

# College of Charleston

## DEPARTMENT OF HISPANIC STUDIES

### **Departmental Guidelines for Third-Year, Tenure and Promotion, and Retention of Senior Instructors (Effective August 2013)**

*Approved December 1, 2011; Last Amended September 13, 2012*

The purpose of this document is to supplement the most recently published version of the Faculty-Administrative Manual (FAM) with regard to requirements for evidence for tenure, promotion, and continuation decisions. It states how some college-wide standards and criteria are more specifically interpreted by the Department of Hispanic Studies. What follows are the supplemental criteria for consideration for third-year review, tenure and promotion, promotion to professor and retention decisions.

Each candidate should read the FAM carefully and meet all the corresponding standards. In addition, each candidate will include in his/her packet a copy of these departmental guidelines, which will also be used during the departmental panel's deliberations.

#### **I. TEACHING EFFECTIVENESS**

The Department of Hispanic Studies believes that our colleagues are the most qualified to assess teaching effectiveness within the department. As such we have instituted a systematic process of peer evaluation for each stage of review.

##### **A. Reports of Class Observation by Tenured Colleagues**

###### **Third-Year Review**

A tenured member from the Department will be selected by the Chair in consultation with the candidate to conduct a peer-review of classroom performance during the second semester of the candidate at the College at that rank. Using a departmentally adopted form, the observer will then write a report that will be shared with the candidate so that the candidate has an opportunity to continue growing professionally and address any weaknesses that might have been identified.

A second observation by the same colleague or a different faculty member selected using the same criteria will be conducted the following semester, if the content of the previous report indicates a need for a follow-up. The candidate will include the written report(s) from the observations in his/her packet for his/her Third-Year Review.

### **Tenure and Promotion to Associate Professor (Post Third-Year Review)**

A tenured member from the Department will be selected by the Chair in consultation with the candidate to conduct a peer-review of classroom performance during the second semester of the candidate at the College at that rank. Using a departmentally adopted form, the observer will then write a report that will be shared with the candidate so that the candidate has an opportunity to continue growing professionally and address any weaknesses that might have been identified.

A second observation by the same colleague or a different faculty member selected using the same criteria will be conducted the following semester, if the content of the previous report indicates a need for a follow-up. The candidate will include the written report(s) from the observations in his/her packet for tenure and promotion to Associate Professor.

### **Promotion to Professor**

A member from the Department or the School at the Professor rank will be selected by the Chair in consultation with the candidate to conduct a peer-review of classroom performance no later than the semester prior to the evaluation. Using a departmentally adopted form, the observer will then write a report that will be shared with the candidate so that the candidate has an opportunity to continue growing professionally and address any weaknesses that might have been identified.

A second observation by the same colleague or a different faculty member selected using the same criteria will be conducted early during the semester of the evaluation, if the content of the first report indicates a need for a follow-up. The candidate will include the written report(s) from the observation in his/her packet for promotion to the rank of Professor.

### **Promotion to Senior Instructor and Retention**

A tenured member from the Department will be selected by the Chair in consultation with the candidate to conduct a peer-review of classroom performance no later than one year prior to a continuation decision. Using a departmentally adopted form, the observer will then write a report that will be shared with the candidate so that the candidate has an opportunity to continue growing professionally and address any weaknesses that might have been identified.

A second observation by the same colleague or a different faculty member selected using the same criteria will be conducted the following semester, if the content of the previous report indicates a need for a follow-up. The candidate will include the written report(s) from the observations in his/her packet for promotion or retention.

### **B. Written Comments from Student Evaluations**

According to the Faculty Administration Manual, student comments need not be included in candidates' packets. The policy of HISP is to follow this guideline and include only the numerical data in the packet.

## II. RESEARCH AND PROFESSIONAL DEVELOPMENT

As indicated in the Faculty Administrative Manual of the College of Charleston (2010-2011, p. 91), tenure and promotion require “substantial evidence of consistently high professional competence” in research and professional growth. When evaluating a candidate’s research, the panel will consider the quality, length and quantity of publications, as well as evidence of a sustained, ongoing research program.

