University of Windsor Research Evaluation Framework:
Department of Languages, Literatures and Cultures
FRENCH STUDIES
RTP Criteria for promotion to Associate and Full Professor – LINGUISTICS,
TRANSLATION STUDIES and LITERATURE
Approved at UCAPT on October 27, 2025

Preamble

In accordance with Senate Bylaw 23, a candidate for promotion to the rank of Associate or Full Professor will be assessed according to their performance in the following three areas: (a) research, (b) teaching, and (c) service. Distinction in all three areas is not required; however, teaching and scholarship will generally be accorded the most weight. Additional weight can be accorded to service, if a candidate's activity in this area is deemed sufficiently significant to supplement their performance in the principal areas of teaching and scholarship. This can apply to racialized candidates who take on considerable service duties within or outside of the AAU and are also highly engaged in community outreach activities, or to faculty members, who occupy a leadership position, such as program coordinator or Department Head, and are heavily engaged in service duties to the AAU, the Faculty, and the University, as well as to the wider academic community

The RTP committee will consider the candidate's research statement (scholarship and/or creative activity and/or translation activity), teaching dossier, the parts of the e-CV that relate to research (scholarship and/or creative activity and/or translation activity), teaching and service, the Head's evaluation(s) of research, teaching and service, and the evaluations of three external reviewers.

(a) Research

The candidate's research statement should provide a narrative of the candidate's research work and/or creative activity and/or translation activity during the period under consideration for the promotion to Associate or Full Professor. The statement should provide an outline of the candidate's current and projected research/creative /translation endeavours and contain relevant evidence of the candidate's scholarly/creative/translation output, such as published articles, work in progress, and other supporting documents. The candidate is also encouraged to situate their work within their field of specialty, and to broadly assess its impact both nationally and internationally.

(b) Teaching

The candidate's teaching dossier should provide a narrative of the evolution of the candidate's teaching and lay out their teaching accomplishments carried out prior to tenure (for permanence/promotion to associate professor) or following tenure (for promotion to full professor). The candidate can choose which documentation and evidence to include in the teaching dossier and is encouraged to refer to the *UCAPT Teaching Dossier Guide* for guidance. The UCAPT guide can de downloaded here: https://www.uwindsor.ca/provost/336/university-committee-academic-promotion-and-tenure-ucapt-process-and-procedures. The teaching dossier should provide evidence of teaching effectiveness, beyond just SET/SPT scores. This evidence may include documents such as a reflective assessment of one's teaching practices, a teaching philosophy, sample syllabi, sample assignments, evidence of engagement with curricular development, evidence of completed professional development courses in teaching and learning, information pertaining to MA and PhD committee membership, unsolicited student testimonials, teaching awards, etc. Alternate instructional and assessment methods reflective of the cultural diversity of French Studies faculty should be noted and will be assessed in context.

(c) Service

The candidate's service statement should provide a narrative of service work at the AAU/Faculty/University level carried out prior to tenure (for permanence/promotion to associate professor) or following tenure (for promotion to full professor). The candidate should also include evidence of community outreach activities and of service to the wider academic community. Service may be given more weight if the candidate applying for promotion, particularly to Full Professor, carried out exceptional levels of service during the period under consideration.

The criteria outlined above and detailed below are considered valid for all candidates, whether their area of specialty is linguistics, translation studies, or literature.

I.   RESEARCH

INDICATORS	ASSISTANT PROFESSOR [at 3-year review]	ASSOCIATE PROFESSOR	PROFESSOR
Criterion 1: Expertise in research or creative area, [1] relevant methodologies, and effective and ethical project management	The candidate is developing a clearly focused research/creative/translation activity plan articulated in a research/ creative/translation activity statement.	The candidate has a clearly focused research/creative/translation activity plan articulated in a research/ creative/translation activity statement.	The candidate has a clearly focused research/creative/translation activity plan articulated in a detailed research/creative/translation activity statement.
	Evidence that the candidate is working towards meeting research or creative or translation activity goals.	Evidence that research or creative or translation activity goals are being met.	Evidence that research or creative or translation activity goals are being met and exceeded, of ongoing re-evaluation and planning reflecting the development of new directions and expanding reach or depth.
	Evidence of productivity (e.g. manuscripts in progress, submitted or under review) and of engagement, as evidenced by discipline-specific research-related activities focused on data collection (e.g. archival research, corpus construction, survey design, book reviews, etc.), on data analysis (data mining of archives or of corpus, quantitative and/or qualitative data analysis, etc.), or on creative and translation activity (e.g. translation of fiction/non-fiction).	Evidence of productivity (e.g. manuscripts in progress, submitted or under review) and of engagement, as evidenced by discipline-specific research-related activities focused on data collection (e.g. archival research, corpus construction, survey design, book reviews, etc.), on data analysis (data mining of archives or of corpus, quantitative and/or qualitative data analysis, etc.), or on creative and translation activity (e.g. translation of fiction/non-fiction).	Strong evidence of continuing productivity (e.g. manuscripts in progress, submitted or under review) and of continuing engagement, as evidenced by discipline-specific research-related activities focused on data collection (e.g. archival research, corpus construction, survey design, book reviews, etc.), on data analysis (data mining of archives or of corpus, quantitative and/or qualitative data analysis, etc.), or on creative and translation activity (e.g.

