



UNIVERSITY OF
SOUTH CAROLINA
College of Arts and Sciences

Department of
Languages, Literatures, and Cultures
Faculty Handbook

Latest Revision Date: October 2020

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**BYLAWS OF THE
DEPARTMENT OF LANGUAGES, LITERATURES, AND CULTURES**

PREAMBLE

These bylaws constitute a set of recommended operating procedures and are not binding on the Dean or the University. In any case of disagreement, University policies and procedures take precedence over the bylaws.

The Department of Languages, Literatures, and Cultures (LLC) has a fourfold mission.

1. LLC is devoted to providing high quality basic language instruction to all students at the University of South Carolina.
2. LLC is devoted to providing excellent in-depth instruction in languages, literatures, and cultures, including teacher certification.
3. LLC is devoted to training the next generation of teachers and researchers through excellence in graduate education.
4. LLC aspires to be an internationally recognized center of excellence for the creation and dissemination of new knowledge about languages, literatures, and cultures. These should not be considered four separate elements nor should one take priority over the others, but together they form an intrinsic whole, which serves as the intellectual and institutional basis for the functioning of LLC as a community teachers and scholars.

The Department currently consists of the following programs: Arabic, Chinese, Classics, Comparative Literature, French, German, Italian, Japanese, Portuguese, Russian, and Spanish.

I. BASIC PRINCIPLES

1. Each of the programs in the department is responsible for organizing itself, electing representatives to departmental committees, providing data to the departmental officers, advising its majors, and participating in program assessment.
2. The voting faculty of the Department of Languages, Literatures, and Cultures shall consist of all full-time faculty at the ranks of Professor, Associate Professor, Assistant Professor, Senior Instructor, and Instructor. Voting rights shall be restricted only by stipulations of *The Faculty Manual*. Visiting faculty,

temporary faculty, part-time faculty, and emeritus faculty shall not have voting rights.

II. ADMINISTRATION

A. Department Chair

The duties and responsibilities of the Chair of the Department of Languages, Literatures, and Cultures are those vested in the Department Chair by *The Faculty Manual*. The Chair assumes a responsibility to departmental faculty in matters relating to teaching, research, and service in accord with the Preamble to these bylaws. The Chair is responsible to the Dean of the College and other officers of the University and also for implementing University policies as they apply to the affairs of the Department.

The duties of the Department Chair include the following:

1. responsibility for the general conduct of departmental affairs;
2. authority in all matters concerning appointments and non-reappointments, promotion and tenure (except as delegated to the faculty in *The Faculty Manual*), course schedules, assignment of teaching, budget requests and expenditures, resource allocation, and all other matters relative to the successful implementation of the Department's educational and scholarly objectives;
3. chairing the Faculty Council and the Committee of the Whole;
4. appointing the Assistant Chair, the Graduate Director, the Director of Assessment and Teacher Certification, and Program Directors (except the Director of Comparative Literature)-- after soliciting nominations from the faculty;
5. administration of languages that do not have tenure lines;
6. oversight of the Foreign Language Learning Center.

While the responsibility for these duties rests with the Chair, some duties may be delegated, as appropriate, to other members of the Department. The Chair may not delegate responsibility for hiring, evaluation of faculty and staff, salary recommendations, or preparation and transmittal of recommendations for promotion and tenure.

The Chair shall initiate an annual Department-wide evaluation of his/her performance as called for by the Dean, in addition to the evaluation required by the Faculty Manual.

In addition to the Chair, three additional administrative officers, normally tenured faculty, (as detailed below in B, C, and D.), will take on the primary responsibility for different facets of departmental activities. All will be three year appointments with the possibility of renewal for a second term. All will be chosen

from a slate of two candidates nominated by faculty. All will be evaluated by the Chair and the tenured faculty in the second year of each term of service. Appointments should be made taking into consideration the need to balance representation from different language programs.

B. Assistant Chair and Undergraduate Director

Appointed by the Chair based on nominations made by the faculty, the Assistant Chair will be an 11 month administrative position. The Assistant Chair will take primary responsibility for all aspects of undergraduate programs and serve as a liaison to the Dean's office and the College on these matters. S/He will be responsible for strategic planning under the Direction of the Faculty Council. As part of these duties, the Assistant Chair will coordinate advisement and scheduling for the undergraduate program, soliciting information from the various programs, publicizing departmental course offerings, establishing regularly recurring course rotations and lists of faculty teaching preferences, as well as monitoring enrollments and credit hour production. The Assistant Chair will also coordinate peer evaluations of instructors, adjuncts, and untenured faculty. The Assistant Chair will be an ex officio member of the Faculty council, and will chair the Departmental Curriculum committee. The Assistant Chair will have signatory authority for the department in the Chair's absence.

C. Graduate Director

The Graduate Director is responsible for all aspects of the graduate programs except academic advising for MAT programs, which will be handled by the Director of Teacher Education and Assessment. The Graduate Director provides a liaison with the Graduate School coordinates reviews (CHE, NCATE, etc.) of the graduate programs, handles all correspondence and paperwork for admission, assistantships, etc. The Graduate Director chairs the Graduate Committee (composed of the program representatives and the Director of Teacher Education and Assessment, who will represent the MAT program). S/He will also chair meetings of the graduate faculty. S/He coordinates comprehensive examinations in consultation with Program Directors and handles the assignment of duties of graduate assistants in consultation with the Graduate committee. The Graduate Director provides a liaison with the graduate program in Linguistics. The Graduate Director is responsible for establishing a database of information concerning grants and scholarships available to students and faculty. The Graduate Director is appointed by the Chair based on nominations by the graduate faculty. The Graduate Director reports to the Chair of the Department and will serve as an ex officio member of the Faculty Council.

D. Director of Teacher Education and Assessment

Appointed by the Chair based on nominations of faculty, the Director of Teacher Education and Assessment will take responsibility for coordinating both the MAT and the Undergraduate Teaching Certification programs, arranging for scheduling of required FORL courses, advising, and placement of students for student teaching. S/He will serve as a liaison with the Department of Education and take primary responsibility for reviews (CHE, NCATE, etc.) of the undergraduate program, with input and assistance from the Education Committee. S/He will establish and monitor guidelines for T.A. supervision in accordance with the Graduate Director and TA supervisors in the various programs. S/He takes primary responsibility for coordinating assessment, however assessment will be done by individual Program Directors. The Director of Teacher Education and Assessment will be a resource person for all programs as they set goals and priorities. In his/her capacity as MAT advisor, the Director of Teacher Education and Assessment will sit on the Graduate Advisory committee. S/He will serve as an ex officio member of the Faculty Council and will report to the Chair.

E. Program Directors

With the exception of the Director of the Comparative Literature Program, Program Directors are appointed by the Chair from the tenured faculty in consultation with the program faculty. The Program Director will provide information on scheduling to the Assistant Chair and the Graduate Director and furnish information on the program as necessary. The Program Directors will be responsible for assessment in their respective graduate and undergraduate programs. The Program Directors in the various languages report to the various departmental officers as appropriate concerning programmatic issues. The Director of the Comparative Literature Program will consult with the various departmental officers as appropriate.

F. Additional Appointments with Program Responsibilities

Additional appointments for program responsibilities as needed may be made by the Chair in consultation with the Faculty Council and the relevant programs on a year to year basis. These appointments will be tenured faculty. In cases of need, the Chair, with the approval of the Faculty Council and the Dean, may appoint an assistant professor or instructor to one of these positions for the term of one year.

Standing Committees

A. Faculty Council

The Faculty Council is the fundamental governing committee of the department. It will meet semi-monthly to discuss issues of importance to the department including recruitment, salaries, goals and priorities. Faculty should also bring issues to the Committee for discussion. The Faculty Council will consist of the Chair, the Assistant Chair, the Graduate Director, and the Director of Teacher Certification and Assessment, the Program Directors of major programs (French, German, Spanish), as well as one Full Professor, and one Associate Professor who will be elected for a term of two years from programs not already represented in the council. The committee will report on its meetings to the faculty at large on a monthly basis—each member assuming responsibility for the report in turn.

B. Graduate Committee

Chaired by the Graduate Director, the Graduate Committee is composed of elected representatives of programs granting graduate degrees, the Director of Teacher Certification and Assessment, and the Director of the Comparative Literature Program. These faculty provide a contact for their respective MA/MAT/Ph.D. programs, chair meetings of the Graduate Faculty for their program, consult with the Graduate Director and the Director of Teacher Certification and Assessment (when appropriate) concerning admissions, assistantships, the graduate curriculum, comprehensive examinations, assignment of duties of graduate assistants, etc.

C. List of Standing Committees

1. **Curriculum and Placement Committee**
2. **Departmental Evaluation Committee**
3. **Faculty Advisory Committee**
4. **Faculty Performance Review Committee**
5. **Foreign Language Education Committee**
6. **Graduate Advisory Committee**
7. **Interdisciplinary Studies Committee (Dissolved)**
8. **Library Committee**
9. **Tenure and Promotion Committee**
10. **Website Committee (Dissolved)**

III. MEETINGS OF THE FACULTY

There shall be at least four regular meetings of the faculty of the Department of Languages, Literatures, and Cultures per year. A time slot shall be held open for these regular meetings during scheduling. The meetings shall be chaired by the Chair of the Department. Additional meetings can be also called by the Chair or by written petition of five or more voting members of the faculty.

- A. The Recorder of the meetings shall be the Assistant Chair of the Department. When a vote requires a show of hands, both the Recorder and the Chair tally the votes and compare results. Any voter may request a secret ballot for any substantive motion, and that request will be automatically granted.
- B. The quorum for the Department of Languages, Literatures, and Cultures is a simple majority of the eligible voting faculty.
- C. Agenda: The Chair shall provide items for the agenda, to be distributed to the faculty a minimum of three working days prior to any regular meeting of the Department. Agenda items may also be submitted by individual faculty members. Motions considered by the Faculty Council to be substantive must be included on this agenda.
- D. Minutes: The Recorder has the sole responsibility for the writing and distribution of the minutes of all meetings. The Recorder shall submit a concise, abstracted form of the minutes for distribution to the faculty, except in the case of specific resolutions and motions, which shall be published in their entirety.

IV. APPOINTMENT OF TENURE-TRACK FACULTY

The following apply to the process of recruiting tenure-track faculty.

- A. A recruitment committee for each new position shall be appointed by the Chair. It shall screen applications, arrange interviews, and select applicants who shall be invited for on-campus interviews.
- B. After the visit of one or more candidates for a tenure-track position, the Chair shall call a meeting of all faculty to discuss the candidate(s). Faculty at the rank of Instructor and Senior Instructor shall be invited to participate in the

recruitment process but may not vote on the recommendation of a candidate. Faculty from all programs in the department shall participate fully in the interview process for every tenure-track candidate.

- C. The Chair shall ask all tenure-track faculty to vote on the candidate(s) by secret ballot to the Chair's administrative assistant, who shall verify voting eligibility and keep a tally of the votes. The Chair shall present the tally to the tenure-track faculty. In order to recommend to the Dean a decision to extend or withdraw an offer, the Chair requires at least a positive simple majority vote of the eligible voting members of the Department.

V. APPOINTMENT OF NON-TENURE-TRACK FACULTY

After consultation with the appropriate faculty, the Chair recommends non-tenure-track faculty to the Dean for appointment or reappointment. Rank will be determined in accord with the qualifications specified in the faculty manual.

The Tenure and Promotion Committee

All voting and deliberations on matters of tenure and promotion are conducted by the tenured faculty acting as a committee of the whole (CW), except that in the case of promotion to Full Professor, the committee of the whole shall comprise all the Full Professors of the department..

The select Departmental Tenure and Promotion Committee (referred to in what follows as the T&P Committee) shall consist of three tenured Full Professors and two tenured Associate Professors. These shall be elected for a two-year term by all tenured faculty in the Department. Terms of members will be staggered, with two Full Professors and one Associate Professor being elected one year, then the third Full Professor and second Associate Professor the following year. The Chair of the Committee, who must be a Full Professor, shall be elected each year by the Committee members. The members of the Committee will be eligible for re-election to an additional two-year term, after which they will be ineligible for one year. All tenured Full and Associate Professors will be eligible, with the exception of the Department Chair. The Chair of the committee must be chosen by April 15.

The Committee will be responsible for assembling such relevant information, documents, etc., as are required for all tenure and promotion cases, and making them available to the tenured faculty for consideration, discussion, and vote. A candidate for promotion and/or tenure may provide relevant materials for inclusion in his/her Departmental file. For each candidate presenting a dossier for tenure and/or promotion, the committee will assign one of its members (at a rank superior to that of the candidate), to supervise the preparation of the dossier. Should the candidate be a full professor, this supervisor should be a full professor. This supervision includes the responsibility for the preparation, with the help of appropriate administrative staff, of a summary of key questions and comments on student evaluations (see General Procedures, item 4).

The T&P Committee also assists the tenured faculty in the development of policy relative to tenure and promotion, and in the revision of such policy when required.

Initiation of the Process

1. Each year the Chair of the Department will inform all non-tenured faculty that they will be considered for tenure, and all faculty below the rank of full Professor that they will be considered for promotion, unless they state otherwise in writing by the third week in April. All candidates who wish to be considered for promotion and/or tenure at all ranks will informally make their intentions known to the T&P Committee by 15 April of the year prior to that in which they desire to be considered. There will be a meeting of the prospective candidates with the T&P Committee later that month for a question and answer session. Packets will, if possible, be sent out to referees in May.

2. The T&P Committee will provide the full-time faculty with the names of individuals who have expressed a desire to be considered for tenure and/or promotion as soon as the names are known to the committee. The faculty will be apprised of the fact that letters regarding the candidate may be sent to the T&P Committee for inclusion in the appropriate section of the dossier.

Approved by the tenured faculty, Sept. 24, 2002; approved (slightly revised) by the UCTP March 5, 2003.

3. Notice in writing regarding such consideration and meetings related thereto will be provided to the full-time faculty of the Department at least one month prior to the date when the tenure and promotion file must be submitted. The Dean of the College of Liberal Arts will also receive such notice.

Selection of Outside Referees

1. Five Outside Referees will be asked to evaluate the files of all candidates for tenure and promotion. Normally, an Outside Referee will hold a rank higher than that of the local candidate and will come from a peer or aspirant institution. In no case will an Outside Referee be the candidate's dissertation director and only in exceptional cases will an Outside Referee be a candidate's collaborator on a major project.

2. The selection of scholars to serve as evaluators of a candidate's file will be made by the T&P Committee in consultation with appropriate faculty in the candidate's discipline. The candidate may offer the names of specialists in his/her field who in turn may be contacted by the T&P Committee for their recommendations concerning qualified Outside Referees; however, the candidate will not normally directly propose the names of Outside Referees. Should the candidate elect to submit names of scholars to evaluate the file and should these scholars be chosen for the final list, their evaluations of the file will be indicated as having been made by Referees Suggested by the Candidate. Once a list of potential Outside Referees is compiled, the T&P Committee will make a final selection from among them and will contact those selected to ensure that they are willing to assess the candidate's record. Of the final list of Outside Referees, the majority must be evaluators not suggested by the candidate.

