program as needed
- Recruitment of students for our semester abroad programs
- Teaching in First Year Experience/Learning Community
- Activities/service directly related to the improvement of students’ language skills such as French House, French Club, Table Ronde
- Technological or other pedagogical innovations
- Development of courses that are new in the department
- Teaching courses that are new in the department

- Department committees related to improving teaching, learning and the curriculum
Presenting at pedagogical workshops with department colleagues on campus

Research and professional development: In addition to the specified conditions outlined above, especially **publication of articles**, a successful T&P candidate (*while in rank at the college*) has:

- Published articles in peer reviewed/refereed journals
- Presented scholarly papers at professional conferences
- Submitted a number of articles to peer-reviewed journals
- Worked on more than one scholarly article (work in progress)
- Received reviews from submissions to refereed journals
- Been invited by outside institutions or organizations as a guest speaker on topics related to research interest
- Participated in panels or conferences related to field of specialization.

Approved by Dean Antonio Tillis



Date