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[1] The French Studies Program is multidisciplinary, and members have different areas of expertise: linguistics, translation studies, or literature. Members are, moreover, engaged in various types of scholarly pursuits. All conduct research in their respective areas of expertise and disseminate results in peer-reviewed publications. In addition, members, whose area of expertise is Translation Studies, also engage in translation activities as is customary in Translation Studies and produce translations of fictional and other texts for publishing houses, while members active in Literary Analysis may also engage in creative writing.

	ASSISTANT PROFESSOR [at 3-year review]	ASSOCIATE PROFESSOR	PROFESSOR
Conformity with all relevant institutional, disciplinary, and funding agency ethical and research guidelines	An emerging pattern of conformity with relevant institutional, disciplinary, and ethical research guidelines, as evidenced by e.g. research grant applications for internal and/or external grants, applications for ethics approval, etc.	A pattern of conformity with relevant institutional, disciplinary, and ethical research guidelines, as evidenced by e.g. research grant applications for internal and/or external grants, applications for ethics approval, etc.	translation of fiction/non-fiction). A strong pattern of conformity with relevant institutional, disciplinary, and ethical research guidelines, as evidenced by e.g. research grant applications for internal and/or external grants, applications for ethics approval, etc.
INDICATORS	**ASSISTANT PROFESSOR [at 3-year review]**	**ASSOCIATE PROFESSOR**	**PROFESSOR**
Criterion 2: **A record of high-quality refereed publications, juried creative activity or other demonstrated scholarly output**	The candidate generally publishes in peer-reviewed journals or with publishing houses, recognized in the scholar's field at the national and/or international level, and at a pace that is increasingly consistent with disciplinary standards. Dissemination of scholarly activity occurs through regular conference participation at the national and international level. The candidate's scholarly activity, i.e., the number of published and submitted works, as well as items in progress, is such that the minimum required publication record for the five-year probationary period is within reach.	The candidate generally publishes in peer-reviewed journals or with publishing houses, recognized in the scholar's field at the national and/or international level and at a pace consistent with disciplinary standards. Dissemination of scholarly activity occurs through regular conference participation at the national and international level. During the five-year probationary period, the candidate must have published at least:[2] (1) 4 single-authored articles in peer-reviewed journals or in conference proceedings	The candidate generally publishes in peer-reviewed journals or with publishing houses, recognized in the scholar's field at the national and/or international level and at a pace consistent with disciplinary standards for strong scholarly performance. Dissemination of scholarly activity occurs through continued regular conference participation at the national and international level. Since the last promotion, the candidate has maintained an active and impactful publication record, averaging at least the same research output per five-year period as that required for

[2] When assessing the candidate's research output, we will use the following approximate guideline: a monograph is equivalent to 4 refereed articles or chapters, a co-authored or edited book is equivalent to 3 refereed articles or chapters, and a co-edited book or journal is equivalent to 2 refereed articles or chapters.