3. The T&P Committee will send to those scholars who have agreed to evaluate the candidate's scholarship a packet containing the candidate's *curriculum vitae* as well as offprints, books and/or other relevant materials to be assessed. This packet will be accompanied by a copy of the departmental criteria and a letter from the Chair of the T&P Committee which a) stresses the importance of the criteria in judging the work of the candidate and b) clearly states that it is the principal task of the evaluator to assess the packet of materials. The packet of materials will be mailed to the Outside Referees no later than mid-May of the year in which the candidate's file is to be considered. The Chair of the T&P Committee is authorized, with the approval of the Chair of the department, to offer an honorarium of up to \$100 to outside referees for each external review of the research and publication of departmental candidates for tenure and/or promotion.

General Procedures

1. The T&P Committee will assemble information regarding each person to be considered, as provided above. Ultimate responsibility for preparing the file and insuring that evidential materials are included rests with the candidate.
2. Concerning tenure decisions, the T&P Committee will provide the complete dossier to tenured faculty members whose academic rank is equal to or higher than that of the candidate. Concerning promotion decisions, the dossier will be provided to those tenured faculty members of higher academic rank than the individuals concerned.
3. The T&P Committee will arrange for a meeting of the tenured faculty of appropriate ranks to meet as a Committee of the Whole. The Chair of such meetings will be the Chair of the T&P Committee. Only persons allowed to vote on a candidate for tenure and/or promotion may participate in the discussion of that candidate.
4. All student evaluations from the previous five years (if candidates have been employed at USC for that period) will be included in the supplemental file of all candidates for tenure and promotion. A summary of these evaluations will be included in the primary file.

There must be at least three peer evaluations from the period since the last promotion, and at least one should be from the current or previous semester. These peer evaluations should be included in the primary file.

Procedures for Voting

1. Those voting on a given candidate will have the responsibility of thoroughly examining the file of that candidate and will initial the file to indicate that this responsibility has been met.
2. For each case being voted on, one ballot will be provided for each voting, tenured faculty member.
3. Each ballot will provide for a “Yes,” “No,” or “Abstain” vote and space for the optional signature and required justification.
4. Ballots concerning tenure and promotion will be secret and will be forwarded, along with all pertinent documents, to the Chair of the T&P Committee.
5. The Chair of the Department will not vote as a member of the Committee of the Whole but will write a letter expressing an administrative point of view concerning the candidate’s case.
6. In the event that there should not be five faculty members eligible to vote on a given candidate, the Dean of the College of Liberal Arts will select from departments of similar disciplines appropriate members to serve on the Committee of the Whole.
7. The votes will be counted by the Chair of the T&P Committee (or a designated member of the Committee) and at least two other members of the tenured faculty who participated in the vote in the presence of those eligible faculty who wish to be present.
8. Upon request, all tenured faculty who participated in the vote on a given candidate will be informed orally of the outcome of the vote by the Chair of the T&P Committee; this information will include the precise numbers of those voting positively or negatively or abstaining. This count shall remain confidential, with disclosure at the department level only to eligible members of the tenured faculty.
9. Abstentions will not be counted in the total number of votes required to send the file forward.
10. A two-thirds majority of those voting “yes” or “no” will be required to send the file forward.
11. Once the ballots have been counted, they will be given to the Chair of the Department who will, without revealing the precise numbers of those voting positively or negatively or abstaining, inform the candidate of the result.
12. The Chair will forward through proper channels, according to University regulations, the recommendations of the Committee of the Whole and all relevant documents, together with his/her own recommendation, to the Dean. The Chair will also forward a list of all persons considered but not recommended. Failure to recommend favorably at the particular time is without prejudice to the candidate for tenure and/or promotion.
13. Should a candidate not receive a favorable vote, his/her case can be appealed according to the procedures outlined in the *Faculty Manual*.

General Criteria

The Department of Languages, Literatures, and Cultures recognizes three levels of achievement in the areas of teaching, scholarship, and service. The descriptions of these levels are intended to serve as guidelines in considerations involving annual Faculty Performance Review, Post Tenure Review, and tenure and promotion. Tenure and promotion will be granted according to a number of profiles, which express combined strengths in the various areas. It is to be understood that level one already represents a recognizable achievement and that performance below this level warrants neither tenure nor promotion.

The actual terms of the candidate's position, and his/her job description as stated in the Chair's and Dean's letters of appointment, are relevant to judging his/her worthiness for tenure and promotion; such consideration shall not, however, supersede the standards for research and teaching stated above or the terms of the Faculty Manual.

Promotion and/or tenure at USC are based on accomplishments since the candidate was hired at USC, but previous accomplishments may be taken into account for the evaluation of consistency of achievement (tenure only) and of a candidate's stature and reputation in his/her areas of expertise. In a similar manner, promotion to Full Professor is based primarily on accomplishments since the candidate's promotion to Associate Professor, but the candidate's entire career may be taken into account, especially in light of the requirement, for promotion to Full Professor, of a national or international reputation.

Performance Profiles

These profiles are given here as a general orientation for the reader. Please refer to them as necessary when reading the descriptions of performance given for each area. Explanation of the abbreviations used:

T1 (Level 1 in Teaching)
Sch2 (Level 2 in Scholarship)
S3 (Level 3 in Service)

Requirements* for promotion to and tenure at the various ranks:

promotion to and/or tenure at the rank of associate professor:

| | | |
|----|------|----|
| T1 | Sch2 | S1 |
|----|------|----|

promotion to and/or tenure at the rank of professor:

| | | |
|----|------|----|
| T2 | Sch3 | S1 |
| T1 | Sch3 | S2 |

*(Note that these profiles represent the *basic* requirements for tenure and promotion at the various ranks. In other words, T1 implies "Teaching at Level 1 or above.")

Areas of Performance

A. Teaching

Teaching as defined in this document refers not only to classroom performance but also covers a broad range of activities involving instruction and mentoring. Three basic aspects of teaching are planning (determining objectives and organizing course syllabi), classroom instruction, and the evaluation of student performance; these three aspects are judged by peer evaluations and regular department-wide student evaluations. Teaching may also involve the creation and teaching of new courses that make an important contribution to the department.

Candidates for tenure and promotion may present evidence of their accomplishments in this area at three levels, although it is expected that very few candidates for tenure or promotion will attain Level 3 in teaching. Since allowance for individual differences must be made, these levels are to serve as guidelines and should not be rigidly interpreted.

Levels of performance in the area of teaching

(Each of the higher levels assumes that the candidate has met the criteria for the level or levels below.)

Level 1 (Good) – In order to receive tenure or promotion, the candidate must meet the criterion of *consistently good teaching*. At this level, the candidate should provide evidence that he or she is an accomplished and versatile teacher capable of teaching a variety of courses, including graduate courses when available. (The candidate may also participate in graduate or honors programs through the direction of theses and/or dissertations.) Attendance at lectures, seminars and workshops devoted to the improvement of teaching skills will be considered as evidence of the candidate's commitment to good classroom teaching.

Level 2 (Excellent) – This level represents a substantial contribution to the teaching mission of the department. Candidates *meeting the requirements for the preceding level* who (1) use their pedagogical skills to influence the program's teaching mission beyond the confines of their classroom OR (2) have created original courses or course materials may submit evidence of *excellence* in the teaching area. Such evidence may include innovative materials or courses that impact on the program's curriculum or on that of another department or program. These materials or courses may, but do not necessarily, incorporate new technologies such as video and computers. (Such materials if published nationally will be considered in the area of scholarship.) Courses or other special training taken to improve or expand the candidate's pedagogical skills will be considered favorably at this level as will the receipt of internal grants to undertake innovative teaching projects.

Level 3 (Outstanding) – The candidate *meets the requirements of the previous levels*, and his or her ability as a teacher is recognized both within and beyond the department. The candidate is frequently invited to give lectures and courses in other departments and programs and may be asked to serve as a consultant, to conduct workshops on teaching or to teach in special national or international institutes or programs. The candidate may have received external grants to undertake innovative teaching projects.

Types of activity included in the area of teaching

- number, type and level of courses taught
- development or significant restructuring of courses and design of new curricula
- development of materials and courses, especially those that incorporate new technologies (Such materials, when published nationally, will be considered in the area of scholarship.)
- participation in design/scoring of national standardized examinations
- direction of honors or master's level theses or of dissertations
- receipt of grants for the development of innovative courses, materials or curricula, especially those funded from sources outside the university
- attendance at lectures, seminars and workshops devoted to the improvement of teaching skills
- special, sustained training in a certain aspect of teaching such as that required for certification as an ACTFL oral proficiency tester

(The above list is not all-inclusive, and no hierarchy is implied by the order in which items are listed.)

Evidence of quality in the area of teaching

The determination of the level of performance in the area of teaching will be based primarily upon quality rather than quantity. For this reason, candidates should provide evidence of the kinds suggested below. (No candidate is expected to supply all types of evidence; this list is to serve as a guide only.)

- student and peer evaluations
- unsolicited letters from students and peers
- awards or other recognition based primarily or exclusively on teaching
- reliability and validity data for tests developed
- use by other institutions of syllabi, tests or other materials developed by candidate
- impact of course or curricular design on department's teaching mission
- invitations to teach in other departments and programs in the university
- invitations to lead workshops on teaching or to serve as consultants for other institutions
- invitations to teach in special national or international institutes or programs
- accomplishments of present or former students who credit the candidate with playing a major role in the student's development.
- invitations to serve on accreditation teams
- number of students electing to take subsequent courses in the department or to major in the candidate's discipline and performance of these students
- invitations to serve on panels to judge proposals for grants or contracts related to teaching
- range of courses taught

(The above list is not all-inclusive, and no hierarchy is implied by the order in which items are listed.)

B. *Scholarship*

The professorial role involves not only the transmission of present knowledge through teaching but also the creation of new knowledge to be shared with students and colleagues through papers, presentations and especially published scholarship in the form of refereed articles and books. The Department of Languages, Literatures, and Cultures recognizes the importance of both those investigations that preserve and extend traditional scholarship and those that explore new areas of thought and span different fields. Because it values quality over quantity, the Department, in evaluating scholarship, will examine the corpus of a candidate's scholarly work for evidence of erudition, method, originality and independence.

Levels of performance in the area of scholarship

(Each of the higher levels assumes that the candidate has met the criteria for the level or levels below.)

Candidates for tenure and promotion may present evidence of their accomplishments in this area at three levels. Since allowance for individual differences must be made, these levels are to serve as guidelines and should not be rigidly interpreted.

Level 1 (Good) – The candidate has published reviews, notes, refereed articles or book chapters in high-quality publications with a national or international audience. He or she has attended professional conferences at the local, state, and regional levels and participated in these conferences by presenting papers, serving on panels and/or organizing and chairing sessions. In addition, the candidate has begun to explore new avenues of research as evidenced by papers and/or articles unrelated to the dissertation topic.

Level 2 (Excellent) – In order to meet the expectations of this level, a candidate must have demonstrated significant achievement in the area of scholarship. He or she exceeds the profile of the Level 1 candidate in both quantity and quality of publication and other scholarly activity. Normally, the candidate's record will include a number of peer-reviewed articles or book chapters in significant journals/publications or one peer refereed published book. These are expected to be major publications, and at least one of them must have gone beyond the scope of the doctoral dissertation. Major publications are those that present, integrate, or synthesize important new information and/or offer new critical, theoretical, or methodological perspectives to the field and/or demonstrate an incipient national or international reputation for the candidate. The candidate will also have participated in major national and international conferences by presenting papers, giving workshops, serving on panels, and/or organizing and chairing sessions. Invitations to speak at major conferences, to contribute to significant scholarly publications and/or to serve as a referee for leading journals and presses attest to the national reputation of the candidate. Additional evidence of high-quality achievement in the form of reviews and citations of the candidate's work is desirable.

Level 3 (Outstanding) – The candidate exceeds the criteria of the previous categories. He or she has a firmly established national or international reputation based primarily on a record of high quality published scholarship, which will normally include a number of major articles published in the leading scholarly journals of his or her area of specialization and at least one full-length refereed book or monograph from a reputable press, published since the last promotion. Both the candidate's individual achievements and his or her stature in the field emerge as distinguished when measured against the types of evidence of quality outlined above.

Types of activity included in the area of scholarship

- refereed articles and book chapters
- books and monographs (critical books, scholarly editions, translations, biographies, dictionaries, textbooks, bibliographies) published by reputable journals, presses and publishing houses that accept works only after rigorous refereeing by peers in the discipline
- technology-based productions such as interactive video, computer-assisted materials or films
- contributions to encyclopedias, *Festschriften*, etc.
- reviews and review essays
- notes
- papers and presentations at professional conferences (local, state, national, international) and publications published in conference proceedings, especially those that are refereed
- receipt of competitive grants for the development or execution of research projects
- participation in nationally-competitive institutes or seminars of a scholarly nature
- creative writing

(The above list is not all-inclusive, and no hierarchy is implied by the order in which items are listed. In general, books are considered more important than articles and single-authored works more important than multi-authored ones, but the fields represented by members of this department are too diverse for this order of importance to be applied in every case.)

Evidence of quality in the area of scholarship

The Department of Languages, Literatures, and Cultures will use, in addition to the professional judgment of its members, evidence such as that found in the following list in the determination of the professional stature of the candidate and the quality of the candidate's work. (No candidate is expected to supply all types of evidence; this list is to serve as a guide only.)

- reputation of publishing house or journal in which a given contribution was published
- peer evaluation in the form of published reviews of the works in question (or solicited expert opinion when no reviews are available)
- awards or other recognition for a given item or for the corpus of the individual's scholarly work
- references to the individual's work by other scholars
- selection of work for reprinting or translation
- unsolicited letters from colleagues and/or requests for offprints
- invitations to speak at prestigious conferences or to contribute to highly-regarded scholarly publications
- external fellowships and grants based largely on proposals to expand upon already published work
- invitations to judge grant proposals for an agency other than this university or to serve as a consultant for groups engaged in scholarly endeavors (see also Types of activity included in the area of service)
- invitations from scholarly presses, journals, or other institutions to evaluate scholarship (see also Types of activity included in the area of service)
- awards of special fellowships for research activities or selection for residency at special institutes for advanced study
- letters from outside reviewers of file

(The above list is not all-inclusive, and no hierarchy is implied by the order in which items are listed.)

C. Service

This area includes service to scholarly and professional organizations and to the community (in cases where community service involves the candidate's professional expertise) as well as to the Department, the College, and the University. While recognizing that high-quality service in these areas is an important contribution to the functioning of the university and the profession, the Department of Languages, Literatures, and Cultures discourages candidates for tenure or promotion from becoming excessively involved in service activities to the detriment of their teaching and scholarship. *Even extraordinary service will be recognized only when accompanied by satisfactory levels of scholarship and teaching as outlined in these criteria.* Nevertheless, since a minimal amount of service on the part of every member is necessary to the functioning of the department, failure to complete assigned service tasks efficiently and effectively will have an adverse effect on promotion and tenure decisions.

