GUIDELINES FOR TENURE AND PROMOTION
DEPARTMENT OF LANGUAGES, LITERATURES AND CULTURES

In the area of **teaching,** the Department of Languages, Literatures and Cultures adheres to the following philosophy and guidelines:

<u>**Teaching**</u>:

The pedagogy/methodology that is indispensable in the process of second-language acquisition is the one that focuses on content and on the students' acquisition of interactive and communicative skills in the specific target language. It is therefore important that all learning activities in the classroom provide the students with ample and varied opportunities to communicate and interact in the target language in a non-threatening but vibrant, interesting and goal-oriented environment. In the basic second-language courses the teacher will create exercises that make the students aware of the communicative and interpersonal nature of any language and that at the same time emphasize the importance of learning the target language within the culture of the regional areas where the particular language is the primary means of communication. The ACTFL-recommended communicative approach in second-language pedagogy is the methodology that a teacher of a second language will use in our department. Through this method, the target language is employed on the very first day of class and used almost exclusively by the third week of classes and exclusively thereafter. To achieve this goal, ALL learning activities in the classroom will be centered on the employment of this approach. Communicative activities in the classroom should have realistic and achievable goals that motivate the students to accomplish a specific learning task within a proscribed period of time. Communicative activities, whether they are structured or unstructured, will focus on the major interest of the students in order to help convince them of the practical function of the second language being taught.

An effective and successful teacher of a second language at USCA will possess and utilize the following pedagogical concepts, in varying degrees, in his/her daily teaching activities:

a) Rigor and discipline
b) Knowledge of subject matter
c) Knowledge of technology and of its incorporation into the learning process
d) Clarity of expression
e) Attention to individual needs of students
f) Demonstration to students of the practical adaptation of the language being studied
g) Challenge to students to demonstrate excellence in the language they are studying
h) Devotion of enough time, after classes, to consult with and advise students

Examples of assessment strategies useful in evaluating teaching, not necessarily listed in order of importance:

❖ USCA standardized student evaluations
❖ Reports from peer observers

- ❖ Letters from alumni that attest to successful and effective teaching
- ❖ Sample syllabi which have had resounding success
- ❖ Number of students who are doing graduate work in the language/literature taught to them by the faculty member
- ❖ University, national or international awards received for excellence in teaching
- ❖ Publications, especially those that deal with second-language pedagogy
- ❖ Presentation of original papers at refereed conferences/workshops in the field and the application of these research-oriented presentations to the classroom
- ❖ Program innovation that has led to implementation of successful strategies in teaching either at the departmental or university levels
- ❖ Team teaching, especially if it involves a professor from another discipline
- ❖ Effective use of technology in classes
- ❖ Reviewing/writing a textbook
- ❖ Competitive Sabbatical/Fellowships that showcase expertise at another similar institution
- ❖ The degree to which students achieve proficiency in the language after completing the course

Although this list is extensive, it is not exhaustive and faculty may choose other pedagogical and methodological means to demonstrate excellence in teaching.

The Department of Languages, Literatures and Cultures values active engagement in research, both traditional and applied. The following lists reflect the traditional hierarchy of academic values. In light of the diversity in our discipline and interests among the faculty, the department recognizes that intellectual work may extend beyond traditional boundaries. The department considers the evidence of scholarly activities to include the following:

Scholarship:

In the area of **traditional scholarship** (discovery and interpretation), the Department of Languages, Literatures and Cultures recognizes the value of the following discipline-related work, not necessarily listed in order of importance:

> publication of full-text monographs or books (single authorship or multiple authorship)
> publication of chapters/articles in edited books, including reference volumes and encyclopedias
> publication of refereed articles in scholarly journals
> publication of book reviews in academic journals and literary magazines
> publication of articles in academic electronic journals or conference proceedings or on academic web sites
> presentation of papers at academic conferences (more weight given to refereed work and potential audience scope)
> publication of translations

In the area of **applied scholarship** (the application of professional knowledge), the department of Languages, Literatures and Cultures recognizes the value of the following discipline-related work, not necessarily listed in order of importance:

> publication of textbooks
> publication of chapters and articles in pedagogical books
> publication of articles in pedagogical journals
> presentation of papers on pedagogical topics at academic conferences (more weight given to refereed work and potential audience scope)
> participation on panels at academic conferences (more weight given to invited participation and potential scope)
> editing of books and journals
> creation and management of discipline-related websites
> developing computer/technology/multimedia course ware
> developing new pedagogical techniques and new curriculum initiatives
> conducting workshops at academic/professional conferences
> active memberships on editorial boards
> manuscript review (prepublication screening) for academic presses/journals/literary magazines
> writing research-based, discipline-related grant proposals (more weight given to successful award of grant)
> reviewing discipline-related grant proposals
> participation in faculty exchange programs, NEH institutes
> discipline-related consulting work, compensated or not.

<u>Service</u>:

The Department of Languages, Literatures and Cultures values active service to the campus, to the profession, and to the greater community.

In the area of **university service** and **service to the department**, the Department of Languages, Literatures and Cultures recognizes the value of the following work, not necessarily listed in order of importance:

> active membership on Faculty Assembly and ad hoc campus-wide committees (more weight given to the assumption of a leadership role)
> active membership on accreditation committees
> administration of campus units and programs (department, Language Learning Center)
> active membership on department-based committees (search committees, other ad hoc committees; more weight given to leadership role).
> advisement of student organizations
> academic advisement of students
> actively promoting, conducting or initiating departmental programs and activities that benefit the department and the university

In the area of **professional service,** the Department of Languages, Literatures and Cultures recognizes the value of the following discipline-specific work, not necessarily listed in order of importance:

> holding office in a professional organization
> organizing and chairing sessions at professional conferences
> active membership on standing committees of professional organizations
> active membership on accrediting bodies/participation in site visits

In the area of **community service,** the Department of Languages, Literatures and Cultures recognizes the value of the following discipline-related work, not necessarily listed in order of importance:

> conducting in-service/teacher development workshops for area schools
> providing discipline-related service to the public schools (judging academic tournaments, membership in school-related organizations, or community organizations etc.)
> presentations/talks to school and community groups

These lists of research and service activities are meant to be neither exhaustive nor prescriptive. In building their files, candidates for promotion and tenure bear the ultimate responsibility for providing proof of and context for each item on their respective lists.