	Evidence of a growing established national and/or international reputation, as evidenced by publications in journals or conference proceedings and with publishing houses that have a national or international reach. Some evidence that research or creative or translation activity is being recognized at national and/or international levels. External peer review indicates that publications are of good quality and are beginning to make an important or original contribution to the field.	specific to the research field, and of national or international standing; or (2) 1 single-authored peer-reviewed book, published by an academic press of good standing; or (3) 1 co-authored or edited volume, under the imprint of a reputable publishing house, and at least 2 articles in peer-reviewed journals or in conference proceedings specific to the research field and of national or international standing; or (4) 1 peer-reviewed book-length translation under the imprint of a reputable publishing house, and at least 2 articles in peer-reviewed journals or in conference proceedings specific to the research field and of national or international standing; or (5) 1 peer-reviewed book-length creative piece under the imprint of a reputable publishing house,	promotion to Associate Professor. Evidence of an established national and/or international reputation, as evidenced by publications in journals or conference proceedings and with publishing houses that have a national or international reach. Evidence that research or creative or translation activity is recognized at national and/or international levels. External peer review indicates that publications are of continued good quality and have made an important or original contribution to the field.

		and at least 2 articles in peer-reviewed journals or in conference proceedings specific to the research field and of national or international standing; or (6) 2 peer-reviewed short stories or 8 peer reviewed creative pieces, such as poems, under the imprint of a reputable publishing house, and at least 2 articles in peer-reviewed journals or in conference proceedings specific to the research field and of national or international standing. Evidence of a growing national and/or international reputation, as evidenced by publications in journals or conference proceedings and with publishing houses that have a national or international reach. Evidence that research or creative or translation activity is recognized at national and/or international levels. External peer review indicates that publications are of good quality and are	

INDICATORS	ASSISTANT PROFESSOR [at 3-year review]	ASSOCIATE PROFESSOR	PROFESSOR
		making an important or original contribution to the field.	
Criterion 3: Evidence of independent and original contributions to research or creative activity, which have an impact on the field of expertise	Some evidence that contributions may have the potential to influence the field, practice or thinking within the discipline or sub-discipline, as demonstrated by external peer reviews. Some evidence of beginning national and/or international recognition, as demonstrated by citation counts, metrics of dissemination on open-access scholarly sites such as Academia.edu or Google Scholar, impact factors of journals, guest lectures delivered at scholarly gatherings, etc. Some evidence of beginning recognition within the area of research: manuscript reviewer for a journal or publishing house, member of the executive of an academic association, etc.	Evidence of contributions that have the potential to influence the field, practice or thinking within the discipline or sub-discipline, as demonstrated by external peer reviews. Evidence of growing national and/or international recognition, as demonstrated by citation counts, metrics of dissemination on open-access scholarly sites such as Academia.edu or Google Scholar, impact factors of journals, guest lectures delivered at scholarly gatherings, etc. Evidence of a growing recognition within the area of research: member of the editorial board of a journal, manuscript reviewer for a journal or publishing house, evaluator of research grant applications, member of the executive of an academic association, etc.	Evidence of a body of work that has made significant or original contributions to the field, as demonstrated by citations in the works of other scholars.[3] Evidence of national and/or international recognition, as demonstrated by citation counts, metrics of dissemination on open-access scholarly sites such as Academia.edu or Google Scholar, impact factors of journals, guest lectures delivered at scholarly gatherings, etc. Evidence of recognition within the area of research: member of the editorial board of a journal, manuscript reviewer for a journal or publishing house, evaluator of research grant applications, member of the executive of an academic association, etc.

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[3] This evidence can be collected from sources such as Academia, Google Scholar, or Research Gate.

INDICATORS	ASSISTANT PROFESSOR [at 3-year review]	ASSOCIATE PROFESSOR	PROFESSOR
Criterion 4: Capacity building through income generation, collaboration development and infrastructure development strategies[4]	Ability to attract internal or external research funding is an asset. The candidate is encouraged to apply for internal and/or external grants and to provide evidence of grant applications.	Ability to attract internal or external research funding is an asset. The candidate is encouraged to provide evidence of internal and/or external grant applications.	The candidate is encouraged to provide evidence of continued applications for internal and/or external grants. Evidence of application success is expected, whether in the form of internal funding or funding from external sources, be they national or international, specific to the candidate's research field.
	AND/OR	AND/OR	AND/OR
	Evidence of emerging community and academic partnerships that will contribute to research and/or creative capacity.	Evidence of developing community and academic partnerships that contribute to research and/or creative capacity.	Strong body of evidence of a wide network of community and academic partnerships that contribute to research and/or creative capacity.