Levels of performance in the area of service

(Each of the higher levels assumes that the candidate has met the criteria for the level or levels below.)

Candidates for tenure and promotion may present evidence of their accomplishments in this area at three levels. In order to receive tenure or promotion, the candidate's service record must at least meet the department's definition of "good" (Level 1). Since allowance for individual differences must be made, these levels are to serve as guidelines and should not be rigidly interpreted.

Level One (Good) – In order to attain this level the candidate must have a record of reliable and efficient performance of service responsibilities. This may include a variety of different and changing roles on ad hoc committees and/or other assignments of an episodic nature (departmental representatives for particular assignments, hiring committees for other departments, responsibilities assigned by the Chair) as well as positions on ongoing departmental committees where the candidate might serve a limited term. This need not involve one specific area of responsibility.

Level Two (Excellent) – The candidate who attains this level will serve on standing departmental committees and be elected to positions and committees at a level beyond the department. Generally this would involve service on a number of permanent or ad hoc departmental committees as well as college and university committee work. It may include the initiation of valuable new directions in service. In addition the candidate may have a record of professional service in the community or to professional associations at the regional, national or international level.

Level Three (Outstanding) – The candidate who attains this level will present a consistent record of high quality service and will have effectively carried out duties of great responsibility. Service at this level will include chairing major college and university committees and will involve making significant contributions to the life of the Department, the College, the University, the community and/or profession.

Types of activity included in the area of service

- advisement
- course coordination, program direction, and the development of materials used therein
- development of departmental placement and exit examinations.
- special assignments within the department such as directing the Tutoring Center or coordinating audiovisual materials
- major administrative duties within the department such as Chair, Graduate Director, Director of Undergraduate Courses, Director of Basic Courses
- chairing or serving on departmental and interdepartmental committees
- participation in various levels of college or university governance (committees, faculty senate, etc.)
- serving on thesis and dissertation committees (directing a thesis or dissertation counts in the area of teaching)
- participation in state, regional, national and/or international professional organizations
- service to scholarly journals and presses and to other institutions (for example, invitations to serve on editorial boards, to referee articles and grants, and to serve as an outside referee in T&P proceedings) serve as an indication of the candidate's standing in a given discipline
- service to the public schools
- translating, interpreting and other profession-related service to the community

(The above list is not all-inclusive and the order in which an item appears on the list does not indicate its position in a hierarchy.)

Evidence of quality in the area of service

The Department of Languages, Literatures, and Cultures will use, in addition to the professional judgment of its members, evidence such as that found in the following list in the determination of the effectiveness of the candidate's service contributions. (No candidate is expected to supply all types of evidence; this list is to serve as a guide only.)

- descriptions of the contribution (in terms of time invested, reliability and initiative) of the candidate to a given service assignment
- evaluations of service in annual Faculty Performance Review
- letters commending the candidate's service
- honors and other recognition for service activities
- selection for membership on prestigious committees
- election as chair of a prestigious committee
- holding a major office in a respected professional organization
- impact of the type of service engaged in on the functioning of the department, college or university

(The above list is not all-inclusive and the order in which an item appears on the list does not indicate its position in a hierarchy.)

Policies and Procedures for Tenure and Promotion
Department of Languages, Literatures, and Cultures
University of South Carolina, Columbia

December 13, 2012

1. Preamble:

Scholars of languages, literatures, and cultures are concerned with advancing and disseminating knowledge of the structure, nature, and history of languages, their use to produce artistic creations, and their status as creator or disseminator of meaning in global cultures. We seek to expand the knowledge of our fields, to apply our expertise to both intellectual and social problems, and to convey our understanding to future generations.

Our department adopts a broad definition of scholarship as any significant contribution to the ongoing conversation about the topics outlined above. This will generally be done through prestigious publications. Publication for the purposes of this document means acceptance of the final version of an article, book, etc. by the publisher. There are two models of scholarship in our department. The first is the humanistic model, generally associated with literary, cultural, philological, and historical linguistic studies. Traditionally, the humanistic model has been oriented towards the publication of single-authored, peer-reviewed books based on extensive research. Articles in peer-reviewed journals, book chapters, and other forms of publication are also typically single-authored works that require extensive research and mastery of a vast multilingual bibliography. Because humanistic scholarship typically requires extensive time for research and writing, we expect important projects to take a number of years from inception to publication.

The second is the social science model, generally associated with theoretical and applied linguistics as well as language pedagogy. Traditionally the social science model has been oriented towards the peer-reviewed journal article. Articles, book chapters, and other forms of publication are also typically multiple-authored works that require large data sets and mastery of statistical and experimental techniques.

Our department evaluates scholarship according to its quality and impact, not according to quantitative measures of productivity alone. The department recognizes that scholarly work can be demonstrated in different products, venues, and media (including online publications), and it is committed to the support of scholarship in its various forms. Grants are an important indication of quality and recognition, but external funding for humanistic research is largely limited to scarce public funds and a handful of private foundations. Few humanistic and linguistic projects require expensive research assistance, space, or equipment, but all require extensive time from inception to publication. Fellowships that supply partial salary replacement are highly valued, not only for their practical benefit in providing time for research, but also for their intrinsic value as marks of prestigious recognition.

Our department also adopts a broad definition of teaching. Teaching is a core mission of the faculty. It occurs in many venues; not exclusively in classrooms, but also in textbooks, newspaper articles, web sites, and on the public stage. In its broadest definition, teaching involves the transmission of knowledge to people who do not yet have such knowledge, wherever that occurs. Our faculty teaches both in and beyond the classroom.

The department values service to the department, university, professional organizations and to the broader public.

The Department of Languages, Literatures, and Cultures intends that these procedures and criteria set forth below shall conform to the University of South Carolina *Faculty Manual*, which serves as the ultimate authority governing promotion and tenure at the university. The procedures and criteria set forth below are meant to explain how the basic principles of university policy are understood and applied within the Department of Languages, Literatures, and Cultures. These departmental procedures and criteria are aimed at several audiences: candidates for promotion and tenure; voting faculty; administrators and faculty outside the department who will be involved in the process; and outside evaluators.

2. The Tenure and Promotion Committee

2.1 . All voting and deliberations on matters of tenure and promotion are conducted by the tenured faculty acting as a committee of the whole (CW), except that in the case of promotion to Full Professor, the committee of the whole shall comprise all the Full Professors of the department.

2.2. The select Departmental Tenure and Promotion Committee (referred to in what follows as the T&P Committee) shall consist of three tenured Full Professors and two tenured Associate Professors. These shall be elected for a two-year term by all tenured faculty in the Department. Terms of members will be staggered, with two Full Professors and one Associate Professor being elected one year, then the third Full Professor and second Associate Professor the following year. The members of the Committee will be eligible for re-election to an additional two-year term, after which they will be ineligible for one year. All tenured Full and Associate Professors will be eligible, with the exception of the Department Chair.

2.3. The Chair of the Committee, who must be a Full Professor, shall be elected each year by the Committee members. The chair of the T&P Committee shall attend the orientation session organized by the University Committee on Tenure and Promotion and preside over the committee and over the tenure and promotion meetings of qualified faculty. The Chair of the committee for the following year must be chosen by April 15.

2.4, The Committee will be responsible for assembling such relevant information, documents, etc., as are required for all tenure and promotion cases, and making them available to the tenured faculty for consideration, discussion, and vote. A candidate for promotion and/or tenure may provide relevant materials for inclusion in his/her Departmental file. For each candidate presenting a dossier for tenure and/or promotion, the committee will assign one of its

members (at a rank superior to that of the candidate), to supervise the preparation of the dossier. Should the candidate be a full professor, this supervisor should be a full professor. This supervision includes the responsibility for the preparation, with the help of appropriate administrative staff, of a summary of key questions and comments on student evaluations.

2.5. The T&P Committee also assists the tenured faculty in the development of policy relative to tenure and promotion and in the revision of such policy when required.

3. Initiation of the Process

3.1. Each year the Chair of the Department will inform all non-tenured faculty that they will be considered for tenure, and all faculty below the rank of full Professor that they will be considered for promotion, unless they state otherwise in writing by the third week in April. All candidates who wish to be considered for promotion and/or tenure at all ranks should informally make their intentions known to the T&P Committee by 15 April of the year prior to that in which they desire to be considered. There will be a meeting of the prospective candidates with the T&P Committee later that month for a question and answer session. Packets for those seeking promotion to associate professor and for tenure will, if possible, be sent out to referees in May. Packets for those seeking promotion to full professor, if possible, will be sent out to referees in August.

3.2. The T&P Committee will provide the full-time faculty with the names of individuals who have expressed a desire to be considered for tenure and/or promotion as soon as the names are known to the committee. The faculty will be apprised of the fact that letters regarding the candidate may be sent to the T&P Committee for inclusion in the appropriate section of the dossier.

3.3. Notice in writing regarding such consideration and meetings related thereto will be provided to the full-time faculty of the Department at least one month prior to the date when the tenure and promotion file must be submitted. The Dean of the College of Arts and Sciences will also receive such notice.

4. Selection of Outside Referees

4.1. Six Outside Referees will be asked to evaluate the files of all candidates for tenure and promotion. Normally, an Outside Referee will hold a rank higher than that of the local candidate and will come from a peer or aspirant institution in the candidate's field. Outside evaluators must have a strong record of scholarship. In no case will an Outside Referee be the candidate's dissertation director or a primary collaborator on a major project.

4.2. The selection of scholars to serve as evaluators of a candidate's file will be made by the T&P Committee in consultation with appropriate faculty in the candidate's discipline.

4.2.1. The candidate may offer the names of specialists in his/her field who in turn may be contacted by the T&P Committee for their recommendations concerning qualified Outside Referees; however, the candidate may not propose the names of Outside Referees.

4.2.2. Candidates may indicate to the T&P chair any potential outside reviewers whose bias might compromise their ability to fairly evaluate the candidate's work.

4.2.3. Once a list of potential Outside Referees is compiled, the T&P Committee will make a final selection from among them and will contact those selected to ensure that they are willing to assess the candidate's record.

4.3. The T&P Committee will send to those scholars who have agreed to evaluate the candidate's scholarship a packet containing the candidate's *curriculum vitae* as well as offprints, books and/or other relevant materials to be assessed. This packet will be accompanied by a copy of the departmental criteria and a letter from the Chair of the T&P Committee which a) stresses the importance of the criteria in judging the work of the candidate and b) clearly states that it is the principal task of the evaluator to assess candidate's research record. The packet of materials will be mailed to the Outside Referees no later than mid-May of the year in which the candidate's file is to be considered for promotion to Associate Professor, no later than mid-August for promotion to Full Professor.

4.4. Faculty with Joint Appointments: Jointly appointed faculty are faculty members whose tenure home is in one unit (the "primary unit") and who have a part time appointment, with some combination of teaching, research, and service obligations, in one or more unit or program (the "secondary unit"). A joint appointment is formalized by a Memorandum of Understanding or Charter that specifies the responsibilities of the faculty member to the primary and secondary units.

5. General Procedures

5.1. Ultimate responsibility for preparing the file and insuring that evidential materials are included rests with the candidate.

5.1.1. It is the responsibility of the candidate to prepare a personal statement that justifies the case for promotion or tenure in light of the criteria stated below and to compile all relevant evidence for evaluation by the voting faculty and all other parties involved in promotion and tenure decisions.

5.1.2. Current and Future Research Plans: Candidates are expected to exhibit a record of consistent progress in their research and scholarship. All candidates must provide evidence of continuing scholarly activity, including a statement explaining work in progress or future research plans as part of the personal statement in the candidate's file.

5.1.3. The deadlines for submission are set by the university, and it will be the candidate's responsibility to meet those deadlines. Failure of a potential candidate to submit a file by the deadline shall be interpreted as a request by the potential candidate not to be considered.

5.2. Concerning tenure decisions, the T&P Committee will provide the complete dossier to tenured faculty members whose academic rank is equal to or higher than that of the candidate. Concerning promotion decisions, the dossier will be provided to those tenured faculty members of higher academic rank than the individuals concerned.

5.3. The T&P Committee will arrange for a meeting of the tenured faculty of appropriate rank to meet as a Committee of the Whole. The Chair of such meetings will be the Chair of the T&P Committee. Only persons allowed to vote on a candidate for tenure and/or promotion may participate in the discussion of that candidate.

5.4. All student evaluations from the previous five years (if candidates have been employed at USC for that period) will be included in the supplemental file of all candidates for tenure and promotion. A summary of these evaluations will be included in the primary file.

5.5. There must be at least three peer evaluations from the period since the last promotion, and at least one should be from the current or previous semester. These peer evaluations should be included in the primary file.

5.6. Where there is exceptional scholarly merit involved or there may be competitive demand for a candidate recommended for faculty appointment, the candidate may be also recommended for tenure on appointment. In such cases eligible tenured faculty will be asked to vote on whether to recommend tenure on appointment. If over two thirds the eligible faculty vote in favor, a positive recommendation shall be forwarded by the T&P chair to the chair of the department for transmission to the appropriate offices and bodies.

6. Procedures for Voting

6.1. Those voting on a given candidate will have the responsibility of thoroughly examining the file of that candidate and will initial the file to indicate that this responsibility has been met.

6.2. For each case being voted on, one ballot will be provided for each voting, tenured faculty member for promotion and when relevant for tenure.

6.3. Each ballot will provide for a "Yes," "No," or "Abstain" vote and space for the optional signature and required justification. Abstention shall be only by vote to abstain not by failure to vote.

6.4. Ballots concerning tenure and promotion will be secret and will be forwarded, along with

all pertinent documents, to the Chair of the T&P Committee.

6.5. The Chair of the Department will not vote as a member of the Committee of the Whole but will write a letter expressing an administrative point of view concerning the candidate's case.

6.6. In the event that there should not be five faculty members eligible to vote on a given candidate, the Dean of the College of Arts and Sciences will select from departments of similar disciplines appropriate members to serve on the Committee of the Whole.

6.7. The votes will be counted by the Chair of the T&P Committee (or a designated member of the Committee) and at least two other members of the tenured faculty who participated in the vote in the presence of those eligible faculty who wish to be present.

6.8. Upon request, all tenured faculty who participated in the vote on a given candidate will be informed orally of the outcome of the vote by the Chair of the T&P Committee; this information will include the precise numbers of those voting positively or negatively or abstaining. This count shall remain confidential, with disclosure at the department level only to eligible members of the tenured faculty.

6.9. Abstentions will not be counted in the total number of votes required to send the file forward.

6.10. A two-thirds majority of those voting "yes" will be required to send the file forward.

6.11. Once the ballots have been counted, they will be given to the Chair of the Department who will, without revealing the precise numbers of those voting positively or negatively or abstaining, inform the candidate of the result.

6.12. The Chair will forward through proper channels, according to University regulations, the recommendations of the Committee of the Whole and all relevant documents, together with his/her own recommendation, to the Dean. The Chair will also forward a list of all persons considered but not recommended. Failure to recommend favorably at the particular time is without prejudice to the candidate for tenure and/or promotion.