The evaluation of quality will be based on a combination of the following criteria: 1) the reputation of the journal or press in which the work appears (both print and electronic publication formats are equally acceptable); 2) the peer review or editing process; 3) the evaluation of external reviewers; 4) when available, comments, citations or recognitions about the work from national or international experts in the field; and 5) the panel members’ judgment.

The candidate will include the documentation indicated in the FAM that addresses the quality/reputation of the journal or scholarly press and detailed information about the review or editing process. The panel members may choose to rely on those members within the given field of expertise when available.

Through the evaluation process, consideration will be given to the length and involvement that some research requires.

The Department recognizes different venues for publication, such as:

- 1) articles in reputable peer reviewed journals;
- 2) books in peer edited scholarly presses (not exclusive to university presses);
- 3) book chapters, critical editions, translations, edited book volumes or pedagogical works, such as published textbooks and workbooks, will be assessed by the same criteria of quality listed above and in terms of the significance of their contribution to the field, length, and the amount of original work.
- 4) creative works are considered only in those cases where the faculty member was hired to develop this area and should be explained in the candidate’s narrative and in the panel letter. Since the Department of Hispanic Studies does not have hires exclusive for a creative writing program, a combination of creative writing and peer review publications addressing literary analysis or criticism is essential.

Papers presented at conferences, book reviews or other scholarly/professional activities are less significant than peer reviewed publications, but these do bolster the candidate’s professional growth.

Publication or acceptance of manuscripts prior to arrival at the College of Charleston will be considered as evidence of additional scholarly productivity, but will not count toward the number of publications expected for tenure and promotion decisions.

### **Third-Year Review for Tenure and Promotion to Associate Professor**

Minimum evidence of scholarship by the time of the third-year review will be one publication (or a letter of acceptance for the publication) in a refereed venue.

### **Tenure and Promotion to Associate Professor**

Minimum evidence of scholarship at the time of tenure and promotion to Associate Professor will include three publications\* (an acceptance is tantamount to a publication) in refereed venues. The candidate should explain in the packet how his/her research agenda has expanded beyond his/her previous scholarship while in residence at the College. A formal external review of a candidate's scholarly work (following procedures outlined in the FAM) will be required for promotion to Associate Professor.

### **Promotion to Professor**

Minimum evidence of scholarship at the time of promotion to Professor will include five publications\* (an acceptance is tantamount to a publication) in refereed venues while an Associate Professor, based on work completed while in rank at the College of Charleston. A formal external review of a candidate's scholarly work (following procedures outlined in the FAM) will be required for promotion to Professor.

\*The number of publications indicated above for Tenure and Promotion to Associate Professor (3) and Promotion to Professor (5) serve as a guide for the candidate. The Department recognizes that an original book, textbook, linguistic study involving data collection and analysis or other lengthy peer reviewed-edited publications of significant quality may require more time to produce a final publication, and therefore may, as determined by the panel, satisfy the need for multiple publications. In these cases, in his/her narrative, the candidate must provide evidence of sustained research during the period under review for those publications. Ultimately, the decision of the panel will be determined by the criteria to evaluate quality as outlined at the beginning of this section and the candidate's evidence of sustained research.

### **III. SERVICE**

The Department of Hispanic Studies believes that consistent engagement in departmental and/or college service affords the candidate the opportunity to learn more about the culture and system in place at all levels of the college.

#### **Third-Year Review**

Evidence of service by the time of the third-year review will be considered consistent engagement on departmental and/or college-wide committees and/or community activities related to the profession.

#### **Tenure and Promotion to Associate Professor**

Evidence of service by the time of promotion to Associate Professor will be considered consistent engagement on departmental and/or college-wide committees and/or community activities related to the profession.

#### **Promotion to Professor**

Evidence of service by the time of promotion to Professor will be considered consistent engagement on departmental and college-wide committees and/or community activities related to the profession. Demonstrated evidence of academic leadership beyond departmental level is necessary.

#### **Promotion to Senior Instructor and Retention**

Evidence of service by the time of promotion to Senior Instructor will be considered consistent engagement on departmental and/or college-wide committees and/or community activities related to the profession. Demonstrated evidence of leadership is encouraged.

*Passed by the roster faculty of the Department of Hispanic Studies on December 1, 2011.  
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academic year.*