INDICATORS	ASSISTANT PROFESSOR [at 3-year review]	ASSOCIATE PROFESSOR	PROFESSOR
Criterion 5: Demonstrated ability to attract and successfully mentor and train students in research [5]	Though Criterion 5 does not apply to French Studies, the candidate is encouraged to serve on MA and PhD Committees outside of French Studies as external reader or as co-supervisor.	Though Criterion 5 does not apply to French Studies, the candidate is encouraged to list the MA and PhD Committees outside of French Studies on which they have served as external reader or as co-supervisor.	Though Criterion 5 does not apply to French Studies, the candidate is encouraged to list the MA and PhD Committees outside of French Studies on which they have served as external reader or as co-supervisor.

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[4] The French Studies Program only offers Bachelor of Arts degrees but does not offer graduate programming. This is a disadvantage when members apply for funding from major sources, such as the Social Sciences and Humanities Research Council (SSHRC). The French Studies Program encourages faculty members to apply for external and internal funding, and to provide evidence of such applications, whether they were successful or not.

[5] French Studies does not offer graduate programs. Consequently, Criterion 5 does not apply, although service as an external reader on MA or PhD Committees will be positively recognized.

INDICATORS	ASSISTANT PROFESSOR [at 3-year review]	ASSOCIATE PROFESSOR	PROFESSOR
Criterion 6: **Influence on and contributions to the academic and broader national/international community.**	Although opportunities for collaborative research are not as common in literary studies, linguistics, and translation studies, any evidence of such activity will be interpreted as demonstrating national and/or international recognition. The candidate's research or creative or translation activity should have some public application, as evidenced by outreach activities such as public presentations to non-experts, expert-non expert consultations, membership in community organizations, collaboration with museums, libraries, and schools, publications in newspapers, magazines, blogs, or interviews on radio and television, etc. Some evidence that the candidate is working towards establishing a reputation within the disciplinary community and its major academic associations, as demonstrated by conference organization, guest lectures, membership in the executive of disciplinary organizations, peer-review of manuscripts for journals, publishing houses, etc.		

II.   TEACHING[6]

INDICATORS	ASSISTANT PROFESSOR [at 3-year review]	ASSOCIATE PROFESSOR	PROFESSOR
CRITERION 1: Design and planning of learning activities			
a) Clarity and appropriateness of course materials, such as course outlines, course materials posted online, instructions and resources for assignments, texts or teaching materials assigned to the class	The candidate's learning materials are generally well-aligned, effective, and stimulating. Activities generally reflect an informed approach to learning design.	The candidate's learning materials are consistently well-aligned, effective, and stimulating. Activities reflect an informed approach to learning design.	The candidate's learning materials are consistently well-aligned, effective, and stimulating and are updated frequently based on the evolving needs of learners and reflect the evolution in the field of study as appropriate.
b) Sound and current course content and material	The candidate's course content and material are generally sound and at the appropriate level of difficulty. Course content is current and the volume generally appropriate.	The candidate has sound and current course content and material, with evidence of practices to remain current.	The candidate meets the standard set for Associate Professor, and displays an ongoing commitment to enhancing, updating, and revising course content and material so that it continues to reflect the evolving discipline.
c) Organization of class and effectiveness in providing activities to	The candidate is developing learning activities that support student acquisition of a course's intended learning	The candidate has planned learning activities that clearly and effectively support student acquisition of a	The candidate meets the standard set for Associate Professor and continues to monitor and adapt their practices and learning

[6] The candidate's SET/SPT scores can be used as evidence to support indicators under Criterion 1, Criterion 2, Criterion 3, and Criterion 4. Typically, the average Instructor SET/SPT scores should be at 5.0 or higher [except for the SPT score for Workload/Difficulty, which should be lower]. SET/SPT scores should be assessed in context: size of class, course modality (in person, online, hybrid), difficulty of subject material, required vs elective status, and grading strictness should be considered in interpreting scores. It should also be recognized that racial, gender, and cultural diversity have been shown to affect student perceptions of teaching. Overall, the teaching dossier should be a privileged means of assessment.