6.13. Should a candidate not receive a favorable vote, his/her case can be appealed according to the procedures outlined in the *Faculty Manual*.

7. Criteria

7.1.1. The Department of Languages, Literatures, and Cultures recognizes three levels of achievement in the areas of teaching, scholarship, and service: "good," "excellent," and "outstanding." These are referred to as levels one, two, and three. The Faculty Manual also recognizes Fair and Unacceptable. Fair would be an acceptable level of work for employment,

but not for promotion. Unacceptable would be below the standard acceptable for employment. Neither of these lower levels figure in the document below.

7.1.2. The descriptions of these levels are intended to serve as guidelines in considerations involving annual Faculty Performance Review, Post Tenure Review, and tenure and promotion.

7.1.3. Tenure and promotion will be granted according to a number of profiles, which express combined strengths in the various areas. It is to be understood that level one, “good,” is clearly above the minimally effective level and thus already represents a recognizable achievement. Performance below this level warrants neither tenure nor promotion and is considered “unacceptable” for these purposes.

7.1.4. For promotion to associate professor with tenure, a faculty member must be excellent (2) in scholarship, and good (1) in teaching and service.

7.1.5. For promotion to full professor, a faculty member must be outstanding (3) in scholarship, and excellent (2) in teaching, and service.

7.1.6. The actual terms of the candidate’s position, and his/her job description as stated in the Chair’s and Dean’s letters of appointment, are relevant to judging his/her worthiness for tenure and promotion; such consideration shall not, however, supersede the standards for research and teaching stated above or the terms of the Faculty Manual.

7.1.7. Promotion and/or tenure at USC are based on accomplishments since the candidate was hired at USC, but previous accomplishments may be taken into account for the evaluation of consistency of achievement (tenure only) and of a candidate’s stature and reputation in his/her areas of expertise. In a similar manner, promotion to Full Professor is based primarily on accomplishments since the candidate’s promotion to Associate Professor, but the candidate’s entire career may be taken into account, especially in light of the requirement, for promotion to Full Professor, of a national or international reputation.

7.2. Teaching

7.2.1. Teaching as broadly defined in this document refers not only to classroom performance but also to range of activities involving instruction and mentoring. Teaching occurs in many venues; including in textbooks, newspaper articles and newsletters, web sites, and on the public stage. In its broadest definition, teaching involves the transmission of knowledge to people who do not yet have such knowledge. Teaching may also involve the creation and teaching of new courses that make an important contribution to the department and its programs.

7.2.2. Teaching effectiveness is judged by peer reviews, regular department-wide student evaluations, teaching awards, and student achievement.

7.2.3. The component of the personal statement relating to teaching should explain how the

record of teaching meets the criteria for promotion or tenure. Candidates should also explain clearly to non-specialists what subjects they teach and how they teach them. They should address any teaching in public venues beyond the university

7.2.4. *Levels of performance in the area of teaching.*

Each of the higher levels assumes that the candidate has met the criteria for the level or levels below.

7.2.4.1. Level 1 (Good) – In order to receive tenure or promotion, the candidate must meet the criterion of *consistently good teaching*. At this level, the candidate should provide evidence that he or she is an accomplished and versatile teacher capable of teaching a variety of courses, including graduate courses when available. (The candidate may also participate in graduate or honors programs through the direction of theses and/or dissertations.) Attendance at lectures, seminars and workshops devoted to the improvement of teaching skills will be considered as evidence of the candidate's commitment to good classroom teaching.

7.2.4.2. Level 2 (Excellent) – This level represents a substantial contribution to the teaching mission of the department. Candidates *meeting the requirements for the preceding level* who (1) use their pedagogical skills to influence the program's teaching mission beyond the confines of their classroom OR (2) have created original courses or course materials may submit evidence of *excellence* in the teaching area. Such evidence may include innovative materials, methods, or courses that affect the program's curriculum or that of another department or program. Courses or other special training taken to improve or expand the candidate's pedagogical skills will be considered favorably at this level as will the receipt of grants to undertake innovative teaching projects.

7.2.4.3. Level 3 (Outstanding) – The candidate *meets the requirements of the previous levels*, and his or her ability as a teacher is recognized both within and beyond the department. The candidate is frequently invited to give lectures and courses in other departments and programs and may be asked to serve as a consultant, to conduct workshops on teaching or to teach in special national or international institutes or programs. The candidate may have received external grants to undertake innovative teaching projects or published instructional materials.

7.2.5 *Types of activity included in the area of teaching*

- number, type and level of courses taught
- development or significant restructuring of courses and design of new curricula
- development and publication of materials, courses, and textbooks,
- participation in design/scoring of national standardized examinations
- direction of honors or master's level theses or of dissertations
- receipt of grants for the development of innovative courses, materials or curricula, especially those funded from sources outside the university

- special, sustained training in a certain aspect of teaching such as that required for certification as an ACTFL oral proficiency tester
- technology-based productions such as interactive video, computer-assisted materials or films

(The above list is not all-inclusive, and no hierarchy is implied by the order in which items are listed.)

7.2.6 Evidence of quality in the area of teaching

The determination of the level of performance in the area of teaching will be based primarily upon quality rather than quantity. For this reason, candidates should provide evidence of the kinds suggested below. (No candidate is expected to supply all types of evidence; this list is to serve as a guide only.)

- student and peer evaluations
- unsolicited letters from students and peers
- awards or other recognition based on teaching
- reliability and validity data for tests developed
- use by other institutions of syllabi, tests or other materials developed by candidate
- impact of course or curricular design on department's teaching mission
- invitations to teach in other departments and programs in the university
- invitations to lead workshops on teaching or to serve as consultants for other institutions
- invitations to teach in special national or international institutes or programs
- accomplishments of present or former students who credit the candidate with playing a major role in the student's development.
- invitations to serve on accreditation teams
- number of students electing to take subsequent courses in the department or to major in the candidate's discipline and performance of these students
- invitations to serve on panels to judge proposals for grants or contracts related to teaching
- range of courses taught

(The above list is not all-inclusive, and no hierarchy is implied by the order in which items are listed.)

7.3 Scholarship

7.3.1. The professorial role involves not only the transmission of present knowledge through teaching but also the creation of new knowledge to be shared with students and colleagues through papers, presentations and especially published scholarship in the form of articles in widely read refereed journals and collections from nationally and internationally recognized presses and books from presses of national and international repute.

7.3.2. The Department of Languages, Literatures, and Cultures recognizes the importance of both those investigations that preserve and extend traditional scholarship and those that explore new areas of thought and span different fields.

7.3.3. The Department, in evaluating scholarship, will examine the corpus of a candidate's scholarly work for evidence of quality and import as well as quantity.

7.3.4. Levels of performance in the area of scholarship

Each of the higher levels assumes that the candidate has met the criteria for the level or levels below.

Candidates for tenure and promotion should present evidence of their accomplishments in this area at one of three levels.

7.3.4.1. Level 1 (Good) – The candidate has published refereed articles or book chapters in high- quality publications with a national or international audience. He or she has attended professional conferences at the regional, national, and international levels and participated in these conferences by presenting papers, serving on panels and/or organizing and chairing sessions.

7.3.4.2. Level 2 (Excellent) – In order to meet the expectations of this level, a candidate must have demonstrated significant achievement in the area of scholarship. He or she exceeds the profile of the Level 1 candidate in both quantity and quality of publication and other scholarly activity. Normally, the candidate's record will include a number of peer-reviewed articles in widely read refereed journals or book chapters in peer reviewed collections from nationally and internationally recognized presses, or one peer refereed published book from a nationally and internationally recognized press. The successful candidate will publish at least one article in a journal widely recognized in the field. These are expected to be major publications, and at least one of them must have gone beyond the scope of the doctoral dissertation. Major publications are those that have or will have a measurable impact on the field. The candidate will also have participated in major national and international conferences by presenting papers, giving workshops, serving on panels, and/or organizing and chairing sessions. Invitations to speak at major conferences, to contribute to significant scholarly publications and/or to serve as a referee for leading journals and presses attest to the impact of the candidate's work. Additional evidence of impact can be found in the form of reviews and citations of the candidate's work, as well as prestigious grants.

7.3.4.3. Level 3 (Outstanding) – The candidate exceeds the criteria of the previous categories. He or she has a firmly established national or international reputation based primarily on a record of high quality published scholarship, which will normally include a number of major articles published in the leading scholarly journals of his or her area of specialization and for those in the humanities, in most cases, one full-length, single-authored, refereed book or

monograph from a nationally and internationally recognized press, published since the last promotion. Both the candidate's individual achievements and his or her stature in the field emerge as distinguished when measured against the types of evidence of quality outlined above.

The outstanding candidate will be able to demonstrate that they have published a significant body of work since the last promotion and that this work has had a demonstrable impact on the field.

7.3.5 Types of activity included in the area of scholarship

7.3.5.1. Primary evidence

- refereed articles in widely read scholarly journals and book chapters in collections published by nationally and internationally recognized presses
- books (including monographs, translations, textbooks, and edited volumes) published nationally and internationally recognized presses that accept works only after rigorous refereeing by peers in the discipline

7.3.5.2. Evidence of impact

- contributions to encyclopedias, *Festschriften*, etc.
- reviews and review essays
- papers and presentations at professional conferences (national and international) and publications published in conference proceedings, especially those that are refereed
- receipt of competitive grants for the development or execution of research projects
- participation in nationally-competitive institutes or seminars of a scholarly nature

(The above list is not all-inclusive, and no hierarchy is implied by the order in which items are listed)

7.3.6 Evidence of quality in the area of scholarship

The Department of Languages, Literatures, and Cultures will use, in addition to the professional judgment of its members, evidence such as that found in the following list in the determination of the professional stature of the candidate and the quality of the candidate's work. (No candidate is expected to supply all types of evidence; this list is to serve as a guide only.)

- reputation of publishing house or journal in which a given contribution was published
- peer evaluation in the form of published reviews of the works in question (or solicited expert opinion when no reviews are available)
- awards or other recognition for a given item or for the corpus of the individual's scholarly work

- references to the individual's work by other scholars
- selection of work for reprinting or translation
- unsolicited letters from colleagues and/or requests for offprints
- invitations to speak at prestigious conferences or to contribute to highly-regarded scholarly publications
- external fellowships and grants
- invitations to judge grant proposals for an agency other than this university or to serve as a consultant for groups engaged in scholarly endeavors
- invitations from scholarly presses, journals, or other institutions to evaluate scholarship
- awards of special fellowships for research activities or selection for residency at special institutes for advanced study
- letters from outside reviewers of file

(The above list is not all-inclusive, and no hierarchy is implied by the order in which items are listed.)

7.4 *Service*

7.4.1. This area includes service to scholarly and professional organizations and to the community (in cases where community service involves the candidate's professional expertise) as well as to the Department, the College, and the University.

7.4.2. While recognizing that high-quality service in these areas is an important contribution to the functioning of the university and the profession, the Department of Languages, Literatures, and Cultures discourages candidates for tenure or promotion from becoming excessively involved in service activities to the detriment of their teaching and scholarship.

7.4.3. Nevertheless, since service on the part of every member is necessary to the functioning of the department and the university, failure to complete assigned service tasks efficiently and effectively will have an adverse effect on promotion and tenure decisions.

7.4.4. *Levels of performance in the area of service*

Each of the higher levels assumes that the candidate has met the criteria for the level or levels below.

Candidates for tenure and promotion should present evidence of their accomplishments in this area at one of three levels.

7.4.4.1. Level One (Good) – In order to attain this level the candidate must have a record of reliable and efficient performance of service responsibilities. This may include a variety of different and changing roles on ad hoc committees and/or other assignments of an episodic nature (departmental representatives for particular assignments, hiring

committees for other departments, responsibilities assigned by the Chair) as well as positions on ongoing departmental committees where the candidate might serve a limited term. This need not involve one specific area of responsibility.

7.4.4.2. Level Two (Excellent) – The candidate who attains this level will serve on standing departmental committees and be elected to positions and committees at a level beyond the department. Generally this would involve service on a number of permanent or ad hoc departmental committees as well as college and university committee work. It may include the initiation of valuable new directions in service. In addition the candidate may have a record of professional service in the community or to professional associations at the regional, national or international level.

7.4.4.3. Level Three (Outstanding) – The candidate who attains this level will present a consistent record of high quality service and will have effectively carried out duties of great responsibility. Service at this level will include chairing major college and university committees and will involve making significant contributions to the life of the Department, the College, the University, the community and/or profession.

7.4.5 Types of activity included in the area of service

- advisement
- course coordination, program direction, and the development of materials used therein
- development of departmental placement and exit examinations.
- special assignments within the department such as directing the Tutoring Center or coordinating audiovisual materials
- major administrative duties within the department such as Chair, Assistant Chair, Graduate Director, Program Director, etc.
- chairing or serving on departmental and interdepartmental committees
- participation in various levels of college or university governance (committees, faculty senate, etc.)
- serving on thesis and dissertation committees (directing a thesis or dissertation counts in the area of teaching)
- holding office in state, regional, national and/or international professional organizations
- service to scholarly journals and presses and to other institutions (for example, editorial boards, refereeing articles and grants, and serving as an outside referee in T&P proceedings).
- service to the public schools
- translating, interpreting and other profession-related service to the community

(The above list is not all-inclusive and the order in which an item appears on the list does not indicate its position in a hierarchy.)

7.4.6 *Evidence of quality in the area of service*

The Department of Languages, Literatures, and Cultures will use, in addition to the professional judgment of its members, evidence such as the following in the determination of the effectiveness of the candidate's service contributions.

- descriptions of the contribution (in terms of time invested, reliability and initiative) of the candidate to a given service assignment
- evaluations of service in annual Faculty Performance Review, and evaluations of major administrative positions
- letters commending the candidate's service
- honors and other recognition for service activities
- selection for membership on prestigious committees
- election as chair of a prestigious committee
- holding a major office in a respected professional organization
- impact of the type of service engaged in on the functioning of the department, college or university

(The above list is not all-inclusive and the order in which an item appears on the list does not indicate its position in a hierarchy.)

DEPARTMENT OF LANGUAGES, LITERATURES, AND CULTURES
POST-TENURE REVIEW PROCEDURES

Adopted July 2003

Last amended March 16, 2005

I. General Procedures and Calendar

A. The procedures defined hereafter are in compliance with regulations on post-tenure review outlined in the University *Faculty Manual*. If any question should arise concerning differences between the procedures defined in this document and the regulations as defined in the University *Faculty Manual*, the University *Faculty Manual* takes precedence.

B. The annual post-tenure review calendar will follow the calendar established for this purpose by the Office of the Provost. Faculty members should have their dossier prepared and submitted for review by the due date indicated in that calendar.

C. Whereas basic post-tenure performance procedures and standards are described in the sections that follow, it is understood that in a unit as diverse as the Department of Languages, Literatures, and Cultures faculty performance should be viewed holistically. Each faculty member's contribution is thus viewed as unique and no single performance profile should be viewed as dominant.

