| Department of Languages, Literatures, and Cultures |
| Procedures and Criteria for Tenure and Promotion |

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.

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.)