develop student learning	outcomes, and reviews and improves the activities so that they are generally at a level of difficulty appropriate with disciplinary practice.	course's intended learning outcomes and are consistently at a level of difficulty appropriate with disciplinary practice.	outcomes in order for these to remain optimal for student learning.
INDICATORS	**ASSISTANT PROFESSOR [at 3-year review]**	**ASSOCIATE PROFESSOR**	**PROFESSOR**
CRITERION 2: Teaching and Supporting Student Learning - Instructional methods, including lecturing (classroom and online), at the undergraduate level			
a) Clarity and stimulation of interest	The candidate uses instructional practices that generally promote clarity (of content, method of analysis, etc.) and attempts to promote student engagement, as expressed in the materials provided by the candidate.	The candidate uses instructional practices to promote clarity (of content, method of analysis, etc.) and promotes student engagement, as expressed in the materials provided by the candidate.	The candidate meets the standard set for Associate Professor and remains abreast of evolving methodologies and teaching methods to promote student engagement.
b) Students are encouraged to interact with the instructor and with each other to facilitate learning	The candidate is developing strategies and activities to engage students and facilitate learning. The candidate reviews and improves their approach using feedback from students and peers.	The candidate employs effective strategies to engage students and facilitate learning, where feasible, such as in-class activities, assignments, or syllabi that encourage interaction, as expressed in the materials provided by the candidate.	The candidate meets the standard set for Associate Professor and shows a general commitment to improving and expanding interactive strategies in the classroom.
c) Students are supported in reaching learning	The candidate is developing and fine-tuning instructional and evaluative practices that	The candidate uses instructional and evaluative practices that support student	The candidate meets the standard set for Associate Professor and displays an ongoing commitment to

outcomes of the course	support student development and keep learning outcomes in mind, as expressed in the materials provided by the candidate.	development and keep learning outcomes in mind, as expressed in the materials provided by the candidate.	student support as well as a willingness to revise and improve instructional and evaluative practices as evidenced by their teaching dossier.
INDICATORS	**ASSISTANT PROFESSOR [at 3-year review]**	**ASSOCIATE PROFESSOR**	**PROFESSOR**
CRITERION 3: Assessment and giving feedback to students a) Methods of assessment are clear, aligned with intended learning outcomes, at an appropriate level of difficulty, and reflect current disciplinary practice	The candidate has designed and is fine-tuning assessment activities that are generally clear, well-aligned with learning outcomes, and appropriately challenging for the course level.	The candidate deploys assessment activities that are generally clear, well-aligned with learning outcomes, and appropriately challenging for the course level.	The candidate meets the standard set for Associate Professor and displays an ongoing commitment to ensuring that assessment activities remain relevant and well-aligned with evolving learning outcomes.
INDICATORS	**ASSISTANT PROFESSOR [at 3-year review]**	**ASSOCIATE PROFESSOR**	**PROFESSOR**
CRITERION 4: Developing effective environments, student support and guidance a) Promotes safe and respectful learning environments	The candidate actively works to establish respectful practices and interactions in the classroom and related locations. The candidate	The candidate actively and explicitly works to establish respectful practices and interactions in the	The candidate meets the standard set for Associate Professor and contributes actively to a department-wide culture of inclusive teaching as

INDICATORS	ASSISTANT PROFESSOR [at 3-year review]	ASSOCIATE PROFESSOR	PROFESSOR
	consults with peers and the Centre for Teaching and Learning as needed.	classroom and related locations.	evidenced by their teaching dossier.
b) Availability to students outside of the classroom (e.g., office hours, TEAMS, email, phone)	The candidate is available to students for consultation outside of the classroom, as evidenced in the materials provided by the candidate.	The candidate is available to students for consultation outside of the classroom, as evidenced in the materials provided by the candidate.	The candidate meets the standard set for Associate Professor and actively engages in academic advising activities at the undergraduate level as a service to the French Studies Program. The candidate actively supports the developing academic life of their students by providing guidance and support with applications to international exchange programs, summer school initiatives, graduate programs, etc.

INDICATORS	ASSISTANT PROFESSOR [at 3-year review]	ASSOCIATE PROFESSOR	PROFESSOR
CRITERION 5: Continuing professional development and efforts to improve individual practice and departmental culture of teaching			
a) Engages in teaching related professional development	The candidate engages in teaching related professional development activities, for instance through consultation with peers or the Centre for Teaching and Learning, to address specific challenges or tweak and refine their individual practice.	The candidate has evidence or a commitment to improving their own teaching through activities such as self-directed reading, workshops, conferences, or peer-led activities intended to enhance teaching and learning.	The candidate meets the standard set for Associate Professor and demonstrates an ongoing commitment to improving their teaching practices and strategies through a variety of professional development activities.