II. Faculty Eligibility for Post-Tenure Review

Each tenured faculty member, regardless of rank and including those in departmental administrative positions, will be reviewed every six years unless, during the previous six year period, the faculty member is reviewed and advanced to or retained in a higher position (e.g., dean or a chaired professorship). However, post-tenure review will be waived for any faculty member who notifies the unit chair in writing of retirement within three years of the next scheduled review.

III. The Post-Tenure Review Committee

A. Post-tenure review will be conducted by individual committees constituted for each faculty member under review and consisting of three members.

B. Members of said committee must be tenured and of a rank equal or superior to that of the faculty member to be evaluated.

C. Faculty who are in their post-tenure review year will be ineligible for post-tenure review committee membership. The Chair of the Department is neither eligible to vote nor to serve on Post-Tenure Review (hereafter referred to as PTR) committees.

D. Each year the elected Tenure and Promotion Committee (hereafter referred to as the T&P Committee) will establish a slate of all eligible evaluators for each individual faculty member to be evaluated. In consultation with the Chair of the T&P Committee, the faculty member to be evaluated (hereafter referred to as evaluatee) shall be accorded the opportunity either to select or refuse one eligible evaluator to serve on his/her PTR Committee.

E. For each evaluatee the elected T&P Committee shall then select the individual PTR Committee from the final slate of evaluators. Whenever possible, the committee shall be made up of faculty from both within and without the evaluatee's home program. In the event that there are fewer than two full professors included in the final slate of eligible evaluators for a full professor, the chair of the elected T&P Committee, upon consultation with the evaluatee, shall request that the vacancy or vacancies be filled by full professors from other units of the University. The Chair of the Department will notify faculty who have been selected to serve on a PTR committee.

F. Once the individual PTR Committee is duly constituted, the chair of said committee shall be elected by its members.

IV. File Documentation

The evaluatee will submit a post-tenure review file to the Chair of his/her individual PTR Committee in compliance with the Provost's PTR calendar. Whereas the evaluatee may provide any materials he/she deems appropriate, certain materials must be provided either by the evaluatee or by the unit and certain other materials or information may be requested in due course, as follows:

1. Updated curriculum vitae (required).
2. A copy of all annual performance review letters written by the Chair during the review period (required).
3. A copy of the evaluatee's report of sabbatical activities during the review period (required).
4. Lists of all courses taught, all scholarly activities, and all (major) service activities during the review period (required, may be included in the CV).
5. A copy of at least one peer evaluation of teaching conducted during the preceding three years (required).
6. Copies of all student course evaluations from the final three years of the review period (required). N.B. The individual PTR Committee reserves the right to require a numerical tabulation of student course evaluations, as well as the evaluations themselves, should a satisfactory teaching performance be in doubt.
7. Copies or off-prints of materials published during the review period and manuscripts under consideration may be voluntarily supplied by the evaluatee or may be required by the individual PTR Committee.
8. Optionally, the evaluatee may include a personal statement.

V. Assessment of Criteria

| | Teaching* | Scholarship* | Service |
|-----------------------|----------------------|------------------|----------------------|
| Superior | Level 2 or better | Level 3** | Level 2 or better |
| Satisfactory | Level 1 | Level 1 or 2*** | Level 1 |
| Unsatisfactory | below Level 1 | below Level 1 | below Level 1 |

* A rating of at least Satisfactory in Teaching (Level 1) and Satisfactory in Scholarship (Level 1, as defined) is necessary for the evaluatee to qualify for an **overall** Satisfactory rating.

** A rating of Level 3 in Scholarship is necessary for the evaluatee to qualify for an **overall** Superior rating.

*** For the purpose of PTR only, Level 1 in Scholarship is defined as four (4) examples of scholarly activity (as described under the rubric “Types of Scholarly Activity” of the Department’s Procedures and Criteria for Tenure and Promotion) during the six-year period in question, one of which must be a publication of at least 2500 words, either refereed or otherwise demonstrably reputable. All levels for Teaching and Service and Levels 2 and 3 in Scholarship correspond to those defined in the Department’s Criteria for Tenure and Promotion.

Ratings of Individual Evaluators:

Each member of the PTR Evaluation Committee will rate the candidate’s performance in each area (Teaching, Scholarship and Service) and assign points in each area according to the following scale:

Superior= 3 points
 Satisfactory= 2 points
 Unsatisfactory = 0 points

The three sets of points will then be totaled and averaged. Keeping in mind the proviso that a rating of Satisfactory in both Teaching and Scholarship is necessary for an overall Satisfactory rating, and that a rating of Superior in Scholarship is necessary for an overall Superior rating, the final **overall** rating will be determined by the average of the three sets of points, according to the following scale:

Superior 3.00 - 2.67
 Satisfactory 2.33 - 1.33
 Unsatisfactory below 1.33

The following chart demonstrates how this system of averaging the three scores would work.

Superior:

| | | | |
|-------------|-------------|-------------|-------------|
| Teaching | 3 | 3 | 2 |
| Scholarship | 3 | 3 | 3 |
| Service | 3 | 2 | 3 |
| | — | — | — |
| | 9 | 8 | 8 |
| | 3.00 | 2.67 | 2.67 |

Satisfactory:

| | | | | | | | | |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Teaching | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 2 |
| Scholarship | 2** | 3 | 2 | 3 | 2 | 2 | 3 | 2 |
| Service | 3 | 2 | 3 | 0 | 2 | 0 | 0 | 0 |
| | — | — | — | — | — | — | — | — |
| | 8 | 7 | 7 | 6 | 6 | 5 | 5 | 4 |
| | 2.67 | 2.33 | 2.33 | 2.00 | 2.00 | 1.67 | 1.67 | 1.33 |

Unsatisfactory:

A. Because of failure to earn at least a Satisfactory rating in either Teaching or Scholarship

| | | | | | | | |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Teaching | 3 | 0* | 3 | 2 | 0* | 2 | 0* |
| Scholarship | 0* | 3 | 0* | 0* | 3 | 0* | 2 |
| Service | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| | — | — | — | — | — | — | — |
| | 6 | 6 | 5 | 5 | 5 | 4 | 4 |
| | 2.00 | 2.00 | 1.67 | 1.67 | 1.67 | 1.33 | 1.33 |

B. Because of low numerical calculation

| | | | | | | | |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Teaching | 0 | 0 | 3 | 0 | 0 | 2 | 0 |
| Scholarship | 3 | 0 | 0 | 2 | 0 | 0 | 0 |
| Service | 0 | 3 | 0 | 0 | 2 | 0 | 0 |
| | — | — | — | — | — | — | — |
| | 3 | 3 | 3 | 2 | 2 | 2 | 0 |
| | 1.00 | 1.00 | 1.00 | 0.67 | 0.67 | 0.67 | 0.00 |

* A rating of at least Satisfactory in Teaching (Level 1) and Satisfactory in Scholarship (Level 1, as defined) is necessary for the evaluatee to qualify for an **overall** Satisfactory rating.

** A rating of Level 3 in Scholarship is necessary for the evaluatee to qualify for an **overall** Superior rating.

The same scale will be used for the computation of the final overall ratings:

| | |
|----------------|-------------|
| Superior | 3.00 - 2.67 |
| Satisfactory | 2.33 - 1.33 |
| Unsatisfactory | below 1.33 |

The three members of each Evaluation Committee will then meet to average their respective scores and determine the final overall rating of the candidate's performance, first horizontally to calculate the final overall rating in each area (T, Sch., Serv.), then vertically to determine the **composite final overall rating** that will be sent forward from the committee. Some examples:

#1: One [T=0] rating or one [Sch=0] rating = Overall Satisfactory:

| | Eval. #1 | Eval. #2 | Eval. #3 | Total Points | Avg. Points | Final Rating | | |
|------|-------------|-------------|-------------|-----------------|----------------|-----------------|-------|--------------------|
| Tchg | 2 | 0 | 2 | 4 | 1.33 | Sat. | [= 2] | |
| Sch | 2 | 2 | 2 | 6 | 2.00 | Sat. | [= 2] | |
| Serv | 2 | 2 | 2 | 6 | 2.00 | Sat. | [= 2] | |
| | | | | | | | ----- | |
| | | | | | | | 6 pts | 2.00 = Sat. |

| | | | | | | | | |
|------|---|---|---|---|------|------|-------|--------------------|
| Tchg | 2 | 2 | 2 | 6 | 2.00 | Sat. | [= 2] | |
| Sch | 2 | 0 | 2 | 4 | 1.33 | Sat. | [= 2] | |
| Serv | 2 | 2 | 2 | 6 | 2.00 | Sat. | [= 2] | |
| | | | | | | | ----- | |
| | | | | | | | 6 pts | 2.00 = Sat. |

#2: Two [Serv =0] ratings = Overall Satisfactory:

| | Eval. #1 | Eval. #2 | Eval. #3 | Total Points | Avg. Points | Final Rating | | |
|------|-------------|-------------|-------------|-----------------|----------------|-----------------|-------|--------------------|
| Tchg | 2 | 2 | 2 | 6 | 2.00 | Sat. | [= 2] | |
| Sch | 2 | 2 | 2 | 6 | 2.00 | Sat. | [= 2] | |
| Serv | 2 | 0 | 0 | 2 | 0.67 | Uns. | [= 0] | |
| | | | | | | | ----- | |
| | | | | | | | 4 pts | 1.33 = Sat. |

#3: Two [T=0] or [Sch=0] ratings = Overall Unsatisfactory:

| | Eval. #1 | Eval. #2 | Eval. #3 | Total Points | Avg. | Final Rating | |
|------|-------------|-------------|-------------|-----------------|------|-----------------|-----------------------|
| Tchg | 0 | 0 | 3 | 3 | 1.00 | Uns. | [= 0] |
| Sch | 3 | 2 | 3 | 8 | 2.67 | Sup. | [= 3] |
| Serv | 2 | 2 | 2 | 6 | 2.00 | Sup. | [= 3] |
| | | | | | | | ----- |
| | | | | | | | 0* = Uns. |
| | | | | | | | Unsat. in Teaching |
| Tchg | 2 | 2 | 3 | 7 | 2.33 | Sat. | [= 2] |
| Sch | 0 | 0 | 3 | 3 | 1.00 | Uns. | [= 0] |
| Serv | 2 | 3 | 3 | 8 | 2.67 | Sup. | [= 3] |
| | | | | | | | ----- |
| | | | | | | | 0* = Uns. |
| | | | | | | | Unsat. In Scholarship |

* A rating of at least Satisfactory in Teaching (Level 1) and Satisfactory in Scholarship (Level 1, as defined) is necessary for the evaluatee to qualify for an **overall** Satisfactory rating.

VI. PTR Committee Procedures

- A. After the review of the evaluatee's file, each member of the PTR Committee will complete a written evaluation form consisting of the ratings described in Section V and a written justification of those ratings.
- B. PTR Committee will meet, tally the ratings, and assign performance levels (Superior, Satisfactory, Unsatisfactory) according to the formula in Section V.
- C. After the performance evaluation forms have been tallied and the results announced informally to the evaluatee, by the Chair of the Department, the chair of the PTR Committee will draft a report of the post-tenure review which will include at a minimum the PTR Committee's rating of each performance area, the overall rating, and sufficient comments to aid the evaluatee in his/her professional growth and development. (Such narrative must always be constructive in tone and design rather than punitive.) The report must be approved in its entirety by the PTR Committee by majority vote. Individual ratings will not be revealed and individual written evaluations will be destroyed by the PTR Committee chair after the report is approved by the PTR Committee.
- D. Each year, after all the PTR committees have completed their reports and before the reports are forwarded to the Dean, the tenured faculty will receive written notification of the overall ratings for each evaluatee. The tenured faculty will also be notified in writing of

the Dean's decision concerning each evaluatee. The evaluatee will receive a copy of his/her PTR committee report along with a copy of the Dean's letter.

- E. Written evaluation forms will include the following question regarding Graduate School Faculty status:

I support Graduate Faculty status. Yes [] No []

VII. Post-Review Procedures and Appeals

- A. If the overall performance rating of the evaluatee is "satisfactory," the PTR evaluation is concluded with the distribution of the report. A copy of the report will be sent to the Chair of the Department and to the Dean of the College.
- B. If the overall performance of the evaluatee has been rated as "Superior," a copy of the report will be sent to the Chair of the Department and to the Dean of the College. A superior evaluation will be noted in a faculty member's personnel file when both the academic unit and the dean assess the faculty member's performance as superior. Notice of Superior performance will be considered for possible merit salary increase. If the Dean's assessment is "satisfactory," the recorded evaluation will be "satisfactory"; the evaluatee will be notified as soon as the Dean's decision is made. (See the online *Faculty Manual*, Annual Performance Review, Third-Year Review and Post-Tenure Review, V.D., for a matrix of possible outcomes.) If the Chair intends to recommend to the Dean that the "superior" rating be changed to "satisfactory," he/she shall inform the evaluatee in writing of his/her reasons and offer the evaluatee the opportunity to attach a response to the Chair's letter within one week of notification of the Chair's intentions. [There is no provision for appealing the decision by the Dean.]
- C. The evaluatee who receives an overall performance rating of Satisfactory or Superior may (for any reason) attach a response to the PTR Committee report within one week of receipt of the report.
- D. An uncontested Unsatisfactory review will be noted in the evaluatee's personnel file and forwarded to the Dean of the College. An evaluatee who receives an overall performance rating of "Unsatisfactory" and disagrees, in general or in particular, with the evaluation or any aspect of the recommendations contained therein, may appeal in writing to the Department's elected T&P Committee. The findings of this committee, together with its recommendations for action and a statement by the evaluatee, will be forwarded to the Dean of the College for final determination.
- E. If the evaluatee receives a confirmed overall performance rating of "Unsatisfactory," a Development Committee shall be formed consisting of the chair of the evaluatee's PTR Committee and a member of the Department T&P Committee (of equal or higher rank) selected in consultation with the evaluatee. A third member may be added, in consultation with the evaluatee, in order to provide expertise. The Development Committee, in

consultation and concurrence with the evaluatee and the Chair of the Department, will produce a Development Plan designed to restore the evaluatee's performance to the satisfactory level. Such plan must include a timetable determined at the discretion of the Development Committee, but which in no case will be less than one year or more than three years in duration.

- F. If the evaluatee disagrees with the Development Plan produced by the Development Committee in concert with the Chair of the Department, he/she may appeal specific provisions to the Dean.
- G. If the evaluatee fails to agree to a reasonable Development Plan established in good faith, the Chair of the Department and the Development Committee will place a letter to that effect in the evaluatee's personnel file and will forward the plan to the Dean of the College for further determination. The resulting Development Plan will form the basis for the Faculty Performance Review of the evaluatee until Satisfactory performance is restored.
- H. At the next annual review, the Chair of the Department and the development committee, if any, will make an assessment of the progress of the faculty member. The evaluation will be forwarded to the elected Tenure and Promotion Committee. The Committee will review the Chair's assessment and state in writing its concurrence or dissent, in general or in any particular. The Chair's assessment and the Tenure and Promotion Committee's response will be forwarded to the Dean and copies provided to the faculty member. The Dean will make the final determination on progress or the lack thereof, and whether or not further measures may be necessary.