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b)	Responds positively to evolving teaching-related needs of the AAU	The candidate demonstrates flexibility to adapt to changes deemed necessary by the department, Dean, program reviewers, PDC, etc. This may include teaching required language training courses next to courses in one's area of specialty.	The candidate demonstrates flexibility to adapt to changes deemed necessary by the department, Dean, program reviewers, PDC, etc. This may include teaching required language training courses or reviewing course content and learning objectives.	The candidate meets the standard set for Associate Professor and continues to demonstrate a willingness to adapt to the changing needs of the department and program. This may include reviewing and raising course enrolment caps, modifying course prerequisites, introducing new courses or modifying the course content of existing courses, etc.
c)	Engages in curriculum and course development as related to evolving disciplinary developments	The candidate makes efforts to remain relevant with contemporary disciplinary and/or pedagogical practice, and may assist with curriculum and course development as needed.	The candidate develops course ideas through proper channels to remain relevant with contemporary disciplinary and/or pedagogical practice.	The candidate meets the standard set for Associate Professor and demonstrates a strong commitment to remain abreast of changes in the discipline and its pedagogical practice, as evidenced by the teaching dossier.
d)	Inclusion of ONE of: - Teaching and learning research into teaching practice OR - Discipline-based research into teaching practice	The candidate is undertaking research on teaching and learning in their discipline to inform and improve their teaching practice. The candidate attempts to integrate into their course design discipline-based research when appropriate.	Research on teaching and learning or discipline-based research forms a regular source for planning and decision-making in teaching and course design, and informal inquiry forms an element of teaching improvement practice.	The candidate meets the standard set for Associate Professor and demonstrates a commitment to sharing their research endeavours and results in the classroom and enhancing their teaching practice through their growing disciplinary knowledge.

III.   SERVICE

INDICATORS	ASSISTANT PROFESSOR [at 3-year review]	ASSOCIATE PROFESSOR	PROFESSOR
CRITERION 1: Engagement in departmental governance and program support activities	The candidate is engaged in governance work at a level that is appropriate for Assistant Professors, through attendance and participation in the AAU Council and departmental committees with smaller workloads. It should be stated that the Department encourages early career candidates to limit their service activities and prioritize research.	The candidate is actively engaged in governance work as evidenced through attendance and participation in committee and council work.	The candidate continues to be actively engaged in departmental governance work as evidenced through attendance and participation in committee and council work.
CRITERION 2: Engagement in University service	The candidate may be engaged in university committees and activities. Especially for Assistant Professors, credit should be given for this involvement at an early stage. However, it should be stated that early career candidates are encouraged to limit their service activities and prioritize research.	The candidate may be engaged in university committees and activities. Especially for Assistant Professors, credit should be given for this involvement at an early stage. However, it should be stated that early career candidates are encouraged to limit their service activities and prioritize research.	The candidate is actively engaged in the governance of the University. This may be evidenced through participation in university committees, working groups, Senate, or the Faculty Association.
CRITERION 3: Engagement in service to the academic and wider community a) Commitment to the academic community	The candidate demonstrates emerging involvement with national academic associations, through membership, conference attendance and	The candidate will demonstrate some contributions to national academic associations as established through the organization of panels at	Evidence that the faculty member continues to contribute to national disciplinary academic associations or the disciplinary community in

	participation, chairing of conference panels, and organization of conference panels; or evaluating article and book submissions for journals and academic presses.	conferences, serving on conference committees; or evaluating article and book submissions for journals and academic presses, serving on editorial board for presses and/or journals, etc.	the form of activities such as organizing conferences; giving keynote addresses; holding office in national or international disciplinary academic associations; sitting on the editorial board for presses and journals; editing series for academic presses, etc.
	The candidate may be engaged in service on PhD and MA committees in other departments or institutions.	Service on PhD and MA committees in other departments or institutions.	Continued service on PhD and MA committees in other departments or institutions.
b) Service to the wider community	Consideration will be given to any outreach activities connected to the discipline in the wider community, such as membership in francophone community organizations and participation in francophone community events that aim to promote French language, literature, and culture.	Consideration will be given to any outreach activities connected to the discipline in the wider community, such as membership in francophone community organizations and participation in francophone community events that aim to promote French language, literature, and culture.	Consideration will be given to any outreach activities connected to the discipline in the wider community, such as membership in francophone community organizations and participation in francophone community events that aim to promote French language, literature, and culture.