**Department of Languages, Literatures, and Cultures
College of Arts and Sciences**

**Procedures and Criteria for Reviewing and Retaining
Members on the Graduate School Faculty**

Procedure:

Tenured and tenure-track faculty in DLLC will be reviewed periodically for retention on the Graduate School Faculty. Reviews for untenured faculty will coincide with both third-year reviews and tenure/promotion reviews. Tenured faculty will be reviewed at the time of post-tenure reviews. The same files used for these reviews will also be used for the Graduate School Faculty review. Promotion or the passing of third year review will entail automatic retention on the Graduate Faculty. A satisfactory evaluation for PTR, however, does not necessarily entail retention on the Graduate Faculty.

Ballots for post-tenure reviews will include the following question regarding Graduate School Faculty status:

I support Graduate Faculty Status: Yes [] No []

A majority of the voting faculty must support Graduate Faculty Status for the faculty member to be recommended by the Chair to the Graduate Dean for retention. The vote is determinative. The voting faculty is defined as the PTR committee for a given candidate.

In the case of a negative vote, the faculty member may provide additional documentary evidence and request that the Graduate Faculty of DLLC as a whole reconsider the recommendation. The final decision to retain or deny a request for retention on the Graduate School Faculty rests with the Graduate Dean in consultation with the Graduate Council.

Faculty who are denied retention may reapply at the time of their next review.

Criteria for PTR retention of Graduate Faculty Status:

The voting faculty will use the following criteria making its determination:

- Teaching: The faculty member must receive a satisfactory PTR evaluation in teaching. The faculty member must have taught at least one course at the 500 level or above in the last six years to be retained on the graduate faculty.
- Scholarship and creative activity: The Faculty member must have published at least three articles (minimum 2500 words apiece) or a book in the last six years.

- Service record with graduate students (advising, mentoring, directing and reading theses and dissertations, giving and reading exams, etc.): For retention, there should be a record of effective service.

A negative vote on promotion to full professor does not mean a negative vote for retention on the Graduate Faculty. In such cases, the faculty member will undergo PTR at the regularly prescribed time.

*Adopted by the LLC Tenured Faculty September 30, 2003
Revisions approved October 17, 2005
Amended November 30, 2005 to comply with Graduate School
Policy for retention*

DLLC FACULTY PERFORMANCE REVIEW POLICY

All faculty members shall be evaluated each year in accordance with the *Faculty Manual*. This evaluation shall be known as the Faculty Performance Review (FPR). The procedures for this evaluation are described below.

In addition, junior faculty on the tenure-track undergo an annual pre-tenure review, which is separate from the mandated annual performance review.

A. Pre-tenure review for untenured tenure-track faculty.

1. Untenured tenure-track faculty shall be evaluated by the Committee of the Whole (depending on rank) in their second, third, and fifth year of the probationary period, and by the departmental Tenure and Promotion Committee in the first and fourth years. Faculty should follow the format prescribed by university tenure and promotion procedures and submit files that will eventually become their tenure and promotion files. Candidates in the **first** year of the probationary period shall submit their files by **February 1**. Candidates in the **second** year of the probationary period shall submit their files by **November 1**. Candidates in the **third** year of the probationary period shall submit their files by **October 15**. Untenured faculty beyond the third year shall submit their files at the same time as tenured faculty (**April 1**).

2. Untenured faculty are required to submit a peer evaluation each year of their probationary period. Each peer evaluation should be done by a different faculty member at a higher rank.

3. Any faculty member who intends to be a candidate for tenure and promotion before the end of the probationary period (i.e., before year 6) should announce this intention by **April 15** of the year before he/she intends to be a candidate, in order to allow ample time for an evaluation by the Committee of the Whole.

4. The Committee shall meet to discuss the files and shall vote to assign levels according to the Tenure and Promotion criteria. [N.B. Since the first year review of tenure-track appointments evaluates only one semester's performance, no attempt should be made to assign cumulative performance levels in the three areas of teaching, research and service. First year appointments will be assessed as having performed satisfactorily or unsatisfactorily for the year under review.] A member of the Tenure and Promotion Committee, acting for that committee or for the Committee of the Whole, shall write a letter of evaluation using the votes and comments made at the meeting. All faculty participating in the evaluation shall have the opportunity to review this letter prior to its becoming part of the permanent file of the candidate. The Chair of the Department shall also write a letter of evaluation, and the two letters shall be forwarded to the Dean. Each faculty member who is evaluated shall receive a copy of the annual written evaluation. The faculty member may respond in writing to the evaluation and that response shall be retained with the written evaluation.

B. Tenured Faculty

1. The Faculty Performance Review Committee is comprised of five tenured faculty who are elected by tenure-track faculty. To provide continuity, two members of the previous year's committee will be elected to serve a second term, the three other members of the committee will be elected from the pool of eligible tenure-track faculty. No member of the committee may serve more than two terms until all eligible faculty have served at least one term.

2. The FPR Committee discusses each faculty member's file and assigns a score based on the ratings described below (see section four). The committee members share their ratings with each other, and they discuss them, but they do not need to come to a consensus. If they do not come to a consensus, they should draft a statement describing their assessment. The Chair receives each committee member's individual ratings in teaching, scholarship, and service for all faculty, along with the justifications for the ratings. However, the ratings are not attributed to particular committee members so that the Chair does not know who provided specific ratings.

3. The Chair looks at the ratings from the committee and assigns numbers in all three categories for each person as part of the annual review. The Chair also assigns a composite score that reflects a weighting of 50% scholarship, 30% teaching, 20% service. In years when faculty teach more than a 2-2 load they may propose to the committee an alternative weighting that shifts 10% from scholarship to teaching. However, this shift does not represent any change in research expectations for tenure and/or promotion, or post-tenure review, and can not be permanent. Based on a 50%, 30%, 20% formula, a faculty member might be assigned a scholarship score of 3, a teaching score of 4, and a service score of 2. His composite score would be 3 times 0.5, plus 4 times 0.3, plus 2 times 0.2, or 3.1. The composite score is used in calculating the raise.

4. Explanation of the Ratings
The departmental Tenure and Promotion criteria determine the committee's assessment of a particular faculty member's level of accomplishment at his or her rank. The committee will weigh the various types of activity and the kinds of "evidence of quality" suggested by the criteria in the areas of teaching, research, and service in determining rankings. These ratings take a score of three as a goal, defining it as the level of accomplishment that would be expected of a faculty member at his or her rank and tenure.

- a. A score of 1 indicates sub-standard performance
- b. A score of "2" indicates some commendable achievement but at a level below what is expected. Sustained performance at this level is cause for concern and would be unlikely to result in a successful promotion and/or tenure or post-tenure review case.

c. A score of “3” indicates the level of accomplishment that would be expected of a faculty member at his or her rank and tenure. What is expected for an untenured assistant professor, for instance, would be satisfactory progression toward tenure and promotion. For a tenured associate professor, the expectation is performance that will lead to promotion to full professor, if sustained. For a full professor, this would be performance that will lead to a satisfactory post-tenure review. A “3” then is not a “C” or an average score. Rather, given the department’s high expectations, a “3” is a commendable score.

d. A score of “4” indicates achievement that is significantly above departmental expectations for a particular rank as suggested by the levels of performance in the Tenure and Promotion criteria.

e. A score of “5” is reserved for truly extraordinary achievement. However, traditionally, in scholarship, a single-authored book with a strong university or trade press has earned a five for three years, the year of its publication and the following two years. The assessment of a co-authored book will depend on the author’s making clear his or her contribution to the volume. In teaching, a “5” signals the kind of performance that would make a faculty member competitive for major teaching award. In service, exceptional effectiveness in a number of major, primarily unremunerated service assignments, within the department and/or beyond, could be recognized with a “5.”

Approved by faculty vote April 2008

C. Instructors and Senior Instructors.

1. Instructors and Senior Instructors shall be evaluated by the *Assistant Chair* of the Department, in consultation with the *Chair* and appropriate Program Director or Director of Basic Courses.

2. Instructors are required to submit a current CV and a Faculty Report of Activities. The Chair’s office will be responsible for including students’ comments from the teaching evaluations forms on file in the Department for the Spring, Summer and Fall semesters for the previous calendar year. Instructors in their first three years of employment in the Department are required to submit a peer evaluation each year. Each peer evaluation should be done by a different faculty member *at the rank of Senior Instructor or above*, but there are no *other* restrictions as to rank or language program. Supplementary documents may also be submitted but are not required.

3. The *Assistant Chair* of the Department shall write a letter of evaluation for each instructor and forward a copy to the Dean. Faculty shall be given the opportunity to discuss their evaluation with the *Assistant Chair and/or the Chair*.

Section C revisions to be discussed at the Fall 2008 Faculty Meeting

Promotion from Instructor to Senior Instructor
College of Arts and Sciences

Eligibility:

Based on University Policy (ACAF 1.06) persons holding the rank of Instructor are eligible for promotion to the rank of Senior Instructor after six consecutive years of service at the rank of Instructor.

Criteria:

Eligible individuals may be recommended for promotion on the basis of a positive vote from the faculty of their home department. Faculty recommendations must be endorsed by the Department Chair and the Dean of the College. Final approval rests with the Provost.

Procedure:

1. Each spring the College will review the status of individuals holding the rank of instructor. Departments will be notified when individuals have more than 5.5 consecutive years of service in the rank of Instructor.
2. Departments electing to pursue promotion for these individuals must take a faculty vote on the question of promotion.
3. On the basis of a positive vote the Department Chair submits a letter to the Dean of the College reporting the outcome of the vote, including the faculty ballot count, and a recommendation for promotion to Senior Instructor. To ensure timely promotion, letters from the Chair must be submitted to the College no later than May 15.
4. The College reviews the letter from the Chair, confirming eligibility and a positive faculty recommendation.
5. The College endorses and forwards the recommendation of the Chair to the Provost.
6. The Provost reviews the recommendation and notifies the College of approval or disapproval.
7. Approved promotions will be effective at the beginning of the following fall semester.

Summer Teaching and Summer Support

Summer Teaching, by motion at the LLC Faculty Council Meeting

Summer Teaching Priorities

Faculty Council Minutes - October 22, 2014

Motion: New priority order for who teaches basic language courses at 100 and 200-level during the summer:

1. PhD students
2. MA/MAT
3. instructors
4. tenure-track faculty

This is just priority. If someone comes with a special need, an exception could be made. We are continuing the policy that students are only allowed to teach one course unless there is a special need. Maymester is included in this policy.

All in favor of motion.

Summer Support, by resolution at Departmental Faculty Meeting, November 12, 2010:

Resolution on summer support money: "Faculty who is receiving \$3000 in research support can only teach one class. People receiving \$5000 in summer research support or more will not be given any courses to teach."

Motion was approved with one abstention.

Reporting Faculty Absences - REQUIRED

According to *The Faculty Manual*, you are required to notify the LLC Dept. Chair of absences from campus during **Core Business Hours (Monday – Friday, 8:30 - 5:00 during the Academic Year, Aug 16th - May 15th.)** Pg. 46, *The Faculty Manual*: “For the fall and spring semesters, all faculty members shall be available from the fourth calendar day before the first day of classes through commencement”. The way of communicating this is by using the report of absence form found on the DLLC website under “Forms” (https://sc.edu/study/colleges_schools/artsandsciences/dllc/myllc/forms.php)

This applies to professional and personal absences from campus, especially if you have arranged for substitutes or grad students to teach your classes, including days you are out sick.

Family sick or medical leave is included in this policy. Also included are conferences and professional trips that take you off campus during the core hours mentioned about, regardless of your current teaching schedule. Your cooperation is very important if you have program or administrative responsibilities, but the policy applies to all USC faculty.

Pg. 46, *The Faculty Manual*: “Faculty members shall obtain approval of absences from their chair or, in nondepartmentalized units, the dean. Faculty members' sick leaves shall be reported to the department chair and recorded through the Internet-

based Time & Attendance Management System (ITAMS).... Sick leave should be deducted in whole or partial work days. **Faculty members must report sick leave taken on any normal work day, even though not scheduled to teach a class on that particular day.”**

The entire policy can be found here in *The Faculty Manual*: http://www.sc.edu/policies/facman/Faculty_Manual_Columbia.pdf PAGE 46-48.



<http://artsandsciences.sc.edu/dllc/sites/sc.edu.dllc/files/Report%20of%20Faculty%20Absence.pdf>

CHAIRS and DIRECTORS MEETING

Wednesday, January 14, 2015

Greetings Chairs.

Just a reminder that **Dept. Chairs** must report all absences of their unit faculty to the Dean's Office, to include sick leave, family sick leave, and LWOP (including dates that are less than 10 days that do not require the Dean's approval). Sick Leave taken should be recorded in ITAMS so hours can be deducted from the faculty member's accrued sick leave, as per page 47 of the Faculty Manual:

http://www.sc.edu/policies/facman/Faculty_Manual_Columbia.pdf

"The work schedules of full-time faculty are necessarily flexible, but the normal teaching assignment shall be twelve hours or its equivalent. Teaching assignments will be affected by the number of students in the class, the level of the course, research, and other factors. All absences of faculty members shall be reported to the dean. Faculty members shall obtain approval of absences from their chair or, in nondepartmentalized units, the dean. Faculty members' sick leaves shall be reported to the department chair and recorded through the Internet-based Time & Attendance Management System (ITAMS). Department chairs shall notify their dean if they expect to be absent from campus. In the event of any absence by a dean, chair, or faculty member for an unusual amount of time, the dean should notify the provost."

Your business manager and/or assistant should be able to assist you with entering the leave into ITAMS. You can notify us by email to latashar@mailbox.sc.edu, attaching any relevant forms so that we can have a copy for their personnel file in our office.

Thank you in advance. Please let me know if you have any questions.

Best regards,

LaTasha D. Robinson
Faculty Human Resources Director

Departmental Awards **Updated June 2016**

Teaching Development Award for TT and Non TT Faculty (vote in fall) **Award – (4) @ \$1,500 each** **Committee – One of each: TT, Non TT, Ed Committee Rep., by ballot of all faculty**

These awards are open to instructors and tenure-track faculty and can be used for professional development for teaching and/or curriculum building and innovation (development of new courses including cross-listed courses, travel to conferences that focus on pedagogy, guest speakers, workshops such as the OPI seminars, etc.) that will advance the pedagogical mission of the department and/or its programs.

Application: 500-word proposal, CV, draft syllabus (if for a course), budget.

2011-2012

Committee: From the TT Faculty – Jeff Persels; From the Education Committee – Paul Malovrh; From the Non TT Faculty – Curt Ford

The Committee did not meet until March 2012 for the 2011-2012 awards and selected 2 proposals:

1. Alex Ogden for a new Russian course on Folktales and Fairy Tales, budget to go primarily to guest speaker/consultant and materials
2. Lara Ducate for incorporating cultural component and technology in GERM 109-122 sequence, budget to go to GIA assistance over the summer.

2012-2013

Committee: From the TT Faculty – Kurt Goblirsch; From the Education Committee – Nina Moreno; From the Non TT Faculty – Ellen Brightwell

Winners:

1. Krista Van Fleit Hang, \$1,500 for the development of a new CHIN course "The Internet in China". (Expenses for research, travel, materials)
2. Jorge Camacho, \$1,500 for work on the textbook El cuento cubano de finales del siglo XIX (19th century Cuban short story). To be used for SPAN 751: Spanish American short story. (Expenses for research, part of production costs of textbook)
3. Lara Lomicka, \$941.60 for attending WISE (workshop on intercultural skills enhancement/study abroad and conference) to enhance FREN study abroad programs.
4. Pia Bertucci, \$1,500 for development of ITAL 250: Italian Food as Culture and an accompanying textbook in English. (Partial summer salary to work on project).

2013-2014

Committee: From the TT Faculty – Krista Van Fleit Hang; From the Education Committee – Yang Xiao; From the Non TT Faculty – Pia Bertucci

Winners:

1. Daniela Di Cecco, \$1,500 to develop her course, "Paris: Cultural Approaches to the City of Light" into a Maymester study abroad course.
2. Eric Holt, \$1,500 to hire a research assistant to help with the "Expansion of resources for the teaching of Spanish phonetics and pronunciation."
3. Beatriz Kellogg, \$1,500 to travel to Italy and Spain to help in the evaluation of study abroad programs. She will be traveling with the Study Abroad Program to Italy over

spring break, and then using the funds to cover travel and expenses related to the evaluation of the Cadiz program.

4. Gregory Patterson, \$600.00 to buy books and course materials as he develops a new course, "Pre-modern Chinese Literature," to be taught in Spring 2015.

2014-2015

Committee: From the TT Faculty – Jie Gou; From the Education Committee – Paul Malovrh; From the Non TT Faculty – Shunko Muroya

Winners:

1. Youko Brooks "Introduction to Japanese Culture"
2. Jeanne Garane "French Literature and Translation"
3. Agnes Mueller "Representing the Holocaust Today"
4. Catherine Wiskes "The Development of a Hybrid Spanish 109 Course"

2015-2016

No awards given.

2016-2017

No awards given due to budget exigencies.

2017-2018

No awards given due to budget exigencies.

2018-2019

Committee: From the TT Faculty – Alex Ogden; From the Education Committee – Nina Moreno; From the Non TT Faculty – Brigitte Guillemin-Persels

Winners:

1. Amanda Dalola "FREN 416: French for Advertising"
2. Ashley Williard "FREN/GLST 398: Dis/Ability in the French Speaking World"
3. Erin Carlson & Rocio Zalba "Developing IPA-style Assessments for SPAN 121 and SPAN 122"
4. Catherine Wiskes "The Revision of FORL and Training/Preparation to become a Supervising Teacher"

Committee: From the TT Faculty - Amanda Dalola; From the Education Committee - Lara Lomicka Anderson; From the Non TT Faculty - Alanna Breen

Winners:

1. Nancy Linthicum "The Revision of ARAB 121"
2. Farida Badr "ARAB 310 & 311: Egyptian Colloquial Arabic"

**Internal Research Awards for TT Faculty
Award – (4) @ \$3,000 each
Committee – Last Year’s Recipients**

By application only. Those faculty who already have Dean’s Start-Up funding or other research grants are not eligible. Faculty with pending grant applications may apply, but must notify the committee of such grant applications. Applications should include a 1000 word proposal and a CV. Applications will be judged on need and merit. Funds may be spent on summer support or as reimbursable expenses. Applications should be sent to Catherine Moring by November 1. Applications will be judged by a committee consisting of last year’s recipients (*Approved by FAC April 10, 2013*).

2010-2011

Committee:

Awards:

1. Mark Beck, to pay for translation of essays to appear in the Blackwell Companion to Plutarch, which he is under contract to edit.
2. Jeanne Garane, to pay expense for archival research in France to complete her book, "Francophone" African Literatures, Translation and Transnational Exchange.
3. Isis Sadek, to fund travel expenses to Argentina to locate documentary films for completion of the book project, *Inventions in Space: the Contemporary Resurgence of Argentine Documentary Cinema*.
4. Yvonne Ivory for a research trip to Germany for archival work on her Oscar Wilde book project.

2011-2012

Committee: Mark Beck, Lara Lomicka-Anderson, Yvonne Ivory and Isis Sadek

Awards: Agnes Mueller, Jie Guo, Andrew C. Rajca, Daniela DiCecco

2012-2013

Committee: Agnes Mueller (chair), Andrew Raja, Jie Guo, Daniela DiCecco)

Awards:

1. Nina Moreno (Project: "Introducción a la lingüística hispánica actual: teoría y práctica.")
2. Xiao Yang (Project: "Searching to Learn: Online Searching Strategies by Learners of Mandarin")
3. Raul Diego Hernandez (Project: "(Re)enchantment with Politics and New Strategies of Democratic Participation: the Case of #Yo soy 132 in Mexico")
4. Stephen McCormick

2013-2014

Committee: Raúl Diego-Rivera, Steve McCormick, Xiao Yang, and Nina Moreno

Awards:

1. Kurt Goblirsch, "Lenition and Vowel Lengthening in the Germanic Languages"
2. Judith Kalb, "Homeric Reception in Russian Culture"
3. Tan Ye, "The Poeticization of the Classical Chinese Theater"
4. Jie Gou, "Nineteenth-Century Chinese and European Visual Representations of Indigenous Peoples in the Yunnan-Burma Borderlands"

2014-2015

Committee: Judy Kalb, Kurt Goblirsch, Tan Ye and Jie Gou

1. Jeff Persels, "MAN BITES GOD: the Ludic Quality of Early Modern French Religious Polemic"
2. Andrew Rajca, "Dissensual Subjects: Memory, Human Rights, and Postdictatorship in the Latin American Southern Cone"
3. Michael Hill, "Sino-Arabic Enlightenments"

2015-2016

Committee: Andy Rajca, Michael Hill (Jeff Persels 2015-16 sabbatical, could not participate)

1. Jorge Camacho, "Slaves, Masters and Revolutionaries. The Literature of War in Cuba during independence (1868-1898)"

2016-2017

No awards given due to budget exigencies.

2017-2018

No awards given due to budget exigencies.

2018-2019

Committee: Andy Rajca, Michael Hill (Jeff Persels 2015-16 sabbatical, could not participate)

1. Nina Moreno, "The Tale of Two Learning Settings"
2. Gregory Patterson, "Economic and Literary Value as Portrayed in the late poetry of Du Fu / Literary Information in China: A History"

Committee: Nina Moreno, Gregory Patterson, Jeff Persels

No proposals submitted.

Course Reduction Award for TT Faculty
Award – (1) Course Reduction following AY
Committee – Three tenured faculty by ballot of all TT faculty

Voted on in spring after ASPIRE, PIRA, and Humanities Grants are announced (est. April 25). Eligibility: only faculty who have not received another grant or research award (including sabbaticals) for the year of the application process, the year before, or the award year will be eligible to apply. Faculty with Dean's Start-Up funds or other funding that can be used for course buy-outs are similarly not eligible to apply (*Approved by FAC April 10, 2013*).

2010-2011

Oct 2010 Committee: Mark Beck, Bill Edmiston, Yvonne Ivory
Award: Daniela DiCecco (spring 2011)

2011-2012

May 2011 Committee: Daniella DiCecco, Jorge Camacho, Agnes Mueller
Award: Cathy Castner (spring 2012)

2012-2013

May 2012 Committee: Lucile Charlebois, Eric Holt, Kurt Goblirsch
Award: Jie Guo (spring 2013)

2013-2014

March 2013 Committee: Yvonne Ivory, Junko Baba, Alex Ogden
Award: Paul Malovrh (spring 2014)

2014-2015

May 2014 Committee: Jie Guo, Alex Beecroft, Francisco Sanchez
NO APPLICATIONS, NO AWARD

2015-16

May 2015 Committee Agnes Mueller, Alexander Beecroft, Nina Moreno
AWARDS: Mara Mabrey, "Symbiosis of the Arts: Unyielding Impulses,
Women Artists and Writers and the Avant-garde Culture"

Francisco Sanchez, "Value and Intention in Guzmán de Alfarache"

2016-17

May 2016 Committee Lara Ducate, Alex Beecroft and Mark Beck
AWARD: Eric Holt: 1. "A snapshot of vowel contact across words in native and L2 Spanish speech." With Carly Henderson-Contreras and Erik W. Willis, Indiana University. To be submitted to *Hispania* in early fall 2016. 2. "Advanced-level Connected Speech" (Chapter 15, ~8,000 words) in *The Handbook of Advanced Proficiency in Second Language Acquisition*, Wiley-Blackwell, Blackwell Handbooks in Linguistics Series. Ed. by Paul A. Malovrh and Alessandro Benati. 3. "Optimality Theory" (~8,000 words, in section on Theories and Approaches to Hispanic Linguistics) in *The Cambridge Handbook of Spanish Linguistics*, Cambridge University Press, Handbooks Series. Ed. by Kimberly Geeslin, Indiana University.

Languages, Literatures, and Cultures Standing Committees

List of Standing Committees

1. Curriculum and Placement Committee
2. Departmental Evaluation Committee
3. Faculty Advisory Committee (FAC)
4. Faculty Performance Review Committee
5. Foreign Language Education Committee
6. Graduate Advisory Committee
7. Interdisciplinary Studies Committee (Dissolved Nov. 9, 2011)
8. Library Committee
9. Tenure and Promotion Committee
10. Website Committee (Dissolved Nov. 9, 2011)

1. **Curriculum and Placement Committee.** This committee will meet as issues arise concerning placement and curriculum. Program faculty should send proposals for new courses, course changes, etc. to the Chair of the Committee (the Assistant Chair/Undergraduate Director).
2019-2020: Chair: Francisco Sanchez
Junko Baba, Lara Ducate
2. **Departmental Evaluation Committee**— In April the committee is formed and initiates evaluations of the Chair (annual), and all elected Program Directors.
3. **Faculty Advisory Committee (FAC).** The Faculty Advisory Committee is the fundamental governing committee of the department. It will meet semi-monthly to discuss issues of importance to the department including recruitment, salaries, goals and priorities. Faculty should also bring issues to the Committee for discussion. FAC will consist of the Chair, the Assistant Chair, the Graduate Director, and the Director of Teacher Certification and Assessment, the Director of CPLT, the Program Directors of major programs (French, German, Spanish), as well as one Full Professor, and one Associate Professor who will be elected for a term of two years from programs not already represented in the council. The committee will report on its meetings to the faculty at large on a monthly basis—each member assuming responsibility for the report in turn.

FAC 2020-21:

| <u>Name</u> | <u>Rep</u> |
|---------------------|---------------------|
| Sanchez, Francisco | Interim Chair |
| Sanchez, Francisco | Assistant Chair |
| Ivory, Yvonne | Graduate Director |
| Moreno, Nina | Director TCA |
| Persels, Jeff | PD French |
| Goblirsch, Kurt | PD German |
| Rajca, Andrew | PD Spanish |
| Beecroft, Alexander | CPLT |
| Baba, Junko | Asso. small program |
| Gardner, Hunter | Prof. small program |

4. **Faculty Performance Review Committee**—This committee consists of five tenured faculty who are to read all FPR files, and assess performance for each faculty member (based on our T&P criteria) in the areas of teaching, research and service. Two faculty who served on the previous year’s committee will be elected to a second term, the other three will come from the pool of tenure-track faculty. Faculty members elected to this committee who have served for two years may not serve again until all eligible faculty have served.

5. **Foreign Language Education Committee.** This committee will discuss issues concerning our cooperation with the College of Education, including the MAT Program and the Undergraduate Certification Programs.

2019-2020: Catherine Wiskes, Nina Moreno, Lara Lomicka, Paul Malovrh, Jiang Liu, Lara Ducate

6. **Graduate Advisory Committee:** This committee consists of the Graduate Director and the Graduate Advisors (Comparative Literature, French, German, Spanish, and MAT). It meets as needed to discuss graduate issues, but primarily to admit students and award assistantships.

2019-2020: Yvonne Ivory, Alexandre Bonafos, Agnes Mueller, Mercedes Lopez Rodriguez, Nina Moreno

7. **Interdisciplinary Studies Committee.** Dissolved in LLC Faculty Meeting Nov. 9, 2011 (*This change to the number of standing committees was already discussed and approved by the faculty advisory council. No discussion from the floor. Unanimous approval.*)

8. **Library Committee.** This committee will approve book orders for the Thomas Cooper Library. Faculty should order books online through the TCL website.

9. **Tenure and Promotion Committee.** The select Departmental Tenure and Promotion Committee (referred to in what follows as the T&P Committee) shall consist of three tenured Full Professors and two tenured Associate Professors. These shall be elected for a two-year term by all tenured faculty in the Department. The Chair of the Committee, who must be a Full Professor, shall be elected each year by the Committee members. The members of the Committee will be eligible for re-election to an additional two-year term, after which they will be ineligible for one year. All tenured Full and Associate Professors will be eligible, with the exception of the Department Chair. The Chair of the committee must be chosen by April 15. *See: T&P Criteria approved by UCTP March 5, 2003 and Dec. 13, 2012.*
- Jeanne Garane, Professor (2019-2021)
(Chair, 2020-2021)
Hunter Gardner, Professor (2020-2022)
Lara Ducate, Professor (2019-2021)
Mercedes Lopez Rodriguez, Associate Professor (2020-2022)
Paul Malovrh, Associate Professor (2019-2021)
10. **Website Committee--**Dissolved in LLC Faculty Meeting Nov. 9, 2011 (*This change to the number of standing committees was already discussed and approved by the faculty advisory council. No discussion from the floor. Unanimous approval.*)

S S

Department Website

Departmental Forms & Information

Faculty Manual - USC Columbia

Office of the Provost: Tenure & Promotion

Faculty Senate

UofSC Research Award Information

Student Conduct & Academic Integrity

Student Success Center

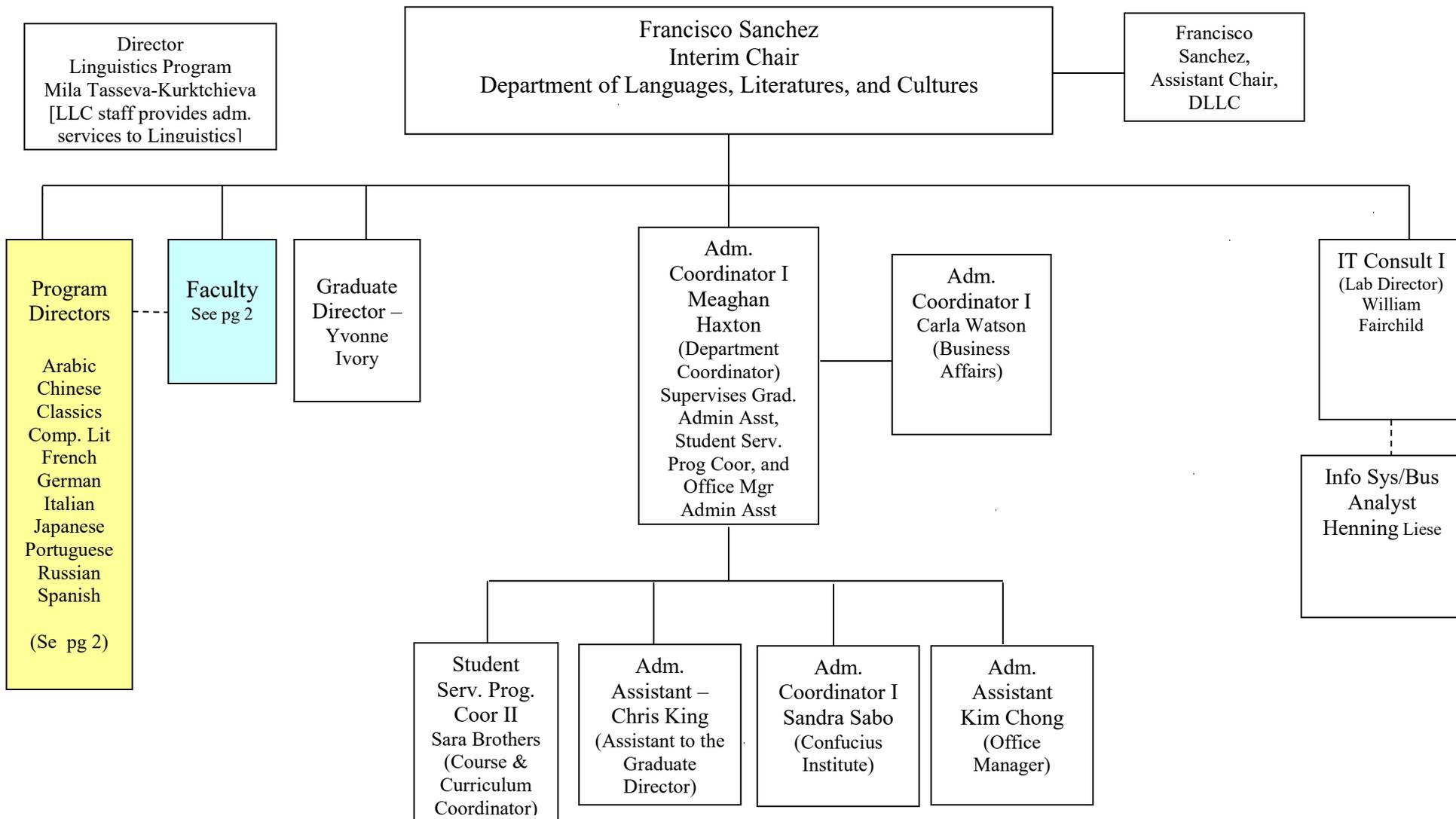
University Faculty Ombudsman

UofSC Police

911 or (803) 777-4215

Organizational Chart

Department of Languages, Literatures, and Cultures



**Department of Languages, Literatures, and Cultures
Faculty Roster 2019-20**

Professors (10)

Alexander Beecroft
Jorge Camacho
Lara Ducate
Jeanne Garane
Hunter Gardner
Kurt Goblirsch
Lara Lomicka Anderson
Agnes Mueller
Francisco Sanchez
Tan Ye

Associate Professors (14)

Junko Baba
Mark Beck
Amanda Dalola
Jie Guo
Eric Holt
Yvonne Ivory
Judith Kalb
Mercedes Lopez Rodriguez
Paul Malovrh
Nina Moreno
J. Alexander Ogden
Jeff Persels
Andrew Rajca
Krista Van Fleit

Assistant Professors (10)

Alexandre Bonafos
Aria Dal Molin
Michael House
Rebecca Janzen
Nancy Linthicum
Jiang Liu
Greg Patterson
Lena Tahmassian
Ashley Williard
Parrish Wright

34 TT Faculty

Senior Instructors (19)

Maria Seila Benavente
Pia Bertucci
Alanna Breen
Ellen Brightwell
Andrew Corley
Purificacion Crowe
Ana Cueto
E. Teel Evans
Brigitte Guillemin-Persels
Beatriz Kellogg
Cari Kepner Lee
Leah Lindsey
Timothy McAteer
Jason Osborne
C. Brad Owens
Wendy Schneider
Kristina Stefanic-Brown
Carla Aguado Swygert
Catherine Wiskes

Instructors (11)

Andrew Allorto
Erin Carlson
Valerie Curry
Patricia Davis
Anna Eaton
Matthew McNicoll
Shunko Muroya
Gregory Newall
Farzad Salamifar
Rosario Pollicino
Rocio Zalba

non-FTE Instructors & TFAC

Ursula Engelbrecht
Rossana Fialdini Zambrano
Benjamin Garcia Egea
Zack Rider
Maria Victoria Sanchez Samblas
Colleen Scutt
Angela Tumini
Whitney Waites
Patrick Walsh
Nicole Donoghue
Justin Niati
Julia Lujan
Dominick Noviello

31 Non TT Faculty

Holds PhD
ABD

PROGRAM DIRECTORS

| | |
|-----------------|--------------------|
| Chair (Interim) | Francisco Sanchez |
| Assist Chair | Francisco Sanchez |
| Graduate Dir | Yvonne Ivory |
| Chinese | Gregory Patterson |
| Spanish | Andrew Rajca |
| Arabic | Nancy Linthicum |
| Classics | Hunter Gardner |
| CPLT | Alexander Beecroft |
| French | Jeff Persels |
| German | Kurt Goblirsch |
| Japanese | Junko Baba |
| Russian | Judith Kalb |
| Teaching Cert | Nina Moreno |

Staff in LLC

| | |
|----------------|---|
| Sara Brothers | Scheduling & Student Services Coordinator |
| Kim Chong | Office Manger |
| Meaghan Haxton | Department Coordinator |
| Chris King | Graduate Program Assistant |
| Carla Watson | Business Manager |

Ted Mimms Foreign Lang Learning Center

| | |
|-------------------|----------------------------|
| William Fairchild | Lab Director |
| Henning Liese | Instructional Technologist |

Confucius Institute

| | |
|-------|-----------------------------|
| ----- | Business and Office Manager |
|-------|-----------------------------|

S ir r

Meaghan Haxton

Department Coordinator and Communications, Room 917

777-9734 / mhaxton@mailbox.sc.edu

Carla Watson

Admin. Coord. of Business Affairs, Room 914

777-4882 / watson97@mailbox.sc.edu

Bill Fairchild

Director, Ted Mimms Foreign Language Learning Center

777-2636 / fairchild@sc.edu

Sara Brothers

Scheduling and Student Services Coordinator, Room 815

777-4884 / sbrother@mailbox.sc.edu

Chris King

Graduate Program Assistant, Room 909

777-0473 / kingcj2@mailbox.sc.edu

Kim Chong

Office Manager and Purchasing Coord / Room 813

777-4881 / chongk@mailbox.sc.edu

Main Office: 803-777-4881

LLC Fax: 803-777-0454

Chair's Office: 777-9734

OFFICE POLICIES

Office Keys & Assignment

- Please see Kim Chong for your office assignment and office keys.
- Notify Kim immediately if any key is misplaced or lost.
- If you separate from the University, keys must be returned to Kim before you leave.

Supplies

- Offices will be set up with basic supplies: pens, staplers, etc.
- For general office supplies or requests, please see Kim Chong in Room 813.
- If you request an item that we do not normally keep in stock, please provide a description and estimated cost to Kim Chong (Room 813). If approved by the Department Chair, Kim will make the purchase.

Copier

- Departmental copiers are located on the 7th, 8th, and 9th floors.
- Codes for copier access are given by Kim Chong (Room 813).
- Report low paper supplies or other copier issues to Kim or a student worker.

Mailboxes

- Mailboxes are assigned by Kim Chong and are located on the 7th, 8th, and 9th floors of the Humanities Office Building.
- USC Postal Services typically drop off and pick up mail twice a day: mid-morning & mid-afternoon.
- Please check your mailboxes on at least a weekly basis.

Outgoing Mail

- Campus Mail
 - Campus Mail should be placed in an interoffice envelope and left in the student office on the 8th floor.
- US Mail
 - Any outgoing US Mail should be given to Kim Chong or a student worker. They will ensure the correct code slip is placed with the mailing.
- FedEx and Priority Packages
 - See Kim Chong or a student worker on the 8th floor to send packages.

UofSC Academic Calendar

| Event | Date |
|--|--|
| Faculty Reporting Date | Aug. 17, Monday |
| New Student Convocation | Aug. 19, Wednesday |
| Classes Begin | Aug. 20, Thursday |
| Last day to change/drop a course without a grade of "W" being recorded (Part of Term 30) | Aug. 26, Wednesday |
| Labor Day - Asynchronous Remote Class Day (No Class Meetings) | Sept. 7, Monday |
| Last day to apply for December graduation | Graduation Application Deadline |
| Midpoint in Semester | Oct. 12, Monday |
| General Election Day - Asynchronous Remote Class Day (No Class Meetings) | Nov. 3, Tuesday |
| Last day to drop a course or withdraw without a grade of "WF" being recorded (Part of Term 30) | Nov. 4, Wednesday |
| Face-to-Face Instruction Ends (last day for in-person exams) | Nov. 24, Tuesday |
| Thanksgiving Recess (no classes) | Nov. 25 – 29, Wednesday – Sunday |
| Remote Class Days | Nov. 30 - Dec. 1, Monday - Tuesday |
| Reading Days (Part of Term 30) | Dec. 2 - 4, Wednesday - Friday |
| Remote Final Examinations (includes exams on Saturday) | Dec. 7 – 14, Monday - Monday |
| Commencement Exercises in Columbia | Dec. 13, Sunday |

Spring

| Event | Date |
|--|---|
| Classes Begin | Jan. 11, Monday |
| Holidays, breaks, and reading day(s) | To Be Determined |
| Last day to change/drop a course without a grade of "W" being recorded (Part of Term 30) | Jan. 19, Tuesday |
| Last day to apply for May graduation | Graduation Application Deadline |
| Last day to drop a course or withdraw without a grade of "WF" being recorded (Part of Term 30) | March 27, Saturday |
| Last Day of Classes | April 26, Monday |
| Final Examinations (includes exams on Saturday) | April 28 – May 5, Wednesday - Wednesday |
| Commencement Exercises in Columbia | May 7 - 8, Friday - Saturday |

II. Thesis and dissertations directed or read (list serving on an examination committee under *SERVICE*)

| | Candidate name | Director or Reader | Semester Begun | Semester Completed |
|----------------------|----------------|--------------------|----------------|--------------------|
| Honor Theses: | | | | |
| MA Thesis | | | | |
| Dissertations | | | | |

III. Number of Advisees: _____

IV. Additional Information about Teaching (courses taught for the first time, new courses created, awards*, development of departmental placement and exit exams, participation in design or scoring of national standardized exams, grants for instructional development**, workshops attended that bear directly upon teaching, etc.).

| Semester | Course name | Course number | Taught for the first time? Y or N | You created? Y or N |
|----------|-------------|---------------|-----------------------------------|---------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

* List here AND under Appraisals of Work

** List here AND under Grants or Contracts

RESEARCH AND PROFESSIONAL ACTIVITIES

SUMMARY of PUBLISHED WORKS DURING REPORTING PERIOD JAN. 1, 2012 – Dec. 31, 2012 (Indicate total number.) This is a **number**, not a list of named items. Please fill in:

| | | | | | |
|------------------------------------|--|--|--|---------------------------------------|--|
| No. of Scholarly Books: | | No. of Refereed Journal Articles: | | No. of Non-Refereed Journal Articles: | |
| No. of Refereed Chapters in Books: | | No. of Non-Refereed Chapters in Books: | | No. of Textbooks: | |
| No. of Edited Books: | | No. of Other Published Works*: | | | |

*Other published works (e.g. lab texts, book reviews, technical reports, encyclopedia entries, trade books)

I. Publications: List publications of the report year. **Give full citation for each item, including page numbers.** Please follow the format below and include only those works published **during the report period**. Submit an off-print or copy of each item which will be returned to you.

A. **Books**

Authored:

Co-authored:

Edited:

Translated:

Pages:

In scholarship, “A single-authored book with a strong university or trade press should earn a score of 5 for 3 years from the date of publication (**the date from which the book can be purchased**) and the two years following.” Please list single-authored books that meet these criteria here:

Book title:
Press & Year Published:
First Year received credit on FRA:

The following motions were approved in reference to Top Tier Journals, September 2017:
Motion: peer reviewed journal articles or chapters published by an academic/scholarly publisher will be recognized with a score of 4.0 for one publication, 4.5 for 2, and 5.0 for three or more.
Motion: A volume of collected essays edited or co-edited by no more than two other co-editors, and published by an academic / scholarly press, will count as automatic 5.0 for the year in which it is published.

B. Refereed Articles and Book Chapters
Journal Articles

Book Chapters:

C. Non-refereed Articles and Book Chapters
Journal Articles

Book Chapters:

D. Other
Book Reviews:

Entries and Notes:

E. List books, articles, reviews, etc. accepted for publication during the report year. Indicate where accepted and likely publication date.

II. Papers : List papers presented at professional conferences or scholarly meetings. Please use the format below for each.

Title :
Name of Conference/Organization :
Place :
Date :

Title :
Name of Conference/Organization :
Place :
Date :

Title :
Name of Conference/Organization :
Place :
Date :

III. Other Scholarly Activities: List seminars, manuscript reviews, review panels, refereeing, chairing section, etc. Also list any scholarly work currently in progress.

SERVICE ACTIVITIES

List service activities during this reporting period. (Professional/ Outside, University, College, Departmental Service. Add rows to table as needed, in this order:

| Type of Service | Organization/Committee | Role | Compensation? (Yes or No) | Year |
|--|-------------------------------|-------------|--------------------------------------|-------------|
| 1. Professional /Outside | | | | |
| | | | | |
| | | | | |
| 2. University (USC) | | | | |
| | | | | |
| | | | | |
| 3. Departmental (LLC) | | | | |
| | | | | |
| | | | | |
| 4. Program | | | | |
| | | | | |
| | | | | |
| 5. Profession-related Community Service | | | | |
| | | | | |

RESEARCH GRANTS AND CONTRACTS

List all grants and contracts submitted during the report year. Give the awarding agency, the amount, the purpose, and the period of the grant. Please follow the format below.

External to USC Grants:

| Type | Agency | Funded? Yes or No | Amount | Purpose | Grant Period |
|-------------|---------------|------------------------------|---------------|----------------|-------------------------|
| | | | | | |
| | | | | | |
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USC/Provost/CAS/LLC Grants and Financial Awards:

| Type | Agency | Funded? Yes or No | Amount | Purpose | Grant Period |
|-------------|---------------|------------------------------|---------------|----------------|-------------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

APPRAISALS OF WORK

List public and documented appraisals of your teaching, scholarship, and service (reviews, citations, awards, and honors).

Typed Name as Signature of Faculty Member

Date Submitted